

The effect of Video - Karaoke based lessons and not Video - Karaoke based lessons in the learning of early EFL vocabulary to preschoolers at the Corazonista School

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This research report is the result of my own work and includes nothing that was done in collaboration with others.

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(Signature)

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Abstract

Preschool children need to experiment different ways and tools to learn in order to internalize better the EFL vocabulary. This project which proposes the use of karaoke in the English class to increase students' range of vocabulary was developed in a private School. The teacher designed four lessons, two lesson based on karaoke and two more based on other traditional strategy, in order to compare which proved to be more effective in helping children to achieve the vocabulary class objectives. After doing the triangulation and analyzing the information provided by the data collection instruments – videos, field notes and students' documents – the results showed that both lessons are effective for teaching and learning vocabulary and chunks meaningfully; however, looking towards the change of the students' role for active learners karaoke based lessons are a good tool to engage children for developing skills to learn English while they are getting fun and exploring the language with a high level of motivation.

Key Words: Video Karaoke Lessons, Vocabulary Learning, Student's motivation, Tesacher's performance.

Resumen

Los niños de preescolar necesitan experimentar diferentes formas y herramientas para interiorizar mejor el vocabulario en inglés. Este trabajo investigativo fue desarrollado en un colegio privado de Bogotá, y propone el uso de karaoke en las clases de inglés para incrementar el rango de vocabulario de los estudiantes. El profesor diseño cuatro lecciones, dos lecciones basadas en karaoke y dos basadas en otra estrategia tradicional, para comparar su efectividad en ayudar a los niños a alcanzar los objetivos de vocabulario propuestos. Después de hacer una triangulación y analizar la información proporcionada por los instrumentos de recolección de datos – videos, notas y documentos de los estudiantes- los resultados mostraron ambas fueron efectivas para la enseñanza y aprendizaje de vocabulario significativamente; sin embargo, mirando hacia el cambio del rol de los estudiantes por aprehendientes activos, las lecciones basadas en karaoke son un bueno instrumento para involucrar a los niños en el desarrollo de habilidades para aprender inglés, mientras ellos se divierten y exploran la lengua con un alto nivel de motivación.

Palabras Clave: Lecciones con Video Karaoke, Aprendizaje de Vocabulario, motivación de los estudiantes, Desempeño del profesor.

Chapter 1: Introduction

Statement of the problem

This action research project addresses the fact of helping two groups of preschool children that are studying English for the first time to build a basic range of ELT vocabulary in order to incorporate it in to their communication pattern in class and develop their oral text production. The project also attempts to involve children's technological interests by implementing karaoke and, in that way, children can have different learning experiences that improve their learning process, as stated by Cameron (2001). The groups of children study in a private school located at the north of the city, where English is considered an important subject to learn in order to prepare kids to face their high social level environment challenges. The EFL program offered by the school is intensive; it has a communicative and grammar focus, and uses conventional strategies for teaching languages.

With this background, students' technological interests should be considered when planning different lessons. Therefore, this project is focused on designing lessons by implementing karaoke and not karaoke based lessons, as two different strategies to explore in order to help children build ELT vocabulary for them to get by during the English class demanding, besides to motivate them to learn the new language.

This project offers an opportunity for other teachers to reflect and consider methodologies where technology can be incorporated into the classroom. This can help to provide better learning environments that can improve learner's processes and also teaching performance. Because preschoolers are experiencing a new academic environment, teachers need innovative and motivating strategies that can prepare children for the changing world where we all live in.

Technology is a big part of our changing world, and student's technological interests should be taken in account to keep them interested in the learning process at the school, it is a fact that nowadays learner's interests are focused on exploring what the technological advances offer. Karaoke can be an option to start implementing tech-tools in a traditional school, and music is a way to give them comprehensible input to make meaningful learning (Krashen, 1995), as children need to learn in a meaningful way.

Main Question

How different is the effect that V-K based lessons and not V-K based lessons have in the learning of early EFL vocabulary to preschoolers at the Corazonista School?

Sub questions:

1. Which lessons foster better interaction between teacher and students using the vocabulary learnt?
2. Which lessons prove to be more effective in helping students achieve the vocabulary class objectives?

Objectives

- To assess the effect of V-K based lessons in the improvement of vocabulary of preschoolers.
- To assess the effect of lessons using vocabulary learning strategies different from video karaoke.
- Compare the results of V-K based lessons and lessons based on other vocabulary learning strategies.

Rationale

Preschoolers' performance in the English class is really scarce given that they do not know English at all; they are just beginning to know vocabulary in English for the first time. Due to this fact, they have difficulty to understand what the teacher says and also to communicate basic ideas that allow an interactive class. This is because children in preschool grade at the school are real beginners, specific class work and activities evidenced that their English performance for oral production and understanding need to be developed until they can get a level A1 (false beginners according to the Common European Framework). Therefore, two types of classes were planned, implemented and analyzed in order to assess which of them contributed better to the final goal: technology aided (VK based classes) and non technology based (without VK) classes; both types of classes ruled by communicative approach principles.

Virtual Karaoke Classes were chosen after considering research findings about the contribution of music to learning that were done by researches such as: Guilmartin & Levinowits' (2003) , Deublebeiss (2006) Gupta (2006) and Rengifo (2009). However the reports of these researches are focused on teaching language to adults and other language skills like reading, pronunciation and listening, except Deublebeiss' research that proposed some activities for kids in order for them to foster language retention. Because of that, this project is mostly focused on explore the effects that karaoke can have in teaching children ELT vocabulary as others have shown positive results in their study, which are going to be presented in the next chapter.

Chapter 2: Theoretical Framework

Considering that the topic of study is *the effect of Video - Karaoke based lessons and not video - Karaoke based lessons in the learning of early EFL vocabulary to preschoolers at the Corazonista School*, it is necessary to have a theoretical support on the following constructs: Vocabulary range and quality for kids, the good lessons for kids, learning needs for children, the natural approach, vocabulary acquisition, music in learning language, children learning environment, and content based instruction. Each one of these constructs will be useful to justify what it is expected to demonstrate in this project.

Vocabulary range and quality for kids:

Vocabulary learning is necessary for developing effective communication. The acquisition of vocabulary is time consuming and requires a lot of practice in context, as stated by Kamil and Hiebert (2005) “effective vocabulary instruction is a long-term proposition”, this task has to start as early as possible. For that reason, an appropriate strategy to acquire vocabulary is by applying methodologies that can be meaningful for learners and that help them to develop retention skills. Specifically, using Karaoke (music) to this process with children, they can develop language retention and production as stated by Deublebeiss (2006) in the results of his research.

According to Lewis (1997) vocabulary is better learned with different sets of multi-words that have specific meanings. Vocabulary is composed of “prefabricated chunks which combined produce continuous coherent text” (Lewis, M. 1997); chunks are words and multi-words items that communicate a complete message for example, expressions

such as *good morning, how are you?, what's your name, good, hi, etc.* are multi-words (chunks) that facilitate communication.

Kids need to have a good range of chunks to express basic and clear messages and also to understand specific information. Vocabulary knowledge for children need to be presented in the receptive form, that means, multi-words or chunks that kids can recognize when they **hear or see** them (*e.g. may I go to the bathroom please?, may I come in? or come here*) and that they can use for expressing complete meaning. After that, they can learn the productive form which is the one they use to write or speak.

The use of video karaoke could help to increase learner's receptive vocabulary which is typically larger than productive vocabulary; however, increasing range of vocabulary does not imply productivity. Deublebeiss (2006) reported that "music is a proven teaching tool which fosters language retention and production in young learners"; nevertheless, kids learn by repetition and not always they recognize the meaning, with regard to it, Kamil and Hiebert (2005) argue that kids assign some meaning to those words and chunks, even if they don't know their full definitions and connotations.

To summarize, varied and multifaceted activities for teaching vocabulary to children must be considered and provided in a natural learning context to assure effective instruction and vocabulary acquisition since kids need to establish a core vocabulary as an important step for language learning. According to Cameron (1996), a natural language learning context with extra helps (*e.g. music, videos, movies, etc.*) allow children to better understand what they hear and also to express basic ideas in English since the very

beginning. The range of vocabulary is determined when the teacher manages to “equip learners with a survival kit of core words” (McCarthy, 1990) which is called early vocabulary.

The early vocabulary development promoted in this project is focused on explicit, systematic, receptive, and expressive language training with chunks learned through music, as it is shown in *table 2.1*; this, help children to learn basic vocabulary (words and multi-words with complete meanings) and the association between the lexical representation and the cognitive perception.

LANGUAGE TRAINING	
Explicit	Easily codified and articulated to be transmitted in audio – visual ways.
Systematic	Relevant information (vocabulary and chunks) for learners in order to help them to use the new language.
Receptive	Learners are exposed to new vocabulary by hearing and seeing words.
Expressive	Chunks and new words allow learners to use the language.

Table 2.1. Language training

Good Lessons for Kids: *Teaching and learning strategies:*

Planning is a concern that young learners’ teachers always have. Teachers are always analyzing the children’s behavior during the activities planned to determine if they were successful and if they involved children in the learning process. Sanoff (1988) emphasized that children’s behavior during a specific activity can be described as secondary activities. The activity proposed in a class acts as a stimulus to generate the secondary activities that occur. The learning materials and strategies used in a lesson are

the generators of the children's responses or secondary activities. Due to this fact, when planning lessons for children it is important to consider a variety of options in the learning environment for the different learning styles. From those options, "children can derive positive feelings and self-confidence" (Sanoff, 1988) when learning a language. Furthermore, the development of secondary activities is also relevant to the classroom given that children are engaged during the lessons and interact with others. Samples of those secondary activities are: pasting, cutting, drawing, painting, modeling, singing, etc. In addition, it is important to select appropriate materials to facilitate experiences in which the secondary activities or students responses are directed towards the language learning.

Dörnyei (2001) argues that "the learner's enthusiasm, commitment and persistence are key determinants of success or failure. Indeed, in the vast majority of cases learners with sufficient motivation can achieve a working knowledge of a second language, regardless their language aptitude or other cognitive characteristics. Without sufficient motivation, however, even the brightest learners are unlikely to persist long enough to attain any really useful language". Taking this into account, a good lesson for children includes motivational strategies that allow them to develop positive attitudes towards the learning of the English language. Because of that, Dörnyei (2001) proposes a model of learning motivation in the L2 classroom which is divided in three stages: preactional stage, where choice motivation is a matter of setting goals, forming intentions, and launching actions; then, an actional stage when executive motivation takes place by generating and carrying out subtasks, ongoing appraisal of learners' achievements, and regulating actions; finally, the postactional stage that involves a motivational retrospection that is focused on elaborating standards and strategies, dismissing intentions and further planning.

In summary, these are the five principles to have into consideration for a good lesson for kids, according to **Sanoff** (1988) **Dörnyei** (2001):

1. Organize stages for planning the lesson: preactional stage, actional stage and postactional stage.
2. Provide a variety of options in the learning environment for the different learning styles.
3. Select appropriate materials to facilitate experiences for language learning.
4. Implement secondary activities in the lesson to engage children to interact with others.
5. Include motivational strategies to develop positive attitudes towards the language learning.

The lessons planned for this project are supported with the ideas mentioned above. When designing the lessons the teacher reflected on the class vocabulary goals and its relevance, and also on the strategies used not only to teach vocabulary but also to generate a good environment for learning. The tools were chosen thinking about the quality of the learning experience, the possible influence on the learners' performance and finally, considering that engaging children in the learning process need support in generating self – confidence by giving feedback or praises.

Learning needs for children:

Children at the age of 4 or 5 years start learning English for the first time at the school, they become familiar with the school environment and the academic schedules. At

this age children develop more social skills that allow them to learn, as it is stated by Brown (2007) “the fluency and creativity continues into the school age as children internalize increasingly complex structures, expand their vocabulary, and sharpen communicative skills”. In that way, emphasizing communication within a natural input, with creative methodologies based on vocabulary and chunks allows children to be immersed in a variety of activities that foster interactive communication by using the new vocabulary learnt as they expand it towards oral production.

With this background, for this project it was considered that children need to be regularly presented with new vocabulary and chunks in order to be able to develop communicative skills. In addition, William and Wright (2006) argue that at this level, children need help to get used to the idea of a new language and also to develop a positive attitude towards it, which can be possible by promoting experiences that are familiar to children such as dialogues, songs, and exercises that involve their expectancies and interests.

Briefly, what children need in order to learn vocabulary is to be exposed constantly to new chunks or set of words. This can be possible by providing them with a natural input that allows them to experiment with the new language, developing not only communicative skills but also positive attitudes towards the English language.

The Natural Approach:

The natural approach refers to the unconscious process in which a language is acquired. English language acquisition is different according to the acquirers' ages; those

differences need to be considered when planning activities in order to provide comprehensible input. With young learners it is important to consider activities with “greater emphasis on providing input via games and physical response activities” (Krashen & Terrel, 1995). Deublebeiss’ research (2006) proved that one of the reasons for using karaoke in the classroom is that “music appeals to the affective needs of students, their inner world and feelings”, given that “music is an input which makes its way through the students’ inner filter and helps them learn by appealing to their emotive and social experiences”. Those are characteristics of the natural approach.

Krashen and Terrel (1995) say that children tend to have less ability to learn conscious rules. Their oral production is better developed after an input in which they can experiment a good range of listening comprehension and, where their affective filter is involved, which support the Deublebeiss’ (2006) argument. As kids are natural learners, music is a natural way to expose them to the English language given that kids are early learners and their brain is more concentrated in learning processes (Brown, 2007). Likewise, children as natural learners (Brown, 2007; Krashen and Terrel, 1995; Cameron, 2001) learn better before they are ten years old; besides, if they are exposed to a natural use of language, they can learn better and faster.

