

TEACHING ENGLISH TO CHILDREN AGED 2-6 YEARS OLD.

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ABSTRACT

Currently, the training of students from all institutions (schools, universities, and institutes) is a fundamental part of the development of new skills that allow the acquisition of knowledge to work along all stages of life. This paper aims to present the work achieved regarding teaching English to children under six years old. It shows how through the small words and knowledge of the English language, children can develop skills or communication abilities that facilitate the learning of this new language.

Through this work, the difficulties that children present in education are identified and the didactic material and implemented skills that contribute to the learning of English as a second language are made known.

The project was carried out with methodologies that allow the teaching of English vocabulary of all categories (animals, fruit, objects, business, etc.) that lead to positive learning results.

Keywords: English, teaching, learning, foreign language

INTRODUCTION

Learning a foreign language is a relevant issue in education systems at national and international level, since it is perceived as "an investment for the future that can produce many benefits both at professional level, for personal growth purposes or for travel (weatherford, 1986). The teaching of English as a second language (ESL) or English as a foreign language (EFL) is part of educational programmes in different parts of the world. In fact, the literature reports different approaches and methodologies that point to the most appropriate techniques for teaching English as a second language (Richards y Renandya, 2011).

We all go through a period of growth, and during our childhood, we do not look at the opportunities that learning a foreign language brings, we focus better on having fun, playing, and living in a world of dreams without worrying about reality, given this, my degree project was to offer English classes at the Academic Institute ACES Sin Limites SAS in Bogota.

Thus, one of my tasks was to teach English as a foreign language and to show multiculturalism in English-speaking countries. It all started one day when I became interested in everything that was involved in teaching and especially in children. It was then that the idea of creating a degree project according to my tastes came up, which would allow me above all to have new life experiences.

The elements taken into account for the planning of activities in the classes sought to develop a novel project, but above all one that would work so that the children would learn and develop skills that would allow them to learn English and begin to love this language; for them, the activities were proposed through a didactic method in which the student watched videos, understood them and applied the knowledge in activities that developed the four skills (listening, reading, grammar and writing).

This work also provides an opportunity to learn from different cultures, to interact in a certain way with the international community, allowing the student from such a young age to lose the fear of learning a new language and above all, of the speaking, knowing that many mistakes occur that are normal. With this in mind, it is important to emphasize that English is a language that has more than 508 million speakers and is the third most widespread native language in the world, after Mandarin and Spanish, it's also the most learned language and is the official language in almost 60 sovereign states. On the other hand, researchers reveal that pre-school education can produce substantial gains in children's learning and development (Barnett, 2002), as well as opening up different opportunities, such as early activation of new interests and curiosities and enthusiasm for other foreign languages (Pinter,2017).

Finally, through this internship, the objective was to be able to contribute in the students (children aged 2-6 years) to the learning of English, identifying the vocabulary that can be useful to be able to have a conversation with native speakers in the future, in the same way, reading comprehension was strengthened with texts that included all the vocabulary seen in the classes every Saturday.

CHAPTER 1. THE COMPANY

1.1. HISTORY OF THE COMPANY: For 10 years, Andres Perez had the idea of having an institution to teach the English language in a fun but at the same time didactic way. For this reason, ACES Academic English Solution was created, the Company began as a project idea to complement the Alexander Von Humboldt Educational Corporation. The company's name is characterized by the name of an airplane video game and an Iron Maiden's metal band song called "Aces High", however, that is not enough to consider why the name, so Andres decided to place ACES as an acronym and complement the name with Academic English Solution that fits perfectly with the lyrics of the Iron Maiden song.

In 2006, the company became concrete and supported the work of the Alexander Von Humboldt Corporation as an English language academy. At the end of 2018 ACES totally renewed its image in social networks and separated from the corporation to become an independent academy. In July 2019, it became a consolidated company, registered with the Chamber of Commerce, and the whole idea of promoting the company through social networks began.

Currently, ACES English Solution is positioned as one of the best English academies in the borough of Fontibón due to its low prices that are accessible to its inhabitant.

1.2. COMPANY DESCRIPTION: ACES is a young but experienced team of teachers and administrative staff willing and committed to society and each of its users, which projects the efficient and effective scope of the diverse needs that today's world demands in terms of languages and learning the English language through our immersive method with an innovative, didactic, authentic and above all affordable approach to all those who want a quality product.

