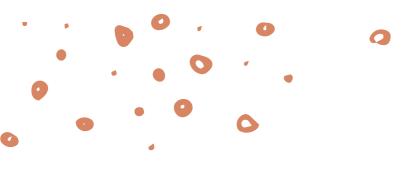


"How to Learn the First Words in Foreign Languages "

methodological material for foreign language learning





The Knowledge of Languages - a World without Borders

This project is funded by the European Union.

This material was developed through the collaboration of five educational institutions and the contribution of teachers involved in the implementation of the Erasmus+ project **The Knowledge of Languages - a World without Borders** No 2020-1-LV01-KA201-077558:



- ZASA SECONDARY SCHOOL, JEKABPILS, LATVIA project coordinator
- LESNÍ MATEŘSKÁ ŠKOLA JELÍNEK, KUNŠTÁT, CZECH REPUBLIC
- MOBARN RØSANDÅSEN BARNEHAGE, AVERØY, NORWAY
- GRADINITA CU PROGRAM PRELUNGIT PERLUTELE MARII, CONSTANTA, ROMANIA
- ANAMUR ILCE MILLI EGITIM MUDURLUGU, ANAMUR, TURKEY



"How to Learn the First Words in Foreign Languages" methodological material for foreign language learning is produced by *The Knowledge of Languages - a World without Borders* Project co-funded by the Erasmus+ programme of the European Union. The content reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

CONTENTS



1.	INT	RODUCTION	3
2.	FOR	EIGN LANGUAGES IN EARLY CHILDHOOD EDUCATION	6
	2.1	Approach of Foreign Languages in early Childhood at National Level	6
		2.1.1 Czech Republic	7
		2.1.2 Latvia	8
		2.1.3 Norway	9
		2.1.4 Romania	10
		2.1.5 Turkey	11
	2.2	Teaching Foreign Languages - Preschool Teacher's Perspective	12
	2.3	Teaching/Learning Foreign Languages - Parents' Perspektive	16
3.	TEA	CHING A FOREIGN LANGUAGE IN KINDERGARTEN	19
	3.1	Why to Teach a Foreign Language to Young Children?	19
	3.2	How to Teach a Foreign Language to Young Children?	
4.	TOP	ICS APPROACHED IN A FOREIGN LANGUAGE	23
	4.1	My Family	23
	4.2	My House	28
	4.3	Day in the Kindergarten	33
	4.4	Daily Routine	40
	4.5	Feelings and Emotions	43
	4.6	Outdoor Activities	48
	4.7	Movement Outside	51
	4.8	Sports and Games	58
	4.9	Changing Seasons	63
	4.10	Colours	68
	4.11	Animals	74
	4.12	Music	79
		Occupations	
		Means of Transport	
		Poems and Stories	
5.		CLUSIONS	
		DURCES	

1. INTRODUCTION





"Learning another language is not only learning different words for the same things, but learning another way to think about things."

Flora Lewis

The European Commission, through its Erasmus+ Programme, supports the development of people on an educational, professional, and personal level, therefore it contributes to "sustainable growth, quality jobs and social cohesion, to driving innovation, and to strengthening European identity and active citizenship" (Erasmus+ Programme Guide-European Commission). This programme offers the opportunity for strategic cooperation in the field of education, training, youth and sport.

The Erasmus+ programme offered the opportunity to five educational units to build a partnership in the form of the project The Knowledge of Languages - a World without Borders, through which to approach a topic of international interest, namely the learning of foreign languages starting from an early age. This aspect is considered by the European Commission to be of vital importance for the strengthening of prosperity and social cohesion in Europe.

The Knowledge of Languages - a World without Borders is an Erasmus+ project, Key Action 2, No 2020-1-LV01-KA201-077558, that started in 2020, and involves 5 educational institutions from 5 countries:

LATVIA - Zasa Secondary School, Jekabpils

CZECH REPUBLIC - Lesní Mateřská Škola Jelínek, Kunštát

NORWAY - Mobarn Røsandåsen Barnehage, Averøy

ROMANIA - Gradinita cu Program Prelungit Perlutele Marii, Constanta

TURKEY - Ilce Milli Egitim Mudurlugu, Anamur

The Knowledge of Languages - a World without Borders project focuses on acquiring and developing basic skills and key competencies by providing language teaching that individuals can use throughout their lives since early childhood. It promotes a comprehensive approach to language teaching and learning by encouraging early language learning and awareness, as well as to encourages the use of new technologies to support language learning and the integration of the language dimension across the curricula by focusing on reaching adequate competence levels by the end of compulsory education and by promoting creative and integrated approaches to language teaching and learning process. This could be a step towards creation of language aware schools.

By involving preschool children and their parents, the project aims to ensure that the basic skills, like languages and digital competencies are available for all individuals from early childhood throughout the whole life, in such a way promoting life-long learning process.

MAIN OBJECTIVES OF THE PROJECT:

- to encourage foreign language learning for children in preschool stage in an integrated way through games and other interactive activities
- to promote parents' interest in their children's education through methodological guidance
- to acquire and share experience about foreign language learning and teaching in other countries

AT THE END OF THE PROJECT, ALL PARTICIPANTS WILL PROMOTE THE KNOWLEDGE AND SKILLS REGARDING TEACHING FOREIGN LANGUAGES, AS ALL THE EXPERIENCE WILL PROVIDE:

- more experienced and trained preschool teachers
- trans-nationally enriched and shared experience about foreign language teaching and learning
- methodological guide and resources digitally available to everyone who would be interested
- increased interest in different languages and culture,
- different cultural values that would enrich all participants,
- motivated preschool children with more developed language competencies,
- more motivated parents interested in their children's learning process and encouraged to try foreign language learning by themselves.

LONG TERM IMPACT OF THE PROJECT:

- promotion of competencies-based approach to language teaching and learning which is essential also for the general competencies
- innovative educational methods for teaching and learning foreign languages
- wider involvement of parents in their children's learning process
- teacher training and experience of international cooperation
- promotion of educational institutions and local municipalities,
- involvement of other regional preschools in applying the created methodological materials
- shared international experience and cultural values of each partner country
- availability to use the created methodological materials digitally by everyone interested in this sphere



"How to Learn the First Words in Foreign Languages" methodological material for foreign language learning is produced by *The Knowledge of Languages - a World without Borders* project, and together with the "Early Age Language Teaching Website" digital platform might be essential for creating not only an appropriate language learning environment in kindergartens/preschool groups or at home, but also for encouraging parents to spend quality time together with their children. The developed methodological material would also be available on a digital platform for anybody interested in this topic at https://nobordersforenglish.com/



2. FOREIGN LANGUAGES IN EARLY CHILDHOOD EDUCATION

2.1 APPROACH OF FOREIGN LANGUAGES IN EARLY CHILDHOOD EDUCATION AT NATIONAL LEVEL

Learning foreign languages at school is an important subject, which every education system takes into account by establishing school programs appropriate to the needs and interests of the students and communities in each country. This learning process has proven to be all the more effective since it starts at an early age, but not all educational systems provide a curriculum for learning foreign languages in preschool education. In five partner countries involved in the project, foreign language learning is approached as follows.



2.1.1 CZECH REPUBLIC



In the Czech Republic education in foreign languages is not compulsory in pre-primary education. However, language education is sometimes part of pre-school education programmes, whether in the form of full implementation of a foreign language in education or offer as an optional activity, which is more often.

In the Framework Education Programme for Pre-primary Education only two requirements related to foreign language teaching are mentioned, namely in the area of competencies to communicate. A child ending preschool education knows that people also communicate with other languages, and that they can be learned; has created the elementary preconditions for learning a foreign language.

The educational field of Foreign Language is mandatory for grades 3 to 9; however, if there is pupil interest and parental consent, Foreign Language instruction may be commenced at lower grade levels. The educational content of Foreign Language has a weekly time allotment of 3 hours.

Sources:

Eurydice: Czech Republic: Early childhood education and care

Eurydice: Areas of learning and development in pre-primary education

Framework Education Programme for Pre-primary Education

Framework Education Programme for Basic Education





2.1.2 LATVIA





Foreign languages have been a compulsory subject in Latvia starting from the basic education stage. Most often, schools teach English as the first foreign language, for the second foreign language the most common are German, Russian, French, Spanish, Swedish, and others. Even though the standard of the subject did not specify it, in many municipalities, opportunities are sought and found for children to start learning a foreign language earlier - in preschool educational institutions.

In the new pre-school standard, the learning content is organized in seven learning areas important for the activities of human life one of which is language area. At the end of pre-school education a child has acquired the following basic literacies which include values and virtues, transversal skills, and knowledge, understanding, and basic skills: in the field of study of languages, in the language in which the educational programme is implemented the child explains why people use language to communicate, listens to a text, names characters thereof, retells events, thinks of the continuation of the text, asks about the unclear and replies to a specific question, tells comprehensibly and successively about the things which he or she has seen, heard, experienced, participates in a conversation, does not interrupt the speaker, uses different intonations in his or her speech, distinguishes between sounds and names them, designates a sound with a corresponding letter, reads words and understands the reading, writes in cursive. In order to achieve the intended results, it is implemented throughout the entire day; indoors and outdoors; including free and independent playing of the child and learning in a play lesson organised purposefully and directed indirectly by a teacher; ensuring steady load, rest, and activity of the child according to his or her individual skills. The child learns by immersion.



2.1.3 NORWAY



In kindergarten the children shall be introduced to different languages, vernaculars and dialects through rhymes, songs, literature, and texts from past and present. Kindergartens shall encourage children to play with language, symbols and text and stimulate their linguistic curiosity, awareness, and development.

English is a subject from the first grade. In the 8th grade the children can choose another foreign language, where the most common choices are Spanish, German or French.

The students show and develops competence in English in the 1st and 2nd grade when they explore and use the language by listening, during play and in conversations. In the further grades there will be more classroom teaching methods with specific goals that need to be fulfilled for the different age groups.

Norwegian University of Science and Technology contributes to increased competence in incorporating the educational language plans in all kindergartens and schools in our



2.1.4 ROMANIA



In Romania public or private schools operate, in the system of educational alternative that complements the classical education system, opening new perspectives of didactic and pedagogical approach to learning. Pre-university education is an integral part of the national education set up as a system, bringing together state, private and denominational educational units, authorized or accredited.

The importance given to learning a foreign language at school increased significantly after 1989, with the awareness, by teachers and parents, of the particularly important role that knowledge of at least one foreign language has in shaping the child's future. Two centuries ago, the knowledge of the French language was a sign of the chosen education and of the social class. Today, speaking English is "mandatory" and has become a basic condition in order to be able to carry out your professional activity at an acceptable level in the context of the current reality. The languages studied in Romanian schools are: English – 99% of students, French – 65,2%, German, Spanish and Italian, Russian, Chinese or Japanese.

Teaching/learning a foreign language is mandatory, since 2011, starting the preparatory class (first year of school - 6 years old pupils), followed by the addition of a second foreign language in the 5th grade.

Regarding the foreign languages in early childhood education, they are not mandatory. Optional activities in a foreign language (usually English, German or French) are carried out by preschool teachers, according to their competencies and the parents' request. Starting 2019, the Curriculum for Early Education developed by the Ministry of National Education, specifies that "to encourage the study of foreign languages, during this period of child development, educators can call on the acquired skills and attested/certified during the initial/continuous training period and can use a series of specific resources existing on the teaching aids market". The early education experts recommend using the CLIL methodology.



2.1.5 TURKEY



Until 1998, foreign language education started at the 6th grade in Turkey. After then, it was decided to start at the 4th grade. In 2016, a very significant improvement took place in education and the age of learning English as a foreign language was decreased, and also a new English language curriculum was developed accordingly. According to the decision of Turkish Education Board of Ministry of National Education, it has been decided that foreign language education, which started at 4th grade, would start at 2nd grade. When the average of the starting age of foreign language education in Europe is taken into consideration, it is clearly seen that Turkey has walked up to the European standards.

In the light of critical period hypothesis and the tendency for early foreign language education in the world, it can be said that this regulation is a very important step for Turkey's foreign language education system.

Today, foreign language education starts at the 2nd grade in primary schools. Unfortunately, there is no language education in kindergarten curriculum in public schools. In private schools, language is taught according to their own curriculum.

Although there is no official language teaching at a very young age in Turkey, the Ministry of Education published and suggested a 48-week early language teaching course program for children from 3 to 6.

The target of this program is that, students will be able:

- to introduce themselves
- to follow simple directions
- to know the numbers from 1 to 30
- to have knowledge of basic vocabulary about animals, colours, family members, jobs, vehicles, fruits and vegetables, seasons, weather, clothes, days of the week and musical instruments
- to answer simple questions about themselves and daily activities
- to use simple adjectives

Today, this program is mostly followed by private kindergarten schools in Turkey.







2.2 TEACHING FOREIGN LANGUAGES - PRESCHOOL TEACHERS' PERSPECTIVE

Children at this age quickly learn a foreign language, especially if the teaching of English is integrated into the learning materials of their native language. This is important in this age of technology, because children often spend time in front of the screens of smart devices, watching videos and playing games, often in English, so it is very valuable that the child has already learned something and understands what is happening on the screens. And to be honest, the children in my group count numbers in English better than in Latvian. Today, knowing and understanding English is very valuable, so it is great that the basics of the language are learned at preschool age.

Preschool teacher Maija, Latvia

To teach young children (age 3-6) EFL is often quite challenging for some teachers. I believe that teaching a foreign language to preschool kids and younger is very specific. It is more about providing positive feeling and motivation and making kids passionate about English rather than gaining knowledge as such.

While observing dozens of kids of this age, I could see how they take English as a part of their life (this is my goal as an English teacher) more than something difficult and foreign. I see mainly benefits in helping kids of this age to come across English daily.

I wish English was a part of the curriculum in every kindergarten in the Czech Republic. I also strongly believe that parents should be supported to provide English to their kids at home. Parents often don't do English activities with their children during the day as they are afraid to pass on their own mistakes, especially pronunciation.

English teacher Veronika, Czech Republic

It is important to teach English early, because children learn everything faster. Children nowadays use a lot of electronic devices and on them they watch videos, play games and watchmany TV shows. Often these TV shows, videos and games are in English. Sometimes children learn English correctly, but sometimes they can be wrong. And if they are not corrected, they will continue tospeak using wrong words, and it will be hard to correct later. By starting learning English early, children can develop interest about the language.

English teacher Linda, Latvia

Language teaching in early childhood is easier. More permanent learning is provided. Especially in the preschool period, children do not have difficulty in learning a new language, on the contrary, they enjoy it. Thanks to our project, it was very enjoyable for us to do the same activities simultaneously with different countries and schools.

Rabia Yılmaz, Turkey 15 Temmuz Milli İrade Primary School



Learning English from an early age contributes significantly to the development of the intellect, as confirmed by countless studies. The extraordinary opportunity for those who learn English is the very fact that they take advantage of these years that pass not only with play, but also with benefit. It accumulates a capital of knowledge in play that it would be much more difficult to accumulate later. They can speak English at only 6 years old, they can attend a school with teaching in this language, which gives them access to a whole cultural universe. It is important to remember that, as quickly as they learn it, they can forget it as quickly if the parents do not maintain the concern for the English language actively, in one form or another, even after kindergarten.

If adults or even older children seek to retain grammatical structures, endings or supporting structural elements, the little ones can naturally assimilate notions of vocabulary, pronunciation, topic and can easily enrich their vocabulary. For this, children need to hear it constantly, be encouraged to repeat it, use it in games, sing and recite it. It all depends on the learning goal, a child who starts learning a language later is very unlikely to reach the level of fluency in a short period. It is very important for parents to establish development directions and goals for their children from the beginning, goals that are achievable.

Raluca-preschool teacher, Romania



I am a preschool teacher for a group of children between the age of 2 – 6 years. In my experience this is a good and resourceful project that have helped our children to develop their language skills. The oldest children that will start elementary school next year, are really having a beneficial development in English. They are more prepared for the English lessons they will need to have in first grade. During parent-teacher conversations the feedback was great, and the parents say that their children are speaking more English at home as well.

Preschool teacher/ department manager, Magne, Norway



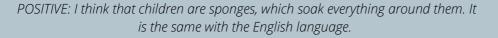
Teaching a foreign language to preschoolers is a creatively challenging activity for a teacher, but for the little ones it is the most enjoyable way to acquire a foreign language such as English.

This ability of theirs has been confirmed by numerous studies. At this age, children have a much greater ease of expression than adults when they pronounce. By acquiring vocabulary through hearing, repetition, imitation, the learning process is much faster. Unlike adults, children express themselves freely, without thinking about whether they are wrong or feeling ashamed. The fact that preschoolers naturally acquire the ability to communicate freely in English has many advantages. Children learn a foreign language in a much more fun and engaging way because they do not see this process as a necessity.

