



BENEMERITA UNIVERSIDAD  
AUTONOMA DE PUEBLA

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FACULTAD DE LENGUAS

**“Using Doman’s Method Material To Improve Poor Learners’ Vocabulary  
In A Foreign Language”**

A thesis submitted to the Faculty of Languages for the degree of:

**Licenciatura en la Enseñanza del Inglés**

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In A Foreign Language**

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**May 16<sup>th</sup>, 2023**

## **Dedication**

To all my beloved.

To you, who is reading this in a certain time of your life, I thank you for being there during a lapse of this process, progress and experience.

To you, that deeply in your heart never stop thinking that I could achieve this, even when years passed.

To the ones who are not any more on this physical plane, but always encouraged me to be my best, and always believed in me.

To God and its magical energy who let me give myself the opportunity of finishing what seemed endless.

To my own family who encouraged me to never stop, and always are there to show me love.

To my maternal and paternal family, who waited excitedly for this long time ago.

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## **Abstract**

Students with low vocabulary acquisition tend to be part of teachers' investigations and concerns. Teachers aim to help students, primarily students who struggle with a dominant part of learning: vocabulary. This paper attempts to identify if using the Doman's Method Material "How to teach your baby to read" is helpful for students with low vocabulary acquisition using the material and reading tests.

The methodology used is action research followed by quantitative and qualitative research due to the type of results needed in the investigation. The use of the Mixed Methods in this research is to interpret and acquire from quantitative and qualitative approaches the promising results so the purpose of this study could be more detailed for the numerical records and supported by the participants and researcher's perceptions. Action research provides means to improve educators' development by reflecting on their practices and narrowing gaps; this happens while planning, acting, observing, and reflecting on the issue, in other words participating in the research.

The qualitative results prove that the participants positively reacted to the material and familiarized the cards with a new and efficient way of learning words in their nonnative language. Moreover, it can be used as an opportunity to learn another subject. On the other hand, as the written tests results were not the most auspicious, it was not possible to visualize, in the results, a profound upgrade in the written skill and reading comprehension.

## **Introduction**

Part of the branches of linguistics is semantics and pragmatics. Semantics is involved with the meaning of words; meanwhile, pragmatics analyses the significance concerning the context. Within semantics, it is studied grammar, vocabulary, and conceptual meanings of words. Vocabulary represents a significant part of learning the grammar of any language.

But what would you do, as a teacher, when a student faces low vocabulary acquisition learning a foreign language? Searching for ways of helping your student, you may discover the Glenn Doman Method, it provides the ways to teach a baby to read. A technique with specific material applied to injured-brain children that prove their development and improvement in learning to read in their mother tongue. Now, teachers might ask oneself whether, they could use this material help students improve their level of English.

Recent studies from Nodirabegim, and Maftunabonu (2021), declared that the essence of Doman's methodology is to show students special cards and speak aloud for a short period. These cards and the simultaneous pronunciation of the written words stimulate the brain's work. In the process of learning to read using this method, children memorize the words entirely, which means they do not use syllables. They also mentioned that for studying foreign words according to the Doman method, the child needs to understand and consciously pronounce a few words in his native language. Therefore, Glenn Doman's methodology consists of teaching using flashcards - language, reading, numeracy, and the provision of a variety of knowledge.

The main reason for this research was to explore and prove the efficiency of using Doman's Method Material applied to students with poor vocabulary learning in a foreign

language to improve English vocabulary, understanding, and comprehension of students with low vocabulary acquisition.

The methodological approach taken in this study is a mixed-method, quantitative and qualitative research combined to provide concrete and specific information to lead the study. According to Creswell (2012), this work takes the form of action research since a in this project a problem scrutinized and later the Domain Method was selected in order to solve the identified problem, which was related to vocabulary learning. The following pages describe the introduction, the literature review, the methodology, the results, and the conclusions obtained.

## CHAPTER I INTRODUCTION

### 1.1 Background

The use of flashcards plays an essential role in the continuity of learning vocabulary in a foreign language. Consequently, many authors investigated the results of using this material, also comparing them with other resources. Learning to read with flashcards using the Doman method formed the central focus of a study by Soderbergh (1971), in which the author's findings manifest that a child can learn to read since he or she is learning to talk being exposed to written language. Tan and Nicholson (1997), Tatsuya Nakata (2008), and Baleghizadeh and Ashoori (2011) mentioned in their results that flashcards do not have a significant difference compared with word lists and computers. Apart from this, Tan and Nicholson (1997) declared, "Trained children learn to decode target words quickly" and "students with word-training (single words or words in phrases and sentences) control all measures of comprehension" (p. 276). In other words, using flashcards improves students' comprehension of texts.

In contrast to Soderbergh (1971); Wissman et al. (2012); Sitompul (2013); Abbasian and Ghorbanpour (2016); Rahmasari (2016); Al Neyadi (2007) argued that the effects of using flashcards are significantly positive. A large number of students use them to study. It helps them memorize better. Through flashcards, students become motivated and interested in the language. The use of flashcards gives students competence and achievement. Vocabulary games foster students' interaction. Sitompul (2013) stated that students seemed to be motivate and attracted to learn English with flashcard. This material leads students to acquire vocabulary in a more accessible manner and makes them feel motivated due to the extended use of ways vocabulary can be taught. Also, with the use of Vocabulary Learning Strategies, it is personally considered possible to raise a poor learner's vocabulary, knowledge, and proficiency in a foreign language.

Studying a foreign language involves learning a wide range of vocabulary. Therefore, identifying and using strategies that help students learn and memorize that vocabulary is essential. Gu, Johnson (1996); Lawson, Hogben (1996); Kayaoglu (2013); Martínez, Vázquez Pérez, Navarrete, de la Paz (2016) found that strategies such as metacognitive strategies, memory strategies, rehearsal strategies, mnemonic strategies, communicative strategies, affective strategies, compensation strategies, and cognitive strategies develop high performance in students as well as benefit in their language learning. Using some of these strategies also reflects an improvement in students' success.

Porte (1998) also detected that students deal with vocabulary using their strategies, the same as in their mother tongue. Even though this author projects students' strategies as a vital investigation subject, and from the researcher's opinion, it is a significant point of view in learning strategies for learning a foreign language, researchers have not treated the topic in much detail.

One of the benefits of using flashcards is motivation. Motivation when learning a language is one of the main topics. That is why researchers like Rahmasari (2016); Al Neyadi; Martínez, Vázquez Pérez, Navarrete, de la Paz (2016); Souriyavongsa et al.'s (2015) have shown an interest of how motivation has repercussions and effects on students' strengths and weaknesses. Their evidence suggests that using games enhances their motivation. Besides, on the one hand, they noticed that if students are motivated, it becomes easier to understand the vocabulary. On the other hand, they also noticed that it is significant to use intrinsic and extrinsic motivation depending on the students. Added to that, Souriyavongsa et al. (2015) found out that if students are not motivated in learning strategies, they are not appealed to learn; therefore, they do not have interest in the

language, they have a lack of background what makes them feel afraid of using the language.

## **1.2 Rationale**

The main reason I wrote this paper talking about the use of Doman's Method Material applied to students with poor vocabulary learning in a foreign language is because there are students with poor English vocabulary, understanding, and comprehension in the school where I work. Even when they have had the English subject since the first grade of elementary school, they still need help to acquire and produce the vocabulary. These seven students are now coursing the fifth grade of the private elementary school "Jose Maria de Velasco." I have taught them English since the first grade of elementary school, and even though their English is better than when they were in first grade, they are at a different level of knowledge and understanding than their classmates.

So that the Glenn Doman's Method Material is intended to be applied to these students with a poor lexicon; however, there are not many investigations and results of this material are applied to students learning another language with a poor vocabulary. In this vein, this investigation can add some insights to teach vocabulary using this Glenn Doman`s Method Material.

As a matter of fact, flashcards and vocabulary have been an object of research for many years ago. Consequently, this research also focuses on these two essential topics because, in some way, they are connected since one of the most used strategies for learning a second or a foreign language is the application of flashcards. Studies by Nation (2006) and Oxford and Crookall (1990) expressed that flashcards are well accepted by teachers and students to test vocabulary so that it is a tool often used for learning.

It is worth mentioning that throughout this thesis *poor learner* refers to students who have problems learning, acquiring, and using foreign language vocabulary. In 2010 Penny et al.'s demonstrated that the main problems of poor elementary school readers are vocabulary, context and speech perception. They mentioned that inability to read occurs when learners' difficulties with the phonological processes. Poor readers have significant problems in phonology, short-term memorization, and lexical accessibility; so that this study pays attention to help poor learners to succeed in vocabulary learning.

In addition, on research done by Kayaoglu (2013), point out that the more learning strategies used to learn a language make differentiate in pronunciation and language learning in general. It means that as many strategies poor learners can acquire and adapt to their styles, it would help them perceive language and their performance. Gürsoy and Eken (2018) undertook preliminary findings on language learning strategies, presenting a common thought among different researchers. They mentioned that Rubin (1975), Stern (1975), Naiman, Fröhlich, Stern, and Todesco (1978) provided some trails, which make students stand out as language learners on of them is as a learning strategy user. Finally, I genuinely consider that the findings should significantly contribute to the field of learning vocabulary in poor and good students using specific flashcards.

### **1.3 Objective**

To identify utility of the Doman's Method Material in vocabulary learning used with poor vocabulary learners of a foreign language and student perceptions about the material.

### **1.4 Research Questions**

This research seeks to address the following questions:

1. What is the utility of the Doman's Method Material in vocabulary learning used with poor vocabulary learners of a foreign language?

2. What are the results in students with poor vocabulary learning after using the material?

3. Is the material useful to learn vocabulary?

4. Is the material appropriate for fifth-grade students with poor vocabulary in a foreign language?

5. What are the participants' perceptions about the use of the material?

### **1.5 Significance of the Study**

This study can be useful for some teachers since Doman's Method Material can be a good option to promote vocabulary in a foreign language. This strategy has helped learner in other contexts to acquire a new language more straightforwardly as individuals and in groups. The information presented in this thesis can be an insight to how to apply this strategy can help teachers with poor learners or learners with some academic delay.

The findings in this research will contribute to the expansion of the knowledge about the Doman's Method Materials among educators of all levels. It will also provide proposals and a guidance about how to use and adjust the material in order to help students with low vocabulary acquisition in a foreign language but also with other type of students.

It can contribute teachers and students, who decide to use this material, to acquire a new foreign language more straightforwardly as individuals and in groups. Finally, it can also contribute to implement more ways to help students with vocabulary acquisition.

## **CHAPTER II LITERATURE REVIEW**

### **Introduction**

By way of introduction, this chapter focused on explaining to the reader the literature and historical framework of this research study. Elements such as vocabulary, flashcards, translation, mother tongue, repetition, and the Doman method are presented here due to their relevance in this study.

### **2.1 Defining Vocabulary**

Conforming to the definition provided by the Cambridge dictionary (2019), vocabulary is all the words used by a particular person or that exist in a particular language or subject. Besides, the Oxford living dictionaries (2019) describe vocabulary as the body of words used in a particular language or the words used in a particular subject or sphere of activity or on a particular occasion. Also, it is described as a list of difficult or unfamiliar words with an explanation of their meanings accompanying a piece of specialist or foreign language text. Both dictionaries agree that they are words used in a particular language within a specific subject and context.

Ouellette (2006) explained that vocabulary growth encompasses adding and refining phonological representations to the lexicon and storing and elaborating the associated semantic knowledge. Additionally, it has previously been argued that vocabulary knowledge: understanding the meanings of individual words; may be essential to learning to recognize printed words (Nation & Snowling, 1998a; Plaut, McClelland, Seidenberg, & Patterson, 1996) and for comprehension of the text (Nation & Snowling, 1998) (as cited in Muter, 2004) This finding shows the importance of vocabulary in semantic knowledge and the text's comprehension. Both are linked and can only be completed using vocabulary as a fundamental key.

Moreover, Lahey (1988) (as cited in Ouellette, 2006) predicted that children might store a word from their lexicon, contributing to their vocabulary breath, without fully understanding that word's meaning. In contrast to Neuman, Newman, & Dwyer, 2011 (cited in Wright, 2012,) findings in experimental studies have indicated that vocabulary knowledge influences the development of conceptual knowledge and comprehension. It means that children may understand the vocabulary in their own way and can use it even if they do not entirely perceive the word at the beginning.

The research from Blachowicz, Fisher & Ogle (2016) (as cited in Wood et al.'s (2021) indicated that knowledge of English vocabulary is one of the strongest correlates of the discrepancy between the reading performance of native English speakers and that of ELLs. As for it, the authors meant vocabulary as a core consideration in all grades and all subject areas across the school day. It means that the improvement of vocabulary lets students raise their abilities in verbal as in reading performance which is vital considering the vocabulary is in another language, in this case: English, and also because it is a tool in the academic context.

### **2.1.2 Historical Background**

For conducting language learning, it is essential to know the vocabulary a person has to use. It does not matter to which type of linguistic context we refer, vocabulary is the key to all languages, and without it, many doors are locked in front of our noses. That is why vocabulary was investigated many years ago. In the following paragraphs, we can understand more about its background.

According to Spraggins (1986), the history of standardizing vocabulary begins with Housh in 1919. It was applied repetition as a gauge for determining the value of a word. He investigated ten books to determine their common vocabulary and describe the similarities between the reading and content area texts. His findings revealed that only

419 words were common in all books. With this, it is possible to see of how many words are commonly used and how often they appear in the literature.

In 1972, Barnes and Barnes (as cited in Spraggins 1986) stressed that as much as sixty-five percent of the running words in primary texts are made up of words contained in the Dolch list, which a set of sight words developed by the educator Dr. William Dolch. “The Dolch words are commonly divided into groups by grade level, ranging from pre-kindergarten to third grade, with a separate list of nouns. There are a total of 315 Dolch Sight Words”. These words are implied to be the most influential list for the basis of vocabulary selection and as a tool for testing devices. Non omitting the importance of the material created during the mid-1930s, it is necessary to consider all the changes over the decades and the new ways of learning vocabulary (Johnson, 1971).

Apart from this, The National Reading Panel (2000) identified vocabulary as one of five major components of reading. They consider that vocabulary plays an essential role in learning to read and comprehend text: readers cannot understand the text without knowing what most words mean. If it may not be the most important, it is essential to comprehend and express the language in written form. A finding from the National Reading Panel (NRP) reported that students acquire vocabulary best when it is used in meaningful, authentic contexts and are less able to remember words presented in isolated formats.

Studies carried by (Just and Carpenter, 1987; Whipple, 1925 (as cited in Kamil and Hiebert, 2005); Davis, 1942 (as cited in Pearson and Hiebert, 2007) argued that vocabulary knowledge predicts comprehension performance consistently with positive correlations. Moreover, Nagy and Scott (2000) suggest that the more contexts a word encounters, the greater the probability that its meaning will be acquired. They also identified the ability to reflect and manipulate vocabulary as a vital feature of word

knowledge. Additionally, Pearson, Hiebert, and Kamil (2007) affirmed that the quality of the context matters; when a word is encountered in a highly supportive context, students perform differently than in a less supportive context. The purpose of using texts and reading comprehension is that students need to be able to prove and use their knowledge of the vocabulary not only as an individual word but also as a part of a speech.

Pearson, Hiebert, and Kamil (2007) argued that picking a word that fits a blank space totally requires the systematic analysis of context. Coombe holds that gap-filling items assess a student's vocabulary production and encourage students to learn, acquire and comprehend the tested word rather than recognize it.

### **2.1.3 Principles to teach vocabulary**

Blachowicz (1985) formulated seven principles, a type of guide, and suggestions for integrating vocabulary for the reading teacher. These steps were designed to help or guide more teachers to integrate vocabulary into the curriculum, so they would be able to assist their students. Of course, this would work if the student had the intention and the consciousness of the previous steps.

The first principle, *build a conceptual base for word learning*, means that the teacher should already have organized a content of the vocabulary to be taught.

The second principle, *stress learner involvement*, which encourages students to create or define the new vocabulary with their own words rather than using other reference tools.

The third one, *focus on usable vocabulary*, which means that teachers must select the words students need, whether for a specific moment or the long term.

