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**RESEARCH PROPOSAL
Thesis
ENGLISH LANGUAGE PROGRAMME**

**A comparison of English teaching strategies in a private and a state
preschool.**

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Abstract

This thesis describes the analysis and description of two educational institutions where I conducted a study. I decided to investigate this specific topic because the teaching and learning of English as a foreign language from an early age is fundamental in the process of education. The research was done in two different preschools –private and state- with children of the third grade. Data was collected using the following methods: diaries, interviews, video and audio recordings, learning materials and lesson plans. 53 students from both institutions were observed during the study period.

This study reflects the factors that can make the learning process to succeed by applying different techniques and methodologies at private and state preschool. Although, this investigation is aimed at those who work with children of this level and different strategies can be adapted in order to improve children's learning process.

Results demonstrate that teaching techniques such as songs, flashcards and games were meaningful and applied by both teachers. Both teachers adapted the Total Physical Response (TPR) activities as the main methodology used in classes. Among the main differences found between the private and the state preschool are: native vs. non-native teacher, English language use in classes, interaction time, and feedback approach used by both teachers.

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I would like to emphasize all the effort and time invested in my major and this research were due to my son, who is my motivation to persevere, undertake and apply all I have learnt in my teaching practice. Finally, I would really like this research to be useful for future English teachers who are interested in improving their English teaching strategies.

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I. Introduction

1.1 Background

Being a child is an excellent advantage to acquire a foreign language easily since children are more energetic and interested in learning. “Children enter school with the ability to understand and produce hundreds or even a few thousand words”, (Lightbown 2006: 9). Thus it is important to pay special attention to the way English is taught at this level so students’ experience is an appropriate one. English as foreign language in Mexico was not really promoted in elementary education until recently. Since the introduction of English as a compulsory subject, teachers have found many challenges in making children learn the language properly. One possible reason for this situation is that the public schools do not invest much money in materials (such as: books, flashcards, worksheets, and other material implied in the activities) for English language teaching as in other subjects. A second factor to consider is the lack of supervision to teachers from state preschools. This may cause the teachers’ performance to become deficient. Finally, another factor could be the poverty many people in rural areas suffer from. This leads to unequal opportunities and access to English language learning in schools (Reimers, 2002). Due to this, many people have to invest a lot of money to make sure their children receive excellent teachers, materials and of course, access to quality education. As Espejo (2008) states there is a big difference between private and state (public) schools. In the same line, Nunan (2011) argues that parents who pay private schools for their children have made that decision because it offers English as a second or foreign language. The objective of this research is to compare the teaching strategies used by two teachers in a private and a state institution at

preschool level and identify which are more effective for teaching children in order to share these results with future and current teachers of English in the city of Chetumal.

1.2 Rationale

One of the main reasons for doing this research is that it has been said that students who learn English in private schools are better prepared than students who learn English in state schools. Based on this, it seems that children from a private school have more opportunities to improve their English language and better ways to acquire a foreign language from the ones studying in a state (public) school. I became interested in making a comparison in the English language learning process given in preschools (state and private), a comparison that everyone claims to know, but empirical evidence is needed. Although there are many aspects that are considered important for the success or failure in the process of acquiring a foreign language, the aspects that will be considered in this comparison study are: classroom features, techniques used by teachers, materials used in classrooms, lesson planning, and teacher-students interaction. Although not directly all the above aspects are going to influence the motivation of children in language classes in both institutions. Motivation plays an important role to make a good interaction possible inside the classroom and between teacher and students. According to Ballote (2009), motivation should be considered because it determines an important role in the process of learning English at preschool level. Finally, at the end of this work I expect to have some answers to my research questions and provide a deep understanding of the factors affecting the English learning process in state and private schools.

1.3 Objective

Through this thesis I aim at determining the differences in teaching in a private and a state school with students from a third grade. Moreover, I want to describe the factors and the strategies involved in the English learning process in both institutions: private and state preschools.

1.4 Significance/relevance of the study

This type of study is important because through this investigation future and current teachers of English will be able to know some of the effective strategies which are being used by two teachers at the two different types of institutions researched in this study. Learning a foreign language from an early age is vital because of many reasons; for example, increasing the possibility to get a good job where they can apply English as a foreign language, traveling abroad, academic reasons, communicating with foreign people or business. According to Gardner (2005) children start learning from an early age by analyzing the environment. He argues children develop the symbolic system as language, numbers, music, and bidimensional representations. Children are attracted by concrete things without having those specific abilities. The classes should be dynamic and meaningful to gain student's interest. It is not the same to learn through enjoyable classes than through boring classes. As a result of this, it is assumed students from state schools may have difficulties with the language or they may not show as much motivation in classes. The teachers of both preschools -private and state- should be qualified to transmit an accurate level of English. We live in a tourist region, so it is important to learn English in order to get more job opportunities.

It is of common knowledge that there are differences in the quality of education between a private and a state school but I did not find any research that could confirm this. Due to the explained above, this thesis involves the analysis and description of this study in the two educational institutions where I conducted the investigation: Colegio Británico (private preschool) and Sor Juana Inés de la Cruz (state preschool). This study was undertaken through observation in both preschools during a period of two months and during analysis I noticed that the teaching strategies, use of materials and other aspects that will be detailed in this study were meaningful and applied by both teachers. Also, both teachers adapted Total Physical Response activities as methodology. Other aspects as journals, native speakers (in case of teachers), time to exposure to target language, and feedback differed from one teacher to another. It is important to mention that the real names of the institutions were changed as well as the teachers' names in order not to affect the people implied in my research. I decided to investigate this specific topic because I think that the teaching and learning of English as a foreign language from an early age is fundamental in the process of education. This is a qualitative study which aims at comparing the teaching of English in a private and a state school at preschool level. The research will be done in two different schools –private and state- with children of the third grade of preschool. I will collect data using the following methods: diaries, interviews, video and audio recordings, materials and lesson plans in order to analyze and answer the research questions. The students from the private school that will be observed are 18, while the students from the state school are 35. I believe the fewer students there are in a classroom the more personalized attention they will receive. The results obtained in this

investigation can be useful to provide a clear idea about how the English teaching strategies are applied in class and what the results are. These strategies can be useful in order to facilitate the teaching process for inexperienced teachers. The main reason of this research is to compare if the strategies used in each preschool influence the quality of the education provided by each institution.

II. Review of Literature

2.1 Review of the relevant literature

In this literature review, I will analyze the teaching methods that have appeared in the field of ELT over the years in order to define those relevant to the teaching of English to children. From the different methods analyzed, those factors that obstruct or enhance learning a foreign language will be highlighted specifying which ones are adequate or more recommendable for teaching young children. Also, the problems reported by the literature as frequently faced by teachers of young children will be described, such as discipline and motivation, among others. An important factor which contributes to the lack of motivation among children is originated by social or economic issues, family problems, lack of interest of parents, etc. Although these issues may be not considered important to mention, the truth is that they can be a really determining factor that deserves consideration. Finally, those features of good or effective teaching in general education and also in the field of ELT will be pointed out in order to help the analysis after the field work period.

2.1.1 Different methods for teaching a foreign language

It is important to analyze the different teaching methods in the field of ELT in order to analyze them and decide which ones will be useful or suitable for teaching children. According to Brown (2007) there are some methods and approaches that are important to take into account when teaching English as a foreign language. The Grammar Translation Method (GTM), before known as the Classic method, is focused on grammatical rules, memorization of

vocabulary, translation of texts, and written exercises. The Direct Method (DM) consists in lots of oral interaction, spontaneous use of the language, no translation between first and second languages, and little or no analysis of grammatical rules. The Audio-Lingual Method (ALM) focuses on oral activities as pronunciation and pattern drills and conversation practice. Community Language Learning (CLL) is reflected on basic principles of the dynamics of counseling in which the learner becomes independent. Suggestopedia facilitates the retention of information and concentration when activities are done through relaxation provided by music and comfortable seats, for example. When using the Silent Way (SW), students have to cooperate with each other in the process of solving language problems while the teacher has less interaction with them. Total Physical Response (TPR) associates that learning a language effectively is through physical activity (commands to get students to move, performing, games, etc). The Natural Approach (NA) consists on building the personal communication skills necessary for applying in everyday situations (conversations, listening and understanding the message, shopping, etc). Communicative Language Teaching (CLT) is focused on grammatical, sociolinguistic, communicative, and strategic aspects of language.