Vocabulary Acquisition:

Vocabulary acquisition is a process that involves teaching techniques, learning processes and testing principles. The role of the instructor for presenting the vocabulary should be developed as an active mediator that uses different principles to help learners to learn new words with the correspondent meaning. Thornbury (2002) argues that there are

different sources of vocabulary input; some of them are traditionalists such as the use of vocabulary books, readers, dictionaries and corpora, which are useful for self-directed learners who can acquire vocabulary simply with those tools. However, present new vocabulary for children is a matter of creativity and planning according to the expectations of the course, “by presentation, we mean those pre-planned lesson stages in which learners are taught pre-selected vocabulary items” (Thornbury, 2002)

The acquisition of vocabulary is also an issue related with a mental process in which learners can make a mental connection between meaning and form of the new words. This mental process can be developed when the instructor have in mind the learners’ level to determine the way to help them to acquire new words. Besides, it is necessary to determine what is the objective and the way in which learners can acquire vocabulary, whether for production: oral and writing, or for recognition only: listening and reading (French, 1983; Thornbury, 2002; McCarthy, 1990).

Children need to build ELT vocabulary in order to start acquiring language skills. The vocabulary acquisition in this case, should be measured according to their immediate needs; nevertheless “the number of new words or chunks presented should not overstretch the learner’s capacity to remember them. Nor should the presentation extend so far into the lesson that no time is available to put the words to work” (Thornbury, 2002). What children need mostly at the very beginning of learning English is to recognize vocabulary when listening, for that reason chunks are the best option for them to identify complete messages with little words with complete meaning, in that way, and supported with a good teaching technique, they can better remember.

Finally, vocabulary can be acquired for three different but interrelated processes: labeling (mapping words on to concepts), categorizing skills (classify similar objects with the same name, and differentiate other objects from the one that it is being mentioned), and network building (constructing a complete web of words). Nevertheless, when learning a second language, as children already have the conceptual system and the network associations of their first language, they need to do the complete process to acquire a second language as it is mentioned by Thornbury (2002) “Learning a second language involves both learning a new conceptual system, and constructing a new vocabulary network – a second mental lexicon.” This is also linked with the sequence in which the vocabulary is presented: *meaning first, then form* or *form first, then meaning*.

Music in learning language:

“...There is strong evidence supporting the use of music in the ESL classroom. Language and music are tied together in brain processing by pitch, rhythm and by symmetrical phrasing. Music can help familiarize students with connections and provides a fun way to acquire English.”(Lake, N.D.). Lake (N.D.) also argues that music trains the brain for higher forms of thinking and enhance the learning of a second language, due to the fact that there are several features of Krashen’s hypothesis’ (Brown, D. 2007) relevant to music and language, where music is a natural way to expose the new language to the learners. Three of the most accepted components that music involves are: the affective filter, the monitor model and natural input.

Music programs for young children should focus on creating a rich musical environment where teachers function as guides and facilitators, and where children have opportunities to participate in different ways. Gordon (1987) says that music development benefits from the same kind of strategies that have proven successful in the whole language approach because **music allows *participatory* rather than *performance* orientation**, and it is an alternative to include children who initially resist participation, given that children respond enthusiastically to requests for variations in songs and movements. Besides, as Farrug (2008) argues kids are exposed to a natural way of a language which facilitates its learning, because with music “students will begin to pick up vocabulary and complex expressions they might not otherwise come across. Some songs can be used to teach specific vocabulary...” and also that “rhymes, chants, and songs can help students memorize grammar and vocabulary”.

The implementation of music in language learning proposed in this project is with the use of Karaoke, a web 2.0 tool created in Japan (Rengifo, 2009, taken from Murphey, 1992). Nowadays there are online programs and also software to create Karaoke according to the designer’s needs and the work or activity that is going to be developed applying it in order to help learners to develop language skills. The function of this application is to mute the voice of the original singer and show the lyrics so the participants can listen to the musical instruments while reading the words to sing.

The definition of karaoke given by Mitsui & Hosowaka (1998) is taken from Longman’s English Dictionary (Longman 1995:773) “the activity of singing to recorded music for entertainment” and “a machine that plays recorded music when people can sing

to”. There is another definition according to the *Oxford Dictionary of new words* (1991:172) “a sound system with a prerecorded soundtrack of popular music from which the vocal part has been erased so as to allow an individual to sing along with it”. But this is not the only connotation of karaoke, it is more than a machine or an application to play, due to the technological advances and other cultural aspects in which some meaning of words are changed according to its use, the word **karaoke** has a more comprehensive dimension; it refers not only to the place or the machine but also to the action of singing and **all the activities that singing implies**.

On the other hand, Xun & Tarocco (2007) argue that karaoke is a global phenomenon that involves music with modern technologies. The big advantage of implementing karaoke in the language classroom is that it allows interaction in many social groups; it can be helpful for fostering interaction in the classroom while children are learning the English language. Besides, it is a way to integrate a technological tool in the classroom because it has turned into a serious cognitive exercise and become a subject of training.

The introduction of music in the curriculum shows that including music programs for young children is a playful, fun and motivational strategy for helping children to participate in different ways during a class, with the support of the teacher as a guide and facilitator (Guilmartin & Levinowits’, 2003). Furthermore, as Guilmartin & Levinowits’ (2003) argue, children have a special artistic flow that allows them to be interested in a class where songs are tools for learning, while they develop language skills such as tonal and rhythm competences and learning of chunks and expressions. As children are interested in activities in which they can show how they are learning and where they can participate

spontaneously then, for this project, two different kinds of lessons are implemented in order to know what could happen in terms of teaching and learning process and participators' role: not video karaoke based lessons and video karaoke based lessons.

Summarizing, song-based teaching is based on music and rhythms used in class to prepare children's brain to learn. With this kind of instruction children learn to have more confidence with the language because they are exposed to natural way of language, and they become participants in a process where the teacher is a facilitator. Using karaoke in the classroom is a way to implement the song – based teaching, and it is also a way of involving children' affective filters and fostering social interaction.

Children Learning Environment:

A good learning environment for children is really important when teaching them given that they need not only knowledge but also motivation for learning. for that reason Sanoff (1988) suggests providing children an environment where they can have an integrated development. Children need a positive emotional climate where they can learn to trust others and themselves, it can be developed in the English classes by providing situations where the teacher “builds informal communication channels, verbal and non-verbal, which include adult-to-child and child-to-child” (Sanoff, 1988). Working on activities where children can interact with others favor the acquisition of a language (Brown, 2002); besides, creating supportive adult role “where the adult is the source of comfort, trouble – shooter and has an investment in the children's learning”, children become confident with the learning environment and then, they feel motivated to work on learning a new language.

Children also need to be exposed to different sensory, motor and perceptual experiences which help them to extend modes of general representation of the vocabulary and the chunks (Cameron, 2001). This is why “developing facility with language through words meanings and usage, scope of vocabulary, meaningful verbal communication and expression and mastery of syntax” (Sanoff ,1988), can help children to acquire abilities to organize concepts. In that way, kids can have interactive experiences that allow them to find the support for solving/understanding problems through a selective interpretation of meanings.

The tasks chosen for a class are also a relevant factor when creating a good environment for teaching children. Cameron (2001) argues that the tasks chosen for a class generate the environment for learning depending on the perspectives of learners’ social and cognitive development. In that sense, “Classroom tasks and activities are seen as the environment in which the growth of skills in the foreign language takes place”. In addition, it is necessary to take into account that children are active learners, who try to find meaning and purpose of all the activities that are presented to them.

To summarize, good children learning environment needs a positive and emotional climate where opportunities for communication are as much as possible in order to help them to interact with others. For that reason, it is important to consider and plan different meaningful learning experiences such as activities with specific and motivational tasks.

CBI (content based instruction):

Content Based Instruction (CBI) is a methodology where English as a Foreign Language (EFL) teachers have to design various teaching activities that combine four skills (i.e., speaking, listening, reading, and writing) in order to enhance students' literacy, oral development, and thinking skills positively (Brown, 2001). There are two types of CBI models: Sheltered CBI and Adjunct Model (Master, 1997). The first one is called "sheltered" because learners are given special assistance to help them understand regular classes with specific vocabulary and/or language expressions. The other type of the content-based approach is the adjunct model, in which the emphasis is the teaching of academic subject as well as foreign language skills.

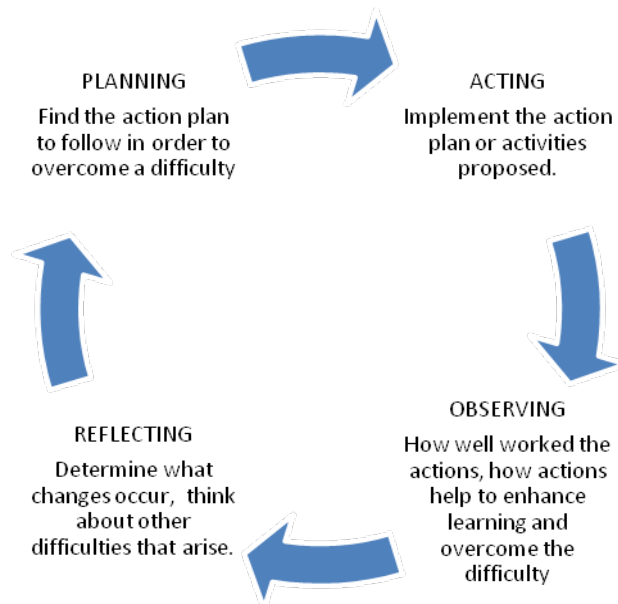
The principal characteristic in which this project is focus on is the design of various activities to increase vocabulary. Because of that, one of the most important features of CBI adjunct model ("integrate a particular content with second language aims and its emphasis is the learning about something rather than learning about language") (Davies, 2003) was not considered. Instead, the *sheltered model* was adopted, due to the fact that the lessons proposed in the study were designed with structured activities that combine the different language skills but that are focused on specific vocabulary or language expressions. Likewise, the activities are planned in lessons that explore different strategies (VK based lesson and Not VK based lessons) and are focused on vocabulary building.

Chapter 3: Research Design

Type of Study

This project was based on the Action Research methodology. As reported by Burns (2003) the aim of action research is to focus on overcoming a difficulty of a specific group in a specific context. Nunan (2006) also argues that this kind of research specially tries to find solutions for a specific situation or a determined problem. I chose to carry out Action Research because this method has the potential to generate genuine and sustained improvements in schools as it is useful in "real" concrete situations.

The process to develop this research is systematic, involves reflection, analysis and discussion. Sagor (2005) proposes four phases to develop an accurate research based on the Action research stages: clarifying the vision, articulating theories, implementing action and collecting data, reflecting and panning informed action. Action research is identified as a cyclical process that can be represented as shown in the next scheme:



*Graphic 3.1. Action Research***Researcher's role**

For this project I assumed the role of teacher – researcher since I was participant and observer. That means, I designed the implementation and the activities for data collection, then I analyzed the information gathered. According to Burns (1999) the participant observer is the person who adopts different levels of active involvement in the research situation, what means that the teacher should observe while also being a participant. This is the best role that a teacher should adopt in order to understand better what happens with the students' behaviors and attitudes (Freeman, 1989).

As observer, I watched and recorded the actions to do evaluation and self-evaluation, and also for doing a further analysis of the pedagogical performance and the materials designed. While as participant, I became a member of the context and was involved during the activities to gather the data. As suggested by Sagor (2005), the teacher should assume the roles of planner, observer, teacher, designer, facilitator, reporter of the findings and conductor or person responsible of the process, giving that the emergent process of action research needs the development of those roles in order for teachers to be innovative, fostering and also to understand learners' performance and behavior.

Context

Corazonista School in Bogotá is a private institution located at the north of the city. The Institute of the Sacred Heart Brothers manages the school, and according to them the principles and patterns for education at the school must be focused on the Christian values. Education is not more than a tool for students to be prepared to face daily necessities and

propose Christian values; this can be done by developing students' cognitive skills, learning techniques and team- work.

The school has its own educative style, the pedagogy of accompaniment. It is an active and creator pedagogy where students can develop as maker of their own education and their own future in a climate of freedom, respect, confidence and exigency. Besides, the school is not only seen as the place with classrooms to teach or learn, the educative action of the Corazonista School is more than the classroom and the academic schedule because there, complementary activities orientated towards the leisure and its utilization are implemented.

Corazonista School is not a bilingual institution, nevertheless English is intensive. There are five classrooms of twenty five (25) students each, and in all of the classrooms, activities planned for this project were carried out, although, only two classrooms were video recorded. Children study English every day for class hours of fifty five minutes; and each group has an extra hour of class one day of the week. English classes are designed to be an opportunity for children to learn the language by interacting with their classmates and the teacher. The methodology to teach English at the school is totally communicative, students in preschool grade must learn the basic structures to communicate easily the main idea of a message, besides they must be able to understand and follow instructions given in English. However, there is not a precise way to say how to do it. The school does not propose a specific method to be used in class either. The academic coordinator revises the program, but every teacher is free to use any method or plan the activities that he or she

considers the best. That is why this project looks for tools that can be used when teaching EFL early vocabulary.

Participants

The targeted population consisted of two groups of twenty five preschool grade students who are aged between 4 and 6. They are studying English for the first time in the school and are real beginners and they take six hours a week of English classes. Preschool is composed of mixed- ability groups and students are in the stage of adaptability to the school environment, because of that, it is important to develop basic skills not only in language and social interaction but also in motor and thinking abilities.



As children are being immersed in a new language learning environment, they need to build a core vocabulary that allows them to cope with the objectives of the English class. Additionally, English lessons attempted to address different learning styles in order to motivate children to learn, and also to be participants during the classes, which can help them to acquire easier the new vocabulary and probably the new language.

