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**Teaching English Vocabulary Promoting Meaningful Learning
in a Private Urban Preschool.**

A thesis submitted to the School of Languages for the degree of

LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

BY

ALMA LUCERO DÍAZ VELÁZQUEZ

SAYDE ALITZEL SÁNCHEZ OLIVERA

Thesis Director

Dra. Emma María Zambrano Santander

Puebla, Pue.

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Urban Preschool.**

This thesis has been read by the members of the committee of

Alma Lucero Díaz Velázquez

Sayde Alitzel Sánchez Olivera

And it is considered worthy of approval in partial fulfillment of the requirement of the degree of

LICENCIATURA EN LA ENSEÑANZA DEL INGLES

Thesis director

Dra. Emma María Zambrano Santander

Committee Member

Committee Member

Mtra. Martha Ofelia Ortega Vergara

Mtra. María Magdalena Ortega Ortega

Dedication

I dedicate this thesis to my beloved mother, Angela Velázquez Díaz, she is my principal inspiration in this Epiphany called life. Mother, you are such a strong, courageous, smart and dedicated woman, you had been always supporting me and encouraged me to move on. Thank you, Mommy.

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Dedication

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Abstract

The importance of the use of strategies as a source in the English Learning and Teaching has contributed for the improvement of the acquisition of a second language in a meaningful way for children. Besides, from involving students in the learning, strategies such as games, Total Physical Response, Realia, Multimedia and Visual scaffolding improve the retention of the vocabulary taught to children and provide suitable context to students to practice the language in the required moment.

Therefore, this action research was conducted to find out about how strategies could promote the meaningful learning of vocabulary and the production of complete sentences during the speech. For this purpose, we have studied and analyzed some concepts and the strategies were implemented and applied in lesson plans during the classes. Based on the research and application of strategies in the classroom, this study has proposed some recommendations for the adequate implementation into the learning process. We provide lesson plan and material samples for helping teachers plan and implement strategies that will cover the full range of multiple intelligences.

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Chapter I

Introduction

English has become the most important and official language spoken in a large number of countries which use it as a first mean of communication. This is the main reason why foreign language speakers have the need of using English. Nowadays, a considerable number of public and private schools in México at different levels starting for elementary school have included teaching English as an important subject for the relevant claim that the language has in the world.

Teaching children English as a foreign language has been always a challenge for most teachers because there are several situations that influence the learning process. One of those situations is to choose the appropriated strategies to introduce the vocabulary in the class considering the student's needs. The inappropriate way in which English is taught due to the techniques used by the teachers like memorization or translation of long and boring lists of vocabulary just generate irrelevant information for kids making it easy to forget.

On the other hand, if students feel motivated by the activities, strategies or external sources through those classes, they might acquire efficiently all the information taught by the teacher. For this reason, the teaching of vocabulary as an important sub skill in the learning process for children has to be meaningful and attractive. Games results a benefit tool due it fosters students to use the language instead memorize or repeat a set of meaningless vocabulary. Wit (2012) claims, "Games encourage learners to interact, cooperate, to be creative and spontaneous in using the language in a meaningful way...Games also encourage learners to keep interested in the work and a teacher can use them to create contexts in which the language is useful." Additionally, games linked with a workable procedure may stimulate learner's

enthusiasm in the acquisition of a foreign language as Total Physical Response (TPR) does, which makes students to respond physically while using the new vocabulary and at the same time, the new words become easy to recall.

Teachers as principle guides should be aware of the relevance of involving children into the new language, when kids contextualize the learning that is given during the class, the vocabulary taught by teachers become meaningful, easy to remember and retain. External sources as realia materials are very useful because they provide the facility of associate and handle the things around the children in a real context.

It is important to mention what realia is, Budden, J. (2015) states that Realia in English foreign language terms refers to any real objects teacher uses in the classroom to bring the class to life. They have the quality of catching the attention in the students and raising the motivation for learning vocabulary. The present research shows how the adequate combined strategies can facilitate the teaching process for a better acquisition in English vocabulary leaded to young learners, creating a friendly atmosphere in the classroom to make students feel confident and comfortable when using and integrating the new vocabulary taught in the class for their daily routine.

1.1 Statement of the Problem

Teaching English as a foreign language to children has been a hard task for teachers. They complain about children because of their limited attention span. For this reason, they get distracted easily, do not pay attention or are not concentrated in the activities for a long time. Most of the time the way in which English is taught is not the adequate for kids since it is given in long, tedious and irrelevant list of vocabulary to memorize, according to Thuy (2013) students used to fail memorizing words because of the inappropriate habits and learning strategies. As a result, children cannot remember all that information. That information is easier to remember for children if there are engaging strategies that encourage the learning such as Total Physical Response, Visual Scaffolding, Multimedia, Realia and Games do, that may motivate and reinforce the vocabulary learning in English within an adequate environment.

1.2 Purpose of the study

The purpose of this action research is to describe how teaching English vocabulary accompanied with the adequate strategies can promote a meaningful learning for children in a private urban preschool. At this stage in the research, the appropriated didactic strategies will be generally defined as a useful tool for the acquisition in young learners in an urban environment. In formal schooling, research indicates that motivation declines over time (Nunan 2011), but strategies can help to maintain motivation-providing opportunities for meaningful learning.

1.3 Significance of the study

The significance of this research is to expose the benefits that selected guiding strategies bring to the teachers in a classroom in order to promote a meaningful learning of English vocabulary in children. This as a useful tool in teaching to make an attractive, relevant, didactic and interesting class within an appropriated context for urban private preschool catching their attention and getting interested in the acquisition of a new language. At the same time, the combined strategies presented in this action research exposed and familiarize children with new vocabulary. Eventually, once children obtain relevant knowledge through strategies that can promote confidence and motivation, they can applied and use the learned information in their daily life.

1.4 General question

How to teach English vocabulary by using realia, TPR, visual scaffolding, games and multimedia strategies to promote a meaningful learning in a Private Urban Preschool?

1.5 Specific questions

How the use of realia, TPR, visual scaffolding, games and multimedia strategies can promote a meaningful learning in young learners?

How those combined strategies can benefit the English vocabulary teaching in the class?

How to adapt those strategies for teaching English vocabulary in a classroom in a Private Urban Preschool?

Chapter II

Literature Review

This chapter aims to review literature relevant to the aims of this research; the first chapter discusses the process when learning a second language, the challenges of teaching preschoolers and the importance of motivation to involve them in teaching vocabulary. The chapter then exposes the concept of vocabulary and explains its importance in the teaching process as well as its importance in children learning. Subsequently, presents the games, TPR method, Visual scaffolding, Realia and multimedia strategies mentioned in this research, the advantages that they may bring in teaching vocabulary to kids and finally, it exposes how useful could be the combining these strategies for teachers when adapting in the classroom for a meaningful English vocabulary acquisition for children and innovating English class teaching for teachers.

2.1 Children as Young Learners

We can refer to young learners to those children who are in the early stages before the adolescence and have started a formal schooling. According to Braddock (2018), the generic term to young learners is referred to a child before the eighteen years old. On the other hand, Nunan (2011) refers to young learners as a chronological age span aspect starting from three to fifteen years and additionally adds a comparison between the young and old learner's characteristics:

Younger Learners	Older Learners
Children are at pre-school or in the first couple of years schooling.	These children are well established at the school in comfortable with school routines.
Generally, they have a holistic approach to language, which means that they understand meaningful messages but cannot analyze language yet.	They show growing interest in analytical approaches, which means that they begin to take an interest in language as an abstract system.
They have lower levels of awareness about themselves as well as about the process of learning.	They show a growing level of awareness about themselves as language learners and the learning.
They have limited reading and writing skills, even in their first language.	They have well-developed skills as reader and writers.
Generally, they are more concerned about themselves than others.	They have a growing awareness of others and their viewpoints.
They have limited knowledge about the world.	They have a growing awareness about the world around us.
They enjoy fantasy, imagination and movement.	They begin to show an interest in real-life issues.

Nunan, D. (2011). *Teaching English to Young Learners*. USA: Anaheim University Press.

It is important to bear in mind those characteristics to cover the student's needs at the different metacognitive awareness, which is concerned with their context, in order to provide a significant content in the learning process because as it was mentioned before on the Nunan's table children are not aware about themselves as the older learners are. In other words, it is necessary to establish the correct strategies or learning experiences for young learners to allow them enhance their knowledge and encourage their curiosity for their continuous learning.

2.1.1 Age Effects on Second Language Learning

There has been many discussions about how is related the age in the acquisition of a second language and whether younger learners acquired a foreign language more adequately than older learners. Nunan mentions about a biological mechanism known as “Critical Period Hypothesis” which indicates “a limited period of time in the development of an organism during which a particular behavior can be acquired” Nunan (p. 23). Singleton and Ryan (2004) also refers to CPH as limited period in the development of an organism, which a particular behavior must be acquired because if it is passed, the ability could decline. It refers the ability to learn a foreign language different from the mother tongue will decrease if this lapse is passed. Consequently, teachers might consider the importance of teaching a second language in an early age in order to gain advantage of the learning process in children. Despite, some investigations affirm that starting at early age benefit just the acquisition of English morphology and syntax (Abu-Shnein, 2017).

VanPatten and Benati (2010, p. 22) say, “The biologically endowed mechanisms for language acquisition are operational only during a certain period of time. If children did not receive sufficient linguistic input prior to a certain age (puberty), then those mechanism would cease being available in language acquisition would be severally hampered if not be impossible”. Although, the age is an important factor to consider in the teaching of a foreign language, professors need to bear in mind there is not the only element that affects the meaningful teaching inside the classroom such as: the short child’s attention span, hyperactivity and they get bored easily.

2.1.3 Meaningful learning

On teaching field, professors are aware about how important the teaching and learning are connected and one of them cannot exist without the other but what meaningful learning is and what it makes meaningful. Brown (2010) agrees with the Ausubel's subsumption theory, which says meaningful learning is the creation of knowledge structures relating new events to already existing cognitive concepts. A "clearly articulate and precisely differentiated conscious experience that emerges when potential meaningful signs symbols concepts or propositions are related to and incorporate within a given individual's cognitive structure on a non-arbitrary and substantive basis" (Anderson and Ausubel, 1965 p.8 cited in Brown, D. 2007 p .91).

In addition, Brown mentions about the two types of learning: Rote learning and Meaningful learning which indicates, "Rote learning involves the mental storage of items having little or no association with existing cognitive structure" and "meaningful learning... may be described as a process of relating and anchoring new material to relevant established entities in cognitive structure". (Brown, D. 2007 p. 91). Added to this, Brown illustrates how the process is of rote and meaningful learning comparing them with building blocks. In the following picture, he represents rote learning as isolated blocks with no particular connection with the whole structure and meaningful learning as significant blocks becoming part of an already established system.