1.2.1. CORPORATE NAME: ACES Sin Limites S.A.S.

1.2.2. LEGAL CONSTITUTION: ACES SIN LIMITES S.A.S is legally constituted by a legal entity, specifically as a simplified stock company as indicated in its corporate name.

1.2.3. MISSION: The mission of ACES SIN LIMITES S.A.S. is to take experience throughout its academic training processes as a message of determination and empowerment, based on practical and theoretical training, from the humanities to the arts, and to serve as a basis for entrepreneurial processes forged from and for the community, with bilingualism and contact with different local and/or foreign cultures being the means to show all sectors of the population what is essential in comprehensive education.

VISION: It is the vision of ACES SIN LIMITES S.A.S. to position its academic training processes as leaders in the positive transformation of the current latent situation in the field of education, thus taking a message of entrepreneurship to all sectors of the community without exception, with excellent quality and easy access, so that by the year 2025 we will be reliable and decisive agents in the field of education at a national level.

LOCATION: The academy ACES Sin Límites S.A.S. is located in the Centre of

Fontibón in Calle 20 C #100-49.



Figure 1 - Fontibon (available at www.google.es last accessed on 03/11/2020).

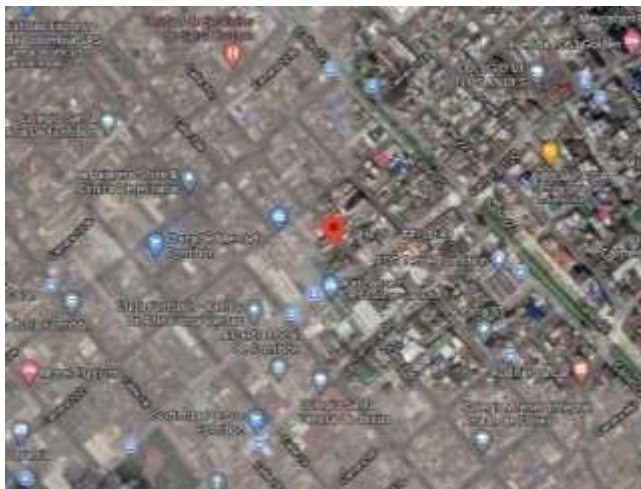


Figure 2 - Fontibon (available at www.google.es last accessed on 03/11/2020).

1.2.4. DESCRIPTION OF THE ORGANISATIONAL STRUCTURE OF THE COMPANY:

ACES Sin Límites S.A.S. (simplified joint-stock company) is cataloged as a microenterprise and has the direct participation of the owner in the development, that is, one more worker. For this reason, we see that the general management and most of the departments are occupied by Andres Perez.

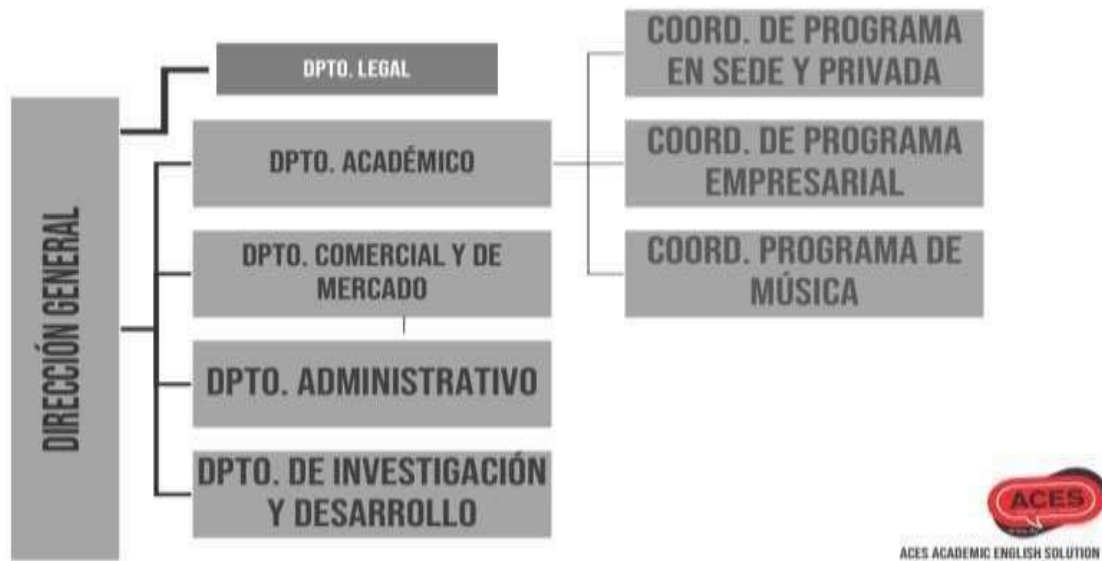


Figure 3 – ACES.

