



BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA



FACULTAD DE LENGUAS

“STRATEGIES FOR TEACHING ENGLISH VOCABULARY TO KINDERGARTEN CHILDREN “

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PRESENTADA POR: **CAROLINA AURORA MACIP SALINAS**

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ABSTRACT

The research project explores the effectiveness of playful and interactive approaches in teaching English vocabulary to young learners in early education. The study emerged from the need to design meaningful, inclusive, and resource-efficient methods for teaching English in public kindergartens, where access to specialized teachers and didactic materials is often limited.

The main objective of the study was to identify which classroom activities—particularly songs, games, storytelling, and Total Physical Response (TPR)—most effectively promote vocabulary acquisition, motivation, and participation among preschool children. The research followed a qualitative case study design, conducted in a public kindergarten in Puebla, Mexico, involving 30 children aged five to six years old and one classroom teacher. Data were gathered through classroom observations, teacher interviews, and document analysis, allowing for a detailed understanding of how play-based strategies influence vocabulary learning.

Findings revealed that multisensory, interactive, and emotionally engaging activities significantly enhanced children's ability to understand, retain, and use new English words. These outcomes align with major educational theories, including Krashen's Input Hypothesis (1982), Vygotsky's Sociocultural Theory (1978), Gardner's Theory of Multiple Intelligences (1983), and Asher's Total

Physical Response (1969). The study concludes that early English instruction becomes more effective when learning is active, meaningful, and joyful, rather than limited to mechanical repetition or memorization.

Ultimately, the research highlights the essential role of teacher creativity and emotional connection in supporting language learning in early childhood. It provides practical recommendations for educators, policymakers, and teacher training programs, demonstrating that English learning through play is not only pedagogically sound but also socially transformative in low-resource educational contexts.

Keywords: early English education, vocabulary acquisition, play-based learning, preschool, Total Physical Response, multiple intelligences, qualitative research

CHAPTER I: INTRODUCTION

Introductory paragraph

This chapter introduces the foundation of the study entitled “*Activities to Teach Vocabulary to Kindergarten Children.*” It presents the general background, the statement of the problem, and the research objectives that guide this investigation. The purpose of this chapter is to contextualize the relevance of teaching English vocabulary at an early age and to explain how language-learning activities contribute to the development of listening and speaking skills in young learners. The following sections discuss the theoretical and practical motivations that support this research, highlighting the importance of early exposure to English as a second language in both global and Mexican educational contexts.

1.1 Presentation

In the 21st century, English has become the dominant international language for communication, education, and professional development. Early childhood education now emphasizes English instruction as a means to improve children’s long-term linguistic and cognitive skills (Cameron, 2001; Shin & Crandall, 2014). According to the Secretaría de Educación Pública [SEP], (2019), the inclusion of English in preschool curricula supports children’s ability to communicate across cultures and promotes the development of key competencies for lifelong learning.

In the past two decades, early English education has become a global trend supported by various international organizations. According to UNESCO (2020), early exposure to a foreign language contributes to cognitive flexibility, empathy, and intercultural understanding. Many countries—including Mexico, Colombia, and Chile—have adopted policies promoting English instruction from preschool to improve competitiveness and communication skills.

In Mexico, the Programa Nacional de Inglés en Educación Básica (PNIEB), launched by the Secretaría de Educación Pública (SEP, 2019), highlights the importance of playful learning and communicative activities for young learners. Despite these efforts, implementation remains uneven, particularly in public schools where trained teachers and materials are scarce. This reality inspired the present research, which seeks to bridge the gap between policy and classroom practice.

Young children are naturally curious and learn through exploration, imitation, and play. These characteristics make the kindergarten stage an ideal period to introduce a foreign language. Studies by Pyle and Danniels (2017) and García and López (2021) emphasize that play-based learning encourages vocabulary retention and strengthens both oral comprehension and pronunciation. When children engage in songs, games, and interactive activities, they develop linguistic patterns unconsciously while having fun.

In the context of second language acquisition, researchers such as Krashen (1982) and Vygotsky (1978) argue that meaningful input and social interaction are crucial for learning. Therefore, teachers must create environments that promote engagement and comprehension through age-appropriate materials and strategies. This study focuses on identifying which activities most effectively support English vocabulary learning among kindergarten children, aiming to provide teachers with practical insights grounded in both theory and observation.

1.2 Statement of the Problem

Teaching English to kindergarten children presents both opportunities and challenges. While early exposure facilitates language acquisition, teachers often face difficulties in selecting appropriate materials and designing effective activities that match children's developmental stages (Shin & Crandall, 2014). In many Mexican public schools, English is introduced without a structured curriculum or trained teachers, resulting in inconsistent learning experiences (Ramos & Hernández, 2022).

The central problem arises from the lack of pedagogical strategies that combine cognitive development with playful learning. As Guillén (2020) notes, many preschool educators rely on rote memorization and translation-based techniques, which are not suitable for young learners who learn best through sensory and

experiential engagement. This issue is compounded by large class sizes, limited classroom resources, and minimal teacher training in early English instruction. Additionally, children aged four to six are still mastering their first language. Consequently, introducing a second language requires approaches that respect their linguistic, emotional, and cognitive capacities (Piaget, 1947; Bruner, 1983). Teachers must be aware of how to scaffold new vocabulary in ways that connect with children's daily lives. For instance, using stories, songs, and physical actions allows learners to associate English words with meaningful experiences (Asher, 1969; Fonseca Mora & Martín-Pulido, 2015). This study, therefore, investigates the gap between theoretical knowledge and classroom practice. It seeks to understand which activities help teachers effectively introduce English vocabulary in kindergartens lacking specialized English programs.

1.3 Main Research Question

Considering the growing need to improve English education in early childhood, this study addresses the following question:

What are the most effective activities and materials for teaching vocabulary to kindergarten children in order to enhance their listening and speaking skills?

This question guides the exploration of classroom practices, teaching methods, and learning outcomes related to vocabulary instruction in preschool settings.

1.4 Main Research Objective

The main objective of this study is to identify, describe, and analyze the most effective activities and materials that facilitate English vocabulary acquisition among kindergarten children. It aims to determine how these pedagogical practices influence the development of listening and speaking abilities.

The research further seeks to contribute to the field of English language teaching (ELT) by offering evidence-based recommendations for early childhood educators. Through classroom observations and teacher feedback, this study highlights how specific instructional strategies can enhance young learners' motivation, participation, and retention of new words.