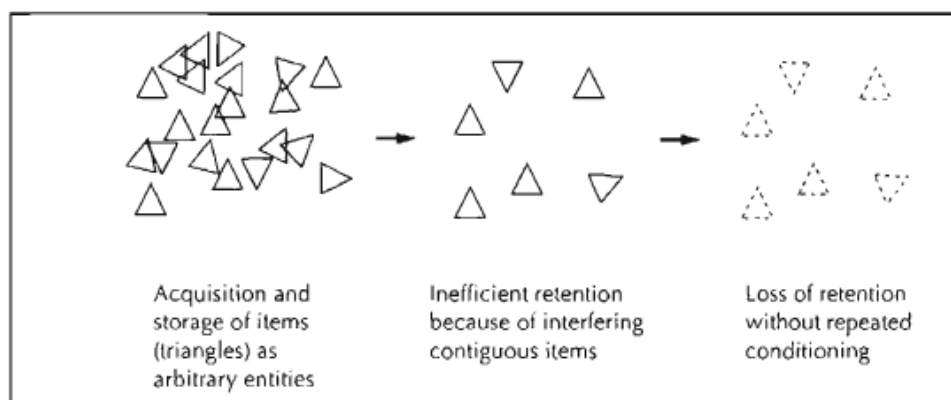


Fig. 1 Schematic representation of rote learning and retention.

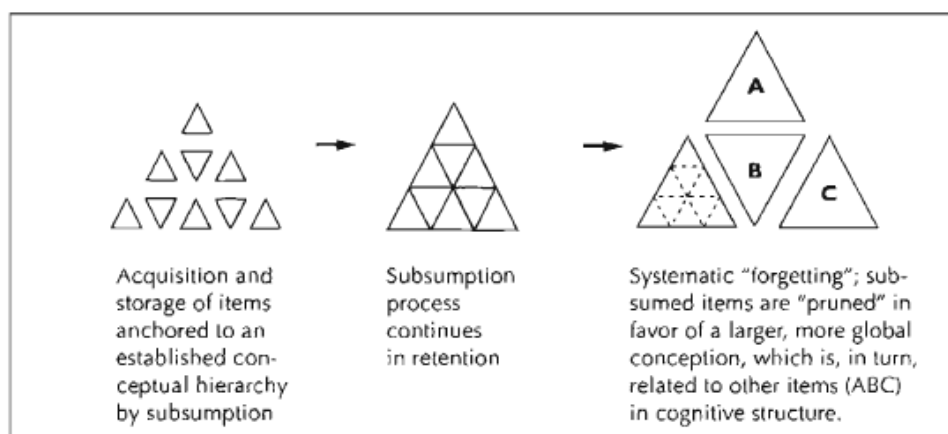


Fig. 2 Schematic representation of meaningful learning and retention (subsumption)

Brown, D. (2007). *Principles of Language Learning and Teaching*. [Fig. 4.1. & 4.2]

2.1.3 Challenges of Teaching to Children

Teaching to children is probably one of the most challenging for language teachers. Cameron (2001) says that children often are enthusiastic and as learners, they are always motivated. However, he also states that they tend to lose the interest easily. Many times teachers face some difficulties in the classroom with children and complain about them because children tend to be very hyperactive and do not pay attention. Harmer (2007, p.14) affirms, "Child's

attention span - their willingness to stay rooted in one activity - is often fairly short". Another difficulty that teachers express is that they are continuously moving from one place to another, this due to "children do not just focus on what is being taught, they also learn all sorts of other things at the same time, taking information from whatever is going on around them" (ibid). Teachers of children must take into account that children will get bored if there are activities that take long time. This is the main reason why teachers should prepare interesting lessons and a great variety of activities for students that allow them to get involved with the language through meaningful elements that capture their attention and motivate them to continue learning.

2.1.4 Motivating Children When Teaching Vocabulary

During the teaching of a foreign language, the motivation plays an important role "In the field of a second language learning, motivation has long been recognized as one of the key factors that determine second language achievement and attainment. Motivation serves as the initial engine to generate learning and later functions as an ongoing driving force that helps to sustain the long and usually laborious journey of acquiring a foreign language" (Cheng & Dörnyei 2007). In this regard, Harmer (2001, p.51) points out that "It is accepted for most fields of learning that motivation is essential to succeed at it. Without such motivation we will almost certainly fail to make the necessary effort." That is why teachers need to bear in mind the importance that motivation plays when they are going to introduce new foreign vocabulary and mainly if they are working with children who according to Cameron (2001) one of the characteristics of children is that they lose the interest more quickly than adults and is difficult to keep them motivated.

Most of the time teachers face some problems in teaching vocabulary through long and boring lists, so children tend to lose interest in learning new words, making vocabulary teaching, a hard task to do. Therefore, teachers should implement authentic materials that may bring motivation to the students and at the same time encourage them to keep their attention in learning through the discovery of new words, and that allow them get involved in the class and encourage them to explore new contexts.

2.2 Teaching English Vocabulary

Besides the four skills of English language; listening, speaking, reading and writing, there are some sub skills that are equally important to have a good competence in the command of English language. One of them is vocabulary that according to Mukoroli (2011) “without some knowledge of vocabulary, neither language production nor language comprehension would be possible.” Therefore, teachers should consider it because communication cannot be successful in an understandable way if there is a lack of vocabulary.

2.2.1 Defining Vocabulary and its Different Types

Vocabulary plays an important part in communication because it is the ground of the whole language but, what does vocabulary mean? The Cambridge Dictionary (2014) defines vocabulary as “the stock of words known and used by one person” and “a list of words in alphabetical order with meanings”. On the other hand, Cameron (2011, p.18) claims, “in language teaching terms, the development of words, their meaning and the links between them will be covered under the term Vocabulary”. In this regard, Cummins (1999, cited in Mukoroli, 2011) affirms that there are different types of vocabulary: Reading vocabulary, which refers to

the words that someone can recognize when is reading a text. Listening vocabulary, that are the words that an individual can perceive when is listening a speech. Writing vocabulary that refers all those words that a person can use in a written language and speaking vocabulary, which are the words that an individual is able to use in oral communication.

In addition, the use of vocabulary is divided into two groups, passive and productive. “Receptive vocabulary use involves perceiving the form of a word while listening or reading and retrieving its meaning. Productive vocabulary use involves wanting to express a meaning through speaking or writing and retrieving and producing the appropriate spoken or written word form” Nation (2001, p. 25). It means that, passive vocabulary is what learners can understand from a listening or a reading but they do not use it in their own production as speaking and writing while active vocabulary is what students can understand and use in their own production.

It can be concluded that vocabulary is an important and necessary element for the communication and without it, any sentence could be possible, that is why teachers should give its respective value during the teaching process for a better development in the acquisition of a foreign language.

2.2.2 The importance of Vocabulary in Teaching

Vocabulary is considered as an important component of any language, structures without vocabulary would be meaningless and therefore nobody would be able to communicate something. Harmer (2002, cited in Zhou and Yang, 2015) states, “If language structure makes up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh”, so it refers that vocabulary should be the primary concern in the teaching of a second language. In the

acquisition of a foreign language, it is necessary to have a vast knowledge of grammar and vocabulary for a successful conversation. Students cannot understand or communicate much if they do not have enough vocabulary to do it. Therefore, learners will be able to express their ideas and thoughts in a second language if they learn enough vocabulary. Celce-Murcia (2001, p.285) states “Vocabulary learning is central to language acquisition, whether the language is first, second, or foreign”. However, in the teaching process, vocabulary has been underestimated. According to Thornbury (2002) grammar is considered most important than vocabulary because it is regarded to be more helpful. On the other hand, Amiryousefi and Vahid (2010) mention vocabulary has been neglected through the time because teaching programs have emphasized on grammar and others parts of language. One of those reasons is that teachers feel that grammar should be emphasized more than vocabulary because vocabulary is already given during the class. Another reason is that specialists in methodology think that students could make mistakes in sentence construction if too many words are learned before learn grammar, and some others who gave advice to teachers state that word meanings can be learned through experience.

Nevertheless, in the teaching process of a foreign language, grammar and vocabulary have to go conjointly and provide both the same importance; Pinter (2006) points out that grammar and vocabulary are provided together in a combination rather than in isolation, it means both should be taught and learnt at the same time. Similarly, Alqahtani (2015) asserts, “vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication”. Therefore, vocabulary must not be delayed or undervalued due to the relevance that it has within teaching a foreign

language but at the same time, it should be taught with care and take into account some factors before introduce it .

2.2.3 Key Factors in Teaching Vocabulary

At the moment of presenting or introducing new vocabulary to learners, it is necessary to be aware what is pertinent to take into account to introduce that vocabulary. The first question is how many words should be presented to students. Thornbury (2002, p. 75-76) says that it will depend on:

- The level of the learners (whether beginners, intermediate, or advanced).
- The learners' likely familiarity with the words (learners may have met the words before even though they are not part of their active vocabulary).
- The difficulty of the items – whether, for example, they express abstract rather than concrete meanings, or whether they are difficult to pronounce.
- Their “teachability” – whether, for example, they can be easily explained or demonstrated.
- Whether items are being learned for production (in speaking and writing) or for recognition only (as listening and reading). Since more time will be needed for the former, the number of items is likely to be fewer than if the aim is only recognition.

Several factors have to be taken into account before introducing English vocabulary to students like what vocabulary they are going to present, the amount of vocabulary and the suitable items that are going to be used to the properly acquisition of vocabulary. The level of the students also must be considered because it is not the same teaching beginners that have a limited English

vocabulary than advanced students that have been in contact with the target language in some cases, for long years. Furthermore, the age will be another relevant factor because teaching to children who are just becoming familiar with the language needs more attention by the teacher than with adults or adolescents who have particular needs and cognitive skills.

2.2.4 Importance of Teaching Vocabulary to Children

Teaching vocabulary to children who are learning English as a second language should be the primary concern when children are still in the childhood. Harmer (2001) states that, the plasticity of the brain in children facilitates the acquisition of a second language. Therefore, language teachers should give its respective value to vocabulary in this stage because according to Lederberg and Spencer (2008) one characteristic of young children is they are able to acquire new words in quick way. The acquisition of a first language will make easier for children associate what children know with those new foreign words. Pinter (2011) states, that when children learn a new word, they associate it with other words that they already know.

It is crucial consider that teaching to children is different from teaching to adolescents or adults; each stage has different needs and complications. According to Harmer (2001) the students age will influence in the decisions of how and what teachers will teach. The different ages involve different needs, competences and cognitive skills.

He also adds that young children learn differently from older children, adolescents or adults in the following way:

- They respond to meaning even if they do not understand individual words.
- They often learn indirectly rather than directly – that is they take in information from all sides, learning from everything around them rather than only focusing on the precise topic they are being thought.
- Their understanding comes not just from explanations, but also from what they see and hear and, crucially, have a chance to touch and interact with.
- They generally display an enthusiasm for learning and a curiosity about the world around them.
- They have a need for individual attention and approval from the teacher.
- They are keen to talk about themselves, and respond well to learning that uses themselves and their own lives as main topic of the classroom.
- They have a limited attention span; unless activities are extremely engaging they can easily get bored, losing interest after ten minutes or so.

