



UNIVERSIDAD AUTÓNOMA DEL  
ESTADO DE QUINTANA ROO

## DIVISIÓN DE HUMANIDADES Y LENGUAS

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**“Vocabulary learning strategies for children learning  
English as a second language in kindergarten”**

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**TESIS**

Para obtener el grado de  
**Licenciada en Lengua Inglesa**

PRESENTA

**Gema Del Rosario Pomol Pomol**

DIRECTOR DE LA TESIS

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Cozumel, Quintana Roo, México, octubre de 2022.



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Cozumel, Quintana Roo, México, octubre de 2022.

## **ACKNOWLEDGE**

I want to thank my parents who have instilled the value of education in me, as well as work and dedication towards all of life's endeavors, who encourage me to achieve this goal since I started college, who bring joy to my life daily. I could not have done it without their support and understanding

I would like to acknowledge and express my sincere gratitude for guidance and support of the teacher Martín de Jesús Islas Castro, who spent hours discussing ideas with me, helping me to organize my ideas, but above all in what I want to do in this thesis, and who was exceptional in providing his experience, time, support, and patience throughout the degree process.

I would like also to express my gratitude to Dr. Maritza Maribel Martínez Sánchez, who helped me to formulate the thesis protocol. I appreciate her enormous dedication to every detail in the proposal and her motivation to continue with the thesis.

I would like also to thank to Lic. Manuel Jesús Carrillo Ek, who was constantly there, motivating me to finish this process, I also want to express my most sincere gratitude for his great support.

## **ABSTRACT**

This investigation has been developed to know the effectiveness of these resources such as stories, flashcards and songs in teaching children English in kindergarten.

The purpose of this thesis is to demonstrate the effectiveness of learning vocabulary by using songs, flashcards and stories as some pedagogical strategies for children to learn English in kindergarten. It should be stressed that these strategies were applied in this investigation, but they were adapted from Albaladejo, Coyle, and Roca's (2018) investigation. Two groups of children of five years old were studied while learning seventeen words involved in (stories, songs and flashcards). Under a qualitative approach, the research takes a descriptive feature in which primary and secondary instruments were used to achieve the objective. The primary instruments were a pre-test, a test and a post-test with the purpose of knowing the knowledge of children before, during and after the intervention. An interview was also conducted to analyze the English learning such as interest, importance, and motivation for English and which strategies the learners liked the most; besides, observation was also applied to know how learners reacted to the strategies (flashcards, stories and songs). Another secondary instrument was a checklist that consisted of observing students to do activities. It should be stressed that secondary instruments were designed for both groups and for both theme (feelings and animals). Finding in the intervention had a positive effect on student's vocabulary in both classroom: experimental group and non-experimental group with Songs, stories and flashcards with are regarded as popular and effective strategies for children to learn a second language.

Key words: Flashcards, Songs, Stories, Pedagogical Strategies, Toddlers' learning

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## INTRODUCTION

Numerous studies in some countries have contributed to know the diverse factors about how to learn vocabulary in a second language. Some studies have focused on children without any previous exposure to English and on the exploration about vocabulary learning strategies used by children in kindergarten, for example Albaladejo et al. (2018) and Albaladejo, Coyle, and Roca (2018).

English has become a truly essential communication tool for the entire world; it is taught as a second language to communicate in kindergartens and other educational levels in a lot of countries, including Mexico. Clearly, Mexican children are Spanish language speakers without any previous exposure to English. When talking about vocabulary learning in children, we think about different learning strategies because children tend to get distracted easily. Experience has shown that English is not easy to learn for children, especially in kindergarten, because there are some teachers that use the same techniques like the use of books and notebooks in every class, strategies and methods to teach vocabulary at any educational level. Whether a strategy does not work in a class, we have to change it to another one. That is why it must innovate its for teaching a second language every day.

It is said that children learn a language faster than adults do. Children can learn a language through fun resources such as stories, flashcard and song as learning becomes natural for them since these activities do not make them conscious that they are learning language. Songs, flashcard, songs and stories can be effective tools for learners to learn a second language; furthermore, these kind of resources can be used in the classes to know the development of their abilities to learn a second language. When students use this kind of resources students can develop their vocabulary and understanding.

This thesis consists of five chapters, which the first one is the background, a chapter about the relevance of the study where previous research on vocabulary learning strategies is explained. In the second chapter, the problems that children have when they learn a second language, the experiences that the teacher have with children before the intervention and the conceptual framework are explained. The third chapter is about the purpose of the investigation in relation to the main objectives and the methodology of the research are described, furthermore, a description of the method, the instruments, the participants and the contributions of this thesis are also provided. In the fourth chapter is about the conclusions, suggestions of the further research, contributions and limitations of the investigation with relation to results.

## **CHAPTER 1**

### **BACKGROUND**

Albaladejo, Coyle, and Roca (2018) studied about how the children learn vocabulary by using songs and stories, that are effective resources in a kindergarten classroom. This study tended to investigate the effects of listening to songs, stories and the combination of both, moreover, to know the behavior in monolingual Spanish children. As a result of the research, Albaladejo, Coyle, and Roca (2018) suggested that initial instruction focuses on target words through instructional techniques, at the same time they explained about incidental vocabulary that involves vocabulary learning through exposure words in a context.

In another research, Coyne, McCoach, and Kapp (2007) presented two similar studies about how children learn new vocabulary, but these studies focused on the effectiveness of extended vocabulary during storybook reading with preschool students. Participants were kindergarten students who attend a K-4 (the letter K is formed by the initial in English for Kindergarten and the number is for children's aged) elementary in a small town, where there was a large percentage of students who had a risk for reading difficulties based on demographic data and literacy assessments. Data collection was carried out by using a pre-test, a post-test and a delayed post-test. Pretest data were gathered one week before the intervention started. Post-test data were collected at the beginning of the intervention and five days after the third storybook. Finally, the delayed posttest was gathered eight weeks after posttest. In comparison to the second study, participants were kindergarten students who attend a K-8 with the same percentage of students who were at

risk of reading difficulties. They were statewide participants, Hispanic, African American and Caucasian in both studies. Data collection was similar as study one.

Methodologically, Albaladejo et al. (2018) did a study about vocabulary by using songs and stories. Participants were 22 children between 2 and 3 years old in a state school in Spain. Participants were Spanish speakers without any previous exposure to English. Only 17 students participated in their study differing to Albaladejo et al. (2018) who had more students which knew about English already. Both authors, Albaladejo et al. (2018) and Coyne et al. (2007), followed the same data collection technique using a pre-test, a post-test and a delayed post-test. However, Coyne et al. (2007) stated three conditions with the resources in order to contrast results: “(i) story, in which children are told a brief story (ii) song, in which they are exposed to a traditional children’s song and (iii) song and story during which they first listen to a new story and then a related song” (Albaladejo, Coyle & Roca, 2018, p. 119).

On the other hand, Tamayo, Gaviria and Perea (2016) did a study about how children learn vocabulary by using flashcards. This study focused on analyzing the effect of flashcards to teach vocabulary to EFL pre-schoolers in a public school. Participants were 28 students (8 girls and 20 boys) with an average age between 5 and 6 years old who were studied in a preschool called Instituto Técnico Superior located in Pereira. Students speak Spanish fluently, however, some learners had problems with writing and reading skills. This research used the same data collection technique to the previous ones by using pre-test and post-test. Tamayo, Gaviria and Perea (2016) did their investigation during the eight sessions of flashcards treatment, 26 words were presented to the participants by means of games and body language. Nevertheless, Tamayo, Gaviria and Perea (2016) used flashcards with songs, games, stories and TPR activities.

Regarding findings of the research mentioned, Coyne et al. (2007) suggested that kindergarten students can learn new vocabulary through extended and direct vocabulary instruction within a storybook reading activity; on the other hand, the incidental exposure did not result in measurable word learning. However, extended and direct vocabulary instruction by using storybooks and songs are ways to increase vocabulary knowledge with the vocabulary instruction. In comparison, Albaladejo et al. (2018) found that the use of songs on the intervention showed an effective way for children to learn new vocabulary by using the combination of songs and stories. Albaladejo et al. (2018) suggested that incidental vocabulary by using stories is more complex than

songs and, above all, with the combination of songs and stories. Also, Albaladejo et al. (2018) suggest that the behavior of the students in a classroom is more influential through vocabulary learning. These authors followed the same methodology, but with different findings. On the contrary, in the third study, Tamayo, Gaviria and Perea (2016) found that flashcards were useful for the understanding of new vocabulary, but also the investigation revealed that only flashcards are not so meaningful for teaching and learning. Finally, Tamayo, Gaviria and Perea (2016) suggest that all the activities with flashcards should be performed through games, songs, stories, TPR activities and videos based on the students age.

Experience has also shown that it is hard to get attention from kindergarten students. Some teachers have to use a numerous amount of strategies to teach new vocabulary. Albaladejo et al. (2018) suggested a list of strategies used along this research because they are considered complete enough, as they are applied in activities such as stories and songs. Moreover, they showed in their result that songs and stories were very effective with children who were Spanish speakers without any previous exposure to English, in comparison to Coyne et al. (2007) who only used stories. Finally, the strategies that Tamayo, Gaviria and Perea (2016) used in their study was engaged, due to they not only applied the flashcards, but also, they used stories, songs, games and other activities that help students to understand the new vocabulary. Flashcards, songs and stories are applied in this research. Generally, children tend to learn by using different activities.

## **CHAPTER 2**

### **CONCEPTUAL FRAMEWORK**

Nowadays, children have difficulty in developing new vocabulary, because they need to be motivated in order to acquire any word. Although children learn a language faster than adults, they learn through fun activities. It is important to apply entertaining resources such as songs, stories, games and flashcards to help them to learn vocabulary. When teachers identify their children's weaknesses and talents, teachers can help them to learn a second language in the most appropriate way according to their learning styles. Finally, it is considered that the use of the previous resources is a good way to learn words because children can feel motivated to learn target words through activities they would like.

Based on teaching experiences in kindergarten, it is known that children are very active, they only think about having fun in the classroom because they get bored very quickly when activities are not enjoyable for them and they get distracted with anything. Songs, games, stories and other kind of resources are useful tools for teachers who like the activities with these kinds of resources. Teachers have to apply some different strategies to encourage children having a good knowledge about English as a second language. A good way to get learning and attention from children can be adapting different materials, methods, strategies and techniques according to students' needs, that actually they like to do in the English class.

Additionally, it is also known that children have problems about how they learn a new word. For example, when they listen to an audio-recording, they get confused with other words that it has

already taught with flashcards, songs, games or stories. Therefore, it was decided to work with vocabulary because it is very important to know that vocabulary learning strategies have an important role when learning a second language. Due to the previous situation, the teacher must pay attention to this process when children are learning new vocabulary and not continue teaching vocabulary with traditional strategies.

Albaladejo, et al (2018) identified that children learn new words to communicate. In comparison, Coley and Gomez Garcia (2014) perceived that songs can also make emotional heavily impact on children, improving motivation and engage students' attention musically.

There are some important concepts to analyze regarding how learners learn new vocabulary by using different strategies. First, the vocabulary concept is discussed in relation to learning. Then, a characterization of motivation is provided.

## **2.1 VOCABULARY LEARNING**

Vocabulary performs an important role when learning a second language in order to communicate. It is really essential that students acquire as many words as possible, so that students can use them in a real situations.

Hatch and Brown (1995) propose two types of vocabulary learning: intentional learning and incidental learning. Intentional learning is when a teacher or students have designed or planned to learn, it is an active, strategic and constructive process. Incidental learning, on the other hand, refers to what happens when children naturally learn to speak, to expand his/her vocabulary. However, in this thesis, this type of vocabulary learning is useful, when a child acquires his/her first language, the child spends little time on learning words because parents never teach them in a direct way. Some children learn a language through incidental process. Hatch and Brown (1995) believe that incidental learning is a good way to learn by doing activities naturally; for example: incidental learning focuses on the vocabulary which is learned through reading.



## **2.2 LEARNING STRATEGIES**

Oxford (1990) suggests that learning strategies are steps that students follow to improve their own learning in order to increase their own strategies. The author states that strategies are really important for a second language learning, due to strategies are tools for active students. Besides, Oxford (1990) adds that language learning strategies improves the proficiency of the learners, in other words, learning strategies help students to improve their own self-confidence. Furthermore, Oxford (1990) says that learning strategies are useful tools so that learners learn in an easier, faster and more enjoyable than for new situations.

In comparison, Schmitt (2008) suggests a list of fifty-eight different strategies that are categorized in two major classes: (1) strategies that are useful for the initial discovery of a new word's meaning, (2) strategies that are useful for remembering words once they have been learned. Schmitt (2008) states that memory strategies (MEM) require relating the word to be retained with previous learned knowledge using some form of imagery or grouping, this strategy belong to the second class. Furthermore, Schmitt (2008) says that the images can be custom-made for retrieval, for example, images of the word's form or meaning attributes. Another important strategy is the use of physical action when learning a word by movement, it is shown to facilitate language recall. Finally, Schmitt (2008) says that Total Physical Response Method (TPR) seems to be especially agreeable to the teaching beginners, because it allows students to integrate different activities by movements.

In this thesis these strategies are considered to be used in order to teach the students vocabulary by using memory strategy that it is related to image word form. For instance, children like to see colourful images, so the teacher explains what the object means and says the name of the object, then children tend to repeat what the teacher had said before like the name of the object. Finally, it is known that Total Physical Response Method is useful to have practical classes in order to students learn by doing and not only by being sat and/or just listening; we have to keep them working and in movement. This research will focus on these strategies due to the fact that students have fun doing activities with movement this make them motivated.

Regarding learning strategies, Gardner and Hatch (1989) state that there are seven intelligence multiples in which students acquire knowledge.

1. Logical-Mathematical Intelligence: the ability to identify patterns, reason deductively and inductively. And this is associated with scientific and mathematical thinking.
2. Linguistic Intelligence: the ability to use and understand the language to express oneself rhetorically or poetically. Also, it allows to use language as a means to remember information in reading, writing, speaking as well as listening.
3. Spatial Intelligence: the ability to manipulate, create mental images, perceive visual details in order to solve problems.
4. Musical Intelligence: the ability to read, understand, sing, play instruments and compose musical tones, and rhythms.
5. Bodily-Kinesthetic Intelligence: the ability to use one's mind to control one's bodily movements.
6. Interpersonal Intelligence: the ability to understand and recognize the feelings and intentions of others.
7. Intrapersonal Intelligence: the ability to understand one's own feelings and motivations.

Based on Garner's theory of Multiple Intelligences in the learning language process, teachers must pay attention to the particular styles of their students in order to motivate them in the way they really like to do. It is important to know that all intelligences should have a good structure of material in a style that engage students, because children will have their own strengths and weaknesses.

This research will focus on Bodily-kinesthetic because this intelligence is evidenced in children who learn best through movement, moreover with this learning's style children easily remember what they learned by interacting physically.

Based on some classes' observations, it has been noticed that children like singing and moving according to what they are watching in the videos of the songs.

For Gass and Selinker (2008) kinesthetic, visual and auditory learning styles are a good way to learn vocabulary, for example: kinesthetic learners are better when the whole body is involved.

While students are moving, they acquire information with repetition and memorization. Visual learners are the ones who acquire information by visually. For example: reading is preferred to listen by students because they watch pictures in order to understand the vocabulary or the information. In comparison auditory learners are the ones who prefer acquire information auditorily. Students prefer listening to reading. Lectures as storytelling are an effective way for absorbing information, but there are other ways for practicing this learning style.