The fourth principle, *create opportunities to use new vocabulary*, which explains that teachers need to find a way of making students apply the words in their writing and speech.

The fifth principle, *make vocabulary instruction a long-term goal*; it refers to being long-term and always with a persistent follow-up.

The sixth principle, *introduce students to resources for word learning*, which refers to introducing books in the syllabus so students can motivate and practice.

The final principle, *develop transferable skills*, which means giving specific and clear instructions and practicing using real contexts and word-learning tools.

#### **2.1.4 Strategies to learn vocabulary**

There are different ways to help students who struggle with vocabulary during the language-learning process. That is why teachers and students need to find strategies to improve their weaknesses. Promoting different ways to learn vocabulary will enhance students find different ways of learning. Memory strategies, activation strategies, and cognitive strategies are examples of them.

##### **-Memory strategies**

According to Chang (2015), memory strategies include elaboration, mental imagery, mnemonics, organization, and rehearsal are some methods teachers and students use to memorize diverse information. Besides this, Gu and Jhonson, (1996 as cited in Goundar, 2019) separated word lists and repetition, belonging to them as instances of rehearsal strategies; meanwhile, association, imaginary, visual, auditory, semantic, and contextual encoding and word structure are part of encoding strategies.

##### **-Activation strategies**

Ghasal, (2007 as cited in Goundar (2019) described activation strategies as those where the learner uses new words in different context.

##### **-Cognitive strategies**

For Gu and Johnson (1996) (as cited in Goundar, 2019), these strategies were made up of guessing, using linguistic items such as dictionaries or note-taking. These let

students take advantage of their background knowledge and linguistic clues, for example grammatical structures to guess the meaning of words, to guess the meaning of words.

### **2.1.5 Types Of Vocabulary**

Categorizing types of vocabulary might differ depending on the authors. Some consider that listening, speaking, reading and writing are types of vocabulary. Other ones consider the classification as general, academic, and technical vocabulary. In order group these are considered as receptive and productive. In brief, some characteristic of all of them are described.

In accordance with the website Reading Rockets (2023) and Montgomery (2007) (as cited in St. Rita School for the Deaf, n.d):

- Listening vocabulary are the words we need to know to understand what is heard.
- Speaking vocabulary refers to words we use when we speak.
- Reading vocabulary are the words we understand when reading.
- Writing vocabulary consists of the words we use to express ourselves.

In Schmitt (2004) the categorization general, academic, and technical are mentioned as useful in describing multiple range of vocabulary. He mentioned:

- General vocabulary term to describe useful vocabulary across a wide range of topics and context in speaking and writing.
- Academic vocabulary, as it refers itself, is useful for academic context, especially in reading academic texts.

According with Liu and Lei (2019) technical vocabulary refers to “lexical items used with specialized meanings in a subject known mainly to a particular community of users.” (p. 2). Moreover, Woodward (2008) (as cited in Liu and Lei, 2019) mentioned that this type of vocabulary has been referred as ‘discipline specific vocabulary.’

Faraj (2015) considered two types of vocabulary: receptive and productive.

-Receptive vocabulary are words that learners recognize and understand in the context when they hear or see. Students recognize it in reading but do not use it in speaking and writing.

-Productive vocabulary are words that students understand and can pronounce correctly when speaking and writing. It involves the ability to write or speak at the appropriate time.

In addition to expressed about receptive and productive vocabulary, Faraj (2015), expressed that “The vocabulary items that we can recognize and understand them are receptive vocabulary items. Whereas the lexical items that we can deploy in our communication and writing are productive vocabulary words.” (p. 12).

#### High-frequency words

Additionally, Nation (2001) says that high-frequency words are worth it; teachers and students should make sure to learn them. A wide range of high-frequency words exists, which are explained further in this paper.

#### **2.1.6 Assessing Vocabulary**

According to Coombe (2011), there might be some questions teachers ask themselves about how to test vocabulary. Those questions are presented here.

In the first question, "How should I test vocabulary?" Coombe (2011), explained that teachers should try to teach vocabulary presented in context.

The second question, "Which kind of vocabulary should I test?" citing Heaton (1990), highlighted the importance of deciding the common words teachers want students to recognize.

For the third question, "Which format should I use?" three main issues must be considered, as in quantitative and qualitative research. These issues are considered test

validity, which refers to testing what we teach and how we teach it. So, when selecting test formats, it is preferable to be as those students have experienced.

In the fourth question, "How many items should I include?" Coombe (2011), depicted that it is crucial to understand test scores' reliability and degree of consistency. Nation (2001) recommended a minimum of 30 items for a reliable test. Although, it is beneficial to consider common sense to help teachers and researchers avoid fatigue with a wide variety of many items.

For the final question, "Are there any tools or resources that can help me?" Coombe (2011) gave some examples as the Academic Word List (AWL), which contain a set of 570 high-frequency words, and the General Service List.

Teachers must focus on students' understanding and not only on filling students with lots of vocabulary lists. Following Bloom's taxonomy, students must remember, understand, apply, analyze, evaluate, and create what they have already learned and are continuously learning. For this reason, it was decided to apply reading comprehension texts. It was decided as it is considered an appropriate way to measure not only students' recognition of the words but also their receptive and productive vocabulary, as well as their knowledge and comprehension of individual words and contextualized words.

## **2.2 Defining Flashcards**

According to the Cambridge dictionary (2019), a flashcard is a card with a word or picture used to help students learn. There is some resemblance in Collins dictionary (2019) which says that flashcards are sometimes used in teaching or reading a foreign language. Each card has words or pictures on it. It is one of the best resources for practicing language and learning.

Additionally, to above, Edwards said (2006, p.98) (as cited in Suharta et al.'s, 2018), "flashcards are a powerful tool for writing questions on one side of the cards and

the answers on the other.” Ashcroft (2014) (as cited in Suharta et al.’s, 2018) mentioned flashcards as an effective learning tool for studying vocabulary. As cited in Mohammed (2018, p. 16), “a flashcard is a little piece of paper with a new word in a language one person is learning and, on the other side, a word in own mother tongue.” The gist is that people use this material mainly to practice a new language or their first language. This type of material lets students achieve a particular goal depending on their needs.

According with Nasr (1972, p.119) (as cited in Nadziroh, 2010) “Flashcard is a piece of cardboard about 18 x 6 inches on which appears a word, a sentence or a simple outline drawing. The lettering should be large, net and clear so it can be seen from the rear of the room. Capital letters are preferred. Print should be used since it is easy to read at a distance.”

Even though there exist a wide variety of tools for learning a language, flashcards are one of the most common and have been used for decades. This material is the base of this research. That is why it is vital to have an idea about its history. Unfortunately, there has yet to be reliable evidence about the history of flashcards or word cards used for the same purpose: improve vocabulary to learner with poor vocabulary acquisition. On the other hand, this research focuses specifically on the use of flashcards created by Glenn Doman.

### **2.3 Defining Translation**

The Oxford dictionary states that translation is the process of translating words or text from one language into another. Furthermore, the Cambridge Dictionary defines *translation* as something that is translated, or the process of translating something, from one language to another. So it stands to reason that, as the dictionaries describe, the translation needs something to be executed; this "something" would be the vocabulary in a different language.

Catford (1965) (as cited in Saroukhil et al.'s, 2018) defined *translation* as the replacement of textual material in one language (SL) with equivalent textual material in another language (TL). Additionally, Solodub (2005, p. 7) (as cited in Sokolovsky, 2010) defined *translation* as “a creative intellectual activity, denoting the transmission from a source language into a target language.” Vinogradov, (2006) (as cited in Sokolovsky, 2010) expressed that “Translation is a process (and its result) caused by social necessity of information (content) transmitting, expressed in a written or oral text in one language by means of an equivalent (adequate) text in another language). Furthermore, Sdobnikov (2019), interpret translation as a way to provide interlingual communication by creating a text in the target language intended to replace the original text fully. From the four authors, one can assume that translation is a source that lets people understand and communicate in oral and written form to create communication.

Venuti (1995), described translation as rewriting an original text. All rewritings, whatever their intention, reflect a particular ideology and poetics and, as such, manipulate literature to function in a given society in a given way.

Translation has been a need for human beings since the existence of thousands of languages. Translation is a need for communication before and now, as in writing or oral.

According to Racoma (2018), one of the most famous translators was Saint Jerome, the patron saint of translators, who translated the Bible written in Hebrew and Greek into Latin. This event would be the first and most important translation in history.

According to Steiner (1971), the history of translation is divided into four periods. The first period started with the Roman translators: Cicero and Horace to Alexander Fraser Tytler. The second period extends up to Valery. The third was from Valery to the 1960s. The fourth period was from the 1960s onwards. During all these periods,

translation had a significant increase that has contributed now with a wide range of knowledge.

Cook (1994) carried out a number of investigations on this topic. In 2007 he pointed out that translation in language learning is an overlooked field in second language acquisition (SLA) for several reasons. Firstly, it has been difficult to shake off the old connection of translation to the authoritarian teaching method. Translation in SLA has been seen as following negative criticism of grammar-translation methods. Secondly, translation is often considered the goal, as the end product of teaching, but rarely seen as a means of or catalyst for language learning. Added to that, in 2010, he made a forceful point that he called TILT (Translation in Language Teaching), a classroom activity involving grammar-translation as an overall teaching method. As far as it is concerned, translation is only sometimes the favorite technique for teachers, even more when there are unlimited techniques and approaches where the translation is unnecessary.

English language learning in Mexico was accelerated in 2009 when the Secretaria de Educación Pública launched the "Programa Nacional de Inglés en Educación Básica" (PNIEB) to increase the English language proficiency of public school students by offering English classes from preschool to the end of secondary school. Pitifully, this program has not been carried out successfully. The program itself is attractive and achievable because the contents for each grade and the period of time the specialist who created the program chose are pertinent to the subject; nonetheless, the managers of this program do not resemble interested in its achievement because of the lack of teachers are not interested in its achievement because of lack of teachers, books, resources, and mainly unfortunately due to either preschools or the low elementary grades have access to the complete English program.

Besides that, Expansion magazine (2018) showed low results in the mastery of the English language in Mexico as a second language. From the 44th position, Mexico descended into the 57th place of all the non-anglo Saxon populations worldwide. Some of the reasons this happened are previously explained. Additionally, only some Mexicans, families, or communities seem interested in learning the language as their perception of learning English could be a better use of time and challenging to achieve. It could be included that parents are interested in something other than their kids' development of a different language.

#### **2.4 Defining Mother Tongue**

The Cambridge (2019) dictionary defines the mother tongue as “the first language you learn as a baby rather than a language learned at school or as an adult.” Similarly, the Oxford dictionary (2019) describes it as “the language in which a person has grown up speaking from early childhood.” There are no reasons to think that one's mother tongue is not the one that is taught and learned since the early years and predominates in our lives, in most cases.

According to the web page thoughtco.com (2019), contemporary linguistics and educators commonly use the term L1 to refer to a first or native language (the mother tongue), and the term L2 refers to a second language or a foreign language that has been studied. Thanks to that, it is easier to understand or explain what language we are talking about. In addition, it lets the reader know what language is being focused on.

#### **2.5 Defining Repetition**

As stated by the Oxford dictionary (2019), repetition is a literary device that repeats the exact words or phrases a few times to make an idea clearer and more memorable. Besides, the web page literacydevices.com defines it as the action of repeating something that has already been said or written. Also, the Cambridge dictionary

defines *repetition* as the act of doing or repeating something. These results seem similar because repetition has one primary purpose: to repeat something specific.

Scaforne (2011) said that repetition implies comparison. Something it is said to repeat itself whenever we can apprehend it from a reference point, a comparable thing of which is reiteration. Given that we are talking in an academic environment, repetition implies vocabulary as the reference point and the comparison between the second and the mother tongue.

Apart from this, Tannen (1987), argues that repetition is a type of pre-existing pattern and that pattern and automaticity are means for speakers to interact, using repetition as a basis for creativity. It can be interpreted that repetition allows the try, practice, and exercise of the language, so people will be prepared to interact with each other at a specific time.

The analysis of Heath, Kasper, and Tannen (1989) (as cited in Silva and Santos, 2006) discussed that repetitions not only convey referential meanings but also, often simultaneously, play a central role in establishing relationships among interactions. The interpretation could be a way of interaction between people in the same context with the same need.

Johnstone et al. (1987), argued that repetition creates a cognitive effect, one of the ways used by our minds to assimilate information. Because the word or the instruction is repeated many times, it stays in our knowledge, and then we can use it because we have already assimilated it.

This time, Cook (1994) added another implication of this feature: according to him, in addition to allowing more significant time for processing, repetitions are more predictable and create a more relaxed atmosphere, and there is, therefore, a central feature

in language play. Moreover, this form of processing knowledge is more practical as many other ways of practicing and learning through time become humdrum or challenging.

As Rydland and Aukrust (2005) argued in L2 development, the use of repetition by children can interact socially, aiding participation in play. The authors show differences in functions of self- and other-repetition in child L2 discourse: they suggest that self-repetition relates to the frequency of oral participation, and other-repetition allows the child to participate in extended discourse in L2.

Sometimes in our lives, we see it necessary to repeat specific steps or commands. In the case of the education context, repetition is an essential element that helps more in learning than in teaching. The former is centered on the student even more than the latter. People of all ages can use this technique to acquire new knowledge on any subject of any academic and scientific branch, just as Doctor Maria Montessori said: "Repetition is the secret of perfection."

Repetition does not belong only to the academic context; it is possible to achieve our goals through repetition and being constant. Repetition is a tool that enables us to keep trying to find our best version in whatever we want to do.

## **2.6 Defining Glenn Doman's Method**

As a key element of this paper, the material used by Glenn Doman in his program "*How to teach your baby to read*" was the principal applied material. However, before explaining this material, it is necessary to know about the author of such important material, books, and programs.

(DOMAN INTERNATIONAL, s.f) (Training pads, s.f) Glenn Doman served his life in child development, helping parents worldwide to understand how to help their children with special needs. These special needs are as follows: autism, cerebral palsy, developmental delay, epilepsy, learning difficulties, attention deficit disorder (ADD)/

attention deficit hyperactivity disorder (ADHD), mental retardation, Trisomy 21, athetosis, cerebral dysfunction, dyslexia, mixed dominance, neurological disorder, retardation, seizures, speech retardation, cerebral anoxia, cerebral trauma, encephalitis, hypoglycemia, Rh factor, thyroid deficiency, and many others.

He worked with the chief of neurosurgeon Temple Fey at Temple University Hospital to develop programs to help children and adults with brain damage. He realized that the treatments focused on symptoms rather than the brain's problem. These treatments proved poor results but were not fixing the problem.

That is how, with the help of his wife, they created new programs to treat the brain directly rather than the symptoms. Results showed that patients progressed faster and better than it was hoped. Glenn Doman learned that society tended to limit these children, but hope was not lost since he found that their function was also improved if these children's brain development could be enhanced. That was how his treatments were called "The Doman Method." This method is more than just a single treatment; it is an entire system of treatments that integrates physiological, nutritional, physical, sensory, and cognitive treatments.

Along with serving his life in children's treatments, he, by the hand of his wife, wrote *Nose is not Toes (1963)*, *What to Do About Your Brain-Injured Child (1974)*, *How to Teach Your Baby Math (1979)*, *How to Give Your Baby Encyclopedic Knowledge (1984)*. In 1964, he wrote "How to Teach Your Baby to Read," a book that teaches parents how to teach their children to read. Thus, it emerged as an ideal system to teach reading to these children with learning difficulties. This method allows parents to educate their children before they are even school-age. Furthermore, there are various reasons for such a meaningful method. Some of them are:

This method involves teaching words through flashcards. As reading aloud is a considerable difficulty for kids with speech problems because it makes them feel frightened, it was not necessary for the method. However, it is; instead, adults read the flashcards aloud while children are in a passive mood learning to read the words, it also makes children feel relaxed, and it is easier for them to learn.

Frequent and short sessions throughout the day, words shown up 15 to daily. This frequency help children learn to read, and as the sessions are short enough, they enjoy them.

Children learn common and familiar words for them: family members, favorite toys, favorite food, favorite activities, favorite animals, favorite places, and more. Besides this, testing, as reading aloud, is not an instrument since the intention is to reduce stress and enhance enjoyment.