Harmer, J. (2001). *The practice of English Language Teaching* (3rd edition). Harlow: Longman.

Regarding to this, in teaching vocabulary Celce-Murcia (2001, p. 288) suggests, “New words should not be presented in isolation and should not be learned by simple rote memorization. It is important that new vocabulary items be presented in contexts rich enough to provide clues to meaning and that students be given multiple exposure to items they should learn”. This in order to children acquired the new vocabulary in an easy and enjoyable way and do not lose the attention or get bored during the moment when vocabulary is being given. Reminding that teaching to children has been always a hard task that must be done with special care because of

all the factors that involves to children also it is necessary to contemplate and implement enough strategies that rise the motivation and cover the needs of our students.

2.3 Teachers Strategies for Teaching Vocabulary

In the teaching vocabulary process should be implemented some strategies in order to present it in an effective way. Richards, J. C., & Schmidt, R. (2010, p.559) define strategy as “procedures used in learning, thinking, etc., which serve as a way of reaching a goal. In language learning, learning strategies ... and communication strategies ...are those conscious or unconscious processes which language learners make use of in learning and using a language.” Antonacci and O’Callaghan (2012) suggest some strategies for the introduction of vocabulary such as “Word Mapping strategy to promote the students’ deeper understanding of words through depicting varying relationships between and among words. Word maps are visual displays of word meanings organized to depict relationships with other words” (p.94) and “Interactive Word Wall strategy that promotes a vocabulary-rich classroom environment where walls are alive with words... The classroom walls are adorned with new and interesting words that the students learn through interacting with their texts, the teacher, and one another” (p.105).

Added to this, Herrell and Jordan (2012) propose a series of flexible strategies like predictable routines and signals in order to learners focus their energy on a set of patters, signals or routines that will help them to feel comfortable and have less anxiety during the activities inside the classroom. Visual scaffolding is recommended because of its great accessibility and property to make more understandable the words by display of drawings or pictures allowing our students the connection between the vocabulary and the visual images. Similar to this and taking into

consideration the upgrade in technology, Multimedia presentations offer flexibility in both teaching and learning contributing to practical presentations of lessons and interactive attractive opportunities for meaningful learning and for a better comprehension. Added to Multimedia presentations, handheld computers and smartphones strengthen the knowledge when handling it through a wide range of applications and applying in educational settings. Others strategies Herrell and Jordan recommend in order to attend student's needs are Modeled talk, which consist in the physical demonstration of directions or concepts. The use of gestures and modeling provide the learners comprehensible examples of what they need to do and realia strategies which pretend to associate the vocabulary with a real context and situations. According to Herrell and Jordan, teachers must support the students understanding with realia, visuals, and contextualized language that provide them the opportunities to demonstrate their growing skills in authentic tasks.

Additionally, there are kinds of strategies and methods where the vocabulary can be presented in a dynamic and entertaining form as games do because as Bakhsh (2016) says, "the use of games ... sustain enjoyment, interest in learning, and encourage ... the language in a fearless and creative manner". Whereas Thornbury (2002, p.79) proposes TPR, which "involves the teacher demonstrating actions, using real objects, and then getting the learners to perform the same or similar actions in responds to command". Additionally to strategies, it is advisable and helpful to follow a program or method that guides professors in their teaching to achieve the objectives or to improve the communication skills in English like AMCO program promotes.

2.3.1 English methodology for teaching and learning.

In the teaching and learning of a foreign language there exist many methods which support the performance of professors, one of them is Advance Methods Company (AMCO) with the aim of teaching English as a Second Language (ESL) to Spanish- speakers. Angel Martorell founded this company headquartered in San Diego in 1997. Centro Educativo Continental states, AMCO methodology is based on the emotional, intellectual and social development of each student, providing the necessary tools to face the challenges of society changing, multicultural and competitive today.

AMCO program pretends to present the classes totally in English without using the mother tongue of students also; it involves the emotional intelligence, thinking skills, critical thinking, cooperative learning and the multiple intelligences in order to cover all the different learning styles. Added to this encourage the use of mind maps and The Generative Voice Theory. Pan (2017) states that AMCO educational proposal divides the methodology into different sections:

- Multiple Intelligences Theory: The ways of being intelligent, which are the following: Verbal-linguistic, Logical-Mathematical, Naturalistic, Intrapersonal, Visual-spatial, Musical, Bodily-kinesthetic and Interpersonal.
- Generative Voice Theory: The aim of this theory is that the learning of a foreign language has to occur in a natural and spontaneous way without using the mother tongue.

This AMCO program includes material for the conduction of the foreign language; it provides students and teacher's books divide into four main sections: spelling (homeschooling), grammar, reading and listening, CDs, flashcards, posters and web platforms

with resources and tools for teachers.

Although, this method has been well planned and structured it even presents some lacks of context throughout the book such as sets of vocabulary presented in an isolate way which does not provide meaningful communication and disorganized teaching designing that produces confusion in the learners.

2. 3.2 Games as an Efficient Strategy for Teaching Vocabulary

Games have being used by professors into the classroom as a helpful strategy for catching the attention in the students to present the learning in an engaging form. Richards, J. C., & Schmidt, R. (2010, p.239) defines, game (in teaching) as “an organized activity that usually has the following properties:

- A particular task or objective
- A set of rules
- Competition between players
- Communication between players by spoken or written language.

Games are often used as a fluency activity in communicative language teaching and humanistic methods.” Considering the properties mentioned before the well-chosen games help the students to relax and reduce anxiety and at the same time allow to the teacher to practice with the content being given in the lesson. Akdogan (2018) states, “Games encourage learners to interact, cooperate, to be creative in using the language in a meaningful way. Learners want to take part in activities; to play games and are generally ambitious... Games also encourage learners to keep interested in the work and a teacher can use them to create contexts in which the language is

useful.” Added to this, Chen (2005) argues, “The benefits of using games in language-learning can be summed up in nine points.

Games...

- Are learner centered.
- Promote communicative competence.
- Create a meaningful context for language use.
- Increase learning motivation.
- Reduce learning anxiety.
- Integrate various linguistic skills.
- Encourage creative and spontaneous use of language.
- Construct a cooperative learning environment.
- Foster participatory attitudes of the students.

On the other hand, teachers must be aware about the challenges when implementing games inside the classroom, Bakhsh (2016) mentions the following challenges and possible solutions when implementing games in the classroom:

Challenges when teaching children	Possible solutions when teaching children
Chaotic and unorganized classroom when young learners are having fun. Students tend to move and talk a lot which make difficult to teachers reincorporate learners into the lesson.	Give clear explanations and instructions when implementing the games in order to students understand what they need to do, what they pretend to learn and achieved the desired outcome.
Short attention span because children get bored easily with the same activity and do not stay for long time on the same place.	To create a good environment for learning, to have creativity for designing and implementing a variety of engaging games.
Children tend to forget to speak in a foreign language when exciting with games.	To encourage the use of the foreign language as much as possible.

2.3.3 Strategies Using Games for Raising Motivation

Talking about games used as strategies could sound as an extensive term but it is important to bear in mind that as it was mention before, the strategies are flexible and easy to adapt to the student's needs. Hadfield (1998, cited in Frydrychova, 2015) mentions some games used as strategies for learning vocabulary:

- Matching games. As the name implies, participants need to find a match for a word, picture, or card.

- Labelling games. These are a form of matching, in that participants match labels and picture.
- Board games. Scrabble is one of the most popular board games that specifically highlights language.
- Role-play games/dramas. Role-play can involve students playing roles that they do not play in real life.

Added to this, Frydrychova (2015) mentions some others games such as movements games which consist learners move physically through instructions and computer games that can be easy handle in any multimedia device. Regarding to this, Ardron (2018) suggest as well the following games:

- Bingo. Give your learners a photocopy of flashcards for the vocabulary and a blank bingo card. Ask them to choose a certain number of vocabulary items and stick them onto their bingo card.
- Categorize. Give each group a set of flashcards and ask them to put them into categories.
- Guess what it is. Place a number of flashcards on the board. Describe one of the cards without saying its name.
- Kim's game. Place the flashcards on the board or a table. Ask your learners to close their eyes. Remove a card. Ask them to open their eyes and tell you which card is missing.

2.3.4 Realia as a Useful Tool for Teaching Vocabulary

During the process of teaching vocabulary, it seems to be unquestionable that there are some sources, which help the students, especially to children to assimilate new foreign words. Realia is a useful tool that brings the facility to get involved the kids with their context, who according to Cameron (2001, p.2) “The child is seen as continually interacting with the world around her/him”. For this reason, this tool will make the learning vocabulary meaningful for students besides they will learn more if the information is presented in an attractive way than just presented in lists. Richards and Schmidt (2010, p.485) define realia as “actual objects and items which are brought into a classroom as examples or as aids to be talked or written about and used in teaching. *Realia* may include things such as photographs, articles of clothing, and kitchen objects”. Similar to this, Soames (2010) says realia means, “using real items found in everyday life as an aid to teaching English. Using realia helps to make English lessons memorable by creating a link between the objects and the word or phrase they present.”

Also, it is necessary to mention that realia may be catalogued as an authentic material who according to Richards (2001, p. 252) “authentic materials refers to the use in teaching of texts, photographs, video selections, and other teaching resources that were not specially prepared for pedagogical purposes”. It means that realia is not an elaborated material for teaching purposes such as textbooks or any other instructional resources but, applied with a correct pedagogical strategy it brings several benefits for teaching besides that an authentic material “provide exposure to real language rather than the artificial texts” (Richards 2001, p. 253). Simultaneously, it has the quality of presenting to children an attractive and authentic lesson making meaningful and easy the acquisition of vocabulary.

McGuire (2005, p.2) states, “*Realia* ... can enliven a classroom, using the senses to involve the audience in what is being presented. The learning is natural and not forced. By using *realia*, a teacher can create an environment that is rich enough to compete with the common "This is boring!" complaint.” Under this statement, *realia* motivates to children in learning, it provides an attractive class for them which allow children to get involved with the vocabulary through a contextualized environment generating a meaningful association of the words with real objects from the world and real situations. Furthermore, *realia* offers the quality that it could be perceived for the five senses (sight, hearing, smell, taste, touch) that enrich the learning in children through the discovery. Cameron (2001, p.4) agrees with Piaget’s idea of “The child as an active learner and thinker, constructing his or her own knowledge from working with objects or ideas”. It brings to children the possibility of interacting with authentic settings and objects that allow them make a connection of what is taught in a realistic way.

2.3.5 Strategies Using Realia for the Association of Vocabulary

The use of *realia* brings several advantages for the association of vocabulary to children but *realia* by itself will not be a meaningful tool if it is presented in isolation. That is why it must be accompanied with some strategies for a better utilization of the same. Harmer (2007, p. 14) affirms, “Children usually respond well to activities that focus on their lives and experiences”. *Realia* as an authentic material offers the quality of involving children in a real context; it is because students can interact with the objects brought from their environment. Herrell and Michael (2012, p.89) suggest some uses through *realia*.

