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HUMANAS Y TECNOLOGÍAS

CARRERA DE IDIOMAS

TITLE OF RESEARCH WORK:

“OBSERVATION OF 8 GRAPHOPLASTICS TECHNIQUES FOR TEACHING ENGLISH TO STUDENTS FROM THREE TO FOUR YEARS OF AGE IN INITIAL LEVEL OF “GERMAN ABDO TOUMA” PRIMARY SCHOOL IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE IN THE ACADEMIC YEAR 2015-2016”

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“OBSERVATION OF 8 GRAPHOPLASTICS TECHNIQUES FOR TEACHING ENGLISH TO STUDENTS FROM THREE TO FOUR YEARS OF AGE IN INITIAL LEVEL OF “GERMAN ABDO TOUMA” PRIMARY SCHOOL IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE IN THE ACADEMIC YEAR 2015-2016”

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Una vez escuchada la defensa oral y revisado el informe final del proyecto de investigación con fines de graduación escrito en la cual se ha considerado el cumplimiento de las observaciones realizada en el trabajo de tesis de Licenciatura en Ciencias de la Educación, Profesor(a) de Idioma Inglés se remite la presente aprobación para uso y custodia en la biblioteca de la Facultad de Ciencias de la Educación, Humanas y Tecnologías de la UNACH.


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AUTHORSHIP

“The content responsibility of this graduate work belongs exclusively to: Jessika Elizabeth Arellano Sanaguano and magister Lucy Marina Pazmiño Calero; and its intellectual heritage to Universidad Nacional de Chimborazo.”

Jessika Elizabeth Arellano Sanaguano

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Author

Jessika Elizabeth Arellano Sanaguano.

DEDICATION

This work is dedicated: firstly, God who is my guide, at the same time my parents and siblings, who taught me to be perseverant, to have motivation family, also my children who are important part in my life, especially for Kevin although his disability he was a supported to caring my daughter Gabriela while I studied in the University.

Author

Jessika Elizabeth Arellano Sanaguano.

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SUMMARY

ABSTRACT

Why is it important to use graph-plastic techniques for teaching a new language? Within the learning process of a new language, graph-plastics techniques help or support learning in children at the age of three to four. They also help when students apply different activities for learning vocabulary, even though they have not developed their speaking skill totally. At this age kids have developed only the main abilities as; gross motor skills (body movements) and fine motor skills (muscle control - hands and shoulders). On the other hand, many authors consider that it is important and necessary that children know English at early age, because at this stage they assimilate new knowledge while listening, drawing, speaking, playing, and imitating. These skills could help and involve them to perform easily English language. It is not the same with people at adult stage because they tend to have difficulty and get confused in some features and structures of a new language. It is better that children can get all information which need to be clear and concise. The main objective of this project is to observe how the teacher uses graph plastic techniques in English class and provide some information in order to examine the importance of using graph plastic techniques in learning English language. This research lasted six months; through this time, a lot of information was gathered through an observation checklist containing important aspects to collect data regarding the teacher's knowledge of some specific techniques that help in English language teaching; in addition the checklist gathered information regarding students, and the class. Taking into account the main problem of this research which was lack of knowledge about specific techniques for teaching English language; all this information help and gave support to develop this project:

“Observation of 8 Grapho-plastics Techniques for Teaching English to students from three to four Years of age in initial level of “Germán Abdo Touma” Primary School in the city of Riobamba, Chimborazo province.

Reviewed by: Fuertes, Narcisa
Language Center Teacher



INTRODUCTION

This research is important because there is lack of knowledge about English teaching techniques that can easily the learning and adopting a new language and helping in the development of their fine and gross motor skills and increasing the creativity in the children of initial level, for this reason this project had the aim to gather information related to topic. There are details some authors that help and support this project:

Motor skills development by Ministry of Education Republic of Singapore (2013), “Gross and Fine Motor Activities for early childhood” by Mississippi State University Early Childhood Institute (2007), Preschool English Learners by California Department of Education – Sacramento (2009), Learning English as an Additional Language in the Early Years (birth to six years) by Dr. Priscilla Clarke (2011). Also these researches allow to recognize how the children develop their motor skills at the same time acquire English as a new language.

In these investigation the examiner gets some information by means of observation technique and observation sheet as an instrument research, also the investigator observed how teacher applies grapho plastics techniques in children from three to four years and how the children acquire English language; for this reason the research entitle “Observation of 8 grapho plastics techniques for teaching English to students from three to four years of age in initial level of “German Abdo Touma” primary school in the city of Riobamba”, was proposed for analyzing and examining the importance using graph plastics techniques in learning English.

Thus the main goal of this research is approached on observing how the teacher uses graph plastics techniques to teach English to children in the ages of three to four, in initial level taking into account that the children have more predisposition for acquiring new knowledge at this age.

The present research work is divided in to four chapter and each of them contains meaningful information that aid this, so the chapter first contains the research problem in here explain what is the problematic and establish main points that are necessaries for developing this project., the chapter second shows previous investigations, concepts, a set of definitions that support the researcher to understand better this observation problem, the chapter third includes techniques and instruments used to get information for interpreting data and finally the chapter four covers the last information about this project like as: conclusions, recommendations, annexes, and webgraphy data.

CHAPTER I

1. REFERENCIAL FRAMEWORK

1.1. RESEARCH PROBLEM

The lack of knowledge about English teaching techniques in initial level.