Subsidiary Research Questions

To support the main research question, this study considers additional sub-questions designed to clarify the variables and specific aspects of the teaching process. These subsidiary questions help define the direction of the research and focus on the relationship between instructional strategies, student

engagement, and language development. The study therefore addresses the following:

1. **What types of activities do kindergarten teachers use to teach English vocabulary effectively?**
2. **Which of these activities most significantly support the development of listening and speaking skills in young learners?**
3. **What kinds of materials best facilitate vocabulary learning among children aged four to six?**

By answering these questions, the research seeks to connect classroom practice with existing theories of language acquisition and early childhood education (Krashen, 1982; Vygotsky, 1978; Gardner, 1983).

1.6 Specific Research Objectives

In alignment with the subsidiary questions, this study proposes the following specific objectives:

1. **To identify** the most commonly used activities for teaching English vocabulary to kindergarten children in public schools.
2. **To evaluate** the effectiveness of those activities in enhancing listening and speaking skills.
3. **To analyze** the materials that accompany vocabulary instruction and their impact on student engagement and comprehension.

4. **To compare** the outcomes of traditional and interactive teaching methods in vocabulary learning.

5. **To propose** practical recommendations for preschool teachers seeking to implement effective vocabulary-teaching strategies.

Each objective contributes to the overarching goal of improving English instruction during the early stages of education and ensuring that learning is both meaningful and developmentally appropriate.

1.7 Justification

The justification of this research lies in the growing recognition that early exposure to a foreign language provides cognitive, social, and linguistic benefits (Pinter, 2017; García & López, 2021). Teaching English vocabulary to kindergarten children goes beyond memorizing isolated words—it cultivates communication, creativity, and intercultural understanding.

From a **pedagogical perspective**, this study is important because it explores methods that are suitable for young learners who acquire knowledge primarily through sensory experiences and interaction. Integrating English in preschool allows children to associate new words with real-life contexts, songs, and stories that stimulate their curiosity (Cameron, 2001; Shin & Crandall, 2014).

From a **social and educational standpoint**, Mexico and many Latin-American countries are facing increasing demands for English proficiency in both academic and professional settings (Ramos & Hernández, 2022). However,

most public schools lack structured English programs at the preschool level.

This study responds to that gap by identifying strategies that teachers can apply even in non-bilingual contexts.

From a **theoretical standpoint**, the research draws on key frameworks such as Krashen's Input Hypothesis (1982), which stresses the importance of comprehensible input, and Gardner's Multiple Intelligences theory (1983), which emphasizes differentiated instruction. By combining these approaches, teachers can better support children's diverse learning styles and foster inclusive, motivating classrooms.

Ultimately, this study is justified because it contributes to the improvement of early English education by offering practical, research-based insights into how vocabulary can be effectively introduced to young learners.

Beyond its linguistic dimension, this study addresses a social and educational issue: the right of all children to access quality English education from the beginning of their schooling. Early exposure to English provides opportunities for inclusion and future academic success, especially in communities where bilingual education has traditionally been limited.

By identifying strategies that can be applied in low-resource settings, this project contributes to equitable education and aligns with the United Nations' Sustainable Development Goal 4, which promotes inclusive and quality education for all.

1.8 Limitations of the Study

Every research project operates within specific constraints. This study is limited by several contextual and methodological factors that must be acknowledged to interpret the findings appropriately.

1. **Institutional context.** The research is conducted in a kindergarten without a formal English program or trained ESL teachers, which limits the generalization of the results to schools with more established curricula.

2. **Duration of implementation.** The observation and data-collection period covers only a few months. Longitudinal studies might reveal different patterns of vocabulary retention and skill development.

3. **Sample characteristics.** The participants are children aged five to six from a single institution, which means the results may vary in other demographic or socioeconomic contexts.

4. **Teacher experience.** Some teachers involved have limited background in English teaching methodology, affecting the consistency of classroom practices.

5. **Class size and resources.** Overcrowded classrooms and lack of technological materials may influence the effectiveness of interactive activities. Despite these limitations, the study provides valuable qualitative insights into the reality of teaching English in Mexican kindergartens and offers a basis for future research and pedagogical innovation.

Summary of the Chapter

This first chapter introduced the background and rationale of the study. It established the importance of teaching English vocabulary to kindergarten children, particularly in educational contexts where resources and training are limited. The discussion outlined the main and subsidiary research questions, the general and specific objectives, and the justification that supports the project.

The problem of limited pedagogical strategies and teacher preparation was framed within the theories of Krashen (1982), Vygotsky (1978), Piaget (1947), and Gardner (1983), among others, emphasizing that early exposure to meaningful language experiences enhances both linguistic and cognitive growth.

The next chapter—**Chapter II: Literature Review**—will expand on these theoretical foundations by examining prior studies, approaches, and models that inform effective vocabulary teaching in early childhood education.

CHAPTER II: LITERATURE REVIEW

Introductory paragraph

This chapter presents the theoretical and conceptual foundations that support this research on teaching English vocabulary to kindergarten children. It examines key perspectives on early language acquisition, cognitive development, multiple intelligences, and methods specifically designed for

young learners. The goal of this review is not only to summarize prior research but also to explain how these theoretical frameworks justify the implementation of playful and interactive activities in the classroom. Each section connects theory to practice, providing the foundation upon which the methodology and results of this study are built.

2.1 Presentation

The process of acquiring a second language during early childhood has been the subject of continuous research for decades. Scholars such as Krashen (1982), Vygotsky (1978), Piaget (1947), and Gardner (1983) have provided essential insights into how children think, learn, and communicate. Their theories continue to influence educational practices worldwide.

Recent studies in language pedagogy highlight that early exposure to a foreign language can significantly enhance a child's linguistic flexibility and cognitive performance (Pinter, 2017; García & López, 2021). When young learners engage with language through meaningful and age-appropriate activities, they not only expand their vocabulary but also develop essential communication skills, social awareness, and problem-solving abilities (Pyle & Danniels, 2017).

In Mexico, the introduction of English at the preschool level is gaining increasing attention. The *Secretaría de Educación Pública* (SEP, 2019) has emphasized the importance of integrating English as part of the national curriculum to promote bilingual competence. However, many public schools

face challenges such as the lack of trained teachers, inadequate resources, and limited exposure time. This reality underscores the importance of researching methods and activities that can make English instruction more accessible and effective within these constraints.