Using the right methods will lead to very good long-term results. Fixing and improving English can be done by using flashcards for each vocabulary group, story books and English songs suitable for age and level of preparation, through movement games, watching short videos and cartoons with characters and last but not least the repetition of learned words and expressions.

In conclusion, I believe that teaching English from an early age is an advantage because children easily develop and acquire receptive skills such as listening and reading, but also productive skills such as writing and speaking.

Sonia, preschool teacher, Romania



NEGATIVE: Most children don't know how to speak their mother tongue well. In my opinion, first children should have the ability to speak and understand their language and after that start with a foreign language.

Zdenka, preschool teacher, Czech Republic

In my department I have a group of children between the age of 1-2 years. I had to think differently from my colleagues to make English understandable and fun for them. So, in my group we have different words that we say both in Norwegian and English but also in signlanguage. We also sing songs in both languages, as well as using pictures and toys to make the learning visual. This has really been an interesting project and I like the challenge I got where I had to think differently to adjust this project for the youngest children in our school.

Preschool teacher/ department manager, Evitha, Norway

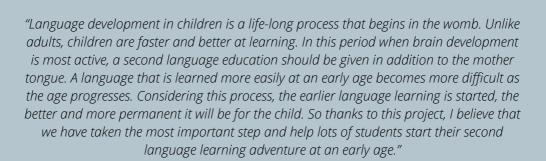


Preschoolers learning English develop the ability to concentrate more easily, solve problems, pay attention to verbal and non-verbal signals sent by others. They are more receptive to the needs, feelings, sensations experienced by other children. They understand each other's moods more easily and are more attentive, they intuit their intentions more quickly. That is probably because they are more trained to guess from context even what they don't already know. The fact that they understand others better makes them more confident, friendly and easygoing. They will communicate, perhaps even non-verbally, with greater confidence and inspire others with a lot of confidence.

The impact of starting learning at an early age is great especially on pronunciation and accent. If we add to this the benefits listed above on the mind, it becomes clear that it is at least useful for a child to make contact with the English language from the first years of life. It is no wonder that they have a better chance of coping with academic activities. The skills

used to know and use this foreign language will transfer them to science, mathematics, Romanian. They will probably be praised for also mastering another language at their age and this will boost their self-confidence. It will motivate them to make efforts to learn further.

Sabina - preschool teacher, Romania



Esra Gültekin, Turkey Anamur İsmihan Çerçi Kindergarten

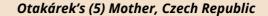
2.3 TEACHING/LEARNING FOREIGN LANGUAGES – PARENTS' PERSPECTIVE

Parents of preschoolers are becoming more and more aware of the importance of learning a foreign language from an early age and of the benefits of this process. The collaboration between the family and the kindergarten has become a significant factor in the evolution of children and laying the foundations of their competences. During the implementation of this project, the children's families were involved through various methods in the linguistic education of the little ones, so that they could observe the progress made by the children in terms of learning the first words in a foreign language. Here are some opinions of parents about the benefits of learning a foreign language in early education and how they can contribute to the development of their children's language competences:



Teaching English at an early age makes sense. Children at this age acquire language faster than older ones, they learn through senses. My son speaks about learning English in kindergarten. He remembers his English teacher and activities they do together. He knows some English words, sometimes he says or sings them aloud during his free play at home. He also often asks how you say some words in English. Last time I couldn't remember the word "radish". At home we watch video songs that are sent to us, however, I am not sure how we can sing along to them. In my view, there are too many words to do so. I would be happy to attend a workshop for parents, in which we can learn how to do that at home. So far I have chosen the easier songs and those I play again and again.

For further support of my children's learning English at home, I would prefer doing some exercises with paper, a pencil and coloured pencils. We are able to spend some time learning English every day. Ideally, it would be nice to make use of everyday situations such as counting blueberries.





I really liked collaborating with the teachers and carrying out activities in English at home with my little girl. Every week we found out what the topic was and we received some suggestions and materials from the kindergarten. I managed to involve the whole family, even if not all members know English. I would like such activities to be carried out in the following kindergarten years.

Daria's (3) Mother, Romania

My child that started in your school learned the language better than the brother that started in another school.

John's (5) Mother, Norway

Teaching English already in kindergarten makes children familiar with the language. I don't see any disadvantage of this approach. My son sometimes asks how you say some words in English. Sometimes he sings and creates his own "foreign" words. However, he doesn't speak about learning English in kindergarten. We don't watch the videos attached to school newsletters at all. The obstacles that prevent us from working on children's English at home include 3 children and all their other interests, family house reconstruction, my job and a big garden. In the future, we would prefer to get some printed fairy-tales, stories and flashcards.

Kristal's (3) Father, Czech Republic

I am a mother of two kindergarteners and one of my children is also involved in the project activities.

We really appreciate that students are encouraged to learn English before they start school. As parents, we were also able to get involved in the project by providing ideas on topics that our children might be interested in learning.

Teachers are in regular contact with parents - at the beginning of the week we receive information about the topic that the children will learn and during the week or on Friday pictures or videos from the learning process are sent.

This regular exchange of information also has a very positive effect on my ability to talk to my son, as I can respond more quickly and help find answers to questions that arise during the day.

Parents also have the opportunity to get involved in various extracurricular activities - during the career week, parents could tell about their professions, during the week when students were learning about animals, students not only told each other what pets they had, but one family even brought rabbits and allowed their classmates to play with them. And there are a variety of small daily chores that parents can help with, such as providing materials for handicrafts - a variety of natural materials, newspapers, magazines, boxes, and other things that have accumulated at home.

Because of Covid-19, there have not been many celebrations in recent years, but educators have always thought of an interesting way for students to pass on a video greeting to their parents. Before the restrictions on gatherings, a very interesting event was the Sports Day, which has its own theme every year and the children participate with one of the family members. Last time, as always, family members were invited to attend, but fathers were especially welcome. And this was a very good way to encourage fathers to get involved in the day-to-day running of the kindergarten, because, as we know, mothers are often the most active parents."

Gustav's (6) and Laura's (4) Mother, Latvia

I am content with our kindergarten's projects regarding language learning.

Lisa's (4) Mother, Norway

Learning a foreign language at an early age will positively affect not only language development but also mental development. I think that the child who receives language education at an early age shows positive developments in mental skills such as thinking, focusing, and gaining a mathematical perspective.

Ege's (6) Mother, Turkey



The activities in English helped my child to adapt more easily in the first days of kindergarten, because we also listen to many songs in English at home. Now he is much more interested in what he hears and asks for explanations, he really wants to learn new words and uses them when we talk to each other. I think it is beneficial to learn a foreign language, even if the children are small and can barely speak their native language. Now it is the age when he assimilates the easiest.

Alexandru's (4) Mother, Romania



It's fun to hear our child take up new English words and ask us at home what things are called in English.

Kari's (4) Mother, Norway

I believe that such projects are beneficial for our children. Not only does it help them get a good start in school, but it also facilitates their development on all levels. My daughter has become much more communicative, she is interested in new things and always asks us to show her something in English. The materials received from the kindergarten were very useful and the collaboration with the teachers was really good.

Melania's (5) Mother, Romania

As a parent, I am very happy that such a project is taking place in our school. It is very valuable for children that from the age of kindergarten they start learning English.

My children studied in an English school for two years and their English language skills are good. For my children, this project is good in that they continue to use English, can share their experiences and can help other children. I am very pleased that there are a lot of materials - songs, games, videos with the help of which children can learn this language.

I would like to see more opportunities for foreigners to come to our school and talk to children. Because the teaching process is different in each country. And it is a unique opportunity for our children to have such an experience. Thanks!

Keitija's (5) Mother, Latvia



I believe that the most important advantage of foreign language education at an early age is that the child feels more self-confident and assertive. Understanding and communicating with people who speak different languages will have a positive effect on the child's self-confidence, sociability and assertiveness.

I think it is really important to have language education at an early age. In my opinion, one of the most important advantages of foreign language education is that the child is aware of the existence of different cultures and countries from an early age, and he awakens interest and curiosity towards these cultures. In this way, they have a wider perspective.

Derin's (6) Mother, Turkey

Asya's (6) Mother, Turkey

3. TEACHING A FOREIGN LANGUAGE IN KINDERGARTEN

Considering the need to give greater importance to the teaching of a foreign language in early education, a deficient situation identified at the level of the education systems of the 5 partner countries, the project teams have developed the present methodological material in order to support all staff teachers interested in this aspect.

The foreign language considered was English, as it is the foreign language known by all the teachers involved in checking the topics of interest and the foreign language agreed upon by the preschoolers' parents. After the testing period, in which various methods were applied to familiarize preschoolers with the English language, it was found out that the process had a positive impact on all the factors involved, including preschoolers, teachers, and parents alike. Thus, it was possible to create the present methodological material. It is intended to be a collection of methods and different approaches to some topics of interest to children, with the aim of laying the foundations for the formation of linguistic skills in a foreign language, starting from an early age. The methodological material is addressed to kindergarten teachers, who want to carry out activities in a foreign language, but, indirectly, it is also addressed to families of preschoolers, who, with the support of teachers, can carry out in the family environment a multitude of activities that can help children learn the first words and expressions in a foreign language.

3.1 WHY TEACH A FOREIGN LANGUAGE TO YOUNG CHILDREN?

Preschoolers today are exposed to a wide variety of languages. Global processes and communication technologies influence how people relate to their language from birth, and diversity and multilingualism are hallmarks of the educational environment from the very beginning. The cultural and linguistic diversity of today's globe is evident not only in kindergartens and schools but also in families, neighborhoods, and even individual children. Today's youth see multilingualism as more of a standard and believe that studying foreign languages is important and beneficial.

When children are young, assimilating a foreign culture can help them develop their view of different communities, deepen their spiritual values, and spark their interest in something other than their mother's culture. As a result, the groundwork is set for later learning other foreign languages, the scope of information is expanded, thinking and memory are improved, and respect for various cultures is fostered. In general, early

exposure to a foreign language was linked to better academic achievement, an increased capacity for communication, creativity, and general learning capacity, as well as a slowed rate of brain aging.

According to W. Rivers, learning a language:

- allows a child to have direct access to another culture
- introduces him to a leisure activity that can be enjoyable and lucrative for him (a factor whose significance grows as working hours decrease for many other occupations)
- increases his interest and enjoyment in traveling
- gives him the opportunity to communicate with people from other countries
- gives him access to new sources of information
- provides him with experience learning foreign languages, allowing him to acquire another language later on in a more effective manner if necessary

3.2 HOW TO TEACH A FOREIGN LANGUAGE TO YOUNG CHILDREN?

At an early age, learning a foreign language will initially focus on understanding this language (words, phrases or short sentences). Preschoolers will demonstrate understanding of the message sent in the foreign language and will act according to it. Then, the little ones will be encouraged to express themselves using the foreign language, to pronounce the words clearly, to use simple grammar rules and to initiate simple conversations in which to express their thoughts and needs. During the activities, the enrichment of the vocabulary with new words and expressions is also considered, which the preschooler can use in his daily activities and in his relationships with others.

As the children get older and their level of development increases, learning the foreign language will also take into account the knowledge of letters and the identification of sounds, gradually reaching reading and writing in the respective language.

The teaching staff involved in the Erasmus+ project, through the activities carried out within it, as well as based on their own experience in the activity with preschoolers, established a series of steps to facilitate the preparation and carrying out of the activities of teaching/learning a foreign language in early education. The following indications represent a suggestion for approaching some topics of interest for preschoolers, which can support the teachers and parents in the process of teaching/learning a new language.

So, if you are a teacher interested in the development of the preschoolers you guide and, together with the parents, you want to familiarize them and even teach the little ones a foreign language, the following steps will help you.

IN THE BEGINNING:

Determine what is necessary to develop in your preschoolers, from a linguistic point of view, regarding the foreign language. Consider the age and development level of the children, as well as their interests and needs.

STEP 1 - Choose the topic and the contents (vocabulary)

Determine the topic of interest that you are going to address in the foreign language, you can choose it together with the preschoolers or it can be identical to that of the projects that you carry out in the usual activity with the group of children. Once the topic is known, choose words relevant to the children's age, easy to pronounce and remember, simple expressions and sentences, which will help the children to express themselves and communicate easily in the new language.

STEP 2 - Establish the expected results

Clearly establish the expected results following the approach of the chosen theme: what the preschoolers will be able to do at the end of the activity/activities, regarding the foreign language.

STEP 3 - Choose the appropriate methods

Depending on the age of the preschoolers, the contents to be learned and the established objectives, it is necessary to choose the appropriate methods, by which to obtain the expected results. In general, most activities will be based on play, as it is the main method used in early education. Adding other methods to the play, interactive activities can be carried out to stimulate children's interest in the foreign language.

STEP 4 - Match the methods with the right resources

In order to be able to apply the established methods, appropriate educational means are needed, resources through which the objectives set for each activity can be achieved. These resources can be either digital, foreign language learning activities being based on ICT, or they can be objects (handmade or not) from the children's environment: books, toys, flashcards, images, materials from nature, personal objects etc.

▼ STEP 5 - Apply and assess

Carrying out the activities of teaching/learning a foreign language depends on each individual teacher, on the group of children he guides and on the previous planning. For

a good development, activity projects or just simple sketches can be made, but the methodical approach must be clear and carried out efficiently.

At the end, it is important to evaluate the children's knowledge and skills, to determine if it is possible to move on to a new topic or if remedial activities are needed, to repeat the elements that were not understood.

IMPORTANT! - Involve parents

Don't forget the most important partner in children's education, the family! Especially in early education, it is necessary to collaborate with the parents of preschoolers, because together, solid foundations can be laid in the education of the little ones. The involvement of families in the activities carried out in the kindergarten and the permanent communication with them positively influence the children's progress.

Depending on the topic addressed in the activities of learning a foreign language, the teacher and parents can find ways by which the learning can be continued at home. Some kindergarten activities can also be carried out in the family or can be adapted, so that parents are actively involved in the education of their own children.



4. TOPICS APPROACHED IN A FOREIGN LANGUAGE



The 15 themes proposed in this material were chosen by the project teams from the partner countries, following the identification of preschoolers' interests and their needs, specific to their age and the communities they belong to. In the teaching/learning activities, various methods were used, each topic being approached in a different way, according to the teaching specifics of the partner country that proposed, tested and applied the contents in the foreign language.

The following information represents a suggestion for approaching a foreign language in kindergarten, which can be adapted according to the specifics of each educational unit.



In this topic, there were 5 acquisitions set. Accordingly, these acquisitions (learning outcomes):

- aim to teach students to greet each other
- aim to teach students to ask "How are you?" as a question and answer it according to how they feel
- aim to teach students to ask the name of somebody and to answer the question "What is your name?"
- aim to teach students to call people according to personal pronouns (such as "I, he, she, it, we, you, they")
- aim to teach students to name family members (such as father, mother, sister, brother, uncle, aunt)

STEP 1 - Choosing the vocabulary content

WORDS	EXPRESSIONS
 aunt brother cousin family father, dad, daddy grandfather, grandpa grandmother, granny, grandmom mother, mom, mommy sister uncle 	 Good morning! Good afternoon! Good night! Good bye! How are you? I'm fine. You? I'm okay, thank you. Great, thanks! Who is he/she? She/He is my

STEP 2 - Establishing the expected results

At the end of the activities related to this topic children will be able:

- to greet each other
- to understand subject pronouns and use them
- to tell his/her name
- to name family members
- to ask and answer questions

STEP 3 - Choosing the appropriate methods

- audio-lingual method
- audio-visual method
- demonstration
- drama and Role-play
- educational games
- art and craft activities
- communicative approach
- functional-notional approach

STEP 4 - Matching the methods with the right resources

- ICT Games
- flashcards
- Youtube
- liveworksheets
- web 2.0 Tools
- toys
- pictures
- real objects

STEP 5 - Applying and assessing

An example of activity for "To greet each other" acquisition is as follows:

- Teachers will say "Good morning" while taking the students to the classroom. And the teacher will ask the students "How are you, today?" But the teacher will not answer what the students will say in their mother tongue.
- The teacher will tell students that we will learn how to express our feelings by speaking English and we will learn how to greet each other.
- The teacher will log in to the project website. To increase awareness, teachers will show videos from warm up. The teacher shows the flashcards about greetings and then students will try to pronounce these words. Then the teacher will open a song





about greeting. The teacher and students will repeat this song with joy. The teacher will show the videos introducing the language skills and learning outcomes.