1.2 PROBLEM STATEMENT

Dr. German Abdo Touma Basic School is a Basic Educational School, which forms students with its motto: “Educar con amor, Comprender con razón y actuar con justicia” this school created on October 14, 1980 its first name was “14 de Agosto Vespertina” later on September 9, 1999 this school change the first name by Dr. German Abdo Touma according to ministerial agreement 1061. This institution is located in Juan de Dios Martínez e Ignacio de Veintimilla, Barrio la Esperanza. There are 18 students each initial level studying there, they come from low social economic status.

The main problem is the lack of knowledge about English teaching techniques in initial level is proved in the local educational environment too, after some observations in 2015 at the Escuela de Educación Básica Dr. German Abdo Touma.

In the initial level, English is an optative subject (club) this is a problematic reality, but the problem is the lack of knowledge about English teaching techniques for some teachers where should the children in this stage may adopt easily target language this manner the students are able to catch the new words and acquire a new language despite that children do not speak clear the use the grapho-plastics techniques helping the teacher for teaching – learning and the children development the motor skills and motivate their creativity. In addition, the English teachers have just superficial ideas of these techniques

English language acquisition happens in early childhood, therefore children learning English as a second language need explicit modelling and language teaching; so Clarke (2009) assert. “proper time to get a new language and quality exposure to English; thus this needs early infancy professional to be meaningful about how children learn a new language”. Moreover, Oates (2007) express: the early stage has relationship with the base that generally guarantees child’ physical, psychological features and emotional safety, so the children achieve a perceiving process and develop language and their group abilities.

1.3 PROBLEM FORMULATION

How does the teacher apply the graph techniques to teach English to students in the ages of three to four, in the initial level of “German Abdo Touma” primary school in the city of Riobamba?

1.4 QUESTIONS GUIDELINES

- What are the suitable techniques the teacher uses in English class?
- What kind of graph plastics techniques does teacher use in learning English?

1.5 OBJECTIVES

1.5.1 GENERAL OBJECTIVE

To observe how the teacher uses graph plastics techniques to teach English to children in the ages of three to four, in initial grade of “German Abdo Touma” primary school in the city of Riobamba.

1.5.2 SPECIFIC OBJECTIVES

- To analyze suitable activities teacher uses in English class.
- To examine the importance using graph plastics techniques in learning English.

1.5.3 JUSTIFICATION

The main goal of this research is: observe the students from three to four years of age in initial level of “German Abdo Touma” primary school in the city of Riobamba; for the learning process and special using the graph plastics (art and design) technique.

This project is important because, it helped the students from three to four years of age in initial level; improve their motors skills with English as foreign language through the use of this observation research proposed; it had had some information, about graph plastics techniques. This technique aids the children in English learning because they may learn a new vocabulary and adopt the foreign language, because in the early stage may acquire easier a new language, thus the students had been knowing English; develop linguistic and fine skill. They also were going to be exposed to a new language, and espouse some features about target language, according to the age and level.

The instruments and all the resources to be used were be taken from State Distance University (2013) in which contain some samples dates support the researcher. This resource was being adopted according to the population reality taking into account some features; needs, interests, level and age.

The beneficiaries of this project are: the students, English teachers and main school authorities, because they should know how this language influence in early learning stage.

This is a social research because the students while early learning this new language (English) is easier adopted, so they have new opportunities, they were being approving and this would be the first step for accomplishing goals in personal and academic life.

This research is feasible because the students initial level of “German Abdo Touma” primary school and authorities were willing to collaborate and support with

researcher, moreover there are the physical human, economic, and technological resources to achieve the research work aims.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1. BACKGROUND INVESTIGATIONS REGARDING TO THE PROBLEM TO BE INVESTIGATED

After to review the archives of the Universidad Nacional de Chimborazo there is no research similar to the present one, but everywhere the world exists many related studies which will be the theoretical base of this study, like:

Motor skills development by Ministry of Education Republic of Singapore (2013) investigate the motor skills acquisition in children to help in a learning process and involve them developing fine and gross motor skills, health and fitness, safety awareness also they use their abilities in order to promote learning by motor skills development in the early years.

Gross and Fine Motor Activities for early childhood by Mississippi State University Early Childhood Institute (2007) proposed some authentic activities in order to develop in children opportunities to learn and grow in safe and appropriate setting, and encourage them practice getting along with others.

Preschool English Learners by California Department of Education – Sacramento (2009) contribute with thoughts about young children learn English as a second language linking objects so they understand that teacher speak, thus children learn to add more words to clarify the meaning.

Dr. Priscilla Clarke in her publication Learning English as an Additional Language in the Early Years (birth to six years) (2011) express; to engage the children in language play, so they share conversation using basic words like hello and good bye; moreover, expose that the sing involves children in English language.

So in each researches support this investigation, in order to researcher has some thoughts about how learn a new language and develop motor skills in early stage, thus investigator has clear ideas, understand, and compile trust information.

2.2. THEORETICAL FOUNDATION

2.2.1 GRAPH PLASTICS TECHNIQUES

The art is considered development skills which enhance the person who touch and may useful tool for teachers all levels to augment instruction for English Language Learning. The New York State Education Department Office of Bilingual Education and Foreign Languages Studies (2010) refers: the talents help learners' perceptive improvement and develop literacy and language development. So learners since their different manner of thinking, cultural backgrounds, learning styles needs programs in which include universal language, features art and pictures. In addition, encourage learners in critical and conceptual thinking that allow them advance problem-solving skills. Also learners be involved in quality arts develop in them self-reliance and self-seem. While engaging and students learn to understand the rest, so they give personal opinions and cultivate cooperative learning.