2.1.2 Methods useful for teaching young children a foreign language

In the Direct method, children acquire a foreign language more like acquiring their first language. It implies a lot of oral interaction, spontaneous use of the language, no translation between the first and second language, and the vocabulary can be taught through demonstration, objects, and pictures. Also, through this method, listening and speaking skill are promoted and language is

based on everyday situations. The Audio-Lingual method is for beginning level students. Dialogues are presented for memorization, language is learnt through repetition, drills of pronunciation of words and mimic. According to Larsen-Freeman (1986), this kind of method does not emphasize on grammar rules and helps children to learn the target in similar way as they learn their mother tongue.

The following suitable method or approach to consider is the Natural approach. As Thornbury (2013) argues translation and grammar explanations do not allow students' exposure to actions that imply teaching writing and speaking skills. This means that in the Natural approach, children are not forced to speak before they feel ready and are exposed to meaningful language and other factors, such as: lots of teacher's talk, visual aids, physical interaction during the activities, etc. This makes a comprehensible input possible, and therefore, promotes children learning in a positive way.

Another important method for teaching children is The Silent Way. This method emphasizes on the structural patterns of the target language and is presented by the teacher and cuisinaire rods, for example to promote pronunciation during storytelling and to encourage children to produce the utterance.

Suggestopedia induces students to states of relaxation that can be beneficial in the classroom and make children focus in some activities that require concentration. "A relaxed but focused state is the optimum one for learning. In order to create this relaxed state in the learner and to promote positive

suggestion, Suggestopedia makes use of music, a comfortable and relaxing environment, and a relationship between the teacher and the student that is akin to parent-child relationship”, Lozanov’s phrase, cited in Bowen (2013), points that it is convenient to play relaxed music inside the classroom to create a good atmosphere to facilitate children’s learning.

Finally, the Total Physical Response method allows students to feel less stressed at the moment of doing certain type of activities, especially those which are involved in the lesson themes (songs, mimic games, performing, etc.) and also, children respond better to instructions through physical movement.

Since I will be studying the methods two teachers use in the preschool they work at, it is important for me to analyze the teaching methods which are considered to be used more commonly with children and recommended in the literature according to Thornbury (2013) and Lozanov (2013). I consider that the Direct method, Audio-Lingual method, Natural approach, Silent Way method, Suggestopedia, and Total Physical Response are better for teaching children. The characteristics of the methods mentioned above are the following: they do not emphasize on grammar rules or complex sentences, the activities based on those methods result interesting for children because they prefer to learn through visuals, songs, games, rhymes, storytelling, mimic, and movement.

On the other hand, there are other methods that cannot be applicable for teaching children, and those are the following. The Grammar-Translation method had as principal goal to make learners able to read and translate literary pieces. This kind of method cannot be applied for children in preschool,

because they do not read at all, and this kind of method can be applied for learners with a higher level of English. Also, this method pays little attention to communicative aspects of the language that are necessary to teach children.

Finally, through the Community Language Learning method (CLL), the knowledge is received and memorized by repetition and put into practice, but this probably carries that mistakes should be avoided. This method can only be done with small number of students because the teacher has to be attentive to all students production of language. The reason of applying this method with adults is because teachers need their students to be responsible of their own learning; students have to learn to be autonomous. Thus, these features do not apply to children need to have a teacher that guides their activities.

2.1.3 Overall aspects for effective teaching in preschools

According to my experience as a teacher in both types of institutions, there is a great difference between private and public schools. One of these differences I found in those institutions can be associated with the type of materials, time for the activities, activities according to student's interests, learning environment, visible coherence of the topic in activities, adequate explanations for every activity, students' interaction with the target language, among others.

Furthermore, English teachers are the main guides for helping children to effectively acquire the language as suggested by Genesse (1994) "Children from families whose home language is not English represent both a challenge and an opportunity for preschool educators (p. 103)". I think it is important to

consider Genessee's idea because in most of the preschools in Chetumal, teachers and students have less interaction with a foreign language and in childrens' homes it is rare that their families interact using this language. Contrary to this situation, teachers from private and state preschools have to do a great effort and make sure that the activities and materials have a big impact in the students' learning.

Additionally, I noticed that there are some kinds of activities that teachers from preschools can use to enhance learning, such as: small group activities, gathering together while the teacher is telling stories or singing songs. Also, Genessee mentions some strategies for language facilitation, like: providing interesting activities, encouraging children through repetition of models, developing routines to help children connect events, establishing familiar daily routines, redirect children's requests to other children, among others.

It is important to consider some aspects that involve teaching English as a foreign language. According to Gomez (2008), Didactics is a science that studies everything related to teaching, including: teacher's roles, characteristics of the learners, and classroom planning. The role of the teacher is really important because through an effective development of teaching strategies, teachers can facilitate the learning process. Although teachers may use all the resources available for them to make students' learning successful, there are many factors that can interfere the best performance of teachers such as: number of students, resources available at their institutions, parents' commitment etc. It is important to adapt the activities in class with the students'

learning styles. According to Moore (1992), students are different and the classroom environment can have influence in their learning and preferences. Teachers should focus on activities that develop students' creativity. Group activities are essential to reinforce students' social practices of the language. Additionally, teachers should ensure the activities cover all the skills of the language. Other important aspects to consider are the motivation, discipline, and the interaction between teacher and students. Classroom planning should go along with the students' interests in order to make the activities fun and meaningful.

One of the instruments to analyze in this research is the lesson planning. According to Martinez (2006) lesson plans have some aspects that are important to consider: the goals, objectives, content, processes, resources and means of evaluation of all learning experiences planned for pupils, both inside and outside of the school and the community, through classroom instruction and related programs. The adequate use of the curriculum is very meaningful, because it reflects the correct way of teaching and how to accomplish the goals.

Another aspect that is important to consider is the motivation in classroom. It is an important factor to facilitate the learning process and also, to help students become more involved and interested in the activities. Dörnyei (2003) provides some strategies to apply with children. Some of those are: thinking in doing some changes in the tasks in order to make them more interesting, using the imagination as an essential tool during activities, being comprehensible and emphatic with them. We have to keep in mind that they are children and most of

the time they want an affective and sensitive teacher. Moreover, the type of motivation that children usually receive during the class could be a key to a success not only for the student but also, for the teacher. For this reason, it is important that teachers create in children the desire to learn new things about specific topics.

2.2 Conceptual framework

Through this study I have to identify what are the main factors involved in order to analyze how these influence the learning process of the English language. Some examples of these could be the class planning according to the students' interests, as well as the interaction among teachers and students during the activities. This information is relevant in order to answer the main research questions in this study.

It is important to analyze useful information to see if it provides us a clear idea about the significant differences between private and state schools. According to Choy (1997) the factors to consider are: the costs, racial and ethnic diversity, qualified teachers, school organization and management, academic programs, etc. In addition, teaching children has a meaningful advantage: children acquire a foreign language easily.

Bialystok (2006) argues that children should learn a second language from early ages in order to have an efficient development in a foreign language. This research is also focused on the factors involved in learning a foreign language from early ages. One of the main points highlighted by research that has been carried out is the importance of parents' involvement in children's learning

processes. As Nunan (2011) suggests “Parental involvement in schools can help children develop socially, emotionally, cognitively, and academically (p. 167)”. It is important to motivate students inside and outside the classroom to facilitate children’s learning aspects. Additionally, Scrivener (2012) mentions “Being supportive is perhaps the crucial foundation stone to everything you do in class. If students feel valued and respected, this will result in good *rapport*. A positive classroom atmosphere will inevitably affect students’ attitude towards the work they do in class and their level of engagement with the language (p. 120)”.

We have to consider the role of the teacher inside the classroom and the strategies applied for teaching children. Méndez (2007, 2012) states that the environment inside the classroom is very important to facilitate the learning process because all students have different ways to acquire the knowledge. Furthermore, she suggests that teachers should adequate the activities by applying different teaching methods (Multiple intelligences, Suggestopedia, Total Physical Response, among others). According to Wenden (1987) within cognitive learning strategies are: memorization which emphasizes the storage and retrieval of the target language, pairing pictures with words, visualization of words or contents of passages, and Physical Response activities to enact information in a sentence or by performance. Scott (2013) agrees with Wenden and suggests that “Let the pupils talk to themselves. Make up rhymes, sing songs, tell stories. Play with the language, let them talk nonsense, experiment with words and sounds: **‘let’s go – pets go’ ‘blue eyes – blue pies’**. Playing with the language in this way is very common in the first stages of foreign

language learning too (p. 5)". I think all those strategies mentioned above are meaningful and significant to consider applying in our teaching activities for children because they prefer activities that imply games.