## **2.3 MOTIVATION**

According to Gardner and Masgoret (2003) motivation refers to the learners' orientation toward the goal of learning a second language. Motivation has three important features: Effort, desire to learn the target language and attitudes. Effort refers to all efforts that are expended in learning the language. Desire to learn the target language refers to students who want to achieve a high level in the language. Finally, attitudes refer to students' experiences while learning the language. In this research, motivation is considered to be a general factor regarding how children encourage in different features in order to learn vocabulary through motivation.

In comparison, Harmer (1991) considers motivation as an internal drive that someone else who pursues to someone to continue to his/her goal. Also, harmer (1991) has two important categories of motivation: short-term goal and long-term goal. Short-term goal takes place when a learner wants to reach his/her goal in a short period of time; for instance, when a learner wants to learn English fast for an exam, wishing he/she could pass, whereas long-term goal arises when someone wants to reach his/her goal for a long period of time; for example, it is when a learner wants to learn English as a second language, because she/he wishes she/he could get a good job or being able to travel around the world in the future.

Harmer (1991) did some categorizations that classify several goals as motivations. He suggests two categories of motivation: integrative and instrumental. Integrative motivation takes place when the learners are studying a second language because the learners wish to be with the culture of the speakers of that language. On the other hand, instrumental motivation refers to students who result from external goals such as passing an exam or getting a job.

The concept of motivation is how the learner engages in the activities of learning, in the same way how teacher tends to motivate them in order to get their attention in all the class. Actually, no one has the same motivation in order to learn a second language. Harmer (1991) classifies motivation in extrinsic and intrinsic motivation. Extrinsic motivation is defined as how students have been motivated by the teacher in order to the students do their best and provide perspectives toward the learning experience in a positive way. Intrinsic motivation is related to attitude of student's can be affected by people. In addition, Harmer (1991) states that intrinsic motivation is part of students' success and failure as language learners.

Lightbown (1999) state that motivation has two factors: on the one hand, learners' communicative needs, on the other their attitudes towards the second language community. For instance, if students decided to speak the second language with the social situations, they will perceive the communicative of the second language. As well, if learners have good attitudes towards the speakers of the language, they will desire to learn more how to speak with the speakers.

## **2.4 STORYTELLING AND SONG**

According to Albaladejo, Coyle, and Roca (2018) students are engaged by using storytelling and songs to learn a second language. They say that learning is improved by these activities as using kinesthetic and the association of words with actions. They also believe that storytelling and songs facilitate the learning vocabulary in preschool children. As far as is it concern in this research at kindergarten level, storytelling and songs are tools that help children to learn vocabulary in a very funny way.

In comparison Ahrens (2011) says that repeated readings increase to children's vocabulary and develop the way of acquiring language in the case a second language and literacy skill. On the other hand, Ahrens (2011) recommend that teachers use stories as possible as children find stories attractive. Input hypothesis proposed by Stephen Krashen claims that language is acquire by receiving comprehensible input. Liu (2015) supports storytelling and songs can provide input which is beyond learner's level of competence. For this strategy storytelling provides intonation, picture, gestures that help students to understand the events narrated and receiving input by storytelling. According to foster (2006) songs also provide multiple pedagogical benefits for

language learning such as intonation, pronunciation, rhythms. In addition to foster (2006) says that these benefits are thought to facilitate the development of children's pronunciation and the comprehensible new vocabulary. Based on empirical practices, it is observed that children really enjoy with songs and storytelling, they not only have fun, they also learn through these strategies.

Base on Phillips (1993) stories can be used to have a great effect in the language classroom; however Phillips (1993) says that stories should be told with mime and gestures in order to children have fun with the activities, besides it is said that adding details like labels or illustrations so that children understand the storytelling.

Raising children network (2006) states that reading is not the only way to help children's language and with their development in acquire vocabulary. It is also reported that storytelling and songs are also a great activity for early literacy skills. Furthermore, raising children network reported that teachers can make up stories, instead of choosing any story, in order to children learn words and develop language skill through the stories and songs. Raising children network (2006) also states that storytelling help students to learn vocabulary when words link to the pictures. Moreover, it is said that children build their early literacy skills like the ability to understand and listen vocabulary.

According to Phillips (1993) songs are a fundamental part of language learning for young children in order to children enjoy learning with this strategy, besides songs are not good just for singing, also to do actions with the songs. Phillips (1993) suggests using songs for teaching the sounds of words to reinforce vocabulary. For Phillips (1993) Total Physical Response is another strategy that teachers can work with to make the learning funny. Phillips (1993) proposes that listening and doing actions with the songs is the best way to use traditional songs where the words are difficult to understand, besides the actions help students keep motivated and that is a reason for students listen to the songs.

Considering another research, Ara (2009) states that sometimes children do not pay attention, because they feel uncomfortable or be under pressure in the language class. Therefore, children cannot understand concepts and grammar rules, due to that is bored for them and consequently, bored makes children disinterested in the activities. Another very important reason about why children stop learning is that no one can force a child to learn a language. However, by providing resources, good environment, a positive learning, students can have a good class. That

is why Ara (2009) says that using activities songs and games are the most effective ones for children to learn in the classes. However, it is also said that music can be as effective as in children's language in order to children learn a second language naturally when they enjoy what they are doing in the class, also it is reported that such enjoyable tool is used by teachers for children to develop their language learning. Additionally, Ara (2009) says that songs can be used effectively to teach children the sound of the vocabulary, besides children can learn structures of the language through songs and rhymes. In addition, Ara (2009) proposes that physical actions and rhythm involve lot of repetition which is effective in children's language class, children like to repeat, mimic words and sounds, thus children acquire the language with its correct sounds.

In comparison, Fernandez (2016) states that the use of songs and stories should be done with fun activities and games creating a relaxed atmosphere. In the same way, Fernandez (2016) says that children learn naturally, and this allows children to acquire knowledge and encourage them for the vocabulary learning. Besides, she said that children like to listen to stories and enjoy listening to them over and over again, because of the stories develop their imagination to a fantastic world where they can act out their emotions. Fernandez (2016) suggests that the most appropriate stories to tell at these ages are the traditional ones that tell everyday events that are close to the reality of children. Another Important aspect of her reason about the use of storytelling is that the use of drawings and illustrations accompanying with stories promote children's knowledge.

On the other hand, Fernandez (2016) claims that children learn songs in the second language learning to acquire rhythm and language intonation while they have fun with the strategy, besides, the use of the songs as a learning method favour student confidence to hear and practice the language, but above all, learn the vocabulary in a fun environment with these strategies.

There are some important factors about songs for students that are learning a second language. Chacón (2009) said that songs help learners to create a positive attitude in their learning process because the songs are fun. Participation and creativity are aspects on which she considers this strategy as a resource that should be used when they are learning vocabulary. Besides, Chacón (2009) provides a list of factors that support learners for their development.

- Introduce new structures in contexts with meaning.
- Reinforce the structures that the students already know.
- Increase vocabulary.

- Review the vocabulary they already know.
- Present some of the most important aspects of English culture.
- Practice all the skills in a fun way.

Chacón (2009) proposes the popular song called ‘Old Mac Donald had a farm’ as an example that can be used with children because it is ideal to interpret when children are with the topic about animals. Furthermore, this song can be combined with masks, and the sound of the animals produce. The song will be applied in this context because it would help learners to develop the target words.

According to Aguirre and Bustinza (2020) demonstrates that learner can have a positive learning of English as a second language when teacher uses songs, because songs create favorable environment and that is why students can be engaged with the activities they do in class, however, not only songs can be a good tool for them, but also films, videos and audios.

Rodriguez (2019) says that not only songs help students to remember information, but also makes classroom acquisition livelier. Likewise, she affirms that songs as a tool, help in the learning process and also helps in the task of learning vocabulary and studying grammatical structures and pronunciation. It is a motivating and integrator resource during the educational process in children, that is why Rodriguez (2019) proposes some reasons so that the use of songs in the teaching process is more effective; she states the following reasons: affective, cognitive, linguistic and the theory of Multiple Intelligences.

- Affective reasons

According to two of Krashen’s ten hypotheses, the input and affective filter hypothesis, when we work with music or songs, we accidentally acquire vocabulary and expressions, since we reduce the affective filter by being motivated.

- Cognitive reasons

It was formerly believed that automatization, knowing what to say and saying it quickly, would occur through repetition in a non-communicative context; however, it was found that with the use of songs and their repetitive and consistent nature we can develop it.

- Linguistic reasons

The songs are a clear example of colloquial English and perhaps the best source of English outside of the classroom.

- Garner's theories of Multiple Intelligences

Gardner supports the use of music starting because there are eight types of intelligences and one of them is musical, therefore its use makes these types of students experience great success in learning the language.

## 2.5 TYPES OF SONGS

There are a lot of songs for the learning process that have been adapted and used by some authors as Ruiz (2008), who proposes to choose the type of song according to the needs and objectives to be achieved by students. The different types of songs are listed below:

- **Counting song:** Those songs that are appropriate for children in the first or second cycle because at these ages they love the songs where it is counted and that they are repetitive. An example would be "there are ten in the bed"
- **Action song:** The students accompany the song with certain gestures, mime, body movements, postures, etc. These types of songs are based on the TPR (Total Physical Response) method, for example, Head and Shoulders.
- **Traditional songs:** The students develop sociocultural competence in the students. We must discover details about lifestyles and sociocultural aspects of Anglo-Saxon culture. Christmas, Easter, Birthday, Carnival, Sports, eating habits, family, animals, songs, etc. in this way we provide our students with a series of specific socio-cultural elements.
- **Rounds:** For example, London's burning
- **Nursery rimes:** Those that have a humorous and almost meaningless content.
- **Jazz chants:** Songs formed by a rhyme with rhythm with an essential element. Normally, they related to childhood experiences so they favor the improvement of listening and oral skills, at the same time they reinforce pronunciation.
- **Song for special occasion:** Songs that we sing at certain holidays or times of the year, por example Christmas or happy birthday songs



- **Folk songs:** Songs from American and British folk becoming some of them in famous, for example Far West Life (Oh, Susannah) they are intended for third cycle students as they are more complex.
- **Pop and rock music:** They are motivated because you may have heard them or know something about the singers or the group, for example The Beatles
- **Adapted songs:** Songs that are written specifically for language teaching. We usually find them in textbooks and in materials that are provided by the publisher. They can focus on vocabulary, grammar, or some phonic aspect of the language.

Counting song, acting song, traditional songs and jazz chants will be using in this research, because they are a great tool to help students to improve their knowledge about learning a second language and facilitate them the understanding and memorization by using songs.

## 2.6 FLASHCARDS

According to Tamayo, Gaviria and Perea (2016) flashcards are colourful images that get attention to the students; moreover flashcards can be combined with games and songs as a strategy for teaching. In other words, Gaviria and Perea (2016) say that flashcards with games, songs, stories, TPR activities based on students age are a great tool of learning to motivate children to learn new vocabulary and develop their learning skills; moreover children have a deep engagement in the classes. For Phillips (1993) flashcards are pictures cards and it is a way of introducing vocabulary, but also they can be used to practice simple structures to help students relate words with images.

In comparison, Sinchi and Sinchi (2011) state that flashcards can be used to get attention from children and motivating them to learn a second language in a funny way. Sinchi and Sinchi (2011) also say that flashcards are recognized as an effective tool for helping children at kindergarten, specially with repetition and memorization activities

According to Sinchi and Sinchi (2011) flashcards are images on a card that contains pictures, words, number and symbols; besides, flashcards can be represented with a special vocabulary, it may be an animal, adjective, a character, a place, an object or an action. Sinchi and Sinchi (2011) say that the learning with flashcards is for toddler's education, so they can learn easily with simple instructions; in fact, flashcards are a good way to make learning fun and easy.

Also, for Sinchi and Sinchi (2011) flashcards are used for an effective and simplest way to improve student's vocabulary. It makes easier for children to remember the vocabulary, but also flashcards are used as a learning practice for children in memorization and repetition, specially for students who are learning a second language with a English basic vocabulary in kindergarten's students.

Ruiz (2008) says that visual materials such as illustrations and flashcards are used by students in order to practice of the new vocabulary already learned and help students to understand the target word at the beginning of the class. She also says that the use of flashcards helps to present the vocabulary. Flashcards are very attractive tool for children. There is a list of activities with flashcards that Ruiz (2008) proposes as visual materials:

- Snap!
- Bit a bit
- Pass the flashcards
- Where's the ball?
- The rainbow games
- Las flashcards along the rainbow
- Change the order of the flashcards
- Listen and clap
- Noughts and crosses
- The handkerchief game with flashcards
- Flashcards in corners
- Game with the hopos and cards
- Jump, run, fly to the flashcards
- Repeat after me
- What 's in my bag?

## CHAPTER 3

### METHODOLOGY

#### 3.1 CONTEXT

According to *Diario Oficial* (2015) *El Programa Nacional de Inglés* was introduced in 2009-2010 school year. The first stage was a pilot test in the 32 Federal entities from 3° of kindergarten to 6° of primary to link with the 3 grades of secondary level. Also, *Diario Oficial* (2015) adds that the main objective is to improve the quality of learning in basic education by strengthening the teaching processes and learning as a second language in public schools in order to obtain the necessary knowledge to participate in oral and written language practices with native and non-native speakers of English, through specific competences. The most important of this, is that it promoted an international certification from students of the English language proficiency as well for teachers with the domain of the language and in the teaching methodology. Besides, *Diario Oficial* (2015) says that the main purpose of Cycle I (3rd grade of preschool, 1st and 2nd grade of primary school), is to sensitize the students in relation to English language, by involving them in social practices of language and specific skills carefully planned and that constitute the base of learning.

To reach the objective of this thesis, the research was carried out in the kindergarten Itzamná that is a public school which has 9 classrooms; each of them has a whiteboard, a set of markers, erasers, and a big bookshelf to organize students' books. Also, each classroom has from 30 to 35

chairs, as well as materials that students use in order to improve their skills. It is important to mention that every classroom is illuminated and fresh. There is a multi-use room where there is a big TV but, unfortunately, every teacher has to bring his/her laptop to show a multimedia material to their students. Besides, there are four classrooms of 30 students in 2<sup>nd</sup> grade and there are five classrooms of 30 students in 3<sup>rd</sup> grade.

English classes are taken just by students of 3<sup>o</sup> who have three sessions of 50 minutes per week with one book and notebooks during the course. One unit is taught monthly, besides students have to do a final product about what they learned during the month. The English teacher always motivates students to learn vocabulary with fun activities.

Each English classroom has 30 students of 3<sup>rd</sup> grade. Chairs are comfortable, moreover, classrooms are very colorful and with posters on the wall.

### **3.2 THE STUDY**

This thesis has as objective to demonstrate the effectiveness of using songs, flashcards and stories as resources in some strategies in the vocabulary learning process at kindergarten educational level, that is why a didactic planning was elaborated with different activities related to those resources and/or strategies; moreover, a pre-test, a test and a post- test were applied to know the children's knowledge before, during and after the intervention. Furthermore, each class was observed and taking notes was necessary in order to describe how the students learned the vocabulary with the using of the selected resource or resources in the strategies the teacher worked with. The research question that guided this thesis was: To what extend vocabulary learning strategies enhance English learning in kindergarten children? As part of the qualitative part of this research, an interview was designed and applied at the end of each topic (the topics were about feelings and animals), with the purpose of obtaining information about how students feel during the intervention. Finally, when all the required data was obtained, it was possible to prove the initial hypothesis, whether for children, learning vocabulary through vocabulary learning strategies is more effective than learning vocabulary without vocabulary learning strategies.