Thereby, Le Francois (1975) "The arts are integral part of reliable learning; the heart and soul that complement mind and body", in other words the art is like a human supplement in which express and associate; creativity, emotional, intellectual, and corporal aspects. (pg.499). So children, can use their creating, in order to generate new things, and develop in cognitive or social aspects. Also provide a springboard for the development visual arts and perform that in a new language (English), moreover it can serve as ideas of ways for educators, so the teacher using and linking two kinds of subject. The main point is teaching and learning a new language with set ways toward meaningful learning, so that the learners are involved in target language and use that as a supporting.

2.2.2 FINE MOTOR SKILLS

NEPS, Report Writing Group (2015) express: It is vital for kids be able to take over motor muscles which intervene at the moment that they write. Next present activities that children can perform for developing fine motor skills.

- Paper tearing –this activity consists in tearing a paper, in order to increase fingers strength
- The torn paper can either be used to make paper- mache masks, or others figures in paper.
- Use playdough forming balls or shapes using fingers
- Use of blocks and building toys.
- Cutting this performance help kids for getting correctness. so children try to cut paper and improve using scissors.
- Paint using fingers for waking up sense
- Joing dots – place dots further apart to make this more difficult.
- Letter formation in this kind of activity for learner try to draw up a basic word next to the teacher instruction for building a family letter.
- Practice the first letter. This aids hand, fingers, wrist at the moment the children do the first strike out in color pencil
- Covering the color pencil in plasticine. This might benefit children to relax the grip.

2.2.2.1 THEY INVOLVE STUDENTS IN:

- Hand- writing;
- Speaking from visual (pictures, charts, etc.
- Paper tearing and pronounce some words.
- Developing motors abilities.
- Promote to improvement the five senses

At the top of it there are some activities in where the children can develop their fine motor, and improve in their brain some mechanisms that involved about linguistic aspects, thus the children who at the age of 3 to 4, may learn or be related directly with foreign language.

2.2.2.2 FINE MOTOR ACTIVITIES

In The Magazine of the National Childcare Accreditation Council in its publication “Supporting children’s development” (2008) say: “Because children learn most effectively when kids are interested in the activities that they involved, it is important that child care professionals get to know individual children’s interests and abilities, and use these as a basis for planning.

When referring about fine motor activities, many people tend to focus a “traditional” experiences such as threading, drawing, painting, gluing, cutting with scissors or using play dough with rollers and shape cultures. However, there are some activities involvements in which children engage and have valuable chances to sustenance fine motor development. These tools are favorable to the kids that not want to enhance fine motors proficiency or who are self-conscious about their fine motor abilities”

In other words, the activities that children fulfill some activities to allow them, participate with some abilities and grow up in some aspects, in which they can benefit due to the brain active a zone in which develop the new language at early age, so it is important emphasize in fine motor activities that aid them in linguistics, sense, and mental abilities.

2.2.3 GROSS MOTOR SKILL

2.2.3.1 What are gross motor skills?

The Magazine of the National Childcare Accreditation Council (2008) express: Gross motor (physical) abilities are those which need whole corporal movement and which include the large (core stabilizing) muscles of the body to accomplish

everyday functions, like as standing, walking, running, and jumping. It also includes eye-hand coordination skills such (throwing, catching, kicking) If the children have developed this kind of motor skills, they can have a coordinator in their functional system, thus the brain receive stimulated and give the reaction according to the order, that it was done.

2.2.3.2. Why are gross motor skills important?

The Magazine of the National Childcare Accreditation Council in its publication “Supporting children’s development” (2008) expose: Gross motor skills are important to enable children to perform everyday functions, like as; running, walking, skipping, moreover here the children be able to develop some actions as: catch the ball or keep the balance at the moment that they do routines activities (when they dressing).

Main features to develop gross motor skills include:

- **Muscular strength:** it is a capacity to apply force against resistance.
- **Muscular endurance:** It is the proficiency that muscle have for execute the force several twice.
- **Motor (muscle) planning:** it is the capability that belonging human for doing control movement with successful sequence.
- **Motor learning:** it is the result that the human getting after practice daily and become in an experience.
- **Postural control:** it is to keep the correct posture of the trunk and neck to enable coordination of arms and legs.
- **Sensory processing:** react sensory stimulation outside factors their own body.
- **Body awareness:** recognize and understanding the body parts and its movements.
- **Balance:** keep body position (static, dynamic and rotational)
- **Coordination:** it is capacity to incorporate some balance movements.
- **Crossing midline:** it is the capability to recognize and divide the body into two main parts right and left

- **Proprioception:** it is the process in which the brain receives information that the muscles send.
- **Muscle tone** the muscle is tense when receipt the impact at the moment that the human has been exercising (Kid sense Child Development, 2013).

The gross motor skills are essential part so that children can maintain physical balance and perform various actions or movements with your body, in this case all the body has many particularities that are important next to its different functions.

2.2.4 SUGGESTOPEDIA LEARNING METHOD

The founder of Suggestopedia, Georgi Lozanov, believes that language learning can be made more effective if the emotional obstacles produce low learning. The author believes that learners raise these barriers and limit themselves because of a fear failure. Lozanov has developed a process of “desuggestion” which he has applied to language learning. This process is designed to promote a relax frame of mind and to convert negative feelings into helpful and dynamics emotions for language learning (The Peace Corps by The Center for Applied Linguistics, 1989).

