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**Teaching L2 vocabulary to young learners through
the Reggio Emilia approach**

An elective course for pre-service teachers of English

TRABAJO DE TITULACIÓN

Para optar al título de profesor de Inglés y al grado de licenciado en educación

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ABSTRACT

Abstract: Teaching second language vocabulary to young learners in Chile supposes an extra difficulty for EFL teachers. They should not only try to motivate students towards learning English for the first time, but also implement different approaches seeking for the most adequate one according to the students' needs.

Accordingly, this graduation project seeks to train pre-service teachers of English to teach L2 vocabulary to first graders through an innovative approach for the Chilean language classroom: the Reggio Emilia approach. This approach promotes learning through long-term projects that include activities of exploration of the real world using the senses, and artistic or musical expression, making learning an engaging and meaningful experience for children.

Keywords: vocabulary, young learners, English as a Foreign Language (EFL), Reggio Emilia approach.



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INTRODUCTION

“The task of vocabulary learning is a substantial one for the English as a Foreign Language learner” (Hedge, 2000). Second language learners generally acquire vocabulary through verbal explanations that involve specific contexts, or through synonyms or word translations (Hedge, 2000). But, what about young learners? According to Piaget’s theory of cognitive development (1954) students aged five to seven years go through the concrete operational stage in which they can think logically about problems, as long as these are concrete situations or concepts. Another characteristic of young learners, according to Scott and Ytreberg (1990), is that they are aware of the existence of rules in every aspect of the world, but they may not always understand them. Therefore, teaching vocabulary through explanations, synonyms or word translations might be too abstract for kids and lead to confusions, misunderstandings, and demotivation towards second language learning.

When teaching L2 vocabulary to EFL young learners, Scott and Ytreberg (1990) suggest using activities that address the use of the senses: hands, eyes, and ears, as five years olds explore the world in this way. In addition, as “children have an amazing ability to absorb language through play and other activities which they find enjoyable” (p. 6), activities that require the use of real objects and students’ active involvement in the learning process are suitable when teaching EFL to young learners (Awaludin, 2013).

In Chile, EFL is a compulsory subject from 6th grade of primary school onwards. However, as young learners have an important learning potential that should be exploited by teachers (Cameron, 2005), the Ministry of Education of Chile MINEDUC has elaborated an optional curriculum for EFL teaching in the four first grades of elementary education (MINEDUC, 2012).

In relation to L2 vocabulary learning, MINEDUC’s curricular proposal for first graders (2012) has specified that vocabulary is essential when learning English because it promotes oral and reading comprehension, especially when it is linked to the learners’ immediate context, interests, or daily life practices (MINEDUC, 2012). However, as this curriculum is not a mandate and has not been revised by the National Council of Education (MINEDUC, 2014), it lacks evidence of which approaches are more suitable (it presents only some suggestions of what could be implemented in the first-grade language classroom).

Having that in mind, it becomes a necessity to look for an appropriate approach to be used with first graders according to their characteristics, considering that every student attempting to learn English needs to acquire words and expressions to produce language (Thornbury, 2002).

The Reggio Emilia approach, an Italian approach developed by Loris Malaguzzi after World War II and influenced by the works of Piaget, Vygotsky, and Bruner (Desouza, 1999) fits as a suitable option. This approach considers children as having rights, as active constructors of their knowledge, and as social beings endowed with “a hundred languages”: multiple ways of knowing, expressing, demonstrating, and interpreting knowledge, aspects that allow kids, in deep collaboration with teachers and parents, to determine the course of their learning according to their interests (Hewett, 2001).

This graduation project will present an innovative proposal for teaching L2 vocabulary to young learners, aligning to the objectives presented in the Curricular Proposal for EFL teaching to First Graders (MINEDUC, 2012) and informed by the principles of the Reggio Emilia approach. Although the Reggio Emilia approach has been implemented in nursery school in Chile (Educarchile, 2013), no application has been done with elementary students in a language setting.

This graduation project is addressed to pre-service teachers who know about different approaches to EFL teaching, but who lack the methodological training to teach EFL vocabulary to young language learners following the Reggio Emilia approach tenets. It will also train teachers to motivate young students towards EFL learning, as well as help them face the difficulties that this process may have when words are not meaningful for them.

The graduation project will be implemented through a workshop that suggests their teacher-students a series of lessons and collaborative group projects supported by (1) discussions of theoretical aspects regarding the principles of the Reggio Emilia approach and its implementation in the Chilean language classroom, (2) the needs analysis to identify the possible scenario in which this approach can be applied, and (3) and the creation of a portfolio that includes materials and activities to teach vocabulary through the Reggio Emilia approach.

LITERATURE REVIEW

This literature review is divided into four parts. The first part reviews the task of vocabulary learning and how vocabulary is acquired. The second part explores characteristics of young language learners, and techniques on how to teach vocabulary to young EFL learners. The third part refers to the Reggio Emilia approach, its context of development, its principles and how this can be applied to vocabulary acquisition, and the Chilean context in which the Reggio Emilia approach has been applied so far. The last part refers to two types of syllabi considered for this pedagogical proposal: content-based and task-based.

1. How to teach vocabulary

Wilkins (1972) referred to vocabulary in the following way: “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.” In other words, vocabulary acquisition is essential because a lot more can be said through words and expressions than through grammatical structures. However, in the literature of English language teaching and learning, vocabulary acquisition has not always been considered and recognized as it should. Zimmerman (1997) stated once that the teaching and learning of vocabulary had been undervalued in the field of L2 acquisition; and, although that situation has changed, it is still necessary to go deeper in this aspect. This graduation project has as one of its main objectives to promote the importance of L2 vocabulary acquisition, especially with young language learners.

1.1 The task of vocabulary learning.

The task of vocabulary learning can be set in the distinction among knowing or using a word. As McCarthy (1984) stated, the purpose of vocabulary learning should cover two aspects: remembering words, and being able to use them when need it. Hedge (2000) made clear that the task of vocabulary learning is a substantial one for the EFL learner, as they cannot communicate in the target language without words. According to the Chilean Ministry of Education through the curricular proposal for Teaching English as a Foreign Language to first graders, the task of vocabulary learning is one of the aspects of EFL teaching that most closely relates to the performance that learners may have in the L2 (MINEDUC, 2012). Through the task of vocabulary learning, EFL students make connections with elements and

experiences that they already know from their mother tongue, so the amount of vocabulary influences their comprehensive and productive skills: “mientras más palabras aprendan, tendrán más posibilidades de establecer nuevas conexiones y, como consecuencia, de aprender nuevas palabras” (MINEDUC, 2012, p.18).

Early approaches to language teaching focused primarily on grammar (Thornbury, 2002). For example, the Grammar Translation Method, used at the end of the eighteenth century, assumed that language learners would never actually use the target language; therefore, teachers concentrated in presenting grammatical structures and decontextualized vocabulary in the students’ mother tongue for them to profit from the mental exercise (Zimmerman, 1997). The Direct Method, implemented in the eighteenth century, also “gave priority to the teaching of grammatical structures” (Thornbury, 2002, p.14) considering only the target language, so the number of words introduced was low and these were chosen randomly.

In the twentieth century, the Communicative approach triggered one of the major transitions in linguistic theory regarding the role of vocabulary (Zimmerman, 1997). The focus of language teaching moved from command of structures to communicative proficiency (Zimmerman, 1997), therefore both, grammar and vocabulary, began to be considered as required for communication. The importance that vocabulary has on this is that grammar is less likely to change; however, new words and expressions are coined everyday so vocabulary learning never ceases. As Swan and Walter (1984) wrote “vocabulary acquisition is the largest and most important task facing the language learner” (as cited in Thornbury, 2002, p.14).

1.2 How is L2 vocabulary learned?

In their first language, children acquire language in several steps, including labelling, categorizing, and building a word network. Thornbury (2002) defines the first step of labelling as “mapping words into concepts,” for example, when linking the concept of ‘cat’ (its physical image and characteristics) to the word cat (p.18). However, as not all of the animals that share characteristics with cats are cats (for instance, dogs, horses, and turtles have four legs but they are not cats), kids need to learn how to categorize to see how far to extend a specific word over a concept (Thornbury, 2002). According to the second step of categorization, a kid learn that a cat is not a dog, but different types of cats, or toy cats, or

even pictures or drawings of cats can fit in the cat category. The final step in L1 vocabulary acquisition involves the process of building a word network with upper and lower categories of conceptual abstraction. So, following this, both, cats and dogs could not be categorized as equal in the same level, but both can be considered as animals in an upper category.

Learning L2 vocabulary follows the same stages; however, it is important to consider that learners will need to link their previous concepts, labels and categories to new ones in a new language, so the work network will become even more complex. “Learning a second language involve both learning a new conceptual system, and constructing a new vocabulary network – a second mental lexicon” (Thornbury, 2002, p.18)

To build this second mental lexicon, learners do not only need to be exposed to a lot of words to be learnt, but also to remember them (Thornbury, 2002).

2. How to teach vocabulary to young learners

2.1 Characteristics of young language learners

Piaget’s Theory of Cognitive Development (1954) posits the idea of children going through four stages of development. These stages are associated with specific ages. The following chart (Figure 1) presents every stage in detail.

Figure 1. Piaget’s stages of cognitive development

Stage	Approximate Age	Characteristics
Sensorimotor	0-2 years	Learns through reflexes, senses, and movement—actions on the environment. Begins to imitate others and remember events; shift to symbolic thinking. Comes to understand that objects do not cease to exist when they are out of sight—object permanence. Moves from reflexive actions to intentional activity.
Preoperational	Begins about the time the child starts talking, to about seven years old	Develops language and begins to use symbols to represent objects. Has difficulty with past and future—thinks in the present. Can think through operations logically in one direction. Has difficulties understanding the point of view of another person.
Concrete operational	Begins about first grade, to early adolescence, around 11 years old	Can think logically about concrete (hands-on) problems. Understands conservation and organized things into categories and in series. Can reverse thinking to mentally “undo” actions. Understands past, present, and future.
Formal operational	Adolescence to adulthood	Can think hypothetically and deductively. Thinking becomes more scientific. Solves abstract problems in logical fashion. Can consider multiple perspectives and develops concerns about social issues, personal identity, and justice.

Woolfolk (2013, p.45)

However, this graduation project will only consider first graders (aged from around 5 to 7 years old) for its implementation. Piaget's preoperational and concrete operational stages fit on this age range, as first graders are transitioning from one stage to the other one.

On one hand, Piaget (1954) describes the preoperational stage as the period in which children form and use symbols (such as gestures, signs and images) that will help them when carrying out some basic operations. During this stage there is also a development of a very important symbol system: language. The preoperational stage becomes the perfect stage to start learning English as a second language, as children have a facility for vocabulary acquisition in this period (Woolfolk, 2013). On the other hand, Piaget (1954) defines the concrete operational stage as the stage of hands-on thinking. This means that during this stage children are capable of recognizing certain logical stability in the elements of the physical world; consequently, they can link mental operations to concrete objects and situations. Nevertheless, these operations do not include making propositions or hypotheses, which only appear in the last stage of formal operations (Marlowe, 2006). "The student at the concrete operational stage has finally developed a complete and very logical system of thinking" (Woolfolk, 2013) but this can only be applied in the material world, so teachers need to consider this when planning activities or assigning tasks.