### **3.3 METHOD**

The methodology used for this research relies on observing the objective of the study which pretends to demonstrate the effectiveness of using songs and stories as strategies in the vocabulary learning process at kindergarten educational level, thus a quantitative method (Hernández-Sampieri et al, 2006) was required for this descriptive research, although a qualitative instrument was also used to support the objective.

#### **3.3.1 PARTICIPANTS**

This research was carried out in the public kindergarten school called Itzamná. The different instruments were applied to two groups of third grade. These groups were chosen because they shared the two important characteristics: the same academic level and the same previous knowledge, it was this way in order to do a comparison about the results gotten between the two groups. Besides the previous characteristics, each group had 30 students. One of the groups was the experimental group in which the instruments and strategies were applied. The students of the other group studied the same topics but without working with any instrument or strategy to facilitate their learning process. Students were all of them Spanish speakers, without any previous exposure to English and theirs ages were around 5 to 6 years old.

#### **3.3.2 INSTRUMENTS**

Three primary instruments were designed based on Coyne, McCoach, and Kapp (2007) Albaladejo et al. (2018) and Tamayo, Gaviria and Perea (2016) and they were used in this research which are: a pre-test, a test, and a post-test, with the purpose of exploring the children's previous knowledge before, during, and after the application of the instruments, based on two main topics: animals and feelings.

**Table 1**

**List of vocabulary**

Feeling	Animals
Happy	Pig
Sad	Cow
Angry	Rooster
Sleepy	Sheep
Scared	Duck
Surprised	Horse
Shy	Mice
Hungry	Chicken
	Goat

A total of 17 words, eight from the topic of animals and nine from the topic of feelings, were chosen according to the videos of the songs taught to the students. Pre-test, test and post-test was structured by the teacher, that is, every test was different and had different instruction. Pre-test consisted of eight figures expressing an emotion and two response options, test was structured with eight figures with its respective names. The test consisted of eight figures with its respective names. The students had to hear and recognize the word written under the figures and drew the face that corresponds to the written name and the post-test consisted of eight figures expressing a feeling and three response options. On the other hand, pre-test of feeling consisted of nine figures showing animals with its respective name. Students had to match the picture with the word. Furthermore, the test consisted of nine figures of animals, but the animals are repeated several times so in total

there are 19 scrambled pictures. There are nine the instructions to take the exam. Finally, the post-test of animals consisted of nine figures of animals and three response options.

On the other hand, a checklist Salamanca (2019) was semi-structured with the indicators and with the possible answers (yes and no) if the students carried out those activities or not, in addition a column for important comments was added that arise in the sessions. It is important to mention that two checklists were made, one for the songs and the other for the stories, also in each checklist, indicators were added for the flashcards. The importance of the checklist is to analyse if students do activities related to strategies in order to know if they understand instruction about strategies and the target words when they listen to the songs or stories

Regarding the interview method (Hernández-Sampieri et al, 2006), two were structured too, one for the experimental group and the other for the non-experimental group. Furthermore, both interviews were structured by four questions. Moreover, they were conducted in person, the interview was in Spanish because the learners do not understand very well the questions, however it was thought to do the interview in English, but students only understand the specific word. The purpose of the interview was to analyze which strategies (storytelling and songs) the students liked the most

Finally, the classes of two groups, the experimental group and the non-experimental one, were recorded, based on Albaladejo et al. (2018). The information was collected in an observation guide. The purpose of the observations was to find out how students reacted to the resources (flashcards, stories and songs) used in order to know the performance of the students in the different activities carried out.

### **3.3.3 DATA COLLECTION**

Three primary instruments were used with the aim of knowing the knowledge of the students before during and after the intervention. On the other hand, Three different secondary data were gotten as a result of using an interview that consist of relation to learning English such as interest, importance, and motivation for English and which strategies the learners liked the most. Besides, two were carried out, one for the experimental group and the other for the non-experimental group. Both interviews were applied after four weeks of the intervention. Furthermore, both interviews were structured by four questions. Another instrument is observations of student's performance which consist of how students reacted to the strategies (flashcards, stories and songs) in order to know the development of the students in different activities. In the same way, to interpret the qualitative results and to know how to the students learned vocabulary in the different sessions, and how motivated they were by learning with the different strategies.

Finally, a checklist consisted of analyzing students to do activities to know if learners understand the instructions and the target words when they listen songs or stories. Besides, two checklists were made, one for the songs and the other for the stories. These instruments are considered important since they were planned with a specific purpose and since they were limited to obtain specific data.



## **CHAPTER 4**

### **RESULTS AND ANALYSIS**

#### **4.1 EXPERIMENTAL GROUP**

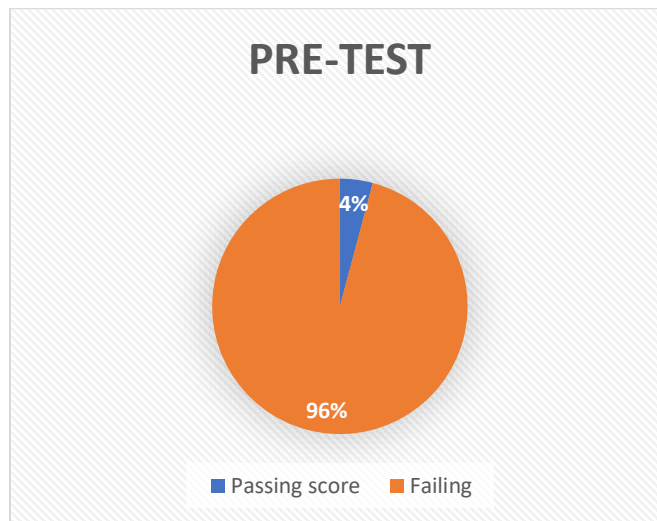
All the tests (pre-test, test, and post-test) in each topic were conducted over a period of 4 weeks. The investigation involved an initial pre-test, a song the first and the second week. The test was applied after two weeks, then a storytelling the third week and a song for the 4<sup>th</sup>. Finally, the post-test was conducted after the four weeks.

#### **4.2 PRE-TEST (TOPIC 1) EXPERIMENTAL GROUP**

To know the level of prior knowledge of the students, a diagnostic test was applied. The test was applied to a group of 24 children. The exam consisted of eight figures expressing an emotion and two response options. Students had to recognize the emotion and choose the option that corresponded to the emotion of the drawing. The result of the diagnostic phase is presented in the following figure.

**Figure 1**

**Pre-test**



Only 4% of students passed the pre-test, but the remaining 96% did not reach the minimum passing grade.

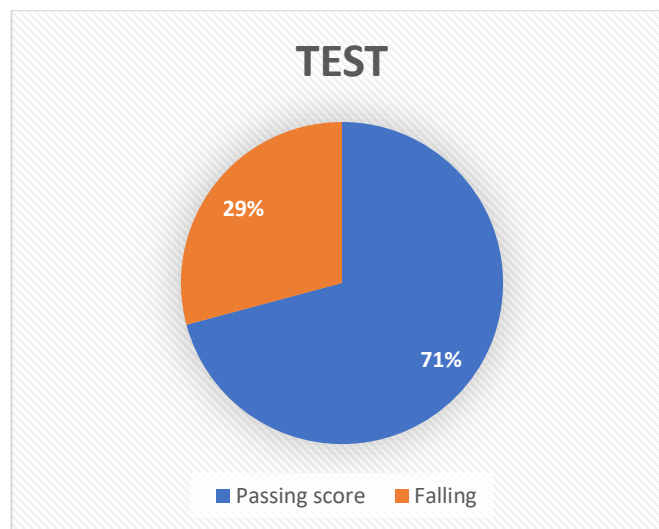
The pre-test data indicated that students had not measurable knowledge of target word meanings prior to receiving the intervention. Results from the pre-test are showed in figure 1.

### 4.3 TEST

To know the level of knowledge of students after two weeks, a test was applied. The test consisted of eight figures with its respective names. The students had to hear and recognize the word written under the figures and drew the face that corresponds to the written name. The results of the test phase was presented in the following figure 2.

**Figure 2**

**Test**



Only 71% of students passed the test, but the remaining 29% did not reach the minimum passing grade.

From analysis, it can be observed that there is a positive change because after two weeks the students got a good grade, due to the strategies (songs and flashcards). These findings were observed on the video recordings and when students were taking the test that children did more than just memorize or associate the words with the pictures as the faces used in the test. However, 29% of students failed the test because it was observed that some children do not do anything even when it was explained to them, they just did not want to do it, moreover, the head teacher said that in her classes they did not do anything as well. It is important to mention that some of them did the

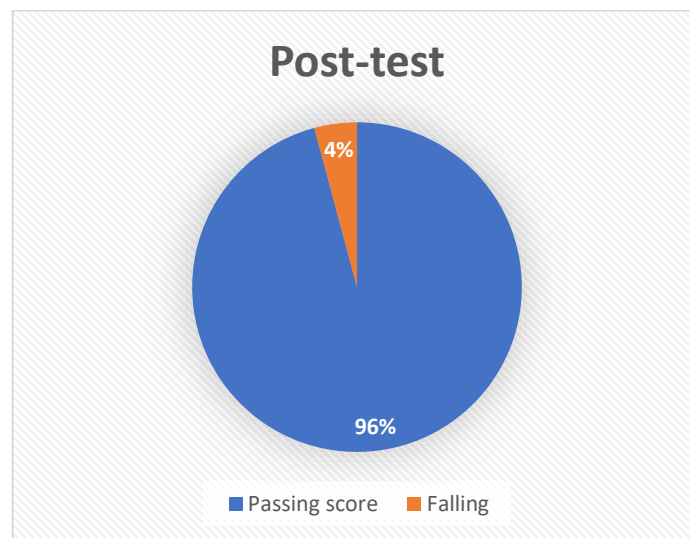
activities with the strategies, but when they listened to the songs and watched the flashcards, they felt excited, however when they saw the test, they looked like a little bored, but that was with only some learners, the rest, they did it very well and without helping.

#### 4.4 POST-TEST

The post-test consisted of eight figures expressing a feeling and three response options. Students had to hear the word that was said by the teacher and they had to choose the option that corresponded to the word. The result of the post-test is showed in the following figure 3.

**Figure 3**

**Post-test**



Only 96% of students passed the post-test, but the remaining 4% did not reach the minimum passing grade.

The average score in the post-test indicated that students did learn the words taught using strategies (songs, storytelling, and flashcards) for four weeks. It was observed that when students were taking the last test it was easier, because when they listened to the vocabulary in order to circle the answer, they circled the word very quickly, however some learners were confused with

the word and the picture, specially with the word ANGRY, because they confused it with the word HUNGRY. Another very important observation on the post-test was that 96% of students learn vocabulary by using the strategies as an intentional learning proposed by Hatch and Brown (1995).

#### **4.5 CHECKLIST**

Salamanca (2019) says that the use of a checklist provides a systematic verification of what is doing, such as the activities, task, or conformities. In addition, Salamanca (2019) also says that the tasks to which the items in the checklist are referred to, they appear sequentially according to the order in which they must develop, so the checklist also help ensure that no steps or activities are missed to be carried out.

The purpose of this checklist is to analyse if students do activities related to strategies in order to know if they understand instruction about strategies and the target words when they listen to the songs or stories. Due to the fact that there were some indicators to evaluate the students on whether they carried out certain activities with the strategies, a checklist was made with the indicators and with the possible answers (yes and no) if the students carried out those activities or not, in addition a column for important comments was added that arise in the sessions. It is important to mention that two checklists were made, one for the songs and the other for the stories, also in each checklist, indicators were added for the flashcards. At the end of the data collection, the data was taken to obtain the percentage of each indicator. Results from the checklist are showed in table 2.

**Table 2****Percentage of students who carried out the indicators with the strategies (song).**

Indicator	Yes	No	Sometimes
The teacher shows strategies to the students (songs, storytelling and flashcards).	100%	0%	0%
The students understand the teacher's instruction when he/she shows the strategies.	67%	0%	33%
The students make movement according to what they watch in the videos on the songs.	56%	11%	33%
The students sing according to what they watch in the videos on the song.	22%	11%	67%
The students repeat the vocabulary when listening the videos on the song.	78%	0%	22%
The students repeat the vocabulary when teacher shows the flashcards with its respective name.	89%	0%	11%

Note: This table shows that how the percentage changes depending on the activities carried out with the strategy (song) in the intervention.

The table 2 showed that the teacher always showed students the strategies every session, however the 67% of students understand the teacher's instruction, but the 33% of students sometimes understand the instruction because of the strategies, due to students got distracted with their classmate or they slept because it is the first class in the morning. Moreover, the 56% of learners moved according to the videos on the song, but 11% of students did not move, due to some of them find it difficult to move according to the song because the movements were a bit fast or because they did not want to. It was observed that some of them did not move because of they were tired after the recess. Meanwhile 33% of learners sometimes do movement with the videos on the song. On the other hand, 22% of students sang according to the videos on the songs, but 11% of them did not sing because it was noticed that students were a bit bored, and because they were sleepy in the mornings. 67% of the students sometimes sang the song. The table shows that 78% of learners repeated the vocabulary when they listened to the songs, due to it was observed that they learned the vocabulary during the 4 weeks of intervention, and they just listened to the word and repeated it and they continued to sing the rest of the song. However, 22% of the learners sometimes repeated the vocabulary. Finally, the 89% of the students repeated the vocabulary when the flashcards are showed by them, it was observed that learner's attention was caught by flashcards because of the images, colours and letters and, after they started to say "*una carita triste*" in Spanish, it was told them "it is a sad face", so that they said sad face. However, 11% of the students sometimes repeated the vocabulary when it was showed to them the flashcards during the 4 weeks.

**Table 3**

**Percentage of students who carried out the indicators with the strategies (stories).**

Indicator	Yes	No	Sometimes
The teacher shows strategies to the students (songs, storytelling and flashcards).	100%	0%	0%
The students pay attention to the story.	67%	33%	0%
The students understand the teacher's instruction when he/she shows the strategies	100%	0%	0%
The students understand when the teacher tells the story with pictures.	67%	33%	0%
The students ask questions about the story.	100%	0%	0%
The students repeat the vocabulary when teacher	100%	0%	0%

Note: this table shows that how the percentage changes depending on the activities with the storytelling carried out in the intervention.

According to the table 3, 100% of the strategies were showed to the students, but 33% of the learners paid attention to the story; this is due to one session was after recess and they got a little bit uneasy, and consequently students did not pay attention. However, 67% of students paid attention because it observed that students got excited with the stories with colourful pictures.



Unfortunately, 33% of them did not understand when it was told them the story because as it was said before, one session was after recess. Conversely, 67% understood the story with images. Besides, 100% of learners asked about what happened in each part of storytelling. However, it was a good idea that they asked questions about story, thereby they understand the story in a correct way, obviously with the help of pictures and big letters. Therefore, it was observed that flashcards were caught by students because the flashcards were big with its respective name and it was realized that some of the learners tried to read the name of feeling, also it was noticed that they just seeing the flashcard with the word in English already knew what feeling was in Spanish that is why 100% of students repeated the vocabulary when it was showed to them the flashcards.