Thought of suggestopedia the children are prepared, in some aspect such as motivation positive energy, lose the fear, learn in a suitable environment that necessary for learning other language, because due to with this method child can involve in a new language because they will be familiarized about this and its pronunciation.

2.2.5 LEARNING ENGLISH AS NEW LANGUAGE

2.2.5.1 Early stage of learning

The children interchange several English learning cycles. Alberta Education (2009) says: Some go through these stage more quickly than others, in some cases the kids have different features of more than one stage of learning is important for planning

appropriate activities. The professionals who support in early stage should support in learning, but each English learner has different learning style and teacher taking into account learner skills and include those in lesson plan that fulfill based on level, so Teachers of English to Speakers of Other Language (TESOL) recognizes some evolving stage for learning a new language.

At early age when the children learn a new language it demonstrated that they activate only one brain area, this mean that children at an area can incorporate both languages, the children have an advantage when they learn a new language, because their brain can be a challenging, thus this learning can positively influence their development at the same time slow the neurodegenerative processes in them.

Beginning Stage

In early stage many kids generally use the mother language in the school due to this is the must spoke language in their house. So it is proven the children may acquire a new language faster, so realizing that it is not same home language, they may continue to use it amongst themselves (Alberta Education, 2009).

Nonverbal period

At the beginning the speaking is difficult for children because they do not use any language, so the just listening and interpret through gestures and mimic for expressing their feeling or emotions with adults and others children too. Sometimes they may rehearse phase in English quietly to themselves (Alberta Education, 2009). From early stage the children have neurolinguistics connections but it is necessary that the parent's y teachers give verbal stimulations, affect, do not need excessive protection for that language does not poor, the brain helps the children because when they receive all kind information and the look draw the object, this information associated and distinguish or recognize because this is stored in the brain.

2.2.5.2. Why do some children learn English faster than others?

All the kids can acquire English, the same manner but it depends how, when and where they are evolving in environment educational. Next present the individual differences:

Language Aptitude

Alberta Education (2009) say: It is considered as learning ability, there are some kids and adults who have intrinsic motivation and predisposition for acquiring a new language, this aptitude is not present in all cases However, the teacher cannot increase a child's language aptitude.

Age of acquisition

the new language is better acquired early stage, at the age of six to eight, the children progress in grammar and pronunciation, due to in those phase the kids can increase vocabulary and they be able to imagine a story and telling, so in the childhood is no 'too late' to learn another language (Alberta Education,2009).

Socio – economic status

There is another factor that affect directly in learning a new language, it is socio-economic status, it means the children who come from the higher education family, and these kids incline to learn quickly a new language, because the parents of these children have language and literacy skills in their home (Alberta Education, 2009).

Quality and quantity of English exposure

The kids that practice English outside the classroom (reading tail stories) or expose directly in a new language acquire rapidly, thus they increase English vocabulary they will build according with their English level. (Alberta Education, 2009).

If talk about what is the different between the kids learning faster than others is simple each person has you own form assimilation of knowledge can be; visual, auditive, reading and kinesthetic, so the children who learn at early age a new language they have developed in their mind other way of learning, also the learning a new language is depend on the leaners and their extrinsic and intrinsic motivation.

2.2.5.3 8 Grapho plastics Techniques the most important are:

Scissor cutting

This technique help the children exercise their hand, fingers and how they holding the scissors, in order to develop in them fine motor skill. (OT Mom Learning Activity, 2009).

Play with Pasta or Lentils

The children have to paste pasta or lentils into face part, it is an important tool as child becomes recognize each part. At the same time the children begin to write these parts; so the fact is, kids who discovery it less hard to write letters are more likely to want to write and learn to play the face part. (Gina Dal Fuoco, 2013).

Puncturing and lacing the ABCs

Lacing is great way to practice hand – eye coordination which may help later with writing the children should be stringing up some ABCs.by means of using a pierce with a pointed object. So relate the alphabet letters with things name e.g.: A: apple, B: bear, C: car. (M. Edward,2013).

Tearing paper and bucking paper.

OT Mom Learning Activity (2009) express the children by means of their fingers (thumb, and index) rip the paper for developing skills in their hands and perform activities relate with English language.

Mini paper crumpling.

The children model paper and make a ball using fingers with one hand, in order to develop in them fine motor ability and work with cramped paper in English area.

Playdough

Using Playdough help child develop fine motor skills as well as bilateral coordination skills. There are many other benefits as well -read on to find out how to get the most out of playdough (OT Mom Learning Activity, 2009).

Finger painting

Painting, colouring, drawing children love being given creative licence to change a plain piece into filled in colors , this will heap them develop their “pencil” grasp and eye-hand coordination. (Practical strategies for developing fine motor skills,2011).

Collage:

Integrated each mentioned technique, using resource and material as playdough, colours, scissors, glue, newspaper pictures, foami, cardboard, blunt needle,pasta, lentils,wool rayons, markers, ,painting. In order to the children develop their fine motor skills and learn a new language.

At the top there are some graph plastics techniques that using in order to teach English to children at the age 3 to 4 thus get up in them some skills such as cutting,

painting and develop their fine motors, at the same time they acquire new words in second language.