Thus, students will get listening and understanding ability. And students will role play with their friends and they will try to use the new words about greeting. For evaluation, the teacher will open the digital games and students will play them. As an additional activity, the teacher will deliver worksheets and students will colour the visuals on worksheets.

Helping questions:

"How are you?"

"Suppose that now it is morning, how do you greet each other?"

"Suppose that it is evening time and how do you greet each other?"

PRESCHOOL ACTIVITY PLAN

SUBJECT: Introduction Myself and My Family

THEME: Greeting

MEAN OF REALISATION: Project website: http://nobordersforenglish.com/

AGE: 5

GROUP SIZE: 10 **TIME:** 60 minutes **OBJECTIVES:**

By the end of the lesson preschoolers will be able:

• to greet each other

VOCABULARY:

GROUP OF WORDS	EXAMPLES
greeting	Hello, Hi, Good morning, Good afternoon, Good evening, Good night, Goodbye, Bye
asking for information	How are you?
giving answer	I am OK, I am great

CONTENT AIM: We aim to teach students to greet each other. We also aim to teach students to ask "How are you?" as a question and answer it according to how they feel.

LEARNING STYLE: Living and doing method, role-play and interactive learning

LEARNING SKILLS DEVELOPED: listening, understanding and speaking.

METHODS: show and make method, watching-listening and doing method

REQUIRED RESOURCES: project website and support materials

INTRODUCTION: Teachers will say "Good morning" while taking the students to the classroom. And the teacher will ask the students "How are you today?" But the teacher will not answer what the students will say in their mother tongue.

WARM UP: The teacher will tell students that we will learn how to express our feelings by speaking English and we will learn how to greet each other.

ACTIVITIES: The teacher will log in to the project website. To increase awareness, teachers will show videos from warm up. The teacher shows the flashcards about greetings and then students will try to pronounce these words. Then the teacher will open a song about greeting. The teacher and students will repeat this song with joy. The teacher will show the videos introducing the language skills and learning outcomes. Thus, students will get listening and understanding ability. And students will role play with their friends and they will try to use the new words about greeting. For evaluation, the teacher will open the digital games and students will play them. As an additional activity, the teacher will deliver worksheets and students will colour the visuals on worksheets.

Helping questions:

FOLLOW UP ACTIVITIES: The teachers will send the links of digital games to the parents. And the parents will open these games with their children to practice the outcome.

IMPORTANT! - Involving parents

There are 7 sections in this topic; Warm-up, function words, songs, video lecture, digital games, worksheets and evaluation. First send the link (https://nobordersforenglish.com/my-family/) to the parents and then make them follow these steps respectively as below.

• Warm up (5 min.): In this section, you can see some warm-up videos. Make your child watch them several times and repeat the phrases they listen.

[&]quot;How are you?"

[&]quot;Suppose that now it is morning, how do you greet each other."

[&]quot;Suppose that it is evening time and how do you greet each other."

- Function Words (10 min.): In this section, children learn new words related to topics through enjoyable activities. You can change the learning mode to get several different activities.
- Songs (15 min.): Songs are a good way for kids to have fun while learning English. Especially action songs in which they are actively involved will help them learn new words easily and understand the sentences they sing. Every section has songs related to the topic. Make sure your child listens to them several times. Try to sing along with them.
- Video Lecture (20 min.): After first three steps, your child is now ready to learn the topic. With these video lectures, your child will be able to acquire the intended functions easily. Make sure he/she watches them several times and tries to practice them.
- Digital Games (15 min.): Children will reinforce what they have learnt with the help of games related to topic. It allows them to experiment through trial and error, find solutions to problems, work out the best strategies, and build new confidence and skills.
- Worksheets: You can print out worksheets and have fun with your child doing exercises. The exercises enable learning to be permanent.
- Evaluation: this section will be carried out by the teacher. Parents should follow this steps several times and make their children watch the videos as much as possible.
- Parents should follow these steps for several times and make their children watch the videos as much as possible.

MY FAMILY photogalery













In this lesson students practice naming and describing different rooms and some common household objects in their homes, take a house quiz, tell location of things, do puzzle activity and play online games related to the rooms of a house and household objects.

STEP 1 - Choosing the vocabulary content

WORDS	EXPRESSIONS
 in on under house/home kitchen living room dining room sofa armchair table 	 Where is the plate? It is on the table. Here is This is my house. This is my bedroom. The chair is in the kitchen. What is this? It is near the It is a/an This is a/an

STEP 2 - Establishing the expected results

At the end of the activities related to this topic children will be able:

- to ask about and mane the parts of a house
- to ask about and tell the location of things in a house
- to name household items

STEP 3 - Choosing the appropriate methods

- audio-lingual method
- audio-visual method
- demonstration
- educational games
- art and craft activities
- communicative approach
- functional-notional approach

STEP 4 - Matching the methods with the right resources

- ICT Games
- flashcards
- YouTube
- liveworksheets
- web 2.0 Tools
- toys
- pictures
- real objects

STEP 5 - Applying and assessing

There are 7 sections in this topic; Warm-up, function words, songs, video lecture, digital games, worksheets and evaluation. First the teacher enters the website

https://nobordersforenglish.com/my-house/) and follow these steps respectively as below

Warm up (5 min.):

In this section, you can see some warm-up videos. Make your child watch them several times and repeat the phrases they listen.

Function Words (10 min.):

In this section, children learn new words related to topics through enjoyable activities. You can change the learning mode to get several different activities.

Songs (15 min.):

Songs are a good way for kids to have fun while learning English. Especially action songs in which they are actively involved will help them learn new words easily and understand the sentences they sing. Every section has songs related to the topic. Make sure your child listens to them several times. Try to sing along with them.

Video Lecture (20 min.):

After first three steps, your child is now ready to learn the topic. With these video lectures, your child will be able to acquire the intended functions easily. Make sure he/she watches them several times and tries to practice them.

Digital Games (15 min.):

Children will reinforce what they have learnt with the help of games related to topic. It allows them to experiment through trial and error, find solutions to problems, work out the best strategies, and build new confidence and skills.

Worksheets:

You can print out worksheets and have fun with your child doing exercises. The exercises enable learning to be permanent.

Evaluation:

The teacher observes the students and fills in the form.

PRESCHOOL ACTIVITY PLAN

TEACHER: Okan Gültekin

SUBJECT: prepositions of place

THEME: My House

MEAN OF REALISATION: project website: <u>nobordersforenglish.com/</u>

AGE: 3-6

GROUP SIZE: 10 **TIME:** 60 minutes **OBJECTIVES:**

By the end of the lesson preschoolers will be able:

• to ask about and tell the location of things in a house

VOCABULARY:

GROUP OF WORDS	EXAMPLES
prepositions of place	in, on, under, between, in front of, behind

CONTENT AIM: We aim to teach students to tell location of things. We also aim to teach students to ask "Where is the ...?" and answer it.

LEARNING STYLE: Living and doing method, role-play and interactive learning.

LEARNING SKILLS DEVELOPED: listening, understanding and speaking

METHODS: show and make method, watching-listening and doing method

REQUIRED RESOURCES: project website, real life materials

INTRODUCTION: Before teaching your students the keywords for the lesson, it is important to put prepositions of place in context. This is to ensure that your students grasp the concept of prepositions and understand what they are going to learn. Fortunately, it is quite easy to demonstrate prepositions of place, and even young children can understand the concept.

WARM UP: Using ESL songs in the classroom can be an incredibly effective way to teach new vocabulary and expressions to young learners. Kids love to sing and dance and so using songs in your English class is a great way to increase student motivation. So before starting, showing the songs on related page on our website will take their interest.

ACTIVITIES: One very simple way is to use the things around you in the classroom. Place an object in different locations and say the preposition aloud. For example, place a pen on the desk and say 'on' and ask students to repeat after you. Then place the pen in the desk drawer and say 'in'. Then place it under the desk and say 'under'. And so on.

Once the students grasp the basic concept of prepositions, reinforce this by showing your students these preposition flashcards. Show each flashcard to the students and ask them to repeat after you. Then ask students to say each word on their own.

After practicing several times, place the cards around the classroom in different locations depending on the preposition on that card. For example, place the 'on' card 'on the desk'; Place the 'under' card 'under a book', and so on.

Helping questions:

"Where is the pencil?"

"Where is the box?"

FOLLOW UP ACTIVITIES: The teachers will send the links of digital games to the parents. And the parents will open these games with their children to practice the outcome.

IMPORTANT! - Involving parents

The teacher sends the link (https://nobordersforenglish.com/my-house/) to the parents and then make them follow these steps respectively as below.

- Songs (15 min.): Songs are a good way for kids to have fun while learning English.
 Especially action songs in which they are actively involved will help them learn new
 words easily and understand the sentences they sing. Every section has songs
 related to the topic. Make sure your child listens to them several times. Try to sing
 along with them.
- Video Lecture (20 min.): After first three steps, your child is now ready to learn the topic. With these video lectures, your child will be able to acquire the intended functions easily. Make sure he/she watches them several times and tries to practice them.
- Digital Games (15 min.): Children will reinforce what they have learnt with the help of games related to topic. It allows them to experiment through trial and error, find solutions to problems, work out the best strategies, and build new confidence and skills.

• Parents should follow these steps for several times and make their children watch the videos as much as possible.

MY HOUSE

photogalery













One of the features of very young learners' learning is that children are comfortable with routines and enjoy repetition. For that reason, it seems to be useful to integrate a structure based on their regular routine they experience every day also into their language learning. This can give them an unconscious sense of safety which has a positive impact on their learning.

At the beginning of the process of language teaching to very young learners in nonnative English speaking kindergartens it is useful to go through everyday routines and look for situations, in which it is possible and not too odd to switch into another language. However, it appears that a regular day offers us plenty of possibilities for integrating foreign language activities into everyday practice.

STEP 1 - Choosing the vocabulary content

WORDS	EXPRESSIONS
 everyone circle numbers children go eat drink play sleep clean up 	 Hello! Come here! Make a circle! Time to/ Let´s Go outside/ inside. Wash our / your hands, please. Do you like (food)? Yes, I do. No, I don't. I like (food). Today is (a day of the week) Goodbye! Bye-bye!

STEP 2 - Establishing the expected results

After performing activities related to this topic children will be able:

- to come, create a circle together and perform follow-up actions
- to count to 16
- to say hello and perform greetings in different ways
- to take part in playing games, singing songs and saying rhymes related to the topic
- to follow instructions connected to their hygiene and self-care (e.g. take out your snackbox, wash your hands, bring your plate, put on your jacket)
- to name and understand some items in their backpacks
- to name and understand some food and dishes vocabulary
- to take part in meditation and follow instructions such as lie down, breath out, breath in, close your eyes, touch your head, relax)

- to name days of the week and seasons of the year
- to recognize objects outside and inside the kindergarden and put them back during clean-up time
- to say goodbye

STEP 3 - Choosing the appropriate methods

- CLIL language showers
- TPR commands and action songs
- learning by doing
- multiple intelligence approach

STEP 4 - Matching the methods with the right resources

- realia (ordinary objects used for teaching purposes)
- flashcards
- songs

STEP 5 - Applying and assessing

Following the regular kindergarten's schedule helps the teacher to structure the day into smaller time periods, in which it is easier to plan to include an English activity. Step by step both teachers and children learn to use English more and more often during the school day. Here are some examples of several situations, in which it possible to integrate English into the daily routine in the kindergarten:

- the morning circle (a greeting song, a short physical warm-up, weather discussion, counting pupils)
- time outdoors (hygiene, playing games, observing nature and our environment singing songs and saying poems)
- eating (snack time and lunch time)
- afternoon relaxation
- afternoon circle (calendar discussion, clean-up and bye-bye song)

PRESCHOOL ACTIVITY PLAN

TEACHERS: Veronika Buryšková, Bára Danielová

SUBJECT: morning circle, A Child and their Body and Mind, English showers

THEME: everyday routines - greetings, counting children, weather and seasons, clothes

MEAN OF REALIZATION: outdoor / indoor activities

AGE: mixed group of children at the age 3 - 6

GROUP SIZE: 5 - 16 children

TIME: school year, morning circles or an extra English lesson during the school day

OBJECTIVES:

 to expose children to English and English activities throughout the day on a regular basis

After performing the activities regularly throughout the school year preschoolers will be able:

- to say hello or use another form of greeting,
- to count all present children,
- to respond to yes/no questions such as "Is it sunny/ rainy/ windy/ snowy today?"; some of them will be able to say what the weather is today,
- to respond to yes/no questions such as "Is it winter now?", to respond to the open question "What's the season now?" or to questions such as "Is it winter or summer now?",
- to respond to yes/no questions such as "Are you wearing a hat today?" or form a short answer for a question "What are you wearing today?",
- to participate in singing and performing songs

VOCABULARY:

GROUP OF WORDS	EXAMPLES
greetings	hello
numbers	1 - 16
seasons	autumn / fall, winter, spring, summer
weather	sunny, rainy, cloudy, snowy, windy
clothes	T-shirt, pants, shoes, jacket, rubber boots, raincoat,
simple questions	Is it today? What's the season now? What's the weather like today? / How's the weather today? Are you wearing today?

CONTENT AIM: to greet each other, to count from 1 to 16, to name the seasons, to describe the weather of the day, to name pieces of clothes

LEARNING STYLE: multisensory learning (visual, auditory, kinaesthetic and tactile)

LEARNING SKILLS DEVELOPED: reinforcing vocabulary, expanding vocabulary, listening to questions about seasons and weather, responding short answers

METHODS: CLIL language shower, singing songs and action songs, language games

REQUIRED RESOURCES: flashcards, song lyrics, realia (clothes)

INTRODUCTION:

In our kindergarten we start every school day with the morning circle. All children and guides stand in the circle and hold their hands. First, children and guides greet each other. Somebody starts and greets the person on their right and then on their left, e.g. Hello, John. Hello, Mary. Then everyone does the same one by one around the circle. Second, we sing a song about having a good time together. We do both in our mother tongue as we want to set a safe environment and positive and comfortable atmosphere at the beginning of the day.

After that we count the number of present children through a movement activity. This is the point during which we regularly switch also into English. Counting is followed by a short physical warm-up, which can be led both in the mother tongue or in English. Finally, children take their backpacks and set off for a walk into the forest.

We often include an English shower at the end of the morning circle. This time we try to lead most of the time in English. This time we usually keep the same or very similar activities, and try to lead them most of the time in English. We always sing several English songs, and play some games.

WARM-UP (Revision):

Counting present children: A child points to other children and counts them one by one. After hearing a number, all children run to a place where they run every school day for this morning counting. When everyone is on the spot, they run back to the teacher and shout out their numbers.

ACTIVITIES:

1) The teacher asks children "Come here everyone and make a circle".

2) Greeting activities

a) A Greeting song: Our favorite morning song is the action song Hello Hello! (source: supersimple.com). The group stands in the circle. Teacher sings the action song Hello Hello and performs the actions. Children perform the actions as well, some of them sing along some words or phrases depending on what they remember from previous lessons.

After the song you can repeat some actions from the song and mix them with other commands you perform as well, e.g. "Stretch up high and touch your nose", "Clap your hands and touch your shoes", "Turn around and jump up".

b) The Morning Greetings game (we carry out this activity only when there is an external English teacher coming for the language shower)

The teacher divides pupils into pairs, chooses a flashcard with an appropriate greeting and says the greeting. Pupils perform the greetings, all pairs together. Then the teacher chooses another greeting. Later on, pupils can also call out greetings.

The list of morning greetings:

- contactless greetings air fist bump, air high five, air hug, spirit fingers, smile, blow a kiss, wave (to each other), wink at each other, bow to each other, namaste, dance, verbal "Hello", salute, peace sign, dab, etc.
- body contact greetings elbow bump, hip bump, foot bump, hug
- hand contact greetings high five, fist bump, pinky shake, handshake, ...

Variation:

Teachers can place a poster of greeting signs on the door of the classroom, and every morning wait for the pupils and greet them at the door. The teachers wait a pupil to choose a greeting and greets him back with the same greeting. It is believed that this activity helps to create a positive atmosphere in the classroom.

You can also use the same game in the afternoon for saying goodbyes. The list of goodbyes:

• verbal "bye", wave, air hug, see u later alligator, after a while crocodile, bye bye butterfly, give a hug ladybug, ...

3) Seasons and weather activities

a) A song about seasons: It is possible to find many songs about seasons on the Internet. Choose one according to your taste in music. As an example I choose the song Seasons by Pancake Manor.