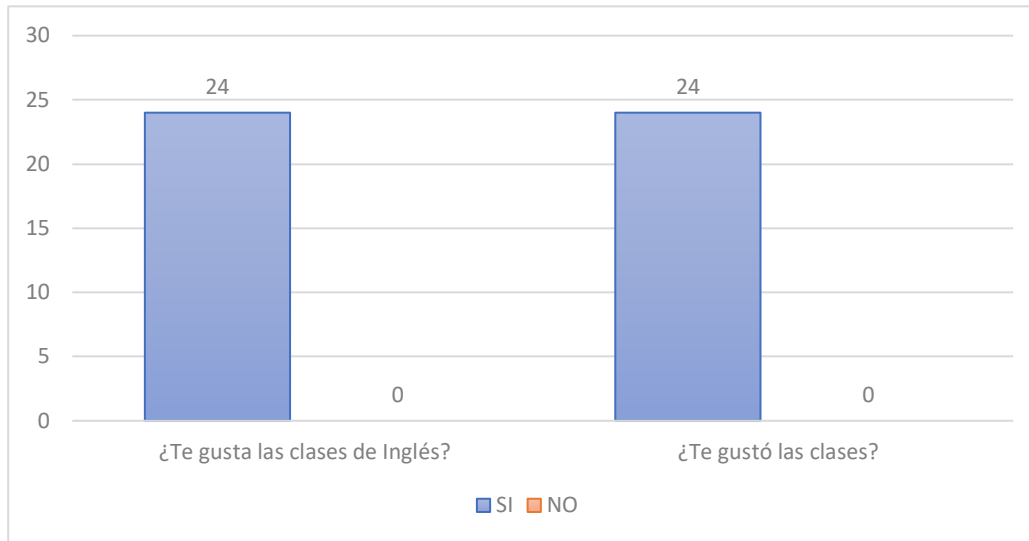
#### **4.6 INTERVIEW**

The purpose of the interview designed by (Hernández-Sampieri et al, 2006) was to analyze which strategies (storytelling and songs) the students liked the most, to obtain the perceptions of the students themselves regarding their English classes and to show how they can learn from the learning process to develop vocabulary in children. Regarding the interview, two were carried out, one for the experimental group and the other for the non-experimental group. Both questionnaires were applied after four weeks of the intervention. Furthermore, both interviews were structured by four questions. Moreover, they were conducted in person. However, considering that the respondents were children it was monitored each interview and verified that they were completed correctly. The interviews were related to learning English such as interest, importance, and motivation for English and which strategies the learners liked the most, see the appendix G and H. The interview was in Spanish because the learners do not understand very well the questions, however it was thought to do the interview in English, but students only understand the specific word such as stories, song, happy and bored, but they do not get the all phrase, that why it was decided to do the interview in Spanish.

The aim of the interview is to find out if the students like to learn English likewise to perceive whether they like the classes or not with the strategies. In the same way to know which strategies they liked more or both and why. Finally, in this questionnaire students were asked if they felt happy or bored during the sessions.

**Figure 4**

**The results of the interview made to the learners about English classes**

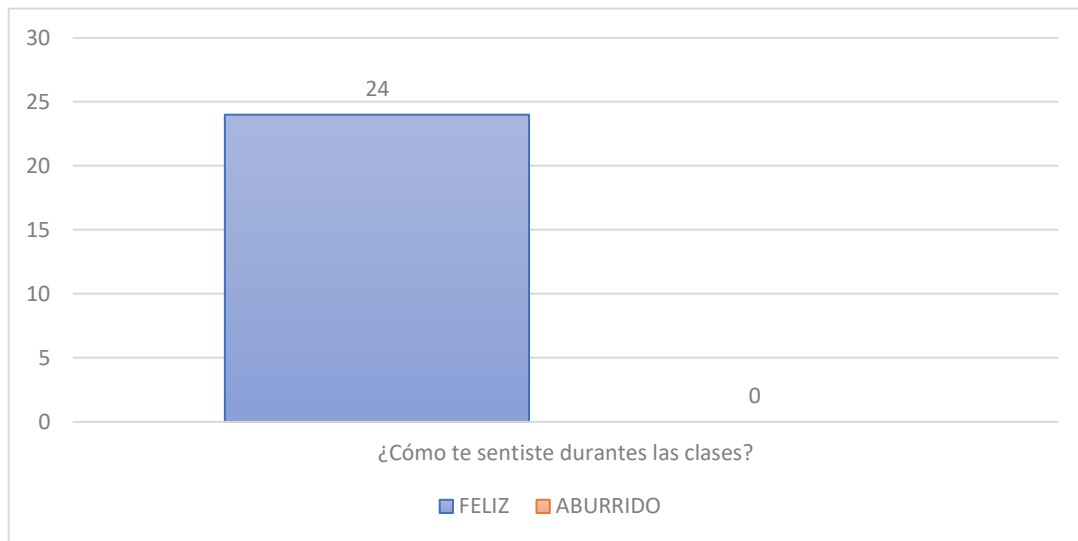


The figure 4 presents the results of the interview made to the learners about English classes without strategies and with strategies. Regarding to the question *¿Te gusta aprender Inglés?* 24 students answered that they liked to learn English in the sessions. Meanwhile, in the second question *¿Te gustó las clases?* the answers showed that 24 of the learners liked the classes of English because the activities and the strategies were a good tool to help students to develop their knowledge about learning vocabulary at the same time they had fun with the strategies.

Figure 5 gives information on how students felt during the intervention and 24 of the learners felt happy, but no one felt bored. In the recordings it was observed that students were always enjoying with the activities, however when one child felt sad or bad, it was asked to students what was going on? Then, they explained, and it was always tried to feel a bit better, and they continued to integrate with their classmate and with the classes.

**Figure 5**

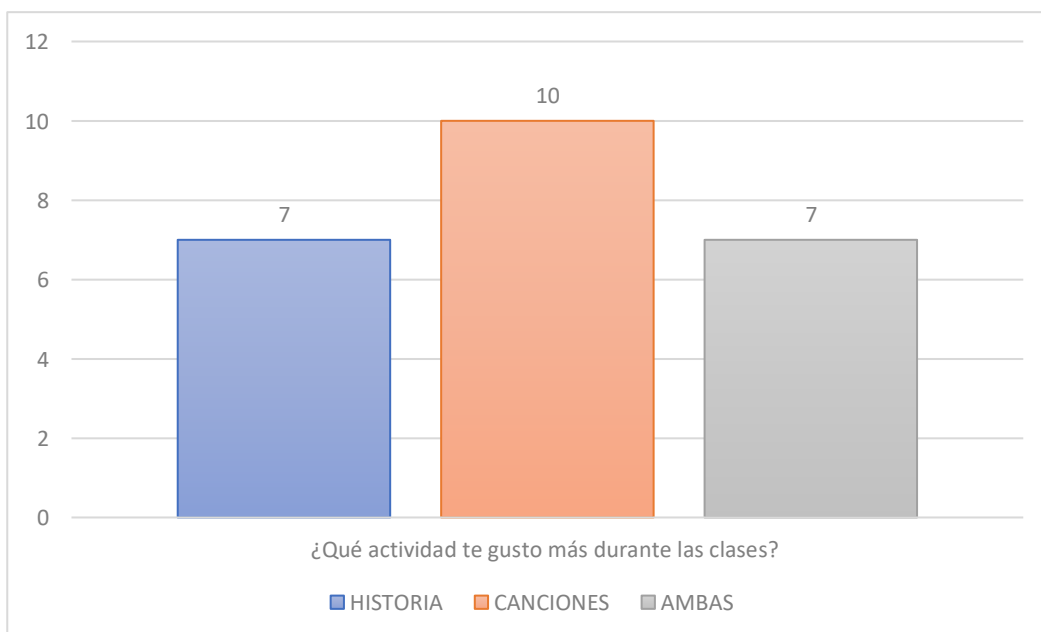
**The results of the interview made to the learners about English classes**



The figure 6 provides information about the storytelling, songs and both were chosen by learner. This question consisted of 3 possible answers and the reason of the interest in the strategy (songs, story, or both). The results of this question are represented in the following graph:

**Figure 6**

**The results of the interview made to the learners about English classes**



The figure 6 showed that ten students liked songs because they liked singing and dancing when listened to the songs in the classes, however, most of the students said that with the songs they learned the words and also learned the songs. One of the ten students said that “I like the song because the teacher plays the song and I like all about it”. Besides, they said that they love to sing together. Summing up, most of students liked doing the activities with the songs because they watched the videos of the songs that contain pictures, name of each vocabulary, sounds and characters that moved according to the song that is why it made students moved according to the song. Another important issue was when they heard the word of the feelings, they repeated the word and make the same facial expression that character does in the video on the songs. Meanwhile, seven learners chose the story, due to their answers were that learners learned and want to learn more English with this strategy (storytelling), moreover three of the seven students said that liked the story and learned the feelings. On the other hand, one student chose the story because she/he liked to hear the stories. Although, an answer caught the attention a lot because that learner expressed spontaneously. Student’s answer was “*Porque la maestra nos cuenta el cuento, vemos el libro y nos muestra muchos dibujos*”. On the other hand, seven students chose storytelling and songs at the same time, this is due to learners said that they were happy with both strategies doing movements and singing according to the lyrics and because some of them liked to read. Overall, in this interview illustrates which strategy was chosen by students, but both of them were interesting for learners and had fun with these strategies, but most of them liked the song and others the storytelling, however seven students liked both.

## **4.7 OBSERVATIONS**

The purpose of the observations was to find out how students reacted to the strategies (flashcards, stories and songs) in order to know the development of the students in different activities. In the same way, to know if students acquire new vocabulary during the implementation of the strategies.

Regarding the qualitative data, it was decided to observe two groups: experimental group and non-experimental group. The information was collected in an observation guide.

## 4.7.1 SONGS

The songs used in this investigation was chosen from traditional and popular songs for teaching English for young learners. Also, the flashcards were done by teacher with images, coloured papers, and colours while the storytelling were selected with stories that already exist, but they were edited with the vocabulary about the animals and feelings.

After applying the pre-test in the first week, the students were intervened by strategies. It is important to mention that all the strategies were joined with different activities and games to have funny classes as long as learners learn. In the first session, it was realized that learners were surprised, and they pay attention when it was showed them the flashcards because when they saw the image they say the name of that image in Spanish, but when it was said the name in English, the learners repeated it in English too. The first video of the song was attractive by them as well; however, they did not dance and sing for the first time and the second time they tried to dance, but they did not sing because they did not know the song at all. After that, children did an activity called hot potato and it was pasted all the flashcard around the classroom, every child who had the ball has to point to the face that it was indicated to them. In this session it was realized that some of them learned the word HAPPY, SAD, ANGRY and SLEEPY. On the other hand, in the second session, it was showed then same video of the song and in this case, the learners move according to the song, but some of them did not sing at all, they just sang when they heard the vocabulary. Then, it wrote the lyrics on the whiteboard and step by step it was showed to them every phrase of it with the flashcards. After, they did an activity where they pasted a face and the name of the face in the wooden stick. Finally, when it was showed the video of the song, they raised their hand with the pictures when they heard the vocabulary of the song. The last session of the first week, it was used market to make lines on the whiteboard according to the song, but it was sung the song without playing the video and students followed the teacher and sang as well. Also, it was showed to them the flashcards when it was mentioned the vocabulary. What it is important in this part is that students move and sing all time. Due to this, after one week the observation of the classes revealed that most students achieved to understand the instructions of the activities with strategies, but sometimes it was had to repeat the instructions with the songs called “If you’re happy” and During the first week, students did not sing the song because they were not familiar with the song, but they make movement according to the song. However, in the last session students moved and sang.

Nonetheless, students repeated some vocabulary such as angry, happy, sleep and sad and they knew what each word means.

The second week another different song called “feeling power pinkfong” was used. Students watched the video of the song twice, but they did not dance and sing, because they were not familiar with the video. After that, it was explained the activity, in this activity, it was played the video so that learners did the activity, and what they had to do is that put the pictures (flashcards) on the envelopes according to the song (the video of the song was played each time students chose a flashcard). The most important issue was that students did not understand the instructions to do the activity, however in the second activity that was to choose a picture about faces, they had to put it into envelopes and it was realized that some of students confused two words ANGRY AND HUNGRY because both words end with the same final sound, but when it was made the angry face and say the name, they know what it is or when it was touched the belly, they know that it was hungry and they repeated the vocabulary as well. On the other hand, some of learners already knew which face they chose, and they produce it. Another very important observation was that students repeated the vocabulary correctly after the teacher. Next session was completely different than previous one, because it was played the video of the song and students totally paid attention; after that, learners were asked: what did you hear? students started to say names and some of them answered correctly, it was showed the video of the song for second time to the students, and the teacher stopped the music when they said the feeling and it was asked to them what did they do when they are happy, sleepy, angry, sad, surprised, hungry, shy and scared? All learners answered in Spanish. The most important issue in the session was that some of learners say one feeling, without helping, they remember all the feelings because they saw the video before the activity. The last session of this week, it was showed the song and flashcards and they said the vocabulary according to the song. This session was for learners to remember the vocabulary watching on the song and flashcards. In the last session learners got instructions when it was showed the strategies, students did not move because the song was a little fast, but they tried it. Another very important observation was that students at the first session did not sing because students were not familiar with the song, in the second session students just repeated the vocabulary and pointed them in the video of the song and sang a little bit. On the contrary, after applying them the test in the week 4, students listened to the last song called “feelings and emotions”. During the week 4, the instructions were explained without explaining them the instruction again, but students

at the first session of the week 4 they did not sing, due to students were not familiar with the song, however in the session 2 and 3 learners sang the phrase where the vocabulary was on the song and repeated all the vocabulary that was taught during the 4 weeks.

#### **4.7.2 STORYTELLING**

On the other hand, after the test the story was told to them. The one called “The Hungry Giant” was implemented in the week 3. It is important to mention that the story was modified, because it was added more vocabulary about the feelings. it had three sessions to apply the activities. Before the story was showed to them, it was decided to show the flashcards them and it was realized that some of vocabulary were learned by learners after 2 weeks of the intervention. After that it was displayed some pictures about the story. Those images were about the protagonists and some important issue of the storytelling and it was started to ask them how the protagonist feel? Next students answered with the specific vocabulary that goes with the protagonist, they knew the feeling in English. In addition, it was asked to learners to draw a circle on the floor when to listen the story, but it was realized that students repeated the vocabulary when it was said words, also they were asked with the same question about how the protagonist feels. The students were interested in the storytelling. The story was told twice because the learners were asked by the teacher. At the end, it had inquired them which feelings they heard in the story, for example a student told teacher ANGRY and they were asked about who was angry in the story? And students said the giant. Meanwhile, in the second session students were asked about the story, the questions were said in English and translated into Spanish because when the teacher asked to them in English, the students did not understand, the teacher realized that students only got the specific word because the learners repeated the same words, that is why the questions were in translated in Spanish in order to students get the questions. Some of them answered correctly in Spanish obviously. After that, it was given the instructions of the activity according to the story, it was given by them some pictures and wooden stick when they finished the activity, it was started to tell them the story again and when it was said the name of the picture, they had to raise their hand with the picture. As a result, some of them raised their hand correctly according to what they heard, but others did not. It was observed that students did not pay attention in the second session because it was after the recess, but after the two more session they paid attention on the activities. To sum up, it was realized that when the teacher told them that the story is going to be read, they looked excited and when it

was started to read some of them repeated some words from the vocabulary in English and Spanish when the story was heard. However, in the second and third session it was asked to them some questions about the story, and they answered just with the words and it was excellent because they remembered how the protagonist felt. On the other hand, it was revealed that students understood the instruction when it was showed the strategy and the activities. The story was told in English and translated in Spanish, due to students sometimes do not understand at all. Moreover, learners asked about the story, and it was answered to them in a correct way to what they understand the story. Another important aspect was that students always repeated the vocabulary when they heard the story or when it was asked to them to repeat after teacher. Finally, in the last session it was showed them pictures and the flashcards so that they remember the story without telling the story again, it was written the storytelling on a strip of paper but not all, but it was had to summarize it and gave them. They had to paste the strip of paper in order with its respective picture, what was important in this part is that learners remembered how the story was at the begging to the end. They received a little help.