2.2.6. TECHNIQUES FOR IMPROVING THE FINE AND GROSS SKILL

Erica Patino (2014) express children who have issues with using fine motor abilities have difficulty because those children have not developed their muscles which allow them coordinated movement. Next there some activities that promote in children development fine and gross motor.

Stock up on play- dough.

The children develop their fine motors manipulate play-dough because they wake up their sense, and may put in practice something about English because they can stick this in a paper and learn a word.

Do some finger painting

The finger is used for paint with help the strength their hands for maintain the coordination all the teacher need is an easel or a thick piece of paper, and they relax with activity because using finger for painting, they may paint a house and keep in mind the English word later they relate this word.

Squeeze out a sponge

This kind of game in the kids fortify the hands and forearms, It's especially fun the children.

Make bathroom murals.

Show children how to safely cut thin pieces of craft foam into whatever shaper them want. Then they can create murals during the bath, so the children can stick to the

wall or to the tub side in this activity improve the fine skill d is increasing the vocabulary

Color with broken crayons.

Difficulties with Fine motor skills can make it to grip a pencil. Using the broken crayons encourages children to hold the crayon correctly- between their thumb and fore finger this activity a fun way to challenge children while practice English.

Make paper dolls

The kids can strengthen important hand muscles.in this activity can demand to boys as well as girls- just look for characters that interest children.

los niños pueden fortalecer los músculos de la mano importantes. Comience por cortar las muñecas y los equipos más grandes, y se mueven en trozos más pequeños con el tiempo. muñecas de papel pueden apelar a los niños como niñas- sólo tiene que buscar caracteres que interesan a los niños.

Play string games

It is important provide hours of fun this string games also help improve finger strength and hand - eye coordination. All the teacher need is some yarn and a little time to teach children.

Make macaroni necklaces.

The children are creative while working on their coordination and developing their ability to manipulate objects. To start, give them thick string and big beads or large pieces of dry pasta, the kids can work on more complex designs using smaller pieces. These kind of techniques that be presented before, could help the children fulfill the goals through learning – teaching, in which the teacher may use English in order to

learners be near directly with foreign language, and give them some strategies for developing their motor skills.

2.3 DEFINITION OF BASIC TERMS

Graph Plastics Techniques is the ability to allow cognitive development in children who begin to learn a new language, it is tool for improving motor skills. In order to provide a point for the progress of an integrated visual arts and ESL curriculum in a school, examples of various tactics that serves as ideas of ways for educators who connected the learner with the art as instrument while the kids learn English as a second language (The New York State Education Department Office of Bilingual Education and Foreign Languages Studies, 2010).

Fine motor skills. - In general refer to the small movements of the hands, wrist, finger, feet, toes, lips, and the tongue (Encyclopedia of Children's Health,2016).

Gross motor skills. - Those abilities required the control the large muscles of the body for running, walking, sitting, crawling, and other activities (Encyclopedia of Children's Health,2016).

Techniques: it is a systematic procedure, in order to the teacher apply with children for achieving learning goals so it may like a formula, or routine by which a task is accomplished Business Dictionary (2016).

Early Stage it is step, in which the children are exposed a new phase, in the learning process like English as a new language; in the development or growth in some linguistics or physical areas (English language & Usage, 2016).

CHAPTER III

3. METHODOLOGICAL FRAMEWORK

3.1. RESEARCH DESIGN

This work research may have accomplished through observation, in which look up some learning process in the children, thus the researcher achieves arguments about teachers and students in academic area. So the main goal of this kind of research is to identify key issues, in order to the researcher discover new ideas, diagnose a situation, screening of alternatives.

For this reason, the research is exploratory because by means of this may know the learning process, in English classroom, and special using the graph plastics technique.

Exploratory research design does not aim to provide the final conclusive answer to the research questions, but merely explores the research topic with varying levels of depth (Research methodology, 2016).

Specific object	Activity	Resources	Population	Time
To analyze suitable activities teacher uses in English class.	Observation the useful activities in the classroom	Observation Sheet	Teacher and Students	6 months
To examine the importance using graph plastics techniques in learning English	Analysis each graph plastics techniques used by teacher	Observation Sheet	Teacher and Students	6 months

Source: Vielma, 2008.

Author: Jessika Arellano

<http://pcc.faces.ula.ve/Tesis/Especialidad/Vianel%20Vielma/CUADRO%20DE%20VARIABLES.pdf>

3.2. TYPE OF RESEARCH

Qualitative Research:

This is a qualitative research. because of the nature of the data collected, which is usually detailed descriptions recorded by the investigator.

The qualitative method that the researcher will use is **ethnography** because this discipline studies the method associated and that way people perceive, describe and observe situations in which they find themselves, and in order to justify their actions (Ebrahim & Sullivan, 1995).

3.3. LEVEL OF RESEARCH

This research has an exploratory level.

Exploratory because simply explores the research questions, analyze and explain the research problem from a scientific approach.

3.4. POPULATION AND SAMPLE

3.4.1 Population

This research has a population of 18 students and 1 teacher in class of initial level parallel “A”, of the Dr. German Abdo Touma Basic School.

3.4.2 Sample

As the population is not relatively big and it is not necessary to take any sample.

3.5. TECHNIQUES AND INSTRUMENTS FOR DATA COLLECTION

In this investigation it was be used the observation as a technique, Direct Observation Sheet as instrument for data collection. The researcher used this technique in order to get real information, and analyze each observation for processing, analyzing and interpreting of data, thus achieve observations results that supported this research, and used the observation sheet for data collection, also investigator applied this technique and instrument for giving a perception about the present problematic; moreover, used this technique a long of the class while the children performed the English activities, given by teacher.