Learning to read should be done in the following way:

First phase: words

Second phase: word pairs

Third phase: simple sentences

Fourth phase: phrases

Fifth phase: tales

As kids with special needs tend to have vision problems, Glenn Doman decided that big and bold words would make reading these words in the flashcards easier. He disagreed with having pictures and words together on the same page because images may distract the child, complicating the text's focus.

Glenn Doman (1971) argued that the best moment for a child to learn is during active growth; from birth to seven years, it is when the babies start responding to objects,

and here they are flashcards. Besides this, he argued that children learn to read with ease, reading the whole word than reading by syllables or each letter.

To provide more evidence, we can look at a presented paper called "How Brain-Injured Children Learn to Read," where Glenn Doman mainly showed additional evidence about the positive results of using the reading program in brain-injured children. In addition, this research expresses a background of his work, pointing out that:

- His principal objective had been teaching parents how to help their brain-injured children.
- He favors using letters three inches high to make it possible for the child's immature visual pathways to deal with the reading until the visual pathway is mature enough.

At that time, a group of 394 children under age five with any brain-injured situation were prescribed a reading program for each boy and girl, all but three were reading before they were six, and some of them learned to read before they learned to talk or walk. About a quarter of them read real books within 8 to 15 months. (page.4)

It was exposed principally in the case of Tommy, a two-year-old boy with a brain injury that was described as severe, extensive, and not restricted to the cortex since it was no light reflex, no startle reflex, and no grasp reflex (page 4). Tommy was a two-year-old boy who was not able to see or hear, crawl or raise his head, and he could not even follow with his eyes a person or even a light. That is why Tommy's environment had to be enriched with a higher intensity of input through all his senses, exposing him to lights, actions, and loud talk. Their principal strategy was to lead Tommy through all the stages he missed. So it was one day when the people in charge of Tommy stuck pins in him and got their first reaction or contact with Tommy's brain, and he smiled.

It was necessary to provide all the possible input; they would point to his toe so that he could see it, they could pinch his toe so he could feel it, they would pronounce the word "TOE" so he could hear it, and they would print the word "TOE" so he could read it. Tommy could point to his toe whether people said the word or showed him the print. He could choose too between "TOE" and "TOMMY" if the printed words were shown and invited him to show which was which. (page 13) Finally, the program was totally satisfactory.

Overall, the following cases support the efficacy of the reading program:

- The mother of Rachel said her daughter took the program avidly, and at the age of two and a half, she was reading her first book within five weeks. Her speech improved right along with the reading, and before the age of three and a half, she knew 1,030 words from the Giant Golden Dictionary.

- Robert, a three-year-old boy, routinely spoke English with his parents and Spanish with the Puerto Rican maid; the day he learned to read "TABLE," he went to her maid and read the word in Spanish.

- A mother of a four-year-old girl expressed that within four months, she learned to read 90 words in English, and she also learned to speak and understand German by the side of her babysitter.

- A parent said their pediatrician introduced them to the method. Aaron could read five words at 18 months. At 30 months, he could read 170 words in Hebrew and 60 words in English as well as he could do addition and subtraction.

- A mother manifested that they started the program with her daughter at 12 months; by 17 months, the girl demanded new words. Finally, at 33 months, she read books like *Green Eggs and Ham* and *Hop On Pop*.

- The mother of Suzy said her daughter, at the age of two and a half, could read books.
- A school headmaster said they had admitted a five-year-old girl reading at the level of a 9 or 10 years old.
- A father revealed that his three and a half years old daughter, in over a year on the program, could read 25 books.
- Another father manifested that he began the program with his six years old son, and within three months, he can read 24 words quickly, and that reading has significantly improved his speech.

His conclusions in this paper are that children can learn to read the same way they learn to speak. That is, they can attach meaning to the printed words they see precisely the same as how they learn to attach meaning to the spoken words they hear. (page 26).

### **2.6.2 Doman Method And Autism**

Perttiwi et al. (2020) studied a case of the use of the method with seven autistic children (aged 8 to 9 years) in a low-grade elementary school. There it was generally described autistic children with a combination of disorders, social communication, repetitive behavior, limited interest, and other circumstances. (page 218)

As mentioned, The Glenn Doman Method allows children to be involved in the process because the program can be seen as a game where learning is inserted as children recognize words that are applied in the sessions. During this research, the method was followed by four steps: recognizing meaningful words, reading words, reading phrases, and filling in blank phrases. The topic to be practiced was the body parts. As a result of the 12 meetings using the method and flashcards, the children could play with the words and pictures provided after analyzing a pre-test, post-test, and oral test. It was demonstrated that the method has a significant effect on improving early reading in

autistic children because the children could understand the words, read the words without the pictures, read the phrases, and identify the phrases. Children had a high increase in the aspect of reading and identifying phrases because, in the reading phrases, the children recognized the meaning of the words, which shows that children previously understood the meaning in the pictures, the pattern of letters, and the word voiced. (page 220)

### **2.6.3 Doman Method And The Reading Skill**

Another piece of evidence found in Ecuador by Jimbicti (2020) identified that at the end of her research, 15 students (aged between 5 and 6 years) from the Charlotte English School showed positive results and evolution in the course of the eight sessions they had. At half of the program, there was a better effort from students when completing the tasks, and during the last two sessions, better progress had been successfully reached. Jimbicti manifested that the elements of the message could be appropriately communicated, there was an outstanding attempt to develop the tasks, and reading was much more fluid, showing better articulation and rhythm. For her, the Glenn Doman Method favors the development of reading ability thanks to this methodology increases the intellectual possibilities of children through the use of "bits" of intelligence that stimulate the senses, create neural connections with what is achieved, capture attention and develop reading skills by repeating words. (page 23)

Within this document, we can also find several studies which mention the benefits of the use of the method:

Modelo et al. (2013, as cited in Jimbicti, 2020) concluded that most children improve their abilities in pronunciation, vocabulary, identification of pieces of information, word reading, and comprehension of instructions. Also, they mentioned that this method should be applied constantly when teaching English to young children as it

stimulates and consolidates brain connections to recognize, process, and hold back information.

Chaclán (2017, as cited in Jimbicti, 2020) mentioned that The Doman Method provides preschool teachers tools for developing strategies benefiting the reading process through a motivating and high-impact methodology, contributing to the natural learning of reading.

In 2018, Nuñez (as cited in Jimbicti 2020) pointed out that the Glenn Doman Method promotes reading development in children by stimulating specific brain areas and achieving visual information to be processed more efficiently, so children can be able to identify things by name and master them.

A detailed examination of the Doman Method by Silva (2018, as cited in Jimbicti, 2020) showed that the programs are game-based, being the atmosphere children need to live as the application generates pleasure and fun. Moreover, some advantages are as follows:

- It increases visual and auditory memory due to the stimulation of the neural connection of information through high-quality and captivating data.
- Children's concentration and attention are more focused and long-lasting.
- It creates and maintains internal motivation since their interest and curiosity make them discover tastes in certain areas.

The reading method attached to the Doman Method contributes to the evolution of physiological, intellectual, psychomotor, social, and linguistic development, forms and structures the way of thinking and gaining reading.

The effectiveness of this method has also been proved by Ayuso et al.'s (2019, as cited in Jimbicti, 2020), who considered the Doman Method as an early stimulation system whose initial objective was to improve brain-injured children physically,

cognitively, and healthy in order to brace their intellectual development and potential. They also mentioned that this method involves adequate basic teaching principles, which suggest using bits of intelligence, taking into account the development of early stimulation, starting at a young age, constantly showing joy, respecting the children together with having total confidence in them, apply for the program when parents and children are happy, prepare a favorable learning environment, stop the activity before the child wants to quit, frequently present new bits (words) being organized and constant, do not evaluate or examine the child, and take care to prepare everything before each session.

In similar research also in Ecuador, Roca (2014) suggested to make use of the method and applying it in 7 steps:

- **Steps 1, step 2, and step 3** use cards or bits from 12 to 15 centimeters with red printed letters. All the words are written in low case letters. The words can be familiar to children, but in English, they will be used for presenting new vocabulary in each unit.
- **Step 4** uses a text with pictures with short content, the words are structured from the book, and they are written on cards of 8 centimeters with black color, then it is shown to the children in the order that is shown in the book.
- **Step 5** collects and makes a booklet with the new words.
- **Step 6** is to read the book or reading shown in step 4.
- **Step 7** shows the alphabet in cards or bits.

She also alluded that a small amount of information can contain a picture, photograph, or word and helps us to process knowledge. So if people remember how a word is written and heard, it will be a channel of information, and the process of the Doman Method allows for recording the information or bits. Finally, Rico suggested the use of the method in the classroom, where the teacher can apply it as a game at the beginning of classes.

In a similar case, Infante and Vásquez (2021) mentioned that the implementation of the bits of the Doman method enhances a child's learning, developing attention and concentration. In order to complete this, the teacher needs to be dynamic and creative, have a reasonable tone of voice, be confident in the student's abilities and students' knowledge, be keen to stimulate the students, keep in mind the objective and the purpose of the application. (p. 10 and 39)

In an article where different basic methods of teaching reading were reviewed, in the section "look and say" approach, the Doman Method was presented with a brief description:

"The younger the children are, the faster they can learn. By the time children taught with that method are given their first books, they can go straight on to reading with understanding. A well-tested way of creating a pre-reading experience for children has been developed and fully documented by Doman."

"The method relies on showing a child a set of cards with separate words written on them (flashcards) and reading the words out loud three times a day for five days consecutively. When the child has learned a sufficient number of words, he or she is presented with a book based on that vocabulary." (Dlugosz, 2000. p. 285)

#### **2.6.4 Doman Method And The Second And Foreign Language**

Some recommendations found on a resume document by Anderson (1975), manifested that parents who are interested in teaching to read to their kids should read Doman's How to Teach Your Baby to Read. Besides following the suggestions made by Doman in any language, they would like their children to learn. It is also commented that research centers can include in their activities to make reading fun techniques by Doman and Söderberg. (p. 257)

Ahtamjonovna and Dilshodovna (2021), commented that the essence of Doman's methodology is to show students special cards and speak aloud for a short period. These cards and the simultaneous pronunciation of the written words stimulate the brain's work. In the process of learning to read using this method, children memorize the words entirely, which means they do not use syllables. (p.85)

On top of that, it is mentioned that for teaching a foreign language, it is necessary that the children understand and consciously pronounce a few words in their native language.

In order to achieve successful classes, it is necessary to stick to the following rules:

- Parents must have a certain level of knowledge.
- Prepare for the lesson in time and work through the material.
- Conduct classes only when the child is well-fed and active.
- Avoid distractors.
- Parents should be in a good mood during the practice.
- Tests and exams are forbidden.
- If the child perceives boredom, pause for a moment and then continue with

the activity, do not start from the beginning.

- The schedule should be comfortable for the two participants (parent and child).
- The activity may last up to 5 minutes.
- Parents will be pleased with magnificent results of how easy it is for a baby

to learn English using this method, mastering their native language and English consecutively.

### **2.6.5 Doman Method And The Rishi Valley Method**

In the same way, Nithya (2014) mentions that the Rishi Valley School uses its own teaching methodology: the Rishi Valley method, which uses the Doman method combined with the Audio-Tape method and the Project Work and EBD method. In using the Doman method, children acquire reading and learning skills rapidly as their brains learn to process a large amount of information. The words for reading are selected for the children. These words are known to the children and are associated with interesting topics for them. (p. 42)

With the use of the Doman method, the students at the third and fourth levels learn almost 90% of the cards without the teacher's help. At the 5th level, the students study the prescribed government textbook thoroughly by themselves. Another result of the use of the method is that most of the cards did not need the full help of the teacher, just a minimum portion of the total cards. This result happens because Rishi Valley Method is considerably self-learning; hence students can improve without needing a teacher or oral explanation. Its activities are designed to be able to study the subject matter with comprehension and to acquire and exercise their thinking and other skills. (p. 43)

### **2.6.6 Doman Method And Technology**

As a consequence of continuous progress and evolution, and in support of all the information above, it is important to mention that in recent years, the Doman Method has been applied to mobile applications, which can be found on the play store from Android phones. This new form provides a broad range of populations the opportunity to involve children or adults in the method through new strategies. This population could be "modern parents" whose children are very attached to technology or parents who lack the time or material to make the cards. It would also be a new tool for the teacher to use as an

assignment after classes or to practice. It would also be helpful to older people who want to learn English.

Some of the people who have tried to create their own applications are Silva et al. (2019) from Mexico and Oaxaca and Baculima (2020) From Ecuador.

## CHAPTER III: METHODOLOGY

### Introduction

In this chapter, methodological decisions are presented. The chapter is divided into five sections which detail and explain the features of each one. The first one depicts the setting where the study took place. The second one portrays the approaches employed to reach the study's objective and the method assigned to cover all the needs. The third one describes the participants' characteristics. The fourth one specifies the instruments and materials used for each approach. Moreover, the final section depicts the study's procedure to find the expected results.

### 3.1 Setting

The project took place in the private school José María de Velasco, located on boulevard Francisco Javier Clavijero in Puebla. The school schedule for them was from 8:00 hrs to 13:00 hrs. Their first thirty minutes of the day were dedicated to English class. As the school does not have a bilingual program, the aim of having English classes was to develop students' skills in a foreign language, working toward raising the level A1/ A2 according to the Common European Framework of Reference for Languages (CEFR).

The established schedule was owing to students in this grade being tempted to be slightly more rebels, some more hyperactive, others lazier, making it more difficult to have complete attention before or after their break or at the end of the school day. Beyond that, they had to fulfill other extra activities during the day as Physical Education, swimming class, and the rest of a load of academic subjects. The students have thirty minutes of class each day, which fulfilled two hours and a half per week. These partakers must improve their abilities in learning English as a foreign language by practicing for more time than previously mentioned.

### 3.2 Approach

There are different perspectives to approach phenomena under research, such as the quantitative approach, which has become a key instrument of countless research for its effectiveness in showing systematic and methodical results. That is why it is proper to use this approach along with the study for the reason that the results will be measurable, organized, and structured, and they will show the specific percentage of the effectiveness of the use of the material to improve students' vocabulary.

Previous Aliaga and Gunderson (2002) (as cited in Apuke, 2017), reported it as a phenomenon of collecting numerical data analyzed using mathematically based methods. Furthermore, Muijs (2004), mentions that The data has to be available in numerical form which is collected by instruments like questionnaires or tests. An advantage is that the researcher can be someone other than an expert in mathematics because computer software makes analyzing quicker and easier. Besides, The SAGE Publications website (2020) mentions that quantitative research relies on numerical data collection and analysis in order to describe, explain, predict, or control variables and phenomena of interest.

Creswell (2012, p. 26) provided a set of quantitative research characteristics. Characteristics that are followed in this study, these characteristics are:

- Describing research problems through a description of trends or a need for an explanation of the relationship among variables.
- Providing a significant role for the literature by suggesting the research questions to be asked, justifying the research problem.
- Creating a need for the direction of the study (purpose statement and research questions).
- Creating purpose statements and research questions that are specified, narrow, measurable, and observable.

- Collecting numeric data using instruments with present questions and responses.
- Analyzing variables using statistical analysis.
- Interpreting results.
- Writing the research report using standard, fixed structures, and evaluation criteria.

Furthermore, Creswell (2012), describes that in quantitative research, a problem is identified based on the need to explain how, what, or why something occurs, identifying the needs in the field first. In this case, the immediate need is the improvement of the vocabulary of the participants.

In this kind of approach to select the participants, there are different types of sampling as probability sampling: 1.-simple random sampling: systematic sampling, 2.-stratified sampling, 3.-multistage cluster sampling, and nonprobability sampling: 1.-convenience sampling and 2.- snowball sampling. This research decided to use nonprobability sampling. This sampling characteristic is that individuals are selected due to their availability and convenience and because they represent a characteristic they seek to study: lack of vocabulary knowledge in a foreign language.

In quantitative research, the intention is to obtain measurable and visible data, which may have variables depending on the participant's responses and reactions. These questions, as explained before, try to answer questions like "how," "what," or "why," which are used for specific purposes, Creswell. Thus, for this research, some questions start with how and what.