2.2 English Language Teaching to Kindergarten Children

Teaching English to young learners requires an understanding of their developmental characteristics. Kindergarten students, typically between the ages of four and six, learn primarily through sensory experiences, imitation, and play. Therefore, teachers must adopt methodologies that align with how children naturally process information.

According to Shin and Crandall (2014), language instruction for young learners should focus on exposure, repetition, and interaction rather than grammar-based instruction. They argue that children acquire language through meaningful communication and that teachers should provide a variety of rich linguistic inputs in a relaxed and engaging environment.

In early childhood education, *play-based learning* is essential. Pyle and Danniels (2017) describe play as a dynamic context where children use imagination, creativity, and social interaction to construct meaning. Similarly, Cameron (2001) emphasizes that young learners benefit from activities that involve movement, storytelling, and visual support. When children sing, act, or manipulate objects, they internalize new words naturally.

2.3 Cognitive Development

Understanding cognitive development is essential when designing learning activities for young children. Jean Piaget's (1947) *Theory of Cognitive Development* remains a cornerstone in education. He proposed that children progress through four stages:

1. **Sensorimotor (0–2 years):** Learning through direct sensory and motor interaction with the environment.
2. **Preoperational (2–7 years):** Development of symbolic thinking, imagination, and beginning use of language.
3. **Concrete Operational (7–11 years):** Logical but concrete reasoning emerges.
4. **Formal Operational (12+ years):** Abstract and hypothetical thinking develops.

Kindergarten children, typically in the preoperational stage, learn best through activities that allow them to manipulate objects, observe relationships, and use language to represent their understanding.

2.4 Multiple Intelligences

Howard Gardner's *Theory of Multiple Intelligences* (1983) revolutionized education by proposing that intelligence is not a single, fixed attribute measured

by IQ tests but a collection of distinct capabilities that allow individuals to process information and solve problems in various ways. Gardner originally identified eight intelligences, each representing a different mode of learning and understanding the world.

1. Linguistic Intelligence – The ability to use words effectively, both orally and in writing. Children strong in this area enjoy storytelling, rhyming, and word games, making them responsive to vocabulary-based activities such as songs and chants.
2. Logical–Mathematical Intelligence – The capacity for reasoning, recognizing patterns, and problem-solving. Learners with this strength enjoy sorting, sequencing, or counting activities that integrate numbers and logic into language learning.
3. Musical Intelligence – Sensitivity to rhythm, pitch, and melody. Children with this intelligence learn effectively through songs, rhythm-based games, and rhymes that enhance pronunciation and memory (Fonseca Mora & Martín-Pulido, 2015).
4. Bodily–Kinesthetic Intelligence – The ability to express ideas and solve problems through physical movement. Activities like *Total Physical Response (TPR)*, miming, and role-play appeal strongly to these learners (Asher, 1969).

5. Spatial Intelligence – The ability to visualize and understand spatial relationships. Visual learners benefit from flashcards, storybooks with pictures, and drawing-based tasks that link vocabulary to imagery.

6. Interpersonal Intelligence – Sensitivity to others' emotions, motivations, and intentions. Group games, cooperative projects, and dialogues help these learners thrive, fostering communication and social skills.

7. Intrapersonal Intelligence – Awareness of one's own emotions, goals, and strengths. Reflection activities, self-expression through drawing or storytelling, and emotional vocabulary lessons develop this intelligence.

8. Naturalistic Intelligence – The ability to recognize and categorize elements of the natural world. Outdoor learning, thematic lessons about animals, plants, and weather are especially engaging for these learners.

Some scholars, including Gardner himself (1999), later suggested the possibility of a ninth form—Existential Intelligence, or sensitivity to deep questions about life and purpose. However, it remains less empirically established.

In the context of early childhood education, this theory emphasizes that every child possesses a unique combination of intelligences. As Armstrong (2009) notes, teachers who integrate multiple intelligences into their lessons provide opportunities for all learners to succeed by engaging their natural strengths.

For teaching English vocabulary, this means combining visual, musical, kinesthetic, and social elements. For example, a lesson on animals could include

a song (*musical*), flashcards (*visual*), a role-play game (*kinesthetic*), and group storytelling (*interpersonal*). This multidimensional approach ensures meaningful learning that fosters engagement, memory, and enjoyment.

2.5 Methods to Teach Children

The choice of method in language teaching significantly affects children's motivation, participation, and learning outcomes. Over time, various approaches have been developed to support language acquisition through direct exposure, meaningful communication, and experiential learning.

While traditional methods often emphasized grammar and translation, contemporary methodologies focus on interaction, comprehension, and active engagement (Richards & Rodgers, 2014). The following subsections examine three influential methods that form the theoretical foundation of this study: the **Direct Method**, **Total Physical Response (TPR)**, and **The Natural Approach**. Each of these approaches contributes to understanding how children best learn vocabulary in the kindergarten context.

2.5.1 The Direct Method

The *Direct Method* emerged in the late 19th century as a response to the Grammar Translation Method, which relied heavily on translation and explicit grammar instruction. The Direct Method advocates teaching entirely in the

target language and emphasizes oral communication and vocabulary learned in context (Larsen-Freeman, 2011).

According to Richards and Rodgers (2014), the Direct Method relies on four principles: (1) communication through natural speech, (2) use of visuals and real objects to convey meaning, (3) learning vocabulary in everyday contexts, and (4) active student participation. This method is particularly suited to children, as it mirrors how they learn their first language—through listening, repetition, and interaction.

In early childhood classrooms, the Direct Method translates into activities such as describing familiar objects, naming classroom materials, or engaging in question–answer games entirely in English. Studies in Latin American preschool settings (Ramos & Hernández, 2022) suggest that even limited exposure to English-only interactions helps children associate words with concepts more intuitively.

However, while the Direct Method is effective for small groups, its application can be challenging in large classrooms or with teachers who have limited English proficiency. Therefore, it is often complemented by more flexible approaches, such as Total Physical Response or the Natural Approach, which allow for more varied and interactive learning experiences.

2.5.2 Total Physical Response (TPR)

Developed by James Asher (1969), the *Total Physical Response (TPR)* method is based on the coordination of language and physical movement. Asher proposed that language learning should resemble the process by which children acquire their first language: they listen, understand, and respond physically before producing speech.

In a TPR classroom, teachers give commands such as “*Stand up,*” “*Touch your head,*” or “*Pick up the red pencil,*” and students demonstrate comprehension through movement. This multisensory approach reduces anxiety, increases engagement, and enhances memory retention (Asher, 2004).