Sometimes teachers do not have enough training to teach and they do not have the professional experience to apply the adequate methodology in their teaching practice. Through this study, I will identify the methodology used by the teacher of Colegio Británico and the teacher of Sor Juana Inés de la Cruz and highlight those strategies which are better suited to use with children at preschool level.

Research Questions

In order to try to answer the following research questions and also generate hypotheses for this qualitative research, some methods for analysis will be followed.

RQ-1: What is the nature of teacher–student interaction in a private and a state school?

A good atmosphere in the classroom and also the confidence between students and teacher is a good indicator of learning efficiently. According to Scott (2013) there are some aspects we will know are helpful to create a good class atmosphere such as: making students know that the teacher is in charge of the class, mutual respect among students and teacher, telling students that everyone makes mistakes while learning and correcting them during the activities, establishing routines to develop familiarity and security, making

children responsible through little tasks inside the classroom, avoiding organised competition and giving physical prizes. I will use different instruments that I will explain in more detail later in order to know how the interaction is developed in both schools.

RQ-1A: How is the interaction pattern (teacher-student / student-student) in both types of schools?

This is related to RQ-1 because the interaction inside the classroom is important to evaluate how the classes are developed and how this can affect students and their learning process. This probably means the way students work or their learning styles affect how they process the information during the activity or how they organize themselves to do the activities.

RQ-2: What materials or teaching materials are used in English lessons in both schools?

The book or other materials are really important in order to be consistent with the students' level and they should be focussed on the content that must be learnt.

RQ-3: What teaching techniques and strategies are used in both schools?

Traditional teachers just follow a book and they focus their teaching on a textbook. Every student learns through different ways (learning styles, learning strategies, etc). Teachers should up-date, test and adapt the strategies which tailor their students' needs.

RQ-4: What is the nature of feedback provided in both schools?

When students change from one topic to another, sometimes they forget the topics seen previously. Activation of previous knowledge is important to consolidate new knowledge.

RQ-5: To what extent do the syllabuses of both schools differ?

Syllabuses will be compared and analyzed in order to know if they are completely different or similar. Its evaluation will be done following these aspects: timing, feedback/assessment, additional materials, sources, objectives, skill development, and evaluation. During this study the difference between them will be clearly explained.

III. Method

3.1. Participants

The study took place in a private and a state preschool Colegio Británico and Sor Juana Inés de la Cruz. One teacher from each institution type was observed and interviewed in order to know their experience while teaching children. Furthermore, I considered for this research additional information of each teacher as their current studies or school level, major or training for teaching English to children, training programs or courses taken, experience in teaching English to children, age, gender, and professional development among others in order to identify if their background influenced their teaching practice and development.

The number of participants in the private school is 18 (11 boys and 7 girls), all children are 5 years old. The time of exposure of the English language is 8 hours and a half per week; their level of English is introductory. The number of participants in the state school is 35 (20 boys and 15 girls), all children are 5 years old. The time of exposure of the English language is 2 hours and a half per week; their level of English is introductory.

3.2. Instruments

The data to analyse the teaching strategies of the two teachers was collected through diaries, observations, video records, interviews and lesson plans. These instruments were the same for both schools. Furthermore, this research

contains observations done in those institutions so I could analyze the different strategies used by the teachers.

Diaries

In every observation that was carried out, I wrote and described all the aspects which infer in the learning process inside the classroom such as the methodology applied by both teachers, the teacher's teaching strategies, the learning styles of the students, the classroom management, the motivation provided by the teacher to the students, the materials used in class, and also, the interaction among the teacher and the students.

I analyzed diaries from both institutions that showed some aspects necessary for my understanding of the environment in class (**See Appendix 1**). Such data collection was significant to analyze how the teacher and the students' interact and the atmosphere inside the classroom was developed. With the diaries, I could notice the natural atmosphere between the teacher and students during the activities and probably if there are some problems to acquire certain information. As emphasized by Sheble (2009) diaries are a data collect method for researchers which help to access to any kind of places and through them we have the settings for diary studies. It is important to point out that while I was observing classes in both preschools the rules inside the classroom differ from one to another. In the private school it is forbidden to speak the mother tongue (Spanish). The institution established this rule in order for children to be totally involved in the English language. On the other hand, in the state preschool, the teacher speaks in both languages. He gives the instructions in English and in Spanish. This is because public institutions offer less time for teaching English

instruction, in comparison to private institutions and many times children have no knowledge of the target language.

The study was done by observing classes at each preschool for an average of two months three times a week. These observations were recorded in the diaries in order to analyze, compare and highlight the details of the classes such as teacher professional development, teacher talking time, students-teacher and student-student interaction, use of materials, time for feedback and/or assessment, time for the activities, sitting arrangement, language allowed and used to speak inside the classroom, and classroom management. An aspect that I think is relevant to comment and I observed during this study was the teacher's professional development. Schön (1987) considers teachers' development a determinant factor; its importance resides on the institution's support and team planning at school level because aspects as teachers' skills and motivation produce effective learning outcomes, which are necessary for students in English classrooms.

Interviews

The interviews contained questions related to the different aspects or components involved in a class (classroom interaction, teaching materials, methodology, and the syllabus design) that were used with both schools and teachers and also, the previous experience of the teachers in teaching (professional development). **(See Appendix 2)**

As we know, interviews can be written, recorded or videotaped, but I decided to record the interviewees in order to analyze relevant aspects (moments of silent,

emotions, etc.) that could answer my research questions at the moment of transcribing them. As pointed out by Kvale, cited in Fink (2000) "An interview whose purpose is to obtain description of the life world of the interviewee with respect to interpreting the meaning of the described phenomena" can provide the researcher with some ideas or truths that cannot be collected through other types of instruments.

In the analysis process, the data is examined and categorized by codes which will be connected all together after verifying and reporting the data. Anonymity is basic to transmit confidence to the interviewee at the moment of conducting the interview. So I reassured the teachers participating in my study that their names and institutions would not be identified throughout my study process or future presentations of results in conferences.

I classified the responses from both interviewees as PIT (teacher from the private preschool) and SIT (teacher from the state preschool). PIT is a native speaker. She argues that children's behaviour is one of the factors that obstruct their own learning. One of the strategies she constantly applies is the use of songs when children are so energetic or distracted. Also, one of the factors that facilitates her daily practice is when she involves children in the English language because speaking Spanish during her classes is not allowed. External factors that obstruct her daily teaching practices are noise from outside, but especially other activities imposed by the institution (traditional celebrations that require children's participation) that reduce the time of classes.

SIT is a non-native speaker. He says that one factor that obstructs his daily teaching practice is that teachers need to follow a specific program imposed by the institution and this can be a problem and sometimes the content is redundant. The methodology he applies is related to the Direct method and Total Physical Response activities. He argues that one factor that facilitates his daily teaching practice is when he has control of his classes and improvises during the classes. The similarities found from PIT and SIT are the following: they don't receive training from the institutions, they have to update themselves and both agree that it is necessary to have previous experience to develop a good job by teaching English to children. Also they consider that classroom management and materials are helpful in their daily teaching practice. They use teaching techniques as games, songs, etc, because those are more effective with children.

Video Taping

Other potential instruments to be used are video-recordings. When I noticed that an activity caught the students' attention, I video recorded it in order to carefully analyze the way how the teacher manages to catch students' attention and if students participated a lot, and retained the information learnt after some classes I analyzed what strategies helped to facilitate their knowledge. All this process of investigation was with the consent of the head teacher and teachers of both schools. **(See Appendix 3)**

According to Heath (2010), videos can capture any moment in social activities in real time so we can analyze aspects as conduct and talk. Videos supported

the observations made in this research in both schools. I got a broader idea of the interaction among teacher and students. Also, we can know what kind of methodology covers the students' needs, interests, and also the strategies that can be applied according to their learning styles.

During two months of classes, most of the activities were videotaped so I could analyze the strategies or methods applied in the activities designed by teachers and how children respond to them. One of those strategies I have noticed what teachers often use is attention getters. According to Springer (2001) attention getters are useful for many reasons such as: quieting students for directions or instructions, for being in calm or control, making students to respond to the activities, to close or prepare students to new topics, to check the information seen before, readjust students 'attention for working in teams, and finally, to make the activities more effective.

