

**Applying Context-Based Learning
and the Artigal Method to
Bilingual Education**

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**A Guide for Auxiliaries of Conversation
in Spanish Preschools and Elementary Schools**

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Introduction

Key points:

- Do not speak Spanish.
- Always answer with the auxiliary: Yes I **do** / No I **don't**, Yes **it** is/ No **it** is not...
- Do not use the auxiliary for emphasis, it confuses our children
- Use the questions the children ask you, they know them; so ask him or her, the same question. Now you have the context, add a new question related to the first one using the same structure the children know.
- Do not give more information when you answer a question, take advantage of the children interest and challenge or help them to build the next question.
- If you know some Spanish, try to choose the language option closer to Spanish.
- Try to use body language, gestures and everything around you, in order to help the children to understand you.

How to Introduce New Language

All language used and introduced should, above all, be:

1. simple
2. in context
3. repeated

All new language introduced should use language they already know. Never stop using the language you've already taught. Simply build on it.

A good way to introduce something new is in the following progression:

1. you and entire group
2. you and one student (as a model)
3. each student to each other

For example, if you're teaching "my name is Sarah, what is your name?". First teach the entire class. Then ask just one student so everyone can hear. Then help them ask each other and respond one at a time so everyone can hear. Have them go around the room until every single student has asked and answered the question.

It's also important to pace yourself. Don't give them a lot of new language all at once. It will overwhelm and discourage them and they probably won't remember any of it. Remember: short, simple, in context, repeated!

For Young Children

Always show with your hands and always start with the sound, "cling". For example, if describing the weather and the sun, make a big circle with your finger and add lines coming off it.

For All Ages

It is very important to say the word before you show a picture or object. This is because when they see an image, they read or interpret it in their own language and then translate it. The English word will lose its power. They must understand what you introduce immediately. You have to use it once you've introduced it, otherwise, what's the point? Language is to be used. Don't introduce language that you can't use for the rest of the year to build upon.

Be sure to simplify new language. If it is a word that has a similar pronunciation or spelling to Spanish, ask them to try to write it on their own. Ask the students that do understand to write it on the board for the others to see. If they are not understanding it, make them ask for Spanish Time and ask which student can say it in Spanish.

English Time/Spanish Time

Having an English Time/Spanish Time sign is the only successful way (that I have found) to prevent the kids from speaking Spanish during English class. This should only be used for third grade and higher. For the classes younger than third grade, no Spanish should ever be spoken at all. If the younger kids speak Spanish to you, reinforce what they are saying in English by repeating the same thing in English.

There is one English Time/Spanish Time sign that can be used for all classes in the binder. Hang it at the front of the room next to the black board, where everyone can see it. On the very first day, explain to them that when the sign says, "English Time" they are absolutely under no circumstances allowed to speak Spanish. If they want to ask a question in Spanish or you want to explain something when it's clear they don't understand, then they must raise their hand and say, "Spanish time please". Or you can say Spanish Time and change it. Make sure that they don't abuse this option but constantly asking for Spanish Time to avoid having to speak in English.

Starting the School Year

The start of the year is an excellent opportunity to teach vocabulary and structure that you won't be able to teach otherwise because the context is no longer there.

Introductions, for example, can only be taught at the beginning of the school year or if someone new enters the class. If you teach the language of introductions outside these situations, the context will not apply and instead of understanding the language from the context, the children will have to translate it. Some introduction language you could teach, depending on age, level, etc.:

- My name is _____. What is your name? This is _____.
- Where are you from? Where do you live?

Summer is another topic that can only be brought up at the start or end of the school year. For the young children, you can teach the concepts and language of hello and goodbye at the start of the year. Examples include: "hello school, good-bye summer" or "hello new teacher, goodbye old teacher".

Entrance Routine

1. Knock on the door
2. Wait for them to ask, "who is it?" together as a class
3. Open the door and say "it's me, _____."
4. Wait for them to say "come in _____."
5. Once you enter, continue with the language you have already taught. Once they can say it well, teach a little more, but continue to sue everything from the past. For example, when you enter, say "hi, hello" and wait for them to say "hello". Then say "good morning/afternoon". Etc.

Exit Routine

1. Oh no!
2. It's very late.
3. Come on . . . (until they say it with you) "it's very late"
4. Good bye.

Using the Space You Have

Young Children (3-6 years old)

It's ideal to use a common space where little ones can sit in a circle or U-shape. If you are teaching something new or demonstrating or using flashcards, have them make a u-shape so they can all see.

Older Children Changing Rooms

If you have to walk from one room to another, use the time it takes to practice language that applies to what you will be doing. Have them repeat a phrase that is currently being studied and make them each say it correctly before entering the new room. They should not be permitted to enter until they can say it perfectly. Once they enter, they should sit down, open their notebooks, and write down the sentence they just said to enter the room, before the forget. For example, if studying ecosystems in science, have them repeat, "monkeys don't live in the desert, they live in the jungle" over and over with different animals and ecosystems they are studying. Be sure to check their notebooks to makes sure they aren't learning new language incorrectly.