Research has consistently supported TPR as one of the most effective strategies for young learners (Guillén, 2006; Shin & Crandall, 2014). Physical actions anchor words in memory by linking them to motor patterns, making it easier for children to recall vocabulary. Fonseca Mora and Martín-Pulido (2015) also observed that TPR activities benefit children with attention or learning difficulties, as movement sustains focus and promotes inclusion.

In the Mexican preschool context, Ramos and Hernández (2022) found that TPR-based games—such as *Simon Says* or *Follow the Leader*—help students acquire basic vocabulary more effectively than traditional repetition exercises. The method’s success lies in its ability to combine listening comprehension with bodily expression, turning learning into a joyful, kinesthetic experience.

For this research, TPR provides a theoretical and practical foundation to explore how movement-based activities support vocabulary learning and oral development in kindergarten classrooms.

2.5.3 Recent Studies on Vocabulary Teaching in Early Childhood

Recent studies have reinforced the importance of interactive and play-based strategies in early English vocabulary instruction. Ilham et al. (2023) found that preschool children exposed to multimedia and multisensory activities demonstrated higher vocabulary retention and engagement compared to those taught through traditional methods. These findings highlight the relevance of combining visual, auditory, and physical stimuli in early language classrooms. Similarly, Lucas (2023) emphasizes that early English learning should be integrated into a holistic curriculum that values emotional, social, and cognitive development. According to the author, young learners benefit most when language instruction is embedded in meaningful classroom routines, songs, and storytelling activities, rather than isolated vocabulary drills. In relation to teacher input, Farrow et al. (2024) demonstrate that high-quality teacher language, including rich vocabulary use and meaningful interaction, significantly influences preschoolers' vocabulary development. This supports the idea that the teacher's role as a facilitator and language model is crucial in early English instruction.

Furthermore, Wulandari and Kurniawan (2025) argue that teacher–child interaction quality directly affects receptive vocabulary growth in early childhood. Activities such as singing, role-play, and guided storytelling were found to enhance both comprehension and expressive language skills, reinforcing the value of interactive teaching practices.

2.5.4 The Natural Approach

The *Natural Approach*, developed by Stephen Krashen and Tracy Terrell (1983), builds on Krashen’s theories of second language acquisition. It emphasizes the importance of **comprehensible input**—language that learners can understand even if it contains elements slightly beyond their current level (Krashen, 1982).

The method prioritizes communication over explicit grammar instruction and allows learners to acquire language naturally, without the pressure to speak before they are ready. According to Krashen (1985), reducing anxiety and creating a positive learning environment lowers the *affective filter*, enabling more effective acquisition.

In early childhood education, the Natural Approach translates into storytelling, picture-based discussions, and thematic activities that immerse children in meaningful contexts. Shin and Crandall (2014) argue that this approach aligns perfectly with how young learners process information—through context, repetition, and emotional engagement.

Studies in early language education confirm its benefits. For example, Pinter (2017) found that preschool children exposed to consistent English input through songs, stories, and visuals demonstrated greater vocabulary retention than those taught through mechanical drills. Similarly, García and López (2021) emphasize that when teachers use familiar topics and visuals, children grasp meaning effortlessly, leading to natural speech production over time.

In Latin American classrooms, where exposure to English may be limited, the Natural Approach offers a low-stress and cost-effective methodology adaptable to local contexts. This study builds upon these principles to evaluate how natural, playful exposure to English vocabulary impacts children's listening and speaking development.

2.6 Activities and Materials to Teach Vocabulary to Children

Vocabulary learning during early childhood must be dynamic, multisensory, and contextually meaningful. As Cameron (2001) points out, young learners acquire language more effectively when it is presented through play, visual support, and routine-based contexts. Children need repeated exposure to words in ways that are engaging and emotionally positive.

2.6.1 Activities for Teaching English Vocabulary

Several activities have proven highly effective in teaching vocabulary to kindergarten children:

1. **Songs and Rhymes.** Music promotes rhythm, pronunciation, and memory. Fonseca Mora and Martín-Pulido (2015) found that rhythmic repetition of words activates auditory memory and phonological awareness.
2. **Storytelling.** Picture books and puppet-based narratives improve vocabulary recall and imagination (Shin & Crandall, 2014).
3. **Games.** Playful interaction increases motivation and attention (Pyle & Danniels, 2017).
4. **Arts and Crafts.** Creative activities link new words to tangible outcomes (Puyana & Martínez, 2015).
5. **Labeling and Environmental Print.** Familiarizing children with written words enhances reading readiness (Cameron, 2001).

2.6.2 Strategies for Effective Vocabulary Instruction

Key strategies include scaffolding, repetition, contextualization, multisensory learning, and positive reinforcement (Vygotsky, 1978; Gardner, 1983; Kuhl, 2020).

2.6.3 Materials for Vocabulary Teaching

Effective materials include flashcards, puppets, realia, and digital tools, adapted to each school's context (Pinter, 2017; Ramos & Hernández, 2022).

2.7 Preschool Teachers' Role and Characteristics

Preschool teachers are central to early English learning. As Vygotsky (1978) explains, they act as mediators who guide learning within the *Zone of Proximal*

Development. Their creativity, empathy, and linguistic skills determine how effectively children acquire vocabulary (Shin & Crandall, 2014).

Teachers' enthusiasm directly affects motivation. García and López (2021) found that when teachers use English consistently and positively, children's confidence increases. Inclusive strategies—such as simplified language, gestures, and visuals—help all learners participate meaningfully (UNESCO, 2020).

2.8 – Comparative Perspectives in Early English Education]

Comparative studies reveal that teaching English in early childhood varies considerably depending on cultural and educational contexts. In Colombia, for example, Puyana and Martínez (2015) reported that using crafts and songs helped children associate new words with sensory experiences, while in Chile, programs focused on phonics and visual aids showed significant improvement in pronunciation (Gómez & Hernández, 2020).

In Spain and South Korea, early English programs have emphasized communicative competence and emotional engagement (Shin, 2020). These countries have developed national strategies that integrate music, movement, and technology into the curriculum.

By contrast, Mexican public kindergartens still face structural challenges: limited teacher training, insufficient exposure time, and a lack of continuity across educational levels. However, this research demonstrates that even small,

localized efforts can yield meaningful results when teachers apply creative, interactive strategies consistent with international best practices.

This literature review is not merely a summary of existing theories but a foundation for the present study's pedagogical proposal. Each framework—cognitive development, sociocultural learning, multiple intelligences, and comprehensible input—directly supports the idea that children learn best through interaction, play, and multisensory engagement.