### **4.7.3 FLASCARDS**

The flashcards were presented with the songs and storytelling. Due to this, the observations of the classes revealed that flashcards were useful tool to engage students and it is a great way to make learning fun and easy to understand the activities with flashcards. Another important point was that flashcards helped some students to get the meaning of each flashcards. They saw the pictures with its respective name and learned some of vocabulary such as happy, angry, sad and sleepy and when they took the test, they saw the vocabulary under the face and they said, “*es happy, vamos a dibujar la carita happy*”. Owing to this important aspect, students achieved to understand the word of some feelings. On the other hand, after two weeks it was only showed to them the flashcards and they say vocabulary by themselves.

Due to this, the observation of the classes revealed that most of the students say, “the song is very funny because we sing and move”. Another very important observation was that students saw the first video and listened to the song called “if you’re happy”, they moved according to what they saw in the video on the song, but they did not sing because they did not know the song, after listening to the song they were asked to make a circle with their chairs and it was showed to students



the flashcards that were stuck around the classroom, then students were asked where the happy face was and some students point the face correctly, but not all students answered well since it was the first time with the implementation of the strategies. However, it was realized when students started doing the activity with the ball, they responded correctly, but only with the vocabulary “happy, angry, sleepy and sad face.

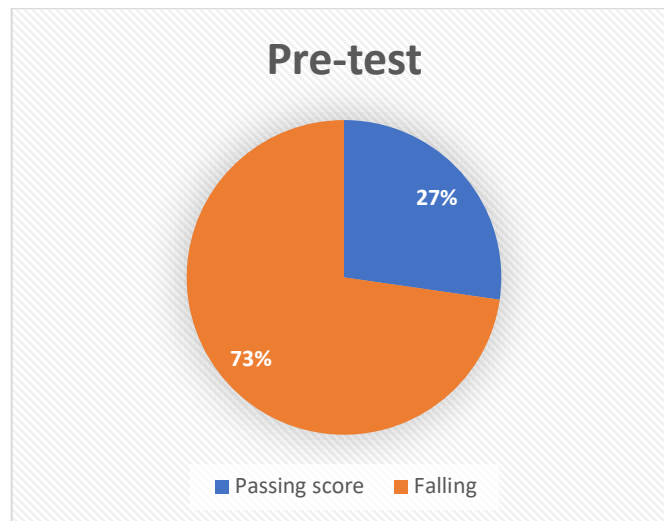
#### **4.8 PRE-TEST (TOPIC 1) NON-EXPERIEMENTAL GROUP**

A pre-test, test, and post-test were applied as in the previous group without strategies, it was like traditional classes, just doing activities and sometimes combining activities with games. It is important to mention that all the tests had the same instructions as in the previous group with the strategies.

In the following figure 7, the data collection indicated that learners had not mensurable knowledge of target words meanings prior to receiving the activities. it was observed that in the video recordings the exam instructions were explained as well as the pictures of the vocabulary on the whiteboard. However, students already had English classes, they knew some vocabulary about different topics, but not in all. In this case, with the topic about feelings, they knew some of them, but students tend to forget the words very quickly, that is why some of learners failed the pre-test, nonetheless the other students passed the exam.

**Figure 7**

**Pre-test**



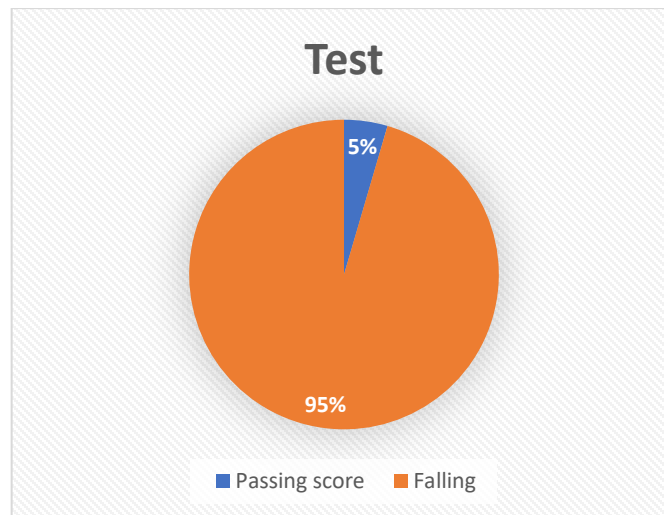
Only 27% of students passed the pre-test, but the remaining 73% did not reach the minimum passing grade.

## **4.9 TEST**

The average scores in the test were significantly lower than the previous one. After two weeks, it was noticed that in the observation students did not remember the vocabulary and they just drew the face that they thought that it was. Furthermore, the attitude of children was one of the principal aspects that made students to get distract in the test, due to some of them saw classmate's answers that is why most of students failed the test and others passed it because according to the recordings they always paid attention to the teacher.

**Figure 8**

**Test**

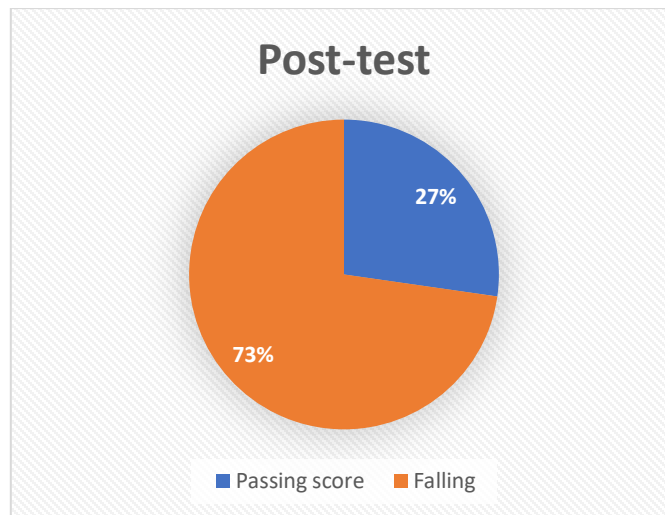


Only 95% of students failed the test, but the remaining 5% reached the minimum passing grade.

#### **4.10 POST-TEST**

It is concluded that there was an increase in the passing scores, but the highest percentage of the learners did not learn the English language with just simple activities such as listening and repeating words without images about the topic, they did not reach the minimum score.

**Figure 9**  
**Post-test**

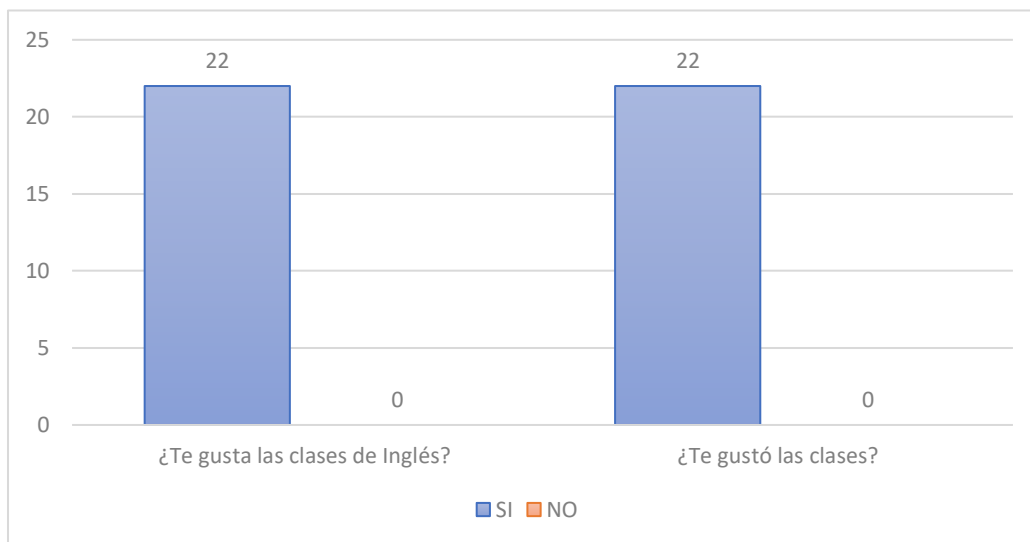


Only 73% of students failed the post-test, but the remaining 27% passed with the minimum passing grade,

#### **4.11 INTERVIEW**

**Figure 10**

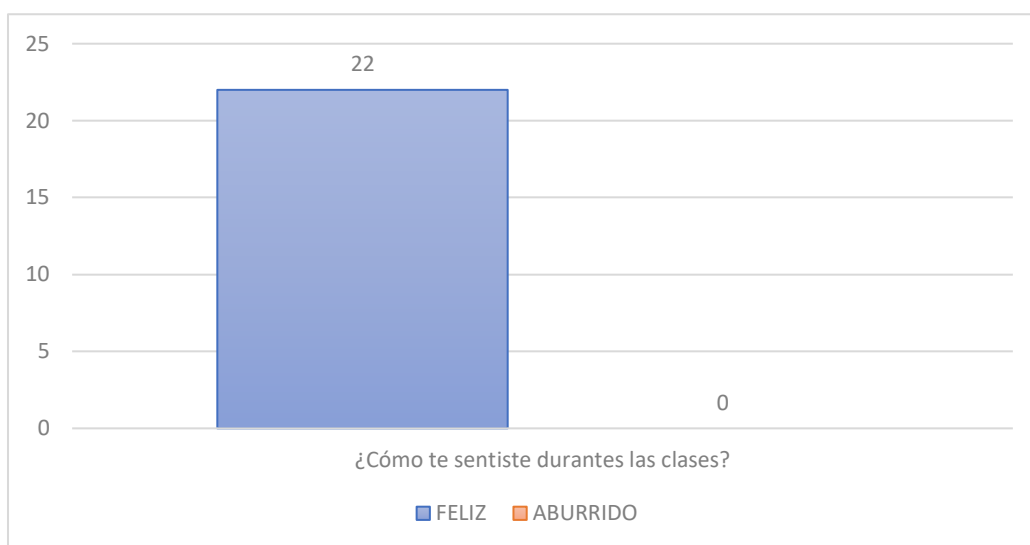
**The results of the interview made to the learners about English classes**



Regarding the figure 10, the question *¿Te gusta la clase de inglés?* and *¿Te gusto las clases?*, the percentage of students who answered that they like their English class quite a lot increased the classes without strategies.

**Figure 11**

**This figure 11 gives information about how students felt during the intervention.**



Meanwhile, in the figure 11, 22 students, in general, most of the answers regarding the question were positive. On the video recordings showed that students feel happy, but sometimes they got distract with their classmates.

**Table 4**

**Number of students who liked different types of activities.**

Item	Hot potato	Dice	Broken phone	Memory game	Activities on the sheet	All the games
Total of students	11	7	2	3	1	1

Note: This table shows the numbers of students who liked to do activities during the intervention without the strategies.

On the other hand, in the table 4 *¿Que actividades te gustó más?* The answer “hot potato” and “dice” were the most favoured activities than other ones. In addition, they were also asked why they liked the activity they chose and most of the answers were that all the activities were very fun and because they liked it a lot. However, four students answered that they really learned with the activities on the piece of paper. To emphasize, this question was not the same as the one answered in the experimental group and it had to be changed.

## **4.12 OBSERVATIONS**

The video recordings were currently analyzed initially by the first session. Notes were taken to know the reaction of the students with the traditional classes. It is important to mention that all the tools such as worksheets, activities on the whiteboard, some games, pictures, ball, and dice were used in the classes. After applying the pre-test, the first week with simple activities, it was realized that students had fun in the classes, due to it was implemented games for two days, but with games students confused with the vocabulary (feelings) because it was showed the images and they said another feeling. However, they learned the word happy, angry, and sleepy, but they confused the word angry with the word hungry because both end with the same letters. On the other hand, when they were asked about feelings they answered in Spanish and they said the wrong feeling in Spanish. During the second week, it could be seen that in the classes without strategies the students carried out activities outside the class or did not follow the instructions. In general, learners were listless and at the different time it seemed that they did not mind following the class activities that is why they say the vocabulary in Spanish, but their answers were not correct. To emphasize, after one week, students did not remember the vocabulary in English at the time of the activity and it always had to help and remind them of the vocabulary. After the test, the observation of classroom teaching revealed that most of the students had a regular interest in the class, however it was noted that a large part of learners preferred to do other activities, such as drawing, colouring, taking materials or even playing. Overall, most showed no interest until the teacher caught their attention, nevertheless they confused the vocabulary (feeling) yet. Regarding the last week, students who sat on the front of the class paid attention, because they were the ones who were close to the teacher that the others, on the other hand children were just thinking about fun and play with their classmate

and it was observed that some children did not remember the words (feeling) and some of them could not do the activity.

In this section the process of the intervention was modified, due to the COVID-19 pandemic. The intervention was designed for 4 weeks, that is, a topic is for 4 weeks, however it was only achieved two and half weeks, that is, only one session of the third week with the story and three sessions with the strategy (song) were missing. It could be noticed that in each week there are 3 sessions with each strategy. It was decided to continue with the activities that were needed in the intervention by online classes. But in the same way, there were some modifications in the methodology, so there were only two sessions with the story and two sessions with the song. On the other hand, the last test and the questionnaire were applied, that is, two weeks were enough to obtain the data, but the result were not obtained as a whole, but it is important to mention that at the beginning it was a bit difficult because before all these modifications were applied, it was thought about the disadvantages that could be presented in the intervention, one of them was that the parents did not have the technology at home. Another issue was that it would not have the support of all parents or they were simply adjusting to the new educational normality. Therefore, all these mentioned disadvantages were 100% real since it was not possible to obtain all the data of all students who were in the intervention, however some results were obtained from almost half of the group. At the end, the group's teacher was interviewed, so that if the parents contributed or helped their children in their activities and the answered was negative, the teacher said that some parents did not communicate with her. It should be emphasized that it was insisted to a lot of parents to send the evidence since it is very important in the investigation, however it was received answers from them.



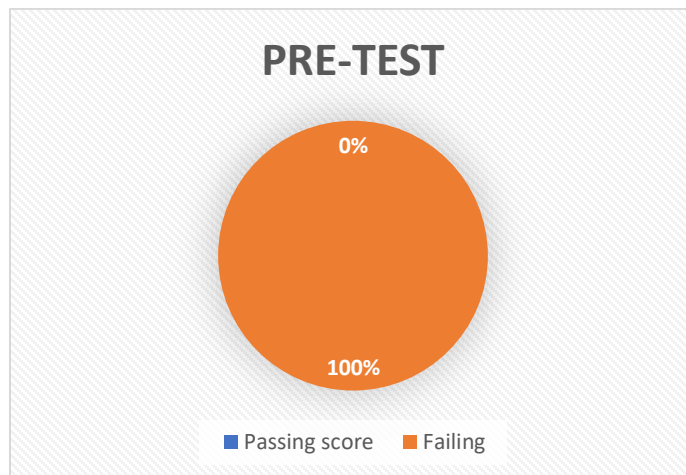
### 4.13 PRE-TEST (TOPIC 2) EXPERIMENTAL GROUP

The test was applied to a group of 24 children. The exam consisted of 9 figures showing animals with its respective name. Students had to match the picture with the word. The result of the pre-test is presented in the following figure 12.

