

## Methodology of Developing Lexical Competence in Preschool Education

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### Abstract:

Appropriate training, proven experience, and love for the kids, are the most important requirements for teachers who teach English at the level of kindergarten classrooms in any of such schools. The results of this brief study showed that, even Young-trained teachers are able to teach in kindergarten schools while still studying to become professional teachers at the Bachelor's Degree Program of the local branch of the state college, if the love for children is among their human qualities for teaching this singular and demanding level.

**Keywords:** Kindergarten Schools, EFL Methodology, Academic requirements, teaching pre-school learners.

### Introduction

The choosing of a given methodology for teaching EFL/ESL in any learning center or kinder garden for children at the pre-school level, it is of extreme importance in order to satisfactorily fulfill with the implementation of such programs; cause unlike the programs for adults not every method or approach could serve that purpose.

Teaching kids at any level or in any subject of the curriculum implies selecting the most appropriate or suitable techniques in the classrooms that follows the guide-lines of a carefully selected method and of course of a carefully selected faculty or corpus of teachers by a carefully selected corpus of administrators. In a developmental sense, Asher sees successful adult second language learning as a parallel process to child first language acquisition. He claims that speech directed to young children consists primarily of commands, which children respond to physically before they begin to produce verbal responses. Asher feels adults should recapitulate the processes by which children acquire their mother tongue.

Asher shares with the school of humanistic psychology a concern for the role of affective (emotional) factors in language learning. A method that is undemanding in terms of linguistic production and that involves game like movements reduces learner stress, he believes, and creates a positive mood in the learner, which facilitates learning.

### Materials and Methods

In a research by White et al (2009), the authors interpreted that the work environment can support or hinder teacher performance. Appropriate group sizes and ratio are minimal requirements that permit teachers to establish relationship with the children in their care. Compensation strongly affects teacher's willingness to enter and stay in the field; ECE research, given the particular problems of low comprehension and high turnover in that field, has also demonstrated that students of higher-paid teachers achieve better outcomes.

*The Total Physical Response Foundations:* "Total Physical Response (TPR) is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity. Developed by James Asher, a professor of psychology at San Jose State University, California, it draws on several traditions, including developmental psychology, learning theory, and humanistic pedagogy, as well as on language teaching procedures proposed by Harold and Dorothy Palmer in 1925. Let us briefly consider these precedents to Total Physical Response is linked to the "trace theory " of memory in psychology, which holds that the more often or the more intensively a memory connection is traced, the stronger the memory association will be and the more likely it will be recalled. Retracing can be done verbally (e.g., by rote repetition) and/or in association with motor activity. Combined *tracing* activities, such as verbal rehearsal accompanied by motor activity, hence increase the probability of successful recall.

Asher's emphasis on developing comprehension skills before the learner is taught to speak links him to a movement in foreign language teaching sometimes referred to as the Comprehension Approach (Winitz 1981). This refers to several different comprehension-based language teaching proposals, which share the belief that (a) comprehension abilities precede productive skills in learning a language; (b) the teaching of speaking should be delayed until comprehension skills are established; (c) skills acquired through listening transfer to other skills; (d) teaching should emphasize meaning rather than form; and (e) teaching should minimize learner stress.

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*Kindergarten teacher's performance:* Those kindergartens teachers at this institution (Happy Kids Learning Center) treat each student as an individual and therefore try to help him or her with their emotional, physical, social, or creative needs. They also interact with parents and faculty members. Kindergarten teachers must have excellent skills in problem solving, organization, record keeping and resolving conflicts. As they need to train and motivate children, excellent communication and research skills are essential.

*Common Work Activities:* Common work activities at Happy Kids Learning Center, may include:

1. Meeting with other teacher at the kindergarten level to coordinate programs offered in each classrooms.
2. Developing daily lessons plans and objectives and teaching students based on those lesson objectives.
3. Researching various teaching methods, information about students with special needs, and keeping abreast of teaching methodologies.
4. Meeting with parents to discuss students' progress as required.
5. Motivating students to learn and enjoy the school experience.
6. Keeping anecdotal and other records as to students' progress based on teaching requirements outlined by educational department and school curriculum

## Conclusion

Individuals, generally need specific training and a state of license, though exact requirements are always demanded for teaching in any educative center, but just a good English preparation, experience and joy to deal with kids are the requirements in Happy Kids Learning Center, is not obliged to be graduated from the university to be part of the staff of teachers, so many young people who likes and can speak and teach English, have the opportunity to demonstrate their skills for teaching.

Kindergarten teachers need patience and understanding in their daily jobs. Additionally, they will need to understand how to select developmentally appropriate materials and equipment and work cooperatively with parents to develop educational plans. They must know how to use assessments tools, enforce rules and communicate effectively with young children. Kindergarten teachers might also need to know how to use and incorporate technology into the classrooms. Teaching ESL in kindergarten to 3 to 4 years old ones, is restricted to action-based activities, playing games, singing and dancing; with 5 to 6 years old kids, the methodology of teaching English as a foreign language is extended by using story-telling, role playing and dramatization techniques. Play and interactive preschool lesson themes and fun ESL, activities are the basic tool for second language learning, and grammar and vocabulary development in both groups.

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