Lesson Plans Analysis

The content of the syllabus was really important in order to find out if the material used was the appropriate as well as the books, and materials used in the activities. Lesson planning is a fundamental aspect of a teachers' career. As Jensen (1991) suggests good teachers elaborate and follow a lesson plan inside the classroom. *Lesson planning* is a very essential part in the process for both teachers and students. Most of the time, it contains very useful information at the beginning by describing the characteristics of the class, the number of students, the level of English, the topic reviewed in previous classes, the age of the students, the materials to be used and others. The truth is that it does not

have to follow a special format; there are multiple types so teachers have to decide which one to use as long as it meets their students' needs and interests.

Duncan (2010) suggests lesson planning is a practical tool for classroom instructions that contains the objectives according to the students' needs and therefore has a big impact in student's attitudes towards the target language. It is an advantage for the teacher to prepare his lessons by using maps or guides as some people might call them as they increase the opportunities to achieve the objectives set; moreover, it is a useful tool due to many reasons, such as to check the duration of the activities, to see the materials needed and to be careful with linking each one of the stages of it, that in most cases include the following stages: warm up, presentation, practice, production and evaluation.

The labels mentioned before describe stages in which the language is introduced; after that comprehension is checked in form of a guided practice activity, then when a more natural but less controlled activity for the student is used can allow to check what has been learned and finally to check if the objectives/aims were achieved. According to Duncan (2010), there are many aspects which can be taken into consideration as the ones mentioned before but good lesson planning needs to cover the review of the previous class and its relation to new material.

Lesson Planning is useful to decide the specific activities that will help during the classes. It is a well-established plan as the name suggests to see what will be its elements, the sequence, and the purpose. From my point of view, to

analyze the lesson plans used by both teachers from the private and state schools was useful to see the benefits for this learning process for both teacher and students. Lesson plans which I analyzed from both preschools were focused on weekly activities. I compared if the content, objectives, topics, materials and time for classes were similar or different. Both lessons will be named as LP1 (lesson plan from the private preschool) and LP2 (lesson plan from state preschool).

LP1 has as the curricular area English, Science, and Social Studies. LP1 contains a question of the week and a week story. Three days a week each class consists of one and half hours; twice a week each class consists of two hours. So children from the private preschool invest eight and half hours of English classes weekly. LP2 is just focused on academic English lessons. It is important to mention that LP2 (Lesson Plan from the state preschool) has its content based on the NEPBE/PNIEB (National English Program in Basic Education/Programa Nacional en Educación Básica) implemented by the SEP (Secretaría de Educación Pública). This program was implemented in 2007 by the Education Sector Program (Prosedu: Programa Sectorial de Educación) to raise the quality of the education and to carry out an integral reform in basic education, focused on the adoption of an educational model based on competencies. I think teachers need to be up dated and take courses based on this model to develop professional aspects. As García (2011) argues “The criteria for quality improvement in education must be applied to teacher training, the updating of curricula and syllabus content, pedagogical approaches, teaching methods, and didactic resources (p. 5)”.

In this program, syllabuses cover the three levels of Basic Education (preschool, elementary, and secondary school). Hence, students are prepared to face a more globalized world with the necessary tools where English has an important role.

The social practices of the language are to follow steps in a set of instructions in order to make a product which consists on a final product to apply all learned during a determined period of classes. There are three classes per week of fifteen minutes each one. LP2 contains a monthly planning which has three different stages named as: initial stage, developmental stage, and final stage. Each one of those has a stage product, an achievement, the doing with the language, and the knowing about the language. **(See Appendix 4 and 5)**

Book content

As we know, most of the content of the syllabus is based on books used in class which are selected by the school manager. I analyzed the content of both books **(See Appendix 6 and 7)** and realized that they differed in the following aspects:

Private preschool

The first picture describes how the instructional sequence or weekly plan must be planned. The rest of the pictures are about: comprehension and reading, conventions of the target language and writing, handwriting, listening and speaking, phonological awareness, letter recognition, high-frequency words,

small group time activities, assessment, comprehension assessment, social studies, science, professional development & cross-curricular centers, wrap-up: performance assessment, among others.

State preschool

The content of the book from state preschool is based on two different types of environments: familiar & community, and literary & ludic. Inside those we find aspects as: social practices of the language, specific activities with the language, products (a kind of monthly evaluation), stages (drawing illustrations, reading expressions, coloring images, writings etc.), achievements (what students can do with the knowledge acquired), and focus of the activity (speaking, listening, pre-reading, and writing), individual work, and whole class interaction among others.

3.3. Procedure

First of all, I started this research by analyzing how Colegio Británico and Sor Juana Inés differed or were similar during the classes based on the lesson plans, materials, the teachers training, and experience. This was in order to know how the interaction and other aspects in the classroom were developed. Moreover, I applied the open interviews to the teachers of both schools, so I could obtain some relevant information such as: the training of the teachers, the teaching skills and strategies, and other factors that can affect the English learning process, and also during the observations, I noticed if the activities helped or (did) not students to acquire the information easily; for example,

through songs, games, movies, tales, etc. Additionally, I videotaped some of the activities developed during the class and audio recorded the interviews done to the teachers. Finally, I analyzed the differences between both syllabuses.

DIARIES	LESSON PLANS	INTERVIEWS	VIDEOS
Classroom Management	Timing	Nature of Speaker	Classroom Management
Teaching Techniques	Feedback/ Assessment	Methodology Applied	Children´s behaviour during activities
Professional Performance	Additional Materials/Sources	Teacher´s Qualifications	Teacher´s objective achieved
	Objectives	Institution´s role over teacher	Logical/coherent sequence of activities
	Working on Abilities		Suitable activities according to children´s interests
	Evaluation		Strategies applied to facilitate the activity´s goals

Table 1. Instruments based on the analysis criteria (interaction, materials, teaching techniques, feedback, syllabus design) applied.

3.4. Data analysis

The purpose of this research was to compare two different school systems in order to identify the kind of strategies used by teachers from each institution. This was important because by knowing the type of strategies that were used in both preschools I observed which were effective in each context. Current

teachers could know the most feasible strategies that made the learning process possible and meaningful in these specific contexts and they may use these strategies or adapt them. The data was collected through diaries, lesson plans, interviews, and videos.

The instruments described above were helpful in answering my research questions; I analyzed the information that made possible the comparison of both schools through the following criteria:

DIARIES		
	PRIVATE INSTITUTION	STATE INSTITUTION
How is the classroom management developed by both teachers?	Teacher most of the time was firm and strict with children while teaching. She praised children for doing the activities well.	Teacher was flexible with children and patient. He always praised students for finishing the exercises well.
What are the strategies that teachers frequently use?	Singing songs related to a new or actual topic Repetition drills Reading stories of the activities Playing songs while completing words in worksheets in order to create a relaxed atmosphere Review about date, weather, and science projects Saying sentences related to the images (example: <i>the girl is jumping</i>) <i>Teacher worked on all English language abilities</i>	Singing songs related to new or previous topics Repetition drills Listening to stories
Do you consider	Teacher was serious	Teacher was patient and

<p>that both teachers did a professional performance inside the classroom?</p>	<p>during classes. She monitored all the time students in order to provide individual feedback at the end of the activities. She promoted children's participation by giving stamps, stars, or by letting them play a little with clay.</p>	<p>friendly to create a good atmosphere. Monitoring students was a little difficult because of the number of students. Teacher was dynamic and his activities were simple but attractive for children.</p>
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LESSON PLANS		
	PRIVATE INSTITUTION	STATE INSTITUTION
<p>Is time a factor that can affect children's learning process?</p>	<p>Teacher had time to cover all the activities from the lesson plan, to do a review of previous classes, and to provide assessment to children.</p>	<p>Teacher could not cover the activities from the lesson plan. He quickly did a review of previous classes and sometimes provided assessment to children.</p>
<p>Does feedback/assessment have a coherent relationship with the activities and objectives of the class?</p>	<p>Feedback provided by teacher was appropriate because it has relation to activities and was according to student's level. The doubts related to the topic were clarified before finishing the activity, so students can comprehend the following activities.</p>	<p>Feedback was related to the activities, but sometimes it was not possible for all students. The objectives of the class were not always possible because some students could not comprehend details of the following activities.</p>
<p>Do you think that additional materials/resources are appropriate for the activities?</p>	<p>Teacher tried different kinds of materials to catch children's attention and interest. For example: images from a tablet, realia to work on science projects, using herself as example to work on phonological awareness activities.</p>	<p>Teacher improved with the materials provided by the institution. When a teacher has a lower budget, imagination can be an excellent tool to teach.</p>
<p>Are the objectives related to student's</p>	<p>Objectives are appropriate to student's</p>	<p>Objectives are appropriate to student's level and are</p>

level and to the content of the lesson plan?	level and are related to the activities.	related to the activities.
Are Activities applicable to develop the children's abilities to work in?	Teacher covered all the English language skills and also those activities were according to students' interests.	Teacher covered all the English language skills but reading and speaking skills were not totally achieved. Teacher encouraged children but many of them cannot read and are afraid to speak in class.
Does the evaluation have relation with aspects such as objectives, feedback/assessment, and the skills to develop?	Evaluation has relation to the English language skills, objectives and feedback.	Evaluation has relation to the English language skills, objectives and feedback.