The pre-test data indicated that students had not measurable knowledge of target word meanings prior to receiving the intervention. Descriptive data from the pre-test are displayed in figure 12.

**Figure 12**

**Pre-test**



Only 0% of students passed the pre-test, but the remaining 100% did not reach the minimum passing grade.

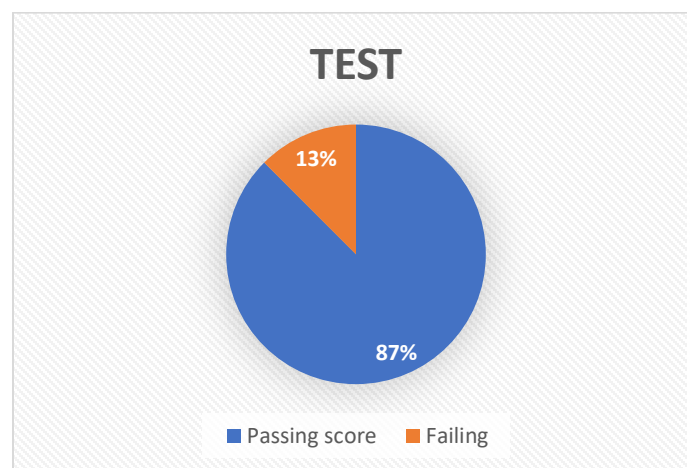
## 4.14 TEST

The test consisted of nine figures of animals, but the animals are repeated several times so in total there are 19 scrambled pictures. The teacher had to read the instructions to take the exam and the students had to color the animals according to the instructions given by the teacher. The result of the test is showed in the following figure 13.

After two weeks, students were tested by the second test and it observed that learners made great progress during the intervention. In the video recordings show that children have a good motivation in each class, due to the topic was attractive and fun for them. Furthermore, from the first class, learners understand the teacher's instructions and always repeat the target words. However, it was very easy to explain the test to the students, due to the instructions were simple for them. They knew what the sentences means in both languages (Spanish and English), for example: COLOR THE PIGS PINK. Students knew the word color, the animal (only the animals that were applied in the intervention) and the color in English that is why when they listen to the instructions, they picked up the color to color the animal. Finally, 13% of students did not pass the test because, as it was mentioned before, some students were bored to do activities because in their home, their parents did not help with their homework.

**Figure 13**

### Test



Only 87% of students passed the test, but the remaining 13% did not reach the minimum passing grade.

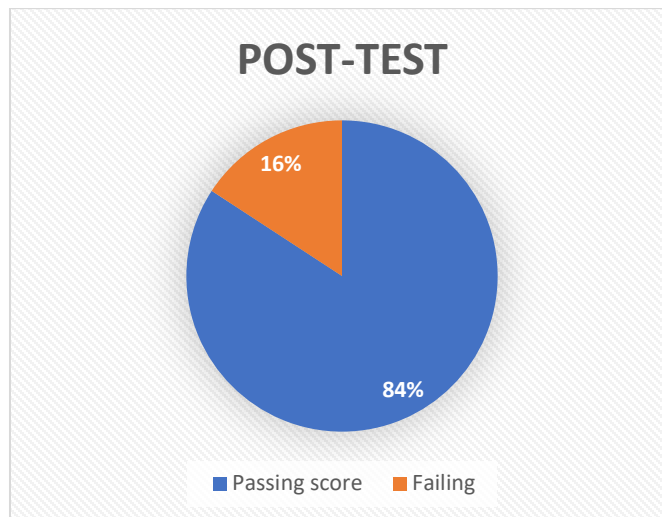
## 4.15 POST-TEST

The post-test consisted of nine figures of animals and three response options. Students had to hear the word that was said by the teacher and they had to choose the option that corresponded to the word. The result of the post-test is showed in the following figure 14.

It is important to mention that this last test was presented for two weeks, that is, not all children participated as it had mentioned before. However, there were 19 learners who participated out of 24 who they were. The way this last exam was that before the application of it, there were two sessions with activities explaining the recordings, it is worth mentioning that it was recorded the sessions using the flashcards and the songs so that only the children could see the recording and do what it was asked to them to do like repeat the vocabulary. In the same way two more sessions were recorded for the parents showing them how to carry out the activities with the children according to the session that was carried out with their students. In other words, four sessions were recorded, two for the learners and two for the parents. Finally, a session was recorded explaining how they will carry out the exam and the interview together with their children. Furthermore, the parents sent the evidence (photos and videos) of their children doing the activities with the songs, flashcards, and the recordings. The evidence helped to know about their learning vocabulary process for two weeks. According to the evidence, most of the students remembered the vocabulary, but there were other children who found it difficult to get some names of animals, however with the songs helped learners to remember some words.

**Figure 14**

**Post-test**



Only 84% of students passed the post-test, but the remaining 16% did not reach the minimum passing grade.

The figure 14 shows that 84% consider that most of 50% passed the test; 16% who failed the test. Even though the sessions were conducted online, it was considered that the students had a positive performance in the activities, since each of evidences (videos) was observed where students took the test, however there were some students who when they chose the possible answer, the parents repeated the instruction again, in this case at the end they told the correct answer, but all those answers were discarded, due to it was only necessary for student to choose the correct one, therefore it was taken as an incorrect answer. Besides, it was observed that parents tried to help to their children to do all the activities.

## 4.16 CHECKLIST

**Table 5**

**Percentage of students who carried out the indicators with the strategies (songs).**

Indicator	Yes	No	Sometimes
The teacher shows strategies to the students (songs, storytelling and flashcards).	100%	0%	0%
The students understand the teacher's instruction when he/she shows the strategies.	14%	0%	86%
The students make movement according to what they watch in the videos on the songs.	50%	37%	13%
The students sing according to what they watch in the videos on the song.	62%	25%	13%
The students repeat the vocabulary when listening the videos on the song.	87%	13%	0%
The students repeat the vocabulary when teacher shows the flashcards with its respective name.	100%	0%	0%

Note: this table shows that how the percentage changes depending on the activities with the songs carried out in the intervention.

In table 5 shows that the teacher always showed the strategies in each session, furthermore 14% of students understand the teacher's instructions, but 86% of learners sometimes get the instructions when strategies are showed. In the application of the instrument for data collection, it shows that 50% made movement according to the song, but less than 40% students move according to what the watch in the videos of the songs directed by teacher and 13% did not move with the songs. Another indicator is that 62% of learner sang according to the videos on the songs the second time they sing the song, however 13% of students sometimes sang, but they sometimes said the vocabulary and rarely say the phrases with the vocabulary. In comparison, 25% did not sing during the intervention. Regarding the next point, 87% repeat the vocabulary when watching the videos, but 13% of learners did not repeat the vocabulary, due to the first class they did not know the target words. Finally, 100% of learners repeat the vocabulary when teacher showed the flashcards with its respective name because it observed that teacher asked them to repeat them, besides, they only said the target words when they saw them.

**Table 6**

**Percentage of students who carried out the indicators with the strategies (stories).**

Indicator	Yes	No	Sometimes
The teacher shows strategies to the students (songs, storytelling and flashcards).	100%	0%	0%
The students pay attention to the story.	100%	0%	0%
The students understand the teacher's instruction when he/she shows the strategies	50%	0%	50%
The students understand when the teacher tells the story with pictures.	50%	0%	50%
The students ask questions about the story.	100%	0%	50%
The students repeat the vocabulary when teacher	100%	0%	0%

Note: this table shows that how the percentage changes depending on the activities with the storytelling carried out in the intervention.

Regarding this table 6, It observed that four indicators obtained a good response. Between yes, no and sometimes, it can be pointed out that 100% of children pay attention to the story, but they only repeated the vocabulary accompanied by the strategies. Three indicators show that 50%

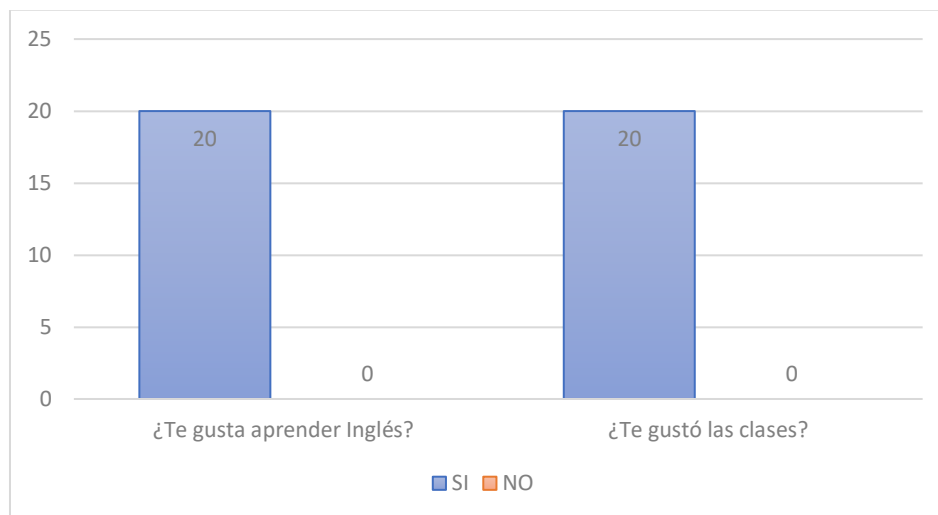
of the learners understood the teacher's instructions, when the teacher tells the story with pictures and they ask question about the story, however the other 50% sometimes understand ask questions about the story.

#### 4.17 INTERVIEW

This interview shows the results made to the students in the classroom about the English classes.

**Figure 15**

**the results of the interview made to the learners about English classes**

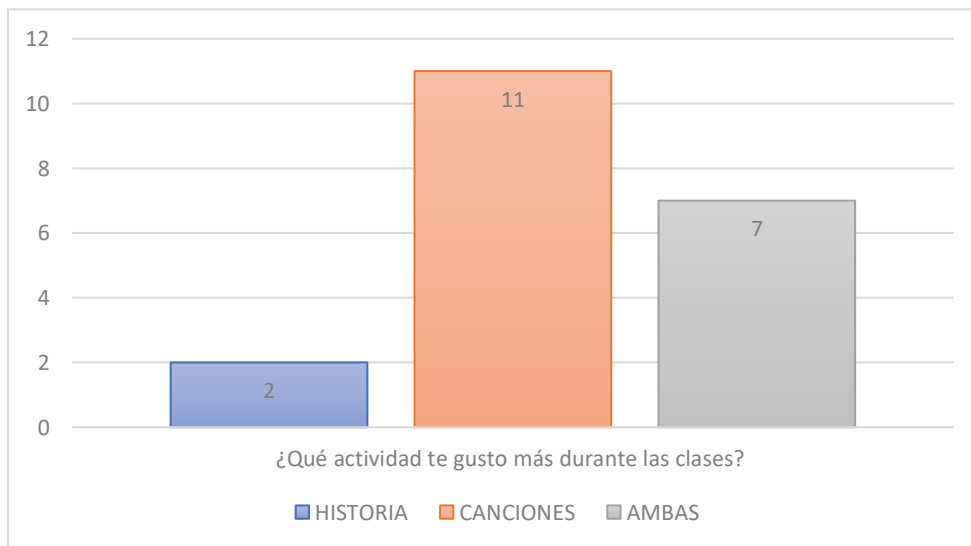


Regarding to the figure 15, the question, *¿Te gusta aprender inglés?* 20 students 'who answered they like their English classes. On the other hand, in relation to the question *¿Te gustó las clases de inglés?* All students like the classes whre the strategies were applied (storytelling, songs, and flashcards). It is important to say that students showed a great motivation to do the activities together.



**Figure 16**

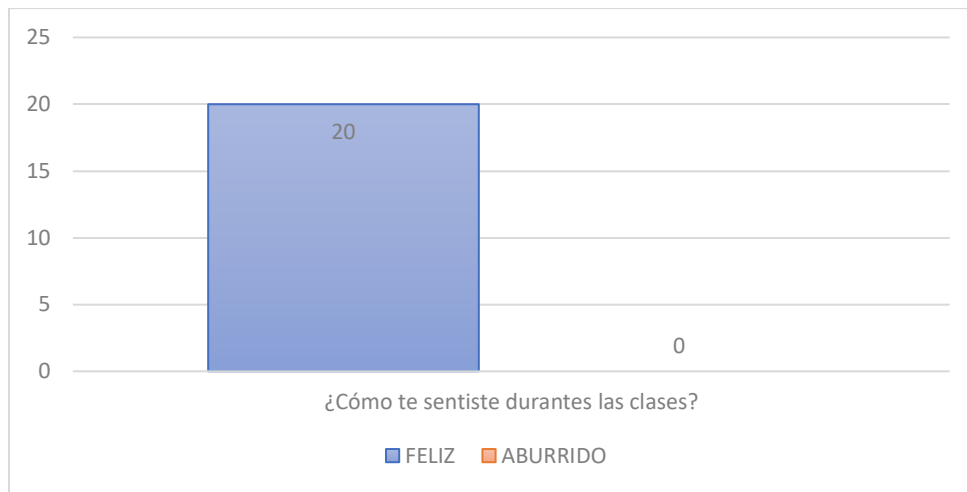
**The results of the interview made to the learners about English classes**



Despite the pandemic, students achieved to remember the strategies and answered the question *¿Qué actividad te gustó más durante las clases?*. This figure 16 describes that 11 students chose the songs. Six students said that they really like the songs, however one learner said that he/she learned English with the song. Two students answered that it was fun and entertained for children. Furthermore, it was said by two children that they liked to sing and dance with the songs of animals. On the other hand, 7 students said that liked both strategies because they were fun. Finally, two learners chose the storytelling because they said that it was beautiful story.

**Figure 17**

**This graph 17 gives information about how students felt during the intervention.**



Regarding this question 20 learners answered that they felt happy with the activities despite finishing the intervention at home, due to the pandemic.

## **4.18 OBSERVATIONS**

### **4.18.1 SONGS**

The application of this instrument for data collection shows that in every session the learners were very active and motivated with the strategy (song). In the first class with the strategy, the song was caught by learners, but they did not sing because it was the first time. When they did the activity with the song, it was surprising because they ordered and pasted the animals in the worksheet according to the song, they did it very well. Next session, all students stood up to follow the mimics that the teacher performed while listening to the song, showing a lot of participation in the activity. The third class was very helpful for children because they were corrected by the teacher all the time about the pronunciation's vocabulary. Then, they did the actions according to the songs and raised their hands their pictures when they heard the vocabulary on the songs. The next class, in this case, students saw a new video about the animals, they just listened to the song so that they

begin to absorb the rhythm, besides the teacher gave encouragement to children with the pronunciation. Moreover, with the song, students tried to tell what the song means from the action, obviously without explaining anything they do not understand. The most important in this session is that learners said which animals sound they heard on the song and which animal they saw in their worksheet. On the other hand, the session six was different, due to the teacher showed the transcript of the song with colors and pictures so that students understand it, furthermore students were engaged with the activity because they had to follow the simple instructions of the teacher, then pasted the picture (animals) on their sheet according to the song. It is important to mention that songs were very attractive by children because they always had fun with each of the activities if the songs are used with each of it. Finally, the last session of this strategy was just with actions and pictures and know if they remember the target words at the beginning of the class, but after that all students participated in the activity, because they pointed the picture (animal) according to the song and what teacher said them.