- **General Management:** Andres Perez.
- **Legal Department:** Andres Perez.
- **Academic Department:** Vivian Gaona.
 - On-site and private Program coordinator:** Vivian Gaona.
 - Business Program coordinator:** Andres Perez.
 - Music Program coordinator:** Andres Perez.
- **Commercial and Marketing Department:** Yxel Cegarra.
- **Administrative Department:** Yxel Cegarra.
- **Research and Development Department:** Steven Pulido and Diana Pineda.

The students of the academy ACES SIN LIMITES SAS were 5 children three of the children were females of 2, 4 and 5 years old and the other children were males of 5 and 6 years old.

The children live in Bogota, specifically in the locality of Fontibon where the academy is located, one of the children was the son of the owner of the academy and was taking extracurricular drum lessons, and the other children were just starting their student life.

CHAPTER 2: THE INTERNSHIP.

2.1 IDENTIFICATION OF THE PROBLEM:

Bilingualism figures in Colombia are still not very encouraging compared to those of other countries. Despite the government's efforts to achieve a Bilingual Colombia by 2025, the results are far from the expected goals for this year. The need to speak English is imperative because we are in a globalized world and Colombia is developing new treaties and trade agreements every day, in which the learning of a second language facilitates the exchange of cultures and knowledge allowing to be more productive, with respect to the role of the language in business, It should be noted that English is a basic tool in global communication and economics and that it is not a luxury as many people think, according to Education First (EF), the organization that carries out the world's largest ranking of countries according to their English proficiency "English Proficiency Index (EPI), Colombia ranks 77th out of 100 with a very low level of proficiency, they also claim that bilingual Colombians can earn 20% more in salary than a person who does not speak the language.

In schools, the subject of English has too many shortcomings, because since elementary school English subjects are worked on by school grades and not by learning levels, which does not allow for the normal progress of training ,it is evident that many preschool and elementary school children have better language skills than others, for this reason, parents decide to pay for extracurricular classes to advance in topics and not get stuck in the content offered in primary school and thus progress in cultural exchange adapted to reality.

Finally, with globalization, English is a crucial tool to establish connections with people from all over the world, to grow professionally and professionally and to have better salary opportunities.

2.2. OBJECTIVES OF THE INTERNSHIP

2.2.1 GENERAL OBJECTIVE: To teach children from 2 to 6 years old basic vocabulary in English that will allow them to develop English skills.

2.2.2. SPECIFIC OBJECTIVES:

1. Collaborate in the development of children's pronunciation skills.
2. Explain the vocabulary of tangible and intangible objects applying theoretical and methodological elements for the development of classes.

2.3. ROLE OF THE TRAINEE AND FUNCTIONS TO BE PERFORMED:

ACES SIN LIMITES S.A.S is a language academy in which classes are given at different levels of English and my role is specifically to give classes to children under 6 years old on Saturdays from 10:30am to 12:00pm.

The functions performed within the academy were the following:

- Search for vocabulary for children under 6 years old
- Prepare the Saturday class.
- Teach the class every Saturday from 10:30 to 12:00pm.
- To carry out educational activities for the students.
- To carry out quizzes to evaluate the knowledge of the students.
- Grade the students' quizzes.
- Provide students with feedback on the topics seen in class
- Update the academy's documents.

- Archive academy documents.
- Interact on the academy's social networks.
- Comment, give like and refuel publications of the academy.
- Promote the academy.

2.4. SCHEDULE OF ACTIVITIES DURING THE INTERNSHIP PERIOD.

Activities carried out	Days
Search for vocabulary for children under 6 years old	Thursdays and Fridays every week.
Give the class every Saturday from 10:30 to 12:00pm.	Saturdays every week.
To carry out educational activities for the students.	Saturdays every week.
Promote the academy.	Any day of the week.
Comment, give like and refuel publications of the academy.	Any day of the week.
Update the academy's documents.	Every day.
Grade the students' quizzes.	Monday and Tuesday of the week.