As the study seeks to measure students' achievement, the type of data collection that was intended to collect was through *factual information*. As Creswell specifies, it

consists of numeric, individual data available in public records; in this case, the reports were reading comprehension texts.

The data collection is the response to the research questions. For that, a tool or instrument for data collection is necessary, instruments that measure the existing variables in the study. In this work, the instrument was selected because of its reliability and validity and because the reading comprehension texts tried to measure whether or not the first instrument was valid. The researcher also developed them during the test time. In administering the data for this research, it was necessary questionnaires completed by the students.

Mathematical procedures called by Creswell statistics analyze the results. These statistics are essential to interpret results separating the data, so the researcher is able to explain the reasons for these results and if they support or refuse the intended objective.

Another approach is the qualitative one which is used for perceptive studies. The results are more humanistic, based on the participants' understanding by observations from the researcher. Participants' opinions, beliefs, and views are explored here to interpret and determine their meaning in the project. Due to the data obtained from this research (observable data, participants and researcher reflections), it is also appropriate to use this approach because the necessity in this study is to analyze the students' perceptions during the realization of the project since they are who are involved in the usage of the new material, and the researcher reflections as it the person in charge of the application of the project and manage the evidence in active and passive mode. Besides, it is relevant to a deep understanding of the participants' attitudes due to there will be a transformation of their reality, helping them to have more tools to improve and a new perspective of themselves since they are active participants in the study.

Some of the characteristics obtained from The SAGE Publications website about qualitative research are:

- Observations involve carefully watching and carefully recording what is seen and heard in a setting.
- Observations are recorded in field notes.
- Researchers may assume different roles along the participants-observer continuum.
- Interviews are formal conversations between the researcher and participants in the study.
- Reflexivity as the process of documenting and evaluating interpretations, assumptions, and biases, also aids in establishing validity.

Whereas Creswell (p.26) expressed a set of characteristics for the qualitative research, they are:

- Exploring a problem and developing a detailed understanding of the central phenomenon.
- Justify the problem by having the literature.
- Stating the purpose and the research questions in general and broadways so as to the participants' experiences.
- Collecting data based on words from a small number of individuals
- Analyzing the data for description and themes using text analysis and interpreting the more significant meaning of the findings.
- Writing the report using flexible and evaluating criteria, including the researcher's subjective reflexivity and bias.

It is necessary to add that Creswell manifested the importance of this type of research, "learning from the participants." As the content of this research is a new learning

tool for them, it is also important to know their points of view at the beginning, during, and after the process.

This type of research uses different sampling approaches to select participants. These approaches according to Creswell, are called purposeful sampling because the researcher intentionally selects individuals. These types of samplings are maximal variation sampling, extreme case sampling, typical sampling, the theory of concept sampling, homogeneous sampling, and critical sampling. This paper selected the homogeneous and theory of concept sampling since their characteristics; participants possess a similar characteristic, and they can help generate or discover specific concepts within the theory belonged to what was intended.

Creswell (2012), also describes that sampling occurs after the data collection has started another type of sampling is needed; this time, the options are opportunistic sampling, snowball sampling, and confirming and disconfirming sampling. This research used the last one due to their description; according to Creswell, this sampling is used to follow up on specific cases to test or explore further findings. Here the specific cases are the students with a poor vocabulary. The aim of using these samplings is to identify if it is possible to submit evidence about their personal changes during and after using the materials.

As the main fact of qualitative research, how data is collected differs from quantitative research. For this study, it was used observations as well as the use of documents. The observation was conducted through the researcher as an observer and participant. This occurred on the whole while the researcher participated in the observational activities during an active mode presenting the flashcards to the participants. From the beginning of the practice, while the flashcards were presented to participants and they participated, and the end of the activity, the researcher observed

their attitudes. Nevertheless, it was necessary to change the role of a nonparticipant when participants were evaluated.

Additionally, private documents, which were personal journals written by the students, were used because they provided information from the students' perceptions and beliefs during the process due to these being rich sources of information.

The best way of collecting this data was through an observational protocol. During the research, it would be necessary to take field notes during the observation in chronological order with a description of the activities, the setting, and a reflection about themes and personal insights. These protocols contained dependent as well as independent variables.

In addition to all the above, the ethical issues were exposed when the corresponding permissions were managed and field issues were handled during the study.

The last type of research used in this study was the Mixed Method research which uses both perspectives to approach the phenomenon of the study. Creswell (2012, p. 535), described it as "a procedure for collecting, analyzing, and "mixing" quantitative and qualitative methods in a single study to understand a research problem." This research aimed to obtain more information as quantitative results were numerical, and it was possible to record the experiment results and as qualitative results were the perspectives that participants and the researcher recorded.

In keeping with Creswell (2012), there are different types of designs. They are divided into six types of designs: Convergent Parallel Design, Explanatory Sequential Design, Exploratory Sequential Design, Embedded Design, Transformative Design, and Multiphase Design. After analyzing each one, it was determined to lean toward the fourth design.

This decision was taken due to the purpose of the design was to collect both data simultaneously but have a primary and second form of data even though they are analyzed separately and come from different research questions. In this case, the primary data was the quantitative results, and the second was the qualitative results, as they would support and add more information to the primary data.

Following Creswell (2012, p. 548), he reported six characteristics these designs led to:

- Provide a rationale for the design
- Include collecting quantitative and qualitative data
- Consider priority
- Consider sequence
- Match the data analysis to a design
- Diagram the procedures

As explained before, the reason to use Mixed Methods is to interpret and acquire from quantitative and qualitative approaches the promising results so the purpose of this study could be more detailed for the numerical records and supported by the participants and researcher's perceptions.

Added to that, the instruments and materials, such as reading comprehension texts, observational protocols, and journals, among others, were created for being used for their complementary approach.

The priority data collection came from the quantitative results; in this way, the qualitative results function was to support and provide more information to the first one to realize the improvement of the activities from the study. Besides this, the data collection sequence was simultaneous and sequential because they were related.

Coming along with Creswell (2012), the data analysis was separated because they reflected different questions. Then, the quantitative data conducted the outcome analysis, and the qualitative data analyzed the process. However, the results can be interpreted together to specify how they are reinforced or complemented. Finally, Table 1 presents the sequence of activities to let the reader understand this study's sequence better.

**Table 1.** *Quantitative and Qualitative instruments and materials sequence*



Thus, considering the nature of this study, whose objective is to improve vocabulary for poor vocabulary learners, the approach used is, more precisely, the inquiry method called action research. Some of their characteristics are investigating, gathering data, and understanding the reality of the investigation to make social transformations in

a specific context (Melero, 2012).

### **3.2.1 Method**

The methodological approach taken in this study is a mixed-method, quantitative and qualitative research combined to provide concrete and specific information to lead the study. According to Creswell (2012), this work takes the form of action research as it explores a practical problem with an aim toward developing a solution to a problem.

He explained that action research uses data collected from quantitative and qualitative methods. It is also a systematic procedure to gather information about a specific topic, improve how the particular setting operates, and improve teachers' and students' learning.

Researchers, most commonly educators, reflect on their problems, the data collection, and its analysis, and implement changes they find in their results. This study aimed to improve students' vocabulary due to specific students in fifth grade from a private school showing a low grade in English vocabulary acquisition and comprehension in their daily classes and during their primary academic life. It also improved the teacher's learning by being a self-reflective practitioner and participants' learning through the improvement of vocabulary and self-development, helping them to be more active in their learning.

Action research provides means to improve educators' development by reflecting on their practices and narrowing gaps; this happens while planning, acting, observing, and reflecting on the issue, in other words participating in the research. In this study, the researcher was an active and passive practitioner simultaneously. The researcher guided the activities, analyzed the observational protocols for every class, and analyzed the participants' journals. Unfortunately, it was impossible to participate in the test realization due to a lack of time.

According to the definition provided by Creswell (2012), the methods are adapted in response to the practitioners' objectives to understand a practical problem. Therefore, for a better understanding and appliance of this study, it was chosen, from the practical and participatory action research, the practical action research because the local practice was done in the same school participants and the researcher was located, allowing improvement from both sides.

The objective of practical action research is to research a school situation where the situation could be improved through practice. Then, let educators explore their theories about learning, examine the effects of the practice on the students, and explore the impact on colleagues, administrators, and even parents.

Its main ideas, identified by Mills (2011) (as cited in Cresswell, 2012), focus on the teachers as reflective learners and individuals engaged in a research problem. The ideas taken into account for this study were:

- Teacher-researchers have decision-making authority to study an educational practice.
- Teachers-researcher want to reflect and improve their practices
- Teacher-researcher use a systematic approach to reflecting on their practices
- Teacher-researcher will choose an area of focus, determine data collection techniques, analyze and interpret data, and develop action plans.
- Teacher-researcher completes an action plan which includes a summary of findings, recommended actions, and identification of the responsible for the actions and those who need to be consulted and informed. It also indicates who will monitor and collect data, a timeline for data collection, and the resources needed to carry out the action.

In addition to that, Cresswell (2012), mentioned it was important to follow the subsequent characteristics of this type of research:

- A practical focus that will benefit education.
- The educator-researcher's own practices in their own educational classroom, experimenting, monitoring own problems, actions, and circumstances, and reconstructing an interpretation of the action for further actions.
- Collaboration, establishing cooperative relationships sincerely and appropriately, including all individuals and groups.
- A dynamic process. The idea is that the researcher spirals back and forth between reflection, data collection, and action. Reflecting, collecting data, trying a solution, and spiraling back to reflection is part of the process.
- A plan of action, simply presenting the data to stakeholders and establishing a pilot program. Possibly a formal written plan or an informal discussion about how to proceed.
- Sharing research with individuals who can promote change within their classroom, teachers, principal, and others.

### **3.3 Participants**

The participants were a range of seven students; four males and three females with an estimated age between 9 to 10 years old; who manifest a lack of vocabulary acquisition and management of it in a foreign language, in this case, English. The participants in the study were students from the private school "José María de Velasco".

The seven selected participants were students coursing in the fifth grade of elementary school. Five of the seven participants had had English classes since first grade, and the rest had had since third grade. Although there existed a difference in years having touch with the language, all of them had difficulties acquiring and producing the

vocabulary. In addition, although their English level had increased compared to past years, they were at a different level of knowledge and understanding than their classmates.

The partakers were chosen thanks to each student's performance, participation observation and analysis during the last months of the coursing grade and the analysis of the previous online course. It was made in several academic fields, as in oral and written class participation, tasks realized in the classroom without other students' help, games, and exams. The outcomes of the observations pointed to their inability to express themselves in oral and written production. Moreover, comparing them with their other classmates, their poor vocabulary acquisition of the foreign language was evident.

The participants represent purposive sampling. In 2016, Etikan published a paper in which he described purposive sampling as a technique of deliberate choice of participants, those with particular characteristics and qualities who will be able to assist in the research. The purposive sampling will be guided by the method of Maximum Variation Sampling; the method involves selecting candidates across a broad spectrum relating to the topic of study. In this case, the related topic was *poor vocabulary acquisition in a foreign language*.

Four of the participants are males, and the other three are females. All of them are children in the age range of 9-10 years old. The seven participants are from Puebla city and are close to the neighborhood where the school is located.

### **3.4 Technique To Collect Data**

A primary concern for the study results was the collection of data, as it was pretended to possess information about students' domain mastery through the data collection. The results of the use of the material were evaluated by sentence completion or gap-filling items in texts. Many scholars declare the fact that in further vocabulary assessment, there is the need to assess understanding, management, and meaningful input

to achieve a successful output from the vocabulary, among others; for that reason, this study has selected the use of texts and filling gaps.

In order to understand data collection, it was essential to identify the proper instruments needed. Furthermore, it was necessary the performance measures, which according to Creswell (2012), and the purpose of the study, the best way of conducting data was through factual information, in this case, numeric records that are the results students achieve in their proofs (the reading texts). On the other hand, observational protocols for regular meetings were also needed. The observational protocol, as Creswell (2012, p. 227), said, "contains a header to record information about time, place, setting, and the observational role. Two columns to record the description of activities and the reflection about themes, quotes, and personal experiences from the researcher". This instrument would provide specific information along with the sessions and enables continuous and accurate monitoring.

Additionally, personal documents from students, in this case, journals, were also used. According to Creswell (2012, p. 223), "they provide the advantage of being in the language and words of the participants." These journals had some specifications as they could write it in their mother tongue so they would feel more comfortable. They were free to express their thoughts about doing these activities.

### **3.4.1 Instruments And Materials**

All instruments and materials were designed specifically to obtain results for this research. On one hand, the instruments to collect data were numeric records, observational protocols, and students' journals. The most appropriate instrument to evaluate the improvement of vocabulary through the use of Doman's Method Material was a set of reading comprehension texts, a different text depending on the set of specific words. Some reading comprehension texts were used as inspiration and to understand the

structure but were not applied. On the other hand, the materials applied were sets of flashcards, and it is considered the reading comprehension texts as the second material.

The first instrument was the numeric records. These were weekly results because the vocabulary improvement was evaluated at the end of each week. The numeric records were essential to analyze because they helped identify if the participants had a written improvement along with the study or if the implementation did not change their knowledge and abilities.

The second instrument was observational protocols for meetings. These were used for taking information during the sessions, such as chronological order, description of activities, detailed information of the participants, quotes of individuals, reflections, and personal insights. These instruments were used throughout two weekly sessions and during the test session until the end of the study.

It is important to say that as this instrument was used during the implementation of the first material and third instrument, the notes sometimes might not look perfectly clear because there was a draft and a second paper with clear notes.

As the last instrument to verify the qualitative results, the use of participants' journals was necessary. It needed permission from the participants to use them in this paper; besides, its purpose was to know participants' perceptions before, during, and after each session and at the end of the study. The partakers were told to write in their journals their thoughts about the project and if it had any benefit in their academic lives or English class, the way the project made them feel, and anything related.

Additionally, the first material is considered by the author of this research, the primary material of the research, it is an adaptation of the material that doctor Glenn Doman used to help brain-injured children and babies to read in a short time. The modification was only on the vocabulary because even though there was not a specific

list of words, Doman's method suggests the use of daily vocabulary to help babies or children learn to read the word. However, for this research, the vocabulary was selected from units' topics students were learning at a specific time. At the same time, the flashcards kept their natural color in their content, with a small amount of modification of the length.

The number of flashcards was a count of ten per week due to it was decided not to pressure participants with intensive vocabulary.

The second material and the quantitative instrument to evaluate students' progress through the numeric record were reading comprehension texts combined with the filling-gap technique.

As the number of words during each pair of sessions weekly was 10, it seemed to be, for some, an enormous number of vocabulary and, for others, a small portion of vocabulary. However, the fact is that with this quantity, the students would be able to handle the situation. For the appliance of this vocabulary, the texts created were two texts in which half of the vocabulary, five words, were employed in one text and the other half, the other five words, in a different text. Both reading comprehension text characteristics were: short texts, one text had academic context, and the other text had a more informal and daily context. In this way, the idea of presenting vocabulary in a more realistic context to help students to construct their vocabulary outside the classroom, and without downplaying the contexts from the unit of the respective vocabulary one and the other, are similarly evaluated.

The main aim of the two parts of the reading texts was to let students exploit their previous vocabulary knowledge in various contexts to show that they can use the words correctly. However, it is important to remind that these reading passages contain unknown words and clues, so the participants' ability was not affected. (Alqahtani , 2015)

### **3.5 Procedure**

Two weekly sessions, Tuesday and Thursday; and Friday for the test, were given each week for five weeks. Within class time, 8:00 a.m. to 8:40 a.m. In the first session, I arrived earlier as I explained the material's dynamic. At the beginning of the session, I taught the students how to prepare the set of cards at home; the approximate size: was half of the cardboard from 18 centimeters long and 10 centimeters long and 60 centimeters wide; however, it was possible to do it at half of the wide range. The vocabulary is written with red marker due to Doman's specifications. The words must not be written across the entire height of the card; it must have a margin (it was left to each student's own decision). Ten cards were used during all the active classes so that they would be practicing only ten words per week.

**Step 1.** In the beginning, the cards were shown and said by the teacher and then by the students three times without changing the order.