Data Collection Instruments

The data collection instruments chosen for carrying out this project are an initial survey, video recordings, students' artifacts and teacher's reflections. An initial **Survey** was used to determine students learning style and based on that the V-K based lessons were designed. **Video – recordings** of the lessons implemented were collected to analyse deeply and reflect on students' responses and also to observe the effects of each one of the lessons. **Teacher's reflections** were written by the teacher to report the observations and the results observed from the implementation of the lessons, and **Students' documents** that are samples of student's work were used to measure leaning outcomes at the end of the class. The next chart describes the validity of each one of the sources of data used in the research:

Source of data	Description	Validity (Mills, G. 2007)
Survey (see appendix C)	Written set of questions to determine factual or attitudinal responses. (Burns, 1999)	Democratic Validity: The different perspectives of the participants were included.
Video recordings	<p>Lesson: Compilation of instructional activities in chronological order. (Sagor, 2000)</p> <p>Recording provides objective records of classroom interaction. (Burns, 1999)</p>	<p>Process Validity: the process was conducted in a dependable and structured way.</p> <p>Theoretical Validity: the detailed description and explanation of the phenomena.</p> <p>Outcome Validity: Record the actions taken to the resolution of the problem.</p>
Teacher's	Descriptions and accounts of observed	Descriptive Validity: Accuracy for

refelctions	events. (Burns, 1999)	describing facts.
Students' Documents	Relevant student's written work to answer the question. (Burns,1999)	Outcome validity: The actions done, helped to solve the problem.

Table 3.1. Sources of data

The previous chart describes important aspects related to the sources of data. Now, to clarify the relevance of the instruments used in terms of pertinence, connection, or applicability for the project, and how they were implemented see the following table

STAGE 1	
Source of data	Relevance
Survey	This survey helped me to determine the learning style of the students, and how they like to learn. Although it was complex and the instructions for them to answer the questions required a great effort from the teacher, it allowed me to conclude that sing – based approach would help them to have fun while they learned early vocabulary, because most of them are kinesthetic and aural.
Video	The videos are about the lesson implementation. The recording is an observational evidence of the event given during the implementation, taking into account student's responses and interaction. Besides it shows the children's style characteristics which help to find the correspondent support to the survey.
Teachers' reflections	They were useful to report the observations of each relevant fact that could help to answer the questions.
Students' Documents	The work sheet carried out at the end of the implementations is useful to find the student's outcome according to what they could learn during the activities proposed in the video – karaoke based lesson.

Table 3.2. Relevance of data, stage 1

Stage 2

Source of data	Relevance
Video	The evidence of each one of the lessons implemented was recorded in videos. Videos are very useful here to describe in detail what happened during each one of the implementation, to read body language, to observe in detail students' performance and responses to the different lessons, and also to find the aspects that allow me making the comparison with more accuracy and factual descriptions.
Teacher's reflections	Relevant reports were done after each one of the implementations. They are pertinent to determine the patterns that support the comparison. Information about the different observation are reported here which allows me remember details that can support the answer for the aim question of the project.
Students' Documents	The students' products were collected, after the implementations students were asked for completing a worksheet following instructions. The purpose of the worksheet was to determine listening understanding and internalization of the vocabulary learned.

Table 3.2. Relevance of data Stage 2

Data collection procedures

There are three stages followed during the implementation of this project to collect the data required for finding the outputs. In each one of these stages some of the instruments were applied as the following explains:

Pre – stage

During the pre-stage I observed my students' performance in the English classes and their attitude towards the activities designed for them to interact with the new language. To report the observations I used "field notes". Then it was necessary to implement a survey in order to find students' learning styles and interests, thus I could support why I chose the song – based teaching approach. The reflections about the survey were reported in the field notes. After the observation I designed the action plan, so I planned the lessons (VK based lessons and not VK based lessons)

While - stage

This is the stage where the lessons designed are implemented. After having a clear idea about the students' profile, the video – karaoke based lessons and not video – karaoke based lessons were developed. It was necessary to find software in which the video-karaoke could be created and also prepare the songs to work with; the program selected was *AV Video Karaoke Maker*. During this important stage some of the instruments for collecting data were used. First, each one of the lessons was implemented and video recorded in order to check in detail the students' responses, attitudes and behaviors in both kind of lessons and then, look for other relevant factors useful for the analysis. Then, some of the students' documents were collected to keep written material of students' work and finally the reflections on the implementations and the observations of the lessons, also descriptions of students and teacher behaviors and attitudes were written in the field notes.

Post – stage

Further observations of the video recordings took place in order to find more detailed information and also to organize all the instruments collected. Besides, Field notes,

videos and observations on the students' documents were revised to determine the different effects that both kinds of lessons implemented during the while – stage could have in students' performance.

Chapter 4: Pedagogical Interventions (action plan) and implementation

Throughout this chapter, it will be described the steps of the action plan designed and implemented in order to solve the problem proposed in this project. Here, there is a further explanation of the pre, while and post stages that had place during the weeks planned for data collection.

Week One

First of all, students were observed to determine needs and/or difficulties during the English classes, in order to determine what they need most for improving their performance during the classes and also for helping them to use the new language.

The next activity of this week was the initial survey. This was done by students answering specific questions in a survey (See Appendix C), for this activity the teacher's instruction was necessary, in order for them to understand and answer what the questions said, given that the questions were written in English. The purpose of the survey was to know the students' learning style and their preferences when learning in order to define the next step for planning the lessons. This survey revealed that students are firstly kinesthetic and aural with a visual tendency (see Appendix D).

After that, with the purpose of increasing children's early vocabulary four lessons were designed according to the parameters mentioned by **Sanoff** (1988) **Dörnyei** (2001). However, two of the lessons were planned without involving technological tools, just by creating activities in which children felt confidence with the class. Meanwhile, the others

two lessons were designed implementing a technological tool (video – karaoke) focused on the song – based approach, which is considered as a natural input for teaching vocabulary.

Finally, in order to design the lessons according to the program established at the school, the class objectives were revised to determine the kind of vocabulary and the chunks to teach. Then, a first lesson was piloted (see Appendix E) This was a mixed class in which activities without video karaoke were worked, and then, in the same class, an activity with karaoke was proposed. For this lesson children were required to participate in tasks such as listening to the teacher and repeat; after that, the class changed and children were required to play the karaoke game with the aim of familiarizing them with the software.

Week Two

During the second week the implementation of the lessons started as training sessions. Children in the group B were trained with a not video karaoke based lesson (Appendix F), while students in group A were trained with a video karaoke based lesson (Appendix G). The aim of the first lessons designed was to learn a chunk for asking someone's name. The teacher used different resources such as puppets, flashcards, and (if it was the case) the video karaoke, as a way of giving children the opportunity to interact with the language and providing them activities where the focus is not only the language but early learning (Vale and Feunteun, 1995). Besides, she followed the next stages for a class: warm up – presentation – practice and assessment. As shown in the next chart:

The group	Lesson	Description
<p>Group A</p> <p>Students: 25 children</p> <p>Learning Style: Aural – visual – Kinesthetic</p> <p>Ages: 5 – 6</p> <p>English level: Beginners.</p> <p>Observation: They are extroverted and they like to participate in any kind of games that are proposed for the classes.</p>	Karaoke based lesson	<p>Warm-up:</p> <p>Children and teacher sang a song to say hello to the class and then they played a game with commands.</p> <p>Presentation:</p> <p>The teacher presented the topic using puppets or flashcards and then the song of the karaoke was introduced. Teacher modeled the activity while children got ready to participate.</p> <p>Practice:</p> <p>Children sang using karaoke. Then, the teacher asked some question about the vocabulary and after children asked and answered the questions of their partners.</p> <p>Assessment:</p> <p>Children were required to ask and answer questions, and then they had to solve the worksheet following the instructions.</p>
<p>Group B</p> <p>Students: 25 children</p> <p>Learning Style: Kinesthetic – aural - visual</p> <p>Ages: 4 – 5 – 6</p> <p>English level: Beginners.</p> <p>Observation: This group is a mixed ability group, children like to participate during the classes with the different activities but some of the students are shy.</p>	NOT karaoke based lessons	<p>Warm- up:</p> <p>Children said hello to the class with a song, the teacher gave them some instructions for them to follow.</p> <p>Presentation:</p> <p>The teacher presented the new vocabulary with puppets and flashcards asking children to listen and repeat.</p> <p>Practice:</p> <p>The teacher asked student by student their names and children were required to use the chunks for answering. The activities were based on listening and repetition practices. Then children participated in role plays in front of the class.</p> <p>Assessment:</p> <p>The teacher gave the instructions to work on the worksheet, children had to complete the task and then answered some questions.</p>

Table 4.1. Implementing the lessons

Week three

During this week we worked some activities proposed in the textbook. This was done for two reasons; the first one to provide students with more vocabulary related to the chunk learnt, and the second one to **observe and reflect** about how much they could learn from the previous lesson. Besides, the activities worked during this week (the ones proposed in the textbook and the workbook), were useful to help children to be more familiar and confident when using the chunks in the classroom.

Week four

During this week the implementation of the second lessons took place. In this lessons children received a new input of vocabulary related to colors and shapes and the chunks “*what is it? It is a...*” as in the first implementation, the group A was taught with video karaoke based lesson (see Appendix H), while group B was taught with a not video karaoke based lesson (see Appendix I). Besides, the lessons were also planed taking into account the steps in a class: warm- up, presentation, practice and assessment, and also considering the different activities that could be the support to solve the problem stated in the project.

After the implementation, activities suggested in the textbook were developed in order to observe and reflect on students’ performance. Those activities were worked in groups while the teacher observed the use of vocabulary. Children were required to participate in role plays and also to play with their partners to ask and answer questions using the chunks and the new vocabulary. Finally, the teacher did a guided interview and

video recorded them using the vocabulary learnt to answer specific information asked by the teacher.

To summarize, the next chart illustrates the steps followed during the implementation of the lessons used in the pedagogical intervention.

Not Video Karaoke based lessons	Video Karaoke based lessons
Objectives	
<p>Students will identify letters of the alphabet in words.</p> <p>Students will ask someone’s name and answer when someone ask.</p> <p>Students will identify vocabulary about geometrical shapes and will learn to use the chunk: what is it? It’s...</p>	<p>Students will identify letters of the alphabet in words.</p> <p>Students will ask someone’s name and answer when someone ask.</p> <p>Students will identify vocabulary about geometrical shapes and will learn to use the chunk: what is it? It’s... is it a...?</p>
Warm up	
<p>Students were required to follow some commands, and then the teacher showed flashcards for students to listen and repeat in order to recover previous vocabulary learned.</p>	<p>Students played with the teacher memory games to recover previous vocabulary learned, and then children were required to follow some commands.</p>
Presentation	
<p>The teacher presented the topic with puppets or using the text guide modeling dialogues using the new vocabulary or the new chunk, and then children were required to repeat after the teacher and answer the questions that the teacher asked.</p>	<p>The teacher used puppets to present the topics and then she modeled the song to work in the video karaoke using the lyric in the text guide or just asking children to listen to the CD in order to encourage children to sing.</p>
Practice	
<p>Students played a memory game where they were required to say the name of the</p>	<p>The teacher modeled the game with video karaoke singing and then children started</p>

<p>object that they saw after the questions that the teacher asked.</p> <p>Students had to work on the text guide and they had to answer questions that the teachers asked according o the things they could see on the text.</p> <p>The teacher asked each one of the students using the new chunk for them to answer with the new vocabulary. e.g. T: is it a square? S: yes, it is.</p>	<p>singing one by one.</p> <p>They sang until they learned the song, after that, they answered some questions from the teacher and they asked others students in the classroom.</p>
Evaluation	
<p>The teacher showed flashcards to each one of the students and she started to elicit information according to the vocabulary or the chunk they worked.</p> <p>The teacher gave instructions for students to ask and answer questions (using the new chunk and the new vocabulary) first with the teacher and then with the other students then they followed specific instructions to work on the worksheet.</p>	<p>Students asked and answered questions using the new chunk and the new vocabulary; they played a role play modeling a dialogue.</p> <p>With flashcards the teacher asked students to answer questions about the object they could see.</p> <p>Children completed the worksheet according to the teacher's instructions.</p>

In general, the lessons were carried out within the schedule established for the English classes at the school, as shown in the timeline (see Appendix J). There were no significant difficulties that interfered with the development of the project; the school provided the necessary academic support and parents authorized the participation of all the students which allowed assembling data in the expected way. Moreover, the reflections and observations done during the implementation of all the stages of the project were recorded in the blog diary.

Chapter 5: Data Analysis and Findings

This chapter explains the data analysis conducted in order to answer the research question: *How different is the effect that V-K based lessons and not V-K based lessons have in the learning of early EFL vocabulary to preschoolers at the Corazonista School?* First, the approaches followed in the analysis are described. Then it is reported the process of coding and categorization. Finally the findings obtained after the whole process of analysis are presented.

Data analysis approach

This project was carried out in a pedagogical setting (with preschoolers), due to this fact it was considered a qualitative analysis. Besides, qualitative analysis allowed in-depth analysis of students' responses, feelings and perceptions as active participants in the research. In addition, with this kind of analysis it is possible to determine how the teacher's role and students' behavior were influenced by the implementation of video karaoke based lessons and not video karaoke based lessons, as well as the impact that the lessons had in vocabulary learning.

The qualitative approach chosen to analyse the gathered data was the method proposed by Strauss and Corbin (1990) the *grounded theory approach*. Strauss and Corbin (1990) propose a procedure that facilitates the analysis of data; they say that the data can be analyzed if it is classified in categories directed towards a theory that is useful to

understand the issues under investigation. However, for this project, the grounded theory approach is used only for analyzing data in a clearer and qualitative way, not with the purpose to propose a new theory. To do so, Strauss and Corbin (1990) propose that once the data is gathered, relevant points have to be labeled in codes that are determined and grouped by similarities. After that, the common patterns of a group define a category which is considered the support for answering the initial question research.