Observation: The researcher took into account the observation as a technique, in order to collect true information which, support this work. Bernard (1994) adds to this understanding, indicating that participant observation requires a certain amount of deception and impression management. Most anthropologist, he notes, needed to maintain a sense of objectivity through distance. The author defines participant observation as the process of establishing rapport within a community and learning to act in such a way as to blend into the community so that its members were act naturally, then removing oneself from the setting or community to immerse oneself in the data to understand what was going on and be able to write about it. He includes more than just observation in the process of being a participant observer; he includes observation, natural, conversation, interviews of various sorts, checklists, questionnaires, and unobtrusive methods (Kawulich, 2005).

Instrument

In this research the instrument that taking into account is Direct Observation Sheet. According to Evaluation Briefs (2008) “Direct Observation Sheet the interactions with space to record process or behaviors to be observed with space to record open-ended narrative data”.

3.5. PROCESING ANALISYS AN INTERPRETATION OF DATA

The outcome of this research have been gotten through the observation as a technique and observation sheet as an instrument thus the instrument and technique has been applied for helping the researcher to recognize the problematic statement of this project, and get trust information.

The researcher considered next criteria that include in the observation sheet, based on some aspects like a: concerning to the class, concerning to the teacher / manager, concerning to the technique, concerning to the students and each criterion have some points that support those.

OBSERVATION SHEET		
OBSERVATIONS	DATE	INDICATOR
First observation	28-042016	<p>Concerning to the class</p> <p>The objectives of the class are clearly.</p> <p>The song and game fulfill to the goals according to the teacher program.</p> <p>Concerning to the teacher / manager</p> <p>Manager</p>
Second Observation	05-05-2016	<p>Presents the activity</p> <p>Indicates the steps in the activity</p> <p>Using the ludic activity (games, songs)</p> <p>Support to class with (flashcards, poster, work sheet, pictures)</p> <p>Appropriate correction techniques are used</p> <p>Fine motor skill</p>
Third observation	12-05-2016	<p>Gross Motor skills</p> <p>Concerning to the technique</p> <p>The kind of techniques are:</p> <p>Tearing paper and bucking paper</p>

<p>Fourth observation</p>	<p>19-05-2016</p>	<p>Mini paper crumpling Scissors cutting Play with Pasta or Lentils Puncturing and lacing the ABCs Playdough Finger paint Collage</p> <p>Concerning to the students</p> <p>The characteristics and learning styles of students are known</p> <p>Creativity Responsibility Respect Communicability Share materials with others partners Good relation between students Age Be Active Cooperate with their teacher Autonomous Feels free in the learning process Students feel comfortable to learn new language</p>
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OBSERVATION SHEET

First Observation 28-04-2016	Second Observation 05-05-2016	Third Observation 12-05-2016	Fourth Observation 19-05-2016
<p>Firstly, the objectives of the class are clearly, so students listen to teacher instructions and perform the required activities following steps.</p> <p>For this class teacher uses the song and game in order to fulfill the teacher program, thus children play and sing the song later they do the task in class used their fingers a so they should stick around the block and repeat the word and distinguish the things. Sometimes they cry and look like distract in some activities.</p>	<p>The children have to put in movement their motors skills that these skills are as fine and gross. So relate the used some techniques for realizing the activities. The teacher using the grapho plastics techniques in superficial form, because these may useful in teaching English. Also the teacher developed their creativity in this activities some students do that in a correct way, thus they feel comfortable with those actives and be happy.</p>	<p>The teacher introduces the theme and the same form she monitors to the kids when this group work in class realized all activities that developed their motors, the teacher and the students at same time show full control of the class, the teacher gets a friendly atmosphere the children are actives, but some students do not realize in a good way the activity that they do ever the teacher need feedback in this case the students present</p>	<p>The teacher explanations about theme and the activity is clear and concise in here the student cooperate with the teacher and pay attention while the teacher indicates steps by step the activities as interaction with the kids the teacher used a voices audible that help her to keep the discipline into class also the teacher aid them be autonomous, and feel comfortable at the moment that learning, so teacher introduce English language with game, so that they acquire this</p>

<p>Moreover, teacher uses flash card, pictures and monitor the games and others activities that she proposed, for getting result, because the children concentration is too short</p>	<p>The students hold a kind of material for applying into draw and use it in order to put each parts it, the children and teacher using resource and material that simplify development itself.</p>	<p>various features and learning styles the activities that realized enclose creativity, although they do not know about the responsibility, they work in class demonstrating respect and communication between partners, because the role of teacher is a counselor too because she teaches a knowledge and help them to become positive entity.</p>	<p>language firstly listening and then with gestures or things relating.</p>
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Observation sheets contain some statement detected in different date, in order to verify how teacher and students' progress into the class.