**Step 2.** If they mispronounced any word, it was separated from the rest, and it or they were repeated three times.

**Step 3.** This time, participants repeat the ten words again but in random order (organized by the teacher). This to-do does not make students memorize the words in order.

**Step 4.** If any participant mispronounced a word again, it was repeated the step 2.

**Step 5.** Then, the words were mixed, and when they were shown to students, the words in their mother tongue were also said, and participants now repeated in English and their mother tongue. It was done three times, also mixing the order in each round. If they could not remember the meaning in their L1, it was repeated the step 2; if not, it could be omitted.

**Step 6.** It was separated the cards into sets of 5 without any specific order. As in the previous steps, students had to say the words in L2 and L1. If they had any doubt about pronunciation or meaning, the card or cards were separated from the rest.

**Step 7.** It was shown only the separated words, and students repeated them three times again. Then it was shown to them, and they repeated it.

**Step 8.** Participants were asked to repeat the ten words in L2 and L1 in random order. If more than two students had problems again, the feedback was made for everyone, but if one or two failed, the feedback was only for them.

**Step 9.** This step was divided into two because, at first, the ten words were shown again, and participants only said them in English. Then, the words were mixed and shown, and participants only said them in their mother tongue. If any had problems, it was necessary to go back to step 2.

**Step 10.** The set of cards was given to a student (no one in particular), and only students practiced without intervention.

These steps were designed for the first session of each week. For the second session, it was also giving a quick check of the last words.

For the test session, students only presented their reading comprehension test.

The moment they realized the test session was mainly after their recess. It is essential to remember that their grade teacher helped in the project by giving students their test because there was no time available for the researcher.

## CHAPTER IV RESULTS

### Introduction

This chapter discusses the countable results but also light and focuses on the non-written results, which is the daily comprehension the participants showed during the following classes after the practice. The organization of this chapter consists firstly of participants' descriptions during the process and, secondly, the description and graphing of the data obtained throughout this investigation. It also describes the qualitative perceptions of the students and the mentor. Eventually, a description arose from some recorded videos to observe and analyze the participants' outcomes, not during the process but throughout their performance during their daily English classes.

### 4.1 Participants

The participants of this study were seven students from 5th grade of the elementary school "Jose Maria de Velasco," four males and three females with an estimated age between 9 to 10 years old. See Table 2.

**Table 2**

*Participant sex*

Males		Females	
Uriel	10	Lisa	10
Iker	9	Fannie	10
Ricardo	9	Luna	9
Saul	10		

*Source:* own elaboration

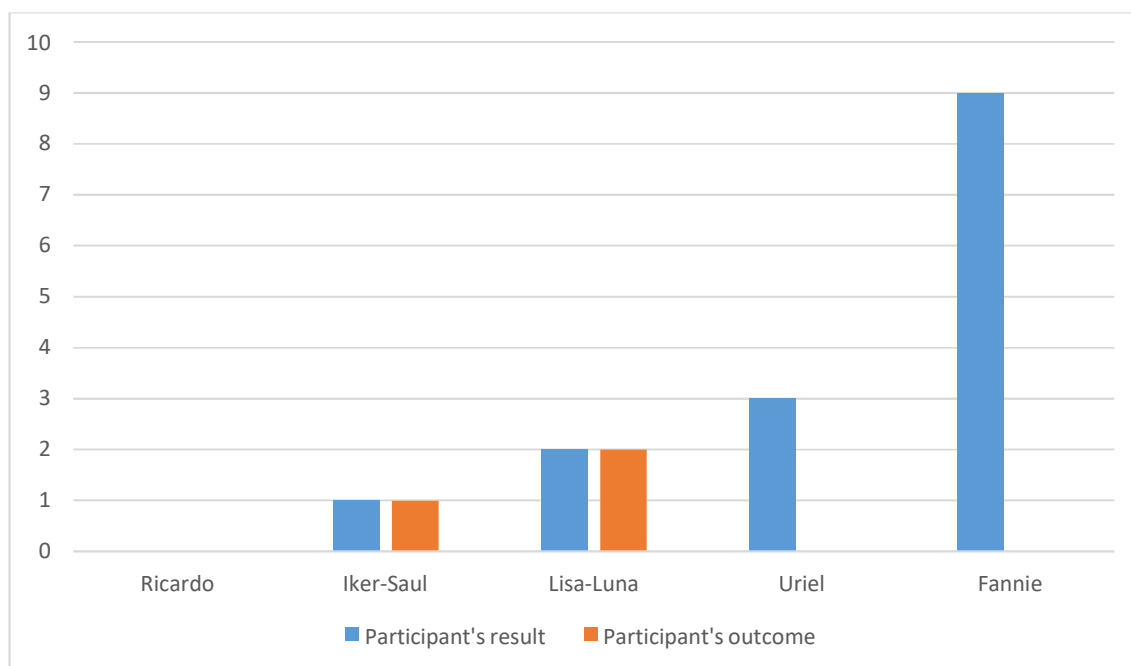
## 4.2 Tests Results

Following, the quantitative and qualitative data obtained from instruments applied are detailed expose.

### 4.2.1 First Results

In the first and second practice, it was used the following vocabulary: was/wasn't / use / used / live / lived / develop / developed / go / went. Even when the participants showed a clear understanding of the words, most of them had low grades. 85 % of the population had a minor five result. These results showed that 14.2% of the population obtained 1 point out of 10 on the test, 42.8 % obtained 2 out of 10, and 14.2 % obtained 3 points out of 10. One participant was absent during the test application, and it was not possible to be applied. Just one participant, which belongs to the other 14.2 %, obtained the highest grade, 9 out of 10. See Figure 1.

*Figure 1.* First participants' results



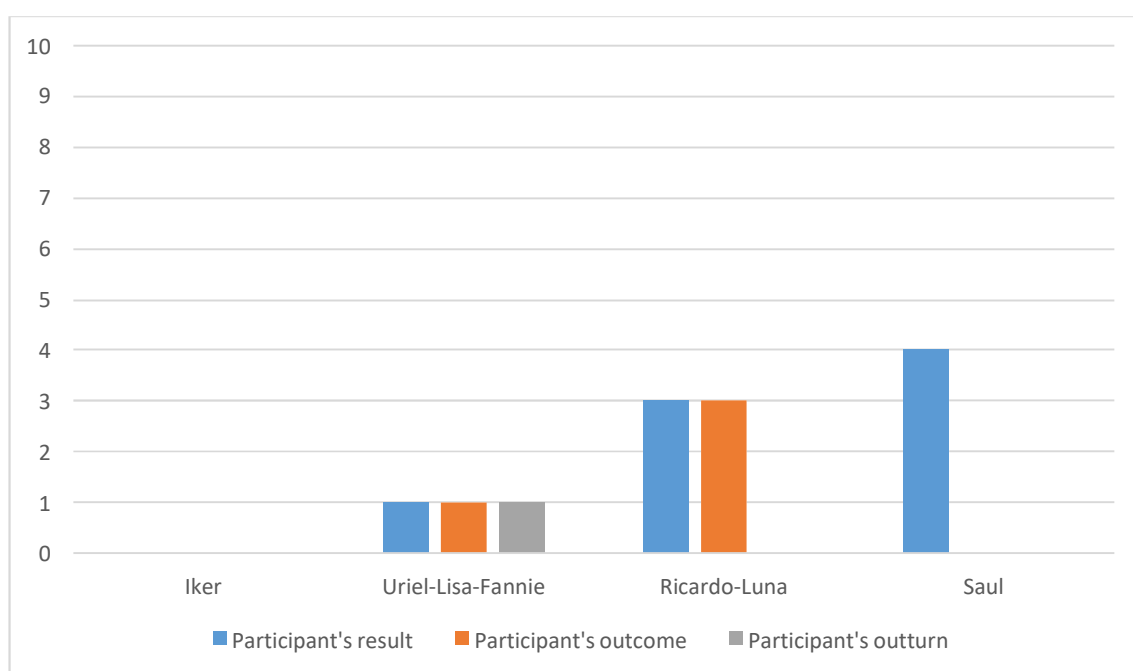
Source: Own elaboration

### 4.2.2 Second Results

For the fourth and fifth sessions, the vocabulary practiced was as follows: what / how many / where / which / why / when / who / how. The participants front onto groups of verbs, irregular and regular. It was expected to find positive results due to during the sessions, the participants showed a clear understanding of the words, as the pronunciation of the meaning in Spanish. This time, 100% of the population got a result of less than 5. 14.2 % obtained 0 out of 10, 42.8 % obtained 1 out of 10, 28. 5 % obtained 3 out of 10, and the rest, 14.2 %, obtained the highest score of 4 out of 10.

At this time, it caused concern, yet, it was justified that the reason for these results was because it was just the second test. See Figure 2.

**Figure 2.** Second participants' results



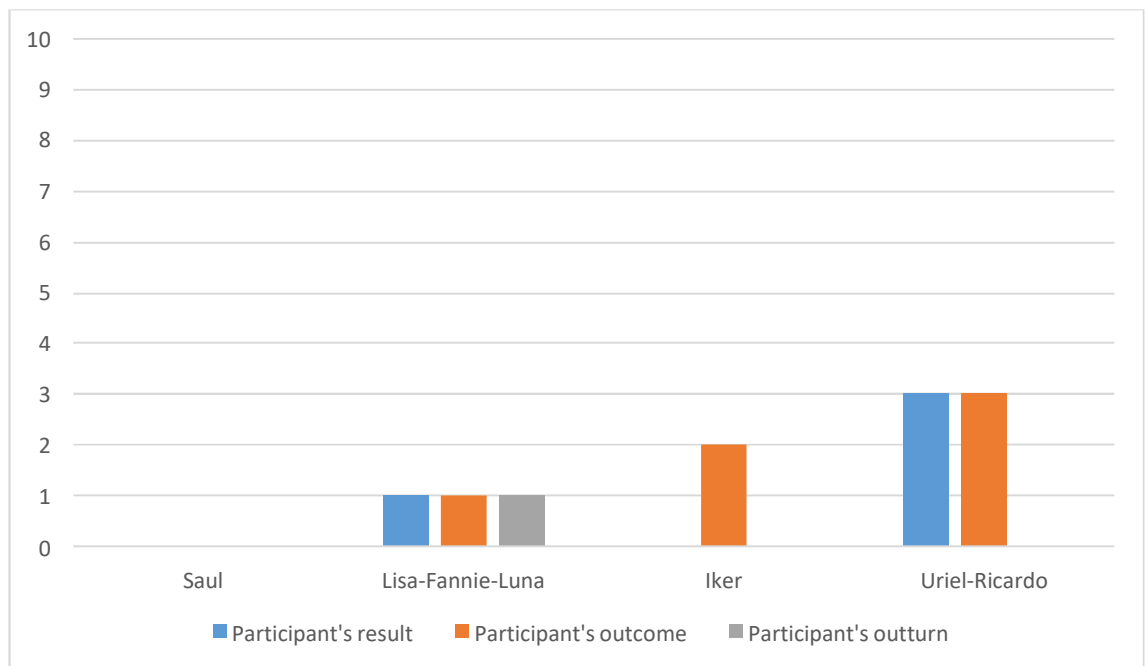
Source: Own elaboration

### 4.2.3 Third Results

During the sixth and seventh sessions, the vocabulary the participants practiced was: become / became / help / helped / write / wrote / do / did / invent / invented. Once again, meanwhile, their performance during the sessions was hard-working, appropriate,

and accurate, even though the results were significantly low. From de 100% of the population, 14.2 % obtained 0 out of 10, the same as the last tests; 42.8% obtained 1 out of 10, another 14.2% obtained 2 out of 10, and just 28.5 % obtained the highest score of 3 out of 10. See Figure 3.

**Figure 3.** Third participants' results

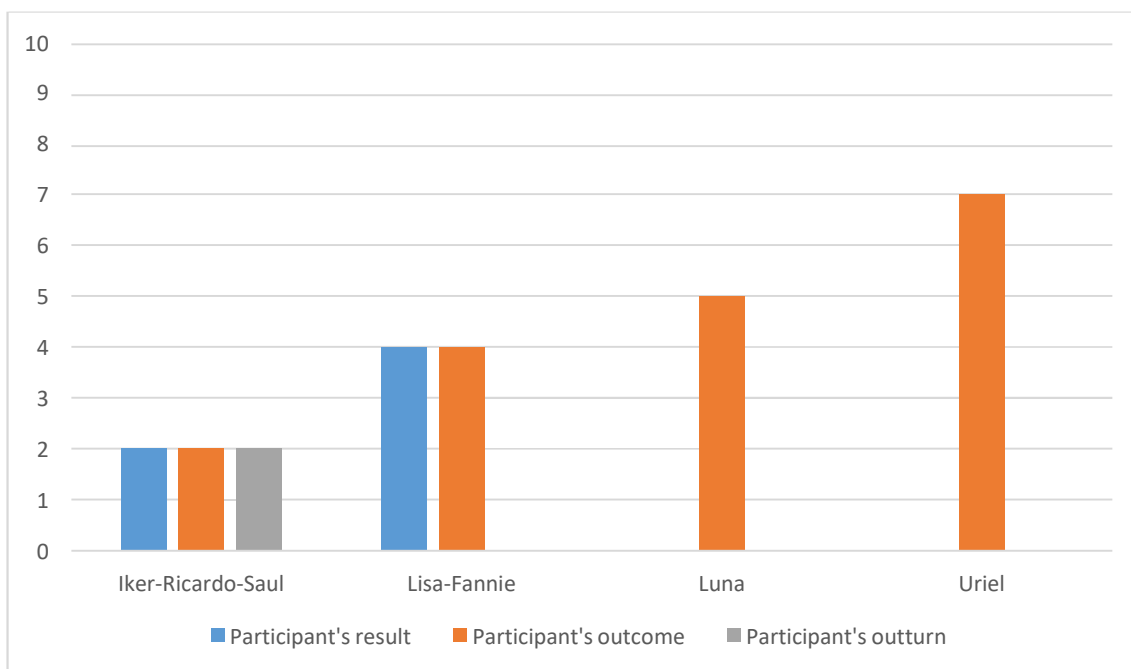


Source: Own elaboration

#### 4.2.4 Fourth Results

For the eighth and ninth sessions, the vocabulary used was: play / nurse / writer / bandage / travel / traveled / born / die / save / saved. For these sessions, different words were employed as regular and irregular verbs and nouns. It can be preserved that this change was not a problem for the participants, firstly because they had minimal problems with these words during the sessions, and secondly because their results had a little increase. From the 100 % population, 42.8 % obtained 2 out of 10, 28.5 % obtained 4 out of 10, 14.2 % obtained 5 out of 10, and the rest, 14.2 %, obtained the highest score, which was 7 out of 10. See Figure 4.