The teacher holds flashcards depicting different seasons in their hand, sings the song "There are four seasons that happen in a year / Spring, Summer, Fall, and Winter /", and after the verses "Can you tell me what season it is? Let's take a look" shows a flashcard of a season and children say the name of the season. After singing the song, the teacher asks: "What's the season now?"

Later when the learners are familiar with the vocabulary, the teacher can start the activity by asking the question "What's the season now?" If the learners are not able to answer, the teacher adds a question: "Is it winter or summer now?"

b) The song How's the Weather? (source: supersimple.com)
The teacher sings the song How's the Weather? Some children sing along depending on what they remember from previous lessons. After singing the song the teacher asks "How's the weather today?" Then he or she shows flashcards depicting different weather and asks "Is it sunny today?", "Is it windy today?"

4) Clothes activities

a) TPR commands: The teacher says commands including clothes vocabulary and children perform the actions.

Examples: "Point to your hat / shoes / snowsuit / jacket ...", "Walk around and touch a blue jacket", "Touch John's scarf" ...

b) The movement game Everyone who is ... change your places. / Change places if you ... First the teacher prepares the space for the game: The game is played in the circle. Every learner needs a spot to stand on. The teacher draws circles or squares in the shape of a big circle with a chalk or a stick on the ground, or he or she places some mats, plastic shapes or other usable equipment on the ground. When the space is ready, every child stands on one of the spots around the circle. After that, the teacher says instructions and if the answer is yes for the learners, they change their places and walk or run to another spot.

Examples:

"Everyone who is wearing something yellow, change your places." / "Everyone who is wearing a yellow T-shirt, change your places." / "Everyone who is not wearing a scarf, change your places..."

Later when the learners are able to say an instruction, it is possible to upgrade the game in the way that there are spots for all the learners except one (e.g. if there are 12 learners you need 11 spots). Then the one without a spot, stands in the middle, says one instruction, and tries to find a spot around the circle for himself or herself. The one who doesn't find a spot, says an instruction in the next round of the game.

c) Follow-up questions in the circle: "Are you wearing a ... today? / "What are you wearing today?" / "What color is your T-shirt?", "What color is John's hat?"

FOLLOW UP ACTIVITIES:

After the morning circle and the language shower, children in our kindergarten take their backpacks and set off into the nearby forest. It is possible to use TPR commands for the beginning of their journey such as walk / stop / run / stop / jump up / walk / stop / turn around ... The "movement commands" can also include other vocabulary areas such as colors (sit down and point to something yellow), body parts (stand up and touch your nose), clothes (walk and touch your jacket), nature (point to a tree), counting (jump up three times) ...

IMPORTANT! - Involving parents

• Expose children to as much English (or other languages) as possible. Watch songs, videos, and short stories for kids such as Peppa Pig or Carl's Car Wash. Listen to the

radio and audio books at home or in the car. Remember that you can just leave the music or stories on in the background while you do something else, and still they learn sounds, word stress and rhythm of the language unconsciously. Sing together. You don't have to sing along the whole song. Choose just an easy part such as chorus or the part you like. If you sing and perform an action song even better.

- Dance together with your children. Sing, do funny movements and have fun! Find an action song you can dance along with.
- Add English to your daily routines. Sing to them a brushing up song, or "this is the way we ... song", you can instruct your children to put on and take off their clothes, or to clean up their toys. You can also read bedtime stories in English to them.
- Read picture books together. Ask questions while flicking through the books. For example: Where's a cat? ... OK, is the cat white or black? ... Can you also see a duck? ... How many ducks can you see? 2 or 3?
- Play games together. For example, Simon says, I Spy with my Little Eye (it is also a good car game), Find Something Blue, ... Do this not only at home but also outside
- Learn English yourself! Have fun learning together!
- See the website nobordersforenglish.com for suggested sources related to the topic.

DAY IN THE KINDERGARTEN

photogalery











This can be taught every day in smaller or larger parts of the everyday activity. For example during the lunch meal: You can ask the children if they know the English words for today's food on the table, or you can ask them to identify which vegetables are in today's dish - and so on. You can also do this as a onetime activity, but the Norwegian way of doing this is to introduce a small amount into every meal during the project period.

STEP 1 - Choosing the vocabulary content

WORDS	EXPRESSIONS
 milk bread eat drink shoes jacket pants hat 	 Can I please have? Can you help me? Where is the? We must wash our hands Put on the Take off the

STEP 2 - Establishing the expected results

At the end of the activities related to this topic children will be able:

- to name different food in English
- to name different clothes in English

STEP 3 - Choosing the appropriate methods

- conversation
- game
- role-play

STEP 4 - Matching the methods with the right resources

- daily schedule
- food
- objects
- toys

STEP 5 - Applying and assessing

PRESCHOOL ACTIVITY PLAN

TEACHER: Silje

SUBJECT: conversation

THEME: learning a new word

MEAN OF REALISATION: learn a new word every day that has to do with clothes and

getting dressed

AGE: 2-5

GROUP SIZE: 12

TIME: morning meeting/ gathering time 9.30-10

OBJECTIVES:

By the end of the lesson preschoolers will be able:

to name a new word

VOCABULARY:

GROUP OF WORDS	EXAMPLES
objects (noun)	jacket

CONTENT AIM: to learn another word in the clothes category

LEARNING STYLE: Teacher shows an item (today a jacket), the children tell the Norwegian name on of the item and the teacher tells them the English word for it. The children repeat the new word.

LEARNING SKILLS DEVELOPED: In the end of this topic the children will be able to name the different clothes they need to put on depending on the weather, in English.

METHODS: Translate and repeat

REQUIRED RESOURCES: Item

INTRODUCTION: Showing the item and naming it.

WARM UP: Teacher asks the children what word they learned yesterday and if they know what word they will learn today (shows them the item)

ACTIVITIES: Conversation

Helping questions:

"Stop and ask if they understand/ remember during the lesson."

IMPORTANT! - Involving parents

- Hang pictures on the walls and in the app
- Show this week's new word in the children's wardrobes so the parents can see
- Focus first on naming the food during mealtimes and name clothes while getting dressed to go outdoors.
- Morning meeting:
 - Talk about what will happen today
 - O Name the day of the week and the date and month.
 - What's the weather like?
 - O What clothes do we need in this type of weather?
- Gathering time:
 - Talk about our partners countries
 - How to say hi in different languages

DAILY ROUTINE

photogalery













Emotional development aims at forming the child's self-concept, through the ability to succeed in perceiving oneself as a unique, individual person and to recognize emotions, feelings, experiences. A balanced emotional development of the child helps him to quickly identify feelings and emotions, to express them, and to deal with them properly in certain situations. It helps him to perceive and identify the feelings of those he interacts with and to manage the situation and the dialogue according to them.

Exposure to a foreign language targets not only the cognitive part but also the socioemotional part, thus laying the foundations for an easy adaptation of the future school, of the future adult in European society and in the contemporary world.

STEP 1 - Choosing the vocabulary content

WORDS	EXPRESSIONS
 happy sad angry scared sleepy excited surprised curious shy nervous 	 Don't worry, be happy! I love you! Give me a hug! Don't be sad! How do you feel? I am (emotion). You are (emotion). I feel (emotion). I don't like I like This makes me (emotion).

STEP 2 - Establishing the expected results

At the end of the activities related to this topic children will be able:

- to identify and name one's own emotions and those of others, using the notions in a foreign language
- to properly manage various situations in daily activity, from an emotional point of view
- to associate words from a foreign language with situations / images / verses that express emotions
- to talk about their own feelings, inserting words in a foreign language

- to develop interest for a foreign language
- to become familiar with the sounds of a foreign language, using a model native foreign language pronunciation
- to incorporate new vocabulary into their personal word bank
- to recognize foreign language words in a spoken text or dialog
- to develop confidence and ability in verbalizing a foreign language
- to demonstrate the understanding of a message in a foreign language
- to sustain a conversation on a specific topic
- to feel comfortable when speaking in front of other

STEP 3 - Choosing the appropriate methods

- interdisciplinary interactive games
- roleplay
- conversation
- explanation
- demonstration
- CLIL methodology

STEP 4 - Matching the methods with the right resources

- game elements
- toys
- flashcards
- interactive boards
- rewards
- images
- ICT resources

STEP 5 - Applying and assessing

The play activities can be adapted to the themes approached in a certain day or week or to the thematic projects developed with the group of children, including aspects related to emotions and feelings, to adequate reactions in certain situations and to the positive management of emotions. In the case of younger preschoolers, the proposed games are indicated to include 1 or 2 rules and reduced game tasks in number, so that the little ones can enjoy the activity itself, not to become an effort to follow the rules and perform the tasks. For older preschoolers, there may be more rules or guidelines for the game.

There were useful games for recognizing emotions, imitation, sports games, ICT games, role-playing games, with clear and precise tasks, but not to eliminate the charm of the playful action.

PRESCHOOL ACTIVITY PLAN

TEACHERS: PRISECARU Adina Elena and NICOLA Valentina Nicoleta

SUBJECT: Knowledge of the environment

THEME: Emotions – memory game-matching pairs

MEAN OF REALIZATION: ICT game

AGE: 3-4 year old children **GROUP SIZE:** 30 children **TIME:** 10 - 15 minutes

OBJECTIVES:

At the end of the activity, preschoolers will be able to:

- to recognize the emotions displayed
- to imitate the emotion shown in the pictures
- to group in pairs the images that represent the same emotion
- to name emotions in English

FOREIGN LANGUAGE VOCABULARY:

GROUP OF WORDS	EXAMPLES
emotions	happy, sad, angry, scared
pronoun	I, you, he, her, we, they
colours	red, yellow, blue, green, brown, orange, pink, grey
creatures	dog, cat, butterfly, mouse
expression	The dog is sad. The flower is happy.

PURPOSE OF THE ACTIVITY: Language development by enriching vocabulary with new words and expressions. Familiarization with different words in English.

LEARNING STYLES: visual, auditory

METHODS: game/play, explanation, conversation, exercise

TEACHING MEANS: interactive board, speaker, stick

INTRODUCTION: The teacher sits in a semicircle with the children. They greet each other: Hello! – Hello! Then the teacher puts several puzzle pieces on the carpet and asks the children to help her rebuild it. At the end, the children will discover various emotions (happy, sad, angry, scared).

WARM UP: The teacher asks the children to stand up: "Please, stand up!" and makes a game with text and singing, entitled "If you're happy".

ACTIVITIES:

The children are seated in the semicircle. The teacher explains that they will play a game, on the interactive board, entitled "Emotions in pairs".

The teacher explains the rules of the game: on the interactive board are displayed 6 playing cards - 3 pairs of emotions (happy, angry, sad), facing down. The child has to press a card to turn it so the picture is visible and try to memorize it, then press the second card. If the 2 playing cards represent the same emotion they disappear. If not, they turn upside down. The child must form the three pairs of emotions, taking into account where each emotion is. The game ends when the child forms pairs with all the cards.

A test game is made to see if the preschoolers understood the rules, then they move on to the actual game.

To establish whose turn is to use the interactibe board, a rhyming and rhythmic formula in lyrics is used. Children are encouraged to help each other and to collaborate.

The teacher stimulates the children to imitate and verbalize the emotion shown in the pictures used during the ICT game. Each child is encouraged by applause and rewards to pronounce the words in English, even to form a short sentence.

Helping questions:

"What emotion it is this?"

"Show me on your face this emotion."

FOLLOW UP:

- Art Center
 - o Drawing in corn Children will draw in corn happy faces and sad faces.
 - o Modeling Happy and sad plasticine faces.
- Science Center
 - o Puzzle Puzzle with emotions.
 - o Chips with emotions recognition, name in English.
- Activity Knowledge of the environment Wheel of emotions recognition and name.
- Activity Language education Box with emotions Singular plural.

IMPORTANT! - Involving parents

In order to support parents and offer them suggestions to help preschoolers learn in English as many words and expressions related to emotions and feelings, the teacher can:

- suggest different games that can be played in the family, with a limited number of players, making available to parents both the rules and the way to play the game.
- transmit a collection of useful sites that parents can use to help their child learn new words in English
- provide the parent with worksheets related to the theme of Feelings and emotions
- carry out activities together with parents and children related to the theme of Feelings and emotions
- inform the parent about the words and expressions to be learned within the topic of Feelings and emotions
- advise the parent how to appeal to daily events to support their child in recognizing emotions, also using English words

FEELINGS AND EMOTIONS

photogalery













The children will be able to learn in an outdoor environment through using their bodies to hike, climb and move around while learning English words for their activities and have lessons using different materials like books, songs etc.

STEP 1- Choosing the vocabulary content

WORDS	EXPRESSIONS
 hike walk run rain road tree bridge river lake 	 Look at that! Is it raining? What do you see? I see a This is a Let's walk/hike/run! Where to go? Wow!

STEP 2 - Establishing the expected results

At the end of the activities related to this topic children will be able:

- to name nature phenomenona like different conditions
- to name different nature items like trees, flowers, insects etc.

STEP 3 - Choosing the appropriate methods

name and repeat

STEP 4 - Matching the methods with the right resources

clothes and shoes that are comfortable in all kinds of weather.

STEP 5 - Applying and assessing

The topic can be approached as a onetime lesson during a hike, or it can be implemented in the schools overall teaching schedule every day throughout the year

PRESCHOOL ACTIVITY PLAN

TEACHER: Silje

SUBJECT: Outdoor activity

THEME: Learning to listen to an English story **MEAN OF REALISATION:** Read an English book

AGE: 2-5

GROUP SIZE: 12

TIME: Gathering outdoors

OBJECTIVES:

By the end of the lesson preschoolers will be able:

• to listen to the language and learn how to recognize it from other languages.

VOCABULARY:

GROUP OF WORDS	EXAMPLES
colours	red, yellow, blue

CONTENT AIM: learn how to listen to sounds and recognize English

LEARNING STYLE: teacher reads the book

LEARNING SKILLS DEVELOPED: understanding the content of the story

METHODS: reading

REQUIRED RESOURCES: book

INTRODUCTION: Explain to the children that they might not understand everything at first, but that the purpose is to listen to how the language sounds.

WARM UP: Teacher explains what the story is about

ACTIVITIES: read and listen

Helping questions:

Stop and ask if they can hear certain sounds and recognise some of the words.

FOLLOW UP ACTIVITIES: Read other stores and also talk about the content and sounds after the book is finished.

IMPORTANT! - Involving parents

- hang pictures on the walls and in the app
- share information in parent-teacher conferences
- encourage parents to go outdoors with their children in their own time
- when hiking:
 - o name the things you see on your walk
- gathering time:
 - o tell fairy tales (use concretes if you want)
 - o read books
 - o tell rhymes and tales

OUTDOOR ACTIVITIES

photogalery













4.7 MOVEMENT OUTSIDE (developed by Czech team)

Modern language teaching methods emphasize low-anxiety and non-threatening classroom atmosphere, follow the way in which children learn their first language, utilize memory-enhancing and linguistic structuring devices as games, songs, play activity, role-playing and role reversal (i.e. students play the teacher), highlight the importance of communicative competence, initially use language materials including realistic utterances such as commands and dialogues, and discuss everyday life topics, perceive language globally or in chunks or blocks, are based on wholes and gestalts, patterns and simultaneous processing, and play to the right hemisphere of the brain (Bancroft 1-2, Asher qtd. in Bancroft 2).

One of the effective methods for ELT, which includes many of the features mentioned above and plays to the right hemisphere is a physical approach called Total Physical Response (TPR). TPR teaches the language through a physical (motor) activity and enables to cover many different topics such as action verbs, colours, shapes, animals, vehicles, body parts, parts of the house, classrooms etc.

STEP 1 - Choosing the vocabulary content

WORDS	EXPRESSIONS
 sit walk run jump turn go stop climb touch lie 	 Sit down! Stand up! Follow me! Touch the (object). Go to the (Action) like (an animal). Jump (number) times. (Action) fast/ slowly. I like to (action).

STEP 2 - Establishing the expected results

At the end of the activities related to this topic children will be able:

- to develop listening skills
- to understand and follow instructions with a physical respond
- to instruct several commands to others
- to expand passive vocabulary and to turn a portion of passive vocabulary into active in many topics
- to take part in singing action songs and saying action rhymes

STEP 3 - Choosing the appropriate methods

- TPR Total Physical Response
- TPRS TPR Storytelling
- action games and role-playing games
- action songs and chants
- CLIL

STEP 4 - Matching the methods with the right resources

The basis for classroom activities is teacher's voice, actions and gestures but also collection of miscellaneous realia, pictures, slides and word charts. It is useful to create a TPR box, in which you place objects and pictures you gradually use in the classroom. Furthermore, so called TPR student kits are developed for presenting other than classroom situations, e.g. the supermarket, the hospital, the farm, or the restaurant. For instructing TPR commands we can also use a puppet.