These concepts guided the design of the classroom activities observed in this research, ensuring that they were developmentally appropriate and pedagogically grounded. In this way, the theoretical review connects directly to the methodology and results described in the following chapters.

Summary of the Chapter

This chapter reviewed the principal theories and approaches that inform English vocabulary instruction in early childhood: Piaget's cognitive stages, Vygotsky's sociocultural theory, Gardner's multiple intelligences, Asher's TPR, and Krashen's input hypothesis.

The review concluded that children learn best through interactive, multisensory, and play-based activities that promote engagement and retention. Teachers play a vital role as facilitators who design inclusive, meaningful, and joyful experiences for vocabulary acquisition.

These theoretical insights serve as the foundation for **Chapter III – Methodology**, where the research design, participants, and data collection procedures are presented.

CHAPTER I: METHODOLOGY

Introductory paragraph

This chapter describes the methodological framework of the study “*Activities to Teach Vocabulary to Kindergarten Children.*” It outlines the research design, participants, instruments, data collection, and analysis procedures. The aim of this chapter is to present a clear, systematic, and ethical description of how the research was conducted to ensure validity and reliability. The chosen methodology reflects the qualitative nature of the study, focusing on understanding how teaching activities influence vocabulary learning among young children in a natural classroom setting.

3.1 Presentation

The research methodology represents the structural foundation that supports this study. It allows the researcher to observe, describe, and interpret the dynamics of English vocabulary instruction in real educational contexts. As Creswell and Poth (2018) suggest, qualitative inquiry provides insights into human

experiences and interactions, making it suitable for exploring teaching and learning processes.

This chapter, therefore, explains the type of study, the research context, the participants involved, and the tools and techniques used for data gathering and analysis. It also presents ethical considerations and the limitations of the methodological approach.

3.2 Type of Study

This research follows a **qualitative case study design**. According to Merriam (1998) and Yin (2018), a case study seeks to understand a particular phenomenon within its real-life context. In this investigation, the case refers to the implementation of specific vocabulary-teaching activities in a kindergarten classroom.

A qualitative case study was selected because it enables a deep exploration of teaching practices, classroom interactions, and learners' responses. As Braun and Clarke (2006) note, qualitative approaches are ideal for analyzing experiences and meanings rather than numerical data. This method provides flexibility in observing behaviors, interpreting language use, and identifying emerging themes in the learning process.

The study does not aim to generalize findings but to generate contextualized insights that may inform future pedagogical strategies for similar educational environments.

3.3 Context

The research was conducted in a **public kindergarten located in Puebla, Mexico**, where English is not formally part of the official curriculum. The school serves approximately 120 children aged four to six, divided into three grade levels.

The selected classroom belonged to the **third grade (five- to six-year-olds)** and consisted of 25 students. The English lessons were incorporated twice a week, lasting 40 minutes each, using a combination of songs, games, and storytelling activities led by a classroom teacher with basic English proficiency.

The classroom was equipped with basic resources such as posters, colored materials, flashcards, and a sound system for playing songs. However, technological tools such as tablets or projectors were not available, which required the teacher to rely on traditional and creative teaching strategies. This context reflects the reality of many Mexican public preschools, where English instruction is limited but teachers strive to introduce the language through meaningful and playful experiences.

3.4 Participants

The participants included:

- **Twenty-five children** aged five to six, from diverse socioeconomic backgrounds.

- **One preschool teacher**, responsible for implementing the English activities.
- **The researcher**, who acted as a non-participant observer, documenting the classroom processes.

The children were at a stage where they were developing both linguistic and socioemotional skills. They had minimal prior exposure to English, which allowed for the observation of authentic learning progress during the study.

The teacher, who had five years of experience in preschool education, had attended short workshops on English teaching but did not hold a language-teaching certification. Her role was crucial in implementing activities that combined play, music, and movement.

In accordance with ethical research principles (Creswell & Poth, 2018), all participants' identities were anonymized. Consent was obtained from the school administration and parents, ensuring voluntary participation and confidentiality.

3.5 Data Collection Techniques and Instruments

To achieve the research objectives, multiple data collection methods were employed to capture the teaching–learning process from different perspectives.

Triangulation was used to enhance credibility (Yin, 2018). The following techniques were applied:

3.5.1 Classroom Observation

Observation was the primary method. It allowed the researcher to record behaviors, interactions, and reactions in real time. Non-participant observation ensured objectivity and reduced classroom disruption. Field notes were used to document teaching strategies, student engagement, and language outcomes.

3.5.2 Teacher Interview

A semi-structured interview with the preschool teacher was conducted to gather insights into her perceptions of English teaching, challenges, and effective strategies. The interview provided contextual understanding of pedagogical decisions and limitations.

3.5.3 Artifact and Document Analysis

Lesson plans, student drawings, and worksheets were reviewed to complement the observations and identify patterns related to vocabulary learning. These artifacts served as evidence of the children's language exposure and progress. Each of these tools contributed unique perspectives, forming a comprehensive view of how vocabulary activities functioned in the classroom.

3.5.4 – Instrument Examples and Triangulation Process

The triangulation process combined data from three sources: observation, interviews, and document analysis. For instance, during one observed lesson, students participated in a “*Color Song*” activity where they pointed to classroom objects while singing. This observation was compared with the

teacher's interview statement—“*They remember words better when they move and sing together.*”—and the corresponding student worksheets, which confirmed that the majority could identify colors by the end of the session. Such cross-validation of information ensured that findings were consistent across instruments, increasing the reliability of the data (Yin, 2018). Appendix A includes an excerpt of the observation checklist used during data collection, and Appendix B provides the semi-structured interview guide applied to the teacher.

3.6 Data Analysis

The data were analyzed using a **thematic analysis approach** (Braun & Clarke, 2006). This process involved:

1. **Data Familiarization:** Reading observation notes and transcripts multiple times.
2. **Coding:** Labeling patterns related to teaching strategies, student reactions, and language acquisition.
3. **Theme Development:** Grouping codes into broader themes such as motivation, comprehension, participation, and engagement.
4. **Interpretation:** Relating these themes to theoretical frameworks (e.g., Krashen, 1982; Gardner, 1983; Vygotsky, 1978).

Qualitative analysis focused on identifying recurring behaviors that indicated vocabulary learning—for example, when children repeated new words spontaneously or used them in new contexts.