CHAPTER 3: CONTRIBUTIONS TO THE COMPANY.

3.1. ACHIEVEMENTS:

The English course for children was a pilot model that started since I joined the company, with which we wanted the students to be passionate and motivated to learn

English every day.

1. The first achievement refers to objective number one. During the first class I met the children and asked them about their likes and dislikes, who they lived with, and the dreams they had in order to understand a little more about where the classes should be focused in order to get the attention of each child and that they would not be distracted by anything because the classes were virtual, for this reason I decided to put the behaviourist theory into practice in which behaviourists (Skinner, 1957; Lado, 1964) understand that all learning takes place through a process of habit formation based on the stimulus-response-reinforcement mechanism, in which the stimulus is the new language to which the students are exposed; the response is the production and the reinforcement is the praise and corrections that the teacher can give. Thus, my task at ACES was based on presenting the classes most of the time in English so that the children would have a little more contact with the language. According to the verbal permission given to me by the legal representative of the company, the classes could be recorded, but always protecting the identity of the children in this way, the methodology of the class was carried out as follows: listening and dancing to an English song to start the class with all the attitude, then we studied the vocabulary of the day's class and finally we did practical activities, which consisted mainly of reviewing vocabulary from the class and from previous classes to see if the children were reviewing at home and remembering the information, so the review consisted of the following, I would ask questions to each of the children, For example, on September 24th, we looked at vocabulary of emotions and feelings and the questions I asked the students were as follows:

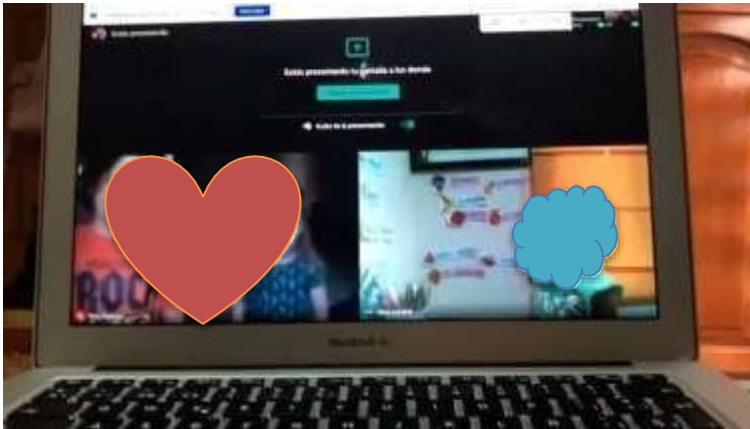
- How are you feeling today?
- What makes you feel sad?

- Is Angie angry?

These questions were answered correctly by student Thomas, while Angie presented problems in her pronunciation to which I decided to tell her that it was okay to make mistakes, that she was very smart and that she should be happy that we were learning English together, Thomas, who was her brother, told her *Angie you can, I can help you* and they both finally answered the questions correctly. During the process of teaching the children I was able to understand that every day I had to encourage them to continue learning, so every time they answered well I would tell them phrases like: *"I'm so proud of you!, Keep up the good work, Super"* Likewise, when they had problems with pronunciation and became sad, which is very common in children, I would tell them: *"Don't give up, Come on! You can do it!"* and together with the other students we helped the child who had the most difficulty with pronunciation, at the end of saying the phrases to raise their spirits I noticed that they were very happy because they were telling me *"thank you teacher, we love you teacher, we want to see you"* they also spoke very loudly and attracted my attention because they questioned and kept repeating and reviewing the vocabulary we had learned in class, many times the class time was extended for the same reason, because the students kept asking questions related to the vocabulary of the class.