OBSERVATION SHEET

The research study: **OBSERVATION OF 8 GRAPHOPLASTICS TECHNIQUES FOR TEACHING ENGLISH**

Purpose of activity: To lead the children to learn a new Language

Motor Skill: fine and gross

Duration activity: 40 min

Class: Initial Level

Date:

INDICATORS	Yes	No
Concerning to the class		
The objectives of the class are clearly.	X	
The song and game fulfill to the goals according to the teacher program.	X	
Concerning to the teacher / manager		
Manager	X	
Presents the activity	X	
Indicates the steps in the activity	X	
Using the ludic activity (games, songs)	X	
Support to class with (flashcards, poster, work sheet, pictures)	X	
Appropriate correction techniques are used	X	
Fine motor skill	X	
Gross Motor skills	X	
Concerning to the technique		
The kind of techniques are:		
Tearing paper and bucking paper	X	
Mini paper crumpling	X	
Scissors cutting	X	
Play with Pasta or Lentils	X	
Puncturing and lacing the ABCs	X	

Playdough	X	
Finger paint	X	
Collage	X	
Concerning to the students		
The characteristics and learning styles of students are known	X	
Creativity	X	
Responsibility	X	
Respect	X	
Communicability	X	
Share materials with others partners	X	
Good relation between students	X	
Age	X	
Be Active	X	
Cooperate with their teacher	X	
Autonomous	X	
Feels free in the learning process	X	
Students feel comfortable to learn new language	X	

The first observation has considered next facts: The objectives of the class are clearly, the song and game fulfill to the goals according to the teacher program, the teacher act as manager, indicates the steps in the activity, using the ludic activity (games, songs), support to class with (flashcards, poster, work sheet, pictures) and appropriate correction techniques are used; the researcher by means of this observation getting ideas about how class and teacher role have developed a long of this research, moreover the teacher try to useful activities in order to catching students attention.

In the second observation. – as the investigator presented in a theoretical framework the other aspects have been considered suitable are following: fine and gross motor

skills help to the kids develop physical and mental performance, there of getting some kind of grapho plastics techniques that investigator emphasized and observed its development, thus following are: Tearing paper and bucking paper, mini paper crumpling, scissors cutting, play with Pasta or Lentils and Learn, puncturing and lacing the ABCs, playdough, finger paint, and collage, so in each grapho plastics techniques previously observed, in different days , the researcher conclude the children learn when they are encourage in playing environment, in others words when the teacher used suitable activities, the kids understood and involved in a new language, however they did not learn with repetition method , they related things and kept into their mind, when they saw or touch the materials and drawing, also there are some factors that affect directly in learning English, those are: lack attention, distraction factors (play, noise) , and may technique does not focus properly.

In the third observation: there are some factors that examiner taking into account for developing observation sheet base on children at the age 3- 4 in initial level, for instance: creativity, responsibility, respect, communicability, share materials with others partners, in the observation this kind of factors, play an essential role, for achieving the goals of class and teaching and learning process may be guaranteed, thus sometimes the children share their materials with others because of the age, however they collaborate with teacher in learning process.

In the fourth observation: The research has focused in some criteria have took in observation sheet good relation between students, age, be active, cooperate with their teacher, autonomous, feels free in the learning process, learners feel relaxed to learn English. These kind of features observed in class, helped the researcher realized that the children feel comfortable, cooperative when they performed the enjoyable activities, and they are challenging to learn other language by means of grapho plastics techniques.

OBSERVATION SHEET

CRITERIA	OBSERVATION 1	OBSERVATION 2	OBSERVATION 3	RESULT
	28-04-2016	05-05-2016	12-05-2016	
<p>Scissor cutting</p> <p>The children should cut piece of paper one big and one small</p>	<p>The children do not pay attention all the instructions because they play with partners</p>	<p>Some children perform the activity, but the rest play with material, and they look like moony, because the teacher catch their attention for few minutes.</p>	<p>The children can cut but, they not able to pronounce: (big and small) so they listen the words but for them are difficult pronounce these English words.</p>	<p>At the early stage they can acquire a new language</p>
<p>Fine motor skill</p> <p>The children develop their fine motor skill use a playdough and put into the draw face .</p>	<p>The children do not recognize the parts of face in the draw, and put the playdough in other place, because they cannot understand where are those.</p>	<p>Some of them manipulate the playdough, so they recognize one's parts, but no others because they are confusing.</p>	<p>The children recognize parts of the face, because the teacher feedback this activity and play with them.</p>	<p>The children learn and acquire a new language with games, at the moment that the teacher applies games they feel comfortable.</p>
<p>Play with Pasta or Lentils</p> <p>On the three mood draw the kids stick lentils around the smile of happy face, the pasta on the angry face and the sad face combine lentils</p>	<p>Some learners can identify mood draw and follow instructions, because the learners can learn imitate and play.</p>	<p>A few students do not understand instructions clearly, and made mistakes when they recognized mood because the teacher did not use drawing</p>	<p>Some kids imitate in their face happy, sad, angry, because by means of gestures, they catch the idea about this activity, because teacher use dynamics and games</p>	<p>The children learn by means ludic activities, because they were bored, in routine activities, sometimes the teacher use others techniques for catching their attention.</p>

and pasta mouth and eyes.				
Puncturing and lacing the ABCs Over this activity that they develop where join the name about means of transportation according to draw.	No all students relate the letters with name of things in spite of the clear explanation that teacher gave ,they did not perform the activity correctly but others students be able to did this activity easily	Some students relate letters with things name but nevertheless some students need feedback as personal attention for develop this activity.	Two children need beef up but the rest of the students did the activity in a better way, due to the age the teacher monitored and helped them	All the time need develop the skills, and the kids needed a support, because there were some activities that they did not perform alone also the children did not understand well because the teacher did not apply correctly the grapho plastics techniques
Tearing paper and bucking paper. They putted a tearing paper into the dog picture	Students do not follow the teacher's instructions, and do not perform any activity, because the teacher did not motivated them with games or songs	Students listen to teacher instructions and perform the required activities following steps, because the teacher carried out some songs and they enjoyed that.	Some children cry and develop incomplete the activities., because some of them felt sick and the teacher was not patient.	The children concentration was broken at the moment listen noise or some of them cry, and sometimes teacher tried to carry short activities
Gross Motor skills The teacher presented various actions that helped the healthy and	Many students could coordinate the exercises for developing their gross motor skills and learn some	Into class the student could realize the activities that learnt with the teacher but they	Students listened and repeated and they tried to imitate all movements that teacher performed	The teacher knew how help them but sometimes she needed apply other activities in