Category	Realia	Uses
Household items	Eating utensils, kitchen appliances (from different cultures), miniatures such as household furniture, old-fashioned items no longer commonly seen	Active experiences, vocabulary development, role-playing, story reenactment, pre-reading activities, oral language practice, story problems in math
Food	Fruit, vegetables, unusual items unfamiliar to children; many plastic food items are available for classroom use	Sensory experiences, vocabulary development, acting out stories, grammar activities (singular, plural)
Clothing	Different kinds of hats, gloves, sweaters, jackets, boots, any examples of ethnic clothing to support understanding	Vocabulary development, story reenactment, writing support, oral language practice
Literacy materials	Books, magazines, newspapers, encyclopedia, reference books, checkbooks, bank books	Role-playing, vocabulary development, easy access for research, exposure
Farm or occupational items	Rakes, plows, harnesses, tools, baskets, hay, nails, models of barns, silos, scarecrows, wagons, farm carts	Pre-reading activities, role-playing, vocabulary development, knowledge of size and weight
Flowers and plants	Examples of flowers and plants being studied or read about; unusual plants such as large sunflowers, pumpkins	Vocabulary development, sensory experiences, size comparisons
Animals	Classroom pets, house pets, farm and zoo animals, birds	Sensory experiences, vocabulary development
Crafts	Knitting, crocheting, tatting, sculpting clay, potter's wheel, spinning wheel, loom	Vocabulary development, role playing, sensory experiences, Pre-reading activities
Ethnic items	Piñatas, chopsticks, wok, tortilla press, tea sets, clothing	Vocabulary development, cross-cultural experiences

Herrell, A. & Michael J. (2012). *Fifty Strategies for Teaching English Language Learners*, 4th edition. Boston: Pearson.

2.3.6 The Usefulness of Combining Strategies for Teaching English Vocabulary

At the moment when teaching, teachers should be conscious about having a good organization and distribution of their planned strategies. It is because thoughtless strategies will not provide the maximum benefits; it does not matter if the strategies seem good enough. Scott and Ytreberg (1990) say professor should support their activities including senses, movement, surroundings, and didactic material such as objects or pictures in order to help the pupils to learn the language using other resources than just spoken word. Also Scott and Ytreberg suggest, a variety of activities, pace, organization and voice with the purpose of having a well designing for the lesson which will support teachers in their performance inside the classroom. Regarding to this, they state the benefits of planning the lesson as following:

1 It makes life much easier for you in the classroom.

2 It saves time:

- You can adapt the plan for future use.
- You get quicker at preparing work with experience.
- You become aware of how much time activities take.
- It is much quicker to check at the end of a lesson what actually happened.

3 You know what you will need for each lesson.

4 You can more easily see how to balance your lessons.

5 It gives you security and confidence, which is passed on to the pupils.

6 It allows you to use more of your energy and enthusiasm to enjoy what you are doing instead of worrying about what to do next, or looking at the next page of the book.

- 7 You can sometimes sit back and observe what is going on instead of planning the next activity in your head.
- 8 As pupils get older, they become more aware of how well-prepared the lessons are, and they like to have well-prepared lessons.

Scott, W. & Ytreberg, L. (1990). *Teaching English to Children*. Malaysia: Longman.

Chapter III

Methodology

In this chapter, the methodology used is an action research (AR). According to Ferrance E. (2000 p, 1) “Action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research.” This chapter provides detailed information about the research setting that is in an urban private preschool located in Puebla, Pue. The participants are children from four to five years old and the instruments were carried out using quantitative tests and qualitative class observations research. The present investigation was realized in five weeks during the period of spring 2019.

3.1 Context

The research was carried out in a preschool located in the south of Puebla City where professional activities are the main economic source. This elementary school is a small private institution with a total of fifteen students. It has three groups with an average of five students in each classroom where they learn English as a foreign language; the subject is given in the three grades with one hour each day per group. The classes are in the morning and the institution follows AMCO method for teaching the foreign language. One teacher teaches English using AMCO Teacher’s book, English materials from this program are Posters, Flashcards, CDs and a web platform with resources and tools for the teacher. Extra flexible material is used or designed by the teacher for the reinforcement of English language, which some of them are also used for other subjects.

3.2 Participants

The participants chose for this study were on second grade Kindergarten. The number of participants were six students where two were women and four were men and the age range of the students was from four to five years old. The level of English of students at the moment of this study was beginners and they used during the English classes AMCO Student's book; they were almost at the end of the course.

3.3 Methodology

The methodology used for this action research “follows the general pattern of identifying a problem, gathering data, analyzing the data, forming or refining a hypothesis, creating a plan to test the hypothesis, implementing the plan, analyzing the data to decide what happened, looping if necessary, and finally making a report” Griffie D. (2012, p.111). In the following sections, the methodology will be described in detail.

3.3.1 Instruments

The instruments employed for this research were ten lesson plans designed according to the topics taught before. Four tests were collected before teaching with Realia, visual scaffolding, games, TPR and multimedia strategies. Two tests were designed related to the ten lesson plans and applied after using the strategies mentioned before. This in order to examine the meaningful use of vocabulary within a sentence. Finally, one observation class was designed to apply at the end of each topic after using the strategies mentioned before. These observation classes were elaborated with the purpose to analyze the teacher's role and student's role toward

the implementation of using those strategies within the classroom. All these instruments are described in a detailed way below.

3.3.2 Tests

Thornbury (2002, p.129) states “without testing there is not means of knowing how effective a teaching sequence has been”. That was the reason of implementing test in order to examine the meaningful use of vocabulary within a sentence when using the strategies in the classroom. Four tests previously applied before using useful strategies were collected to examine the average of vocabulary that each student has. Each test included three skills (listening, speaking, and writing) and one sub-skill (vocabulary) due to children just identify some sounds of the letters but they do not read yet and the tests include a total of fifteen to twenty reagents in each one.

Two tests were designed for measuring the progress after using favorable strategies; each test included the same skills that the four tests applied before. One test was applied after the second topic and the other at the end of ten sessions. In addition, those tests were guided by the teacher at moment of students answered each section due to students cannot read yet. For designing the tests for this research, some types of tests were taken from Thornbury (2002) who defines “multiple choice tests” as a so called stem and three or four options are given from which only one is correct. Ur (2012) describes “gap fill test” as filling a gap within a sentence with the right word and The British Council (2018) determines “match the words and the pictures test” as relating words with pictures and “categories test” as selecting words according to their correct

group. The vocabulary content was also considered and related to the student's level with a total of sixteen to seventeen reagents in each test. These tests can be seen in Appendix 11 to 12.

3.3.3 Teaching lessons

In order to implement the strategies in an adequate way, ten lessons plans were designed. According to Ashcraft, N. (2014 p. 1) "Lesson planning is at the heart of being an effective teacher. It is a creative process that allows us to synthesize our understanding of second language acquisition and language teaching pedagogy with our knowledge of our learners, the curriculum, and the teaching context. It is a time when we envision the learning we want to occur and analyze how all the pieces of the learning experience should fit together to make that vision a classroom reality."

The lesson plans designed for this research were divided into four topics and each topic was covered by two or three lesson plans considering the time that activities required. This in order to analyze how the implemented strategies work in the process of learning new vocabulary. Certain characteristics were taken into consideration for the development of the same. The characteristics considered were: topics previously taught following the AMCO program, the vocabulary content that was already taught, the selection of some strategies regarding to the student's needs, didactic and attractive material for children, the time that each activity requires, the number of the students, the context of students and the objectives to achieve. It is necessary to mention that the objectives into the lesson plans were to encourage and promote a production of complete sentences using the vocabulary taught into the classroom rather than just produce isolated vocabulary. The objectives were based on Bloom's Taxonomy which according to Adams (2015)

Bloom's taxonomy is divided into six categories of cognitive skills ranging from lower to higher cognitive process. These lesson plans can be seen in Appendix 1 to 10. The total of the classes were ten and the frequency of them were three or four per week with a duration of 60 minutes per each class.

3.3.4 Class observations

One class observation was used and designed in order to evaluate how the use of appropriated strategies promote a meaningful and attractive teaching and learning for the acquisition and increment of English vocabulary in children. This class observation was divided in two parts considering the teacher's role and student's role. In this format, certain standards were considered such as the correct planning according to the activities and objectives, the adequate material for the strategies employed and if strategies were suitable for motivation of children and the meaningful communication. Four classes' observations were filled before applying strategies in order to evaluate the progress in the student's foreign language and the others four classes' observations were filled after applying strategies with the purpose of demonstrate that strategies are helpful for achieving a meaningful learning of the vocabulary. These classes' reports were filled at the end of each topic. The class observation can be seen in Appendix 13.

3.4 Procedure

First, after having obtained permission by the superior for applying ten lesson plans to children, four tests were collected before implementing useful strategies in order to diagnose the management of vocabulary that children had. Then, ten lesson plans employing meaningful strategies were used in order to increment student's motivation when they learn new vocabulary. Those lesson plans were taught during three weeks and the frequency of the lesson were three to four per week. At the end of each topic, we filled a class observation in order to know if students got encourage using the vocabulary in a competent communication by the strategies. Finally, two tests were administer, one at the end of the third topic and the last one when finishing the ten lessons using meaningful strategies in order to evaluate the increment of vocabulary and the improvement when using vocabulary in complete sentences.

Chapter IV

Findings

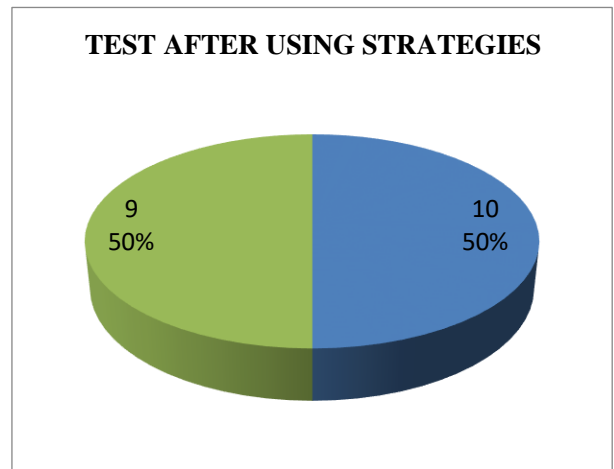
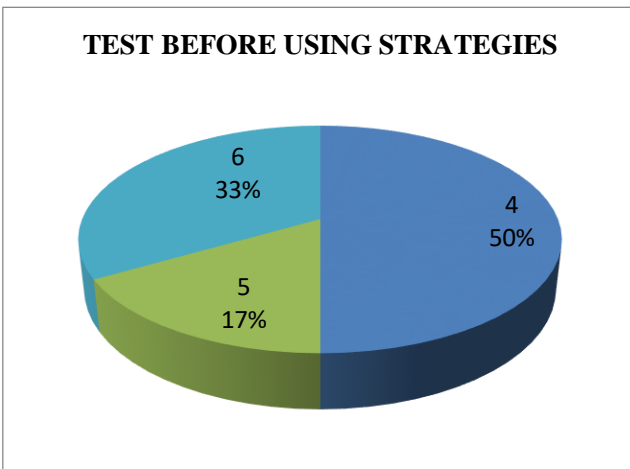
In this chapter, the results of the tests before and after the implementation of strategies for improving learning and class observations applied to six children in the preschool located in the south of Puebla City are presented and discussed. Specific conclusions about the results of the tests, class observations and reflections are also provided. For best organization, the results are divided in three parts. In the first part, the results of the tests are presented, whereas in the second and third part the analysis of the class observations and reflections are discussed.