Some other characteristics of young language learners, according to Scott and Ytreberg (1990) are that they know that there are rules that govern our world, however, they cannot always understand them. This is basically because rules do not belong to the world of concrete elements; therefore, the child is not yet able to reason about abstract situations (Woolfolk, 2013), for example, grammatical structures. As noted, the physical world is predominant for children, so their understanding comes mostly from the use of their senses: hands, eyes, and ears (Scott & Ytreberg, 1990). Kids also are highly enthusiastic towards learning, however, they have very short attention and concentration periods (Scott & Ytreberg, 1990).

The previously mentioned characteristics are the central motivation of this graduation project's objective: to find a way of teaching vocabulary to young learners considering their stages of cognitive development.

2.2 Techniques in presenting vocabulary to young EFL learners

Following the discussion from the previous section, there are lots of techniques that teachers can implement when presenting vocabulary to young EFL learners.

First, it is important to clarify that knowing a word involves knowing its form and meaning, and when using it (Thornbury, 2002). Presenting word form helps the student understand the morphological structure of a word. However, is that enough for acquiring a word? Thornbury (2002) stated that “the form of the word tells you nothing about its meaning.” As a consequence, presenting only word forms becomes too abstract and, therefore, meaningless for young learners. Presenting word meaning involves knowing not only the dictionary meanings of a word, but “knowing the words commonly associated with it (its collocations) as well as its connotations, including its register and its cultural accretions”(Thornbury, 2002, p.15). Hedge (2000) describes several techniques for the teaching of meaning, such as verbal explanations, the use of synonyms, translations, or asking learners to check in a dictionary.

The techniques, although helpful for older learners, are too abstract to be used with first graders. Farstrup (2008) suggests the idea of *informal word learning*, or incidental learning, in which students acquire words through different activities that would not be considered as direct instruction. According to Farstrup (2008), a teacher should use techniques that involve presenting words in context and promoting learner’s active involvement as these fits with learners characteristics and gives them long term memory retention (Awaludin, 2013). The use of real objects is another way of incorporating the concrete world, and allows students to make use of their senses, turning learning into a meaningful experience that it will help EFL learners remember words in the future (MINEDUC, 2012).

3. The Reggio Emilia approach

The Reggio Emilia Approach was first developed in Reggio Emilia, a small city in northern Italy after World War II (Hewett, 2001). One of the most impressive features of this approach is the way children are involved in long-term projects (Edwards, Gandini, & Forman, 1998), and how teachers consider parent and community involvement of prime importance.

Over the years, educators and parents at Reggio Emilia have developed an excellent program that is exemplary for educators in Italy, Europe, and beyond (Gandini, 1997). Actually,

Edwards, Gandini, and Forman (2001) agree that the Reggio Emilia approach is now recognized as a point reference to educators from all over the world. The city of Reggio Emilia has come to manage more than 30 infant-toddler centers and there are also many other schools and centers that include and apply this approach in their classrooms (Edwards, Gandini, & Forman, 2001).

3.1 Principles of the Reggio Emilia approach.

The Reggio Emilia approach is not a “formal model like Waldorf and Montessori, with defined methods, teacher certification standards, and accreditation processes” (Edwards, 2002, p.4). Instead, Malaguzzi (1993) stated that, in this approach, there is no need for planned curriculum or learning standards because these would lead the courses towards “teaching without learning” (p.8). Teachers just elaborate tentative objectives to direct the projects and activities; and then, after dialoguing, observation and reflection over the children’s interests, they decide what activities might be adequate to work with the students (Dezouza, 1990).

The Reggio Emilia approach is based on the works of several European researchers, being the most relevant ones Bruner, Piaget, and Vygotsky (Dezouza, 1999), of whom he especially considered the aspects of constructivism through social relationships (Edwards, 2002). Gandini (1997) describes them as individual principles that, at the same time, are connected and coherent among them and to the approach.

First, children are of prime importance. Actually, the Reggio Emilia approach is portrayed through the “image of the child” (Dezouza, 1999, p.3). Children are considered to have rights, to be social beings and active constructors of their knowledge, as they “grow in competence to symbolically represent ideas and feelings through any of their ‘hundreds of languages’” (Edwards, 2002, p. 6). These “hundreds of languages” include expression through words, movement, artistic creations, music, etc. that children can explore and combine during their learning process (Edwards, 2002). In relation to L2 vocabulary acquisition in young learners, this principle fits with the techniques of presenting word meaning through the use of senses, as “appealing to the senses will always help the pupils to learn” (Scott & Ytreberg, 1990, p.5).

Also, this approach is built upon a system of social relationships, in which children learn surrounded by their peers, family, teachers, the school, community, and society (Dezouza, 1999). Having teachers and parents around is beneficial for kids, especially “to assist them as they pose questions, search for answers, and draw conclusions” (Stegelin, 2003, p.164). This system of relationships generates a strong feeling of belonging, and it is innovative because not only teachers, but also parents get involved in the academic life of their children, participating in the projects when need it, or actively supporting them at home. As a result, knowledge stops being a set of skills and contents transmitted from adult to child, but becomes constructed from the child-to-child and child-to-adult relationships (Hewett, 2001).

In the Reggio Emilia approach, learning comes through project work. The lessons are focused in long-term, open-ended projects that will become vehicles for collaborative work, in classroom environments developed to offer both challenge and fun to the students (Edwards, 2002). As there is no established curriculum for the Reggio Emilia approach, project topics are usually child initiated (Stegelin, 2003). Considering this, the whole environment (space and time) is dedicated to the project (Stegelin, 2003). Teachers make use of space as the place of interaction between all of the participants of the Reggio Emilia relationship system, making small groups where kids can interact, negotiate meaning and learning, and work individually if they want it (Dezouza, 1999). Cadwell (1997) even considers the environment as a third teacher, as this encourages relationships and communication.

Another important aspect is that “teachers serve as facilitators, provocateurs and partners in the learning process” (Stegelin, 2003, p.164). On one hand, teachers “provide instruction in tool and material use as needed, help find materials and resources, and scaffold children’s learning, sometimes entering ‘inside the group of children’, sometimes remaining attentively ‘on the outside’.” (Edwards, 2002) On the other hand, teachers also pay attention to all of the children’s ideas, and document them (through notes, audio or visual recordings) for later reflection (Dezouza, 1999). As this approach promotes relationships, objectives are achieved through cooperation and organization at all levels: student-teacher, student-student, student-family, student-community (Dezouza, 1999).

Finally, documentation of child’s work is vital in the Reggio Emilia approach, and, therefore, it should be extensive and varied (Stegelin, 2003). Teachers act as documenters of the

learning process, making it visible for students and helping them become aware of their improvements (Edwards, 2002). “Documentation includes photographs, transcriptions of children’s remarks and discussions and any representation of their thinking and learning” (Dezouza, 1999, p.7). Documentation also increases parental involvement as it makes them aware of their children’s learning progress, and promotes professional growth among teachers who discuss and reflect about the activities implemented (Dezouza, 1999, p.7).

3.2 Applying the Reggio Approach in the Chilean context to teach vocabulary to young learners.

Educarchile (2013) considers the Reggio Emilia approach as one of the most developed in Chile, specifically when teaching young learners in preschool.

On one hand, since 2008, a group of Chilean researchers and nursery teachers have been members of the Latin-American collective, Red Solare, whose main purpose is becoming a space of reflection and dialogue regarding the Reggio Emilia approach and the importance of children in the learning process (Red Solare Chile, 2008). They have been working in the promotion of this approach in our country, through seminars and training workshops for teachers. They have also represented Chile in conferences of the collective with teachers from different Latin-American countries, and they have had the opportunity to visit the city of Reggio Emilia and its schools. However, the work they have done is still at the level of research and, therefore, they have not been able to implement much of the elements of the Reggio Emilia approach in our country yet.

On the other hand, MINEDUC through the document *Junta Nacional de Jardines Infantiles (JUNJI): La estimulación en programas no convencionales* (2013) proposes the implementation of educational-cultural centers for infancy (Centros Educativos Culturales de Infancia, CECI) based on the Reggio Emilia approach. These centers emphasize learning through arts and they are oriented to vulnerable children. The curriculum for this project is based on the established MINEDUC curriculum for teaching preschool students, but it also includes some of the features of Reggio Emilia, as it considers children as protagonists of their learning, promoting exploration, having teachers-researchers, and restructuring the curriculum after reflecting on the learning and learners’ experiences.

Aroca (2011) also acknowledged the existence of Reggio Emilia projects in Chile in 2009, when JUNJI proposed its implementation in Iquique and Copiapo. However, there is limited information concerning its application. As Aroca stated (2011) “el enfoque artístico, estético, plástico e integrado que da un gran sustento didáctico al proyecto de Reggio Emilia no existe en Chile.” (p.8)

Regarding the application of this approach in the language classroom, it does not exist formal research that covers this aspect in Chile. However, Soberón (2001) describes the experience of implementing the Reggio Emilia approach in the EFL classroom in Spain in 1985. The approach allowed students to improve their autonomy and communication skills in the L2 thanks to the different meaningful experiences they were exposed to in the project works they developed (Soberón, 2001). In Soberón’s (2001) words:

“En los proyectos de trabajo, la lengua extranjera se convierte en un vehículo de comunicación que motiva y despierta en el niño un deseo de participar e implicarse en un proceso en el que no es consiente del aprendizaje de la lengua como tal.” (p.77)

Nevertheless, little research have been done in this field after that.

Considering the limited implementation of the Reggio Emilia approach in preschool or basic education in the Chilean context, as well as the inexistent application of this approach in the language classroom, this Graduation Project presents as an original proposal for teaching L2 vocabulary to young learners informed by the principles of the Reggio Emilia approach focused on teaching vocabulary to young learners.

4. Type of syllabus

Due to the expected outcome to be achieved by pre-service teachers, that is, to master the principles of the Reggio Emilia approach and its application in the language classroom focused on vocabulary teaching, to elaborate a portfolio that includes materials and activities to successfully teach vocabulary to first graders through the Reggio Emilia approach and to implement one of these activities in class; this workshop is focused on two types of syllabi: content-based and task-based.

Units I, II and III follow the patterns of a content-based syllabus. According to Reilly (1988), this type of syllabus promotes instruction of some content using the language that the students are also learning. As the potential students will be pre-service teachers of English, this type

of syllabus will allow them to incidentally improve their performance in the L2 and, at the same time, to learn about L2 vocabulary teaching to young learners through the Reggio Emilia approach.

Unit IV follows the pattern of a task-based syllabus. Ellis (2009) defines this type of syllabus as the one that has a “clearly defined outcome other than the use of language” (p.3), so language serves as a means to achieve a task. The lessons of this unit include several activities in which students will have to produce a portfolio with materials and activities for a Reggio Emilia project for EFL teaching, as well as implementing one of their activities with the class. In that way, pre-service teacher will be performing and completing some of the required tasks through English.

In simply words, students will enroll in a workshop that include both, theoretical and practical lessons.