#### **4.18.2 STORYTELLING**

After two weeks, storytelling was applied. It was called ‘‘a balloon in the farm’’. It is important to mention that the story was modified and added more vocabulary about the animals. It had 2 session to apply the activity with the story. The first session was just to tell the story and show a poster where there was a farm with different animals. At the beginning the teacher started to say which animal was in the poster and children counted the animals. It noticed that children were engaged. But sometimes students were distracted, however the teacher solved with something more exciting to continue with the activity. Regarding the last session, it could be seen that in the class: all learners consulted with the teacher about the activities, went to the front to participated, and were very happy to hear the story and did the activity at the same time. Another important point was that students showed orderly and calm manner all the class, they seemed more excited because of the story. The class environment became cheerful in the activity because children loved drawing, pasting images, listening the story, color, but all of that should be complemented to use the strategy.

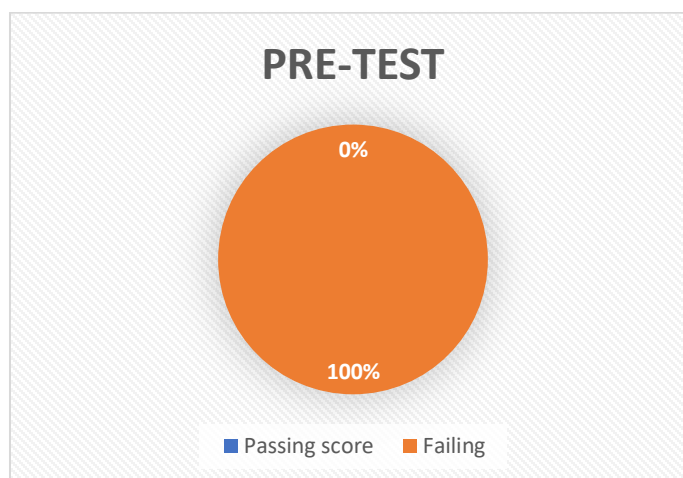
### 4.18.3 FLAHCARDS

Regarding flashcards were used with each strategy (songs and storytelling). In every class the flashcards were seen by children as a tool to learn vocabulary, before introducing the strategy, the flashcards were showed to engage students, but it is important to mention that in the observations revealed that children liked to see the colorful flashcards with its respective picture and name. Additionally, flashcards helped to learners to relate the name of the animal with the picture. Another interesting point is that students love to do an exercise about finding and pointing the flashcards when they hear the vocabulary on the song and the story.

### 4.19 PRE-TEST (TOPIC 2) NON-EXPERIMENTAL GROUP

**Figure 18**

**Pre-test**



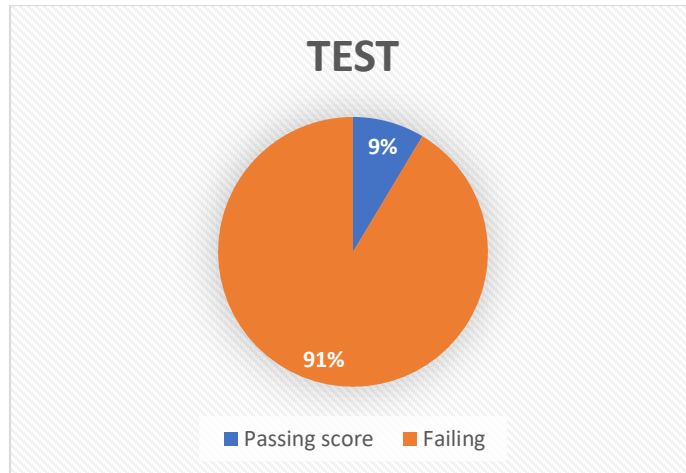
Only 0% of students passed the pre-test, but the remaining 100% did not reach the minimum passing grade.

The data collection indicated that learners had no measurable knowledge of target words meaning prior to receiving the intervention. On average, students were unable to recognize and understand the instructions of pre-test. However, 100% failed the pre-test.

## 4.20 TEST

Figure 19

### Test



Only 9% of students passed the test, but the remaining 91% did not reach the minimum passing grade.

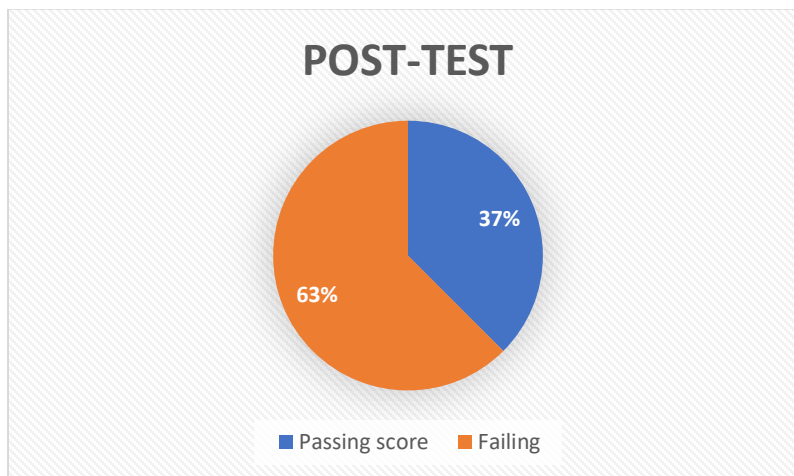
After two weeks the test was applied and 9% passed the test with a minimum score, but 91% failed, these results show that students do not have a good learning with the accomplishment of the activities like a normal class. It observed that on the video recordings students understood the color, but they forgot the name of the animals, only few learners answered 3 instructions correctly.

## 4.21 POST-TEST

In this last test were conducted by the same data collection to previous one, however 16 students were intervened out of 22, due to the COVID-19 pandemic.

**Figure 20**

**Post-test**



Only 37% of students passed the post-test, but the remaining 63% did not reach the minimum passing grade.

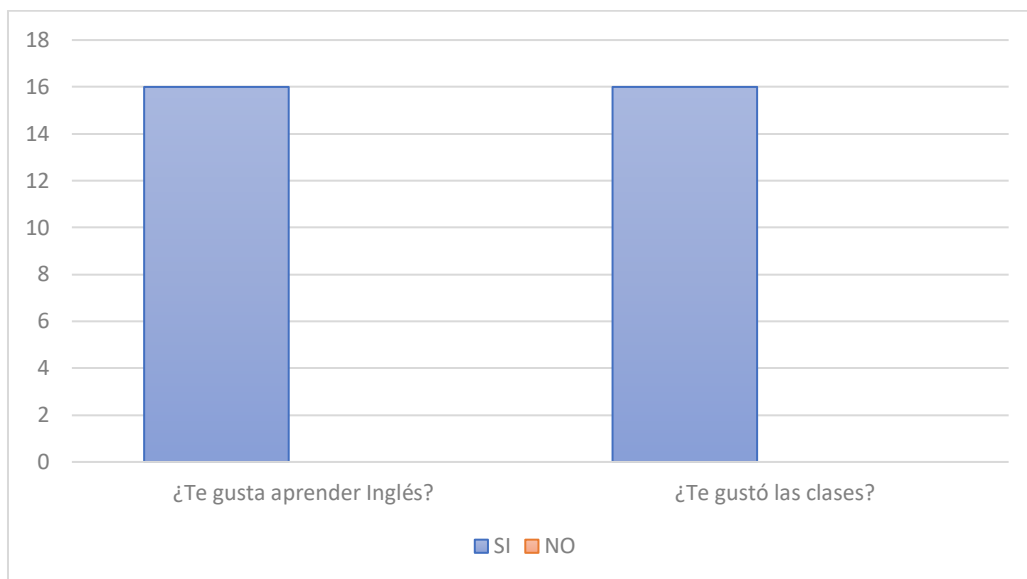
According to the evidence, in the figure 20 some students remember the name of the animals without the strategies that is why 37% passed the post-test in contrast to the test only 9% of students passed, meanwhile 63% failed the post-test. It made a great impression because it increased the percentage of those who passed the exam. It should be emphasized that all the answers made and said by parents were discarded because it was needed to know the knowledge of the children without the strategies, even so some learners had a great achievement.

## 4.22 INTERVIEW

Regarding the figure 21, the question *¿Te gustó aprender inglés?* And *¿Te gustó las clases?*, 16 students said that they liked their English class a lot without strategies. Meanwhile, in the graph 22 students, in general, most of the answers regarding to the question were positive, despite the pandemic.

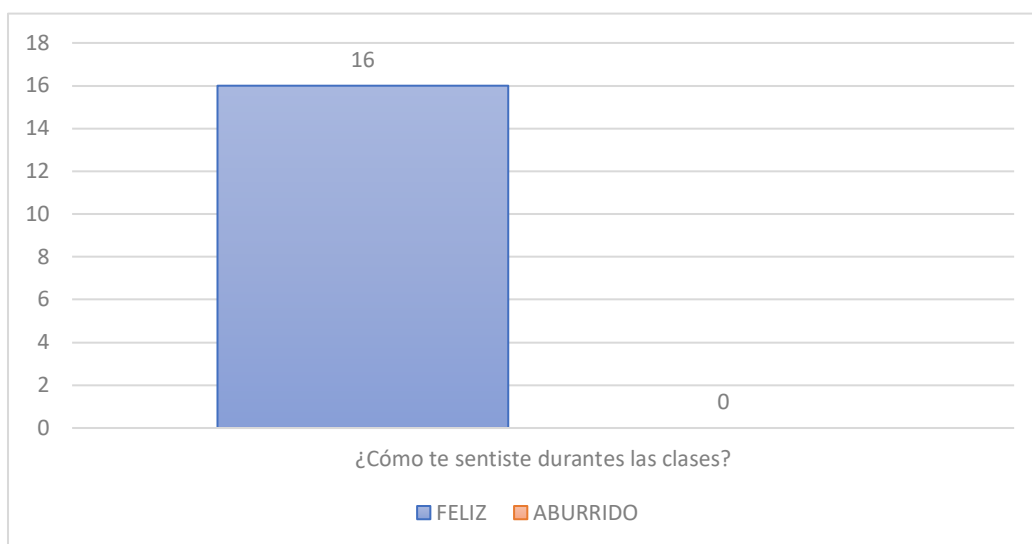
**Figure 21**

**The results of the interview made to the learners about English classes**



**Figure 22**

**This graph 22 gives information about how students felt during the intervention.**



**Table 7**

**Numbers of students who like different types of activities.**

Item	Hot potato	Activities with animals	Activities on the sheet
Total of students	6	8	2

Note: This table show the numbers of students who like to do activities during the intervention without the strategies.

On the other hand, in the table seven, in the question *¿Qué actividades te gustaron más?* The answer “activities with animals” and “hot potato” were the most favored activities than other ones. In addition, they were also asked why they liked the activity they chose and most of the answers were that all the activities were very fun and because they liked it a lot, specially being with their friends. However, two students answered that they really liked to do activities in the piece of paper.



## 4.23 OBSERVATIONS

The video recordings were currently analyzed initially by the first session. Notes were taken to know the reaction of the students with the traditional classes. This process was for three weeks, it is important to mention that all the classes' tools such as worksheets, activities on the whiteboard, some games, pictures, but they were not flashcards, but ball and dice were used in the classes.

Regarding the video recordings, it showed that in the class without strategies sometimes students did the activities, but they did not follow the instructions. During the first week, students did not recognize the name of the vocabulary, due to it was the first time that they saw it, besides learners did not tell the feeling in English, they spoke in Spanish continuously. Furthermore, when it was asked to them to point to the image, some students did not point to the correct answer, they confused a lot and it was to them the correct image. On the other hand, at the second week, some students did not pay attention to the class at all, but it observed that all students liked the activities and games, however they distracted very quickly. The third week, it was observed that students had an advanced in terms of paying attention to the class. They did the activities, but some of them did not remember some animals in English.

## **CHAPTER 5**

### **CONCLUSION**

#### **5.1 CONCLUDING REMARK**

The result of this thesis was conducted with the aim of identifying the effectiveness about how children learn new vocabulary in a second language by using different resources in some strategies in young Spanish learners of the third year of kindergarten. The results provide some evidence, to say that intentional learning through storytelling, flashcards and songs activities offer higher gains, because the students were able to see, hear, and repeat the words from the video, the songs and stories. One of the most important issues that was revealed in the recordings was that the students were more excited and attentive to the classes when the activities were related to two resources, that is, songs with the flashcards or stories with the flashcards, as a teaching resource, It was also revealed that in the experimental group the stories provide a meaningful and understandable context such as the characters and the motivating and attractive events for the students, however these strategies are an opportunity for teachers to use and facilitate them in the teaching of the second language. However, most of the time, students prefer to listen that read. While the songs are considered a useful tool because in the results showed that in the songs the students can improve their pronunciation of the words and because students can understand through gestures during the intervention of the songs, but the results suggest that teachers should be careful when choosing

songs, such as how to present them in class and choosing a short song where students can understand vocabulary or short phrases. In addition, in the results it was revealed that learning is improved with these strategies using kinaesthetic because learners easily remember what they learn by interacting physically. Based on the observations, it has been realized that students like singing and moving according to what they are watching in the videos of the songs and with the association of words with actions, Gass and Selinker (2008) said that while students are moving, they acquire information with repetition and memorization. Furthermore, the results revealed that these strategies are tools that help students learn vocabulary in a very fun way. However, in the aspect of flashcards it was revealed that they are a very useful tool to present vocabulary before using any strategy or during the activity with the strategies and learn target words by using flashcards in the activities. On the other hand, in the non-experimental group were not presented, some students learned the vocabulary, however, it was very difficult for them just to learn with simple work sheets and game, besides, it was noticed that there was not much attention on them in some classes, they were very easily distracted, they could not identify the name of the vocabulary when the images were shown to them, as in the experimental group. Finally, some students learned some vocabulary which means that also without the strategies the students learned the vocabulary.

On the other side, when asking the children what made them want to learn more, it was realized that strategies were preferred by students, which is remarkable since the strategies are positive tools in the learning of a student in a second language, in addition the vocabulary was increased in students and they were more participatory, meanwhile in the non-experimental group the preferred activity HOT-POTATO, but nevertheless there was almost a distraction for them, however in the experimental group the learners seemed very attentive and engaged in the all activities.

The storytelling, songs, and flashcards in English as resources in some strategies allow to create a relaxed and playful environment that facilitates the first contact with the English as a second language for children in the stage of early childhood education. Besides, the teaching of English language through stories, songs and flashcards in English allow the child to perceive learning as a game, as a fun and exciting activity in a natural way, by listening, understanding, and repeating words and phrases. To conclude, the strategies help students to develop the vocabulary learning process at kindergarten educational level, however in the class without the strategies in

the same way it helped less than 50% of the students to learn some words, and with some difficulty, however, it can be said that with or without the strategies, the vocabulary can be learned, but it is suggested that the strategies be applied to have a fun environment and above all that students feel relaxed, participative and excited with strategies.

## **5.2 SUGGESTION FOR FURTHER RESEARCH**

As a result, I suggest teachers to keep motivation by providing students different resources such as songs, storytelling, and flashcards to have effective activities in the classroom. Furthermore, I recommend the use of easy words in the activities, depending on each student' level, so that they don't become bored. Furthermore, it is recommended that learning English is not based solely on the repetition and memorization of words without any strategy in this case songs, stories and flashcards. Finally, taking into consideration the information obtained in this investigation from 3 cycle of kindergarten could investigate other vocabulary learning strategies to take into account as much as possible. Furthermore, there is a possibility to adapt this investigation in other context such as the difference or similitudes between this investigation where it was carried out and his context and also future researcher could take some ideas from this investigation to complement his investigation. Moreover, the use of different activities to practice vocabulary such as games could be considered for children to have fun and have a good environment learning in the classes.