Taking Advantage of the Situation

Again, context is the most important thing to consider when using this method to teach. Ultimately what this means is that every new situation is an opportunity to teach new language! Holidays, change in weather, change in season, when there is someone new in the class, when one of the students has accomplished something special, current events – these are all things that can be used to teach new language in class.

The thing to remember is to maintain the level of language. Use only the structures they already know to teach the new language. If you're in a classroom with five-year-olds, and they have already learned the structure "I like. . ." then at the change of a season, you might teach them "I like winter/I don't like winter". You wouldn't teach them something more complicated such as "In the winter, it is cold and there is rain" – which you might teach to the 9 or 10 year-olds.

Things to Avoid

1. Don't use language that does not apply to the situation.
2. Don't repeat the same direction using different language. For example, don't say *silence!*, after you've said *be quiet!*. Just choose one way to use directions and stick to it.
3. Never use contractions! Use "he is" not "he's". It will confuse them.
4. NEVER use Spanish with young children, only when explaining complex concepts to the older children.

Things to Remember

1. Keep everything easy, interesting and relevant, even science!

Discipline Language

This language is effective for all ages, but can become a little more complex for the older children as they learn new sentence structures. In the beginning start with this. They will understand what you mean even if they don't understand the words by your tone of voice and facial expression. If Lisa is being bad in class. . .

- You are a baby, don't be a baby! (directed at Lisa)
- Lisa is a baby (directed at class).

If one student isn't paying attention, say "Paco, PAY ATTENTION!" Have the entire class tell Paco to Pay Attention!

If the student continues to be bad or not pay attention, threaten to remove them from the activity or class by saying, “*stay* or goodbye?” Change the verb for whatever the activity is.

If someone is talking with their fingers in their mouth or chewing gum, say “no, impossible” firmly and make them change their behavior so they can speak properly.

Classroom Management

The best way to manage the class is with routines. This way, they know what to expect, and they know what will happen if they are difficult. Keep things as constant as possible, especially discipline language. Regular routines, depending on the age, include: *entrance* and *exit* routines, the *calendar*, *attendance*, *notebooks*, etc.

In addition to these routine activities, everything else should be constant as well, including the way you ask the children to stand up and push in their chairs quietly to go sit in a circle for a story or a game, the way you ask the children to raise their hands, or clean up at the end of an activity.

Lessons should be 30 minutes long for ages 3-7 and 45 minutes for older children.

Holidays

There is a collection of materials for a range of ages and levels both in the binder and in the computer files, although they are not complete replicates of each other, so check both when looking for materials. The holidays covered during the 08-09 school year include; Halloween, Thanksgiving, Christmas, Martin Luther King Day, Valentines Day, and Easter.

In addition, there are several Spanish holidays which are great opportunities to teach new English vocabulary and concepts in a context. Any and all opportunities to learn something new in context should be taken advantage of. On Peace Day, for example, teach the words peace, nonviolence. Have the older kids write something in their notebooks about why peace is important. Teach the younger kids how to write the word peace or color in a peace sign and learn a song.

The most important thing to remember is not to teach only vocabulary, but teach an entire sentence with structure and vocabulary. Teach them something they can use in any situation, not only on Peace Day (or any holiday). Build on what you have already taught them. If you taught them to say “Happy Halloween”, then you can use the same structure for any holiday, “Happy Valentines Day!”.

Field Trips

1. Use the class *before* the field trip and *after* the field trip to talk about it
2. Before the trip:
 - a. Where are we going?
 - b. Have them try to find it on a city map individually or in small groups.
 - c. Is it in the city centre? (teach vocabulary: city center, inside, outside, etc)
 - d. How will we get there?
 - e. Teach directions.
 - f. Review what they will see.
 - g. Have them think of one or two questions they want to answer while there. Write them in notebook.
3. During trip take many photos, not only of photo ops but of normal situations, like eating lunch, waiting for the bus, on the bus, etc.
4. After the trip:
 - a. Make a power point presentation using the photos. Add simple sentences to each slide that they can understand or that only have one new word. For example, "We ate lunch next to the museum."
 - b. They will love it.
 - c. Have them write in their notebooks about the experience. What did you learn? What was new? What did you like? What didn't you like? Answer the questions they wrote before the trip. Etc.
 - d. For example: "On Wednesday, the 8th of November, 2009 we went to Parque de Ciencias. . . .We saw. . . I liked . . ." (If necessary write in all the past verb forms if they don't know them).

Using Fish/Octopus Attention Getter

This is a great attention getter for little kids. . . they love it! They will start mimicking exactly what you do, and be quite! You will have their attention, for the moment of course. More info can be found in the materials section for ages 3-8, on page 7 or the document titled, "Suggested Activities for Further Development of the Story"

1. As with many other activities, start with the sound, "cling".
2. With your right hand, put your first two fingers together and move them through the air like a fish swimming through water. As you do this say, "fish, fish fish".