PEDAGOGICAL PROPOSAL

1. Course Proposal

Name of the course:

Teaching vocabulary to first graders through the Reggio Emilia Approach.

Type of Workshop: Elective course.

Audience: Pre-service teachers of English who had already taken Initial Practicum.

Course length: One semester (16 lessons).

Class hours: 90 minutes per lesson.

Material required: A personal laptop.

Teacher: Paulina Valdivia Silva.

E-mail address: pau.valdivia.silva@gmail.com

2. Course Description

This pedagogical proposal will consider the implementation of a 24-hour elective workshop intended for pre-service teachers who had already taken their Initial practicum, as a minimum of teaching experience is required.

The main objective of this pedagogical proposal is to train pre-service teachers of English on how to design materials and activities to teach vocabulary to first graders using the Reggio Emilia approach. By the end of this workshop, pre-service teachers are expected to master the principles of the Reggio Emilia approach and its application in the language classroom focused on vocabulary teaching, to elaborate a portfolio that includes materials and activities to successfully teach vocabulary to first graders through the Reggio Emilia approach and to implement one of these activities in class.

Based on the results of the needs analysis (Appendix B) conducted with pre-service EFL teachers, the pedagogical proposal presented in this graduation project will consider implementing a workshop for pre-service teachers considering the following aspects:

- This workshop will be addressed to pre-service teachers of English who have already taken their initial practicum (this is the minimum of teaching experience required).
- This will be a group-based workshop in which the students will work collaboratively in the development of materials and activities to teach vocabulary to first graders using the Reggio Emilia approach.

- Pre-service teachers will elaborate activities that include the use of realia, and learning-by-doing activities in consequence with the Reggio Emilia approach principles.
- The activities and materials will be based on the topics of animals, food and the weather.
- The future implementation of this approach for vocabulary teaching will consider group-work inside the first grade classroom.

3. Course Organization

This course is divided into units designed using aspects from content-based and task-based syllabi. This means that students of this workshop (pre-service teachers) will participate in units that include theory and practice, with activities that will allow them to develop different abilities such as critical thinking, group-work skills, or creativity among others.

4. Course Assessment

Students will be assessed in different instances along the course, as illustrated in Figure 2:

Evaluation	%	Description
1. Final reflections Unit 1-2	30%	Students will answer a set of questions that promote reflection regarding the contents of each unit: <ul style="list-style-type: none"> • Unit 1: Importance of L2 vocabulary teaching (Individual work). • Unit 2: Teaching L2 vocabulary to young learners through the Reggio Emilia approach. (Pair work)
2. Summary of contents Unit 3	15%	In groups of 4 people, students will summarize the most important aspects of the Reggio Emilia approach regarding its tenets, and deliver a short oral presentation considering the pros and cons of its implementation for teaching L2 vocabulary to first graders.
3. Group project: Portfolio	25%	In groups of 4 people, students will elaborate a portfolio with at least 5 activities and their respective materials to successfully teach L2 vocabulary to first graders through de Reggio Emilia approach, in a group-project based on the topics of animals, food, and the weather.
4. Group project: Implementation of the project.	20%	In groups of 4 people, students will prepare a final presentation in which they will implement one of the activities included in their project portfolio. They will also assess the performance of their peers.
5. Self-evaluation	10%	Individually, students will assess their participation and performance throughout the course.

Figure 2. Course Evaluations

Evaluation Checklists

1. Group project portfolio (Figure 3).

Aspects to achieve	Level of achievement (0-5)
1. Contains fully detailed information about the setting of the project (see APPENDIX C)	
2. Contains at least 5 activities and their respective materials to be implemented.	
3. Contains instructions, materials and setting proposed for each activity (see APPENDIX C)	
4. Includes personal opinions or suggestions for implementing the project.	

Figure 3. Group project portfolio rubric.

2. Group project implementation (Figure 4).

Aspects to achieve	Level of achievement (0-5)
1. Demonstrate thorough planning of the activity.	
2. Foresee possible complications.	
3. Instructions and objectives are explicitly presented.	
4. Topic and difficulty are appropriate to MINEDUC's curricular proposal for EFL teaching to first graders.	
5. The activity is engaging and motivating.	
6. Include concrete material or any type of extra material.	
7. Monitor students' performance.	
8. Contribute to classmates' presentation by actively participating in their activities and providing constructive feedback.	

Figure 4. Group project implementation.

5. Course Syllabus (Figure 5)

Unit I: Importance of L2 vocabulary teaching (2 Lessons)	
Unit I Objective: By the end of this lesson, pre-service teachers will be able to: <ul style="list-style-type: none"> - Recognize the importance of L2 vocabulary teaching. - Identify L1 and L2 vocabulary acquisition stages. 	
Lessons and objectives Lesson 1: Introducing L2 vocabulary teaching (1) Describe personal motivations for learning vocabulary in L1 and L2. (2) Find and list the perspectives towards vocabulary acquisition in the Chilean Ministry of Education (MINEDUC) curricular proposal for Teaching English as a Foreign Language to first graders. (3) Identify gaps and propose possible teaching solutions to address L2 vocabulary acquisition in the Chilean context. Lesson 2: How is vocabulary learned? (1) Recognize the different stages in L1 vocabulary acquisition. (2) Compare L2 vocabulary acquisition stages with L1 vocabulary acquisition stages. Graded Activity "Final Reflection 1" (Individual work): Answer a set of questions from a case study related to teacher support in the stages of L2 vocabulary acquisition.	Topics Lesson 1: <ul style="list-style-type: none"> - Importance of L2 vocabulary acquisition. - Perspectives of L2 vocabulary acquisition in the Chilean curriculum. Lesson 2: <ul style="list-style-type: none"> - Stages in L1 and L2 vocabulary acquisition.

Unit II: Teaching L2 vocabulary to young learners through the Reggio Emilia approach (4 Lessons)

Unit II Objective: By the end of this lesson, pre-service teachers will be able to:

- Identify characteristics of young language learners.
- Manage different techniques in presenting word meaning to young language learners.
- Describe briefly what the Reggio Emilia approach is and how it can be linked to L2 vocabulary teaching in Chile.

Lessons and objectives

Lesson 1: Characteristics of young language learners

- (1) Interpret Piaget's theory of cognitive development.
- (2) Identify some other young learners' characteristics.
- (3) Apply the previous young language learners' descriptions in the context of L2 vocabulary acquisition in Chilean first graders.

Lesson 2: Techniques in presenting vocabulary to young language learners

- (1) Compare and contrast word form and word meaning when teaching vocabulary.
- (2) Identify different techniques in presenting word meaning.
- (3) Select the most appropriate techniques in presenting word meaning according to young language learners' needs and characteristics.

Lesson 3: The Reggio Emilia approach.

- (1) Identify the context in which the Reggio Emilia approach was first developed.
- (2) Recognize some others approaches in which the Reggio Emilia approach is based.
- (3) Define what the Reggio Emilia approach is, considering a general overview of its tenets.

Lesson 4: The Reggio Emilia approach for teaching L2 vocabulary in Chile

- (1) Identify previous experiences of the Reggio Emilia approach in Chile and in the L2 classroom.
- (2) Apply all the contents of the unit for establishing a reason why the Reggio Emilia approach would be successful for teaching L2 vocabulary to young language learners in Chile; considering students' characteristics, vocabulary teaching techniques, the Reggio Emilia approach description and the Chilean scenario.

Graded Activity "Final Reflection 2" (Pair work): Answer a set of questions that promote discussion regarding why applying the Reggio Emilia approach in the Chilean context for teaching vocabulary to first graders.

Topics

Lesson 1:

- Piaget's theory of cognitive development.
- Other characteristic of children when learning a second language.

Lesson 2:

- Differences between word form and word meaning.
- Techniques in presenting word meaning to young language learners.

Lesson 3:

- Context in which the Reggio Emilia approach was first developed.
- Brief description of the Reggio Emilia approach.

Lesson 4

- Chilean scenario for applying the Reggio Emilia approach.

Unit III: Applying the tenets of the Reggio Emilia approach for teaching vocabulary to young language learners in Chile (5 Lessons)

Unit III Objective: By the end of this lesson, pre-service teachers will be able to:

- Manage the different tenets of the Reggio Emilia approach.
- Link the tenets of the Reggio Emilia approach to the teaching of vocabulary in the L2 classroom.
- Establish pros and cons of the implementation of this approach in the Chilean first grade classroom for teaching L2 vocabulary.

Lessons and objectives

Lesson 1: Importance of children: a hundred languages!

- (1) Discuss and identify the role of children and their "hundred languages" in the Reggio Emilia approach.
- (2) Justify the use of these "hundred languages" for teaching L2 vocabulary to first graders in Chile.

Lesson 2: Learning in a system of social relationships

- (1) Identify the three subjects of education: children, families and teachers, and their specific roles within the Reggio Emilia approach.
- (2) Discuss the importance of having teacher (and school) and family during the learning process.
- (3) Categorize and compare the main contributions of each actor of this approach.
- (4) Judge if it is possible to incorporate these three main actors to the process of L2 learning in Chile.

Lesson 3: Learning through project-work

- (1) Identify the importance of long term projects for developing collaborative work.
- (2) Infer what an emergent curriculum is.

Topics

Lesson 1

- The hundred languages of children.
- The role of the child in the Reggio Emilia approach.
- The importance of art.

Lesson 2

- The system of social relationships of the Reggio Emilia approach.
- Role of the children.
- Role of the families.
- Role of the teachers.

Lesson 3

- Project work in the Reggio Emilia approach.