**Figure 4.** Fourth participants' results



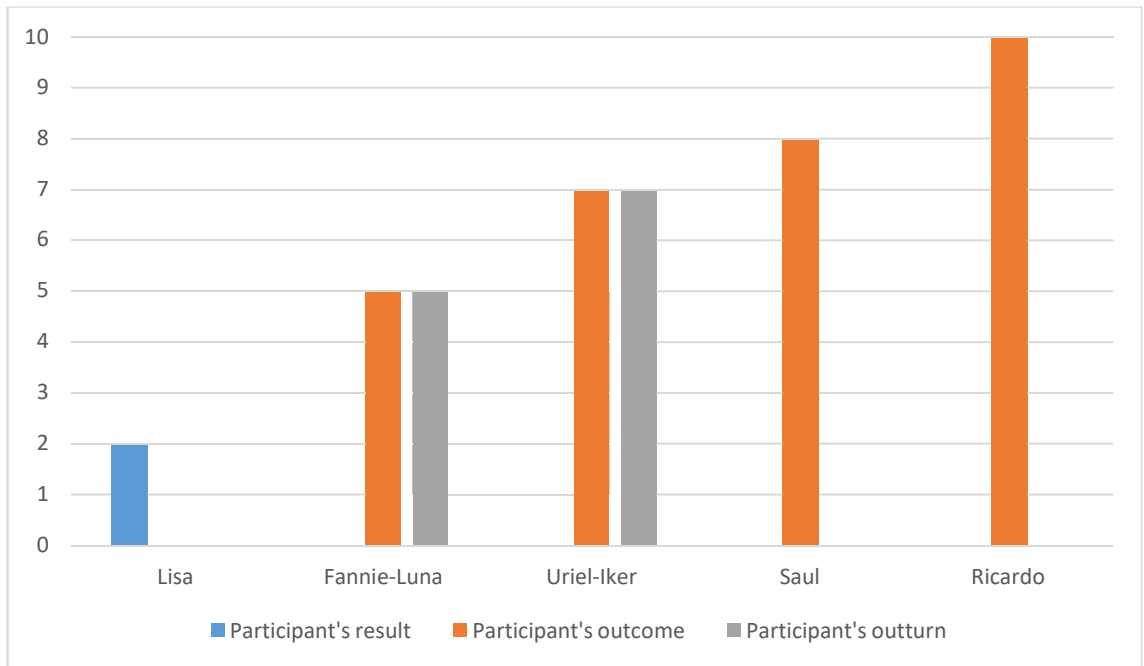
Source: Own elaboration

#### 4.2.5 Fifth Results

The tenth and the eleventh vocabulary was next: people / questions / award / singer / song / advice / help / helped / service / glasses. This time, the vocabulary was more about nouns than verbs. This vocabulary change could be an agent of the results' changes because, one more time, the participants presented low results. For the following results, two activities were applied. The first was about matching the meaning of the words in English to the Spanish belongings. The second was the reading comprehension section, the same as in the other tests. The percentage of participants with a high score in the first activity was successful. Meanwhile, the percentage of participants who obtained more than 5 in the second activity was null.

For the first results, 14.2 % obtained just 2 out of 10 points, 28.5 % obtained 5 out of 10, another 28.5 % obtained 7 out of 10, 14.2 % obtained 8 out of 10, and the rest 14.2 % obtained 10 out of 10. See Figure 5.

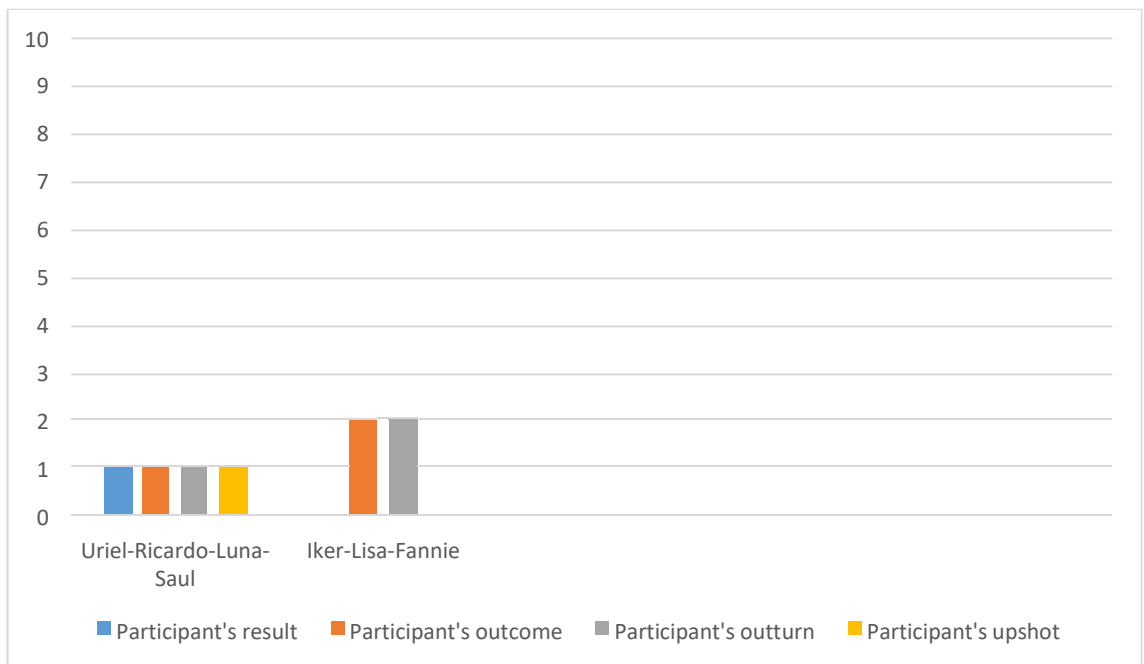
**Figure 5.** Participants' results in the first activity



Source: Own elaboration

For the second results; which are the lowest during the whole study; the percentages are the following: 57.1 % obtained 1 out of 10, and the other 42.8 % obtained 2 out of 10. See Figure 6.

**Figure 6.** Fifth participants' results



Source: Own elaboration

Along with all of the written tests, their results were not the most auspicious; this, in a particular manner, was disappointing to the participants when it was told to them, although the attitude was not to give up and continue practicing during the sessions.

### **4.3 Observational Results**

By way of introduction, it is important to mention that during this study, two different materials as observational protocols were used for the collection of qualitative data; these are the observational protocols from the mentor and the students' journals. These journals were created with the purpose of collecting the participants' perceptions before, during, and after the process of each session. The purpose of these journals was to know their thoughts about the project and whether it had any benefit in their academic lives or English class, how the project made them feel, and anything related to it.

From the observational protocols and the participants' journals (see Appendix 2), it can be recognized that a positive attitude from the participants, interest in learning, and acquiring more vocabulary for a better understanding of the sessions, classes, and the language in general. Furthermore, all of the observational protocols and participants' journals contained similar information as the emotions the participants faced during the sessions, how did they recognize their progress with the vocabulary, a better comprehension and following up of the words, some difficulties they looked toward with the pronunciation of the vocabulary in English or remembering the words in their mother tongue.

With this in mind, it can be concluded that the participant's perception of the process was positive, eager, keen, and enthusiastic. Although they faced different ways of being during the sessions, their act was mostly ambitious, detailed, dedicated, determined, relaxed, and humorous. Nevertheless, there were moments when; some of

them were at the same time (primarily males) more distracted, which as a result, it low their attention and continuity of the assignments.

#### **4.4 Interview Results**

The participants' thoughts, ideas, perceptions, and more, are a topic of interest when searching qualitative results, which can prove essential points of view different from the researcher. In order to have access to this type of information, which is impossible to obtain by using quantitative data, the interview (see Appendix 3) needed to be used in contemplation of the importance of the participants' voice or own opinion of the material applied in this research. Given the note value of the answers found in the interview, these have a more detailed description to understand the participants' thinking. In the following paragraphs, the analysis of the interview will be described.

As mentioned lately, Uriel, Iker, Ricardo, Lisa, Fanni, Luna, and Saul are fifth-grade students at an elementary school. The interview was applied to them because they are the partakers of the research. Previously it was perceived their low English understanding and comprehension among them and the rest of their class group.

As a brief introduction to the context, the interview questions intended to find the participants' thoughts guided to the material and its use. All open questions were accompanied previously by a yes/no question.

##### **4.4.1 First Results**

All the participants agreed that they liked the material used during the project mainly because they expressed that it was entertaining and easy, recyclable, and allowed learning. Additionally, they could learn more and recycle the vocabulary. As the participants said:

"They were very recyclable" (Uriel)

"It was funny, and we learned more" (Iker)

"It was entertaining" (Lisa, Fannie, Luna)

"It was easy" (Fannie, Luna, Saul)

#### **4.4.2 Second Results**

The entire group of participants considered that the material used during the project helped them in their English classes by learning new words, new experiences, and new things, improving their reading, pronunciation, and speaking ability. The participants mentioned:

"I learned the words" (Uriel)

"I learned so many things" (Ricardo)

"I explored many things" (Lisa)

"I learned new words" (Fannie)

"It taught me to learn reading" (Luna)

"It helped me with pronunciation and speaking" (Saul)

#### **4.4.3 Third Results**

The answers to this question revealed that the participants considered that the material helped them with different aspects of their English, such as the utility of the material for acquiring new vocabulary and words. In addition, some participants were mainly focused on their listening and speaking abilities, as most of them mentioned sound, pronunciation, fluency, and tone of voice in their answers. The participants referred that:

"It helped me and facilitated me the sound and pronunciation." (Iker, Luna)

"I spoke more fluidly." (Ricardo)

"It helped me to tone my voice." (Saul)

"I learned new words." (Luna)

"I can learn more words, and I can help more people." (Lisa)

"It was useful" (Uriel)

#### **4.4.4 Fourth Results**

The participants declared that the activities during the project helped them to speak better English. They stated predominantly that the activities were easy; they helped them with the English language, fluency, sounds, better pronunciation, speaking better, and understanding new words. Moreover, it can be inferred that the activities helped them with their security as one of the participants mentioned that he can speak louder, which might be a characteristic of security.

"They were easy. They helped me with all the English I did not know." (Uriel)

"I pronounce more fluid, and I know better the sounds." (Iker)

"I speak more fluently." (Lisa)

"I no longer get stuck when speaking, and I already know how to pronounce better." (Ricardo)

"I learned pronunciation, and I speak more fluidly." (Luna)

"I speak more fluidly, and it helped me to understand new words." (Fannie)

"It helped me speak louder." (Saul)

#### **4.4.5 Fifth Results**

The participants thought the material can help them learn vocabulary in other subjects. Five of the participants stated that the material teaches them new vocabulary. It is simple, easy to manage, helps in their need to know more, and is entertaining and a better and more fluid way to learn. Some of them also mentioned the collaboration of other subjects with the English language and the possibility of success using this material and activities in a bilingual school.

"It teaches me a lot, and also it is quite easy." (Uriel)

"They are easy and simple." (Ricardo)

"It is easier and faster." (Fannie)

"It is easier." (Saul)

"We need to know more." (Iker)

"It is entertaining, better, and fluid." (Luna)

"It is easy and makes us pronounce more fluently." (Ricardo)

"We learned more, and now we know how to pronounce words easily." (Iker)

"It is easy, and other subjects can use English." (Fannie)

"It is easy, and it can help me to speak better in English. If I got changed from one school to another where they speak half time Spanish, and half time English, I could speak English in Math or Spanish subject and so on." (Luna)

"Sometimes we have to do mathematical operations, and the cards can help us to study." (Uriel)

As a result of the answers to these questions, it can be perceived that the participants positively reacted to the material and familiarized the cards with a new and efficient way of learning words in their non-native language. Moreover, it can be used as an opportunity to learn another subject.

## CHAPTER V CONCLUSIONS

### Introduction

The purpose of this chapter is to discuss the findings from chapter IV. Here are presented the conclusions, implications for practice, limitations found, and suggestions for further research.

### 5.1 Conclusions

It is essential to contemplate the results found during the data analysis, which were controlled by the following research questions: 1. How efficient are the results in students with poor vocabulary learning after the use of the material?; 2. Do the results prove the efficiency of the material usage as an additional tool?; 3. Is the material appropriate for fifth-grade students with poor vocabulary in a foreign language?; and 4. Finally, what are the participants' perceptions of the use of the material?

Regarding research question one: How efficient are the results in students with poor vocabulary learning after the use of the material? It is concluded that the Doman Method Material is efficient for working with students with poor vocabulary learning. This conclusion is because, in the results, it was observed that even when their writing production in the written test was not successfully achieved or not obtained high results, it did in their daily production in regular classes. Furthermore, during the classes, it was possible to perceive that the participants could recognize the meaning and use of the words in the activities from the book; besides, they could use them better in their oral production, as it is possible to observe in the recorded video, and the following classes after the application of the project. Therefore, the participants' outcome was successful as it was able to identify that they could use the new vocabulary in their daily classes. Concerning research question two: Do the results prove the efficiency of the material usage as an additional tool? The results from the written tests did not prove

efficiency as their grade stayed the same. However, the interviews and reports used during the research and the participants' results in regular classes after using this material revealed that students were motivated and had positive attitudes toward working with the material. Furthermore, it was observed that the participants' involvement in classes was better, higher, more complete, and more focused than before using the DMM. These results allow us to recognize the helpful efficiency of this material as an additional tool in the English subject as a foreign language in the development of vocabulary as well as their development in comprehension when they could recognize certain words during classes.

In regard to research question three: Is the material appropriate for fifth grade students with poor vocabulary in a foreign language? Based on the results and observations, it is deduced that the material is appropriate as the participants showed strong evidence of interest in learning and acquiring more vocabulary for a better understanding of the sessions, classes, and the language in general. In addition, they presented a better comprehension and following up of the words; even when they had some difficulties with pronouncing the vocabulary in English or remembering the words in their mother tongue, their progress was recognized during the practice. Moreover, the effect was observed in students' attitudes and performance.

To conclude this section, it can be said concerning research question four: What are the participants' perceptions of the use of the material? First, there was a standard view among interviewees that was positive and optimistic. From most of the answers, it is concluded that they accepted the material, were involved in it, could appreciate their improvement in their listening predominantly and oral abilities, and could familiarize the words with the languages. They perceived they could develop better their abilities in the

English language. Additionally, it is concluded that the participants recognized the use of flashcards as a way of learning better, not only in the English subject but in some others.

## **5.2 Implications**

Some suggestions that can be provided based on the results are the following:

Teachers can use the DMM to promote speaking, listening, pronunciation, intonation, spelling, word memorization, the practice of the written structure, and the meaning of words, as it can be a helpful resource in English classes. Bearing in mind the importance of this research, and as Ahtamjonovna and Dilshodovna (2021, p.87) commented, "These cards and the simultaneous pronunciation of the written words are a stimulus to activate the work on the brain. In the process of learning to read using this method, children memorize the words entirely, which means they do not break into syllables."

The teacher should use the DMM with 3rd-grade preschool students and first and second-grade primary school students to present new vocabulary and to familiarize students with the language as they start learning to read and write. Modelo et al. (2013, as cited in Jimbicti, 2020) mention that the DMM help children improve their abilities in pronunciation, vocabulary, identification of pieces of information, word reading, and comprehension of instructions.

Teachers should use the DMM to motivate students to learn English, applying it in the classroom or at home. In addition, it is suggested that students consider that the DMM makes the information easier to understand, memorize and remember.

## **5.3 Limitations**

There were some limitations in this study. The first limitation was the lack of prior research on the use of the Doman method material applied in a foreign language focusing on reading comprehension so that the discussion in this regard could not be exhaustive.

However, it is expected that further research, this method could be used; so that there might be more opportunities to understand this topic and the results of this study can be confirmed.

Another limitation is that the length the project was applied was shorter than it is suggested. As in Cresswell (2012), it is explained an investigation with a length of two years. Correspondingly with the website Seven Senses (2023), a participatory action research takes up to three months, although it may vary widely depending of the project. Consequently so, applying the project for more weeks could have provided better results in the reading tests. Coupled with that, during the project application, a break of two weeks was forced owing to it was suspicion of COVID-19 in some of the students of this 5<sup>th</sup> grade, it happened after end of the second week of the project application. Besides the beginning of Christmas vacations also interrupted the continuity.

On top of that, the most substantial limitation was the isolation during the pandemic from COVID-19. Due to this, an academic setback in all their training fields was noticeable. It was a cycle and a half where these participants were only partially involved in the academic activities since participation got reduced, the causes could have varied, but participation is necessary to verify understanding and to learn (Juárez & Ojeda, 2021).

#### **5.4 Suggestions for further research**

Future studies on the current topic are recommended for the advancement and help of students with low vocabulary in a foreign language and teachers interested in upgrading and trying new forms of teaching.

During the entire process of this research, different topics for further research were discovered. First, it could be considered an investigation into the COVID-19 isolation and the educational backwardness in the foreign language in elementary school.

Secondly, it is essential to investigate the sub-abilities from reading deeply, so it could improve further results if it is considered to apply reading tests using DMM.

Finally, it can be considered more profound qualitative research to be more conscious of the participants' thoughts from their reading tests.

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## Appendix A

### Transcriptions

#### Week 1

#### Students' Notes

##### Report 1 Oct. 7

Geraldine: "Las instrucciones las entendí muy bien. Es muy divertido. Me encanta trabajar con la miss Viri.

Andres: "Entendí las instrucciones, creo que estará muy divertido, explicó muy bien cómo hacer las tarjetas miss Viri.

Fanni: "Me parece todo muy bien como explicó y nos enseñó a hacer las tarjetas."