INTERVIEWS		
	PRIVATE INSTITUTION	STATE INSTITUTION
If the teacher is a native speaker, how does this help children's learning?	Teacher is a native speaker. She cannot speak Spanish very well, so students are forced to get involved with the target language.	Teacher is not a native speaker. He speaks in English and then translates into Spanish during classes. Children speak both languages inside the classroom, but they tend to use more Spanish than English.
What kind of methodology do teachers tend to apply?	Direct method Natural Approach Silent Way method Suggestopedia Total Physical Response	Natural Approach Total Physical Response
Do you consider that the teachers' qualifications have influence on their development inside the classroom?	Teacher showed experience through classes. She had good control over the children and made students achieved the objectives of activities.	Teacher dint have as much experience as the other teacher, but he had an optimistic attitude towards children.
Do you think the role of the	Private institution provides its teachers with all	State institution cannot provide training courses or

institution over the teachers affect in a specific way?	elements necessary in their daily practice in order to facilitate students' learning.	materials to the teacher, because he belongs to a program independent of the preschool and he does not receive much support that facilitates his daily practice.
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VIDEOS		
	PRIVATE INSTITUTION	STATE INSTITUTION
Could teachers handle difficult situations (for any reason) while teaching?	Teacher felt a little frustrated when students did not want to participate. She had to change activities because students found activities boring.	Teacher always was motivated to work with children. He improvised all the time with activities so he caught students' attention all the time.
How was the children's behaviour during activities?	At the beginning they were anxious because of the observations. Most of the time, students were focused on the activities.	At the beginning they were anxious because of the observations. Sometimes they participated on activities, and other times they were distracted and did not cooperate or pay attention.
Do you think teachers could achieve the objectives of the activities?	Teacher always tried helping students understand the topic seen in class in order to achieve the objectives of the activities.	Teacher tried to achieve the objectives of the activities but the lack of time in classes was a factor that obstructed this.
Do you consider that the sequence of activities was logical and coherent?	The sequence of the activities was great and also it was enough time to provide some examples in order to facilitate children's comprehension.	There were not many activities because of the time for classes but the development of them was appropriate and logical.
Were the activities suitable according to children's interests?	All the activities were focused on children's interests and suitable for them.	All the activities were focused on children's interests and suitable for them.
Did the strategies applied facilitate the activities' goals?	Teacher applied as many strategies for children to achieve the activities' goals.	Teacher applied some strategies to facilitate the activities' goals.

This information was precise to notice that both institutions covered aspects that influence directly in the children's learning process. There are many factors that facilitate the involvement to the target language as some others that can obstruct it.

IV. Results

4.1. Introduction

This chapter presents the results obtained from the different data collection instruments used in this study: interviews, researcher's diaries, lesson plans, and video recordings. Data was analysed following a thematic analysis to identify the patterns within data in my study in which the results provided detailed information about the participant teachers' daily practices. The information provided by the participants was helpful to answer my research questions. According to Braun (2006) "Thematic analysis is a method for identifying, analyzing and reporting patterns –themes- within data (p. 79)". Also, I got familiar with the data collected for my study and it was analyzed using the criteria presented in the previous section in order to identify all the factors that influence the children's learning process inside the classroom.

4.2. Data analysis

In order to obtain the necessary information for my research questions, I followed six important phases. The first phase involved familiarizing with data. Taking notes or making ideas for the coding and transcription of interviews was necessary to conduct a thematic analysis. The second phase involved the generation of the initial codes. This step involved the production of the initial codes of the data to make sure that actual data extracts were coded. The third phase involved the search for themes. A long list of different codes was generated to classify individual themes or sub-themes and their significance. Using visual representations was helpful to sort the different codes into themes. The fourth phase consisted on reviewing the themes. At this point, I was

reviewing and refining the themes (reading each one, considering if they had a coherent pattern and if the validity of individual themes in relation to the data set). The fifth phase involved the definition and naming of themes. I defined and refined the themes for the analysis and analyze the data within them. The sixth phase consisted on producing the report.

4.3. Results

During my analysis on the data collected I found the principal themes that directly interfere on children's learning process. I consider that the aspects that influence directly on students learning are the following: the language allowed to speak inside the classroom (use of English), the kind of materials (use of materials), appropriate conditions to learn inside the classroom (classroom environment), seating arrangement, student's interaction with the target language (interaction), and adequate explanations related to the activities (feedback).

4.3.1. Use of English

It is necessary to get involved with the English language in order to acquire the ability to use it in everyday situations. Louwse (2001) considers that teachers should promote the use of the English language for real communication when students are immersed in a lesson and develop English language skills through different activities. Also, through practice students acquire confidence and appreciate opportunities to apply the target language. I agree with Louwse because while I was observing both preschools, I noticed that the more involved

the students are with the target language the more fluency they develop. To reinforce this idea, I could observe that in the private preschool, children were really involved in the use of the English language and they have no difficulties to communicate among them and the teacher during the activities in the classroom. Furthermore, the use of Spanish language was not allowed inside the classroom. By using English language as the only option to communicate inside the classroom, children had the opportunity to develop all the abilities related to the target language. On the other hand, children from the state preschool were not totally involved with the target language. The teacher from the state institution frequently translated all the instructions of the activities to students into Spanish because children argued since the first classes of English that they could not understand the English language. Consequently, children were allowed to speak Spanish language inside the classroom and English language was not a priority to communicate during the activities in classes.

4.3.2. Use of materials

Even the simplest activity can be successful if teachers use the adequate materials. Teachers have to consider that materials should cover the student's interests and English level. To emphasize this idea, Beare (2014) states that materials used in English language classes have to be related to what students need to face in everyday use when applying the target language inside the classroom. In agreement with Beare, I noticed during my observations that materials were focused on students' interests and needs. The teacher from the private preschool chose the materials for one or more activities such as flashcards to work on vocabulary or tales from the book and selected the ones

which were applicable to cover the content of the activities. She also used attractive pictures during the activities which were very practical for teaching children. The teacher from the state preschool could not employ many materials during the classes so he worked with worksheets or flashcards that facilitated children's learning and also got the students interested and participative during the activities. I think the teacher from the state preschool caught children's attention and participation because of his positive attitude and charming character.

4.3.3. Classroom environment

The atmosphere inside the classroom is a big influence on children's learning. Araya (2011) suggests it is necessary to focus on the environment in which English language classes are developed and one way to promote an appropriate environment is by a clean and comfortable classroom that helps children's learning. In this line, I could confirm what Araya suggests during my observations since teachers taught based on some teaching methods such as the Direct method, the Natural Approach, the Silent Way method, Suggestopedia and Total Physical Response that influence on students' learning. The teacher from the private institution, through the use of all the methods mentioned above among other important aspects, taught children the target language without translation, children learned through visual aids and lots of teacher's talk, promoted children's pronunciation during telling stories, provided a good atmosphere inside the classroom to facilitate children's learning of English language (for example, playing music while students were doing activities from their books) and allowed children to feel relaxed with

physical activities. The teacher from the state institution applied activities of two different methods since children appeal to their ages and interests such as visual aids and lots of teacher's talk in the Natural approach and allowing students to feel less stressed during songs and performing activities in the Total Physical Response.