Once identifying that children produced a list of vocabulary in isolated way or a misunderstanding comprehension with the meanings of the words some tests were collected in order to analyze the average of proficiency in the second language. A hypothesis was examined from working on AMCO system where was found that strategies were not enough attractive and the method was standardized and it did not cover the context of the students. Based on this hypothesis, strategies were contemplated to be applied during the classes, where the attractiveness, the students' needs, the usefulness and the flexibility were considered for teachers. After this, strategies were designed and incorporated into lesson plans in order to evaluate the improvement of the production of sentences when students used the vocabulary taught. Finally, the analysis of the data is presented below.

4.1 Test one before and after using strategies.

The total of students who answered the tests were six. These tests were collected before using strategies, the total of tests were two and the results were added and averaged to obtain observable results. The tests before using strategies included strategies such as multiple choice and gap fill who according to British Council (2015) gap fill is a practice exercise in which learners have to replace words missing from a text. These words are chosen and removed in order to practice a specific language point. The tests had fifteen and eighteen reagents about action verbs and fruits and vegetables where children applied listening, speaking and writing skills.

The test one after using strategies includes strategies such as gap filling and match the words who according to Merriam-Webster Dictionary (2019) matching test consists of two sets of items to be matched with each other for a specified attribute. The test had seventeen reagents about action verbs and fruits and vegetables where children applied also listening, speaking and writing skills again. The results before and after using strategies are showed in the following graphics.

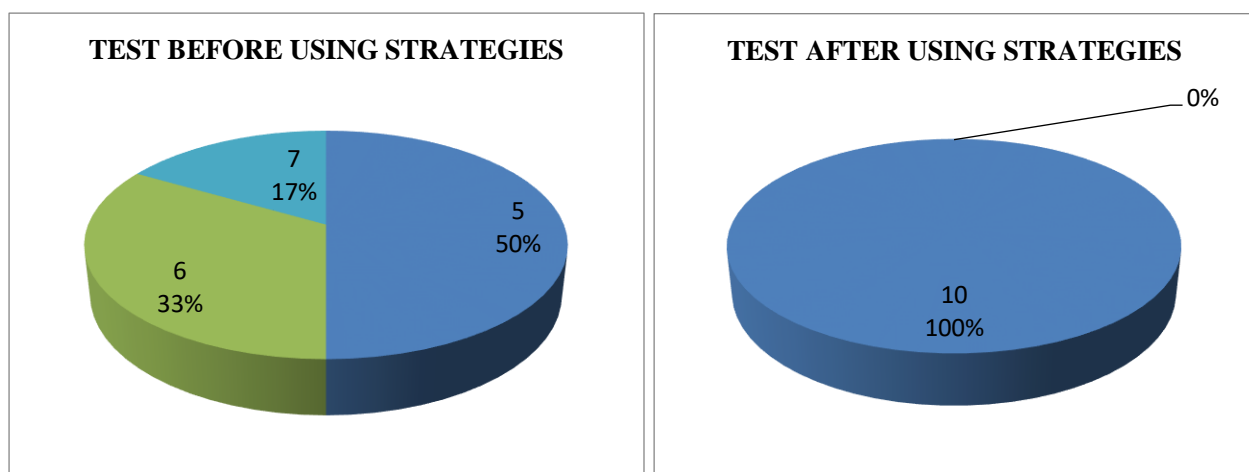


The results of the tests after using strategies show that unlike from the first tests without strategies are statistically higher than the others. As it can be seen all the students passed the first test after the use of strategies with two high grades while in the first session just the thirty-three percent of them passed with the minimum. Students in the first evaluations used techniques such as memorization for learning vocabulary during the classes while in the second evaluation the vocabulary was taught using different strategies such as realia and TPR. These findings show that the use of authentic material with adequate and diverse strategies promote meaningful vocabulary learning more than just used wordlist technique to learn vocabulary.

4.1.1 Test two before and after using strategies.

The total of students who answered the tests were six. In both tests the strategies used were gap fill, match the words and multiple choice who according to Astri, U. (2013, p. 70) multiple choice test item consists of two basic parts; a problem (stem) and a list of suggested solutions (alternatives). The stem could be in several forms, such as question or an incomplete statement. The alternatives are a list of suggested solutions.

The total of tests before using strategies were two and the results were added and averaged again. The tests had fifteen and nineteen reagents about parts of the body and clothes where students applied listening, speaking and writing skills. The test two after using strategies had sixteen reagents about parts of the body and clothes where children applied also listening, speaking and writing skills. The results before and after using strategies are showed in the following graphics.



The graphics previously presented, showed that all students increased their grades significantly after the classes using meaningful strategies. In contrast, just the seventeen percent of the students passed with a low grade before using strategies. During the classes before using strategies, teacher used techniques such as visual scaffolding to teach the vocabulary while in the second session the strategies applied were TPR, realia and games. It demonstrates that the use of dynamic strategies conjointly with attractive material motivate the learning, make it relevant and get the students more involved and participative during the classes.

4. 2 Class observation before and after using strategies

A class observation was filled before and after using strategies. According to Shanjida, H., Rizwana, W. and Tanzina, H. (2018)“Feedback from class observation is an effective way for providing teachers with the information they need about their classroom behavior, and it can help them in their continuous professional development.” Additionally, Gass, S. and Mackey, A. (2005, p. 190) suggest, “When considering observation procedures... that the first critical step is to carefully consider the goals of the research and the observations. If an existing observation

procedure or coding scheme can be used and adapted.” Based on this, the class observation designing included two components: teacher’s role and student’s role. It was filled during each topic, which consisted in fourteen sessions.

4.2.1 Analysis of teacher’s role before and after using strategies

In this section, the important aspects observed during the class were: motivation, organization, competent and appropriated strategies during the activities used in the sessions before and after using strategies. The results are showed in the following charts.

1. Lesson plan (activities) according to number of students and language level						
Before				After		
Number of sessions	Yes	No	Partially	Yes	No	Partially
Observation 1		x		x		
Observation 2	x			x		
Observation 3		x		x		
Observation 4		x		x		

Based on the chart showed before, the lesson plan before applying strategies was adequate for the number and level of students in just one session. During the sessions, it could be seen that production of students was not accomplished because children just said words in isolated way when in the main objectives; they pretend to achieve complete sentences. As a conclusion, it can be determined that students did not have the adequate level to articulate full sentences due to insufficient input that activities had.

On the other hand, the lesson plans after applying strategies were suitable considering the number

and level of students because students were able to formulate sentences and use the vocabulary learned in different situations or when vocabulary was required so, this concludes strategies were enough relevant and engaging to children. In this way, students could reaffirm the vocabulary learned before and increase their vocabulary context.

2. Clear and specific objectives for the lesson						
Before				After		
Number of sessions	Yes	No	Partially	Yes	No	Partially
Observation 1	x			x		
Observation 2			x			x
Observation 3		x		x		
Observation 4		x		x		

As it can be seen, the results obtained before using strategies were deficient because the objectives planned to each lesson were ambiguous. The results in the production of preschoolers were totally different or partially accomplished in contrast with the objectives in the lessons, as a result of inadequate strategies that had an excess of distractors or elements. On the contrary, after sessions using adequate strategies the objectives could be accurate. Students carried out the activities as lesson plans were intended and the activities linked to achieve the expected goals.

3. Suitable time planning for each activity						
Before				After		
Number of sessions	Yes	No	Partially	Yes	No	Partially
Observation 1		x		x		
Observation 2			x	x		
Observation 3		x		x		
Observation 4			x	x		

The results of the observations before using strategies showed that the time planned on each activity was inappropriate. The activities lasted too much time because the level was not the expected and it required to invest more time making a tedious class or the activities were not attractive for students to catch sufficiently their attention. Contrarily, it can be seen that after using interesting strategies, the children were motivated to continue with their learning for the time necessary and at the same time, those strategies encouraged the interest and curiosity on students.

4. Strategies and materials according to the lesson objectives						
Before				After		
Number of sessions	Yes	No	Partially	Yes	No	Partially
Observation 1		x		x		
Observation 2		x		x		
Observation 3			x	x		
Observation 4		x		x		

The previous chart demonstrates that strategies and materials were not suitable before using strategies due to the strategies were not attractive or meaningful and the materials were most of the time distractors for children. As a result, the class became chaotic and the main objectives on the lesson were unable to achieve or they were different from the expected. On the other hand, after using useful strategies children could state complete sentences or achieve the objectives because of the link that students made with the materials. The diversity and way in which students could interact with the materials and the activities helped them to generate a meaningful understanding.

5. Teacher encourages students to participate when using strategies in class						
Before				After		
Number of sessions	Yes	No	Partially	Yes	No	Partially
Observation 1		x		x		
Observation 2			x	x		
Observation 3		x		x		
Observation 4		x		x		

The results above show that teacher could involve to students during the activities after using attractive strategies because they were able to catch the attention on preschoolers, at the same time kids were motivated to participate. The games used inside and outside the classroom caused on students the curiosity to continue the activities that come next while the sources applied before using strategies resulted in deficient results. The strategies employed or sources used were mostly passives or repetitive making them bored for children due to children have a short span.

6. Teacher had organization during pre-activity using strategies						
Before				After		
Number of sessions	Yes	No	Partially	Yes	No	Partially
Observation 1		x		x		
Observation 2	x		x			x
Observation 3		x		x		
Observation 4		x		x		

As it can be seen, the organization was not good before using strategies because during the pre-activities students lost the attention and the main objectives in each session, there was an uncontrolled group because of lack of motivation and rules when using the established techniques or materials for the activities. Contrarily, the employment of strategies during the pre – activities had an advantageous introduction to the topics and benefited the impetus on children. In addition, the interest helped the teacher to have a better control and group management.

7. Teacher had organization during main activity using strategies						
Before				After		
Number of sessions	Yes	No	Partially	Yes	No	Partially
Observation 1		x				x
Observation 2		x		x		
Observation 3		x		x		
Observation 4			x	x		

As demonstrated on the chart above, the results of observations show that before applying helpful strategies, the organization by the teacher on the main activities were deficient in most of the cases, this because the activities used for the classes were based on passive strategies with repetitive material and it caused a lack of attention on students. As a result there was an uncontrolled classroom. Contrarily, can be observed that after using proper strategies children looked delighted and absorbed because most of the material were related to their context and the vocabulary linked to their daily life what made teacher got the attention of students and therefore the a well organization during main activities.