<p>(3) Discuss how children and teachers contribute to the construction of the curriculum, according to their previous experiences, needs and likes.</p> <p>(4) Debate about the emergent curriculum of the Reggio Emilia approach and contrast it to the Chilean Ministry of Education (MINEDUC) curricular proposal for Teaching English as a Foreign Language to first graders.</p> <p>(5) Propose ways of combining both curriculum through a consensus.</p> <p>Lesson 4: The importance of environment and documentation of child's work.</p> <p>(1) Identify the importance of the classroom/school environment as the place that promotes learning and collaboration.</p> <p>(2) Propose ways of organizing a learning environment that promotes L2 vocabulary learning.</p> <p>(3) Identify different ways of collecting information about child's work.</p> <p>(4) Justify the use of documentation of child's work as a way of raising awareness in children and parents of the students' learning process and improvements.</p> <p>Lesson 5: Summing up!</p> <p>(1) Elaborate a summary of the most important aspects of each tenet of the Reggio Emilia approach.</p> <p>(2) Identify pros and cons of the implementation of this approach in the Chilean first grade classroom for teaching L2 vocabulary.</p> <p>Graded Activity (Group work – 4 people): Prepare brief class presentation in which the Reggio Emilia approach will be criticized considering the pros and cons of its implementation for teaching L2 vocabulary to first graders.</p>	<ul style="list-style-type: none"> - The emergent curriculum of the Reggio Emilia approach. <p>Lesson 4</p> <ul style="list-style-type: none"> - The role of environment. - The importance of documentation of child's work. <p>Lesson 5</p> <ul style="list-style-type: none"> - Review of the contents.
<p>Unit IV: Hands on! Developing materials and activities for a Reggio Emilia project to teach L2 vocabulary (5 Lessons)</p>	
<p>Unit IV Objective: By the end of this lesson, pre-service teachers will be able to:</p> <ul style="list-style-type: none"> - Set up a Reggio Emilia project applying the content studied in the course. - Elaborate activities for teaching L2 vocabulary to first graders using the Reggio Emilia approach. 	
<p>Lessons and objectives</p> <p>Lesson 1: Experiencing the Reggio Emilia approach.</p> <p>(1) Identify concepts related to the weather: windy, sunny, cloudy, rainy, snowy.</p> <p>(2) Acquire vocabulary related to school supplies, colors (green, red, blue), and shapes (circle, square, rectangle, triangle).</p> <p>(3) Reflect on the experience.</p> <p>(4) Define pros and cons of the implementation and identifying the presence of the Reggio Emilia approach in the activities.</p> <p>Lesson 2: Setting up a Reggio Emilia Project</p> <p>(1) Define the context in which the Reggio Emilia inspired project will be implemented.</p> <p>(2) Decide the project topic according to the Chilean Ministry of Education (MINEDUC) curricular proposal for teaching English as a Foreign Language to first graders (animals, food, the weather)</p> <p>(3) Establish the objectives of the projects according to the Chilean Ministry of Education (MINEDUC) curricular proposal for teaching English as a Foreign Language to first graders.</p> <p>(4) Determine the present learning situation of the potential learners and what they will want to learn.</p> <p>Lesson 3: Organizing a Reggio Emilia project</p> <p>(1) Decide what type of materials will serve as a source of information for the project.</p> <p>(2) Select the contents to be taught according to the topic chosen and what the Chilean Ministry of Education (MINEDUC) curricular proposal for teaching English as a Foreign Language to first graders says about it.</p> <p>Lesson 4: Setting up a Reggio inspired activity</p> <p>(1) Describe the activities to be developed in the project.</p> <p>(2) Select materials to be used.</p> <p>(3) Decide the setting in which the project/activities will be implemented.</p>	<p>Topics</p> <p>Lesson 1:</p> <p>(5) MINEDUC's proposal for EFL teaching to first graders.</p> <p>Lesson 2</p> <ul style="list-style-type: none"> - First grade topics: animals, food, the weather. - Steps in setting up a Reggio Emilia project. <p>Lesson 3</p> <ul style="list-style-type: none"> - Steps in setting up a Reggio Emilia project. <p>Lesson 4</p> <ul style="list-style-type: none"> - How to set up a Reggio inspired activity. <p>Lesson 5</p>

<p>(4) Review the activities to check if they meet with the requirements of teaching L2 vocabulary to first graders through the Reggio Emilia approach.</p> <p>Lesson 5: Project implementation</p> <p>(1) Hand in a portfolio that includes all the activities and materials to run a Reggio Emilia project to teach vocabulary to first graders. Include the specifications of the project (topic, number of lessons, lexical items considered, type of materials used, artistic aspects considered, teachers and parents' involvement if presented, environmental settings to be used, ways of documenting child's work).</p> <p>(2) Implement one of the activities included in the project portfolio.</p> <p>(3) Provide feedback to the peer students on their project implementation.</p> <p>Extra Lesson: Course Evaluation</p> <p>(1) Reflect on the work done during the course.</p> <p>(2) Evaluate the course.</p> <p>(3) Evaluate the personal performance.</p>	<p>- Compilation of all the contents reviewed during the semester.</p>
<p>Final Outcome:</p> <ul style="list-style-type: none"> • To master the principles of the Reggio Emilia approach and its application in the language classroom focused on vocabulary teaching. • To elaborate a portfolio with materials and activities to successfully teach vocabulary to first graders through the Reggio Emilia approach, in a group-project based on the topics of animals, food, and/or the weather. 	

Figure 5. Course syllabus.

SAMPLE LESSONS

The sample lessons presented in this section correspond to:

- Unit 2 “Teaching L2 vocabulary to young learners through the Reggio Emilia approach.”
Lesson 4: “The Reggio Emilia approach for teaching L2 vocabulary in Chile.”
- Unit 3 “Applying the tenets of the Reggio Emilia approach for teaching vocabulary to young language learners in Chile.”
Lesson 1: “Importance of children: a hundred languages!”
- Unit 4 “Hands on! Developing materials and activities for a Reggio Emilia project to teach L2 vocabulary.”
Lesson 1: “Experiencing the Reggio Emilia approach.”
Lesson 2: “Setting up a Reggio Emilia project.”
Lesson 3: “Organizing a Reggio Emilia project.”

Teaching L2 vocabulary to young learners through the Reggio Emilia approach

LESSON 4:

The Reggio Emilia Approach For teaching L2 vocabulary in Chile

Objectives:

- (1) Identify the previous experiences of the Reggio Emilia approach in Chile and in the L2 classroom.
- (2) Apply all the contents of the unit for establishing a reason why the Reggio Emilia approach would be successful for teaching L2 vocabulary to young language learners in Chile; considering students' characteristics, vocabulary teaching techniques, the Reggio Emilia approach description and the Chilean scenario.



REMEMBERING ...

Discuss with a partner. Write your ideas and share them with the class.

1. When and where was the Reggio Emilia approach first developed? Why?



2. According to the tenets of the Reggio Emilia approach (mentioned last class), which other approaches influenced this approach? What makes the Reggio Emilia approach unique?

The Reggio Emilia Approach For Teaching L2 vocabulary in Chile ☺

GETTING READY!

1. – Get together in pairs.
2. – Discuss. Have you seen the Reggio Emilia approach implemented at some educational level in Chile?



Share your findings!



SURFING THE INTERNET!

Red Solare is a collective whose main purpose is becoming a space of reflection and dialogue regarding the Reggio Emilia approach and the importance of children in the learning process (Red Solare Chile, 2008).

3.- In pairs, access the webpage of Red Solare Chile through your personal computer (<http://redsolarechile.blogspot.com/>) and find the following information:

* When did the Chilean teachers become part of Red Solare?

* What are the purposes of being part of this network?

* How do the members of Red Solare promote the Reggio Emilia approach in our country?

* How has the Reggio Emilia approach been addressed in Chile so far?

In a plenary, compare your findings with the other pairs' ideas. Why do you think the Reggio Emilia approach development has happened in that way in Chile?

The Reggio Emilia Approach For Teaching L2 vocabulary in Chile ☺

READING TIME!



4. – Ana Soberón is an expert on EFL teaching from Arturo Soria school in Madrid. Individually, read her description of a class project in which the Reggio Emilia approach has been used for EFL teaching. Identify the results of implementing this approach.

Context of the projects to be presented

The origin of this model of English as a Foreign Language projects arises in preschool education at Arturo Soria School. At first, the team of tutors of this level considered that they should adapt their working style to the children's needs, initiating a research.

The "L'Occhio se Salta Il Muro" exposition, promoted in 1985 by the Ministry – at that time, of Education and Science- and by the community of Madrid, contributed to this research. The exposition was about the preschool experience at the municipal Reggio Emilia schools in Italy, which aroused a great interest in Arturo Soria School. They sent two preschool education tutors to study about this experience. Back from Italy, the tutors suggested to expose children to more interesting experiences, organizing the space to promote observation, experimentation, communication and autonomy, and bringing about situations in which children could establish connections between what they already knew and their new experiences to answer to the idea of globalization. The child became protagonist of his learning process, participating in projects, centers of interest, corners, workshops and parents' workshops in an innovative dynamic that it is still developing. EFL was integrated at some preschool projects as parties, excursions, etc., considering it as another element of the global educational project of this level. The matching of procedures and attitudes contents in the L1 and L2 and also in the classroom dynamic, habits and routines was sought, considering that what matters is not what but how.

The topics were based on the previous knowledge and frequently coincided with the ones that had been covered in the L1, but from a different point of view to avoid repetition. An English workshop was developed, in which new perspectives were discovered and corner and project work was enormously promoted.

Later, the primary education English department continued this type of work, closer to the children's realities and interests. With the advice and support from tutors of this level, teachers elaborated projects that succeeded in motivating and engaging children to EFL learning.

Adapted and translated from: Soberón, A. (2003). El trabajo por proyectos en el aula de inglés de primaria. In *Enseñanza-aprendizaje de las lenguas extranjeras en edades tempranas*. Murcia: Consejería de educación y cultura. (p. 82-83)

THE Reggio EMILIA APPROACH FOR TEACHING L2 VOCABULARY IN CHILE 😊

POST READING REFLECTION (Graded activity)

5. As a summary of this unit, work with your partner and answer these questions:

According to what Red Solare Chile and Soberón presented:

- What aspects (from the covered in this unit: characteristics of young language learners, techniques in presenting vocabulary to young language learners, and characteristics of the Reggio Emilia approach) would you need to consider to use the Reggio Emilia approach in the Chilean L2 classroom?
- What difficulties would you have to face in the Chilean educational context if this approach was applied?
- In what way implementing the Reggio Emilia approach for teaching L2 vocabulary to first graders would be beneficial for them?

Complete the chart and hand in your answers (Relevance and relation to the previous content will be considered for evaluation).

Implementing the Reggio Emilia approach in the Chilean L2 Classroom		
Some considerations	Possible difficulties	Benefits for students

NEXT CLASS, WE WILL STUDY ...
Unit III: Applying the tenets of the Reggio Emilia approach for teaching vocabulary to young language learners in Chile.

Applying the tenets of the Reggio Emilia approach For teaching vocabulary to young language learners in Chile

LESSON 1:

Importance of children: a HUNDRED LANGUAGES!

Objectives:

- (1) Discuss and identify the role of children and their "hundred languages" in the Reggio Emilia approach.
- (2) Justify the use of these "hundred languages" for teaching L2 vocabulary to first graders in Chile.

REMEMBERING ...

Discuss with a partner. Write your ideas and share them with the class.

3. In general words, what is the Reggio Emilia approach?
4. What is the scenario for using the Reggio Emilia approach in the L2 Chilean classroom?
5. What are some characteristics of young language learners? In this box, write as many as you remember.



THE Reggio Emilia Approach tenets:

THE HUNDRED LANGUAGES OF CHILDREN 😊

GETTING READY!

1. – Get together with your project group (4 people).
2. – Look at the pictures. What do you think is the role of the child according to the Reggio Emilia approach? Discuss and write down your impressions.

3. – Individually, read the poem “The Hundred Languages of Children” written by Loris Malaguzzi, founder of this approach. Then, briefly discuss with your group: What do you think are the “hundred languages”? Why are they so important?

The Hundred Languages of Children

The child
is made of one hundred.
The child has
A hundred languages
A hundred hands
A hundred thoughts
A hundred ways of thinking
Of playing, of speaking.
A hundred always a hundred
Ways of listening of marveling of loving
A hundred joys
For singing and understanding
A hundred worlds
To discover
A hundred worlds
To invent
A hundred worlds
To dream
The child has
A hundred languages
(and a hundred hundred hundred more)
But they steal ninety-nine.
The school and the culture
Separate the head from the body.