4.3.4. Seating arrangement

In addition to the aspects mentioned above to provide a good atmosphere inside the classroom, teachers should reflect on the seating arrangements as a tool to improve English classes. According to Wannarka (2008) seating arrangements can help teachers to reduce time for teaching and increase children's attention to the class. In addition to what Wannarka states, I could notice that also student's behaviour is affected by the seating arrangement. One example of this idea is that the teacher from the private school could monitor students by an appropriate seating arrangement. During individual activities students were sat alone so each student worked without distractions. All the time the teacher from the private preschool could monitor students and assist children with any doubt they had. On the other hand, the seating arrangement of the state institution was not helpful to the teacher from the state preschool. Children from the state preschool were sat on big tables with eight chairs each one. In this way, at the moment of working individually, they could not sit separated and they were chatting during the activities. Additionally, the teacher tried to monitor the students but some of them did not pay attention. Through my observations I could confirm that having a good and organized seating arrangement is really helpful for teachers to catch the student's attention. In

addition children are focused on the activities in class and teachers have control over them and the objective of the activities.

4.3.5. Interaction

Through my research I noticed two types of interaction inside the classroom: teacher-student and student-student. What I observed in teacher-student interaction was relevant to answer some of my research questions. The interaction among the teacher from the private preschool and her students focused on the good classroom management by the teacher, students were participative during the activities, and the instruction and examples of the activities were clear and comprehensible for students. The interaction among the teacher from the state preschool and his students were excellent. The teacher was friendly and patient with children. During the activities the teacher was flexible with children and allowed them to have fun while doing the activities. It is important to mention that being patient and not so serious, make the activities funny and interesting. Also, praising students for their participation is a good way to develop communication among teacher and students, which is necessary to facilitate children's understanding of the English language. Myers (2008) suggests that teachers should cover some aspects as teaching through a relevant content and have a good control of the classroom in order to communicate well with their students.

Related to student-student interaction, I observed there were activities that implied this kind of interaction in both institutions. Students from the private preschool worked individually on activities, but when they had to work on their

science projects, the teacher from the private institution formed groups of three. The teacher knew her students, so she assigned the groups according to children's abilities. All the groups interacted well and accomplished the objectives of their projects. In case of students from the state preschool, they usually work in groups due to the seating arrangement of the classroom. The problem here is that each group is formed for eight students and they get distracted from the activities. In addition, not all the students have a good relationship among them. In my point of view, I consider that state preschools should have smaller tables so teachers can form more groups with fewer members in each one. Huyck (2014) suggests that when students work in pairs or small groups, they have communicative opportunities which are helpful to develop their knowledge. I agree with Huyck because when children interact with their classmates, they have opportunities to complement their abilities for the activities, they learn to be cooperative with others, and also, they understand the objectives of the activities.

4.3.6. Feedback

Feedback is essential to check if students have understood the activities, achieve the objectives and mastered its content. Kwong (2005) suggests that the time to provide feedback to students should be a few minutes after completing an activity. Also, he recommends teachers to give credit to students for answering correctly and encourage students to revise incorrect answers. I think those aspects mentioned above should be considered in order to make sure students comprehend the objectives of activities. In relation to my observations, I confirmed that feedback is necessary to facilitate the children's

learning process. The teacher from the private institution always promoted feedback to students. After the activities, teacher asked for answers to students. When students answered well, she praised them. Students with wrong answers were motivated to analyze the answers and think on the correct answers. On the other hand, the teacher from the state preschool most of the time had no time to complete the activities and the feedback was provided until next class. The problem with providing the feedback for the next class is that students forget the objective or content of previous activity and they have difficulties to learn in this way.

The results of this study showed some similarities and some differences between both schools. Through the data collected the research questions could be answered and the results are the following.

1. What is the nature of teacher – student interaction in a private and state school?

Teacher from private school interacted more with her students because the time of each class was enough to complete the activities and also, there was time for feedback after those activities. She made sure all students understood the topics by asking students about the content of each class.

The teacher from the state school interacted less with his students because there were more students than in the private institution, the time for English classes was not enough, and also many times the activities could not be finished. Time is a determining factor to provide feedback to students, but most

of the time the teacher run out of time and there was not feedback provided to students after the activities were completed.

Colegio Británico



Sor Juana Inés



1a. How is the interaction pattern (teacher-student / student-student) in both types of schools?

It is important to mention that the way students sit influences their learning. In the private school, there were less students and each one has his/her own table and chair. They were distributed in different places around the classroom but in an organized position. The teacher could interact with all the students in every lesson.

Students from the state school shared one big table among eight students. Most of the time, they did not pay attention to the teacher at the moment he was explaining or giving instructions because they were being distracted by their classmates. The teacher interacted with most of the students but there was no time to work with all students.

2. What materials or teaching materials are used in English lessons in both schools?

The teacher from the private school used worksheets, flashcards, tales, songs, toys, clay, and her own tablet. Also, most of the materials are provided from the institution to support the teacher's lessons and when materials were necessary, the teacher asked parents to provide it. The teacher from the state school used the English book, songs, worksheets and sometimes videos from his personal computer. The NEPBE cannot support all the materials for English teachers and they have to improvise with a low budget. Some materials as crayons, papers, scissors and glue are from students and when it is necessary, students can use it.



3. What teaching techniques and strategies are used in both schools?

Teachers of both schools applied the same techniques such as controlling students with songs when they were distracted or anxious, worksheets were used in every class in order to complete words related to specific vocabulary and also to colour the drawings, *Total Physical Response* activities as standing and clapping while they were singing were used to facilitate the memorization of new songs, story-telling activities to develop teacher-student interaction, and

teaching new vocabulary through attractive and colourful flashcards, among others.

The teacher from the private school emphasized activities to work with the pronunciation of words, letters, phonemic sounds, morphemes, etc. I think those activities are important in order to involve students with the target language. Teachers use *Journals* as tool to evaluate each student's development and to notice if the weekly objectives are scoped.



4. What is the nature of feedback provided in both schools?

As Scrivener (2012) mentions "Teachers need to give feedback on achievement, behaviour, motivation, participation, attitude, engagement and so on. One key area is how we help our learners to feel encouraged and motivated (p. 163)". Some of the aspects mentioned before are not taken into account for many teachers at the moment of feedback. Also, the time of English classes is important to guarantee that students understood the topic and the teacher can provide a good assessment or feedback after each class or at the beginning of the next class. In case of the private school, the teacher has enough time to provide it to her students. She evaluated their jobs after and during the activities and used as many examples as possible in order to make clear the exercises. Furthermore, she related the activities

to previous exercises, drew attention to the progress of each student, and encouraged all students to participate on the activities. The teacher from the state school didn't have enough time to provide it and the topics sometimes were not completely covered. He could not evaluate all their notebooks during or after the activities, sometimes he used examples in order to make the exercises clear.

5. To what extent do the syllabuses of both schools differ?

There are some differences reflected on syllabuses such as timing, content, specific areas to work in, and the objectives, among other. To have a more precise idea of the content of each lesson plan, this table provides the information related to each syllabus.

ASPECTS	SYLLABUS (LP) PRIVATE SCHOOL	SYLLABUS (LP) STATE SCHOOL
<i>TIMING</i>	Weekly plan Eight and half hours of classes per week	Monthly plan Two and half hours of classes per week
<i>FEEDBACK/ ASSESSMENT</i>	Consists of a question of the week and a week story (related to all the abilities)	Emphasizes on spelling, pronunciation, and participation
<i>ADDITIONAL MATERIAL SOURCES</i>	Students book Cd player and cd Worksheets	Students book Cd player and cd (sometimes) Worksheets
<i>OBJECTIVES</i>	Read independently Understand the concept of categorizing Make rhymes with words	Observe gaps in a rhyme or story with missing rhyming words Order pieces of paper with

	given Students speak about their projects	the missing words from the text
<i>WORKING ON ABILITIES</i>	Allow children to blend words Have children discuss aspects as the date and the weather Discuss the sounds of the letters Teach students how to speak with fluency Have students to worksheet of initial sounds and categorizing	Identify rhyming words Repeat rhyming words Identify that a text is read from the left to the right and from the top to the bottom Follows the reading while someone else is pointing at the next
<i>EVALUATION</i>	Can students read the story of the week independently Can children understand the concept of categorizing Can children make a word to rhyme words given to them Can students introduce themselves and understand and speak about their projects Evaluate the entire week with worksheet provided	The final product consists in a poster with children's rhyme. This kind of evaluation is monthly

4.4. Conclusions

As a result of my observations during a period of two months in both institutions, I can mention that the private preschool administration is concerned in providing a qualified teacher to make sure students learn English as a foreign language. A possible suggestion for that institution is that the teacher should try to be less serious and more flexible with students. In respect to the state preschool, I

consider that the teacher has many qualities, but the program in which he works should provide the facilities for his daily teaching practice and also more time should be offered to facilitate that this teacher can complete the activities and provide feedback to students.