3. With your left hand, start above your head and slowly move your hand down vertically so that it meets the fish as it's coming across in the water. As you do this open and close your hand like the movements of an octopus in water and say "octopus, octopus, octopus".
4. When the octopus gets to the fish, grab it immediately, and say "munch". Then put your hands behind your back so they see that the fish has been eaten.
5. Repeat about three times.
6. The next class, do the same two times, but on the third time, alter the story a little.
7. Have the octopus slowly move down towards the fish like before, but have it continue down, past the fish, like it missed it.
8. Then say "Oh no! Oh no!" (until they are saying it with you)
9. Then move the octopus back up to the top above your head, and start over, while saying "up, up, up".
10. Do the entire thing again, but this time, catch the fish like the original story.
11. Do this for a few classes.
12. Then, when they are ready and they know the vocabulary well, use the finger puppets.
13. Once they get used to this for a few classes, give them their own finger puppets to color and use with you when you do it.

Using Calendars

Use calendars for ages 5 and up. It's best to wait until November or December to start using calendars so that you have enough time to teach easier concepts at the beginning of the year. For all ages, use the calendars to write holidays and birthdays with the class. Take time when it's a new month to look for the holidays and birthday that will happen. Give each child their own calendar, smaller than the one you put on the wall, and have them write in all the holidays, as well as put a red box around Saturday and Sunday and write in "no school". Also use the calendar each class to ask the children about the weather that day and draw a picture of the weather on the calendar for that day.

For Young Children

Each class ask the entire class to say all the days of the week and count the numbers of the days until the current day. Then write the date on the board.

For Older Children

Have them write the date in their notebooks every class in the following way: "Today is Monday, the 1st of October, 2009". Help them in the beginning by writing most of the sentence on the board but leaving out the parts that change, until they can do it on their own. After they write the date, they should write a sentence about the weather, based on their level.

Using Attendance

Because taking attendance is something that should be done anyways on a regular basis, use it as an opportunity to teach language! This is most appropriate for ages 6 and up. Start simple! Follow the progression for introducing the new language below as how students should answer when their name is called. Only advance to the next step once everyone in the class can use the current language automatically.

1. me or present or I'm here – they can choose, but they can't use the same response as the previous person
2. he/she **is** not present (when a student is absent, to introduce he and she and singular of to be)
3. Candela and Javi **are** not here (after 1 or 2 months of using singular, introduce plural when more than one student is absent)
4. Did you do you're homework? (ask them after they respond to their name) The answer should be either: "yes I did" or "no I didn't"
5. Eventually progress to a point when they can say the following automatically after responding to their name: "I studied English and I did my homework" or "I didn't study English, but I did my homework", etc.

Using Stories

Stories can be used for ages 3-8, and progress in theme and language from one age to another. See teachers guides for each of the different Artigal stories.

Using Notebooks

You should require that each student in the class get a new notebook for each subject they will be learning in English. The notebook should have staples, NOT spiral binding. And if possible, it should be the big size, not the half page size. The notebook is used for many things and is crucial for ages 6 and up. It teaches the students much more than English. It teaches them organization and how to use the knowledge they already have to make sense of new knowledge and language. It serves as their reference for the entire year. It is in their notebook where every class they will write the date, etc.

Their notebook IS their textbook!

Notebook Rules

1. Always write in PENCIL ONLY!
2. Always correct in pen.
3. If you make a mistake, draw a line through it, so you can still see what it was. Then write the correct word above.

Internet Resources

1. **Colegio Victoria Eugenia Website:** www.juntadeandalucia.es/averroes/cpveugenia
2. **Basque Government's Bilingual Education Program:** (general info)
<http://www.gipuztik.net/ingelesa/index.htm>
3. **Gobierno Vasco's preschool (infantil) through elementary school (primario), ages 4-8**
(includes materials for 2nd grade to study water, toys & games, and famous artists in english)
<http://www2.elkarrekin.org/elk/ingelesa/4-8/tramo%204-8.htm?q=elk/ingelesa/4-8/tramo%204-8.htm>
4. **Gobierno Vasco's INEBI – ages 8-12:** http://www2.elkarrekin.org/elk/ingelesa/8-12/tramo_8.htm
5. **Xaro Mas's Paper:** (methods and examples for teaching English in context)
www.cepgranada.org/~jmedina/articulos/n1_06/n1_06_04.pdf
6. **ESL Lounge:** (has free song lyrics, but everything else you have to pay for)
<http://www.esl-lounge.com/level1a.shtml>
7. **ESL kids Lab:** (has free coloring worksheets, flashcards, games, and lessons)
<http://www.english-4kids.com/coloringsheets.html>
8. **ESL Galaxy:** (free board games) <http://www.esl-galaxy.com/board.htm>
9. **Primary School ESL:** <http://www.primaryschool.com.au/english2results.php>
10. **EFL Playhouse:** (games, worksheets, puzzles, word lists)
<http://www.esl4kids.net/printable.html>
11. **English Vocabulary and Online Games:** <http://www.manythings.org/vocabulary/>
12. **ESL Kidstuff:** <http://www.eslkidstuff.com/>
13. **ABCTeach:** (flashcards and all free activities) <http://www.abcteach.com/>