They tell the child:
To think without hands
To do without head
To listen and not to speak
To understand without joy
To love and to marvel
Only at Easter and Christmas
They tell the child:
To discover the world already there
And of the hundred
They steal ninety-nine.
They tell the child:
That work and play
Reality and fantasy
Science and imagination
Sky and earth
Reason and dream
Are things
That do not belong together
And thus they tell the child
That the hundred is not there
The child says: NO WAY the hundred is there--

Loris Malaguzzi
Founder of the Reggio Approach



The Reggio Emilia Approach tenets:

The HUNDred LANGUAGES OF CHILDREN 😊

VIDEO TIME!



Video

4. - Watch the video "The Hundred Languages of Children"
(<https://www.youtube.com/watch?v=mQtLOu99BfE>)

5. - While watching, pay attention to the hundred languages of children.
Complete the chart with their main characteristics.

	Activities implemented	Children's participation	Parents/Community Participation	Teachers' participation
Music	Singing in front of the class. Playing instruments.	Children were interested in music because they had a stage for their rock bands inside the classroom.	Parents, brothers and sisters came to class to present and play an instrument.	Teachers promote music as a sensory experience, stimulating children through engaging activities.
Paper making				
Percussion and dance				
Math				
Drama				
Literacy				
Clay				

When you are ready, share and compare your information with your classmates.

The Reggio Emilia Approach tenets:

The HUNDred LANGUAGES OF CHILDREN 😊

POST VIDEO REFLECTION:

6. Work with your project group.

- How these "hundred languages" promote learning by doing and learning through art?
 - Why do you think art is so important in the Reggio Emilia approach?
 - In relation to the L2 Chilean classroom, how would you implement the Reggio Emilia approach, considering its hundred languages, to teach vocabulary? (Propose activities).
- Example: Check this activity in which a child creates and writes postcards for learning vocabulary regarding to countries and cities of the world

(<http://www.aneverydaystory.com/2013/07/02/postcard-penpals/>)

SHARING TIME:

7. Write your answers and be ready to share your ideas with the class.

NEXT CLASS WE WILL STUDY ...
Learning in a system of social relationships.
What do you think this will be about?

HANDS ON! DEVELOPING MATERIALS AND ACTIVITIES FOR A REGGIO EMILIA PROJECT TO TEACH L2 VOCABULARY

LESSON 1:

EXPERIENCING THE REGGIO EMILIA APPROACH!

Objectives:

Experience the Reggio Emilia approach for L2 vocabulary teaching to first graders through several activities set in a project whose main goal for students are:

- (1) Identify concepts related to the weather: windy, sunny, cloudy, rainy, snowy.
- (2) Acquire vocabulary related to school supplies, colors (green, red, blue), and shapes (circle, square, rectangle, triangle).
- (3) Reflect on the experience.
- (4) Define pros and cons of the implementation and identifying the presence of the Reggio Emilia approach in the activities.



Getting ready!

In this class you will experience the Reggio Emilia approach as if you were a first grader who is learning about the weather.

The lexical items considered will be the ones related to the weather: windy, sunny, cloudy, rainy, and snowy.

1. Get together with your project group.
2. You will receive the activities and materials to work on the different activities proposed for this project, where the question is: What is the weather like?
3. The project suggests 5 activities (one per each lexical item). However, in this class we will only implement 2. These activities were adapted from Education.com. (2013).
4. Pay attention to the green boxes. These are notes for the teacher.
5. Let's do it!

What is the Weather Like?

In this project, we will learn what the weather is, and how different it is every day!

Remember: This project is not supposed to be completed just in one lesson, but in several lessons. Also consider that this project can be just one part of the lesson, as the beginning or the closure. In this case, the project will be implemented in the beginning of every lesson.

Activity 1: Brainstorming

1. Look outside the window. Then look at these pictures. Can you identify today's weather? Circle the one that represents today.



Suggestion: you can also implement a weather chart in which the students can move and change flashcards according to the weather that day.



Every lexical item will be presented according the weather on that day, therefore, there should be an activity for each weather description (In this class we will only implement 2: windy and snowy.)



What is the Weather Like?



Activity 2: Today is windy!

If it's **windy**, it means the **wind** is blowing outside!

What can we do today? Let's make a weather vane!

What do we need?

- Large plastic cup
- Straight pin
- Nail (only the teacher)
- Straw (not the bendy kind)
- Pencil with eraser
- Permanent markers Googly eyes
- Yarn in different colors
- Pom poms
- Glue
- Cardstock
- Scissors



How do we do it?

1. Get together in groups of 4.
2. Turn the plastic cup upside down. Your teacher will use the nail to poke a hole through the bottom of the cup. The pencil needs to fit through the hole.
3. Create a figure that looks like you. Use all of your imagination and materials you have to decorate the cup (eyes, pompoms, markers, yarn for hair, etc.) You can share materials with your classmates.
4. When you are ready, push your pencil through the hole so that the eraser is on top.
5. Place the straw across the top of the eraser and poke the pin through the straw into the eraser, so that it stands up. The straw should be able to turn.
6. Use the cardstock and make two squares. Write an N on one square and an S on the other square.
7. Go outside. Place your weather vane in an area that gets wind.

Before implementing the project, make sure you have all the materials your students will need. Involve parents in this aspect. You can ask every student to have a box in which they store all the materials (except for the nail) they will use for the English class.

Activity 3: Final Reflection!

Observe the weather vane, what happens when the wind blows? Draw what you saw.

Instructions are presented in written form for you to read them. However, most of first graders are beginning to read. Instead of given them written instructions, give them in oral form and show them how to do it. Use body language.

What is the Weather Like?



Activity 2: Today is cloudy!

If it's cloudy, it means the sky is full of clouds!

What can we do today? Let's observe clouds!

What do we need?

- Paper
- Pencil
- Colored markers (red, yellow, and blue).



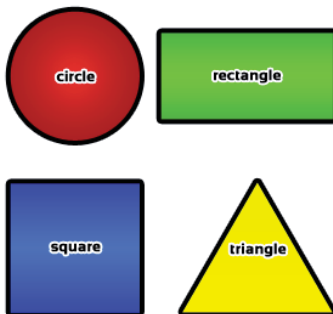
How do we do it?

1. Get out of the classroom.
2. Look up at section of the sky. Pick a cloud.
3. Sketch a quick picture of the sky to indicate where the cloud is. Use the red marker.
4. When you are ready, pick the yellow marker, look up at the same section of the sky and make another sketch (in the same sheet of paper).
5. Again, draw a third sketch of the cloud, using the blue marker.
6. Compare the sketches: Has your cloud moved? Has your cloud changed? Why do you think clouds move and change?

For promoting parents' involvement, prepare some extra material for them to reinforce the contents with their kids. Make sure you include clear explanation (as most of the parents do not know English, think about combining Spanish and English, especially in the instructions). (See APPENDIX D)

Activity 3: Final Reflection!

Compare your cloud with your classmates' clouds. Are they different? How do they look? Draw the shapes you see on your classmates' clouds using different colors.



Teachers must save the vanes and drawings, as well as take pictures of the students working on the activities for raising awareness of the learning process (Documentation of children's work). Make sure you place this element in an important corner of the classroom.

PLENARY (for pre-service teachers)

Work with your project group.

1. Discuss and reflect on the activities. Write your ideas.
 - Could you identify the tenets of the Reggio Emilia approach in this project? Which ones?
 - What could be some pros and cons of the implementation of these activities in the Chilean setting?

Pros	Cons

- What other lexical items were implicitly taught in these activities?
- MINEDUC's web page *Curriculum en Línea* presents the curricular proposal for EFL teaching to first graders in Chile (<http://www.curriculumenlinamineduc.cl/605/w3-propertyvalue-52062.html>). For this project proposal, we will consider the topics of animals, food, and the weather. Take a look at the lexical items that are presented for each category:

Animals	Cat, pig, dog, horse, rabbit, hen, chicken, hamster, fish, frog.
Food	Bread, egg, milk, ice cream, meat, juice, water, cheese, ham, tomato, potato, cookies, carrot.
The weather	Windy, sunny, cloudy, rainy, snowy.

However, this is just a proposal and, therefore, more lexical items related to each topic can be included if needed. What elements would you add to every topic?

Animals	
Food	
The weather	

2. Share your appreciations with the class!



HANDS ON! DEVELOPING MATERIALS AND ACTIVITIES FOR A REGGIO EMILIA PROJECT TO TEACH L2 VOCABULARY

LESSON 2:

Setting up a Reggio Emilia project!

Objectives:

- (1) Define the context in which the Reggio Emilia inspired project will be implemented.
- (2) Decide the project topic according to the Chilean Ministry of Education (MINEDUC) curricular proposal for teaching English as a Foreign Language to first graders (animals, food, the weather)
- (3) Establish the objectives of the projects according to the Chilean Ministry of Education (MINEDUC) curricular proposal for teaching English as a Foreign Language to first graders.
- (4) Determine the present learning situation of the potential learners and what they will want to learn.



REMEMBERING ...

Discuss with your project group. Write your ideas and share them with the class.

1. Which are the tenets of the Reggio Emilia approach?
2. What are some pros and cons of implementing this approach in the L2 classroom in Chile?



Setting up a Reggio EMILIA project ☺

GETTING READY!

1. – Get together with your project group (4 people).
2. – Look at this chart that include some key elements you should consider to set up a project based on the Reggio Emilia approach.

Project name:	
Steps in developing a work project	Developed by
1) Context	Teacher
<ul style="list-style-type: none"> • Grade: • Grade characteristics: 	<ul style="list-style-type: none"> • Origin of the project: • Duration of the project:
2) Topic	Students – Teacher
<ul style="list-style-type: none"> • Elaborate a question that the students would be interested in answering. • Choose between animals, food or the weather (topics suggested by MINEDUC’s curricular proposal for EFL teaching to first graders, 2012) 	
3) Setting objectives	Teacher
<ul style="list-style-type: none"> • Set the objectives following the ones presented in MINEDUC’s curricular proposal for EFL teaching to first graders in relation to the topic selected. 	
4) Topic selection	Students - Teacher
<ul style="list-style-type: none"> • Justify the selection of the topic: For example, how do you think your potential students would decide what topic select? Through democratic argumentation? Through connections with the interest they have towards the topic or towards the objectives set by the teacher? 	
5) Development of an index	Students - Teacher
<ul style="list-style-type: none"> • Establish what the students know and what they want to learn. 	
6) Information search and gathering	Students - Teacher
<ul style="list-style-type: none"> • Where are you going to look for information? Decide what type of materials will be used for allowing children to explore and find answers to their questions. Example: books in the L1 and L2, albums, magazine clippings, videos, Internet, others. 	
7) Work organization consensus	Students - Teacher
<ul style="list-style-type: none"> • Decide how many and what type of activities your students will need for developing the project and finding the answers (with a minimum of 5 activities to be presented in the final portfolio). Remember that this project is supposed to teach L2 vocabulary to first graders, so consider that when selecting the type of activities. 	
8) Project development	Students - Teacher
<ul style="list-style-type: none"> • Description of your project development as a summary of the activities that will be implemented (includes incidences, backup plans, comments, etc.) 	
9) Content covered in the project	Teacher
<ul style="list-style-type: none"> • Plan the project selecting the contents (vocabulary) to be taught. Consider the ones presented on MINEDUC’s curricular proposal for EFL teaching to first graders. 	
10) Evaluation	Teacher
<ul style="list-style-type: none"> • Elaborate instruments for self-evaluation, process evaluation and group evaluation to be applied during the project. 	