Through this study, I learned that teaching children implies important aspects such as: the activities should be related to students' age and level, the materials for the activities should be attractive and interesting for children, the use of English should be promoted for the teacher in order to involve students in the target language, teachers should manage time for teaching, complete the activities and provide feedback to students, the seating arrangement and classroom management are important to get students' attention and monitor them, the interaction among teacher and students should be appropriate to work on activities and promote the cooperative work among students.

According to my experience as an English teacher from preschool I think all those aspects mentioned above are relevant to implement in our teaching practice in order to facilitate the children's learning process. All the strategies observed during this investigation are helpful for my teaching practice and also I recommend that having extra activities and improvising are necessary when some activities are not interesting for children. In addition, getting a good attitude towards children and having fun while teaching them is determinative to work with students from this level.

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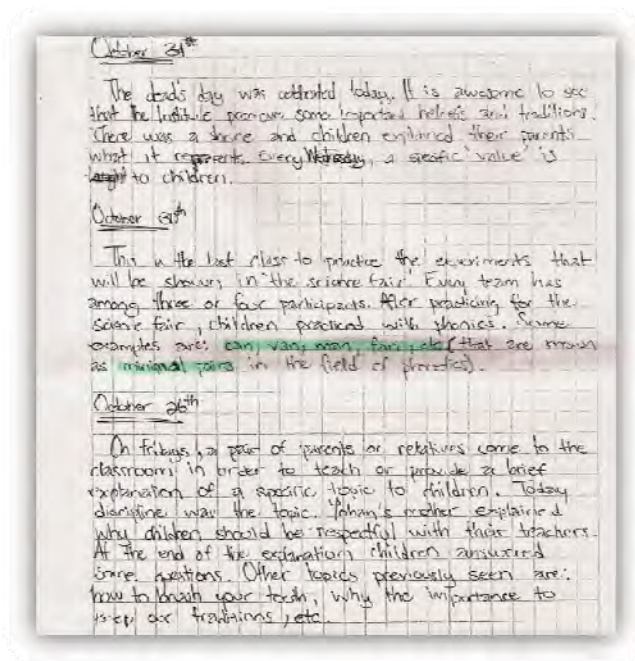
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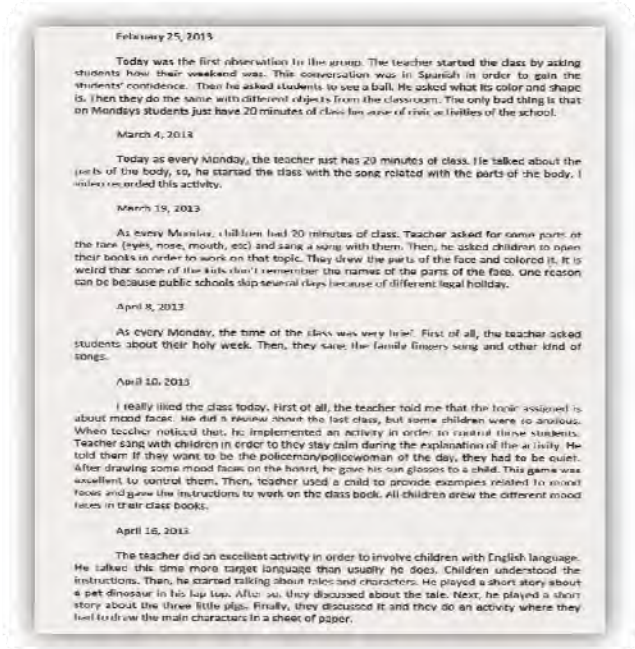
Appendix 1

Examples of diaries from both institutions

Colegio Británico



Sor Juana Inés



Appendix 2

Semi-structured interview guide

1. Are you a native speaker?
2. What kind of training do you receive from the institution where you work?
3. Do you consider the knowledge you have allows supporting the children's learning?
4. What elements are helpful in your daily teaching practice?
5. What factors obstruct the process of learning English?
6. What kind of methodology do you apply/use?
7. What teaching techniques or strategies are more effective with children?
8. What factors facilitate your daily teaching practice?
9. What factors obstruct your daily teaching practice?

Appendix 3

Video Recordings

Colegio Británico



Sor Juana Inés



Appendix 4

Colegio Británico Lesson Plan

CURRICULAR AREA	TRACKER'S NAME	LEARNING GOALS	SCHEME/PROJECT		
ENGLISH - SPEECH	GRADE: Year 1	UNIT:	WEEK: Week 19 th to Week 20 th 2022		
<p>Skills: Speaking</p> <p>Context: Social Studies</p> <p>Lesson of the week: How do people in a community cooperate?</p> <p>Activity: Miss Molegrapes takes a field trip with Mr. Underpants.</p>					
SCIENCE	DATE	ACTIVITY DESCRIPTION	RESOURCES	REFERENCE AND HOMEWORK	EVALUATION
8:00-9:00	Monday	<p>Year 1-11 class to talk to students about their weather and if they like anything exciting and interesting.</p> <p>Have children sing Good morning song and discuss what day it is, what day was it yesterday and what day will it be tomorrow. Ask them the month, and what the weather is like? Sing the song of months and week days.</p> <p>Science: Have students work on pages 154-155.</p>	<p>11 BOOK</p> <p>Year eleven and so.</p>	<p>Dear Parents, Our homework for today is to be completed based on the worksheet. The children</p>	<p>Can student read with independence?</p>

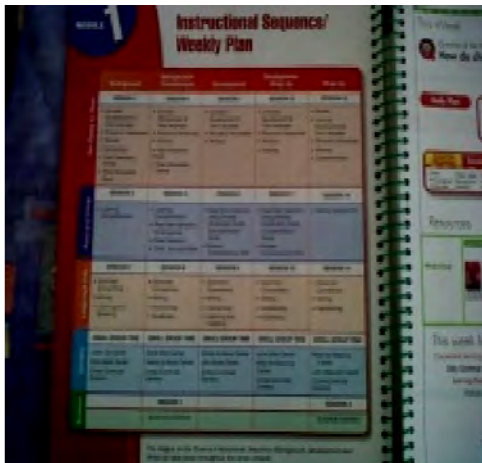
SCIENCE	DATE	ACTIVITY DESCRIPTION	RESOURCES	REFERENCE AND HOMEWORK	EVALUATION
11:00-12:00	Monday	<p>Have children sing Good morning song and discuss what day it is, what day was it yesterday and what day will it be tomorrow. Ask them the month, and what the weather is like? Sing the song of months and week days.</p> <p>Ask children if they remember the story about Mr. Underpants. Ask them questions about the story. Ask students if they remember all the places that Mr. Underpants took the students for a field trip.</p> <p>Let them open their workbooks to page 46 and 47 and work on them together.</p> <p>Discuss students about Categorizing. Explain how to categorize things.</p> <p>Review weather of the region.</p> <p>Do a worksheet of sequencing words and categories.</p>	<p>11 BOOK</p>	<p>Dear Parents, Our homework for today is to be completed based on the worksheet. The children</p>	<p>Can children understand the concept of categorizing?</p>

8:00-9:00	Friday	<p>Have children sing Good morning song and discuss what day it is, what day was it yesterday and what day will it be tomorrow. Ask them the month, and what the weather is like? Sing the song of months and week days.</p> <p>Discuss the sounds of letters. Have students say the initial sounds of the pictures shown to them.</p> <p>Have them open their books to page 42. Explain to the student how to write on the page. Have them do it individually. Let them complete pages 43-47.</p> <p>Science: Have students work on pages 154-155.</p> <p>Have students do worksheet of initial sounds on categorizing.</p>	<p>11 BOOK</p>	<p>Dear Parents, Our homework for today is to be completed based on the worksheet. The children</p>	<p>Can student read with independence?</p>
<p>NOTES: If students finish early, have them read leveled reader book.</p>					