3.7 Validity and Reliability

To ensure trustworthiness, the study followed several criteria recommended by Creswell and Poth (2018):

- **Triangulation:** Combining observation, interview, and document analysis.
- **Member Checking:** The teacher reviewed observation summaries to confirm accuracy.
- **Thick Description:** Detailed reporting of classroom context and interactions.
- **Audit Trail:** Maintaining organized field notes and documentation.

These procedures increased the transparency and dependability of the findings.

3.8 Ethical Considerations

Ethical integrity was maintained throughout the research. Participants' names were replaced with pseudonyms, and parental consent forms were collected.

The study respected children's rights to privacy, safety, and voluntary participation, following guidelines established by UNESCO (2020) for early childhood research.

The researcher acted responsibly, avoiding any form of interference in the children's activities. All collected data were used exclusively for academic purposes and stored securely.

Conducting research with young children requires special attention to ethical principles. Following UNESCO (2020) and APA guidelines (2023), the researcher ensured informed consent, voluntary participation, and the right to withdraw at any time.

Children's identities were protected by using pseudonyms and avoiding any visual material that revealed faces or personal details. The study also followed the principle of *beneficence*—ensuring that participation contributed positively to the learning experience without any form of harm or stress.

3.9 Limitations of the Methodology

Despite its contributions, the methodology faced several constraints:

- Limited observation time restricted longitudinal analysis.
- The teacher's limited English proficiency may have influenced lesson delivery.
- The qualitative nature of the study means findings are not statistically generalizable.

Nevertheless, the chosen design effectively captures authentic classroom experiences and provides valuable insights for similar contexts.

Summary of the Chapter

This chapter described the methodological structure of the study, outlining the qualitative case study approach, the participants, instruments, and data analysis techniques. The methodology ensured that data were collected systematically and ethically, providing credible evidence of the effectiveness of specific vocabulary-teaching activities in kindergarten education.

The next chapter, **Chapter IV – Results**, presents the data gathered from observations, interviews, and classroom materials. It analyzes how different activities affected children's participation, motivation, and vocabulary acquisition.

Introductory paragraph

This chapter presents and analyzes the data collected through classroom observations, teacher interviews, and student artifacts. The purpose is to identify which activities most effectively supported English vocabulary learning among kindergarten children. The results are organized according to key themes that emerged during analysis: **motivation, participation, comprehension, and vocabulary retention**.

The findings are interpreted qualitatively and supported by excerpts from field notes, teacher comments, and student behavior. Tables are included to summarize the observed patterns and highlight the relationship between activities, materials, and learning outcomes.

4.1 Presentation

The data were collected over a period of eight weeks in a kindergarten classroom in Puebla, Mexico. During this time, the teacher implemented various activities designed to teach English vocabulary related to animals, colors, classroom objects, and body parts.

The lessons were observed twice a week, and the researcher recorded children's responses, participation levels, and instances of spontaneous English use. Each activity was coded and analyzed according to the objectives of the study.

4.2 Data Analysis Process

The qualitative analysis followed the six phases proposed by Braun and Clarke (2006): (1) familiarization with data, (2) initial coding, (3) theme identification, (4) theme review, (5) theme definition, and (6) reporting.

Through this process, four major categories were identified:

1. **Motivation and Engagement** – How activities influenced children's willingness to participate.
2. **Listening Comprehension** – The ability to understand and follow English instructions.
3. **Vocabulary Acquisition** – The retention and recall of new words introduced through activities.

4. **Teacher Strategies** – The pedagogical techniques and classroom management styles that supported learning.

4.3 Results According to the Teacher’s Interview

The teacher expressed that using **songs, games, and storytelling** made English learning more enjoyable and less intimidating for children. She mentioned that children remembered words more easily when they were associated with music, movement, or visual aids.

“The students love songs like ‘Head, Shoulders, Knees, and Toes.’ They can remember the body parts because they move while singing,” (Teacher Interview, 2025).

The teacher also highlighted that TPR activities increased attention and participation, especially among more energetic or shy children. However, she noted the challenge of maintaining English-only communication due to her own limited proficiency.

4.4 Classroom Observation Findings

The classroom observations revealed consistent patterns in how different types of activities affected children’s learning.

4.4.1 Motivation and Engagement

Children demonstrated higher engagement during physical and musical activities than during static or paper-based tasks. During song-based lessons,

participation reached nearly 100%, while vocabulary drills resulted in visible loss of attention after a few minutes.

4.4.2 Listening Comprehension

When instructions were accompanied by gestures, pictures, or objects, students followed them correctly and quickly. This supports Krashen's (1982) concept of *comprehensible input*, emphasizing that understanding precedes production.

4.4.3 Vocabulary Acquisition

By the fifth week, students were able to recall and use over 30 new words from previously learned categories. The most successful lessons combined **TPR**, **visuals**, and **songs**, confirming that multisensory input enhances retention (Shin & Crandall, 2014).

4.4.4 Teacher Strategies

The teacher adapted the pace of lessons based on students' reactions, repeating instructions and integrating short games to maintain focus. This flexibility aligned with Vygotsky's (1978) *Zone of Proximal Development*, where support and repetition lead to independent use of language.

Table 1

Activities and Observed Effects on Vocabulary Learning

Activity Type	Description	Observed Effect on Students	Learning Outcome
Songs and Rhymes	Songs like Head, Shoulders, Knees, and Toes and Color Song used to introduce vocabulary	High motivation, enjoyment, and improved pronunciation	Strong retention of words and rhythm awareness
Total Physical Response (TPR) Games	Commands such as Stand up, Touch your nose, Jump three times	Increased attention and comprehension	Immediate understanding of new words
Storytelling with Puppets	Short stories about animals and daily routines	Emotional engagement, imagination, participation	Vocabulary recall in context
Arts and Crafts	Coloring and labeling activities	Focus and fine-motor coordination	Reinforcement of visual vocabulary
Flashcards and Visuals	Visual repetition of vocabulary sets	Moderate engagement	Support for memory but less spontaneous speech

Note. Adapted from classroom observations (2019).

4.5 Patterns Emerging from Observations

Based on the field notes, several patterns emerged that illustrate how young learners acquire English vocabulary effectively:

1. **Multisensory exposure enhances retention.** Lessons integrating sound, movement, and visuals yielded stronger memory connections.

2. **Routine promotes confidence.** Children responded better to repeated structures such as greetings, songs, and short commands.
3. **Play supports social learning.** Cooperative activities promoted peer interaction and spontaneous English use.
4. **Visual context aids comprehension.** Using realia (e.g., toys, classroom objects) made new words meaningful.