Adapted from Soberón, A. (2003)

Setting up a Reggio Emilia project ☺



HANDS ON!

4. - At this point, you will work from step 1 to 5. Check this project sample named "Toby" (translated from Soberón, 2003, p. 83) of a Reggio Emilia project developed at a school in Madrid, Spain, and the way the elements are presented:

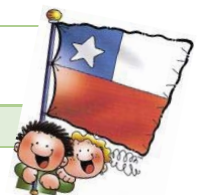
presented:

Project: Toby	
1) Context	
<ul style="list-style-type: none"> • Level: 3º grade of elementary school. • Characteristics: The group has been learning English since 2º grade of elementary education. They are highly motivated to ESL learning. There is a bilingual kid that helps and supports his classmates to imitate him for learning English. • Origin of the project: the classroom's door lock is not working and the door opens frequently. Some kids believe that an elf is doing it. Taking advantage of the children's imagination, we greet the elf when the door opens, put a chair for him to sit, and low our voice volume to not scare him. Kids become curious about the elf appearance. Some of them say they have seen him and describe him to their classmates. • Duration of the project: Three weeks (3 sessions of 30 minutes per week). 	
2) Topic	
<ul style="list-style-type: none"> • What does the elf look like? 	
3) Setting objectives	
<ul style="list-style-type: none"> • Procedural objectives <ul style="list-style-type: none"> - Make hypotheses. - Recognize and name physical features. - Associate similar physical features. - Produce short oral messages. • Attitudinal objectives <ul style="list-style-type: none"> - Motivation towards describing a known person. - Motivation towards speaking about a person in English. 	
4) Topic selection	
<ul style="list-style-type: none"> • Children wanted to know about the elf. 	
5) Development of an index	
<ul style="list-style-type: none"> • We know: How to ask and tell the name. • We want: To know the elf, become friends, and speak in English with him. 	

- **Discuss:**

What aspects would be different in this project if this proposal was implemented in Chile?

Context	
Topic	
Setting objectives	
Topic selection	



Setting up a Reggio EMILIA project ☺

5. – Following this sample, start setting up your project considering the instructions given in the original chart:

Project:	
1) Context	
<ul style="list-style-type: none">• Grade:• Grade characteristics: • Origin of the project: • Duration of the project:	
2) Topic	
3) Setting objectives	
4) Topic selection	
5) Development of an index	

FINAL REFLECTION:

Work with your project group. Then share with the class.

1. Is your proposal suitable for the Chilean context?
2. Considering the topic you chose, is your question original?

NEXT CLASS ...
Be ready to organize your Reggio Emilia project ☺

HANDS ON! DEVELOPING MATERIALS AND ACTIVITIES FOR A REGGIO EMILIA PROJECT TO TEACH L2 VOCABULARY

LESSON 3:

Organizing a Reggio Emilia project!

Objectives:

- (1) Decide what type of materials will serve as a source of information for the project.
- (2) Select the contents to be taught according to the topic chosen and what the Chilean Ministry of Education (MINEDUC) curricular proposal for teaching English as a Foreign Language to first graders says about it.



REMEMBERING ...

Discuss with your project group

1. What steps have you completed so far? What information do they proportionate to your project planning?

Organizing a Reggio Emilia project ☺

GETTING READY!

1. – Get together with your project group (4 people).
2. – Soberón (2003) suggested some steps for setting up a project based on the Reggio Emilia approach. Last class you worked on steps 1 to 5, taking as example the "Toby" project. Look at the continuation of this project:

Project Toby		
6) Information search and gathering		
<ul style="list-style-type: none"> • Books about elves in the L1. Toys of elves, and other materials that the children bring to class. 		
7) Work organization consensus		
Activities: <ul style="list-style-type: none"> • Draw how children imagine the elf (Individual work). • Describe the drawings of the elves' face of every child in English (Group) • Draw the elf following children's ideas (Group-Teacher) • Create a song to call and greet the elf (Group-Teacher) • Play looking for the elf (Group-Teacher) 		
8) Project development		
<p>The students' hypothesis was that the elf was invisible, but sometimes he could be seen, and to see him they had to discover his physical appearance, and talk to him in English.</p> <p>We played games in the mirror to say the parts of the elf's face with the students' own body.</p> <p>We drew in the board the elf's face considering everyone's ideas.</p> <p>The next day, we heard a loud thud coming from the door. There was an envelope on the floor, we opened it with excitement, because we were sure that it was a message from the elf. He was sending us his portrait and a greeting in English.</p> <p>The kids thought that Toby needed friends to play with. Everyone made an elf puppet. They named them using names that sounded English.</p> <p>The students presented their puppets saying their names and describing their faces. They enjoyed a lot the mystery and this character they constructed.</p>		
9) Content covered in the project		
Objectives	Assessment	
Greeting and asking for the name. Sing a song. Recognize the parts of the face. Participate in the activities proposed.	Communicate through the puppet. Participate in the song performance. Express comprehension of non-verbal language. Enjoy the project.	
Contents		
Concepts	Procedures	Attitudes
Understand the limit between fantasy and reality.	Oral exchange of information.	Motivation when getting information.
Language		

<p>Prior knowledge: Vocabulary: Hello, Goodbye, friend. Eyes, nose, mouth, ears. Door.</p> <p>Prior knowledge: Expressions: This is my (friend); Come here, come in, sit down please.</p> <p>New vocabulary: Head, face, dwarf</p> <p>New expressions: Where are you? You are my (friend), I love you.</p>	<p>Sing a song. Recognize the parts of the face.</p> <p>Make an elf. Express comprehension by performing tasks.</p> <p>Simulate a character.</p>	<p>Enjoyment of group work. Satisfaction when recognizing words in English.</p> <p>Motivation towards speaking in English.</p>
10) Evaluation		
<ul style="list-style-type: none"> • Teacher: Sometimes enthusiasm and imagination have exceeded teacher's expectations. The objective of participation, interest and enjoyment has been fulfilled. The group has been suggesting ideas for activities, and the teacher has been looking for the appropriate language and activities for organizing learning. The contents are not many so students can have clear and wide ideas and the teacher can follow children's suggestions. • Students: The project has attracted the group's interest and motivation. Every day has been an occasion of joy and expectation for what was going to happen in the classroom. It is important to mention that the involvement and participation of the kids who are not always motivated: the context give them security and strengthens their self-esteem. 		

Translated from Soberón, A. (2003). El trabajo por proyectos en el aula de inglés de primaria. In *Enseñanza-aprendizaje de las lenguas extranjeras en edades tempranas*. Murcia: Consejería de educación y cultura.

Reflect:

- Considering that your project will be a proposal, what elements can't be determine? Why?
- What aspects would be different in this project if this proposal was implemented in Chile?



Organizing a Reggio Emilia project ☺



HANDS ON!

4. – According to your project topic, develop steps 6, 7, and 9. Consider the following instructions:

- STEP 6: Decide what kind of materials you are going to use for allowing children to explore and find answers to their questions.
- STEP 7: Decide how many and what type of activities your students will need for developing the project and finding the answers (with a minimum of 5 activities to be presented in the final project portfolio). Remember that this project is supposed to teach L2 vocabulary to first graders, so consider that when selecting the type of activities (Check materials from Unit II).
- STEP 9: Plan the project selecting the contents (vocabulary) to be taught. Consider the ones that the Chilean Ministry of Education (MINEDUC) presents on its curricular proposal for teaching English as a Foreign Language to first graders. Check the units that include the contents of animals, food, and the weather (depending on the topic you chose).

Project:	
6.- Information search and gathering	
7.- Work organization consensus	
1.	4.
2.	5.
3.	
9.- Content to be covered in the project	

NEXT CLASS ...

Be ready to start setting up your Reggio inspired activities ☺
Bring ideas and all type of materials you may want to use.

FINAL REFLECTION:

Work with your project group. Then share your ideas with the class.

1. Will the activities you propose help first graders to learn L2 vocabulary?
2. Will the activities you propose help first graders to answer their project question?

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APPENDIX A: Needs Analysis Survey

How would you teach vocabulary to young learners? (Oriented to pre-service teachers)

Objective: to find out prior knowledge and activities implemented by pre-service teachers of English when teaching vocabulary to young learners.

Gender: _____

About prior knowledge and teaching experience: (PSA)

1. Select your previous teaching experience (you can select more than one)

<input type="checkbox"/> Private lessons	<input type="checkbox"/> Intermediate Practicum
<input type="checkbox"/> Substitute school teacher	<input type="checkbox"/> Professional Practicum
<input type="checkbox"/> School teacher	<input type="checkbox"/> Other- (Please, specify) _____
<input type="checkbox"/> Initial Practicum	

2. Have you taught elementary school students?

<input type="checkbox"/> yes	<input type="checkbox"/> no
------------------------------	-----------------------------

 If yes, which level did you teach?

<input type="checkbox"/> 1° Básico	<input type="checkbox"/> 4° Básico
<input type="checkbox"/> 2° Básico	<input type="checkbox"/> Between 5° Básico and 8° Básico
<input type="checkbox"/> 3° Básico	<input type="checkbox"/> Younger than Elementary School Students (Pre-school)

3. Which of these theories/approaches have you studied/applied in your teaching?

	Studied	Applied	Studied and applied	Not studied or applied
Piaget's Cognitive development theory				
Vygotsky's Sociocultural theory				
Bruner's Discovery Learning theory				
Task-based language learning (TBLL)				
Experiential learning				
Natural approach				
Cooperative language learning				
Total physical response (TPR)				

4. What have you heard about the Reggio Emilia Approach?

About teaching L2 vocabulary to first graders: (TSA)

1. Why do you think it is important for children to learn L2 vocabulary?

2. In your opinion, which are the most common problems that students face while learning L2 vocabulary? Organize them from the most common problem (1) to the less common (4):
- () Pronunciation of the word () Using the word in the right context
 () Spelling of the word () Meaning of the word
3. If you were to teach 1st graders, what do you think your students would like to learn about? Select 3 options.
- () School objects () Family
 () Animals () Colors
 () Clothes () Food
 () Numbers () The weather
4. What type of activities do you think your students would enjoy the most? (Pick 4 options)
- () Role Plays () Repetition drills
 () Story-telling () Activities that include making
 () Spelling games vocabulary lists/notebooks
 () Memory games () Activities that include realia
 () Chants () Learning-by-doing activities
5. If you were to teach first graders, how often would you use these types of activities?

Activities	Every lesson	Once a week	Once a month	Rarely	Never
Role Plays					
Story-telling					
Spelling games					
Memory games					
Chants					
Repetition drills					
Activities that include making vocabulary lists/notebooks					
Activities that include realia					
Learning-by-doing activities					

6. If you were to teach first graders, what kind of grouping would your students prefer while learning vocabulary?
- () Individual work
 () Pairwork
 () Groupwork
 () Whole-class activities

About the course: (LSA)

1. Do you think that learning about how to teach L2 vocabulary to children through an innovative approach as the Reggio Emilio approach (based on experiential learning) will be useful for your teaching instruction? Why?