STEP 5 - Applying and assessing

We applied the topic in the forest kindergarten, in which applied in a forest kindergarten, children spend plenty of time outdoors every day. It brings a great advantage of vast space for a wide range of movements in a safe environment such as walking, jumping, running, crawling, slithering, throwing, picking up nature objects and so on.

To start using TPR is quite easy, because at the beginning it is possible to start instructing only one-word commands (e.g. walk, stop, jump, turn, sit down). Later it is possible to add other words and create longer phrases in which a verb is combined with an object (e.g. point to a tree, pick up a leaf) or a colour (touch something green) or an adverb (run fust, walk slowly). It is also possible to write down a TPR sequence of commands on a piece of paper in advance and then to read instruction by instruction. For that reason, it is a suitable method also for teachers and guides who are not English teachers.

Children like saying action rhymes or singing action songs. Every month at least one new song or rhyme can be added. There are plenty of action songs and poems on Internet or it is often easy to create your own ones. Another possibility for an easy activity is role playing (animals and their sounds and movements, objects, etc.)

PRESCHOOL ACTIVITY PLAN

TEACHER: Bára Danielová

SUBJECT: English and A Child and the World **THEME:** Nature - changing seasons, insects

MEAN OF REALIZATION: indoor / outdoor lesson: singing songs, TPR commands,

phonemes practice

AGE: mixed group of children at the age 3 - 6

GROUP SIZE: 5 - 16 children

TIME: 45 minutes, an English shower during the school day

OBJECTIVES:

By the end of the lesson preschoolers will be able:

- to participate in singing songs
- to follow a command to move like an insect; some of them will be able to name some insects
- to pronounce the sound "the

VOCABULARY:

GROUP OF WORDS	EXAMPLES
action verbs	clap, stretch, touch, turn, fly, buzz, fly, hop, crawl
insects	bumblebee, butterfly, dragonfly, grasshopper, ladybug, spider
body parts	hands, toes, feet, wings
simple phrases	ls it? It's today. (action verb) like (an insect)

CONTENT AIM: to recognize and learn the names of different insects and their body parts and movements

LEARNING STYLE: multisensory learning (visual, auditory, kinaesthetic and tactile)

LEARNING SKILLS DEVELOPED: reinforcing vocabulary, expanding vocabulary, listening and responding to commands through movement, producing the sound "the"

METHODS: singing songs and the action songs, TPR sequence, role-play, phoneme imitating and production practice, listen and do matching activity

REQUIRED RESOURCES: insects flashcards and toys, bumblebee puppet, mirror, copies of the insect and shape matching activity.

INTRODUCTION:

In our kindergarten we have monthly topics related to the month of the year, nature, holidays and festivals. Every year the topics are the same. The monthly topic for June is *Insects and Flowers*. At the beginning of the English lesson, there is no need to do an extra introduction to the topic, as it goes through all activities of the month.

WARM-UP (Revision):

a) The action song *Hello Hello!* (source: <u>supersimple.com</u>)

The group stands in the circle. Teacher sings the action song "Hello Hello", and performs the actions. Children perform the actions as well, some of them sing along some words or phrases depending on what they remember from previous lessons.

b) The song How's the Weather?(source: supersimple.com)

The teacher sings the song How's the Weather? Some children sing along depending on what they remember from previous lessons. After singing the song the teacher asks "How's the weather today?" Then he or she shows flashcards depicting different weather and asks "Is it sunny today?", "Is it windy today?"

ACTIVITIES:

1) New vocabulary - presentation:

- a) The song Butterfly Ladybug Bumblebee (source: supersimple.com)
 - The teacher sings the whole song and shows different "flying" movements of the
 different insects to the song and "fly around". Children copy the teacher while he or
 she sings the whole song. When the space in your classroom is limited, you can sit in
 a circle on the floor and sing the song with finger play movements. (You can find
 them online on the supersimple.com website in the teaching section).
 - Then the teacher teaches the song verse by verse until most of the children are familiar with it.
 - It is also possible to divide all children into three groups of butterflies, ladybugs, and bumblebees. Everyone sits on the floor. The teacher sings the song, and when children hear their name, they stand up, pretend to fly, and then sit down again when they hear another insect. They repeat this activity till the end of the song.

b) TPR:

- The teacher says and performs actions, learners listen to them and follow commands after the teacher. You can choose some of these examples:
- fly like a butterfly / (bumble)bee / dragonfly
- hop like a grasshopper
- crawl like a caterpillar / spider / beetle
- wiggle like a worm

2) Phoneme practice: the sound "the"

I found by chance a bumblebee puppet for this topic at home, and then I realized that saying the phoneme "the" for a longer time, sounds like a buzzing bumblebee to me. So I decided to use it as a teaching aid to present the sound to children. Another aid I used in this part of the lesson was a little mirror.

Children sit on the ground and close their eyes. The teacher asks children to listen carefully and then produces the "long the" sound. The teacher asks children with their eyes closed what the sound reminds them of. There can be more possible answers, of course. Then the teacher asks children to open their eyes, shows them the puppet (or a toy or at least a flashcard), and repeats the sound again. Then he or she introduces the puppet to children and asks them to try to buzz like a bumblebee as well. First children produce whatewer sound altogether. Then the teacher explains to the learners how to sound like proper English bumblebees: he or she explains to them to place the tip of their tongue between their teeth and pronounce the sound /z/. First they try it as a group, then the teacher gives feedback to all the learners one by one. It is helpful to use a little mirror to show them the right position of their tongue (as they often place the tongue behind the teeth instead of between them).

3) New vocabulary - practice:

- **a)** TPR sequence: You can create sequences of TPR commands, e.g. Stand up. Fly like a butterfly. Fly gracefully. Fly from flower to flower. Now sit down. Lie down. Wiggle like a worm. Crawl like a spider. Crawl to the door ...
- b) Insect and shape matching activity

First, I prepared 6 sets of this matching activity. I printed out 6 copies of this worksheet from twistynoodle webpage:

https://twistynoodle.com/cut-and-paste-the-insects-2-coloring-page/,

cut them in halves, and laminated the part with shapes. Then I colored, cut out, and laminated all the insects. Finally I glued little pieces of Velcro material to all shapes and insects.

The teacher places all the insects on the ground/floor/mat, and hands out the cards with shapes to the children in pairs or small groups. Then the teacher says instructions: "Find a dragonfly and pick it up". "Well done!" "Now, place it on the right shape." "OK. Now find a..."

c) You can play a classic game Simon Says.

4) Ending the lesson with "insect greetings"

The teacher announces "It's time to finish now." and presents two different action greetings to say goodbye: "bye bye butterfly" and "give a hug ladybug". Then the teacher greets everyone one by one and each learner chooses one of the greetings and performs it.

FOLLOW UP ACTIVITIES

The TPR sequence can be extended with adverbs such as fast, slowly, quietly, ... Another action song involving insects can be listened to, sung and danced along (e.g. The Roly Poly Roll - supersimple.com).

IMPORTANT! - Involving parents

- Expose children to as much English (or other languages) as possible. Watch songs, videos, and short stories for kids such as Peppa Pig or Carl's Car Wash. Listen to the radio and audio books at home or in the car. Remember that you can just leave the music or stories on in the background while you do something else, and still they learn sounds, word stress and rhythm of the language unconsciously.
- Sing together. You don't have to sing along the whole song. Choose just an easy part such as chorus or the part you like. If you sing and perform an action song even better.
- Dance together with your children. Sing, do funny movements and have fun! Find an action song you can dance along with.
- Read picture books together. Give instructions to your child while flicking through the books. For example: Find something blue and touch it. / Touch the small elephant. / Touch the girl with the yellow skirt. / Knock on the door. Knock three times. / Open the window.
- Draw and colour pictures together. Give instructions to your children. For example? Pick up a yellow pencil. Draw a flower. Pick up a blue pencil and draw a butterfly. Circle the butterfly.
- Cook together. Name the ingredients in English and give instructions in English what to do next. Enjoy the food! Draw a cookbook of your food you have prepared together.
- Play games together. For example, Simon says, I Spy with my Little Eye (it is also a good car game), Find Something Blue, ... Do this not only at home but also outside.
- Learn English yourself! Have fun learning together!

See the website <u>nobordersforenglish.com</u> for suggested sources related to the topic.

MOVEMENT OUTSIDE

photogalery













The topic of sports and healthy physical activities consequently followed the topic of nature, also revising some of the same subtopics (healthy eating with vegetables, parts of body and different types of movements). Sports and games are a natural part of children's everyday life both in the preschool groups as well as at home. Therefore, it is natural for children to want to know and learn about the activities they are involved on a regular basis. This topic can be integrated easily in every subject and everyday situation.

The topic is quite broad, so it could be integrated in different themes and used as a form or activity of relaxation as well, so it is up to the teachers how long they decide to talk about this topic. The topic was tested for one month.

STEP 1- Choosing the vocabulary content

WORDS	EXPRESSIONS
 ball run jump squat walk stop throw catch game rules 	 My favorite game is I likeing Run! /Stop! /Catch! / I can/can't run/jump/catch I can run fast/slow (activity) is fun/boring (activity) is easy/hard I like /don't like playing with a ball Let's play a game! Ready/Set/Go!

STEP 2 - Establishing the expected results

At the end of the activities related to this topic children will be able:

- to listen and understand the content of the topic
- to sing songs in English
- to name and perform different movements in English
- to guess the meaning of words

STEP 3 - Choosing the appropriate methods

- singing
- movement games
- thematic circles
- TPR total physical response
- role-plays

STEP 4 - Matching the methods with the right resources

- flashcards
- songs
- videos
- different realia connected with sporting objects

STEP 5 - Applying and assessing

Learning different vocabulary items by using flashcards or realia – it is advisable to gradually prepare a collection of different flashcards and realia about the definite subject. They can also use printable sheets for colouring the drawings from the necessary subtopic or draw some part of vocabulary by themselves.

Total physical response or learning by doing in the form of movement games or roleplays, however, at first the teachers have to show the movements and make sure that children understand what they are repeating, and only then the children can take the turn to initiate the activities. Children's native language can be used in the cases when they are too shy to start using the foreign language immediately, and the teachers have to perform the movements together with them.

We suggest a sporty event: a sports day or any similar activity with some elements of competition to make children more active. Undoubtedly, if the group is learning about games, then these games should be played together with practicing the language.

PRESCHOOL ACTIVITY PLAN

TEACHER: Linda Brūvere and Ieva Kokina **SUBJECT:** health and physical activity

THEME: Sports and games

MEAN OF REALISATION: Indoor activities (can be organized also outside on the sports

field)

AGE: 4 and 5-year-old children **GROUP SIZE:** 17 children

TIME: 30 min

OBJECTIVES:

By the end of the lesson preschoolers will be able:

- To name and perform different types of movement
- To name and differentiate colours

VOCABULARY:

GROUP OF WORDS	EXAMPLES
objects	ball, game, rules
adjectives	fast, slow
colours	green, red, yellow, purple, blue, orange.
verbs	run, walk, stop, jump, throw, catch, squat

CONTENT AIM: to learn different movement verbs in English

LEARNING STYLE: total physical response

LEARNING SKILLS DEVELOPED: listening, repeating and pronouncing movement verbs, naming colours, learning verbs and adjectives in English.

METHODS: movement games within a sports day

REQUIRED RESOURCES: balls, gymnastic rings, benches, cones, a barrier

INTRODUCTION: The teachers remind the children that in order to be healthy, we need physical activities, to eat healthily and have enough sleep.

WARM UP: The children are standing in a circle and the teachers demonstrate with their movements the meaning of the words "slow", "fast", "run", "walk", "jump", and "stop". The children are trying to repeat both the words and the movements

ACTIVITIES:

- After warming up and learning the new words, the children are divided into two teams. Each team crosses the obstacle course.
- The next task is to throw the ball (the new words "ball", "throw" and "catch" are shown/demonstrated and pronounced by the teachers at first and then the children repeat them and try practically).

• The last game is to collect the balls and divide them by colours: the children are collecting balls one by one, naming their colours and putting them in separate circles.

Helping questions:

(suggestion) – the teachers should actively perform all the activities together with the children and show the movements so that the children can easily understand and repeat them.

FOLLOW UP ACTIVITIES: next time children can be the ones who give orders to their peers: "Run, jump, stop, faster, slower, etc." The teachers might use the game "Simon says... "or add "Please!" to some orders so that the children are more attentive in performing the movements.

USEFUL LINKS:

walking in the jungle

https://www.youtube.com/watch?v=GoSq-yZcJ-4&list=PLyK-O7z0fF48akf67fXU5GjGHLw1gxn8q&index=4&ab_channel=SuperSimpleSongs-KidsSongs - movements

Learning Movements

https://www.youtube.com/watch?v=rZgkDxbEXZs&t=32s&ab_channel=BlippiToys - movements and colours

IMPORTANT! - Involving parents

- Sports and games always mean a lot of movement and action, so we suggest to do some activities together with this video: 30 seconds of active movements according to your choice.
- To learn and revise the vocabulary for different kind of sports, one of the best ways is to watch a video, so that you can see the kind of sports, see the English word for it and also hear the pronunciation. Let the children repeat the words for several times.
- Provide games that will help the children to remember what equipment is needed for different kinds of sports.
- Offer sports related worksheets for children who like this kind of activity
- All of these activities can also be found on the project website.
- Make learning fun and enjoyable.
- If necessary, use your native language.
- Accept mistakes so that your child does not worry about pronouncing the English words correctly.
- You can help your children learn English by allowing them to play educational video games.

SPORTS AND GAMES

photogalery











4.9 CHANGING SEASONS (developed by Czech team)

In a forest kindergarten, nature is an essential part of the education, which is held most of the time outdoors. The emphasis on the everyday contact with nature across the whole year is one of the key features of the concept of forest kindergartens. Whatever the weather, children are encouraged to spend their time outdoors, where they both play and learn to observe and explore common natural objects, phenomena and environment with all their five senses. Moreover, experiencing nature help children to understand daily and annual cycles and routines. The curriculum based on being in nature includes not only playing outdoors, observing changes of the year, but also celebrating seasonal festivals. The stress is also put on ecology and sustainability. The topic of nature provides a rich range of various subtopics which we cover through a school year.

STEP 1 - Choosing the vocabulary content

WORDS	EXPRESSIONS
 spring summer autumn winter season sunny cloudy windy rainy snowy clothes 	 What's the season now? It's (season). How's th weather today? Today is What are you wearing today? I wear Put on your Take off your What do you like doing in the (season)? In (season) I

STEP 2 - Establishing the expected results

At the end of the activities related to this topic children will be able:

- to name colours
- to count to ten and back
- to name some animals and animal sounds, natural objects, fruit and vegetables, clothes, adjectives, numbers
- to describe the weather of the day
- to say some poems about nature and seasons
- to sing some nature themed and festival songs
- to take part in action songs and games
- to follow orders including action verbs, body parts, colours, natural objects, clothes

STEP 3 - Choosing the appropriate methods

- CLIL
- TPR
- learning by doing
- arts and crafts
- games

STEP 4 - Matching the methods with the right resources

- natural materials
- poems
- songs
- flashcards (animals, food, weather, plants)
- colourful objects (e.g. scarves, cups, sheets of coloured paper)

STEP 5 - Applying and assessing

Generally, the topic related to nature is very easy to use in the teaching process. It reflects real life which children understand. A great advantage is that there is a huge variety of cheap resources – it is enough to go outside and you immediately have available hundreds of real objects to look at, observe, hold, throw, touch, pick up, smell, bring together, or just play with. It is also a great topic for teachers to develop their creativity - nature enables teachers to make up many different activities in an easy way, which also brings them joy of creating.

PRESCHOOL ACTIVITY PLAN

TEACHERS: Veronika Burýšková, Bára Danielová

SUBJECT: field trip, A Child and their World, English showers

THEME: spring: Earth Day celebration

MEAN OF REALIZATION: outdoor activities **AGE:** a mixed group of children at the age 3 - 6

GROUP SIZE: 5 - 16 children

TIME: spring

OBJECTIVES:

By the end of the lessons preschoolers will be able:

- to participate in the action rhyme through performing movements or/and saying some words
- to participate in singing the action song through performing movements or/and singing some words

VOCABULARY:

GROUP OF WORDS	EXAMPLES
nature	seed, tree, Earth
verbs	dig, plant, grow, watch, spin around
simple phrase	Happy Earth Day!