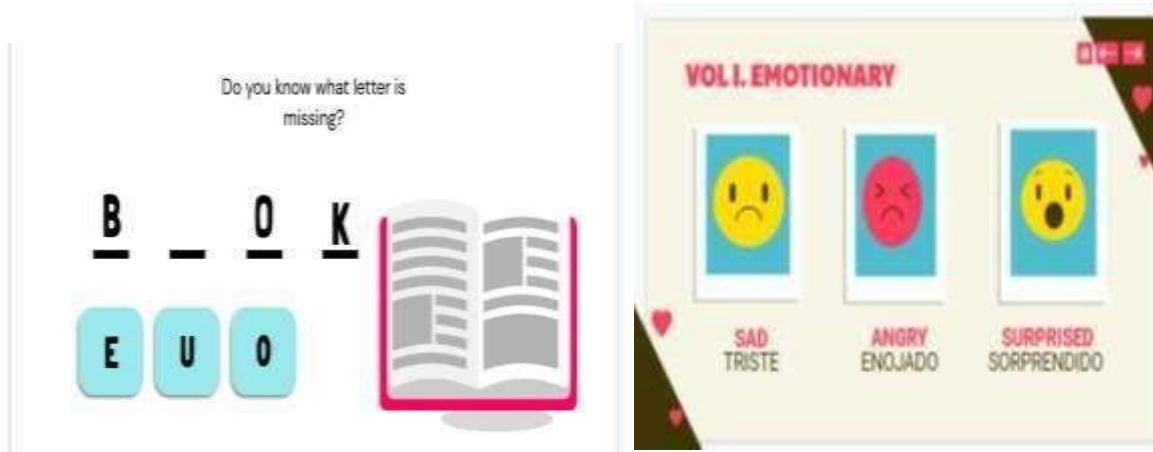


(i.e., pronunciation video)

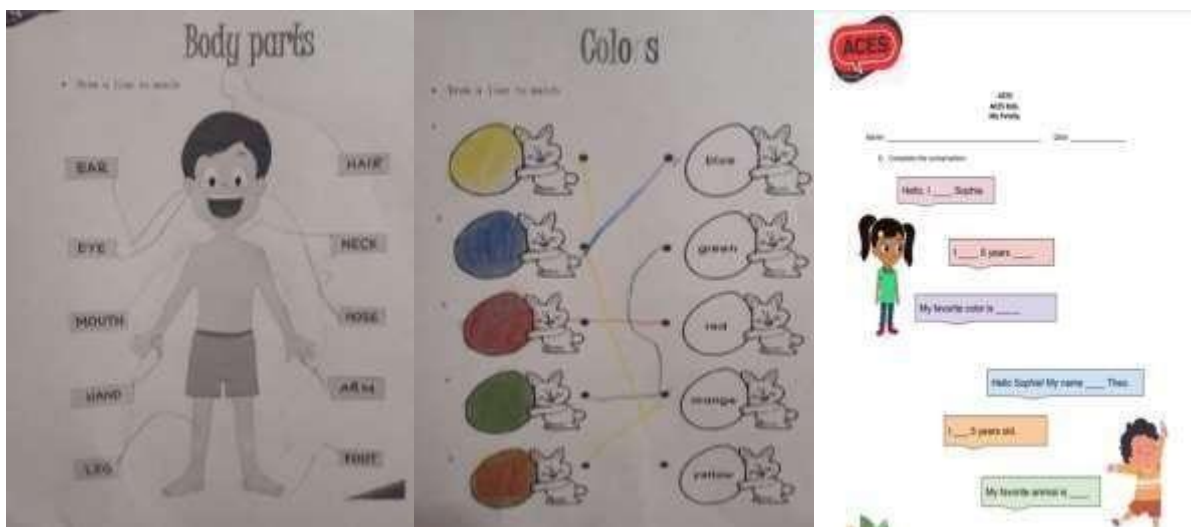


(i.e., Video dancing).

2. The second achievement refers to the second objective. The vocabulary of tangible and intangible objects was necessary because those are the first words that children learn in order to be able to have a conversation later in life, thus, the teaching of this vocabulary was presented in the form of YouTube videos, PowerPoint presentations, activities and quizzes that I did. The process of teaching children was learned from ECCI university professors who taught me for 4 years and thanks to them I was able to learn about methodologies for teaching new languages starting with vocabulary such as (numbers, the alphabet, greetings, foods, colors, etc.), the classes had to be as active as possible so that the children would be attentive throughout the session, so when we looked at the body parts the activity was to write the body part correctly and stick the paper in the right place and then go over everything, when we saw the fruits, the activity was to have our favorite fruit to eat together while we were learning, and so on, each of the classes were developed in a creative way, to achieve this objective I decided to use the Skinner theory with a positive reinforcement (i.e., congratulations) and negative reinforcement (i.e., bad grades) continued to be given to students based on their academic performance.



(i.e., power point presentations)



(i.e., activities and quizzes)

<https://www.youtube.com/watch?v=EY41H1Albs>

(i.e., YouTube video).

The use of these guides allowed the children to learn elementary vocabulary in an easy way, and also allowed interaction with the other students, since an exchange of information was generated and they congratulated each other to continue studying and learning together.