Data analysis procedures

According to Sagor (2005) the analysis of data is easier when the researcher organizes the data in a practical way. For that reason it is important to assemble and organize data in order to clarify information and be specific during the overall process. That is why, I decided to do a combination of the grounded theory with the methodology proposed by Burns (2003) that was adopted to systematize or organize much better the data. Burns (2003) suggests five stages to have more reliable results; these stages were followed in the process of analysis for this project: assembling the data, coding the data, comparing the data, building interpretations and reporting outcomes.

Moreover, the data of the current work was grouped in codes and then in categories as suggested by Strauss and Corbin (1990). The first step followed was to classify the data in groups according to the patterns most emphasized and the most outstanding characteristics; then, it was necessary to organize the categories which allowed establishing comparisons and relationships that gave a general view about the possible answer for the initial question of this project. Therefore, categories led to determine the effect that video

karaoke based lessons, and not video karaoke based lesson could have in the process of building a basic range of ELT vocabulary.

Stage 1: Assembling the data

At this stage all the data collected is joined together in order to start looking for the different patterns (Burns, 2003). These patterns are used to make comparisons and contrasts which allow researcher to perceive similarities that after, are going to be grouped. Besides, Burns (Idem) suggests keeping in mind the research question in order to verify how the data can answer it.

First of all, the information was organized according to the stages of implementation. Then, that information was deeply analyzed and general patterns began to emerge. While the data analysis advanced, more patterns were listed, which initially were related to: students' engagement, students' motivation, teacher's role, language teaching, language learning and interaction with the ICT.

Finally, the reflection process started more deeply in order to determine the most outstanding patterns which could be included or adjusted in categories. These categories are established for a group of similar and repeated patterns. However, the information was revised once again in order to figure out other patterns that probably could be adjusted to the preliminary ones, and in that way, they could become categories.

Stage 2: Coding the data

The process of coding according to Burns (2003) consists in reducing the large amount of data in more manageable categories of concepts, themes or types. In that way codes and categories can be identified according to the explicit patterns generated. The

principal aim of this stage is to reduce data in order to do more relevant and significant interpretations. After identifying the codes, Burns (Idem) suggests grouping and labeling them under categories that can be named with words, events, meaningful phrases found while collecting data or highlighted patterns of behavior.

After a careful analysis of the data gathered many codes or patterns were found which were registered in a matrix with provisional names. The matrix used was useful to be more specific and concise when coding. The information was organized in the matrix with the instruments on the vertical axis and the patterns on the horizontal one, taking into account the occurrences from which the codes were determined.

Stage 3: Comparing the data

According to the recommended by Burns (2003), all the patterns were compared to know if they were repeated on the different instruments. The purpose of this stage was to find hierarchies among the codes and also to establish links between the instruments. However, as the aim of this stage is not to provide further analysis but exhibit and illustrate the data in order to have an overall view of occurrences of the codes or patterns; it was necessary to find the path to show the data in a clear and brief way.

As stated before, a matrix was designed to register the occurrences of codes or patterns presented in the instruments (Videos, worksheets and teacher's reflections). First of all, the two kinds of lessons were compared according to the parameters for a good lesson for kids proposed by **Sanoff** (1988) **Dörnyei** (2001), to determine what did the difference between them and also to identify relevant codes that were useful with respect to the main question of study. Next, the information collected from the instruments after the implementation of the lessons was organized and codified according to the number of

patterns. Those codes were examined to determine the groups that could be framed within categories. These processes of comparison of the lessons and categorization are illustrated in the following charts.

Video Karaoke Based Lessons	Not Video Karaoke based lessons
<p>Organize stages for planning the lesson: preactional stage, actional stage and postactional stage.</p>	
<p>Before planning the objective for each one of the lessons was established.</p> <p>The lessons were designed with activities that were framed within different stages: warm up, presentation, practice and evaluation.</p>	<p>Before planning the objective for each one of the lessons was established.</p> <p>The lessons were designed with activities that were framed within different stages: warm up, presentation, practice and evaluation.</p>
<p>The difference of the lessons is not pinpointed in the planning given that the structure and the organization of the activities is the same. At the school all the lessons must be organized according to these stages, because of that all the lessons are similar with this respect.</p>	
<p>Provide a variety of options in the learning environment for the different learning styles.</p>	
<p>The learning styles considered in these lessons were:</p> <p>Aural Visual Kinesthetic Social</p> <p>Verbal</p>	<p>The learning styles considered in these lessons were:</p> <p>Visual Aural Verbal</p>
<p>Although both kinds of lessons considered different learning styles, VK based lessons involved more than the Not VK based lessons. This is because in VK based lessons children had more opportunities</p>	

to interact while singing and dancing, while in not VK based lessons children observed and listened to the teacher, waiting for instructions.

Select appropriate materials to facilitate experiences for language learning.

VK based lessons were implemented with the next materials: Puppets Flashcards Video- karaoke (Laptop – microphone) Worksheet Tape recorder and CD (music)	The materials used to develop these lessons were: Puppets Textbook Tape recorder and CD (Dialogues) Flashcards Worksheet.
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The idea of planning the lessons was to help children to build a basic range of vocabulary. For that reason, both lessons were designed taking into account materials really useful to fulfill the objective of the classes. However, VK based lessons included an ICT, and technological tools such as laptop and microphone, which is innovative for children at the school. This is a marked difference between the lessons planned since it allowed identifying differences in students’ reactions with respect to the tools used during the lessons.

Implement secondary activities in the lesson to engage children to interact with others.

The lessons implemented secondary activities such as: Listening and repeat. Singing and dancing. Modeling. Asking and answer. Drawing and painting.	The secondary activities implemented in these lessons were: Listening and repeat. Asking and answer. Modeling. Drawing and painting.
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<p>The noticeable difference of the lessons is the implementation of Video Karaoke. The implementation of this tool promoted other secondary activity: singing and dancing, which turned out to be exciting for children and promoted social interaction among them.</p>			
<p>Include motivational strategies to develop positive attitudes towards the language learning.</p>			
<p>VK based lessons included:</p> <p>Games with commands</p> <p>Use of puppets</p> <p>Use of images</p> <p>Memory games</p> <p>Use of ICT (Video Karaoke)</p> <p>Use of music for singing and dancing</p> <p>Role play game</p> <p>Giving prizes (competition)</p> <p>Peer observation and encouragement</p>		<p>Not VK based lessons included:</p> <p>Games with commands</p> <p>Use of puppets</p> <p>Use of images</p> <p>Memory games</p> <p>Use of CD for listening activities</p> <p>Role play game</p> <p>Encouragement to participation</p>	
<p>In spite of having used similar strategies in both types of lessons, the implementation of ICT was an evident difference between them. The use of a laptop and a microphone in the classroom allowed children to display much more varied reactions in terms of motivation and engagement. However, that does not mean that with not VK based lessons children could not develop positive attitudes towards the language.</p>			

Chart 5.1: Comparison of VK based lessons and Not VK based lessons

After the comparison of the lessons designed, the process of codification and categorization is shown in the next chart, with information provided during the implementation.

Instrument/ lesson	Behaviours: Students responses (actions, attitudes, output, etc.)	Coding	New categories	Conceptualization	Conclusions
VIDEOS					
P R E L I M I N A R Y L E S S O N	<p>Students were attentive to the class. Students were quiet. Students repeated what the teacher asked for. Students answered the teacher's questions</p> <p><i>Excerpt # 1:</i> T: with the letter W you can say the next words... ok, pay attention please, window, repeat window//Ss: window//T: W //Ss: W//T: window//Ss: window//T: another word is watch, repeat//Ss: Watch//T: What is this?//Ss: Window//T: And what is this?//Ss: Watch//T: Mariana do you have a watch//S1: -she shows her hand-//T: no you do not have a watch.</p> <p>The teacher elicited information Teacher asked many questions. Children displayed understanding.</p> <p><i>Excerpt # 2.</i> T: what letter is this?//Ss: w//T: what is this?//Ss: window//T: what is this?//Ss: xylophone//T: This is the letter?...//Ss. Z//T: for?//Ss: Zebra//</p> <p>Teacher asked children to sing. Children were timid at the beginning of the</p>	<p>Teacher led participation Teacher talks more than students Directs instruction Seatwork decoding individual words One correct answer is sought, St`s learn mistakes</p> <p>Learning by doing Learning in context Natural learning</p>	<p>Passive learning</p> <p>Engagement</p>	<p>During this preliminary lessons where both strategies were mixed (video karaoke and not video karaoke based lessons) children displayed in the first part that they were receptors of the information given by the teacher and they were waiting for instruction to be participative, what Brown (2007) mentioned as a sign learning that is the production under a stimulus.</p> <p>Then, while implementing the karaoke children were ready to play</p>	<p>With the other teaching strategies implemented in this study student's behavior is teacher dependent. Then production is controlled and children are stimulus dependant.</p> <p>With VK strategies students</p>

	<p>karaoke Children were excited to sing. Children danced while singing. Children laughed. Children sang with their partners. Children shouted when a group finished and they clapped to others. Children shouted saying “me” in order to go to sing. Children were happy during the class. Children were interested and happy to participate in front of the class.</p> <p>Children could describe pictures:</p> <p><i>Excerpt # 3:</i> <i>S1: Juice, and color in orange in the letter g//T: with the letter J no G//S2: This is a bed, red, y letter B//T: ok, with the letter B, very good claps to S2.//</i></p>	<p>Willingness and interest. Learning by doing. Natural production Creating by using the language . Interest for the activity presented</p>		<p>singing and dancing, the activity caught students’ attention and they enjoyed using the new vocabulary describing some pictures. These are secondary activities as a response of the implementation of an activity that involves children affective filters (Sanoff 1983- Cameron 2001)</p>	<p>feel confident to participate without expecting teacher’s stimulus or orders. There is a tendency to produce language in a more natural way</p>
<p>L E S S O N 1 N o t</p>	<p>The teacher gave the instructions and children responded</p> <p><i>Excerpt # 4</i> <i>T: Good Morning//Ss: good Morning//T: please stand up//Ss: they did it...//T:I bring some friends for you..so//S1: ay siempre los que quiero//T: bye bye class//S2: te veo tu cabello//Puppets: hello// Ss: Hello</i> Children kept in silence for a while. Children were attentive. Children were too quiet. Children stayed in their desks waiting for</p>	<p>Teacher lead activities. Too much teacher’s talk. Encouraging children to participate using the language Teacher centered activity.</p>	<p>Teaching focus: passive learning</p>	<p>In this lesson the activities were developed with a complete teacher’s orientation. Students’ participation was restrained for the teacher’s questions or indications. This situation was presented because</p>	<p>With not video karaoke based lessons the teacher tends to be the principal element in the activities proposed and students wait for stimuli or signs to</p>

<p>V K</p>	<p>the teacher question. Children repeated the chunks as teacher asked for:</p> <p><i>Excerpt # 5</i> <i>T: who remember the question that Betty asked Pablo//Ss: They only look at the teacher//T: Ok, I am going to ask you and you are going to answer if your remember... what is your name//S1: Alejandro//T: what is your name//S2: I am ____//T: and if somebody wants to ask you for your name, how is the question?... qué decia Pablo?//Ss: I am//S3: What's your name//T: repeat, what is your name//Ss: what is your name.//</i></p> <p>Children responded to the stimulus of the teacher. The teacher was always in front of the board. The teachers asked each one of the students and they could answer.</p> <p><i>Excerpt # 6</i> <i>T: You are the actors now//S1: hello what are your name//S2: I am Camilo//T: Isa, remember what is your name?//Ss: un niño y una niña... niño, niño...//T: Who wants to pass?//Ss: Camilo, Sebastian, un niño...//T: Ok, Samuel and Sebastian//S1: how is your name//S2: I am//</i> Children played a role play. Teacher asked children to participate.</p>	<p>Teacher led participation. Teacher centered class Giving stimulus to encourage children to participate Being attentive to the class steps. Learning by instruction. Reinforced practice.</p>		<p>the class was teacher – centered and instruction focused (Guilmartin, 2003)</p>	<p>show what they are learning.</p>
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<p>L E S S O N 2 N o t V K</p>	<p>Children became interested when teacher showed flashcards. Children followed the instructions. Children kept quiet until the teacher asked something Children repeated what the teacher asked for:</p> <p><i>Excerpt # 6</i> <i>T: These flashcards are going to show the shapes, repeat after me shapes//Ss. Shapes//T. Shaped like the circle://Ss. Circle//T: Star//Ss. Star//T: she showed the flashcard and student say the name of the object without waiting for the teacher pronunciation//T: square//Ss. Square//T: what is it?//Ss. Square//</i></p> <p>Children listened and repeated Children got bored quickly. Teacher asked each one of them and they answered correctly. Teacher stayed in front of the class. Children stayed waiting for instructions.</p>	<p>Teacher led participation. Students too quiet Teacher centered class seatwork Students respond to a signal Learning by instruction Reinforced practice. Children answer to questions Children keep quiet until instructions</p>	<p>Stimulus response learning: passive learning</p>	<p>During this class students' attention was caught for the images showed. However, the students' responses were generated for the teacher's stimulus. As the teacher was the center of the class, the learners became bored of listening and repeat exercises. There were not secondary activities that involved children in the class and they were signal learners (Brown, 2007)</p>	<p>Not video karaoke based lessons, where students are information receptors, have a tendency to be monotonous.</p>
<p>L E S S O N 3</p>	<p>Children interacted with the puppets Children laughed and shout when something was funny for them. Children were attentive. Children did not wait for the teacher's instruction to participate. Children answered the question that the puppets asked. Children became exited when the teacher</p>	<p>Learning by experience. Learning in a natural way. Principle learning Involve behavior and experience.</p>	<p>Students' involvement: engagement</p>	<p>During this class students were ready to participate because they felt motivated since they saw the puppets. Although they were required</p>	<p>VK based lessons catch students' attention and enthusiasm for interact with the new tools</p>