CONTENT AIM: to celebrate the Earth Day, and to learn a new rhyme and song related to the nature and the Earth

LEARNING STYLE: multisensory learning (visual, auditory, kinaesthetic and tactile)

LEARNING SKILLS DEVELOPED: expanding vocabulary, listening and speaking practice

METHODS: learning by doing, TPR (saying an action rhyme, singing an action song)

REQUIRED RESOURCES: rhyme, song lyrics, guitar

INTRODUCTION:

In our kindergarten we have monthly topics related to the month of the year, nature, holidays and festivals. Every year the topics are the same. The monthly topic for March is "Awakening" and "the Earth" is the topic for April. At the beginning of the English lesson, there is no need to do an extra introduction to the topic, as it goes through all activities of the month. On 22 April we celebrate Earth Day.

WARM-UP (Revision):

Counting present children, the action song Hello Hello! and the season and weather activities (see the Chapter 4.3).

ACTIVITIES:

LESSON 1:

Earth Day Celebration

- parents bring children to meet their kindergarten guides in a forest at a prearranged meeting point
- morning circle routine (in native language)
- action rhyme I'm a little seed (in English/ foreign language) revision of an October rhyme for the topic "trees":

I'm a little seed in the ground then I grow, very slow. Now you can count 1, 2, 3 look at me I'm a tree. (we start from the squatting down position)
(we slowly stand up and get higher)
(we use our fingers to count)
(after counting we create a position of a tree with branches)

- children meet foresters and speak together (in Czech) about forests planting trees
- action song *One seed* a new song presentation actions are said and performed one by one (in English/foreign language):
 - o one seed / two hands / dig a hole / start to plant / watch it grow / pass it down / one Earth/ spins around

(all credits for the music and lyrics go to Laurie Berkner and the Laurie Berkner Band)

• with the help of present adults children plant real trees in the forest (mix native language with foreign language)

LESSON 2:

Singing a song

- song presentation the teacher sings the song and perform the actions
- listen and repeat activity the teacher performs actions and says verses one by one, children learn movements and repeat the word
- learning the tune the teacher (plays the guitar and) sings verse by verse, children repeat singing after the teacher, they practise it several times
- singing the song teacher and children sing the song and perform the actions

FOLLOW-UP ACTIVITIES:

You can play the game Simon Says! and use the commands from the song.

IMPORTANT! - Involving parents

- Expose children to as much English (or other languages) as possible. Watch songs, videos, and short stories for kids such as Peppa Pig or Carl's Car Wash. Listen to the radio and audio books at home or in the car. Remember that you can just leave the music or stories on in the background while you do something else, and still they learn sounds, word stress and rhythm of the language unconsciously.
- Sing together. You don't have to sing along the whole song. Choose just an easy part such as chorus or the part you like. If you sing and perform an action song even better.
- Dance together with your children. Sing, do funny movements and have fun! Find an action song you can dance along with.

- Read picture books together. Ask questions while flicking through the books. For example: What's the season in the picture? Is it spring or winter? What's the weather like in the picture? Is it sunny or snowy? Can you see a Christmas tree? Is it big or small?
- Draw and colour pictures together.
- Cook together. Name the ingredients in English and give instructions in English what
 to do next. Cook or bake something related to a holiday or festival in an English
 speaking country such as Hot Cross Buns. Or prepare something national such as
 potato salad typical for Christmas dinner in the Czech Republic.
- Play games together. For example, Simon says, I Spy with my Little Eye (it is also a good car game), Find Something Blue, ... Do this not only at home but also outside.

CHANGING SEASONS

photogalery











4.10 COLOURS (developed by Romanian team)

The aim of this topic is to familiarize young children with the colours, both in the native language and in English. Children will learn how to recognize them in the environment, either in the group room, but especially in the outdoor and in nature. Colours represent a theme appropriate to the age of early childhood and allow the association of notions, words, which then lead to the construction of simple and even developed sentences, in English.

Through this theme, the aesthetic sense is also educated. The education of the senses, of aesthetic taste, of the formation of attitudes and of an aesthetic ideal does not belong only to the artistic disciplines, but is a preoccupation of all disciplines, if they pursue the formation of the intellect and at the same time of sensitivity. The assimilation of the aesthetic message at preschool age can best be achieved through color and shape exercise games, which arouse the child's interest, help him to make the connection between the knowledge acquired in other activities and to create new worlds, through their own interpretations, starting from when making images using plastic language elements. His age-specific curiosity will help him to develop his thinking, studying and comparing his work with that of his colleagues.

Regardless of the activity category, the contents can also be approached in English, the preschoolers being able to use the new words and expressions (related to colours) in various activities and adequate to their interest and needs.

STEP 1 - Choosing the vocabulary content

WORDS	EXPRESSIONS
 red yellow blue green orange purple pink brown white black 	 What colour is the (object)? It is (colour). The (object) is (colour). Find the (colour object)! I like (colour). I don't like (colour). I have a/an (colour object). Take the (colour object).

STEP 2 - Establishing the expected results

At the end of the activities related to this topic children will be able:

- to recognize the colours, observing the surrounding elements
- to name the colours in a foreign language
- to demonstrate the ability to clearly communicate some ideas, needs, curiosities, actions, own emotions (expressive communication);
- to associate at least one element of nature (flowers, leaves, stones, etc.) corresponding to the color category to which it belongs;
- to follow the rules of the games, reacting appropriately to the signals given by the educator;
- to correctly acquire new words and expressions in a foreign language
- to develop interest for a foreign language
- to become familiar with the sounds of a foreign language, using a model native foreign language pronunciation
- to use simple oral structures of sentence patterns in a foreign language
- to incorporate new vocabulary into their personal word bank
- to recognize foreign language words in a spoken text or dialog
- to develop confidence and ability in verbalizing a foreign language
- to demonstrate the understanding of a message in a foreign language
- to sustain a conversation on a specific topic
- to feel comfortable when speaking in front of others

STEP 3 - The appropriate methods

- C.L.I.L. methodology
- didactic game
- conversation
- explanation
- role-play
- practical activities
- land art technique

STEP 4 - Matching the methods with the right resources

- natural elements (plants, animals, rocks etc)
- images
- colours samples
- flashcards
- working sheets
- stories about colours
- songs

STEP 5 - Applying and assessing

Subject can be integrated in a multitude of activity categories, from learning representative words for colours and formulating short sentences in language education activities, to education for science and environment, where children can associate colours with elements of nature. Also, the theme of colours can be approached in arts and crafts activities, so children can learn new English words specific to materials and work tools that they use used. Mathematics can make use of the colours topic, related also to shapes and sizes.

Outdoor games are very popular with preschoolers. There can be movement games, in which children have to orient themselves according to the colours (run to the blue flower, jump to the green tree) or they may be attention games, in which children try to find elements of the environment that have a certain colour, and try to match the words in the foreign language (blue sky, green leaf, gray stone).

There can be carried out discovery games, in which preschoolers become detectives in the play area and try to identify certain elements and describe them in terms of colour (Hunting colours game).

Also, outdoor education activities can be carried out, in which children, using colours, learn to draw, paint or model elements of nature (the tree in the kindergarten yard, the clouds in the sky, the birds that fly), and then organize exhibitions and try to use words in a foreign language to describe what they have accomplished. The elements of nature with different textures and colours, can be used to create works of art, through the land art technique, thus developing the aesthetic sense of preschoolers.

PRESCHOOL ACTIVITY PLAN

TEACHERS: BALACEANU Madalina and IVAN Adriana Mihaela **FIELD OF ACTIVITY:** Freely chosen games and activities

THEME OF THE ACTIVITY: "Colour hunting"

MEANS OF RELASATIONS: Attention game (OUTDOOR activity)

AGE: 5 year old children **GROUP SIZE:** 30 children

TIME: 30 min

OBJECTIVES:

At the end of the activity, preschoolers will be able:

- to use the senses (sight, hearing, tactile sense, smell, etc.) in interaction with the right environment
- to name colours and objects using English words
- to identify colours by hearing English tasks

- to demonstrate the ability to clearly communicate some ideas, needs, curiosities, actions, own emotions (expressive communication)
- to demonstrate the progressive expansion of vocabulary

FOREIGN LANGUAGE VOCABULARY:

GROUP OF WORDS	EXAMPLES
objects	flower, leaf, stone, tree bark
adjectives	big, small
colours	white, black, green, blue, pink, brown, yellow

CONTENT AIM: Enriching vocabulary and developing the ability to express oneself by making correspondences between the elements of oral language in Romanian and English.

LEARNING STYLES: visual, auditory

METHODS: the game, conversation, explanation, demonstration

REQUIRED RESOURCES: whistle, "colour wheel", rewards

INTRODUCTION: The appeal to the intellectual curiosity of children, the orientation and concentration of cognitive psychic activity is achieved by the element of surprise, namely the "wheel of colours", on the surface of which several colors are arranged.

WARM UP: Preschoolers will get the challenge of finding in nature various elements, which they can correctly associate with one of the colours on the "colour wheel".

ACTIVITIES: Each participant in the game will have to search and tighten nature, elements of nature of different colors (may be flowers, leaves, stones, bark, pieces of wood, twigs, feathers, etc.). A preschooler will spin the needle on the "colour wheel". Stopping it will indicate the proposed colour for identifying and associating elements in nature.

After preschoolers identify various elements of nature corresponding to the color category to which they belong, they will also analyse them in terms of texture and shape. This way, they will explore the playing space and discover elements/objects that have common characteristics as well as differences. Preschoolers will be divided into teams, and successful attempts to indentify elements of nature in the right colour will be appreciated by applause from teammates, and for unsuccessful attempts, preschoolers

will receive a challenge from the opposing team. In the end, the team that accumulates the most points wins.

The activity will end with the musical game – *What coloir am I wearing?*, as well as offering rewards.

FOLLOW UP ACTIVITIES:

- Domain Knowledge of the environment "Zoo scavenger hunt" Attention game
- Domain Language and communication "The colour monster" The teacher's reading

IMPORTANT! - Involving parents

In order to support parents and offer them suggestions to help preschoolers learn in English as many words and expressions related to Colours, the teacher can:

- suggest different games that can be played in the family, with a limited number of players, making available to parents both the rules and the way to play the game.
- transmit a collection of useful sites that parents can use to help their child learn new words in English
- provide the parent with worksheets related to the theme of Colours
- carry out activities together with parents and children related to the theme of Colours
- inform the parent about the words and expressions to be learned within the topic of Colours
- advise the parent how to appeal to daily events to support their child in recognizing Colours, also using English words

COLOURS

photogalery













There are a lot of things children already know about animals in their native language. This topic can be integrated easily in every subject and everyday situation.

STEP 1- Choosing the vocabulary content

WORDS	EXPRESSIONS
 pig dog cat lion sheep bear cow fish fox bird 	 This is a/an (animal) I like /My favorite animal is (animal) is big/small (animal) is fast/slow (animal) is strong/weak (animal) is green/brown/black/ (animal) lives in water /on land /at home/farm (animal) can/can't jump/climb/run (animal) can/can't fly/swim I have a/an (animal) at home

STEP 2 - Establishing the expected results

At the end of the activities related to this topic children will be able:

- to listen and understand the content of the topic
- to sing songs in English
- to name different objects in English
- to guess the meaning of words

STEP 3 - The appropriate methods

- songs
- movement games
- thematic circles
- TPR total physical response
- role-plays

STEP 4 - Matching the methods with the right resources

- flashcards
- songs
- videos
- different realia

STEP 5 - Applying and assessing

Activities can be organized indoors and outdoors. These tasks can also be done by distance-learners, as they are easy to understand and perform.

Learning different vocabulary items by using flashcards or realia – it is advisable to gradually prepare a collection of different flashcards and realia about the definite subject. They can also use printable sheets for colouring the drawings from the necessary subtopic or draw some part of vocabulary by themselves.

Animal movements or any other role-play activity could be suggested, especially if the children are the ones who initiate the activities. Children's native language can be used in the cases when they are too shy to start using the foreign language immediately.

Since children are different and their mood varies every day, it is hard to suggest activities. Sometimes same activity is working differently on different days, so it depends on the situation, mood and the choice of children and pre-school teachers.

PRESCHOOL ACTIVITY PLAN

TEACHER: leva Kokina

SUBJECT: Natural sciences, languages **THEME:** Nature – domestic animals

MEAN OF REALISATION: Indoor activities

AGE: 5

GROUP SIZE: 8 children

TIME: 20 minutes **OBJECTIVES:**

By the end of the lesson preschoolers will be able:

- to name some domestic animals in English
- to show/imitate and recognize animal sounds and movements
- to compare animals in a simple way
- to sing a song

FOREIGHN LANGUAGE VOCABULARY:

GROUP OF WORDS	EXAMPLES
animals	chick, cow, duck, pig, cat, dog, horse, sheep
places	farm, home, land, water
sounds that animals produce	chick, quack, meow, moo, wow, neigh, baa, oink

GROUP OF WORDS	EXAMPLES
movement verbs	run, jump, fly, crawl, climb, swim
adjectives	big – small, fast – slow, strong – weak, (can be also basic colour adjectives)
simple phrases	l am l can l say

CONTENT AIM: To recognize and learn the names of different domestic animals

LEARNING STYLE: total physical response

LEARNING SKILLS DEVELOPED: listening, pronouncing words, imitating sounds and movements, singing

METHODS: a thematic circle, a song, miming, movement game, role-play

REQUIRED RESOURCES: a computer with projector/smartboard or a CD player (or the teacher can sing him/herself), domestic animal figures or flash cards with domestic animals

INTRODUCTION: The children are sitting in a circle and discussing what animals they know (in their mother tongue), paying more attention to domestic animals. Children name domestic animals one by one, they can also tell if they have such animals at home or if they have ever seen them face-to-face. The teacher explains that they are going to get to know these animals closer.

WARM UP: The teacher switches on the song "Old McDonald Had a Farm", and the children just listen to/watch it for the first time.

ACTIVITIES:

- After the first listening/watching the children name the animals they remember from the song – it would be great if they could name them in English, but it can also be their mother tongue. The teacher can ask the children to add some sounds they heard.
- When the children listen to the song for the second time, the teacher stops the
 recording before the animal sounds and asks the children to imitate them for each
 of the animals. Then the same is repeated with animal sounds, and the children have
 to name the animal in English that produces the concrete sounds. The song is
 repeated until children can name all the animals and imitate their sounds.

- The teacher asks the children to imagine that they are one of these animals and try to show/mime the chosen animal to the groupmates without sounds but by using some of the movements these animals usually do so that the other children can guess which animal it is. After the children have guessed the animal, the teacher says the movement verb in English and all the children repeat the word and also show the movement. The children mime the chosen animals one by one until all who want have done that and all of them are guessed.
- The teacher explains that animals have definite features that characterize their size, strength and movements, naming some adjective pairs and in the mother tongue trying to give examples to compare them. Then children use animal figures or flash cards to put the animals in the appropriate order according to their size (from the biggest to the smallest), their strength (from the strongest to the weakest), their speed (from the fastest to the slowest) or any other features, they can try to name the adjectives in English.
- The children imagine themselves as one of the domestic animals and try to introduce themselves in English, saying something about their size, speed, strength (colour, if they know the words for it), what they can do (movements) and what they say (sounds), for example, "I am small, I am fast, I am strong, I am brown, I can run, I say wow..." and let their groupmates guess what animals they are. The other children try to guess. The group should agree on how many times they are allowed to express their guesses. If the children cannot say something in English, they are allowed to use their mother tongue, too.

Helping questions:

"Are you big? Are you strong? Are you fast? Are you green?" (the teacher can also show it with his/her arms or other parts of body) so that the children understand the idea of the adjective.

FOLLOW UP ACTIVITIES: Next time there might be more animals added or more adjectives/movement verbs/sounds to describe the animals added. The children can introduce new lines to the song "Old McDonald ..." and try to sing it themselves without the recording.

USEFUL LINKS:

rhymes and songs

https://www.youtube.com/watch?v=LIWbUjHZFTw

IMPORTANT! - Involving parents

- To learn and revise the vocabulary of farm animals, one of the best ways is to watch a video, so that you can see the animal, see the English word for it and also hear the pronunciation. Let the children repeat the words for several times.
- A great way to learn the vocabulary is by listening to the song and singing together with it. Provide the songs used in English class which helps to learn the farm animal

words as well as get to know their sounds.

- Suggest games that will help the children to remember where animals live.
- Offer animals related worksheets for children who like this kind of activity
- All of these activities can also be found on the project website.
- Make learning fun and enjoyable.
- If necessary, use your native language.
- Accept mistakes so that your child does not worry about pronouncing the English words correctly.
- You can help your children learn English by allowing them to play educational video games.