## **5.3 CONTRIBUTIONS**

This research will contribute to the teachers to strengthen their teaching techniques and explore issues such as vocabulary learning strategies with different typologies of songs and stories and the effect of vocabulary growth in kindergarten students.

This thesis will contribute to strengthen the students' knowledge about English as a second language, besides with these different vocabulary learning strategies children can feel motivated to learn new vocabulary through activities they would like, due to the children are very active and tend to get bored when teachers' strategies are not enjoyable for them.

## **5.4 LIMITATIONS OF THE INVESTIGATION**

During the investigation there were some main limitations. The first limitation emerged during the intervention was that there was already an English teacher in the public school and in order not to add another session of English, it was asked the teacher to support to the teacher, but the teacher had a major mishap that he could no longer continue with the applications with the strategies adding one more English session in the week. To face that limitation, it was started recording each session so that at the end of class. It would take notes about each class. The second limitation was the lack of time to explain more details to students about each strategy, but the students had other activities such as physical education and activities with the head teachers, the classes were 50 minutes only, however it should be noted that another session of English had to be added and there was not much time, but the classes were around 40 minutes. The third limitation was that when it was applied the strategies, the teacher told that the students had to rehearse a dance with another group, it had to be in my class because later it was not possible. Finally, COVID-19 pandemic did not allow to finish the investigation that is why there were some adjustments, to the methodology were carry out.

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## **Appendixes**

# Appendix A (pre-test)

## Pre-test

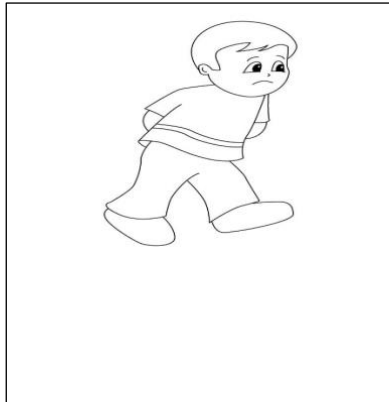
Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Feelings

I. Look at the pictures and circle the correct word according to the feeling.



SAD | HAPPY



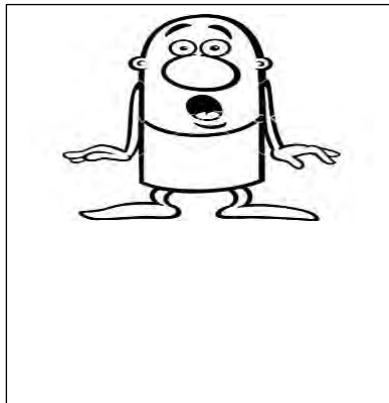
SAD | HUNGRY



SURPRISED | ANGRY



SLEEPY | HAPPY



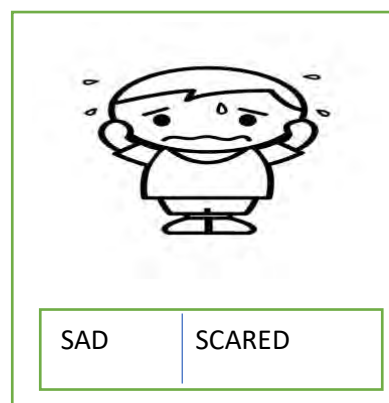
SURPRISED | SCARED



ANGRY | SHY



SCARED | HUNGRY



SAD | SCARED

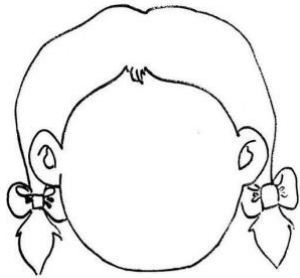
# Appendix B (test)

## Test

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Feelings

I. Look and draw the faces according to its name of each feeling.



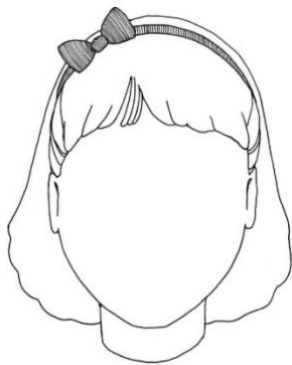
HAPPY



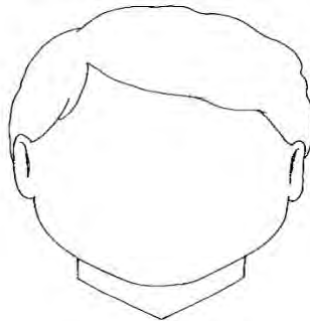
ANGRY



SAD



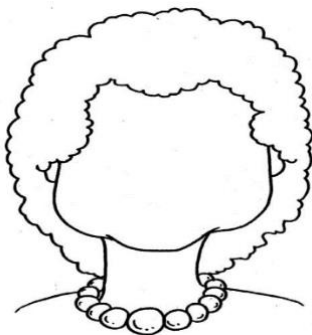
SLEEPY



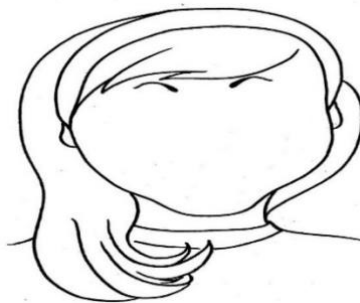
SCARED



SURPRISED



HUNGRY



SHY






















# Appendix C (post-test)

Post-test

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Feeling

Look the word and circle the correct picture with the color red.

SURPRISED			
SCARED			
HAPPY			
SAD			
HUNGRY			
SHY			
ANGRY			

SLEEPY



# Appendix D (pre-test)

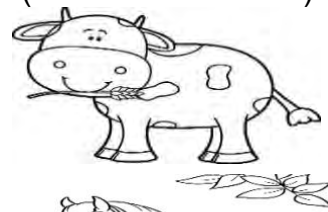
## Pre-test

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Animals

Match the word with the picture. (use different colors)

1. Pig



2. Cow



3. Rooster



4. Sheep



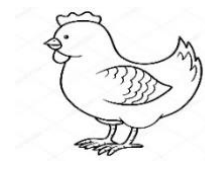
5. Duck



6. Horse



7. Mice



8. Chicken



9. Goat

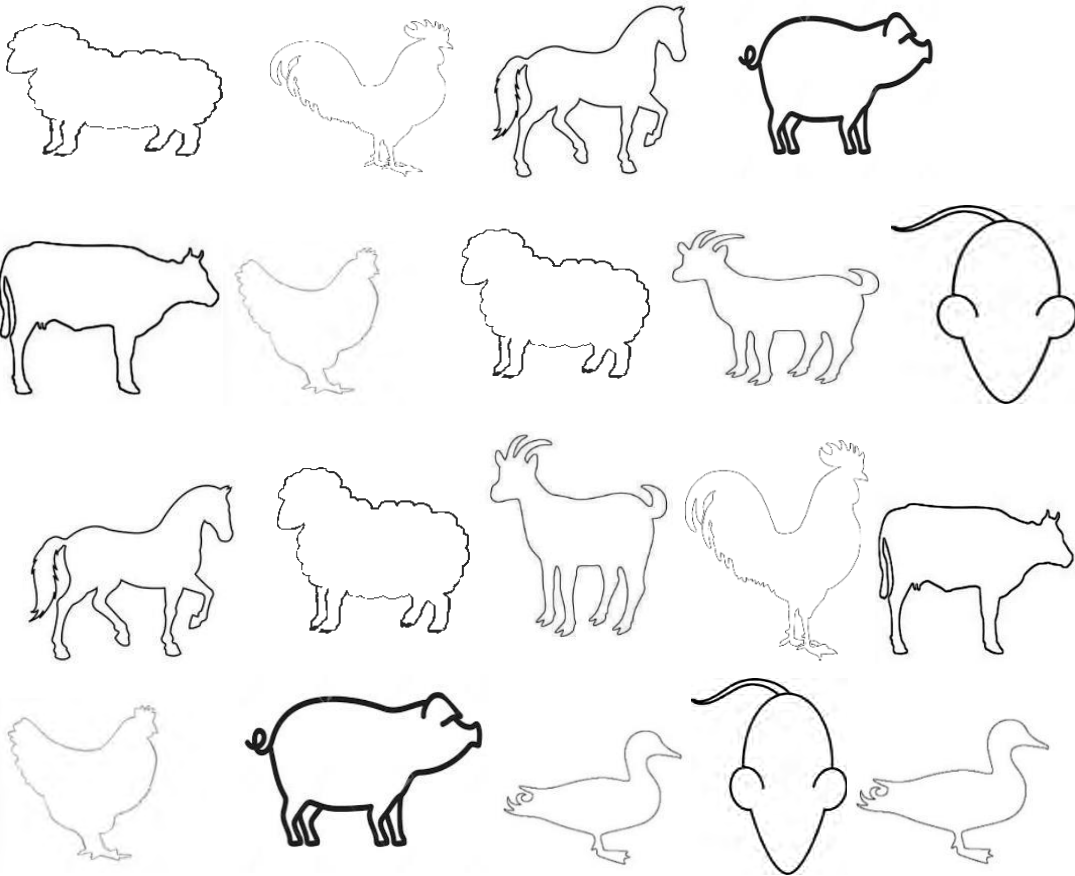
# Appendix E (test)

## Test

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Animals

1. Color the pigs pink
2. Color the cows black and white
3. Color the horses brown
4. Color the sheep white
5. Color the duck yellow
6. Color the mice grey
7. Color the chicken yellow
8. Color the goats brown
9. Color the roosters brown



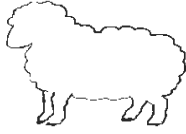

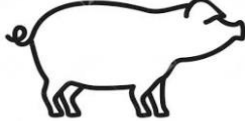
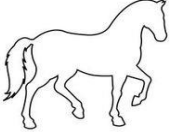
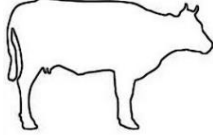

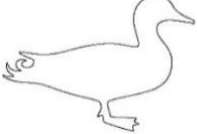
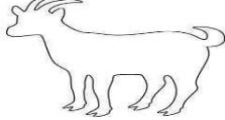


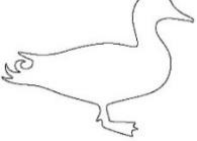
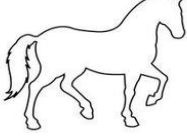


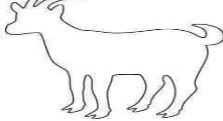




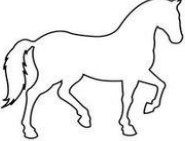
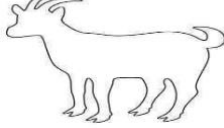
# Appendix F (post-test)

## Post-test

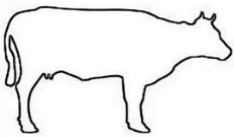

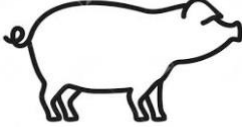


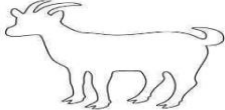
Name: \_\_\_\_\_ Date: \_\_\_\_\_

Animals

I. Look the word and circle the correct picture with the color green.

PIG			
HORSE			
COW			
DUCK			
GOAT			
MICE			
SHEEP			



ROOSTER			
CHICKEN			

## Appendix G

Experimental group

### Interview


Nombre: \_\_\_\_\_ Fecha: \_\_\_\_\_

Escuela: \_\_\_\_\_ Grado: \_\_\_\_\_

1- ¿Te gusta aprender inglés?

- A)  B) 



2- ¿Te gustó las clases?

- A)  B) 

3- ¿Qué actividad te gustó más durante las clases?

- A) Las canciones B) La historia C) Ambas

4- ¿Cómo te sentiste durante las clases?

- A)  Feliz  
B)  Aburrido

## Appendix H

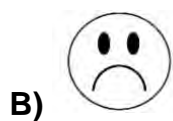
Non-experimental group

### Interview

Nombre: \_\_\_\_\_ Fecha: \_\_\_\_\_

Escuela: \_\_\_\_\_ Grado: \_\_\_\_\_

1- ¿Te gusta aprender inglés?



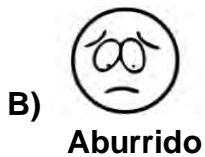
2- ¿Te gustó las clases?



3- ¿Qué actividades te gusto más?

\_\_\_\_\_

4- ¿Cómo te sentiste durante las clases?



## Appendix I

### Checklist (song)

Date: \_\_\_\_\_ time: \_\_\_\_\_ session: \_\_\_\_\_

Topic: \_\_\_\_\_

What happen in the classroom?	Yes	No	Sometimes	comments
The teacher shows strategies to the students (songs, storytelling and flashcards).				
The students understand the teacher's instruction when he shows the strategies.				
The students make movement according to what they watch in the videos on the songs.				
The students sing according to what they watch in the videos on the songs.				
The students repeat the vocabulary when listening the videos on the song.				
The students repeat the vocabulary when teacher show the flashcards with its respective name.				

## Appendix J

### Checklist (storytelling)

Date: \_\_\_\_\_ time: \_\_\_\_\_ session: \_\_\_\_\_

Topic: \_\_\_\_\_

What happen in the classroom?	Yes	No	Sometimes	Comments
The teacher shows strategies to the students (songs, storytelling and flashcards).				
The students pay attention to the story.				
The students understand the teacher's instruction when he shows the strategies.				
The students understand when the teacher tells the story with pictures.				
The students ask questions about the story.				
The students repeat the vocabulary when teacher show the flashcards with its respective name.				
The students repeat the vocabulary when teacher tells the story.				

## **Appendix K**

### Storytelling (Feeling)

#### **A balloon in the farm**

Once upon a time a boy with a balloon went to the farm. It was very windy and the balloon flew away, up up up into the sky. The balloon flew, flew and flew and fell into the cow's corral, the cow hit the balloon with his long tail and the balloon flew, flew, flew away and fell into the pig's corral, the pig kicked the balloon with his strong nose and the balloon flew, flew and flew away and fell into the horse's corral, the horse pushed the balloon with his long legs and the balloon flew, flew and flew away and fell into the chicken's corral, the chicken pushed the balloon with his smooth comb and the balloon flew, flew and flew away and fell into the goat's corral, the goat hit the balloon with his soft hip and the balloon flew, flew and flew away and fell into the sheep corral, the sheep kicked the balloon with his long foot and the balloon flew, flew and flew and fell into the duck's corral and the duck jumped and hit the balloon with his strong bill and the balloon flew, flew and flew and fell into the mice's cage and the mice pushed the balloon with his large tail and the balloon flew, flew and flew and fell into the rooster's corral and the rooster caught the balloon with his claws and oh no!!!! the balloon burst.

## **Appendix L**

Storytelling (animals)

### **The hungry giant**

A giant lives close to a farm. In the morning, the giant is hungry. The giant is hungry. He really needs something to eat. He waves his hands and stamps his feet. "I want my breakfast! Where is my bread? I think I am going to hit my head! Give me a bread, give me my bread.

But suddenly, the giant is lonely and sad. And the farmers say "shh, shh, giant. Don't worry. We will bring your bread in a hurry."

After eating his bread, the giant is thirsty. The giant is angry. He really needs something to drink. He is so angry he cannot think. "I want my breakfast! Where is my milk?!" and the all farmers say shh, shh, giant. Don't worry. We will bring your milk in a hurry."

Then, the cow is here. She is not happy. The giant is surprised and scared. The cow is angry. She stamps her feet. "you did not say thank you. You did not say pleased"

Finally, the giant apologises to all farmers. Now, the giant is really shy and sleepy.