<p>V K B A S E D</p>	<p>present the karaoke. Children clapped to their partners when they answered correctly. Children shouted excited to participate</p> <p><i>Excerpt #7 (Video session, lesson 4, VK based lesson)</i> <i>T. Who wants to sing//Ss: you...//T: ok, Erika, come here//S1: she laughs and she feels happy//T. take the microphone//S1: she sings...//T: who is the next://Ss. Yo, yo, yo//T: You have to say me, instead of yo//</i></p> <p>Children sang and dance while other was singing. Children raised their hands spontaneously. Children sang all the time after they learnt the song. Children were happy and interested in the activity.</p> <p><i>Excerpt # 8</i> <i>T: who want to sing?//Ss: Yo, yo...//T: ok you//Ss: yo no he pasado (shouting)//T: wait your turn please//S1: Cante, cante, duro...// T: Alejandro// S2: uy Alejandro si lo hace muy duro// Ss: laugh//...//Ss: they speak at the same time// Ss: yo lo hago como Alejandro, el lo canto bien cantado, puedo ir yo?// T: ok...//</i></p> <p>Children became out of control. Children wanted to sing in front of the karaoke.</p>	<p>self- confidence Teacher allows children to participate Willingness</p> <p>Students feel happy and interested to participate. Interest on participating Interests for the activity. Interest on participating. Willingness, Behavior and experience. Presentation of the activity. Peer-observation. Use of language</p>	<p>Positive attitudes towards the activity</p>	<p>to ask questions they did it in a more dynamic way and they were waiting with enthusiasm for the moment in which they could sing with the microphone. One of the ways to motivate children to learn is implementing a natural way of learning with innovative strategies and tools that help them to be part of their learning process as mentioned by Krashen & Terrel (1995)</p>	<p>implemented in a class.</p> <p>Karaoke is an exciting tool for students as they play while learning.</p>
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L E S S O N 4 V K B A S E D	<p>The teacher presents the topic</p> <p>Children displayed knowledge of some words. <i>Excerpt # 9</i> <i>T: Ok class do you remember the colors//Ss. Si, si... yes//T. yes, you have to say yes... (showing the flashcards)//Ss: yellow, blue...//T: do you know the shapes//Ss: shapes?noo// T: for example this is a circle, this a diamond, this a triangle// Ss: (immediately after the teacher) circle, diamond, triangle//S1: Nidis, mira que quiero pasar primero//... T: please help me// all: diamond, oval, square, heart// S1: CIRCLE// all: circle...</i></p> <p>Children were waiting for singing in the karaoke.</p> <p><i>Excerpt #10</i> <i>T: you are going to listen a song//S1: EL MICROFONO, YO, YO //T: No, wait... first...listen to the song//S1: Nidis, Nidis (raising his hand)...</i></p> <p>Children listened and repeated the new vocabulary and chunk Children showed interest for the class</p> <p>Children participated during all the class. <i>Excerpt # 11</i> <i>T: Who wants to come here to sing//Ss: (they raise their hands) yo, yo... (they all</i></p>	<p>Students' expectance and interest for the activity. Interest to participate Learning by doing. Interaction and motivation towards the use of karaoke. Interest for the karaoke and participation. Manipulating tools to learn. enthusiasm to interact with the activity</p> <p>Learning by doing. Fluid and spontaneous participation Learning in a natural way, acting, laughing showing emotion. Use of English language to</p>	<p>Positive attitudes towards the activity.</p> <p>engagement</p>	<p>For this class students were familiar with the activity from the previous lesson and they were excited to start playing with the karaoke. They participated actively saying the new words and displaying knowledge just for skip quickly the previous activities and start singing. They displayed a natural way of learning since they enjoyed singing and dancing and then they used the new vocabulary and the chunk to answer, those are secondary activities promoted by the interest that students felt for the class (Dörney, 2001)</p>	<p>Video karaoke is a motivational strategy that allowed the teacher to make learning stimulating and enjoyable.</p>
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	<p><i>speak at the same time) con el microfono//,S1: no pero yo quiero//T. Juan Felipe//S2: mire asi...//</i></p> <p>Children did not wait for the teacher request to repeat Children were exited and sometimes out of control. Children enjoyed the activity and they sing while dancing. Children clapped their partners after they sang.</p> <p>Children asked partners for information about shapes. <i>Excerpt # 12</i> <i>The teacher provided them flashcards and they asked//S1: Is it a circle?//S2: No, it isn't, triangle//S1: is it a square//S2: si, it isn't//T: si??//S3: it is a rectangle//S3. Is it a circle?//S4: It's a circle//...</i></p> <p>Children interacted with each others.</p>	<p>interact meaningful activities that promotes learning Experiential and participative environment.</p>			
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Instrument/leson	Behaviours: Students responses (actions, attitudes, output, etc.)	Coding	New categories	Conceptualization	Conclusions
STUDENTS' WORKSHEETS					
P R E L	<p>Type of questions: Organizing information and Match and complete Objective: children were required</p>	<p>internalization of the new vocabulary</p>		<p>The activities proposed in this worksheet allowed</p>	

<p>I M I N A R Y L E S S O N</p>	<p>to organize the letter of the alphabet to know if they had learnt it. Then in order to know if they learnt the vocabulary proposed for this class they match the image with the correspondent word.</p> <table border="1" data-bbox="451 446 898 820"> <thead> <tr> <th colspan="2">ACTIVITY 1 Organizing information</th> </tr> <tr> <th>Results</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>96%</td> <td>The students could organize correctly the letters of the alphabet.</td> </tr> <tr> <td>4%</td> <td>The students had incorrect answers for this activity.</td> </tr> </tbody> </table> <table border="1" data-bbox="451 852 898 1299"> <thead> <tr> <th colspan="2">ACTIVITY 2 Connecting words with the picture</th> </tr> <tr> <th>Results</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>88%</td> <td>The students got to match correctly the words with the pictures</td> </tr> <tr> <td>12%</td> <td>The students gave incorrect answers; they did not match correctly the pictures.</td> </tr> </tbody> </table> <p>Observations: Children solved the activities quickly.</p>	ACTIVITY 1 Organizing information		Results	Description	96%	The students could organize correctly the letters of the alphabet.	4%	The students had incorrect answers for this activity.	ACTIVITY 2 Connecting words with the picture		Results	Description	88%	The students got to match correctly the words with the pictures	12%	The students gave incorrect answers; they did not match correctly the pictures.	<p>Thinking and remembering. Solving logical activities using the vocabulary. Respond to illustrated instructions. Learning vocabulary by reinforced practice.</p>	<p>Vocabulary learning.</p>	<p>children to relate images and words and then identify the vocabulary according to the first letter; children displayed understanding of the vocabulary as they could match the picture with the word. For doing so, they needed the teacher guide which is called as a reinforced practice for vocabulary internalization (Brown, 2007)</p>	<p>Learning vocabulary involves the presentation of the mental representation of a word.</p>
ACTIVITY 1 Organizing information																					
Results	Description																				
96%	The students could organize correctly the letters of the alphabet.																				
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Results	Description																				
88%	The students got to match correctly the words with the pictures																				
12%	The students gave incorrect answers; they did not match correctly the pictures.																				

	They needed an extra explanation of the activity. Children identified the letters of the alphabet in a word.					
L E S S O N 1 N o t V K	Type of questions: Matching and Information gap Objective: Children were required to listen to a conversation in order to match the question with the correspondent answer, in that way they could show their level of understanding of the chunk presented during the lesson. Description: The work sheet was divided in three sessions, the first one with an activity of cognitive development in which children trace the way to get the answer to the question “what is your name”, the second one they had to listen to a conversation and discover what character was saying his/her name, and the last one, they have to match the conversations to complete the sequence, these are the results:	Using the language Solving logical activities. Interpreting language. Reliance on what is heard. Thinking and remembering.	Vocabulary Learning	The worksheet proposed for this lesson involved the listening skill. Children were able to understand the message of a conversation in which the chunk learnt in the lesson was used. Then the input was internalized and it was comprehensible (Krashen, 1995). Besides, students could remember and connect the vocabulary with the situation in which it can be used.	Not video karaoke based lessons were successful in term of vocabulary learning.	
	ACTIVITY 1 Matching					
	Results					
	12%					Incorrect Matching

	88%	Correct matching				
	ACTIVITY 2 Listening Comprehension					
	Results					
	5%	of the students did not identify the character and gave incorrect answers.				
	95%	of the students identified the character and chose the correct ones.				
	ACTIVITY 3 Listening Comprehension					
	Results					
	2.8 %	of the students did not follow the sequence of the conversation using the chunk				
	98.2%	of the students could give correct answers by organizing the conversation correctly				
L E S S O N 2	Type of questions: information gap and follow the sequence Objective: Children were required to complete a teddy bear with the shapes that they heard in order to determine if they internalized the vocabulary and if they identified the words by relating them with a picture.		Using correctly the new vocabulary. Complete tasks using the vocabulary. Identifying the vocabulary and its	Vocabulary internalization	For this worksheet students needed to follow the teacher instruction in order to complete the task, they had to complete a picture or a sequence by	Students are able to learn new vocabulary independently of

N o t V K	ACTIVITY 1 Information Gap		meaning. Relating words and meaning.		drawing the object they heard. They were able to complete the task after the teacher instruction because they identified the new vocabulary with its graphic representation what is a receptive vocabulary (Kamil & Hiebert, 2005).	the type of instruction.
	Results					
	96%	Students who fill correctly the information.				
	4%	Students who draw incorrect shapes to complete the picture.				
	ACTIVITY 2 Follow the sequence					
	Results					
	96%	Students who followed the sequence and draw the correct shape				
4%	Students who could not complete the sequence.					
L E S S O N 3 V K B A	<p>Type of questions: Matching and Information gap</p> <p>Objective: Children were required to listen to a conversation in order to match the question with the correspondent answer, in that way they could show their level of understanding of the chunk presented during the lesson.</p> <p>Description:</p> <p>The work sheet was divided in three sessions, the first one with an activity of cognitive development in which children trace the way to</p>		<p>Learning vocabulary through practice.</p> <p>Logical activities.</p> <p>Thinking and remembering vocabulary.</p> <p>Learning by doing specific tasks.</p> <p>Connecting words with meanings.</p>	Vocabulary Internalization	<p>In this task students were able to understand a chunk used in a conversation and they could identify the situation in which prefabricated chunks were combined to produce continuous coherent text (Lewis, M. 1997)</p>	Vocabulary learning is easier when there is a contextualization for the use of new words or chunks.

<p>S E D</p>	<p>get the answer to the question “what is your name”, the second one they had to listen to a conversation and discover what character was saying his/her name, and the last one, they have to match the conversations to complete the sequence, these are the results:</p> <table border="1" data-bbox="438 483 913 669"> <tr> <td colspan="2" style="text-align: center;">ACTIVITY 1 Matching</td> </tr> <tr> <td>Results</td> <td></td> </tr> <tr> <td>100%</td> <td>Children got to do the correct connection.</td> </tr> </table> <table border="1" data-bbox="438 708 913 1078"> <tr> <td colspan="2" style="text-align: center;">ACTIVITY 2 Listening Comprehension</td> </tr> <tr> <td>Results</td> <td></td> </tr> <tr> <td>92%</td> <td>Students identified the character and chose the correct ones.</td> </tr> <tr> <td>8%</td> <td>Students did not identify the character and gave incorrect answers.</td> </tr> </table> <table border="1" data-bbox="438 1117 913 1404"> <tr> <td colspan="2" style="text-align: center;">ACTIVITY 3 Completing the conversation</td> </tr> <tr> <td>Results</td> <td></td> </tr> <tr> <td>96%</td> <td>Students could give correct answers by organizing the conversation correctly</td> </tr> <tr> <td>4%</td> <td>Students did not follow</td> </tr> </table>	ACTIVITY 1 Matching		Results		100%	Children got to do the correct connection.	ACTIVITY 2 Listening Comprehension		Results		92%	Students identified the character and chose the correct ones.	8%	Students did not identify the character and gave incorrect answers.	ACTIVITY 3 Completing the conversation		Results		96%	Students could give correct answers by organizing the conversation correctly	4%	Students did not follow	<p>Showing outcomes.</p>		<p>that allowed them to find the meaning and remember the information obtained during the input through the karaoke based activity.</p>	
ACTIVITY 1 Matching																											
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		the sequence of the conversation using the chunk				
L E S S O N 4 V K B A S E D	Type of questions: information gap and follow the sequence Objective: Children were required to complete a teddy bear with the shapes that heard in order to determine if they internalized the vocabulary and if they identified the words by relating them with a picture.		Relating words and meaning. Filling information using the new vocabulary. Showing understanding of the new words.	Vocabulary internalization.	Children could identify the new vocabulary and relate the word with the correspondent picture what means that they were able to learn the meaning. Although the teacher gave instructions to complete the task, some of the students were able to do it without waiting for the complete instruction because they knew what to do as they were confident with the words they learnt by singing.	Students displayed internalization of the new vocabulary as a result of a natural input through music.
	ACTIVITY 1 Information Gap					
	Results					
	96%	Students who filled the information correctly				
	4%	students draw incorrect shapes in the information gap				
	ACTIVITY 2 Follow the sequence					
	Results					
	98%	Students followed the sequence and draw the correct shape				
	2%	Students could not complete the sequence.				
	<i>Observation:</i> Children solve the work sheet with a good level of understanding and					

	without waiting for much instructions from the teacher				
Instrument/lesson	Behaviours: Students responses (actions, attitudes, output, etc.)	Coding	New categories	Conceptualization	Conclusions
TEACHER'S REFLECTIONS					
P R E L I M I N A R Y L E S S O N	<p>Students wait for the teacher instructions.</p> <p>Students listened and repeat the letters and the new words.</p> <p>The teacher asked children to repeat the sound of the letters.</p> <p>Students were involved in the activity. They were active participants.</p> <p>They were very excited to sing with the karaoke.</p> <p>Children gave their opinions and answer the questions that the teacher asked.</p> <p>They enjoyed singing.</p> <p>Children seemed to get tired after a time of the activity.</p> <p>Children interacted with others.</p> <p><i>Excerpts # 13:</i> <i>When I present the song that would be the same as the karaoke children were enthusiastic and they tried to sing without knowing the lyric.” ...“When two of the students decided to participate all of them overcame the timidity and started participating,</i></p>	<p>Waiting for instructions.</p> <p>Teacher led participation.</p> <p>Saying something for requirement.</p> <p>Learning in a natural way.</p> <p>Interest for participating.</p> <p>Showing enthusiasm.</p> <p>Interacting with others.</p>	<p>Passive Learning</p> <p>Engagement</p>	<p>During the first part of this preliminary lesson students were dependant of the teacher's instruction and their interventions were product of a requirement. What is a characteristic of a stimulus response learning (Brown, 2007)</p> <p>When the teacher allowed children to be more participant in the class the learning environment became more interactive since children displayed emotion and interest to be an active part of</p>	<p>Students are passive learners when the classes are too teacher controlled.</p> <p>VK based lessons provided a participative learning environment.</p>