For example, in the first guide the children learned the vocabulary of body parts and in this class we played *Simon says*, so I would tell them “*Simon says touch your ear*”

and they would do it and so on, during the development of this game I noticed a lot of euphoria in the children since they liked the classes where they could get up from the chair to play something, likewise the laughter and screams were not lacking during the development of the activity.

3. The third achievement was based on implementing a program to increase the motivation and empathy of the students, which consisted of showing them images with beautiful and simple phrases at the beginning of each class to increase their desire to learn English, with this program we developed the children's attention, which is very difficult due to the fact that they are distracted by anything.

Phrases like:

- *Follow your heart/dreams.*
- *Believe in yourself.*
- *I'll be there for you.*



(i.e., images with beautiful and simple phrases).

With these phrases the children asked the vocabulary they saw and in this way they learned new words that had nothing to do with fruits, vegetables, animals, etc, they were more complex phrases that called their attention and 2 of the children told me if I could send them the images so they could share them with their parents.

In the 2 final classes of the internship I played a song on the Ukulele to the children which caught the attention of the children and they became interested in musical instruments, the interesting thing is that the owner of ACES has a musical group and decided to implement music classes in which the musical genre was in English to relate it to the classes taught at the academy.

Thanks to the methodologies that I was able to develop during the internship ACES decided to continue with their English course with a new teacher whose name is Steven, together we were able to exchange information and I was able to explain to him the methodologies that the children liked and he decided to continue with the theory that I had applied before to be able to teach the children more complex topics and in this way the learning would continue to be timely.

3.2. SCOPE:

1. The company allowed me to gain work experience in the field of education which is important for modern language students because it is one of the most encompassing fields in this profession.
2. During the development of the internship, basic level English topics that are essential for the development of new skills were reinforced.
3. The knowledge acquired was reaffirmed, putting it into practice during the development of the internship activities.

3.3. LIMITATIONS:

1. Due to the problem of the pandemic that has been present all over the world, the classes were changed from presential to virtual, for this reason, one of the

biggest limitations was the timely development of the classes, because the children had to be accompanied by their parents due to technological issues and many times the communication was difficult.

2. The internet, because not all megas are fast enough and many times the cameras froze then you could not see correctly what the children were doing.
3. The children's parents worked from home and the noises in the background limited the communication between the children and me.
4. The lack of teaching experience was too complicated for me to adapt to this internship, because all the training was virtual and it was difficult to know the strengths I had in education issues, because it is not the same to give face-to-face and virtual classes.
5. Creativity, at the beginning, it was difficult to obtain the necessary resources to develop a class in which the children would pay the greatest attention to the explanation, but after the third class I already knew the children well and I knew what subjects and things they liked to learn.
6. Interaction with children through a screen is very limited compared to face-to-face classes.

CHAPTER 4: CONCLUSIONS AND RECOMMENDATIONS.

The internship as a degree option allows the student to put into practice the knowledge obtained at the university, to develop new ways of seeing the world and new life experiences. On the other hand, the internship allows you to involve students in places you can't imagine, for example, in my plans I was never planning to be an English teacher because children are not to my liking, but I ended up in an English

academy loving children because they teach you nice things from their childhood point of view.

The activities carried out at ACES SIN LIMITES SAS provided a broad knowledge of basic English and grammatical structures that are essential for a conversation with people from other countries. In the same way, they allowed me to grow as a person and as a professional, because with this process of internships you can gain too much experience and not go out into the world of work without knowing what you really need to do in a job performing the modern language profession.

Finally, all the activities carried out in the company met the expectations agreed from the beginning, so it can be said that the internship process was used to the fullest for the company and for me.

As far as recommendations are concerned, ACES SIN LIMITES SAS is a small company, so everything is very organized and managed by two people, Andres and his wife, for this reason I recommend you to continue working on your dreams and focusing on a quality education, on classes that allow the student to love the academy as much as I did, on the other hand, to continue to allow students to do internships in the company because they are professional life experience.

Thanks ACES. 😊

GLOSSARY

1. Internship: professional practice carried out by a student to put his or her knowledge and faculties into practice
2. Multiculturalism: Coexistence of different cultures in a society or country
3. Modern Languages: human languages currently in use, this term is used to distinguish it from the mother language.

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ANNEXES

ANNEXES A.