8. Teacher had organization during close activity using strategies						
Before				After		
Number of sessions	Yes	No	Partially	Yes	No	Partially
Observation 1		x		x		
Observation 2	x			x		
Observation 3		x		x		
Observation 4		x		x		

Similarly to the results previously presented in the graphic, the organization before applying appropriate strategies was also unsatisfactory in this chart as a consequent of the use of unattractive activities during the last part of the lessons because the activities suggested on the book were not enough challenging and interesting. Contrarily, the observations showed an improvement on the organization of the group by the teacher during the close activities, after using useful strategies that allow to students to contextualize the vocabulary previously learned

on the main activities. Consequently, the professor had a better management of the class and the last part was satisfactory.

9. Strategies were appropriated for pre activity						
Before				After		
Number of sessions	Yes	No	Partially	Yes	No	Partially
Observation 1		x		x		
Observation 2	x			x		
Observation 3		x		x		
Observation 4		x		x		

As it can be appreciated on the previous chart the results of the observations shows that strategies used before by the teacher were not entirely adequate for the pre-activities. This due to the teacher followed and applied exclusively those activities that the textbook indicated. Repetition technique was used to introduce some of the topics, but this generated that student did not feel motivated, repetition created a predictive and boring beginning for children. Nevertheless, the results after using appropriated strategies changed remarkably, students showed interested on the theme since the beginning of the class because the activities and material used were enough interesting. For example teacher used songs to introduce the topics, this made that students got involved and enthusiastic about what was coming next.

10. Strategies were appropriated for main activity						
Before				After		
Number of sessions	Yes	No	Partially	Yes	No	Partially
Observation 1		x		x		
Observation 2		x		x		
Observation 3			x	x		
Observation 4		x		x		

The graph earlier presented shows for the main activities the strategies previously used were not enough encouraging during the class; this due to most of the activities were static and easy to do by children. The activities were entirely based on the textbook such as complete exercises or painting, this limited in a certain way the learning on children to only recognize a list of words. On the contrary, teacher tried to promote a meaningful learning during the lessons by combining and using different strategies such as Realia with games and TPR. So, as it can be seen on the results of the right side of the chart when those strategies were applied together there was an increment on the interest and participation of children; hence the students production was successful at the moment of recognize the vocabulary and mention it on complete sentences.

11. Strategies were appropriated for close activity						
Before				After		
Number of sessions	Yes	No	Partially	Yes	No	Partially
Observation 1		x		x		
Observation 2	x			x		
Observation 3		x		x		
Observation 4			x	x		

According to the results obtained by the annotations exposed on the left side of the chart, it can be seen not at all results were favorable when teacher used only one strategy for the conclusion of the class. When students had finished the individual activities and then they did not had another activities to do it, they got bore easily for consequence they lost the complete attention for the last part. In contrast, on the other side of the table, it can be observed a significant difference after using appropriated strategies this due to the application of interesting activities, accomplishing two important objectives: not losing student’s attention even at the end of the classes and the student’s final production for recognizing the vocabulary taught.

4.2.2 Analysis of student’s role before and after using strategies

In this section, the important aspects observed during the classes were: the involvement and the motivation that strategies generated on students before and after using them. The results are showed in the following charts.

1. Students actively involved in class						
Before				After		
Number of sessions	Yes	No	Partially	Yes	No	Partially
Observation 1			x	x		
Observation 2			x	x		
Observation 3		x		x		
Observation 4		x		x		

According to the results previously showed, students were partially interested and motivated during the classes before using effective strategies because they were not enough engaging and relevant for children. As a result, students did not retain information making it easy to forget. On the other hand, after implementing activities taking into account different attractive strategies, students fell interested and motivated during the sessions. This allow students to increase their vocabulary in a meaningful and didactic way.

2. Clear instructions for satisfactory student's performance in activities						
Before				After		
Number of sessions	Yes	No	Partially	Yes	No	Partially
Observation 1			x	x		
Observation 2		x		x		
Observation 3		x		x		
Observation 4	x			x		

The results above show most of the sessions the instructions were misunderstood by students before applying strategies. The productions of students were not exactly what was expected on the activities because the strategies were not well designed for specific results. After using pre meditated strategies, students understood better the intention of the activities and consequently the production in each session could be reached. Also, the approval of teacher engaged the students to improve or add more vocabulary into the sentences allowing a cognitive and conscious learning.

3. Students were actively involved when using strategies during pre-activity						
Before				After		
Number of sessions	Yes	No	Partially	Yes	No	Partially
Observation 1			x	x		
Observation 2			x	x		
Observation 3		x		x		
Observation 4		x		x		

On the chart it can be seen that after using useful strategies the students were easily caught and involved at the beginning of the sessions. The materials used conjointly with the activities helped to students to well understand the purpose of each class and the different ways in which the strategies were adapted according to the students' needs motivating the interest in them. Contrarily, before using strategies students got easily bored since the beginning of the classes and could not understand the purposes of the activities. As a result, students fell radical pauses between the pre activities and the main activities.

4. Students were actively involved when using strategies during main-activity						
Before				After		
Number of sessions	Yes	No	Partially	Yes	No	Partially
Observation 1			x	x		
Observation 2		x		x		
Observation 3		x		x		
Observation 4		x		x		

The chart earlier presented shows before using strategies; students were most of the time indifferent on the main activities, which caused a deficient production on children. The inappropriate use of materials, strategies or techniques generated information easy to forget on children. Contrarily, after using useful strategies the students were constantly involved in the sessions. Students could well understand and enjoy the activities, raised their level and the vocabulary became easy to remember and assimilate due to the learning styles taken into account.

5. Students were actively involve when using strategies during close activity						
Before				After		
Number of sessions	Yes	No	Partially	Yes	No	Partially
Observation 1			x	x		
Observation 2	x			x		
Observation 3		x				x
Observation 4		x		x		

As can be noted in the previous chart, the results obtained from the observations before used engaging strategies were not particularly exceptional. Children were not enough involved and even showed indifferent towards the final activities. The strategies in which the teacher based the activities of the lesson for learning new vocabulary were deficient on motivation. Instead, it was observed students had a better involvement during the activities after use appropriated strategies because children felt motivated enough to enjoy the learning of the new vocabulary and to recognize those words when it was needed.

6. Pleased students for correct material according to each strategy						
Before				After		
Number of sessions	Yes	No	Partially	Yes	No	Partially
Observation 1			x	x		
Observation 2			x	x		
Observation 3		x		x		
Observation 4		x		x		

As may be seen on the results of the left side of the chart, students were not pleased at all with the material. Strategies for the classes were not enough appropriated due to they were limited to the textbook. This made difficult the selection of material; limiting by this way the learning on the children. On the contrary, on the right side of the table can be observed that the materials used and based on appropriated strategies were suitable, attractive, didactic and efficient during the lessons. The students looked satisfied and excited while they were working with real objects, this allowed them to contextualize and interact with the vocabulary in different ways. Those results demonstrated that the use of correct material provides a meaningful learning for students and having them more involved in class with a better experience when learning new vocabulary.

7.- Strategies are useful to promote meaningful communication during the performance						
Before				After		
Number of sessions	Yes	No	Partially	Yes	No	Partially
Observation 1		x		x		
Observation 2			x	x		
Observation 3		x		x		
Observation 4		x		x		

Based on the chart showed before, it can be seen that strategies used on previous classes were not useful, in most of the cases to develop a meaningful communication and to get an adequate performance by students. This happened due to the inadequate selection of strategies or due to lack of those on every lesson. In the other hand, can be appreciated that in all the sessions when teacher selected and used suitable strategies on the classes, students got better results, they reached the objectives and even improve their vocabulary taught.

4.2.3 Reflections

Before using strategies session one

On the session one, before use meaningful strategies, could be observed a good environment for students, at the very beginning of the class they looked comfortable with the English period and they followed the instructions by the teacher as they were already familiarized with the topic. But, it is worth mentioning that when the teacher asked children to identify the numbers in isolate way they could not do it, for being able to recognize the numbers, students had to count from 1 to 10 every time they want to say the number that the teacher had asked for. Also, could be appreciated that as the class progressed the teacher lost the organization during the most of activities that the book indicated; this happened because the activities took more time on being applied than was expected, some of the children finished their work first which made them get bored and distracted because they were waiting for their classmates to finish. So, as the class became boring not all of the children had enough motivation for keep learning, which evidently caused a decrease in its final production.

Before using strategies session two

For the session two, the lesson was about parts of the body, this topic had already been taught before through the English classes, so during the observation it could be appreciated that students could identify some words of the vocabulary when the teacher mentioned them, for example if the teacher said “mouth”, children knew and point what was it. But, lamentably the principal objective was no achieved at all because their vocabulary was restricted to recognize those words by memorization. Additionally, during the course of the class could be noted that students got confused with the vocabulary. For example, when the teacher asked them to recognized and produce the words by themselves they could not do it, they used to point parts of the body that did not match with what they were saying. It is necessary to mention that in this class, the strategies used were good however, the material was not enough attractive as it was expected so this made that students lost the attention easily.

Before using strategies session three

During the session three before applying strategies, it could be seen that students got confused with the principal purpose on each activity. The pre activity, which consisted on watching a picture where some kids use their senses, was not interesting for children. Students got bored and started to talk in their mother tongue about the food they watched on the image, as a result, the purpose of introducing the senses was not achieved and the class became chaotic. In addition, in the main activity where they had to link each sense picture with anything related to the senses, students showed confusion with parts of the body vocabulary. There were answers such as “I can mouth a banana” instead of “I can taste a banana” because of the misunderstanding

with the pictures. Besides, there was a lack of variation on the answers provided by the activity on the book because the answers expected had more than one result such as link a picture with the sense of smell or taste creating chaos on the reasoning of children. As a conclusion, passive strategies or the use of just one could decrease the motivation on students.

Before using strategies session four

In the session four before implementing strategies during the class, students were distracted because the activities on the book were just about coloring. At the last of the session, children had forgotten the main purpose of recognizing opposites because during the process they just focused on selecting colors. Subsequently, children said opposites randomly without reasoning the picture they were watching. Also, being seated repeating the vocabulary caused a rote learning on students that would be forgotten by the time. It could be appreciated that students recognized sometimes the vocabulary when they were asked to point out to a picture about an opposite but when there was an opportunity to produce the vocabulary, they could not. Therefore, visual scaffolding about abstract vocabulary should be complemented with strategies that facilitate the association of vocabulary with the real context to provide a meaningful learning.

After using strategies session one

The first observation was realized in the class number three, the topic to be observed was parts of the body. The students had already learned this topic in the past, but for these classes the meaningful strategies were implemented, so the main objective and the content of the lesson were modified with the purpose of getting better results. It can be noted that students enjoyed the class; they looked pleased with the material and the activities, which made them to be more engaged

during the lesson. Children enjoyed having real objects because they could manipulate them. Also, by this way it was easy for them to create a link between the material and the vocabulary increasing favorable results. For example, when the students had to recognize the words by themselves they did it rightly and without problem. Even, children were able to make and state short sentences using the vocabulary taught.