ANIMALS photogalery











Learning through singing is a well-known method for teaching languages. We wanted to use this method to be able to perform a chosen song and to make a music video out of it.

STEP 1- Choosing the vocabulary content

WORDS	EXPRESSIONS
 song/melody sing voice hear/ listen instrument piano violin guitar drums 	 listen to the song Let's sing! I sing a song. I play the (instrument) I hear (name)'s voice. It's the (guitar) Is it the (piano)? It's loud/quiet I like/don't this song Yes, it is/No, it isn't

STEP 2 - Establishing the expected results

At the end of the activities related to this topic children will be able: to listen and understand the content of the topic

- to recognize and name some musical instruments in English
- to sing along to music/video
- to perform some movements to the beat of the music
- to learn the words from a chosen song in English
- to perform the chosen song together

STEP 3 - The appropriate methods

- listening to music/watching a video
- singing
- role-play
- movement games

STEP 4 - Matching the methods with the right resources

- a guitar or any other musical instrument
- flashcards
- songs
- videos
- recording studio

STEP 5 - Applying and assessing

For introduction of the topic, we suggest to use some simple and well-known children's song, like the alphabet song, as it is a good way to combine the theme of music and the English language together.

For learning the vocabulary about musical instruments, we suggest using flashcards or realia – if there is a possibility to demonstrate real musical instruments and their sound, it would be easier for children to understand the vocabulary items. Printable sheets for colouring the drawings of musical instruments can also be used or children draw some part of vocabulary by themselves.

One of the suggested activities might include recognizing the musical instruments that can be done by playing a recording of the sound of different musical instruments or the ones played by the teacher. It could also be miming of the movements which would simulate the playing of that particular musical instrument. If the children cannot name the instrument in English, they can do it in their native language, too.

The rhythm of music is also important, and the way how to understand it could be done by performing some movements to the beat of the music. In the beginning it could be just clapping to the beat but it could gradually develop into moving: at first performing the movements shown by the teacher and later introduced by the children themselves (done in turns).

Obviously, the theme involves a lot of listening (or watching and listening) and singing along to music (or videos). It is essential to make clear that every person can have their own taste and the choice of music is individual, however, the children can agree on a song that all of them like. They should also be encouraged to join in the singing even if they don't think that they have got a good singing voice.

It could be advisable to prepare the performance of the chosen song together for a special event, like some traditional celebration in preschool or a concert for parents, so that the children understand the importance of learning the song.

We have made an example on how to implement English through song. Our team used the Norwegian Eurovision Song Contest contribution for 2021, Tix' "Fallen Angel" – in Norwegian "Ut av mørket". The children learned the song in both languages and in that way were able to understand the meaning of the words. We also implemented several other subjects such as art and health in the project.

PRESCHOOL ACTIVITY PLAN

TEACHER: Silje **SUBJECT:** Music

MEAN OF REALISATION: Make a music video in the end of the topic

AGE: 2-5

GROUP SIZE: 12

TIME: Morning meeting/ gathering time 9:30-10:00

(depending on the length and content of the song you choose, you might have to do

more than one lesson to prepare for the performance)

OBJECTIVES:

By the end of the lesson preschoolers will be able:

- to understand the content of the chosen song
- to sing a part of a new song in English together

FOREIGN LANGUAGE VOCABULARY:

GROUP OF WORDS	EXAMPLES
interjections	no, yes
nouns	heart, heaven, angel
pronouns	I (me) + You

CONTENT AIM: to learn a refrain from a chosen song and understand the meaning, discuss the values

LEARNING STYLE: audial

LEARNING SKILLS DEVELOPED: listening, understanding, developing and pronouncing new vocabulary, singing, team work

METHODS: listening to the song, explanation/translation, singing together

REQUIRED RESOURCES: iPad, guitar

INTRODUCTION: The teacher asks the children to name the songs that are really special for them and try to explain why they are special (can be named and explained in their native language, can be even sung by the children). Then the teacher suggests that they could listen to a song that is very special for all of them.

WARM UP:

The teacher shows the song "Fallen Angel" on YouTube and lets the children express their emotions/attitude.

ACTIVITIES:

After the first listening/watching, the teacher explains why they are going to learn the song. The teacher asks the children if they would like to learn this song and perform it together.

The teacher invites the children to listen to the same song in Norwegian - "Ut av mørket", or/and explains the content of the song, they can discuss it together.

The children listen to the song in English again in parts, and the teacher translates the most important words in Norwegian – at least the ones that they are going to learn.

The teacher pronounces the part of the text that they are going to learn, and the children repeat the words in English until they are sure about the pronunciation.

They add music to the text by singing along to the audio/video. If it is possible, the teacher plays the guitar and sings, and the children sing along. That way rehearsals can take place also outside.

They keep rehearsing until they can sing the song well together. Movements can be added to the singing and playing.

Helping questions:

What is the song about? Do you understand the words? Can you repeat it!

FOLLOW UP ACTIVITIES:

We suggest continuing rehearsals until the children are ready to perform the song together at a special event in preschool. We also suggest recording the song and making a video if it is possible.

IMPORTANT! - Involving parents

- If the song has been recorded, show them the recordings in the app.
- Live performance in special events during the school year is advisable, especially if the parents participate in them.

- Different games can be played together, like the whisper game where you lower voice and we can talk about how to use our voice in different settings.
- If it is possible, it could be great to play some instruments also at home and to find time for music when the children can use different instruments.
- Music can be included in the gathering time: in the kindergarten in our daily morning meeting: it would be a good idea to sing songs.

MUSIC photogalery













In this lesson students will learn words for jobs and the structure "What do you do?". The jobs in this lesson are familiar to kids of all ages, so this can be taught to even young kids. The topic is quite interesting for them. They can wear uniforms and make role-plays.

By the end of this lesson, the students will be able to ask and answer questions about people's jobs and tell the workplaces.

STEP 1- Choosing the vocabulary content

WORDS	EXPRESSIONS
 actor /actress businessman chef dancer doctor farmer hospital school fire station police station 	 Where do you work? I work at Where does he/she work? He/she works at What is your job? I'm a/an What is his / her job? He / She is a/an This is a/an She/he is a/an

STEP 2 - Establishing the expected results

At the end of the activities related to this topic children will be able:

- to identify people's job
- to talk about people's jobs
- to understand workplaces
- to tell where people work

STEP 3 - The appropriate methods

- audio-lingual method
- audio-visual method
- demonstration
- drama and role-play
- educational games
- art and craft activities
- communicative approach
- functional-notional approach

STEP 4 - Matching the methods with the right resources

- ICT games
- flashcards
- YouTube
- liveworksheets
- web 2.0 tools
- toys
- pictures
- real objects

STEP 5 - Applying and assessing

There are 7 sections in this topic; Warm-up, function words, songs, video lecture, digital games, worksheets and evaluation. First the teacher enters the website (https://nobordersforenglish.com/occupations/) and follow these steps respectively as below.

Warm up (5 min.):

In this section, you can see some warm-up videos. Make your child watch them several times and repeat the phrases they listen.

Function Words (10 min.):

In this section, children learn new words related to topics through enjoyable activities. You can change the learning mode to get several different activities.

Songs (15 min.):

Songs are a good way for kids to have fun while learning English. Especially action songs in which they are actively involved will help them learn new words easily and understand the sentences they sing. Every section has songs related to the topic. Make sure your child listens to them several times. Try to sing along with them.

Video Lecture (20 min.):

After first three steps, your child is now ready to learn the topic. With these video lectures, your child will be able to acquire the intended functions easily. Make sure he/she watches them several times and tries to practice them.

Digital Games (15 min.):

Children will reinforce what they have learnt with the help of games related to topic. It allows them to experiment through trial and error, find solutions to problems, work out the best strategies, and build new confidence and skills.

Worksheets:

You can print out worksheets and have fun with your child doing exercises. The exercises enable learning to be permanent.

Evaluation:

The teacher observes the students and fills in the form.

PRESCHOOL ACTIVITY

TEACHER: Okan Gültekin **SUBJECT:** naming the Jobs

THEME: occupations

MEAN OF REALISATION: Project Website: http://nobordersforenglish.com/

AGE: 3-6

GROUP SIZE: 10 **TIME:** 50 minutes **OBJECTIVES:**

By the end of the lesson preschoolers will be able:

to identify people's job

VOCABULARY:

GROUP OF WORDS	EXAMPLES
jobs	actor /actress, businessman, chef, dancer, doctor, farmer

CONTENT AIM: We aim to teach students the names of the jobs. We also aim to teach students to ask: "What is your job?" "What do you do?" and answer it.

LEARNING STYLE: Living and doing method, role-play and interactive learning.

LEARNING SKILLS DEVELOPED: listening, understanding and speaking

METHODS: show and make method, watching-listening and doing method

REQUIRED RESOURCES: project website, flashcards and supporting materials

INTRODUCTION: Even so, it is important to put the lesson in context and introduce the concept of jobs to your students. One easy and effective way to do this is by listening to a jobs song and asking students to guess what they are going to study. There are some songs that you can play on our website on related pages.

WARM UP: Ask students to listen to the song and guess what topic they are going to study. Then ask students what jobs they already know. This will activate their existing knowledge and will help them to understand what the lesson will be about.

ACTIVITIES: Practice the names of occupations by using flashcards that you prepare before. Show students the flashcards one by one and ask them to repeat after you. Then, show them the flashcards again and ask students to say the words on their own.

After practicing a few times, practice more with a fun flashcard game. Mix up the flashcards and choose one but don't show the students. Ask the students to raise their hands and guess what job flashcard you are holding.

This activity forces students to recall the keywords they just practiced. Next, allow the student who guessed correctly to come to the front and choose another flashcard. That student then holds the card without showing the other students and asks them to guess what it is. ESL students love this flashcard game as they get to come to the front and act like the teacher when they guess correctly.

Helping questions:

"What is his/her job?"

"What does he/she do?"

FOLLOW UP ACTIVITIES: The teachers will practice the digital games and printable materials on the website.

IMPORTANT! - Involving parents

The teacher sends the link (https://nobordersforenglish.com/occupations/) to the parents and then make them follow these steps respectively as below.

- Songs (15 min.): Songs are a good way for kids to have fun while learning English.
 Especially action songs in which they are actively involved will help them learn new
 words easily and understand the sentences they sing. Every section has songs
 related to the topic. Make sure your child listen them several times. Try to sing along
 with them.
- Video Lecture (20 min.): After first three steps, your child is now ready to learn the topic. With these video lectures, your child will be able to acquire the intended functions easily. Make sure he/she watch them several times and tries to practice them.
- Digital Games (15 min.): Children will reinforce what they have learnt with the help of games related to topic. It allows them to experiment through trial and error, find solutions to problems, work out the best strategies, and build new confidence and skills.

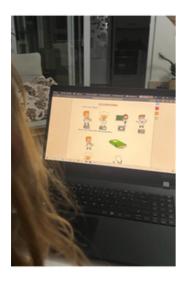
• Parents should follow these steps several times and make their children watch the videos as much as possible.

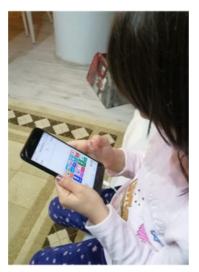
OCCUPATIONS

photogalery











4.14 MEANS OF TRANSPORT (developed by Latvian team)

With the newest technologies coming into our life and changing so fast, the younger generation are more aware of their wide possibilities, so it is just natural that they are interested in technologies, and, obviously, a lot of them have had some experience in using different means of transport. It is a theme that could be interesting both for boys and girls.

STEP 1 - Choosing the vocabulary content

WORDS	EXPRESSIONS
 car plane tractor motorcycle bike boat bus ambulance police car fire truck taxi 	 This is a/an (transport) My favorite transport is /I like (transport) is fast/slow (transport) is loud/quiet (transport) is safe/dangerous I have a (transport) I have traveled by (transport) (transport) travels in the air (transport) travels on land/water I know road safety rules

STEP 2 - Establishing the expected results

At the end of the activities related to this topic children will be able:

- to listen and understand the content of the topic
- to name different means of transport in English
- to describe means of transport in a simple way
- to talk about their experience of using means of transport
- to understand simple road safety rules

STEP 3 - The appropriate methods

- thematic circles
- discussions
- chants
- art and crafts
- role-plays

STEP 4 - Matching the methods with the right resources

- flashcards
- songs
- videos
- different realia
- laptop
- ICT resources
- art and craft materials

STEP 5 - Applying and assessing

Learning different vocabulary items by using flashcards or realia – it is advisable to gradually prepare a collection of different flashcards and realia about the definite subject. They can also use printable sheets for colouring the drawings from the necessary subtopic or draw some part of vocabulary by themselves.

Voting - children vote, for example with stickers, which means of transport they have used.

Flashcards and miming – a teacher shows a flashcard of a transport, children name it and show a movement (for example, car- driving, plane- flying, ship- swimming etc.)

Naming different means of transport that children see while walking outside.

Word-chains: thinking of a word (for example, for means of transport), starting with a definite letter.

PRESCHOOL ACTIVITY PLAN

TEACHER: Linda Brūvere **SUBJECT:** Technology

THEME: Transport and technologies

MEAN OF REALISATION: Indoor activities

AGE: 4-year-old children **GROUP SIZE:** 11 children

TIME: 25 minutes

OBJECTIVES:

By the end of the lesson preschoolers will be able:

- to name different means of transport
- to mime the movements that different means of transport could perform
- to revise the letters of the alphabet

FOREIGHN LANGUAGE VOCABULARY:

GROUP OF WORDS	EXAMPLES
objects (noun)	car, plane, tractor, motorcycle, bike, boat, bus, ambulance, police car, fire truck, taxi
movement verbs	ride, drive, fly, swim, travel
adjectives	fast-slow, loud-quiet, safe-dangerous

CONTENT AIM: To learn different means of transport in English.

LEARNING STYLE: visual, auditory, kinaesthetic (learning by doing)

LEARNING SKILLS DEVELOPED: listening, pronouncing and naming means of transport in English, describing transport items

METHODS: talk/discussion, voting, miming, watching a video

REQUIRED RESOURCES: a computer with projector/smartboard, figures or flash cards with means of transport

INTRODUCTION: The teacher talks with children about the different ways how people can get to work/school or travel. The children name the means of transport they know in their native language.

WARM UP: The children vote with stickers which means of transport they have used themselves.

ACTIVITIES:

- The teacher uses flashcards or figures (or a book) to show some means of transport (a car, a tractor, a bike, a bus, etc.), - the teacher shows the flashcards, names the means of transport, and the children repeat the words, then they ask each other what it is by choosing a definite flashcard/figure. The teacher follows either the children say the right means of transport and pronounce them correctly. The teacher shows a flashcard of a means of transport, children name it and show/mime a movement (for example, car- driving, plane- flying, ship- swimming etc.).
- The teacher names a means of transport, and the children have to find the right flashcard/figure, especially if they are located around the room, and touch them. The children can also group the means of transport according to their movements (drive/fly/swim) and quality (fast/slow, loud-quiet, etc.) or the place they are moving along (land/water/air).

- The children can pick the figures of the means of transport from a sack, name them and also add some qualities to the names of the means of transport: colours, size, as well as the adjectives: fast-slow, loud-quiet, safe-dangerous, etc.
- The children play word-chains: think of a word for a means of transport starting with a definite letter of the alphabet. For inspiration they can watch the video. The teacher should encourage the children to think of a word and name it, if the children are too shy to name English words, they can do it in their native language.
- If the time permits, the children can also draw or create their favourite means of transport and try to present their work to others.
- The teacher can discuss with the children that there are definite means of transport connected to some professions, like police car, ambulance, fire truck, etc. They can talk about the importance of using these means of transport. The children can express their ideas of what means of transport they could need in their future profession.
- It could be advisable to talk about rules and regulations, like road safety rules, when using different means of transport. The teacher could ask the children what rules should be observed when being on the road.

Helping questions:

Is it a car? Is it a bike? Is it big? Is it black? Is it fast? Is it loud? Is it safe? Does it go by land? Do you like it? Have you got it? How do you get to the kindergarten? Have you travelled by plane?

FOLLOW UP ACTIVITIES:

As the children go outside and walk around, they can try to find and name the means of transport which they see around, or they might do a guessing game with the other children, like "It is big. It is green. It starts with T. Farmers use it on the field. What is it?" or "I see something red to the left. I can drive it …". They can use their native language as well if it is too complicated to find the words in English. They can also try to guess the means of transport by listening to its sound.