Nixye: "Entendí las instrucciones y siento que será muy bueno."

Saul: "Entendí todo."

Santiago: "Entendí y creo que esta actividad me va a ayudar a mejorar."

Uriel: "Me gusta lo que nos explicó la miss. Sí entendí todo."

#### Teacher's Notes

##### Report 1 Oct. 7

Today the participants looked keen when I explained them what the activity will be and the purpose that is to help them to understand better the subject by acquiring more significant vocabulary. It was explained that during some sessions we would have a different activity at the beginning of the class where they as well as me will practice 10 words during two days of the week (the days they arrived to school). The words will be practice in English (for improving pronunciation and acquiring the language) and in Spanish (for understanding the meaning of the words).

It was also explained that during the second day they arrive to school, their main teacher will provide them the "reading test" so they have to complete it with the words

they review during the two sessions. The participants partly showed timid and discomfort when this part was explained, and they mentioned that it would be the most difficult of the activity. On my part, I explained them with the purpose of relaxing them that it was just part of the project and its purpose is to check how many words they can properly use at the end.

### **Reading Test Results**

No reading results this week due to it was only explained to the participants how the project will be developed.

### **Week 2**

#### **Students' Notes**

##### **Report 2 Oct. 19**

Lisa: "Fue un poco difícil. Aprendí mucho y fue divertido aprender con la teacher Viri. Me pareció divertido y fácil."

Ricardo: "Me pareció un poco difícil pero muy divertido."

Fanni: "Me pareció más o menos difícil, pero está divertida y me gustó la actividad."

Luna: "Fue fácil para mí. Es divertido trabajar así."

Saul: "Sí me costó trabajo, pero estuvo divertido."

Iker: "Siento que aprendí mucho hoy. Me gusto la actividad."

Uriel: "Estuvo un poco difícil decir algunas palabras, pero lo hicimos bien."

##### **Report 3 Oct. 21**

Lisa: "Fue difícil y divertido. Y sentí que he mejorado más. Aprendí mucho."

Ricardo: -

Fanni: "Me pareció muy divertida la clase, como me acuerdo con las señas y me parece muy fácil y divertido."

Luna: “Me costó trabajo hoy porque no recordaba el sonido de las palabras, pero repetirlo me ayudó.”

Saul: “Me gustó. Hoy pude decir las palabras en español más rápido.”

Iker: “Fue difícil decir las palabras en inglés, pero lo logré después de que repetimos.”

Uriel: “Hoy fue divertido y aunque repetimos mucho lo hicimos bien.”

## **Teacher’s Notes**

### **Report 2 Oct. 19**

Today words were: what / how many / where / which / why / when / who / how. These words were selected due to they are vocabulary used in different activities from the unit of the book. These words are the set of cards number 1.

It was the second session but first session applying the material of the cards. The participants were excited and attentive to every step they had to follow. At the beginning they try to repeat the words in English at the same time that I said them, I explained them that they needed to listen to the pronunciation of every word and then, repeat after me, and so, the participants start repeating the words at the adequate moment.

They had few mispronunciations in English, especially with the words who / how, and problems remembering some words in Spanish, but at the end, and as a team, they could say all the words in both languages correctly.

### **Report 3 Oct. 21**

During this session the participants seemed enthusiastic although distracted and talkative. This time, during the whole practice they had troubles again mispronouncing the words who / how / why in English, so it took a little more time repeating these words before practicing them in Spanish. By the moment they said the words in Spanish they had less problem and at the end they said all the words correctly in both languages.

It seems to me that they had difficulties because the words who and how are similar in their written way, and why because I consider they distinguish the letter Y as it is pronounced in Spanish. Fortunately, they could say the first ten words perfectly in the last row.

### Reading Test Results

*Table 3.* Reading test results 1

Uriel 3	Iker 1	Ricardo /	Lisa 2	Fanni 9	Luna 2	Saul 2
---------	--------	-----------	--------	---------	--------	--------

### Week 3

#### Students' Notes

##### Report 4 Nov. 16th

Lisa: "Fue fácil. La que se nos dificultó mucho fue live".

Ricardo: "Yo no estuve en el martes, pero hoy ya vine. Me sentí muy a gusto, muy divertido estuvo. Me fallaron 2 y me gustó hacer esta actividad muy fácil."

Fanni: "Me parecieron fáciles las palabras nuevas y me gustó mucho la actividad. Fue divertida."

Luna: "Estuvo divertida la clase. Solo nos costó trabajo use y live."

Saul: "Hay palabras que suenan muy parecido, eso me costó en inglés, en español no."

Iker: "Fue divertido hoy, solo nos trabamos en unas palabras en inglés."

Uriel: "Fue muy fácil esta vez, en inglés y más en español."

##### Report 5 Nov. 18th

Lisa: "Fue un poco difícil, pero lo intentamos."

Ricardo: "Me sentí muy bien. Me divertí mucho. Por fin decimos todas las tarjetas en español y en inglés."

Fanni: “Me gusta la actividad y es muy fácil. Me siento bien cuando hago la actividad.”

Luna: “Siento que trabajé mejor en decirlo en inglés y español.”

Saul: “Fue más fácil y rapido esta vez.”

Iker: “Me costó trabajo, pero sí pude.”

Uriel: “Estuvo fácil. Me gusta trabajar así.”

## **Teacher’s Notes**

### **Report 4 Nov. 16<sup>th</sup>**

Today words were: was/ wasn’t / use / used / live / lived / develop / developed / go / went. These words were selected due to they are vocabulary used in different activities from the unit of the book. These words are the set of cards number 2.

The participants were a little distracted at the beginning of the activity, even if was not difficult to get their attention. All of the 7 participants had a significant difficulty with the words use, used, live, lived as they mispronounced the words every time they had to say them after me and by themselves.

There were no problems with the meaning in Spanish and it helped them to distinguish between present and past form.

### **Report 5 Nov. 18<sup>th</sup>**

Today the participants worked incredibly great! They looked very enthusiastic and confident of themselves. They only had few mistakes with the verbs live / lived pronunciation in English, and all of the words in Spanish were told with no mistakes.

The activity went faster than the previous one, I consider it happens because the participants’ brain have already received the new information that are the practiced words during the two sessions.

## **Reading Test Results**

**Table 4.** Reading test results 2

Uriel 1	Iker 0	Ricardo 3	Lisa 1	Fanni 1	Luna 3	Saul 4
---------	--------	-----------	--------	---------	--------	--------

#### **Week 4**

#### **Students' Notes**

#### **Report 6 Nov. 23rd**

Lisa “Fue fácil y no fallamos ninguna”.

Ricardo: “Fue muy fácil. Me sentí muy bien. Casi me aprendo todas y la miss nos enseñó muy bien.”

Fanni: “Me gustó la nueva actividad, es fácil y divertida.”

Luna: “Me gusta que estas palabras las puedo usar en clase.”

Saul: “Hoy fue divertido y fácil de trabajar.”

Iker: “Estuvo bien. Aprendí nuevas palabras.”

Uriel: “Entendí casi todas las palabras, aunque me costó un poco decirlas en inglés al principio.”

#### **Report 7 Nov. 25th**

Lisa: “No vine la sesión pasada, pero fue fácil lo nuevo.”

Ricardo: “El día de hoy me sentí muy bien. Nos aprendimos todas.”

Fanni: “Me gusta la actividad, es fácil y divertida.”

Luna: “Hoy fue fácil. Estoy feliz de aprender así.”

Saul: “Estuvo muy fácil porque nos acordamos de las palabras.”

Iker: “No se me olvidaron las palabras del otro día. Estoy feliz porque casi no me equivoque.”

Uriel: “Hoy fue más fácil y rápido que la vez anterior. Me gusta usar las tarjetas de la miss.”

## **Teacher's Notes**

### **Report 6 Nov. 23<sup>rd</sup>**

Today words were: become / became / help / helped / write / wrote / do / did / invent / invented. These words were selected due to they are vocabulary used in different activities from the unit of the book. These words are the set of cards number 3.

Today almost all of the students were active during the session. It was Santiago who was distracted, and even when I tried to get his attention and asked him to follow the group, he was still immersed in his thoughts. Up to now they seem to have the same interest on learning new words. They have realized that they apply the words in our daily activities during the lesson. I keep in mind this situation with Santiago because he has a certain level of neglect at home and it might be that something at home happened and that is the reason he was distracted.

The participants had some problems with the words help, helped, become, became, invent, invented, but we practiced some more so they could pronounce the words correctly as they saw the flashcards.

For when they said it in Spanish they had no problems. I contemplate that it is because the words were about verbs in present and past, and almost all of the words were regular verbs.

### **Report 7 Nov. 25<sup>th</sup>**

Today the participants were very perceptive. Their involvement on the activity was a little more positive as it used to be, and I consider they are active and positive and engaged with the activities.

This time it was not difficult for them to remember the pronunciation of the words in English, even some students mentioned it was easy because the sound is very familiar in present and past. It was no necessary to make more repetitions of the words.

By the Spanish repetition it was also easy for them to remember what each word mean.

### **Reading Test Results**

*Table 5.* Reading test results 3

Uriel 3	Iker 2	Ricardo 3	Lisa 1	Fannie 1	Luna 1	Saul 0
---------	--------	-----------	--------	----------	--------	--------

### **Week 5**

#### **Students' Notes**

#### **Report 8 Nov. 30th**

Lisa: "Fue un poquito difícil, pero aprendí más."

Ricardo: "Me sentí muy bien. Siento que he mejorado. Lo hicimos muy rápido, estuvo más fácil."

Fanni: "Siento que he mejorado. La actividad fue un poquito complicada tanto en inglés como en español también."

Luna: "Nos costó un poco de trabajo en español, pero estuvo divertido."

Saul: "Se me olvidaron algunas palabras, el cómo se pronuncian, pero al final sí dije todas."

Iker: "El trabajo de hoy estuvo bien."

Uriel: "Creo que he mejorado mucho con las repeticiones, hoy me costó menos trabajo."

#### **Report 9 Dec. 2**

Lisa: Fue fácil y no fallamos ninguna y me sentí un poco nerviosa.

Ricardo: “Estuvo muy fácil, nos aprendimos todas. Me sentí muy bien.”

Fanni: “Fue demasiado fácil. No me equivoqué en ninguna palabra.”

Luna: “Me sentí nerviosa y creí que íbamos a repetir como en otras veces, pero lo hicimos muy bien hoy.”

Saul: “No tuvimos errores en inglés y en español.”

Iker: “Estoy feliz porque no fallamos en inglés ni en español.”

Uriel: “La teacher nos felicitó porque no fallamos en ninguna.”

## **Teacher’s Notes**

### **Report 8 Nov. 30<sup>th</sup>**

Today words were: play / nurse / writer / bandage / travel / travelled / born / die / save / saved. These words were selected due to they are vocabulary used in different activities from the unit of the book. These words are the set of cards number 4.

During the sessions all of the participants were motivated and worked heartily. It was just again Santiago who could not get the attention needed.

This time they had minimal problems saying the words in English, it was mainly the word writer which they had more hesitation pronouncing it. This time it was a mixture of nouns and verbs but it was not an obstacle for them.

When they worked the Spanish part, they had problems remembering the word born, travel but there was no problem with the words die, travelled which are the opposite and the past form of each word. It was necessary to repeat these words sometimes so at the end they could said the words correctly.

### **Report 9 Dec. 2<sup>nd</sup>**

This time the entire group was motivated, including Santiago. Their energy when working did not decrease.

Surprisingly, they did not have any mistake pronouncing the words in English every time they said the words.

There was not mistakes in Spanish, and also they repeat the words faster than other times in both languages. It surprised me that this time was faster and easier for all of them to complete the task of the session. I am able to see their progress and the easiness they have session through session and I can perceive from them the same security.

### Reading Test Results

*Table 6.* Reading test results 4

Uriel 7	Iker 2	Ricardo 2	Lisa 4	Fanni 4	Luna 5	Saul 2
---------	--------	-----------	--------	---------	--------	--------

### Week 6

#### Students' Notes

##### Report 10 Dec. 7th

Lisa: "Fue fácil y solo tuvimos 2 fallos."

Ricardo: "La actividad estuvo muy fácil. Nos las aprendimos."

Fanni: "Creo que no nos equivocamos. Solo fallamos en *advais* en español."

Luna: "Me siento contenta porque me aprendí rápido las palabras."

Saul: "Pude decir todas bien todas las veces. Creo que he mejorado."

Iker: "Sí me salieron casi todas las palabras. Trabajamos muy rápido."

Uriel: "Creo que hoy fue muy rápido y fácil."

##### Report 11 Dec. 9th

Lisa: "Estuvo muy padre hoy. Muy rápido también."

Riardo: “Me gustó mucho. Lo hice bien todas las veces, eso me hace sentir bien.”

Fanni: “Aunque no estuve en la clase anterior, fue muy fácil para mi decir las palabras.”

Luna: “Aprendimos mucho hoy. Todo estuvo muy fácil.”

Saul: “Dijimos las palabras muy bien. Creo que no nos equivocamos,”

Iker: “Me costó un poco de trabajo acordarme de las palabras en inglés. En español lo hicimos muy bien.”

Uriel: “La actividad fue fácil, yo creo que por eso nos salió muy bien hoy.”

### **Teacher’s Notes**

#### **Report 10 Dec. 7<sup>th</sup>**

Today words were: people / questions / award / singer / song / advice / help / helped / service / glasses. These words were selected due to they are vocabulary used in different activities from the unit of the book. These words are the set of cards number 5.

During the complete session the participants kept plenty attention. They pronounced the words in English with no hesitation. When they said the words alone in Spanish they only had problems remembering the word advice. They worked better and faster, the progress during the sessions is notable as well as their understanding in classes using this new vocabulary and the previous in past sessions.

#### **Report 11 Dec. 9<sup>th</sup>**

This time the participants did again a significant performance during the whole session. They had no mistakes in English and Spanish repetition, not even when they did it alone. They showed significantly glad to work better than at the beginning of the project and they also show concerned and discouragement with their results on the tests.

I commented them that this time it would be another section on the test so it might help them to complete with more care the reading part.

## Reading Test Results

*Table 7.* Reading test results 5

Uriel 7/1	Iker 7/2	Ricardo 10/1	Lisa 2/2	Fannie 5/2	Luna 5/1	Saul 8/1
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### Week 7

#### Students' Notes

##### Report 12 Dec. 14th

Lisa: "Fue fácil. Fallamos 4 veces y aprendimos otras cosas."

Ricardo: "Estuvo un poco difícil. Me sentí muy bien. Descubrí nuevas palabras. Se me complicó un poco más."

Fanni: "Me gusta la actividad, es fácil y divertida. Fue más fácil que las otras veces y algunas ya me las sabía."

Luna: "Esta vez me costó trabajo, pero sí pude."

Saul: "Creo que fue un poco difícil porque son palabras muy nuevas."

Iker: "Hoy estuvo complicado y nos equivocamos, pero lo hicimos bien."

Uriel: "Nos equivocamos, pero no mucho."

##### Report 13 Dec. 16th

Lisa: "La miss nos llamó la atención, digo que no pusiéramos atención y que después podíamos platicar."

Ricardo: Me sentí muy bien. La actividad estuvo fácil.

Fanni: "Hoy fue fácil, pero la miss nos llamó la atención."

Luna: "Creo que la miss nunca nos había llamado la atención como hoy. Dijo que platicamos mucho y teníamos que concentrarnos para que nuestro trabajo saliera bien."

Saul: "La miss nos regañó, pero después ya lo hicimos mejor."

Iker: "Siento que me costó trabajo, pero después de repetir ya fue más fácil."

Uriel: “Me gusto la clase de hoy, aunque la teacher nos dijo que no estábamos poniendo atención.”

## **Teacher’s Notes**

### **Report 12 Dec. 14<sup>th</sup>**

Today words were: mask / wheelchair / cast / apron / broken / wear / could / can / plaster / bone. These words were selected due to they are vocabulary used in different activities from the unit of the book. These words are the set of cards number 6.