After using strategies session two

The information collected during the second observation, when using meaningful strategies, took place on the class number five and showed positive results. During the lesson it could be observed that the teacher had more organization during the most of the activities, also the strategies used as TPR, Realia and Multimedia helped to create interesting and innovating activities that children liked. In the same way, the material was more effective because it got the students involved and interested during the lesson. The topic to be observed was “Action verbs” and when the teacher asked children to recognize and showed those abstract words they had a satisfactory performance. The students were able to identify and state on a sentence the vocabulary taught while they were doing the action.

After using strategies session three

In the sessions six and seven, after implementing strategies, students showed interest and involvement during the activities. The main activities which consisted on manipulate plastic fruits and taste real fruits increased the motivation on children. The use of strategies based on the multiple intelligences and adapted into games allowed to children a meaningful and contextualized learning because students could associate these vocabulary with their real context.

The use of several senses such as touching fruits while they were blindfolded and trying to guess the correct one raised the curiosity on the kids. In addition, the experience of tasting fruits and vegetables helped to students to link their likes and dislikes with the vocabulary and at the same time it increased the desired to talk about the topic into complete sentences related to the background that they have in their daily life. Finally, the strategies which helped to memorize and conclude the topic contributed to achieve the main purpose because they contemplated more multiple intelligences such as spatial and musical.

After using strategies session four

Sessions eight, nine and ten were classes where reasoning about the own and different context of children were asked for. The strategies used such as realia for enliven and contextualize the classroom and activities caught the attention of students, these strategies allowed to children to feel comfortable, excited and confident. The strategy of contextualize two different scenography in order to use clothes according to the sessions of the year generated an atmosphere where children felt confident of speaking and producing complete sentences because for them, this activity was a game where they could express themselves freely without being judged or feel ashamed if they make mistakes when speaking. Likewise, the pre-activity where children watched a fragment of a movie about a main character that lived in a place with different conditions and used clothes a little diverse from students made aware to kids of the differences and similarities of their culture and others. Finally, strategies such as realia and visual scaffolding were used and resulted very useful for the description of clothes that a classmate was wearing. This activity promoted the analysis on students on thinking if they were talking about a male or female and the vocabulary that they should use.

Chapter V

Conclusions

5.1 Conclusion

Based on the results and analysis in the chapter IV, some conclusions can be drawn where it was found that using strategies as useful tool for teaching and the improvement of learning of new vocabulary carried out interesting and meaningful sessions for students. Through the findings of this action research study, strategies have showed being an effective tool for the assimilation of vocabulary due to they not only offered entertainment for children, they also were flexible with the needs, materials and student's context. It allowed covering as many multiple intelligences as necessary that conceded the involvement with the senses such as tasting, smelling, hearing, seeing and touching which created a contextualized vocabulary where children could interact and manipulate with.

The use of strategies brought a real big change in the class. In this research, students were very interested in the activities because the class became something out of the ordinary; it was not just working on AMCO book. In addition, students were participating and involved in every activity using the adequate strategy and material. Students could produce complete sentences and not only isolate vocabulary. This due to the involvement that strategies carried out, the conjointly use of them such as Realia, Visual Scaffolding, Multimedia, TPR and Games created and environment of curiosity and interest for students which encouraged the use of the vocabulary stored previously and at the same time increase the impetus for the continuous learning of the foreign language.

It is necessary to mention that with the implementation of strategies, teachers had a better control of the group and a better organization during the activities because strategies extend the span on children besides they are flexible with the students and resources needs.

5.2 Limitations

Despite, there was permission for applying this action research, the principal and the parents preferred to keep in private the name of the school and the performance of the students while doing the activities, that is the reason why evidence are just photos. In addition, it is necessary to mention that although the use of realia and TPR strategies bring to the class a meaningful learning, there are some topics on which it is very difficult to expose the students to a real context or objects. That is the case of winter season worked on this research. In addition, there are some action verbs, which are not able to perform for the acquisition of the vocabulary.

5.3 Further researches

The data collected and analyzed for this research was focused only on the impact of working with strategies conjunctly with adequate material to children. However, this information can be used for further researches on the same topic applied to large groups with teenagers or even adults to know the impact that strategies has in the production of a foreign language with a proficient vocabulary, doing the task more systematic to obtain reliable results.

Appendix 1

Lesson 1			
Topic: Parts of the body.		Time: 60 minutes.	
Objective: Students identify the parts of the body and report them.		Number of students: 6 students.	
Vocabulary: Eyes, nose, mouth, ears, hand, arm, leg, foot, face, finger.		Target intelligences: Visual – Spatial, Bodily – Kinesthetic, Verbal – linguistic, Musical – Rhythmic.	
Material: Posters, Notebooks, Video, Projector, Speakers, chalk.		Strategies: Multimedia, Visual Scaffolding.	
Activity	Procedure	Material	Time
Daily routine (warm-up)	Teacher greets the students. Teacher asks the students how they feel. Teacher asks the students how the weather is. Teacher asks the students to mention the day of the week. Teacher revises the homework.	Posters Notebooks	15 minutes
Pre – activity	Students watch a video about “Parts of the body”. Students watch the video again, sing and perform it.	Video Projector Speakers	5 minutes
Main activity	Students draw a monster on the ground and add the parts of the body according to the instruction of the teacher in order to remind the vocabulary.	Chalk	25 minutes
Close Activity –	Each student states two sentences about what his/her monster has in order to describe the monster. (E.g., My monster has four legs).		15 minutes

Appendix 2

Lesson 2			
Topic: Parts of the body.		Time: 60 minutes.	
Objective: Students recall the parts of the body and employ the vocabulary in a sentence.		Number of students: 6 students.	
Vocabulary: Eyes, nose, mouth, ears, hand, arm, leg, foot, face, finger, head, stomach.		Target intelligences: Visual – Spatial, Bodily – Kinesthetic, Verbal – linguistic, Interpersonal.	
Material: Posters, Notebooks.		Strategies: Visual Scaffolding, TPR.	
Activity	Procedure	Material	Time
Daily routine (warm – up)	Teacher greets the students. Teacher asks the students how they feel. Teacher asks the students how the weather is. Teacher asks the students to mention the day of the week. Teacher revises the homework.	Posters Notebooks	15 minutes
Pre – activity	Students point out the parts of the body on a poster according to teacher instructions in order to locate the parts of the body.	Poster	10 minutes
Main activity	Students play “Simon Says” and touch their parts of the body. (E.g. Simon says touch your head with your foot) in order to locate them in their own body.		20 minutes
Close Activity –	Students state what parts of the body they have (E.g. I have a nose.) in order to describe their own body.		15 minutes

Appendix 3

Lesson 3			
Topic: Parts of the body.		Time: 60 minutes.	
Objective: Students distinguish and state what they can do with their parts of the body.		Number of students: 6 students.	
Vocabulary: Eyes, nose, mouth, ears, hand, arm, leg, foot, face, finger, head, stomach, see, smell, taste, hear, and touch.		Target intelligences: Visual – Spatial, Bodily – Kinesthetic, Verbal – linguistic, Intrapersonal.	
Material: Poster, Notebooks, Play dough, Face board, Flashcards, Colors, Bell, cereal, slime, Flower, Dice.		Strategies: Visual Scaffolding, TPR, Realia, Games.	
Activity	Procedure	Material	Time
Daily routine (warm – up)	Teacher greets the students. Teacher asks the students how they feel. Teacher asks the students how the weather is. Teacher asks the students to mention the day of the week. Teacher revises the homework.	Posters Notebooks	15 minutes
Pre – activity	Students make parts of the face with play dough according to the instructions given by teacher in order to relate and illustrate the vocabulary.	Play dough Face board	10 minutes
Main activity	Teacher brings real objects linked to senses (Bell, cereal, flower, etc.) in order to students can manipulate these objects. Teacher asks students to mention what they can do with their parts of the body related to the senses. This in order to students answer with a complete sentence. (E.g. What can you do with your nose – I can smell a flower)	Flashcards Colors Bell Cereal Flower Slime	25 minutes
Close Activity –	Students throw a dice with parts of the body and mention what it is. (E.g. This is a mouth.)	Dice	10 minutes

Appendix 4

Lesson 4			
Topic: Action verbs		Time: 60 minutes.	
Objective: Students distinguish and perform some action verbs.		Number of students: 6 students.	
Vocabulary: Run, walk, jump, sleep, dance, sit down, stand up.		Target intelligences: Visual – Spatial, Bodily – Kinesthetic, Verbal – linguistic, Intrapersonal.	
Material: Posters, Notebooks, Projector, Picture.		Strategies: Visual Scaffolding, TPR, Multimedia.	
Activity	Procedure	Material	Time
Daily routine (warm – up)	Teacher greets the students. Teacher asks the students how they feel. Teacher asks the students how the weather is. Teacher asks the students to mention the day of the week. Teacher revises the homework.	Posters Notebooks	15 minutes
Pre – activity	Teacher asks students to mention what they can see on a picture and what the persons are doing in order to recognize and improve the vocabulary while pointing. (E.g. This girl jumps)	Projector Picture	15 minutes
Main activity	Students perform the action verbs while teacher models them in order to exemplify those verbs. Students move according to the instruction given by the teacher in order to associate the vocabulary.		15 minutes
Close Activity –	Students state three sentences about what they can do in order to use the verbs. (E.g., I can jump.)		15 minutes

Appendix 5

Lesson 5			
Topic: Action verbs		Time: 60 minutes.	
Objective: Students demonstrate and state the action verbs.		Number of students: 6 students.	
Vocabulary: Run, walk, jump, sleep, dance, sit down, stand up, eat, and drink.		Target intelligences: Visual – Spatial, Bodily – Kinesthetic, Verbal – linguistic.	
Material: Posters, Notebook, Pictures, Projector, Cereal, Bottles of water, Bowls.		Strategies: Visual Scaffolding, TPR, Realia, Multimedia.	
Activity	Procedure	Material	Time
Daily routine (warm – up)	Teacher greets the students. Teacher asks the students how they feel. Teacher asks the students how the weather is. Teacher asks the students to mention the day of the week. Teacher revises the homework.	Posters Notebooks	15 minutes
Pre – activity	Teacher asks students to point out on a picture according to the instruction. This in order to student recall and select the appropriate action verb. (E.g. Point out the girl is running).	Projector Picture	10 minutes
Main activity	Students dramatize some verbs from one place to another according to the instruction given by the teacher.		15 minutes
Close Activity –	Students interpret and say what they do (E.g. I eat cereal or I drink water) in order to use the vocabulary.	Cereal Bottles of water Bowls	20 minutes