8:00-9:00	Wednesday	<p>Have children sing Good morning song and discuss what day it is, what day was it yesterday and what day will it be tomorrow. Ask them the month, and what the weather is like? Sing the song of months and week days.</p> <p>Have children open their books to page 55. LOCATION WORDS. Discuss each picture on the page and ask students where they have been and where they would like to go. (Caption in students workbooks)</p> <p>Have students draw their favorite place to visit, and share it with the class.</p> <p>Review sounds of letters.</p> <p>Have students read SKETCHABLE READER 4, At the Zoo.</p> <p>Practice Science Fair Project (Student)</p> <p>Have students do page 152 and 153 of their workbooks.</p>	<p>11 BOOK</p>	<p>Dear Parents, Our homework for today is to be completed based on the worksheet. The children</p>	<p>Can children make a list of location words from the page?</p>
11:00-12:00	Thursday	<p>Have children sing Good morning song and discuss what day it is, what day was it yesterday and what day will it be tomorrow. Ask them the month, and what the weather is like? Sing the song of months and week days.</p> <p>Have students open their workbooks to page 78. Discuss their favorite colors and why they like it. Let them continue working and doing pages 80 and 81. Discuss the sounds of the letters on pages 80 and 81.</p> <p>Have students do worksheet of sequencing sounds.</p> <p>Continue Practising for Science Fair. Teach students how to speak with fluency.</p>	<p>11 BOOK</p>	<p>Dear Parents, Our homework for today is to be completed based on the worksheet. The children</p>	<p>Can students understand and speak about their project?</p>

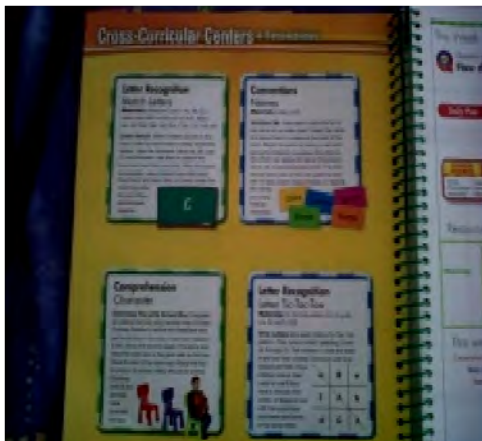
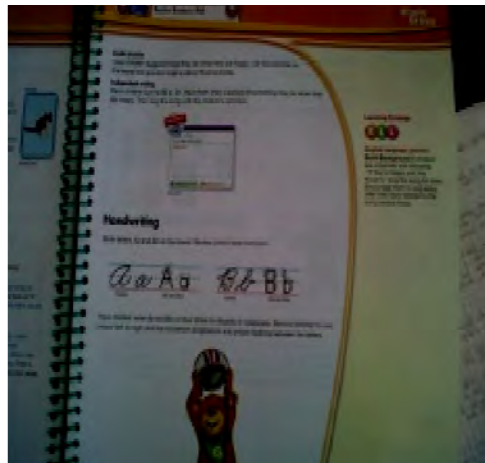
Appendix 6

Colegio Britanico Book Content



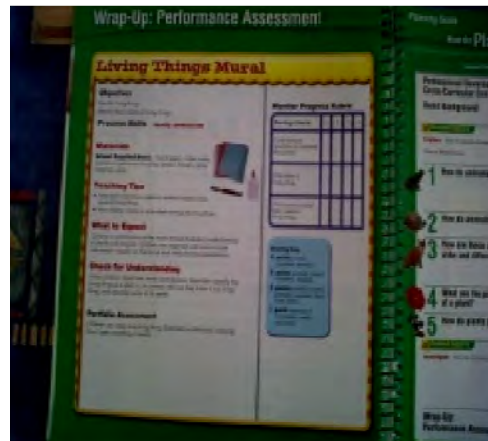
Instructional Sequence Weekly Plan

Day	Monday	Tuesday	Wednesday	Thursday	Friday
Topic	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5
Objectives	Objective 1.1	Objective 1.2	Objective 2.1	Objective 2.2	Objective 3.1
Activities	Activity 1.1	Activity 1.2	Activity 2.1	Activity 2.2	Activity 3.1
Resources	Resource 1.1	Resource 1.2	Resource 2.1	Resource 2.2	Resource 3.1
Assessments	Assessment 1.1	Assessment 1.2	Assessment 2.1	Assessment 2.2	Assessment 3.1



Cross-Curricular Centers

- Letter Recognition** (with letter 'C')
- Comprehension** (with illustration of people)
- Letter Recognition** (with letter 'A')



Living Things Mural

Living Things Mural page with a grid for monitoring progress and a list of activities.

Appendix 7

Sor Juana Ines Book Content

Using the books

Materials	Procedure	Process or interaction	Type
Activity book Page: Records Big book CDs	Go to page 12 in the Activity book. Identify the 4 images. Match, along with your students, the onomatopoeic word of a cat, a rat, a dog, then, clearly pronounce the 3 words and let the students which one does not belong with the word on. Use the CDs.	Whole class Individual work	Children like to listen to stories, many poems or puzzles. They really are fascinated with the same ones. It depends on the age. It's much if or told. Make sure to explain the rhymes as many times as needed.

After using the books

- You can do the same kind of exercise with different rhymes: Dog, maggot, Tub, bed, rat.

Using the CD's

- Play the audio and have students match the words they hear. Use the ones by word, if possible, have students repeat the words they hear.

Activity book Unit 1 Activity 6 Page 12. Listen and match.

Cat, hat
Cat, rat
Cat, dog
Cat, hat

Big book Romeo, Page 2. The Cat and the New Hat. Play the CD as you read the book with your students.

The Cat and the New Hat
The cat has a new hat.

"Look at my new hat!" said the cat.
"Put this rat in your hat," said the dog.
"Thank you," said the cat.
"You're welcome," said the dog.

"Look at my new hat!" said the cat.
"Put this rat in your hat," said the bird.

"Thank you," said the cat.
"You're welcome," said the bird!

"Look at my new hat!" said the cat.
"Put this rat in your hat," said the dog.

"Thank you," said the cat.
"You're welcome," said the dog.

"Look at my new hat!" said the cat.
"Put this rat in your hat!" said the rat.

"I don't think so," said the cat.

Activity 7 Say and match.

Check your program

Source materials of the language	Specific activity with the language	Stage worked	Focus of activities
Participate in the reading and writing of rhymes and stories in verse.	Listen to rhymes and stories in verse.	Illustrate the poems. Write the text on tape based on a model.	Check the poem for reading.

Get set!

- Before using the book:**
 - Play a memory game with the rhyming words: Word/ Image.
 - Distribute images of the rhyming words for your students to decorate.

Activity 8 Look and trace.

Check your program

Source materials of the language	Specific activity with the language	Stage worked	Focus of activities
Participate in the reading and writing of rhymes and stories in verse.	Listen to rhymes and stories in verse.	Write the text on tape based on a model. Check the poem.	Pre-reading and writing.

On your marks

- Before using the book:**
 - Play the "Game of Magic". Choose one of your students. He/she will be the magician. Give him/her a HAT and the 4 rhyming words. The other students divided in two teams will try to guess which word the magician will take out of the hat. If they guess correctly the team scores a point!
 - Write the words with chalk in the playground, ask your students to jump from word to word while they repeat them.
 - Play "Guess the word". Write on the board the beginning, middle or coda letter of the rhyming words and ask students to guess the word.

Evaluation

- Before using the book:**
 - This activity will help you track the progress of your students and decide if you are on the right track towards reaching the program's purposes.
 - Have students open their books to page number 12.
 - Say the word "Hello" and have students circle the image where the boy and the girl are saying Hello. Write around the class to check the students' response.
 - Do the same with the word Goodbye. You can use evidence to circle the images using different colors.
 - Let students to circle the word they hear. Say Hello and walk around the class to check if students have circled the right option.
 - Do the same with the words Rat and Hat.
 - Have students look at the words they have done in class and ask questions about it. Do you like it? Are you happy with what you did? Give good feedback to their answers and ask them to circle the line that best describes the work they have done in class.
 - Keep a portfolio of the children's work and let each child take a look at their responses. Do this in groups of all the work they did in class, ask them which piece of work or their response which one they do not like that much and why. You can also ask which one was the easiest, difficult, the easiest in the first time to create.
 - Then have your students look at other children's work and ask them which one they like the best. In this way you can promote an evaluation in class.
- Using the books:**

Materials	Procedure	Process or interaction	Type
Activity book Creative	Have students open their activity book on page 17. Have them make the hat that has rhyming words on it.	Individual work	Extend different moments in different classes. Use evaluation, also in your class with students. Discuss and understanding on each one.

- Using the information they have just checked, ask them to circle the picture that best shows the way they feel towards the activities and the work they did throughout the week.
- Explain that the evaluation sheet is used to express their thoughts, always ask the opinions of their co-workers.