2. What kind of grouping would you prefer to use through this collaborative course?
- () Individual work
 () Pairwork
 () Groupwork
 () Whole-class activities

APPENDIX B: Needs Analysis Results

The needs analysis for this pedagogical proposal on *How to teach vocabulary to first graders through the Reggio Emilia Approach* was conducted by twenty pre-service EFL teachers (13 women and 7 men) from Pontificia Universidad Católica de Valparaíso to answer an online survey. Its main objective was to find out prior knowledge and activities implemented by pre-service teachers of English when teaching vocabulary to young learners to have an accurate view on what to consider for the planning of the course syllabus for this pedagogical proposal.

The instrument used to collect data included 14 items. They were mainly choose-from-a-list, checkboxes, and multiple-choice questions to address specific aspects needed for the development of this proposal; and also, there were some open-ended questions to include pre-service teachers' opinions and knowledge towards what it will be presented in this project.

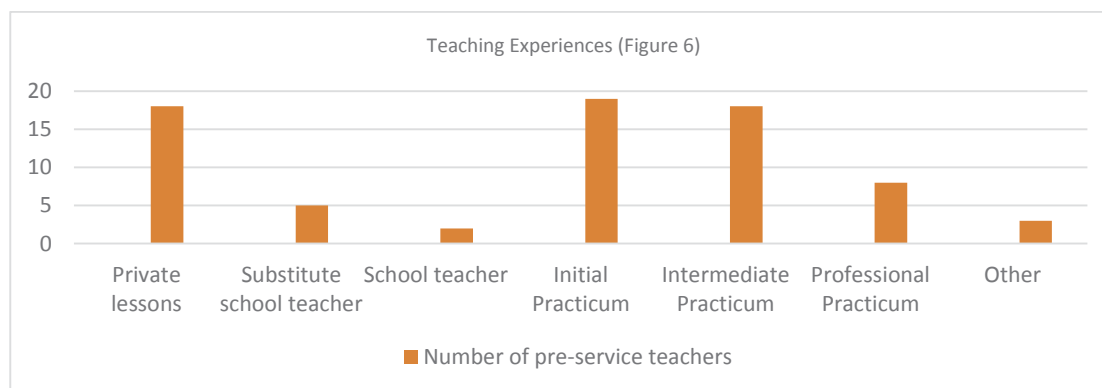
Following the ideas of Dudley-Evans and St John (1998) in relation to the analysis of the students' needs, the survey was divided into three sections. The first one covered the aspect of Present Situation Analysis (PSA) in which students' current knowledge and skills regarding EFL teaching were identified. Then, the second section included the Target Situation Analysis (TSA) in which the main topics of this pedagogical proposal (Teaching EFL vocabulary to first graders) were introduced to the participants of the survey. Finally, the third section included the Learning Situation Analysis (LSA) in relation to the workshop for pre-service teachers and its importance.

The data collection will be presented as follows: for open-ended questions, through the use graphics and their pertinent interpretation; and, for closed-ended questions, through a summary of the most important ideas. However, only the questions that directly inform in the graduation project will be reported.

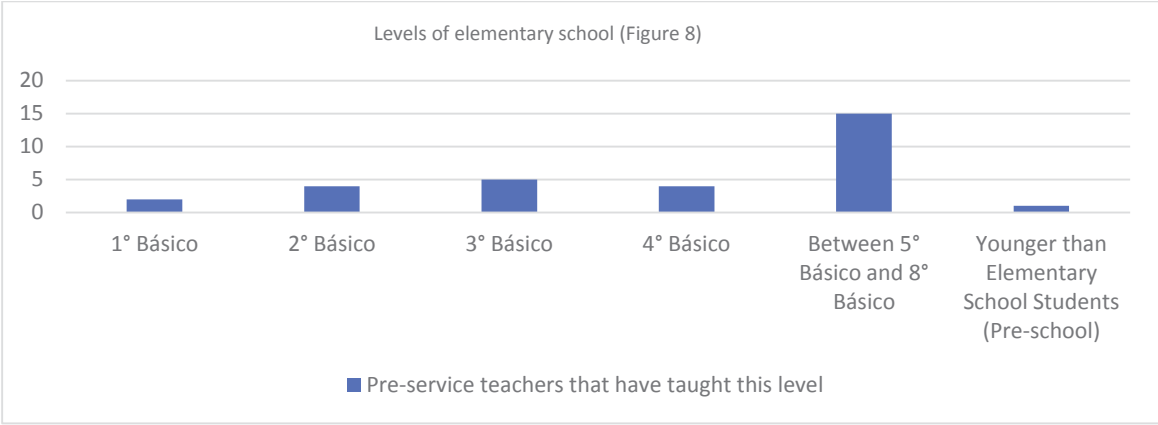
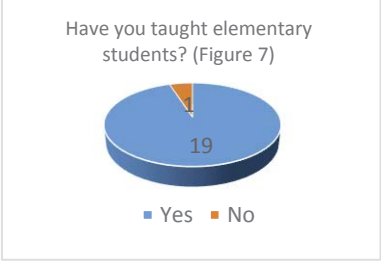
Needs Analysis Results

- **About prior knowledge and teaching experience: (PSA)**

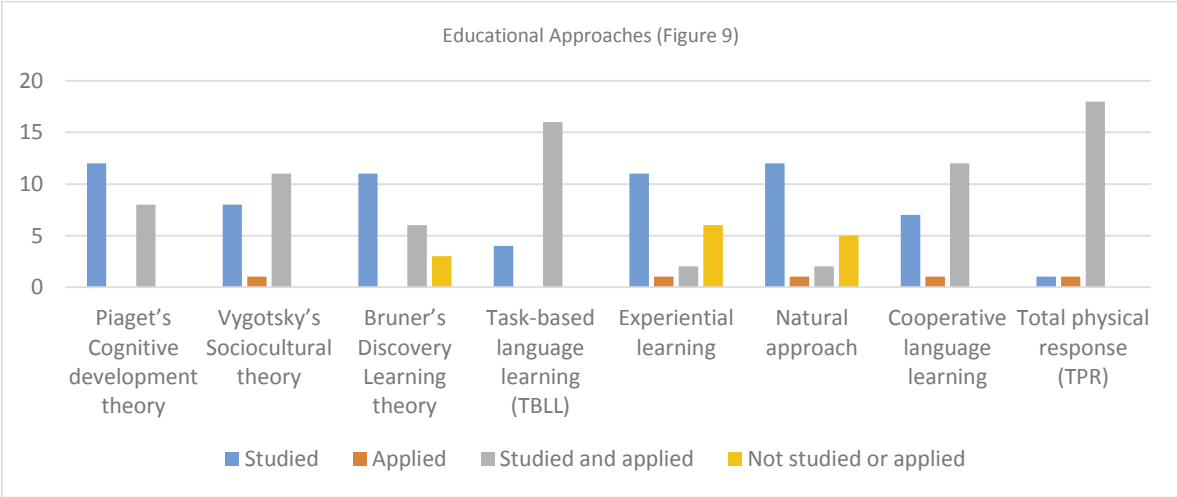
In relation to teaching experiences, the pre-service teachers' predominant sources of expertise are private lessons, Initial Practicum and Intermediate Practicum (Figure 6). This shows that most of the participants have had some sort of teaching experience, which sets the range for potential students for this workshop: they need to have taken the initial practicum as a minimum requirement.



For this proposal, the most important teaching experiences are the ones they have had in elementary education. According to the results, most of them have had the opportunity to teach elementary students (Figure 7), specifically students from 5° to 8° Básico (Figure 8). However, just a few of them have had experiences with younger students (mostly in 3° Básico) (Figure 3). This serves as an indicator that most of the EFL Teaching Programs in Chile do not always include teaching EFL to young learners (considering that most of the experience these pre-services teachers have comes from their practicum).



Regarding prior knowledge, several of the approaches presented have been studied or/and applied by the pre-service teachers, being Task-Based Language Learning (TBLL), Total Physical Response (TPR), Piaget’s Cognitive Development theory and the Natural Approach the most applied and studied by the respondents (Figure 9). As these approaches are the basis of the Reggio Emilia Approach, this question provide the needed information to assure that students will have enough background knowledge to participate in the workshop.

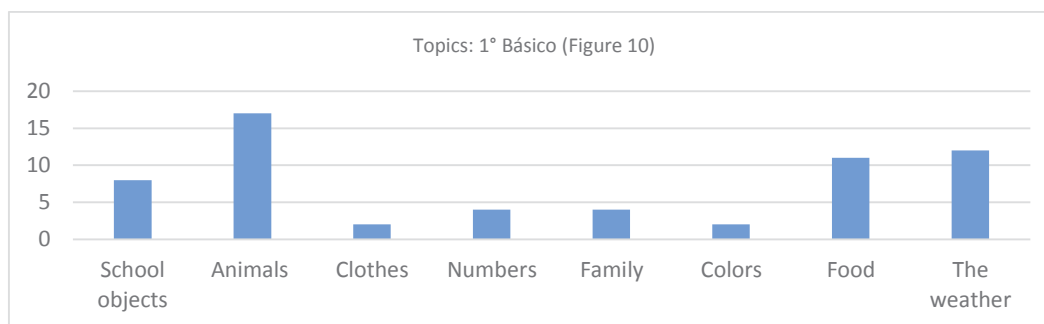


When the participants of the survey were asked: *What have you heard about the Reggio Emilia Approach?* all of them answered that they knew anything about it. This is not surprising, considering that this approach is mainly applied in Europe and it has recently started to be applied in our country in preschool education (Educarchile, 2013); however, it is also a good signal because that makes this graduation project innovative.

- **About teaching L2 vocabulary to first graders: (TSA)**

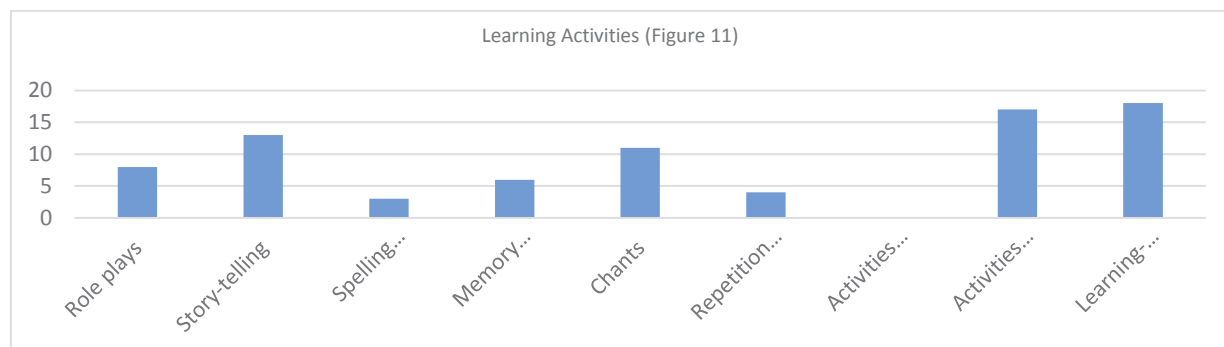
In relation to the importance of learning L2 vocabulary for children, most of the respondents agree that this is important because it helps kids get involved in the EFL learning process. According to what they said, this is the first step in which young learners can gain competence and self confidence in the L2, and also, this is a good source of input for producing output through more complex tasks. As they do not master grammatical aspects, vocabulary is the way they have to express themselves when they are EFL beginners' students.