Appendix 6

Lesson 6			
Topic: Fruits and vegetables		Time: 60 minutes.	
Objective: Students distinguish fruits and vegetables and mention them into a sentence.		Number of students: 6 students.	
Vocabulary: Apple, orange, pea, banana, pineapple, watermelon, potato, tomato.		Target intelligences: Visual – Spatial, Intrapersonal, Musical – Rhythmic, Verbal – linguistic.	
Material: Posters, Notebooks, Projector, Speakers, Plastic fruit and vegetables, Baskets, Dominoes.		Strategies: Visual Scaffolding, Realia, Multimedia, Games.	
Activity	Procedure	Material	Time
Daily routine (Warm up)	Teacher greets the students. Teacher asks the students how they feel. Teacher asks the students how the weather is. Teacher asks the students to mention the day of the week. Teacher revises the homework.	Posters Notebooks	15 minutes
Pre- activity	Students watch and listen a video-song about fruits and vegetables in order to identify the vocabulary.	Projector Speakers	10 minutes
Main activity	Students are divided into two groups. Each student from the teams takes a fruit or a vegetable from a mysterious box and then mention what it is (E.g. It is an orange). If the answer is incorrect the fruit or vegetable returns to the mysterious box. After that, each group categorizes fruits and vegetables in different baskets in order to differentiate them.	Plastic fruit and vegetables Two baskets	20 minutes
Close Activity	– Students play dominoes about fruits and in each turn students mention the fruit picture that the piece has. (E.g., It has an apple and an orange.)	Dominoes about fruits	15 minutes

Appendix 7

Lesson 7			
Topic: Fruits and vegetables		Time: 60 minutes.	
Objective: Students identify fruits and vegetables and report them.		Number of students: 6 students.	
Vocabulary: Apple, orange, pear, banana, pineapple, watermelon, potato, tomato, grapes, lettuce and carrot.		Target intelligences: Visual – Spatial, Interpersonal, Verbal – linguistic, Bodily – Kinesthetic.	
Material: Posters, Notebooks, Bingo, Watermelon, Pineapple, Lettuce, Fried potatoes, Carrot, Apple, Eye masks, Test.		Strategies: Visual Scaffolding, Realia, Games.	
Activity	Procedure	Material	Time
Daily routine (Warm - up)	Teacher greets the students. Teacher asks the students how they feel. Teacher asks the students how the weather is. Teacher asks the students to mention the day of the week. Teacher revises the homework.	Posters Notebooks	15 minutes
Pre - activity	Students play bingo about fruits and vegetables in order to recognize the vocabulary taught.	Bingo about fruits and vegetables Seeds	5 minutes
Main activity	Students taste different fruits and vegetables while they are blindfolded in order to recognize them.	Chopped fruits and vegetables. Eye masks	15 minutes
Close Activity –	Students state what they taste in order to report the vocabulary taught in a complete sentence. (E.g., I tasted carrot, lettuce, etc.)		10 minutes
Test	Students answer a test about Action Verbs and Fruits and Vegetables in order to measure the progress on the acquisition of vocabulary.	Test	15 minutes

Appendix 8

Lesson 8			
Topic: Clothes		Time: 60 minutes.	
Objective: Students recognize and demonstrate the clothes vocabulary.		Number of students: 6 students.	
Vocabulary: T-shirt, pants, socks, shoes, sweater, dress, hat, cap, shorts, boots.		Target intelligences: Visual – Spatial, Interpersonal, Verbal – linguistic, Bodily – Kinesthetic.	
Material: Posters, Notebooks, Flashcards, Clothes.		Strategies: Visual Scaffolding, Realia, Games, TPR.	
Activity	Procedure	Material	Time
Daily routine (Warm – up)	Teacher greets the students. Teacher asks the students how they feel. Teacher asks the students how the weather is. Teacher asks the students to mention the day of the week. Teacher revises the homework.	Posters Notebooks	15 minutes
Pre - activity	Students run to the correct flashcard about clothes according to the instruction given by the teacher in order to students recognize the vocabulary.	Flashcards	10 minutes
Main activity	Students run into a circle and put their hand or their foot if they are wearing the clothes that teacher mentions. (E.g., Put your hand into the circle if you are wearing a t-shirt). In order to distinguish and prove the learned.	Clothes	20 minutes
Close Activity	– Students mentions in a sentence what their classmates are wearing (E.g. she wears a dress) in order to use the vocabulary.		15 minutes

Appendix 9

Lesson 9			
Topic: Clothes		Time: 60 minutes.	
Objective: Students employ the vocabulary according to the situation.		Number of students: 6 students.	
Vocabulary: T-shirt, pants, socks, shoes, sweater, dress, skirt, jacket, coat, hat, cap, shorts, boots, scarf, gloves.		Target intelligences: Visual – Spatial, Interpersonal, Verbal – linguistic, Bodily – Kinesthetic.	
Material: Posters, Notebooks, Projector, Speakers, Hot and cold scenography, Clothes.		Strategies: Visual Scaffolding, Multimedia, Realia, TPR.	
Activity	Procedure	Material	Time
Daily routine (Warm – up)	Teacher greets the students. Teacher asks the students how they feel. Teacher asks the students how the weather is. Teacher asks the students to mention the day of the week. Teacher revises the homework.	Posters Notebooks	15 minutes
Pre - activity	Students watch a fragment of a movie called “The tree Caballeros” related to clothes worn on cold weather in order to recognize them.	Projector Speakers Fragment of a movie	10 minutes
Main activity	Teacher assembles a scenography in two sides. One about hot weather and the other about cold weather. Students wear clothes according to the correct side of the scenography in order to differentiate the usefulness of the clothes.	Two different scenographies according to weather Clothes	20 minutes
Close Activity –	Students mention what they wear when it is hot or cold in order to employ the vocabulary in different situations. (E.g. What do you wear on winter? I wear gloves.)	Clothes	15 minutes

Appendix 10

Lesson 10			
Topic: Clothes		Time: 60 minutes.	
Objective: Students employ the vocabulary required in a sentence.		Number of students: 6 students.	
Vocabulary: T-shirt, pants, socks, shoes, sweater, dress, hat, cap, shorts, boots, scarf, gloves.		Target intelligences: Visual – Spatial, Verbal – linguistic, Bodily – Kinesthetic.	
Material: Posters, Notebooks, Ball, Washing line, Doll clothes.		Strategies: Visual Scaffolding, Realia, Games.	
Activity	Procedure	Material	Time
Daily routine (Warm – up)	Teacher greets the students. Teacher asks the students how they feel. Teacher asks the students how the weather is. Teacher asks the students to mention the day of the week. Teacher revises the homework.	Posters Notebooks	15 minutes
Pre - activity	Students pass a ball and who has the ball mentions what she / he is wearing today in order to recall the vocabulary. (E.g. Today I wear pants)	Ball	5 minutes
Main activity	Students hang up clothes on a washing line according to the instructions given by the teacher in order to identify the vocabulary.	Washing line Doll clothes	15 minutes
Close Activity –	Students report the clothes hanged on the washing line according to teacher’s question in order to employ the vocabulary. (E.g. “What is this?” – “This is a jacket”).	Doll clothes	10 minutes
Test	Students answer a test about Parts of the Body and Clothes in order to measure the progress on the acquisition of vocabulary.	Test	15 minutes

Appendix 11

ENGLISH EXAM	
Date:	_____
Name:	_____

Speaking Section

1. - Look at the pictures and mention what the boys and girls are doing.



Listening Section


2. -Listen to the instructions and perform the action verbs.

- a) You walk
- b) You run
- c) You jumps
- d) You dance

Writing Section

3. -Choose and write the correct answer in the sentences.

This is an  _____

These are  _____

This is a  _____

This is a  _____

- Pear
- Orange
- Grapes
- Tomato

Vocabulary Section

4. - Match the word according to the picture.

Watermelon

Carrot

Pineapple

Broccoli



Appendix 12

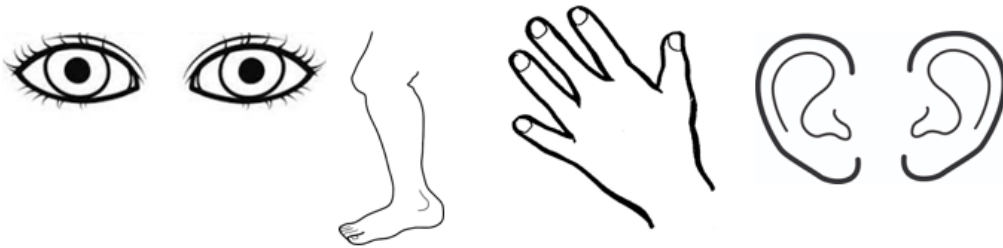
ENGLISH EXAM

Date: _____

Name: _____

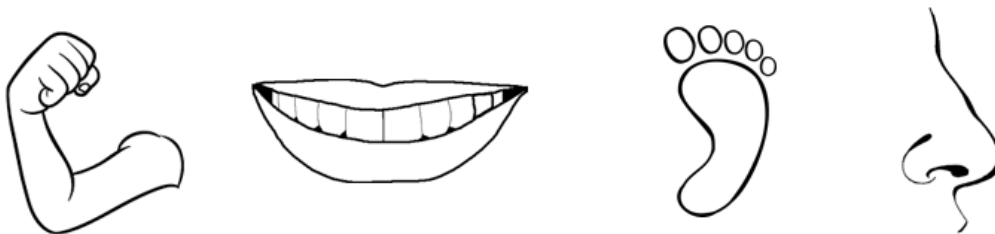
Speaking Section

1. - Mention the parts of the body you can see.



Listening Section

2. - Write the number where teacher says.



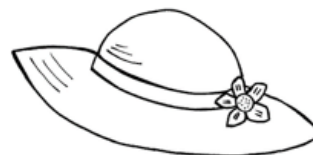
Writing Section

3. - Complete the sentence according to the picture.

Skirt	Jacket	Hat	Shorts
-------	--------	-----	--------



This is a _____



This is a _____



This is a _____



This is a _____

Vocabulary Section

4. - Cross out according to the sentence.

This is a T-Shirt



This is a dress



This is a Sweater



These are shoes



Appendix 13

Class Observation

Class N°:	Date:
Topic:	Objective:
Target vocabulary:	Strategies used:
Material:	

Teacher's Role	Yes	No	Partially
1. Lesson plan (activities) according to number of students and language			
2. Clear and specific objectives for the lesson			
3. Suitable time planning for each activity			
4. Strategies and materials according to the lesson objectives			
5. Teacher encourage students to participate when using strategies in class			
6. Teacher had organization during pre activity using strategies			
7. Teacher had organization during main activity using strategies			
8. Teacher had organization during close activity using strategies			
9. Strategies were appropriated for pre activity			
10. Strategies were appropriated for main activity			
11. Strategies were appropriated for close activity			

Student's Role	Yes	No	Partially
1. Students actively involved in class			
2. Clear instructions for satisfactory student's performance in activities			
3. Students were actively involve when using strategies during pre activity			
4. Students were actively involve when using strategies during main activity			
5. Students were actively involve when using strategies during close activity			
6. Pleased students for correct material according to each strategy			
7. Strategies are useful to promote meaningful communication during the performance			

Comments:

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