At the beginning of the session all of the participants were active repeating correctly the words in English excepting for Uriel. During the English practice they had mispronounced apron and could, so it was necessary to repeat these words a little more. By the Spanish practice, most of the participants had problems remembering could and wear so it was necessary again, to practice little extra. It was a misunderstanding with the meaning of the word cast, one of the participants said that she had heard “mole” instead of “molde” so all of a sudden all the participants start laughing and talk about meals, I stopped them, asked them to focus on the activity and start again the Spanish repetition. After that, there were no misunderstandings.

### **Report 13 Dec. 16<sup>th</sup>**

Today participants’ attitude was more distracted than the previous session. For unknown reasons they were more talkative than other sessions, this time as I said a word in English they repeated it and then, started to talk about anything else. I had to ask them to focus on the activity and so, they could talk about anything else when the session and class finish.

Thenceforth, when they practiced correctly, it was only one mistake with the word could in English pronunciation. It was quite difficult for them to pronounce it so we repeated with a little more.

This time again, they had troubles remembering the words could and wear in Spanish, exactly the same words than the preceding session. So, they practice more these words and later, they produced the words correctly in both languages.

### **Reading Test Results**

The results could not be collected due owing to the 5<sup>th</sup> grade teacher in charge did not apply the test to the students and it was their last school day before Christmas holidays.

**Table 8.** No reading test results

Uriel -	Iker -	Ricardo -	Lisa -	Fanni -	Luna -	Saul -
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## Appendix B

**Table 8.** Apportionment of dates, weeks, and material usage.

Week	Report	Date	Set of cards #	Words
1	1	Oct. 12	0	-
2	2	Oct. 19	1	what / how many / where / which / why / when / who / how
	3	Oct. 21		
3	4	Nov. 16	2	was/ wasn't / use / used / live / lived / develop / developed / go / went
	5	Nov. 18		
4	6	Nov. 23	3	become / became / help / helped / write / wrote / do / did / invent / invented
	7	Nov. 25		
5	8	Nov. 30	4	play / nurse / writer / bandage / travel / travelled / born / die / save / saved
	9	Dec. 2		
6	10	Dec. 7	5	people / questions / award / singer / song / advice / help / helped / service / glasses
	11	Dec. 9		
7	12	Dec. 14	6	mask / wheelchair / cast / apron / broken / wear / could / can / plaster / bone
	13	Dec. 16		

## Appendix C

### Interview Transcription

Teacher: Comienza, la primera pregunta es, ¿te gustó el material que se usó durante el proyecto?

Uriel: Yes.

Iker: Sí.

Ricardo: Sí.

Lisa: Yes.

Fannie: Yes.

Luna: Yes.

Saul: Yes.

Teacher: ¿Por qué?

Uriel: Porque eran muy reciclables.

Iker: Porque era divertido y aprendíamos más.

Ricardo: No lo sé.

Lisa: Era entretenido.

Fannie: Porque era entretenido y fácil.

Luna: Porque era fácil y entretenido.

Saul: Porque era fácil.

Teacher: La segunda pregunta es, ¿consideras que el material durante el proyecto te ayudó en tus clases de inglés?

Uriel: Demasiado.

Iker: Sí.

Ricardo: Sí.

Lisa: Sí.

Fannie: Sí.

Luna: Sí.

Saul: Sí.

Teacher: ¿Por qué?

Uriel: Porque me aprendí las palabras.

Iker:

Ricardo: Porque... aprendí muchas cosas.

Lisa: Exploré muchas cosas.

Fannie: Aprendí nuevas palabras.

Luna: Aprendí nuevas palabras y me enseñó a aprender a leer.

Saul: Aprendí nuevas palabras.

Teacher: Pregunta número 3. ¿Consideras que el material te ayudó con el nuevo vocabulario?

Uriel: Sí.

Iker: Un poco.

Ricardo: También, un poco.

Lisa: Sí.

Fannie: Sí.

Luna: Maso.

Saul: Sí.

Teacher: ¿Por qué?

Uriel: Porque fue muy útil.

Iker: Nos ayudó en el sonido y pronunciación.

Ricardo: Hablé más fluido.

Lisa: Puedo aprender más palabras y puedo ayudar a las personas.

Fannie: Aprendí nuevas palabras.

Luna: Me facilitó la pronunciación.

Saul: Me ayudó a entonar mi voz.

Teacher: Bueno, creo que su respuesta está muy ligada a la siguiente pregunta que es la 4. ¿Consideras que las actividades durante el proyecto te ayudaron a hablar mejor en inglés?

Uriel: Sí.

Iker: Sí.

Ricardo: Medio.

Lisa: Sí.

Fannie: Sí.

Luna: Sí.

Saul: Sí.

Teacher: ¿Por qué? ¿Por qué crees que te ayudó a hablar mejor en inglés?

Uriel: Porque eran fáciles y me ayudaron con todo el inglés que no sabía.

Iker: Pronuncio más fluido y ya se me los sonidos más.

Ricardo: Porque ya no me trabo y ya lo sé pronunciar mejor.

Lisa: Porque ahora hablo más fluido.

Fannie: Porque hablo más fluido y me ayudo en mi pro... no, porque me ayudó a entender nuevas palabras.

Luna: Porque aprendí la pronunciación de las cosas y hablo más fluido.

Saul: Me ayudó a hablar más fuerte.

Teacher: Ok. Y la última pregunta, ¿Consideras que el uso de este material te puede ayudar a aprender vocabulario en otras materias?

Uriel: Muy probablemente.

Iker: Sí.

Ricardo: Sí.

Lisa: Sí.

Fannie: Sí.

Luna: Sí.

Saul: Sí.

Teacher: ¿Por qué crees que este material te puede ayudar a aprender vocabulario en otras materias?

Uriel: Porque me enseña mucho y es muy sencillo.

Iker: Porque aprendimos más y como que ya sabemos pronunciar las palabras más fáciles.

Ricardo: Porque está fácil y nos hace pronunciar más fluido.

Lisa: Es mejor y fluido.

Fannie: Es más fácil y rápido.

Luna: Porque es fácil y me puede ayudar a hablar mejor en inglés.

Saul: Porque es más fácil.

Teacher: Ok, les voy a repetir la pregunta, ¿sale?, ¿por qué creen que el material, las tarjetas, les pueden ayudar a aprender en otra materia que no sea inglés? Esa es la pregunta. ¿Por qué creen que las tarjetas te pueden ayudar a aprender vocabulario de otra materia? Por ejemplo: matemáticas, historia, geografía. Esa es la pregunta.

Uriel: Porque a veces tenemos que hacer operaciones.

Iker: Porque necesitamos saber más.

Ricardo: Porque son fáciles y sencillas.

Lisa: Porque es entretenido.

Fannie: Porque es fácil y en otras materias pueden usar inglés.

Luna: Porque si me cambian de escuela que hablen mitad español y mitad inglés ya puedo hablar en inglés lo que veamos en matemáticas, español y así.

Saul: Porque es más fácil y ya.

## Appendix D

### Video Transcription

T.- Ok, on this page we have to listen and answer the questions about the person.

Do you know who is this person. ¿saben quién es esta persona?

SS- no

T- no? Any idea?

Saul- Madre Teresa?

T- Yes, she is a nun and she is Mother Teresa.

Iker – a mom.

T- a nun.

SS- nun.

T :[writing on the board] - She is a nun and she is mother Teresa

Lisa: ¿Madre Teresa?

T- Madre Teresa, Madre Teresa de Calcuta. ¿sale? Este, ustedes tienen que hacer una actividad mañana sobre ella, por cierto. Bien, ¿Qué tenemos aquí? We have six different questions. Voy a leer cada pregunta y después ustedes la repiten. Ok?

SS-ajam

T: Number 1, Why are you famous?

Saul: Why are you famous?

T: Otra vez, todos.

SS- Why are you famous?

T: OK. What does it mean? ¿qué significa esta pregunta?

Saul and Lisa: ¿eres famoso? ¿tu eres famoso?

T: Esperenme. Recuerden el WHY.

Ricardo: ¿tu eres famosa?

Iker: ¿eres famosa?

Lisa: ¿ella es famosa?

Luna: ¿Pero que significa why?

T: No, no, no. Recuerden que es why. Ya lo vimos.

Ricardo: ¿tu? Ya lo habíamos...

Saul: ¿ustedes?

Ricardo: Las usamos en las oraciones, el why.

Voz irreconosible

Luna: No, pero sí las estuvimos utilizando.

SS: ¿eras famosa?

T: No, recuerden el why.

Saul: ¿por qué?

T: Por qué, ¡exacto!

SS: ¿Por qué eres famosa?

T: ¿Por qué eres famosa?

Saul: aaaah, ¿por qué eres famosa?

T [silencia a los alumnos] ok. Why do you become a nun?

SS: Why do you become a nun?

Iker: ¿por qué te quisiste dedicar aaaa ser eso?

T: Nice, nice. Es, es, es muy buena traducción. ¿alguien tiene otra?

Fannie: ¿por qué eres... madre Teresa?

T: Ok. ¿y si usamos become como es la palabra?

Luna: ¡aaay! ¿qué era become?

Andrés: ¿Por qué elegiste?

T: No.

Iker: ¿por qué so...eres?

T: No, pero tienen la idea, tienen la idea. Recuerden que become es convertir.

SS: ¿por qué te convertiste en monja?

T: Sí.

Saul: ¿por qué te convertiste en...famosa.

T: monja.

Iker: Monja famosa.

T: OK, number 3. Where did you live?

Iker: ¿cuánto tiempo vives?

T: Wait. Primero léanlo en inglés. Where did you live?

SS: Where did you live?

SS: ¿Cuándo naciste ahí?

Luna: ¿a qué edad...?

Saul: ¿qué viviste?

Luna: ¿a qué edad viviste?

T: No, ahí no dice a que edad.

Saul: Lo tengo aquí, aquí.

Ricardo: toda la vida.

T: ¿qué es where?

Saul: ¿cuándo?

Lisa: ¿cómo?

Fannie: donde.

T: Where did you live?

SS: ¿Dónde vive? ¿Dónde vives?

Iker: ¿Dónde está...?

Luna: ¿Dónde naciste?

Saul: ¿Dónde vives?

T: No. Porque ese sería “Where do you live?”

Iker: Where did...

T: Tiene did, y recuerden que did se usa para el pasado.

SS: ¿Dónde viviste? ¿Dónde vivías?

T: ¿dónde vivías? O ¿dónde viviste? ¡Muy bien! Question number 4. Did you win any prize? No, sorry, sorry. Did you win any awards?

SS: Did you win any awards?

Saul: Ahí si no sé. (risas)

T: Ok, ¿vimos la palabra awards?

SS: No.

Saul: Creo que sí.

T: Esperen, yo también recuerdo que sí. Remember award is a synonym of prize.

Iker: [reading from the board] ¿prize? ¿prize?

SS: aaaah.

Iker: ¿ganaste?

Luna: ¿tiene trofeos?

T: No.

Saul: ¿tu ganas?

T: Ganaste...

Luna and Lisa: ¿ganaste trofeos?

T: No. ¿Ganaste algún premio?

SS: ¿ganaste algún premio?

Iker: ¿Ganaste algún premio por la mejor película de terror?

T: [laughing] No.

Iker: Porque era monja.

T: Number five.

SS: [laugh]

T: Were you happy?

SS: ¿Eras feliz?

T: Primero en inglés.

SS: Were you happy? ¿Eras feliz?

T: Eras feliz. Muy bien. Number 6, What advice do you have for people?

SS: Inteligible.

T: In English first.

SS: What advice do you have for people?

Ricardo: People es personas.

T: Exacto.

Luna: ¿quién?

Iker: ¿y what?

Saul: ¿quién vive?

T: Recuerden que es advice. También ya lo vimos.

Iker: ¿por qué?

SS: Inteligible.

Saul: Advice este, advice...

Luna: Advice es...

Saul: No sé, no me acuerdo, pero...

Lisa: ¿Por qué...?

Saul: ¿qué es what?

T: ¡qué!

SS: ¡qué!

T: Recuerden, advice lo vimos en las tarjetas.

Saul: advice...

Lisa: A ver...

Fannie: ¿no puedo retrasar el tiempo?

T: [laughs]

Lisa: ¿qué es advice?

Ricardo: Voy por el traductor.

T: Advice podría ser como... If you are cold, you should wear a sweater.

SS: Inteligible.

Iker: Si quieres ayudar...

T: Si tienes frío, deberías usar un suéter. Eso es un advice.

Saul: ¡Deberías!

Iker: ¿Deberías ayudar a los...

SS: inteligible.

Fannie: ¿usar?

SS: inteligible.

Iker: ¿a qué te dedicas?

T: Si tienen frío, pónganse un suéter. Ese es mi advice.

Fannie: ¿una afirmación?

Iker: Si tienes calor, quítate el suéter.

T: Si tienes calor, cómprate un helado. Ese es mi advice.

Luna: ¿ayuda?

Ricardo: ¿a qué persona le compro los suéters?

T: Si tienes calor, ve y cámbiate la ropa.

Iker: Ya sé, ya sé, ya sé.

SS: inteligible.

Ricardo: ¿qué suéter usas?

T: Si estás enfermo, come más frutas y verduras.

Saul: aaaaaah, no entiendo.

SS: Yo tampoco.

SS: Inteligible.

T: No te estoy ordenando algo. Te estoy dando...

Saul: ¡Un consejo!

T: Advice...

SS: aaaaaah

Saul: ¿qué consejo...?

Iker, Luna and Ricardo: ¿qué consejo le das a las personas?

T: ¿qué consejo le das a las personas. Muy bien.

SS: Intelibigle.

T: Los circulitos son porque ustedes van a poner una palomita a las preguntas que escuchan. ¿sale?

Ricardo: ¿cómo?

T: Yo voy a leer la conversación entre Mother Teresa y el niño y ustedes solo van a poner la palomita a las preguntas que escuchan. ¿ok?

Iker: ¿Ya falleció este...?

T: Ya. Inteligible.

Ricardo: ¿A poco ella existía?

T: Yes.

SS: [laugh]

Saul: ¿Y luego porque es famosa?

T: Ok, ya, silencio.

Ricardo: ¿Y por qué es famosa?

T: Aquí les voy a explicar un poquito y ustedes mañana tienen que leer sobre eso y sobre otras dos personas. Bueno, ahorita vamos a ver un video, no se preocupen.

Inteligible.

T: Ok. Are you mother Teresa? Yes, I am. Why did you become a nun? I wanted to help people. Where did you live? I lived in Calcutta, in India. Were you happy? Yes, I was very happy. What advice do you have for people? Whatever you do, do it with love. Thank you. Your welcome.

Ok, again.

Andres: Solo escuché 4.

Nixye: Solo escuché 2.

Geraldine: Yo también escuché 4.

Saul: Yo escuché todas.

T: Are you mother Teresa? Yes, I am. Why did you become a nun? I wanted to help people. Where did you live? I lived in Calcutta, in India. Were you happy? Yes, I was very happy. What advice do you have for people? Whatever you do, do it with love. Thank you. Your welcome.

SS: Inteligible

T: Va la ultima. Are you mother Teresa? Yes, I am. Why did you become a nun? I wanted to help people. Where did you live? I lived in Calcutta, in India. Were you happy? Yes, I was very happy. What advice do you have for people? Whatever you do, do it with love. Thank you. Your welcome.

Saul: Sí, 4.

Santiago: Sí, 4.

T: Ok, tell me the first question. ¿Cuál es la primera pregunta?

SS: Why did you become a nun?

T: ¡Aja! Why did you become a nun? ¿sale? Esa es la primera pregunta.

SS: Inteligible.

T: and she said "I wanted to help people".

SS: Inteligible.

T. Ok, next question.

SS: Where did you live?

End of the recording one

SS: Where did you live?

T: Where did you lived?, and she said...In india, Calcutta.

Fannie: Miss, pero esa no viene.

T: No, yo les estoy poniendo la respuesta. Ok, next question.

Saul: Next question. What are your hobbies?

SS: Inteligible.

Lisa and Ricardo: What advice do you have for people?

T: Ajam. And she answered; whatever you do, do it with love.

Saull: Creo que ahí no escuché ninguna que estuviera acá.

T: Whatever you do, do it with love. Pónganle palomita a cada pregunta que sí pusieron bien.

SS: Inteligible.