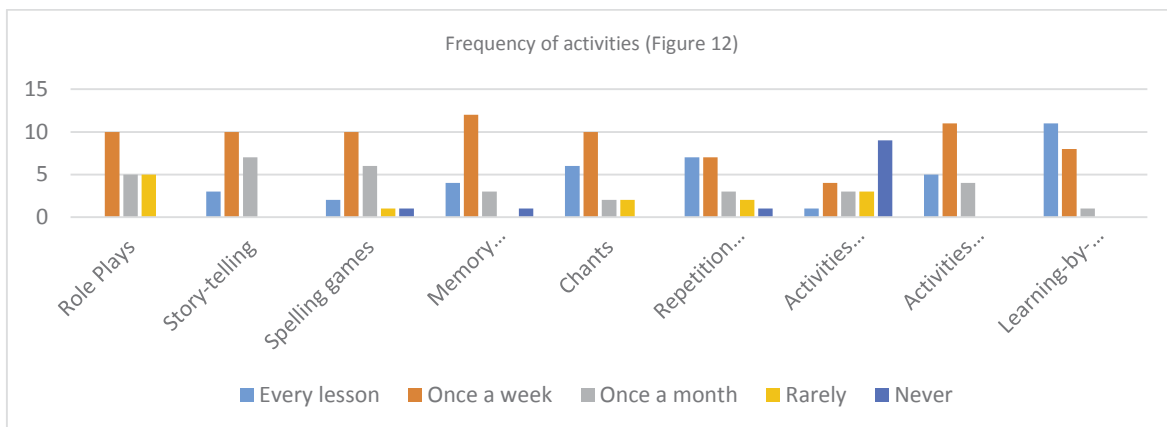
When presenting topics aligned to the ones that MINEDUC (2012) proposes for teaching English in 1° Básico, pre-service teachers' ideas about students' preferences consider that 1st graders would like to learn about animals, food and the weather (Figure 10).



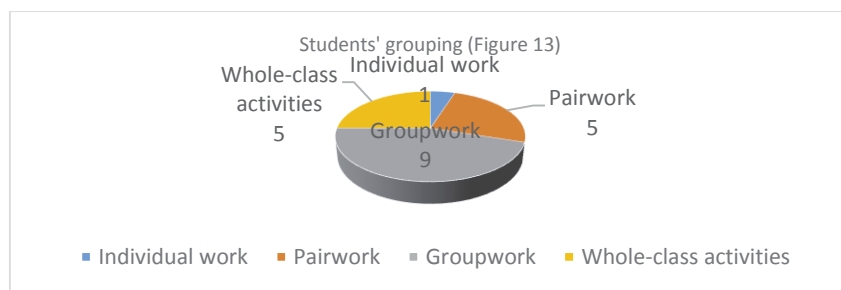
In relation to types of activities, the respondents considered that the activities their students would enjoy the most are learning by doing activities, activities that include realia, story-telling and chants (Figure 11). Considering the two first choices, the respondents agree with two of the main characteristics of the Reggio Emilia Approach: learning through experiences and including elements of the real life in this process.

About frequency, there is also a positive attitude towards the two already mentioned elements of the Reggio Emilia Approach, considering the application of learning-by-doing activities every lesson (11 out of 20) and activities that include realia at least once a week (11 out of 20). Memory games were also considered as good for being applied at least once a week (12 out of 20) (Figure 12).





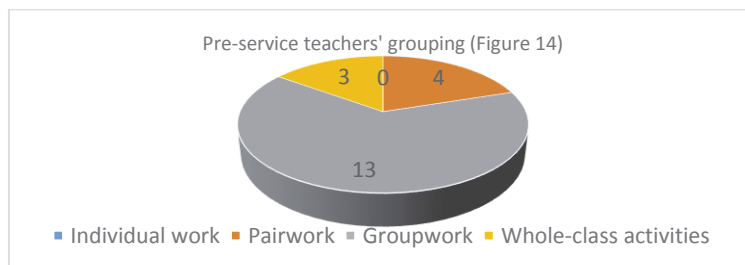
Regarding the type of grouping to teach vocabulary to first graders, the respondents considered that most of their students would like to learn L2 vocabulary in groups (Figure 13), which agrees with the Reggio Emilia Approach idea of considering students as social beings that construct their knowledge in company of their pairs, teachers, and parents (Hewett, 2001).



- **About the course: (LSA)**

When the respondents were asked about teaching L2 vocabulary to young learners through the Reggio Emilia approach as being innovative and useful for their teaching instruction, all of them agreed that learning how to teach L2 vocabulary through this approach will be useful because, even if they do not know anything about it, they consider experiential learning as engaging and meaningful to young learners.

In relation to grouping preferences, the results express that 13 out of 20 pre-service teachers would prefer to work in groups during this workshop, which completely fits the purpose of it (Figure 14). This will be a workshop in which teachers should create activities and materials collaboratively to share experiences, ideas and knowledge and to develop the best resources for the teaching of L2 vocabulary through the Reggio Emilia Approach.



Needs Analysis Summary

Based on the results of the needs analysis, the pedagogical proposal presented in this graduation project will consider implementing a workshop for pre-service teachers considering the following aspects:

- This workshop will be addressed to pre-service teachers of English who have already taken their initial practicum (this is the minimum of teaching experience required).
- This will be a group-based workshop in which the students will work collaboratively in the development of materials and activities to teach vocabulary to first graders using the Reggio Emilia approach.
- Pre-service teachers will elaborate activities that include the use of realia, and learning-by-doing activities in consequence with the Reggio Emilia approach principles.
- The activities and materials will be based on the topics of animals, food and the weather.
- The future implementation of this approach for vocabulary teaching will consider group-work inside the first grade classroom.

APPENDIX C: Assessment (Portfolio Requirements)

Aspects to achieve:

1.- Contains fully detailed information about the setting of the project.

Project name:	
Steps in developing a work project	Developed by
1. Context	Teacher
<ul style="list-style-type: none"> • Grade: • Grade characteristics: • Origin of the project: • Duration of the project: 	
2. Topic	Students – Teacher
<ul style="list-style-type: none"> • Elaborate a question that the students would be interested in answering. • Choose between animals, food or the weather (topics suggested by MINEDUC’s curricular proposal for EFL teaching to first graders, 2012) 	
3. Setting objectives	Teacher
<ul style="list-style-type: none"> • Set the objectives following the ones presented in MINEDUC’s curricular proposal for EFL teaching to first graders in relation to the topic selected. 	
4. Topic selection	Students – Teacher
<ul style="list-style-type: none"> • Justify the selection of the topic: For example, how do you think your potential students would decide what topic select? Through democratic argumentation? Through connections with the interest they have towards the topic or towards the objectives set by the teacher? 	
5. Development of an index	Students - Teacher
<ul style="list-style-type: none"> • Establish what the students know and what they want to learn. 	
6. Information search and gathering	Students - Teacher
<ul style="list-style-type: none"> • Where are you going to look for information? Decide what type of materials will be used for allowing children to explore and find answers to their questions. Example: books in the L1 and L2, albums, magazine clippings, videos, Internet, others. 	
7. Work organization consensus	Students - Teacher
<ul style="list-style-type: none"> • Decide how many and what type of activities your students will need for developing the project and finding the answers (with a minimum of 5 activities to be presented in the final portfolio). Remember that this project is supposed to teach L2 vocabulary to first graders, so consider that when selecting the type of activities. 	
8. Project development	Students - Teacher
<ul style="list-style-type: none"> • Description of your project development as a summary of the activities that will be implemented (includes incidences, backup plans, comments, etc.) 	
9. Content covered in the project	Teacher
<ul style="list-style-type: none"> • Plan the project selecting the contents (vocabulary) to be taught. Consider the ones presented on MINEDUC’s curricular proposal for EFL teaching to first graders. 	
10. Evaluation	Teacher
<ul style="list-style-type: none"> • Elaborate instruments for self-evaluation, process evaluation and group evaluation to be applied during the project. 	

3.- Contains instructions, materials and setting proposed for each activity.

<p>Chart to be completed for each activity</p> <p>Activity name:</p>
<p>Type of activity:</p>
<p>Decide on the type of activity considering L2 vocabulary teaching for first graders and <i>The Hundred Languages of Children</i> to engage the students.</p> <p>Some options can be:</p> <ul style="list-style-type: none"> • An observation of living creatures. • A sensory exploration, an exploration of a new art medium. • A painting or drawing activity. • A discovery activity, an exploration of a new material. <p>Include a detailed description of the activity, considering:</p> <ul style="list-style-type: none"> • Objective • Instructions: <ul style="list-style-type: none"> - Pre-task - While-task - Post-task • Type of grouping • Assessment (if present)
<p>Materials:</p>
<p>Gather you materials depending on what you will do.</p> <p>Look for authentic materials, open-ended materials and ones which invoke a sense of wonder and discovery</p> <ul style="list-style-type: none"> • Natural materials – pinecones, seeds, nuts, leaves, sticks, birds’ nests, shells. Any and all natural materials are wonderful tools for exploration. • Loose parts – glass gems, felt balls, fabric pieces, string, ribbon, cardboard. Beautifully textured materials of all different shapes, sizes and colors for imaginative play, model making, design and pattern work and sensory explorations. • Open-ended toys – blocks, animal figurines, puppets, dress-ups, real musical instruments, non-fiction books, music.
<p>Work area</p>
<p>Define the work area depending on the type of activity. Some options can be: indoors (in the classroom or some other room at school) or outdoor (in nature or around the neighborhood, in a park, a museum, etc.).</p>

APPENDIX D: Extra material for parents






Material extra para padres/apoderados:

Nivel: 1° Básico **Unidad:** What's the weather like today? (¿Cómo está el clima hoy?)

1) Vocabulario para reforzar con el estudiante día a día.

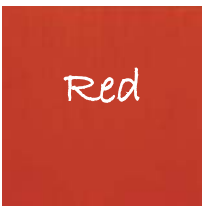


El clima

- Se sugiere relacionarlo con el clima del día, preguntándole What's the weather like today?
- Su respuesta debe ser: It's _____. (Windy, sunny, cloudy, snowy, rainy).

		
Windy	Sunny	
		
Cloudy	Snowy	Rainy




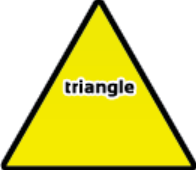
Los colores

Se sugiere preguntar: What color is that?, apuntando al objeto a describir.
Su respuesta debe ser: It's _____. (Red, yellow, blue).

		
Red	Yellow	Blue

Figuras geométricas

Se sugiere preguntar: What shape is it?
La respuesta será: It's a _____. (Circle, rectangle, square, triangle).

			
circle	rectangle	square	triangle