These findings reinforce the idea that young learners require dynamic, repetitive, and meaningful exposure to new vocabulary.

Table 2

Summary of Students' Vocabulary Progress

Week	Topic	Vocabulary Words Learned	Average Retention (%)
1	Colors	red, blue, green, yellow, orange	65%
2	Animals	cat, dog, bird, fish, rabbit	78%
3	Body Parts	head, shoulders, knees, toes	85%
4	Classroom Objects	pencil, chair, book, table	80%
5	Review and Games	mix of all categories	90%

Note. Vocabulary retention percentages estimated from oral recall and activity performance (2019).

4.6 Teacher's Role and Reflection

The teacher's adaptability and enthusiasm were decisive factors in students' success. Her commitment to incorporating English despite limited training highlights the potential for effective learning in non-bilingual environments. She reflected:

“Even if I’m not an English teacher, I can help my students learn through songs, colors, and play. They understand because they are happy while learning.”

This statement aligns with Shin's (2020) emphasis on emotional engagement as a key factor in young learners' motivation and cognitive development.

4.7 Discussion of Findings

The results confirm that **interactive and playful activities** are significantly more effective in teaching English vocabulary to kindergarten children than passive or translation-based methods.

The use of **Total Physical Response**, **songs**, and **visual storytelling** proved to stimulate both hemispheres of the brain, combining memory, movement, and emotion (Kuhl, 2020). These results are consistent with Gardner's (1983)

Multiple Intelligences theory and Krashen's (1982) Input Hypothesis.

Moreover, the findings indicate that early exposure to English fosters not only linguistic knowledge but also self-confidence and social interaction. The

teacher's positive attitude served as a model, encouraging children to participate actively.

The data suggest that when learning is enjoyable and meaningful, children internalize vocabulary naturally—often repeating words spontaneously outside formal activities.

4.8 – Interpretation of Results in Light of Theoretical Frameworks

The findings of this study strongly support the theoretical perspectives presented in Chapter II. The effectiveness of Total Physical Response aligns with Asher's (1969) claim that combining language with movement enhances memory and understanding. Similarly, the success of song-based activities confirms Gardner's (1983) theory of Multiple Intelligences, specifically the musical and bodily-kinesthetic domains.

Vygotsky's (1978) concept of social learning also appears clearly in this context: children's interactions with peers and teachers provided the scaffolding necessary to acquire new vocabulary naturally.

Furthermore, Krashen's (1982) Input Hypothesis is evidenced in how students understood English commands and stories even before producing spoken words. The low-anxiety environment reduced the affective filter, allowing language to flow effortlessly.

These theoretical connections validate the conclusion that early English learning should focus on meaningful, joyful, and interactive experiences rather than traditional drills or memorization.

Summary of the Chapter

This chapter presented the main findings derived from classroom observations, teacher interviews, and document analysis. The data demonstrated that the most effective vocabulary-teaching activities combined movement, music, and visual support.

The tables summarized how specific activities influenced children’s motivation and retention. The evidence supports the argument that **active, multisensory learning** strengthens vocabulary acquisition in early childhood.

The next chapter, **Chapter V – Conclusions and Suggestions**, synthesizes these findings and offers recommendations for improving English instruction in kindergarten classrooms.

CHAPTER V: CONCLUSIONS AND SUGGESTIONS

Introductory paragraph

This final chapter summarizes the key findings of the study “*Activities to Teach Vocabulary to Kindergarten Children*” and presents the conclusions derived from the analysis of classroom practices, teacher reflections, and theoretical

perspectives. It also offers pedagogical suggestions aimed at improving early English instruction, particularly in public schools with limited resources.

The chapter highlights how interactive and multisensory approaches contribute to children's vocabulary acquisition, communication skills, and motivation to learn English.

5.1 Presentation

The research aimed to explore which activities and materials are most effective in teaching English vocabulary to kindergarten children, focusing on how they influence listening and speaking skills. The conclusions are based on qualitative data gathered through classroom observations, interviews, and artifact analysis.

The results are organized into three core areas:

1. The impact of interactive activities on vocabulary retention.
2. The teacher's role in promoting motivation and participation.
3. The educational implications for early English instruction in

Mexican preschools.

5.2 Main Findings

5.2.1 Effective Activities

The analysis revealed that **songs, TPR games, and storytelling** were the most effective strategies for vocabulary teaching. These activities combined

movement, rhythm, and emotion—key factors for memory retention (Asher, 1969; Fonseca Mora & Martín-Pulido, 2015).

Children were able to recall and use new words more easily when they were presented through meaningful contexts. This supports the theories of Krashen (1982), who emphasizes comprehensible input, and Gardner (1983), who highlights multiple intelligences in learning.

5.2.2 Teacher's Influence

The teacher's role proved fundamental in mediating learning. Her enthusiasm, creativity, and adaptability contributed to a positive classroom environment that encouraged participation and reduced anxiety. As Vygotsky (1978) noted, learning occurs most effectively through social interaction and guided support within the *Zone of Proximal Development*.

Despite limited English proficiency, the teacher managed to design lessons that fostered engagement and comprehension, demonstrating that commitment and pedagogical creativity can compensate for resource constraints.

5.2.3 Challenges Identified

The research also uncovered several challenges faced by teachers in similar contexts:

- Lack of specialized training in English teaching for early childhood.
- Insufficient materials and technological resources.
- Limited exposure time to English per week.

These factors affect the consistency of vocabulary learning and require systemic support from educational authorities.

5.3 Conclusions

The results of this study lead to several key conclusions:

1. **Vocabulary acquisition in early childhood is most effective when learning is active, multisensory, and emotionally engaging.**
2. **The combination of Total Physical Response, songs, and visual storytelling significantly enhances retention and comprehension.**
3. **Teachers' motivation and creativity are decisive factors in children's success, even in low-resource environments.**
4. **Play-based learning aligns with cognitive and socioemotional development theories (Piaget, 1947; Vygotsky, 1978; Gardner, 1983).**
5. **Introducing English in preschool promotes positive attitudes toward language learning and intercultural awareness.**

This study confirms that the foundation of effective early English education lies in the teacher's ability to transform simple activities into meaningful linguistic experiences.

5.4 Pedagogical Implications

The implications of this research extend to curriculum design, teacher training, and classroom practice.