benefit to motor skills,(jump, run, moved left - right, stretching	words in English (jump, run)	needed feedback, because the children at this age did not control their motor skills.	into class, thus kid understood and recognized this actions.	order to children developed their coordination.
Mini paper crumpling. This technique was used for completing a Rainbow, in this activity the student stuck small paper in primary color	Some children pay attention when the teacher explained the new topic but they did not realize in a good way the activity, because they needed a help, and teacher did not apply this technique in a correct way, in order to them learn English	The students complete the activity while repeat the names of colors (red, green, blue and yellow); the teacher pronounced colors and use gestures so they imitated that because they learn by means of games ,mimics , and songs	All the students put over a drawing part different colors, and teacher gave congratulations them, so they felt motivation.	When the teacher used motivation games, mimics , songs or fine activities they learnt better, and they could repeat English words
Finger painting Their hands were the principal tool for getting imagination and creativity	the children used their fingers for painting a house and they repeat the word, and teacher led them in the activity but some children completed correctly the activity, the rest just played	All of the children could paint the house and enjoyed the activity because they liked to paint and teacher managed the activity in a correct way	The children could pronounce a word house and teacher used a cooperative learning	The children enjoy in this drawing they felt motivated, all the children cooperate and they awaken your senses.
Collage In this activity gather all the tecniques and materials that was learning to used before for formed a beautiful landscape.	The skill the students needed pay attention for realizing the used the all the technique the teacher worked same time with the children , the teacher explained step by step	The students reminded a little vocabulary and learnt a difference between two language they assimilated a new activity with others characteristics and the	The students remained quiet and job happiness because the teacher motived the activity shared song and he did the same activity on the board step by step, the	The more satisfaction is that the children remember all the vocabulary the teacher teaching, and they learn at easy manner, because probably in this stage is

	combined this activity, many student did the activity good and others are distracted and they did not finish the activity	same materials , because in this age they acquire easily other language, if the teacher used suitable technique for teaching then.	trainer gave clap them in each progress, because when the children received stimulates, they felt comfortable.	possible that they can acquire new language as the English or whatever language although that they cannot speak good is not barrier for teaching English, the kids have capacity for combining two language.
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In consequence is easier to teach English at early age, the kids can learn with different technique but it is necessary in this stage they learn manipulating or use body movements, for this reason the using graph plastic techniques are useful in order to achieve meaningful learning, so long of this research and as a result the several observations, the teacher knows to lead students group, but the teacher does not have deep knowledge in graph plastic techniques and its uses.

The majority students have an acceptable level for English learning, despite they have a complexity because they don't speak well but they have an advantage they have an own style learning are able to dominate in this case two language the mother language and adopted language, only depend their teacher and clear activities for teaching the new language.

CHAPTER IV

4. CONCLUSIONS AND RECOMMENDATION

Along of this project and base on the specific objectives the researcher stablishes possible conclusions and recommendations.

4.1. Conclusions

- The lack or low application of grapho plastics techniques do not allow development of foreign language in children at the age of 3-4 in English class.
- The deficiency of knowledge and importance about using grapho- plastics techniques do not help the job to teacher in the teaching - learning English language.

4.2. Recommendations

- The activities that the teachers use should be focus according to the age and how children learn (learning styles).
- The teacher should investigate suitable techniques and may use grapho- plastics techniques for helping their learners to develop their motor skills, in order to acquire and adopt a second language.

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4.7. ANNEXOS

OBSERVATION SHEET

The research study:

Purpose of activity:

Motor Skill:

Duration activity:

Class:

Date:

INDICATORS	Yes	No
Concerning to the class		
The objectives of the class are clearly.		
The song and game fulfill to the goals according to the teacher program.		
Concerning to the teacher / manager		
Manager		
Presents the activity		
Indicates the steps in the activity		
Using the ludic activity (games, songs)		
Support to class with (flashcards, poster, work sheet, pictures)		
Appropriate correction techniques are used		
Fine motor skill		
Gross Motor skills		
Concerning to the technique		
The kind of techniques are:		
Tearing paper and bucking paper		
Mini paper crumpling		
Scissors cutting		
Play with Pasta or Lentils		

Puncturing and lacing the ABCs		
Playdough		
Finger paint		
Collage		
Concerning to the students		
The characteristics and learning styles of students are known		
Activity		
Creativity		
Responsibility		
Respect		
Communicability		
Share materials with others partners		
Good relation between students		
Age		
Be Active		
Cooperate with their teacher		
Autonomous		
Feels free in the learning process		
Students feel comfortable to learn new language		

OBSERVATION SHEET		
OBSERVATIONS	DATE	INDICATOR
First observation		
Second Observation		
Third observation		

Fourth observation		
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OBSERVATION SHEET			
First Observation	Second Observation	Third observation	Fourth observation

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