	<i>even if they were not able to pronounce some of the words, they become spontaneous and excited to sing although it was not their turn”</i>			the class.	
L E S S O N 1 N o t V K	<p>Students were attentive and they followed the instructions. <i>Excerpt # 14:</i> “<i>Students were attentive to the teacher instructions and they follow all of them what reflects understanding...</i>”</p> <p>Children preferred to keep in silence until the teacher asked something. <i>Excerpt # 15</i> “<i>When I asked for volunteer to go in front of the class to do the role play, they were not animated to do it, and then I decided to call students in peers</i>”.</p> <p>Most of the students could ask and answer their partners’ name. <i>Excerpt # 16</i> “<i>most of the children were able to do the dialogue in the role play, using the chunks with fluency, although with some kids it was necessary the teacher help</i>”.</p> <p><i>Excerpt # 17</i></p>	<p>Teacher led participation. Teacher centered class. Learning by direct instruction. Waiting for instructions. Encouraging children to participate. Quiet students.</p> <p>Use of the vocabulary Understanding of the language. Learning the meaning of words.</p>	<p>Passive learning</p> <p>Vocabulary learning.</p>	<p>In this lesson students’ participation was limited to the teacher’s indications, students did not explore the new language at least that the teacher gave them direct instructions, the it was developed a stimulus response learning (Brown, 2007)</p> <p>Although the class was not enjoyable for children the input was clear. Children were able to use the new vocabulary to participate in the role play what reflect students’ understanding and learning of the vocabulary and that</p>	<p>Not Video Karaoke based lessons have a tendency to give the total control of the class to the teacher. Students’ participation is only a response to a stimulus given.</p> <p>Children need to be exposed to different activities that promote vocabulary learning</p>

	<p><i>“The class was successful because children got understand the meaning of the new vocabulary and also the two more chunks taught. However, for children the class was too quiet and although they participate actively the class become teacher – centered”</i></p>			<p>was a product of the tasks proposed (Cameron, 2001)</p>	<p>independently of the tools used.</p>
<p>L E S S O N 2 N o t V K</p>	<p>Children participated saying and using the chunk with the teacher stimulus <i>Excerpt # 18</i> <i>“Then when I present the structure to use the chunk “it is a...” children did it naturally repeating after me, when I considered I started to ask “what is it?” to each one of the students...”</i></p> <p>The teacher was the center of the class; children only listen to her and repeat. <i>Excerpt # 19</i> <i>“The class was successful because children got understand the meaning of the new vocabulary and also the two more chunks taught. However, for children the class was too quiet and although they participate actively the class became teacher – centered and I had to use the flashcards to elicit information in order to make students to talk”.</i></p> <p>Children needed an extra explanation</p>	<p>Participation for stimulus. Monotony in the class. Elicitation for participation Stimulus response learning. Use of language after a stimulus. Repetition Participation under stimulus. Learning by reinforced practice.</p>	<p>Passive learning.</p>	<p>This class was a little bit monotonous for students because they were listening and following instructions, they were always attentive to the teacher’s signal to allow them to say something. Secondary activities such as spontaneous comments or fluent participation (Sanoff, 1988) did not take place, so children experiment a signal learning (Brown, 2007)</p>	<p>Children need more than instructional classes for developing skills such as interaction and active participation.</p>

	<p>to have the confidence to participate. Teacher elicited information. <i>Excerpt # 20</i> “Students were able to answer the questions what means that they understood what I was asking, they avoid to use structures when answering but they say the correct name of the objects that the teacher was asking for”... “some of them were shy to speak and used to speak to low... they needed to think a lot the answers and they experiment lack of spontaneity”.</p>				
<p>L E S S O N 3 V K B A S E D</p>	<p>Children worked and interact spontaneously with the teacher and with partners. Children laughed and shouted when they wanted to participate Children showed interest and motivation towards the karaoke. <i>Excerpt # 21</i> “At the moment to present the song before the karaoke, children started to produce sounds to show that they were able to sing which made easier the participation during the karaoke. When I asked “who wants to sing?” most of them raised their hands and they sang with the girl or the boy that was in front of the karaoke”.</p> <p>The students were expectant while the</p>	<p>Natural learning Learning by experience. Willingness. students’ active participation Interests to play. Children spontaneity. Natural way for learning: showing emotion, shouting and laughing.</p>	<p>Engagement</p> <p>Positive attitudes towards the activity.</p>	<p>This class was an opportunity for students to show their spontaneity to participate and show emotion for the learning. The learning environment provided allowed them to be interested and exited while learning (Dörnyei, 2001 & Cameron, 2001)</p> <p>Children displayed their expectance for experiencing with a new tool in the classroom. As partners</p>	<p>VK based lessons foster students’ active participation and motivation to learn English.</p> <p>With Karaoke as</p>

	<p>teacher introduce the song, then they showed happy faces and they sang while others were in front of the karaoke, they also danced and clapped to others.</p> <p><i>Excerpt # 22</i> <i>“Children were motivated to participate as they raised their hands and sing aloud even if they were not in front of the karaoke...”</i></p>	<p>Enthusiasm for interacting with the activity. Interest for singing and dancing. Students’ interest towards the activity.</p>		<p>participate, they were in charge of encouraging each other to sing. The karaoke was an innovative tool for them to play in class and also for being committed with the activities (Dörneyi, 2001) which is a natural way of learning (Krashen & Terrel 1995)</p>	<p>innovative tool for children to play while learning in a natural learning environment.</p>
<p>L E S S O N 4 V K B A S E D</p>	<p>Children laughed and shouted exited when participating during the class. Children were confident to participate</p> <p><i>Excerpt # 23</i> <i>“Students said the colors without difficulty and they showed security at the moment to participate and display knowledge of the colors. As they knew that we were going to implement a lesson with karaoke they were attentive and excited. Some of them display knowledge about the vocabulary related to the shapes and they say the name simultaneously with the teacher...”</i></p> <p><i>Excerpt # 24</i> <i>“I observed and realized that children were very excited to sing in the video</i></p>	<p>Children feeling excited, laughing, and shouting. Children’s spontaneity for using the language. Willingness Involvement in learning Commitment to the class.</p> <p>Motivation towards the use of karaoke Children ready to sing and interact</p>	<p>Engagement</p> <p>Positive attitudes towards the use of</p>	<p>In this class children were willing during all the stages. They laughed and shouted exited what displayed a natural way and environment for learning. Since they enjoyed these secondary activities at the same time that they could show what they already knew. During this class children also displayed a high level of happiness when the song was presented to play in the karaoke.</p>	<p>The tasks chosen for a class generate the environment for learning.</p> <p>Motivational strategies help to vocabulary learning.</p>

	<p>- karaoke... <i>They participated actively in the process of the activity by giving their opinions and answer questions, and committing themselves to sing and dance. I found out that this is a great activity to keep students involved and interested in the English class</i>".</p> <p><i>Excerpt # 25</i> <i>"... it was evident that most of the students internalized the vocabulary and most of them include the chunks in their speech..."</i></p>	<p>with the activity. Interest and motivation towards the use of karaoke. Good students' disposition for the class.</p> <p>Understanding of the new vocabulary. Using the chunks and the new vocabulary.</p>	<p>karaoke.</p> <p>Vocabulary learning and internalization.</p>	<p>Their attention was concentrated in the activity and each one of them was interested to be the first one taking the microphone. The video-karaoke made children feel enthusiasm to work and commitment to learn (Dörnyei, 2001). Due to the fact that children participate actively and comment spontaneously using the vocabulary learnt, the class was stimulating and enjoyable (Dörnyei, 2001).</p>	
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Chart 5.2 Codification and categorization process

Now, after reducing the number of patterns or codes as shown in the previous chart, some categories arose which were reduced in two main categories divided into subcategories. This categorization is illustrated in the next chart.

How different is the effect that V-K based lessons and not V-K based lessons have in the learning of early EFL vocabulary to preschoolers at the Corazonista School?	
Main categories	subcategories
The effects of VK based lessons in the learning of EFL vocabulary.	Vocabulary Learning
	Positive attitudes towards the use of karaoke and the language.
The effects of NOT VK based lessons in the learning of EFL vocabulary.	Vocabulary Learning
	Students' behavior and attitudes towards the class.

Chart 5.3. Categories and Subcategories

Stage 4: Building interpretations

The purpose of this stage is to give sense and significance to the information organized in categories and subcategories during the previous stage (Burns, 2003). Because of that, it is necessary to integrate theoretical notions and clear ideas that enable to formulation of logical explanations and argumentation of. Likewise, connections, justifications and argumentations must be elaborated bearing in mind the main purpose of the whole project.

Next are the interpretations of the categories and subcategories that were determined throughout the stages of this research project. Each interpretation was supported with the theories immersed in the literature review of this study.

1. First Main Category: The effects of VK based lessons in the learning of EFL vocabulary.

This category emerges from one of the objectives of this study which is to assess the effect of V-K based lessons in the improvement of ELT vocabulary of preschoolers. In order to establish a clear analysis of this category, two subcategories are going to be presented with their correspondent detailed analysis, those subcategories are: *Vocabulary learning* and *positive attitudes towards the use of karaoke and the language*.

1.1.Subcategory: Vocabulary Learning

For this subcategory, it is important to remember that students of preschool grade at the school are real beginners. They are not categorized in the levels of the Common European Framework because they are studying English for the first time. Besides, the project was implemented during the first academic period of preschool grade, that determined the necessity of helping them to build a range of vocabulary that allowed them to understand what the teacher said and what they needed to do in the class. In addition, it is also relevant to mention that all the English classes in the school are addressed by the teacher using 97% of the English language, which help children to become more familiar with the language and also to learn easier more vocabulary.

The objective of this category is to show the effect or the impact that video karaoke based lessons had in the learning of ELT vocabulary. One of the patterns that could be identified was that students were able to solve different activities by using the new vocabulary. It was presented in the while-stage activities, particularly in the

students' worksheets proposed during the lessons which shown that they were able to solve all the activities with a high level of understanding. It was also registered in the teacher's reflections according to the post activities developed in the English classes.

It is not easy to start learning new words in a language that is not the native one, overall when those words are isolated and the meaning in context can be different. Because of that, for children it is much better to work with early vocabulary which is called "chunks" (Lewis, 1997). Due to the fact that this process of vocabulary learning is not easy, Lewis (1997) and Kamil and Hiebert (2005) suggest the implementation of a variety of methodologies really meaningful for learners which allow them to learn vocabulary as well as develop retention skills. This assertion could be confirmed through this project since the implementation of video karaoke as a methodology for vocabulary learning, supported by other activities during the lessons, helped children to learn and internalize better the chunks proposed in the classes. Vocabulary learning and internalization was also manifested in a high number in all of the students in the activities of the stage *practice* (ask and answer questions) and *evaluation* (work on the worksheets) of the lessons implemented during the while stage of data collection procedures.

The following excerpt contains clear examples of students' use of the new vocabulary. It can be seen how they answered specific questions including in their speech complete chunks and sometimes using only one word to answer which display understanding of the question asked by the teacher.

<i>Student 1</i>	<i>Student 2</i>
<p><i>T: Hi _____</i> <i>I: Hi</i> <i>T: how are you?</i> <i>I: I am fine thank you</i> <i>T: did you like the karaoke?</i> <i>I: yes!</i> <i>T: yes?...ok, please tell me what is it (she shows the flashcard)</i> <i>I: a pink car</i> ----- <i>T: it is a red car?</i> <i>I: No, it isn't, it is... it is, it is a black car</i> <i>T: (showing another card) is it an orange car?</i> <i>I: yes, it is</i></p>	<p><i>T: Good morning</i> <i>A: How are you?</i> <i>T: I'm fine thank you... what is your name?</i> <i>A: name is Alejandro</i> <i>T: Alejandro (☺)... Alejandro could you please tell me what is it? (show a flashcard)</i> <i>A: Oval</i> <i>T: It's an oval, could you please tell me what is it? (with another card)</i> <i>A: c.... heart</i> <i>T: heart... could you please tell me, what is it? (other card)</i> <i>A: Star</i> <i>T: What color is the star?</i> <i>A: yellow</i> <i>T: is it a square?</i> <i>A: no, it isn't</i> <i>T: what is it?</i> <i>A: rectangle</i></p>

Excerpt 1. Students used the vocabulary.