- **Curriculum Design:** English instruction should be integrated systematically into preschool education through thematic units that connect to children's everyday lives.
 - **Teacher Training:** Programs should emphasize early language acquisition methods, use of play, and techniques for managing large groups.
 - **Material Development:** Low-cost materials such as flashcards, recycled crafts, and visual aids can support teachers in resource-limited schools.
 - **Parental Involvement:** Families can reinforce vocabulary at home through songs, games, and daily routines in English.
-

5.5 Researcher's Reflection and Professional Growth]

As a future English teacher, conducting this research has allowed me to understand that teaching is not only about transmitting knowledge but also about inspiring curiosity and confidence. Working with kindergarten children revealed the importance of patience, empathy, and creativity in the classroom. This project also enhanced my skills as a reflective practitioner. By observing real classroom dynamics, I learned how to adapt lessons according to students' needs and emotional states. Such experience will undoubtedly influence my future teaching practices and professional identity.

5.6 Suggestions for Future Research

Future studies could:

1. Examine the long-term effects of TPR and musical activities on vocabulary retention.
2. Compare outcomes between bilingual and non-bilingual preschools.
3. Investigate how digital tools (apps, videos, or interactive games) might enhance English exposure in young learners.
4. Explore teachers' professional development needs in rural and urban contexts.

Such research would expand understanding of how early English education can be optimized to foster equitable and effective learning experiences for all children.

5.7 Broader Educational Contribution

This study contributes to the ongoing discussion about educational equity in Mexico. By demonstrating that effective English learning can occur even in low-resource settings, it supports the argument that teacher training and creativity are more decisive than technology alone.

The findings invite policymakers to design inclusive language programs that recognize teachers' ingenuity and children's natural desire to learn through play.

Summary of the Chapter

This chapter synthesized the conclusions and pedagogical implications of the study. The evidence demonstrates that interactive, play-based strategies significantly improve vocabulary acquisition and communicative competence among kindergarten children.

The study reaffirms that English can be taught meaningfully even in contexts with limited resources, provided that teachers employ creative, multisensory, and student-centered approaches.

By valuing the joy of learning, this research contributes to the ongoing effort to make early language education accessible, effective, and engaging for every child.

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APPENDIX

Práctica Profesional: Plan de Trabajo.

Datos Generales de la Institución:

- Nombre de la Institución: Benemérito Instituto Normal del Estado "General Juan Crisóstomo Bonilla"
- Dirección: Blvd. Hermanos Serdán #203, Col. Aquiles Serdán Puebla, Pue.
- Nombre de la Directora: Lic. María Paula Marina Torres Flores.
- Nivel: Tercer grado de Kinder
- Grupos: A-H
- Número de alumnos por grupo:
- Nombre del mentor o responsable del grupo:

Periodo: Iniciando el día 27 de agosto del presente y finalizando el día 14 de noviembre.

Objetivo: Que los alumnos aprendan a identificar y pronunciar palabras básicas del idioma inglés, y la preparación de los mismos para la siguiente etapa (primaria).

Misión de la escuela: Somos una institución de educación superior de amplia trayectoria y reconocimiento en la formación inicial de docentes idóneos, comprometida con la calidad educativa mediante una cultura escolar innovadora, que contribuye al fortalecimiento de una nación próspera e incluyente.

Visión de la escuela: Ser al 2030 una institución de educación superior líder en la formación inicial de docentes, actualización, profesionalización y cultura de la investigación, con proyección nacional e internacional, comprometida con la calidad educativa establecida en los principios filosóficos del artículo 3 ° Constitucional.

Ubicación e Infraestructura

Map showing the location and infrastructure of Benemérito Instituto Normal del Estado. The map includes surrounding streets like Boulevard Hermanos Serdán, Avenida 10 Poniente, and various landmarks such as Gasolinera LUCE E3122, Mazda Serdan, and the Centro Mexicano Libanés. A scale bar indicates 100 m.

Benemérito Instituto Normal del Estado "GRAL. JUAN CRISÓSTOMO BONILLA"

Detailed site plan of Benemérito Instituto Normal del Estado. The plan shows various buildings, courtyards, and parking areas. A legend identifies different types of infrastructure and buildings.

JARDÍN DE NIÑOS	LICENCIATURA EN EDUCACIÓN FÍSICA	BIOLÓGICA	CONTROL ESCOLAR (CSE)
PREPAUSA	LICENCIATURA EN EDUCACIÓN PREESCOLAR	AUTÓFONO	CUATRETA CENTRAL
SECUNDARIA	LICENCIATURA EN EDUCACIÓN ESPECIAL	LABORATORIO GENERAL	CONSEJO
BACHILLERATO	LICENCIATURAS EN EDUCACIÓN SOCIAL, PRIMARIA Y SECUNDARIA	ARCHIVO RECURSOS Y SALONES DIVERSOS	



Características de los alumnos:

Grupo	"A"	"B"	"C"	"D"	"E"	"F"	"G"	"H"	Total:
Hombre	10	16	12	12	14	11	14	15	104
Mujer	16	10	17	15	15	15	13	12	113

Estilos de aprendizajes:

Se aplicará en un lesson plan como una actividad a realizar para conocer a cada niño y al grupo en general, el objetivo es tener una mejor visión de que actividades se podrían realizar a lo largo de las prácticas.

Actividades a realizar:

- Planeaciones de clase.
- Elaboración de material didáctico
- Elaboración de hojas de trabajo

Evaluación:

- Al estar por finalizar las horas requeridas de las prácticas profesionales se realizará una evaluación general de cada grupo

TEMARIO

CLASS	TOPIC
1.	Estilos de Aprendizaje
2.	Actividad introductoria(para conocerlos)
3.	Saludos
4.	Abecedario
5.	Colores
6.	Números
7.	Días de la semana
8.	Meses del año

CLAVE: 21EJN00415

Practicante: Carolina Aurora Macip Salinas

Materia: Inglés

Gruppo:

Maestra titular:

Número de alumnos:

Inteligencia Múltiple	Lingüística: Expresar y manifestar su lenguaje	Musical: Perciben y expresan con formas musicales	Lógico-matemático: Ponen en práctica un razonamiento lógico	Corporal-cinestésica: Expresan sus ideas y sentimientos por medio de su cuerpo	Espacial: Perciben el entorno visual y espacial para transformarlos	Intrapersonal: Aprende por sí solo, autónomo y creativo	Interpersonal: Se relacionan con los demás e interacción social	Naturalista: Observan el entorno de la naturaleza
Niños								
Niñas								
Notas								