USEFUL LINKS:

learning the alphabet with different means of transport:

https://www.youtube.com/watch?

v=NzG8cfGQPhl&t=200s&ab channel=KinderSpielzeugKanal

means of transport:

https://www.youtube.com/watch?v=BZf6frPNrhg&ab_channel=TinyDreamsStories guess the sound of a vehicle:

https://www.youtube.com/watch?v=SYKA-xxjeJY&ab_channel=QuizForYou means of transport, verbs, adjectives:

https://www.youtube.com/watch?v=Ut-HbauKzDw&ab_channel=TheSingingWalrus-EnglishSongsForKids

IMPORTANT! - Involving parents

- A great way to learn the vocabulary is by listening songs and singing together. Puzzle games will help the children to create different means of transport
- Provide games that will help the children to create their own car by choosing its colour, size and the driver.
- All of these activities can also be found on the project website.
- Make learning fun and enjoyable.
- If necessary, use your native language.
- Accept mistakes so that your child does not worry about pronouncing the English words correctly.
- You can help your children learn English by allowing them to play educational video games.

MEANS OF TRANSPORT

photogalery









4.15 POEMS AND STORIES (developed by Romanian team)

At an early age, literary texts (stories, poems) are important means used in transmitting new knowledge and in the formation of skills and abilities. They positively influence all areas of development, the attitude towards learning and towards the school. They facilitate the adaptation of small preschoolers to the new environment and help them to express themselves according to the specifics of age.

The stories were chosen taking into account the preferences and interests of the children, but we also took into account the level of development of preschoolers, the educational message and the significance of the events and characters. We tried to transpose preschoolers into a world where they could easily find themselves, allowing them to intervene with new ideas or create a new story using existing characters. This topic facilitates access to a wide range vocabulary, words and expressions that children can learn in a foreign language, all being influenced by the chosen literary text (poem, stories, fairytales or created stories). The used methods can be adapted to any content, reflecting children's needs and interests. The teacher will choose the literary text, then will create the exposing materials, according to the preferred method, that will help preschoolers learn new words in English.

STEP 1- Choosing the vocabulary content

WORDS	EXPRESSIONS
 story poem family animals people run food flower umbrella house 	 Once upon a time They lived happily ever after Tell me a story Tell me a poem It's story/ poem time! To be continued Who is this? This is It all began

STEP 2 - Establishing the expected results

At the end of the activities related to this topic children will be able:

- to correctly acquire new words and expressions in a foreign language
- to develop interest for a foreign language
- to become familiar with the sounds of a foreign language, using a model native foreign language pronunciation

- to use simple oral structures of sentence patterns in a foreign language
- to incorporate new vocabulary into their personal word bank
- to recognize foreign language words in a spoken text or dialog
- to develop confidence and ability in verbalizing a foreign language
- to demonstrate the understanding of a message in a foreign language
- to sustain a conversation on a specific topic
- to feel comfortable when speaking in front of others
- to show interest in stories, their action, settings and characters
- to comprehend the key details and content of the story or poem
- to verbally express the content of the story or poem
- to enjoy activities based on a known story or poem

STEP 3 - The appropriate methods

THE STORYTELLING CARPET - innovative method that allows the oral presentation of literary works specific to children's literature or the personal creations of teachers or children.

Necessary materials:

- the background of a story scene or from the environment, made in the form of a carpet (dimensions may vary)
- characters made so as to allow easy handling by children
- other decoration elements, according to the content to be presented

Application method:

- The storytelling carpet is the element of surprise for children and delimits the space where the exhibition of literary creation will take place.
- The educator, with or without the support of the children, handles the characters, presenting the content in the most attractive way possible.
- Children can be involved in the activity based on the "storytelling carpet" whenever the educator deems it appropriate.

THE STORYTELLING APRON - innovative and attractive method that allows the oral presentation of literary works specific to children's literature or the personal creations of teachers or preschoolers, but also aspects of the environment.

Necessary materials:

- the background of a story or environmental scene, made in the form of an apron, in attractive colors, with several pockets and areas where decor elements and characters can be applied with the help of buttons, zippers or velcro (velcro tape)
- characters and other decorative elements made of felt, in attractive colors, with a fastening system to be applied on the apron

Application method:

• The narrator (the teacher or a preschooler) wears the apron and places in its pockets all the necessary characters and elements. During the presentation of the content, the characters will appear from the pockets as surprise elements and will be placed on the apron. The wearer of the apron becomes the narrator and transmits the ideas in the most attractive way possible.

THE STORY IN THE FLOUR: Innovative method that allows the oral transmission of ideas or a literary creation through attractive means, easy to procure.

Necessary materials:

- paper or cardboard silhouettes, representing the characters
- an easy to clean surface
- wheat flour
- sieve

Application method:

• It is a method that can be applied by teachers or preschoolers with some help. It involves placing the characters, one by one, on the work surface, as they appear in the story or in the content presented. At the same time, the teacher sifts the flour over the silhouettes, continuing the oral presentation. At the end, the paper silhouettes are removed, making visible the outline of the represented characters. This fact is an interesting way to end the activity, preschoolers can be involved in games of recognition, association, comparison of characters with the trace left by the flour.

STEP 4 - Matching the methods with the right resources

Materials needed to make interactive means for the transmission of literary texts:

- textiles, felt, decorative elements, foam, cardboard, paints, unconventional objects, sewing kit, glue, scissors
- story and poem books
- flashcards
- pictures
- puppets

STEP 5 - Applying and assessing

The theme being very wide, allows integration in all categories of activity specific to preschool education.

The literary text will be the trigger for a series of various activities in all curricular areas, allowing the use of new words and phrases in English in different contexts and learning situations. Thus, the main activity in which these contents can be capitalized is that of

language education, language exercises, library, but elements from stories can be used successfully in mathematical, science, aesthetic and creative activities, physical education.

This different methods for transmitting a literary text have the role of transforming daily activities into a source of learning in an innovative, interesting and fun way. The activities carried out allow the little ones to manipulate the objects, to intervene in the story, to indirectly become story characters. All these help the preschoolers to understand the words and messages in English, to have initiatives in verbalization and communication.

PRESCHOOL ACTIVITY PLAN

TEACHERS: ZANFIR Flori-Georgiana and TONE Sonia

SUBJECT: language and communication

THEME: the old lady's daughter and the old man's daughter " - Ion Creangă

MEAN OF RELATISATION: teacher's storytelling

AGE: 5 years old children

GROUP SIZE: 14

TIME: 20 – 25 minutes

OBJECTIVES:

At the end of the activity the preschoolers will be able:

- to recognize the characters from the story
- to notice the sequence of moments of the story and the message transmitted through the literary text
- to answer the teacher's questions using clear and grammatically correct sentences
- to name the positive/negative features of the characters in the story
- to verbalize correctly and expressively words and expressions from the English language
- to develop the desire to learn a foreign language
- to develop the confidence in their ability to learn a new language

FOREIGN LANGUAGE VOCABULARY:

GROUP OF WORDS	EXAMPLES
objects (noun)	house
adjectives	beautiful, ugly, small, big, happy
colours	yellow
enviroment	dog, water
family	mother, father, sister
expression	"Hello!", "Please, help me!"

CONTENT AIM: Developing the ability of listening and REQUIRED RESOURCES: Umbrella, character silhouettes, incentives.

INTRODUCTION: Attention is captured by the appearance of the umbrella, on which decorations from the story "Old lady's daughter and old man's daughter" are applied. The children's attention is oriented to the umbrella, i.e. the intuition of the details on it.

WARM UP: The children are seated on the carpet in a semicircle. The theme of the activity is presented: the story "Old lady's daughter and old man's daughter "by Ion Creangă. The children are asked to follow the story carefully, in order to remember the characters and the chronology of events, as well as new English words and phrases.

ACTIVITIES: The content of the story is as expressive as possible. During the exhibition, the characters are applied to the umbrella to support the epic thread of the story. English words and expressions are used without interrupting the story thread. Based on the teacher's questions, the children will resume the story thread. It is pointed out that the old man's daughter, because she was hardworking and kind, was rewarded, while the old lady's daughter, because of her meanness, greed and laziness, received nothing. General and individual assessments of children's participation and incentives.

FOLLOW UP:

"Old lady's daughter and old man's daughter"- drawing- scene from the story

"Domestic animals" - Conversation,

"Who's the character?"- Reading by pictures

"Old man's daughter"- Dramatization /Table theatre

"Journey with the old man's daughter"- Created story

"In the world of Creangă's stories"- Teaching game.

"The Road to Holy Sunday"- motion game (obstacle bypass)

IMPORTANT! - Involving parents

In order to support parents and offer them suggestions to help preschoolers learn in English as many words and expressions related to Poems and stories, the teacher can:

- suggest different role-plays/ drama games related to known stories that can be played in the family, with a limited number of players, making available to parents both the rules and the way to play the game.
- transmit a collection of useful sites that parents can visit to help their child learn new words in English by listening to poems and stories
- provide the parent with worksheets related to the theme of Poems and stories
- carry out activities together with parents and children related to the theme of Poems and stories
- inform the parent about the words and expressions to be learned within the topic of Poems and stories

- inform the parent about the words and expressions to be learned within the topic of Poems and stories
- provide the parent with a list of appropiate poem and story books, with relevant illustration to read to their children
- help the parent choose significant words from different poems and stories to use in English/ foreign language
- help the parent how to make use of the toys and other objects to create stories with English words

POEMS AND STORIES

photogalery











5. CONCLUSIONS



The miracle of communicating is language, and the miracle of learning a language is the benefits it provides for development. Language learning is very important as it contributes greatly to the development of features such as communicating, developing thinking and transferring information. If it starts in early childhood, its benefits become more and more. A child who learns a foreign language at a very young age will pick it up much easier, and have the capacity to speak like a native!

Experts point out that learning a foreign language can lead to improvements in the ability to concentrate, improvement in memory and attention, the ability to effectively perform several tasks at the same time, and the ability to make more connections between different concepts.

They also say that children who learn a foreign language at an early age learn faster than those who speak one single language, and they can establish the relationship between the subjects in a shorter time. As learning a foreign language strengthens listening skills and memory, children's success rate in other subjects also increases.

Being able to communicate with people who speak a different language will build self-confidence as they can express themselves correctly and understand a stranger, and their communication with people speaking his own language will be built on this self-confidence. This will greatly contribute to their growth as happy children who do not hesitate to express their opinions, who are not afraid to speak up.

Learning a new language also means understanding the culture of the people who speak that language and the geography where that language is spoken. Children who grow up learning a foreign language develop more curiosity and appreciation for the world around them and for different cultures. Through language, they can become more aware of the uniqueness and diversity of different cultures, contributing greatly to their personal development and encouraging open-mindedness, tolerance and a sense of global citizenship.

Taking all these into consideration, we strongly believe that learning a foreign language at an early age is really crucial so we present this material to all teachers, parents and children who believe in importance of learning a foreign language at young age. In this material, teachers will find different methods and approaches for different topics which will help them in classroom and parents will spend quality time and learn together with their children.

We hope that this material will help many children start their foreign language learning adventure and promote a life-long learning process.

6. RESOURCES



1) ENGLISH LANGUAGE TEACHING

General sources

- .: Lightbown, Patsy M., and Nina Spada. *How languages are learned*. 3rd ed. Oxford, OUP, 2006.
- .: Reilly Vanessa, and Sheila M. Ward. *Very Young Learners*. Resource books for teachers. Oxford: OUP, 1997. Print.
- .: Richards, J. C., and T. S. Rodgers. *Approaches and Methods in Language Teaching: A description and analysis.* 7th ed. Cambridge: Cambridge UP, 1991. Print.
- .: Vale, David, and Anne Feunteun. *Teaching Children English: A training course forteachers of English to children.* Cambridge: CUP, 1995. Print.
- .: Tabors, P. O., *One child, two languages: A guide for early childhood educators of children learning English as a second language* (2nd ed.), Publishing Co, Baltimore: Paul H. Brookes, 2008, Print

https://learnenglishkids.britishcouncil.org https://www.teachers-corner.co.uk/ https://www.expresspublishing.co.uk/ https://learnenglishkids.britishcouncil.org/ https://www.ixl.com/ela/pre-k www.vcaa.vic.edu.au

CLIL

- .: Dafouz , E., & Guerrini, M. C. *CLIL across educational levels.* Richmond Publishing, 2009, print
- .: Marsh, D. *Language awareness and CLIL*. In J. Cenoz, & N. H. Hornberger, Encyclopaedia of language and education",. Springer, 2008
- .: Mehisto, P., & Marsh, D. *Approaching the economic, cognitive and health benefits of bilingualism: Fuel for CLIL.* In Y. Ruiz de Zarobe, J. Sierra, & F. Gallardo del Puerto,"Content and Foreign Language Integrated Learning", Bern: Peter Lang, 2011

.: Storm, T. and Storm, R.(Editor) *Learning English with Bobby: Teaching English to Young Children with CLIL Method Teacher 1* (CLIL Method English Education for Children), 2009, Paperback

https://is.muni.cz/th/189103/pedf m/CLIL in Very Young Learners bz7qw.pdf

https://bridge.edu/tefl/blog/what-is-clil/

https://www.teacheracademy.eu/blog/clil/

http://www.playingclil.eu

www.ecml.at/mtp2/CLILmatrix/

http://www.content-english.org/

www.dfes.gov.uk/languages

www.ecml.at

http://www.eurydice.org

http://www.britishcouncil.org/europe/our-work-in-europe/content-and-language-integratedlearning-clil



.: Asher, J. J., and C. Adamski. *Learning Another Language through Actions*. 7th ed. Los Gatos: Sky Oaks Productions, 2009. Print.

.: Cabello, Francisco Luis, Barbara Stewards, and James J. Asher. *Total Physical Response in First Year English.* 2nd ed. Los Gatos: Sky Oaks Productions, 2003. Print.

.: Cole, Joanna and Stephanie Calmenson. *Eentsy, Weentsy Spider: Fingerplays and action rhymes.* New York: A Mulberry Paperback Book, 1991. Print.

.: Garcia, Ramiro, James J. Asher, and Jeff Asher. *Instructor's Notebook: How To Apply TPR For Best Results.* 4th ed. Los Gatos: Sky Oaks Productions, 2001. Print.

.: Silvers, Stephen Mark. James J. Asher, ed. *Listen & Perform: The TPR Student Book For Beginning and Intermediate ESL Students.* 2nd ed. Los Gatos: Sky Oaks Production, 1994. Print.

.: Bancroft, W. Jane. Suggestopedia and Language Acquisition: Variations on a Theme. Florence: Gordon & Breach Publishing, 1999. Ebrary Edu. Web. 29 Aug 2011.

2) MUSIC IN ELT

https://learnenglishkids.britishcouncil.org/songs https://www.dreamenglish.com https://themusicclass.com https://kidsclubenglish.com/song-playlists https://www.googooenglish.com

3) STORIES IN ELT

https://storyberries.podbean.com/ https://www.dltk-teach.com/RHYMES/index.htm https://learnenglishkids.britishcouncil.org/short-stories

Patricia Fernandez Lopez, The use of audiovisual stories in the preschool CLIL environment, found on:

http://digibuo.uniovi.es/dspace/bitstream/10651/28260/6/TFM_Fern%C3%A1ndez%20L%C3%B3pez,%20Patricia.pdf.

http://www.onestopenglish.com/clil/what-is-clil/

Teacher Education and CLIL Methods and Tools found on: http://www.cremit.it/public/documenti/seminar.pdf



4) ICT IN ELT

https://learnenglishkids.britishcouncil.org/fun-games https://learningapps.org https://www.jigsawplanet.com https://wordwall.net

5) PRINTABLE MATERIALS FOR ELT

https://www.teacherspayteachers.com/Browse/Price-Range/Free/Grade-Level/Pre-

K,Kindergarten

https://teachers.bickids.com/en

https://www.liveworksheets.com/worksheets/en/English as a Second Language (ESL)

https://www.education.com/worksheets/

https://www.learningresources.com/blog/printables

https://www.worksheetfun.com/





This methodological material was developed by teams of teachers from the project partner educational institutions.

CZECH REPUBLIC

Bára Danielová, Veronika Buryšková, Zora Javorská, Lucie Kalová (graphic design)

LATVIA

Linda Brūvere, Ieva Kokina, Baiba Gabranova, Līva Stašule



NORWAY

Sonja Bjørshol, Silje Mari Sæther, Magne Brevik, Peder Lønøy Bjørshol, Baiba Gabranova

ROMANIA

Ivan Adriana Mihaela, Prisecaru Adina Elena, Nicola Valentina Nicoleta, Tone Sonia Alina, Tudorica Corina Sabina, Preda Raluca Mariana

TURKEY

Okan Gültekin, Ayhan Sezdirmez







This project is funded by the European Union.