The previous excerpt was taken from the last lesson implemented with video karaoke. It is noticeable how students started to develop more ability and familiarity with the vocabulary taught. Besides, students' performance during the implementation of the lesson, demonstrates that they gained more confidence with the vocabulary because they were exposed to activities such as video karaoke, as shown in the results of the analysis of the observations and as registered in the teacher's reflections.

“Students said the colors without difficulty and they showed security at the moment to participate and display knowledge of the colors. As they knew that we were going to implement a lesson with karaoke they were attentive and excited. Some of them display knowledge about the vocabulary related to the shapes and they say the name simultaneously with the teacher...” (Taken from a karaoke based lesson observation, February 22nd, 2010).

Excerpt 2. Observation on vocabulary internalization

Another evidence of vocabulary learning and internalization is observable in the results obtained from the worksheets. As previously shown in the matrix most of the activities were developed correctly although not the hundred percent of students could internalize the vocabulary.

First VK based lesson	Second VK based lesson
<p style="text-align: center;">ACTIVITY 1 Matching</p> <p>Results 100% Children got to do the correct connection.</p> <p style="text-align: center;">ACTIVITY 2 Listening Comprehension</p> <p>Results 92% Students identified the character and chose the correct ones. 8% Students did not identify the character and gave incorrect answers.</p> <p style="text-align: center;">ACTIVITY 3 Completing the conversation</p> <p>Results 96% Students could give correct answers by organizing the conversation correctly 4% Students did not follow the sequence of the conversation using the chunk</p>	<p style="text-align: center;">ACTIVITY 1 Information Gap</p> <p>Results 96% Students who filled the information correctly 4% students draw incorrect shapes in the information gap</p> <p style="text-align: center;">ACTIVITY 2 Follow the sequence</p> <p>Results 98% Students followed the sequence and draw the correct shape 2% Students could not complete the sequence.</p>
<p>Observation: Children solved the worksheet with a good level of understanding and without waiting for much instructions from the teacher</p>	

Chart 1. Results of the worksheets

In addition, the teacher’s observations confirm that students were able to learn the vocabulary after the implementation of video karaoke based lessons, which is a progress of preschoolers.

September 29th, 2009: “The interaction with the video – karaoke promotes students’ understanding and motivation for learning English. With the structures that they are learning through the songs, they are becoming able to make short descriptions of specific objects... The video shows success of the lesson because after singing they are able to answer questions using short structures and the new vocabulary to produce short descriptions”. (Taken from the implementation of the previous lesson)

Excerpt 3. Vocabulary Learning

March 1st, 2010: “... it was evident that most of the students internalized the vocabulary and most of them include the chunks in their speech...”

Excerpt 4. Vocabulary Learning

Student’s progress in vocabulary learning confirms one of the ideas presented in the literature review of this project in which Cameron (1996), states that a natural language learning context with extra helps (e.g. music, videos, movies, etc.) allow children to better understand what they hear and also to express basic ideas in English. This can be possible since the very beginning of study English if children are taught with different sets of multi-words that have specific meanings Lewis (1997).

Finally, from these notes it is clear that, children were able to learn the vocabulary and also to use it during the classes. However, despite the students’ progress in vocabulary learning, it is necessary to continue improving language skills by increasing their range of ELT vocabulary, as they need to enrich their lexicon in order to get more knowledge about the language. Probably, those students would increase their range of vocabulary and would develop oral skills if they were exposed to more lessons based on video karaoke.

1.2.Subcategory: Positive attitudes towards the use of karaoke and the language.

Another evident subcategory in the data analysis is the fact of the students' engagement during the activity proposed "video karaoke". This was because video karaoke allowed interaction in the group and children liked to sing for having fun. Besides, it was a way to integrate a technological tool in the classroom which caught students' interests and became a game that promoted learning. Students demonstrated a high level of enthusiasm for participating in the video karaoke based lessons as it is proved in the next excerpts taken from the teachers' observation.

"I observed and realized that children were very excited to sing in the video - karaoke... They participated actively in the process of the activity by giving their opinions and answer questions, and committing themselves to sing and dance. I found out that this is a great activity to keep students involved and interested in the English class".

Excerpt 5. Teacher's observation, preliminary lesson – September 29th, 2009

"Children were motivated to participate as they raise their hands and sing aloud even if they were not in front of the karaoke..."

Excerpt 6. Teacher's Observation, VK based lesson – February 15th, 2010

The transcriptions of the videos support what has been previously stated. For example, children displayed excitement and enthusiasm for singing; they were willing to participate as it is illustrated in the next transcriptions.

T: Who wants to sing//Ss: you...//T: ok, Erika, come here//S1: she laughs and she feels happy//T. take the microphone//S1: she sings...//T: who is the next://Ss. Yo, yo, yo//T: You have to say me, instead of yo//

Excerpt #7 (Video session, lesson 4, VK based lesson)

T: who want to sing?//Ss: Yo, yo...//T: ok you//Ss: yo no he pasado (shouting)//T: wait your turn please//S1: Cante, cante, duro...// T: Alejandro// S2: uy Alejandro si lo hace muy duro// Ss: laugh//...//Ss: they speak at the same time// Ss: yo lo hago como Alejandro, el lo canto bien cantado, puedo ir yo?// T: ok...//

Excerpt # 8 Video transcriptions. Post stage procedure of data collection.

T: you are going to listen a song//S1: EL MICROFONO, YO, YO //T: No, wait... first...listen to the song//S1: Nidis, Nidis (raising his hand)...

Excerpt #10 Video Transcriptions. Post stage procedure of data collection.

T: Who wants to come here to sing//Ss: (they raise their hands) yo, yo... (they all speak at the same time) con el microfono//,S1: no pero yo quiero//T. Juan Felipe//S2: mire asi...//

Excerpt # 11 Video transcriptions. Post stage procedure of data collection.

From these excerpts, it is possible to determine two important effects of video karaoke based lessons in students' performance in the English class. The first one is that students were engaged in the activity and they tried to encourage each other to participate and sing aloud; the second one is that they develop positive attitudes towards the class which is a positive issue for learning a language. In addition, the excerpts also show that students felt familiarity with the activity they were excited to start playing with the karaoke. They participated actively saying the new words and displaying knowledge to complete

quickly the previous activities and start singing, which is a signal of a positive attitude not only towards the activity but also towards the language.

Taking this into account, the argument here is similar to the theories suggested by authors like Brown (2002), Sanoff (1988) and Cameron (2001). They recognize that in order to promote children's learning, it is necessary to consider important aspects that not only involve students' academic development but also positive feeling towards the class and what is being learned in it. More clearly, these are the aspects that teachers can take into consideration when thinking about design a class for children to learn better:

- a. Provide children an environment where learning and effectiveness are integrated.
- b. Provide a positive emotional climate where they can learn to trust others and themselves.
- c. Provide learning situations where informal communication channels, verbal and non-verbal are included.
- d. Provide activities where children can interact with others.
- e. Provide a learning environment where children's interests and likes are included.
- f. Provide methodologies where students develop positive attitudes towards the learning.

One more indication of this category is what most of the patterns shown about the active role of the students during the video karaoke based lessons. Karaoke allowed children – centered classes because it used call-and-response songs which generated group participation. Besides, it exposed children to a natural way of learning vocabulary and help them to be spontaneous when working in the English class.

One of the most important issues when teaching English is to motivate children to learn and also to use the language as they are learning it (Brown, 2007). Due to the fact that children have a special musical ability and the natural rhythms and humor of the chants are highly motivating, video karaoke turns out an innovative tool in the school in order for learners to be involved and engaged during the classes which allows a better vocabulary acquisition and language skills acquisition too which is supported with the next excerpt.

“When I presented the song that would be the same as the karaoke children were enthusiastic and they tried to sing without knowing the lyrics. However, when I asked them to come in front of the class to sing with the karaoke they become shy and any of them wanted to go. When two of the students decided to participate all of them overcame the timidity and started participating, even if they were not able to pronounce some of the words, they became spontaneous and excited to sing although it was not their turn. Finally they got familiar with the karaoke and they learnt by heart the song and after the karaoke they did a role play exercise where they were able to use the chunks learnt to ask someone’s name and also to answer when somebody asked them.”

Excerpt 12. Teacher’s reflection. VK based lesson – February 15th, 2010

Finally, as the student’s attitudes towards the activity and the language is the matter of this category. It was possible to observe evidence of students’ engagement which is a positive attitude developed that allowed them to be participate and spontaneous. This helped them to be more confident with the activity and also with the language, since they overcome the timidity and the fear to produce oral texts in other language.

2. Second Main Category: The effects of NOT VK based lessons in the learning of EFL vocabulary.

This main category also emerged from one of the objectives of this study: to assess the effect of lessons using vocabulary learning strategies different from video karaoke. This category deals with the students' reactions, responses and performance presented while they were in the not video karaoke based lessons. This category is also composed of two subcategories: *vocabulary learning* and *students' behavior and attitudes towards the class*. The analysis of these subcategories:

2.1. Subcategory: Vocabulary Learning

This subcategory is mostly evident in the results of the worksheets and the teacher's reflections and observations. Children displayed understanding of the vocabulary (chunks) taught during the implementation of not video karaoke based lessons. This could be observed during the while stage when implementing the lessons, specifically in the session of *practice* and *evaluation*. Maybe these results are similar to the ones reported in the effect of VK based lesson given that the design of the lesson was done taking into account the features of a good lesson for kids stated by Sanoff (1988) and Dörneyi (2001). However for these lessons ICT were not considered and children were exposed to other kind of methodologies such as listen and repeat, realia and physical response.

Throughout the not VK based sessions students showed a great level of understanding of the new vocabulary. This is perceptible in the following excerpt from the teacher’s observations.

“The class was successful because children got understand the meaning of the new vocabulary and also the two more chunks taught”

Excerpt 13. Teacher’s observation - February 22nd, 2010

Vocabulary internalization was a recurrent pattern presented during the data analysis procedure. This is because it has to be considered as a subcategory in order to show how students could build a range of ELT vocabulary during the implementation of the lessons carried out for this project. Taking into account what Thornbury (2002) argues about the process of vocabulary acquisition, in which must be involved different teaching techniques, not video karaoke based lessons support this statement given that they were based on sequence of tasks that promoted learning of new vocabulary. The evidence of this internalization of vocabulary can be shown with the results of the worksheets illustrated in next chart.

Not video karaoke based lesson # 1	Not video Karaoke based lesson #2
<p style="text-align: center;">ACTIVITY 1 Matching</p> <p>Results</p> <p>12% Incorrect Matching 88% Correct matching</p> <p style="text-align: center;">ACTIVITY 2 Listening Comprehension</p> <p>Results</p> <p>5% of the students did not identify the</p>	<p style="text-align: center;">ACTIVITY 1 Information Gap</p> <p>Results</p> <p>96% Students who fill correctly the information. 4% Students who draw incorrect shapes to complete the picture.</p> <p style="text-align: center;">ACTIVITY 2 Follow the sequence</p> <p>Results</p>

<p>character and gave incorrect answers. 95% of the students identified the character and chose the correct ones.</p> <p style="text-align: center;">ACTIVITY 3 Listening Comprehension</p> <p>Results</p> <p>2.8 % of the students did not follow the sequence of the conversation using the chunk 98.2% of the students could give correct answers by organizing the conversation correctly</p>	<p>96% Students who followed the sequence and draw the correct shape 4% Students who could not complete the sequence.</p>
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Chart 2 – Results of the worksheets implemented

The previous chart shows that even though not all the students could internalize the vocabulary, most of them were able to solve in a correct way the activities proposed, what means that not video karaoke based lessons were effective in terms of teaching vocabulary. In other words, the effect of not video karaoke based lessons in the learning of EFL vocabulary was positive given that it had a big contribution to more meaningful classes in terms of vocabulary learning. This also can be supported with the next excerpts taken from the teacher’s observations.

“Students were able to answer the questions what means that they understood what I was asking, they avoided to use structures when answering but they said the correct name of the objects that I was asking for”.

Excerpt 14 Teacher’s observation – March 1st, 2010

“most of the children were able to do the dialogue in the role play, using the chunks with fluency, although with some kids it was necessary the teacher help”.

Excerpt # 15 teacher’s observation - February 15th, 2010

2.2. Subcategory: Students' behavior and attitudes towards the class.

For this subcategory, the students' behavior and attitudes towards the class are relevant issues to analyse. This is one of the patterns marked in the analysis of data procedures of the not video karaoke based lessons. These classes were designed with the usual structure proposed at the school and children seemed attentive to do the activities in the best way. The way in which children performed during the implementation of this kind of lessons displayed a noticeable difference between the lessons proposed in this project.

Next excerpts taken from video transcriptions are evidence of how students were dependant of the teacher instructions or questions to be participative during the activities proposed in the class, Not Video Karaoke based lessons had the tendency to give the total control of the class to the teacher and the students' participation was only a response to a stimulus given which is a characteristic of stimulus – response learning mentioned by Brown (2007)

T: with the letter W you can say the next words... ok, pay attention please, window, repeat window.//Ss: window//T: W //Ss: W//T: window//Ss: window//T: another word is watch, repeat//Ss: Watch//T: What is this?//Ss: Window//T: And what is this//Ss: Watch//T: Mariana do you have a watch//S1: -she shows her hand-//T: no you do not have a watch.