ANNEXES B

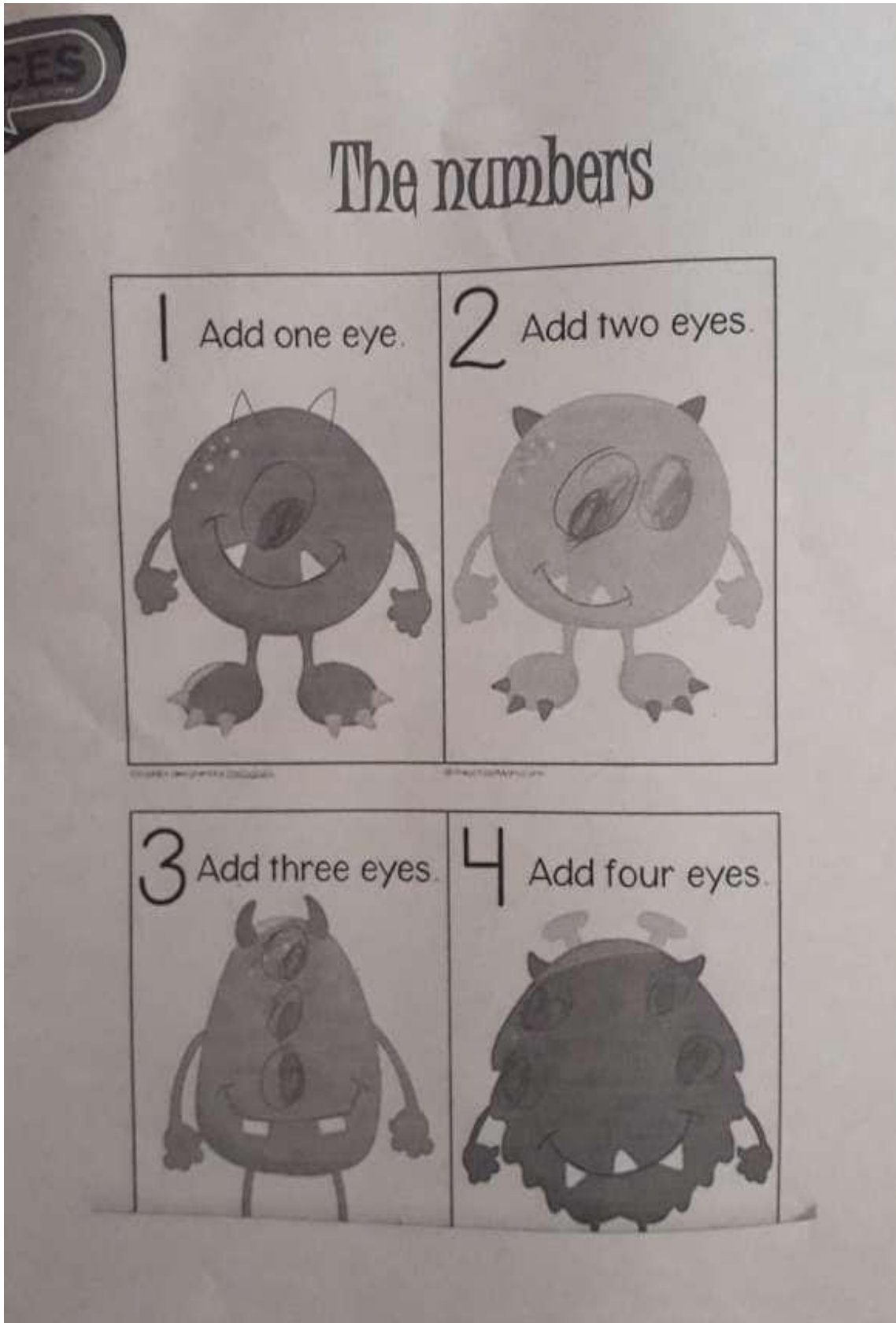


ANNEXES C

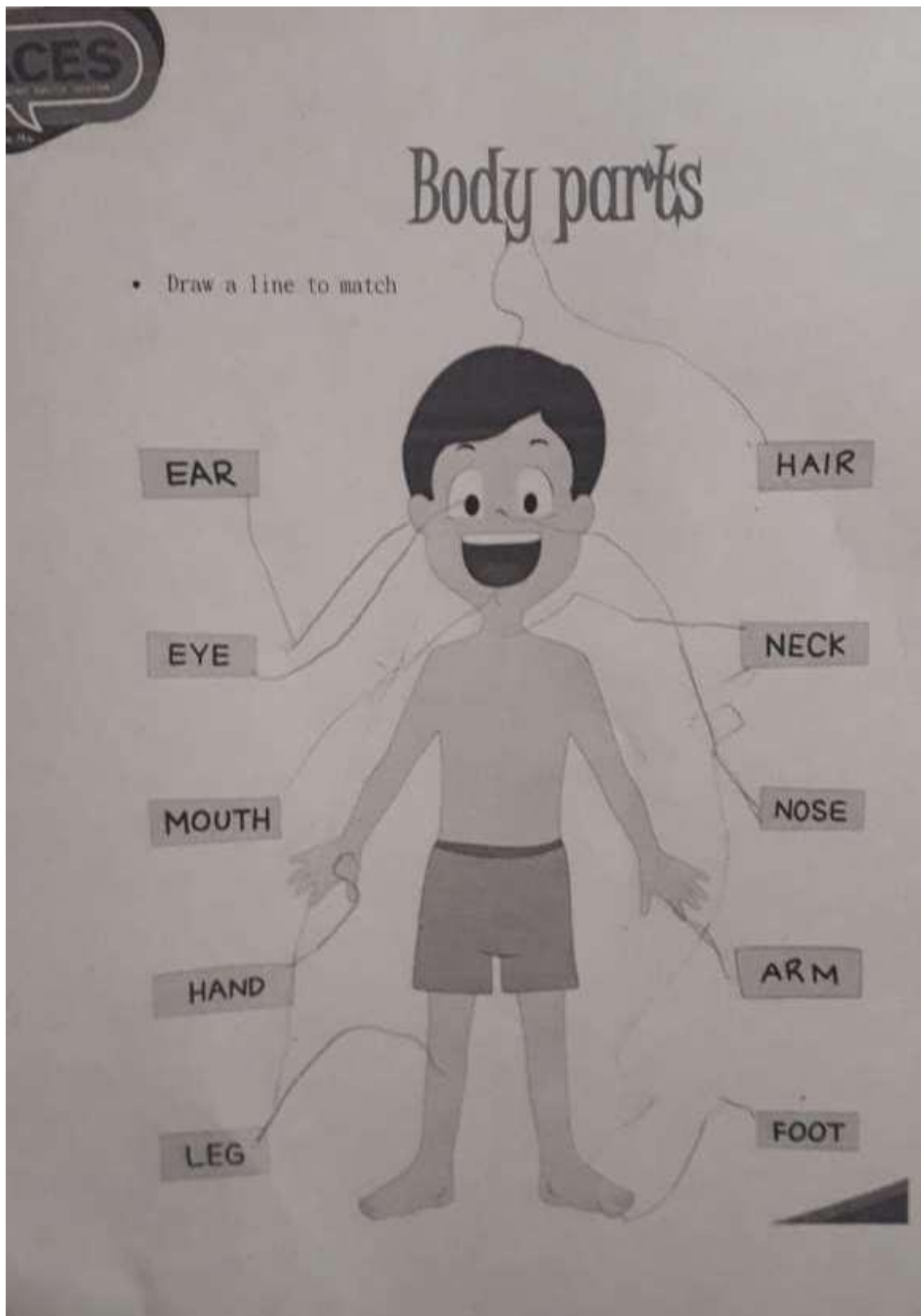


ANNEXES D





ANNEXES F



The seasons

Choose the correct text and label the season.

Spring

Summer

Autumn

Winter



Winter



Spring



Summer



Autumn

ANNEXES H

Colors

• Draw a line to match

The image shows a matching exercise with two columns of rabbits. Each rabbit is holding an egg. The rabbits on the left have eggs of different colors: yellow, blue, red, green, and orange. The rabbits on the right have eggs with color labels: blue, green, red, orange, and yellow. Lines are drawn to connect the rabbits to their corresponding color labels.

Row	Color of Egg	Label on Egg
1	Yellow	blue
2	Blue	green
3	Red	red
4	Green	orange
5	Orange	yellow

ANNEXES I



ACES
ACES Kids.
My Family.

Name: _____ Date: _____

1) Complete the conversation:

Hello, I ____ Sophie.



I ____ 6 years ____.

My favorite color is ____

Hello Sophie! My name ____ Theo.

I ____ 5 years old.

My favorite animal is ____