Excerpt 16 – preliminary lesson video transcription

T: These flashcards are going to show the shapes, repeat after me shapes//Ss. Shapes//T. Shaped like the circle://Ss. Circle//T: Star//Ss. Star//T: she showed the flashcard and student say the name of the object without waiting for the teacher pronunciation//T: square//Ss. Square//T: what is it?//Ss. Square//

Excerpt 17 – preliminary lesson video transcription

Last excerpts illustrate how in these lessons the activities were developed with a complete teacher's orientation and students' role was passive given that their participation was restrained for the teacher's questions or indications. This situation was presented because the class was teacher – centered and instruction focused (Guilmartin, 2003). For that reason it was also necessary that the teacher encouraged children to be more active participants and she always asked questions and demand the answer. This also proves that not video karaoke based lessons did not develop confidence with the English classes although students could learn the vocabulary. Other evidence of the students' lack of spontaneity to do the activities is the excerpts shown next which were taken from the teacher's reflections.

“Students were attentive to the teacher's instructions and they followed all of them reflecting understanding...”

Excerpt 18 – Teacher's observation - February 15th, 2010 – Not video Karaoke Based lesson

One of the most recidivist student's behaviors was “keeping quiet waiting for instructions”. This was not a matter of the design of the activities of the lesson but the teacher's role, which was focused on elicit information more that allow participation. Although the activities were varied the class seemed monotonous because they did not have something different from the teacher's explanation or instruction. According to this, it can be stated that during the not video karaoke lessons the students' behavior was framed into dependant and passive learners. Sanoff (1988) suggests that secondary activities such as

spontaneous comments or fluent participation are factor that help to develop motivational classes, however for these specific lessons children did not display those secondary activities and because of that the class became monotonous and teacher centered. As proof of these affirmations the following excerpts illustrate what happened in class.

“When I asked for volunteer to go in front of the class to do the role play, they were not animated to do it, and then I decided to call students in peers”. ... “Then when I present the structure to use the chunk “it is a...” children did it naturally repeating after me, when I considered I started to ask “what is it?” to each one of the students...”

Excerpt 19 – teacher’s observation - February 22nd, 2010

“The class was successful because children understood the meaning of the new vocabulary and also the two other chunks taught. However, for children the class was too quiet and although they participated actively the class become teacher – centered”

Excerpt 20. Teacher’s Observations.

“Elicit information was helpful for children to do oral productions. They were attentive and participative although after ten minutes the class turns monotonous and some of them become quiet.”

Excerpt 21. Teacher’s Observations - February 15th, 2010

In sum, the data analysis revealed that not video karaoke based lessons can be useful for teaching vocabulary. However, the teacher’s role should be reconsidered in order to help children to develop more participative skills. Additionally, in order to avoid the students’ tendency to be dependant of the teacher’s instruction, and become more

independent and active learners, the activities proposed in the lessons should include more variety of activities in which children feel confidence to develop secondary activities what engage them to interact with others and with also with the teacher (Dörnyei, 2001) .

Stage 5: Reporting Outcomes

According to Burns (2003) the report of the findings of a study should be presented to colleagues, the institution or any other people who are interested in or who could be benefited from the outcomes. This report must be clear and specific, including detailed information about the processes carried out in the project, with the correspondent support and relevant sample from the data.

For this report, specific excerpts were taken from the data collected and were supported with the theoretical review included in this study. This process was described in the previous stages which allowed the assessment of the findings or outcomes that are presented during the analysis of data and summarized as following.

Findings / Outcomes

During the analysis of data, some important aspects of teaching and learning practices were considered in order to determine specific and relevant outcomes that provide important contributions to pedagogy. Following, a summary of the most important findings of this study are presented.

- Children learnt the vocabulary and the chunks proposed in the different lessons according to the vocabulary class objectives. After the analysis of the data interpretation, it was shown that children were able to learn the vocabulary and also the chunks proposed in the lessons, even not video karaoke based lessons or video karaoke based lessons.
- Children who were participants in not video karaoke based lessons experienced a passive form of learning given that the teacher was the principal element in the activities proposed in those classes. During these lessons the classes were teacher centered and students displayed participation under stimulus when the teacher asked questions or indicated to repeat something, then there was not opportunity for interaction.
- Children who were participants in the karaoke based lessons were willing to work because they were participants in a enjoyable activity where singing and dancing made them feel confidence to participate and also to encouraged others to sing.
- Video karaoke based lessons not only promotes ELT vocabulary learning but also increased students' participation. Children became engaged because of the implementation of a new tool in the classroom at the school (Cameron, 2001).
- The information analyzed proved that the interaction was more evident between the students and the activity proposed (video – karaoke), but not between teachers and students. Likewise, during the video karaoke based lesson students were really active participants, students showed be more interested for singing and playing with the activity, than in the teacher's instructions, and then the interaction became students – karaoke and the teacher was only a model.

- Students' involvement and engagement during the video karaoke based lessons was the product of the implementation of a new and innovative tool for them in the classroom, as stated before. Nevertheless, it must be mentioned that the teacher attitude was an important element due to the fact that in VK based lessons, the teacher only was a model to follow while children felt familiar with the activity, and then, they participate spontaneously and they supported each other when singing.
- Students' behaviour and attitudes towards the different activities proposed, provided relevant information to define what happened during the implementation of a study. A complete analysis of these aspects allows researchers to determine not only the effect of a tool implemented but also the progress that students can have in terms of language and positive attitudes towards the English language learning.

Chapter 6: Conclusions, Pedagogical Implications and Further Research

Conclusions

This chapter presents the conclusions that can be highlighted according to the information obtained from the former chapter. Besides, there is also a report of the pedagogical implications of this study and the further research recommendations for people who might be interests in addressing a study similar to this.

As stated during the previous chapter, one of the research findings was that the effect of Video karaoke based lessons and Not video karaoke based lessons was noticeable in the students' improvement regarding the learning of vocabulary. Likewise, the analysis of the research findings proposes that the main objective of this study was accomplished. In fact, the lessons proposed in this study assisted students in building a basic range of vocabulary in order to understand what the teacher says and also to fulfill the English class objectives. This could be possible due to the fact that the lessons were prepared considering the underlying principles of a good lesson aimed at developing or improving children vocabulary. In order to provide clear information about what a good instruction for teaching and learning vocabulary should include when teaching vocabulary these are the conclusions:

1. Vocabulary refers not only words but to clusters.
2. Establish a range of vocabulary is important for language learning.
3. Learning vocabulary involves contextualization.
4. Children need to be exposed to meaningful activities that promote vocabulary learning.

5. Motivational strategies help to vocabulary learning.
6. Interaction is a key aspect for learning.
7. It is necessary to develop positive attitudes towards the new language.
8. The tasks chosen for a class generate the environment for learning.
9. Children need to be part of their own learning process.
10. Teacher need to have strategies to allow students to be active learners.
11. Classes in which the teacher speaks 100% of English in the classroom help children to acquire new vocabulary.

The lessons implemented, Karaoke based lessons, as well as not karaoke based lessons were effective for children to learn early vocabulary and chunks. However, karaoke based lessons demonstrated to be more encouraging for children in terms of interaction, commitment with the class and spontaneous use of language. This conclusion is similar to the one found in other recent research Rengifo (2009) defined in his project for the Universidad Nacional, “karaoke activities promoted learning in a laidback environment by exposing learners to a natural input, while with conventional ways for teaching vocabulary routine makes the students to be bored easily”. This last event was presented in the current project during the not video karaoke based lessons, because the class was teacher centered and children were conditioned to use the language only for answering questions, what promotes a signal – learning with passive learners as opposite of natural learning with active learners.

With regard to the specific objectives proposed for the project, the interpretation of the findings allows to arrive to the conclusions as follows:

Objective 1: To assess the effect of V-K based lessons in the improvement of vocabulary of preschoolers.

Result: one of the most important effects, as it can be seen in the data analysis procedures, is that students' range of vocabulary started increasing. Likewise, they could develop understanding of the English language to become familiar with the language and also to improve their performance in the English classes, as they learned one more language tool.

Objective 2: To assess the effect of lessons using vocabulary learning strategies different from video karaoke.

Results: The effects of the lessons different from video karaoke were also positive in terms of vocabulary learning. Children were able to internalize the new vocabulary and chunks by the different activities proposed in these lessons. The way in which the new vocabulary was presented influenced students' learning; however, that learning was not enough to develop participative skills in the class given that children experimented lack of spontaneity during the classes.

Objective 3: Compare the results of V-K based lessons and lessons based on other vocabulary learning strategies.

Results: next chart illustrates the comparison of the lessons implemented, some differences are evident and can be corroborated with the information obtained in the previous chapter of data analysis.

VK based lessons	Not VK based lessons
<ul style="list-style-type: none"> • Students displayed internalization of the new vocabulary as a result of a natural input through music. • VK based lessons foster students' active participation and motivation to learn English by providing a participative learning environment • Video karaoke is a motivational strategy that allowed teacher to make learning stimulating and enjoyable for children who participate actively. • VK based lessons catch students' attention and enthusiasm for interact with the new tools implemented in a class. 	<ul style="list-style-type: none"> • Students' displayed vocabulary learning but they did not use the new vocabulary spontaneously. • Not video karaoke based lessons have a tendency to give the total control of the class to the teacher. Students' participation is only a response to a stimulus given. • Students are passive learners because the classes are too teacher controlled • These lessons were instructional classes where skills such as interaction and active participation were not really developed.
<p>Children learned the vocabulary independently of the tool used</p>	

Chart 6.1. Comparisons

It is important to mention in the results of this objective, that the most marked difference between the both kinds of lessons was the implementation of an ICT. The use of ICT in language instruction facilitates the learning process because it is a way to engage children in language learning (Beatty, 2003). Besides, the implementation of a innovative activity like video karaoke had a positive impact on students' performance and behavior in English class.

Apart from the conclusion listed above, which are focused on vocabulary learning; others recent researches illustrate more advantages or benefits of using karaoke in the language teaching, some of those results of the other researches were also mentioned before in the current study. Gupta (2006) has implemented karaoke for promoting reading and writing with five year old kindergartners in USA, that study demonstrated that karaoke as a tool in the classroom enhance reading behaviors (as well as writing) such as fluency and motivation.

On the other hand Deublebeiss (2006) who has been working with music as an interactive and language focused tool for young learners, specifically by implementing video karaoke activities in the classroom; give ten specific reasons for working with karaoke as a teaching tool, not only for vocabulary learning but also for developing all the language skill needed to enhance communication. Some of those reasons stated following are also mentioned during the findings of the study reported in this document.

1. Music is a proven tool that fosters language retention and production in young learners.
2. Music, specifically karaoke when is used correctly, is very motivating for students.
3. Karaoke is a ICT easy to use and there are many free software to create the own one.
4. Children feel like a star when they sing with a microphone, and that is an opportunity to develop positive attitudes towards the activity and also the language.
5. Karaoke is a versatile ICT that can be adaptable according to the user's interests.
6. It is an opportunity to help students to do associations between sound and script.
7. Students continue learning outside the classroom because they learn by heart the songs and consequently more vocabulary immersed.

8. It involves different learning styles and catch students' interests easily.

Taking this into account, and after reporting the findings of the current project, it is possible to state that exposing children to more activities in which video karaoke are included, they might develop more language skills in a faster and motivational way. In this sense, the present document should be considered as a preliminary study that promotes the use of karaoke as an enrichment tool for language learning in preschool grade.

Pedagogical implications

One of the most important contributions of this project to the school is the innovation in the language classroom for teaching children. As stated in chapter one, the school is too traditional and teachers use to teach with conventional strategies. The current project makes teachers realize that most of the classes are teacher – centered which helped them to reflect on the methodologies with which they work. Besides, I could demonstrate the necessity to implement technological tools at the school as a way to be updated and also to engage children in their learning process.

On the other hand, as stated by Gupta (2006) and Deublebeiss (2006), and also as proven in this study, Video Karaoke lessons, or different activities implementing this tool, should be used for different educational purposes. One of the most important reasons is that children enjoy singing and dancing while they are learning, vocabulary, pronunciation, rhythm and intonation given that karaoke is based on music, what is a natural way to

expose learners to the language (Brown, 2007). Furthermore, using innovative tools when teaching a new language, it is possible to foster motivation and develop students' interest towards the language.

To conclude, educators should implement different activities in which students' interests are involved and where learners can be part of their own learning process. This can be possible if the strategies used in the classes are designed taking into account learning styles and immediate learner's needs (Sanoff, 1998 and Brown, 2002). Because of that, the school should get the necessary tools to implement video karaoke in the different levels.

Limitations

This study was limited since the school does not have technological tools enough for developing activities in which these tools are needed, in this case video karaoke based lessons. It was necessary to have a video player, speakers and microphones, but we did not have any of those tools. Because of that I had to bring my laptop and a microphone and ask children to sing with the karaoke reproduced in the computer, what were the solutions for this problem.

Further research

As this study might be considered as a preliminary research, and taking into account that the lessons implemented showed similar results in terms of children's output regarding the learning of EFL vocabulary. It is recommended a longer implementation focused not only on vocabulary but also on other language skills such as reading, writing and

pronunciation. In that way, with the implementation of the project in which other skill are included, could be possible to see more significant results and improvements in terms of language learning and acquisition.

One of the variables that was not controlled in this study is whether lessons improved also other aspect immediately related to vocabulary such as rhythm, pronunciation and intonation. For further study is necessary to find out if the karaoke based lessons support English learning in other complex aspects such as complex speech or better understanding of complete oral texts, this can be done by designing more lessons and activities implementing the karaoke.

Additionally, the development of a new project based on the current one should involve children opinions about the lesson by implementing surveys in order to take into account their suggestion for improving the activities.

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Portal programas. AV video karaoke make <http://gratis.portalprogramas.com/AV-Video-Karaoke.html>

Other source for karaoke online for children:

This is a Disney site with Disney songs, there are two options, the first one include the version with the singer's voice while displaying the lyric of the song, and the second one is only instrumental version with the correspondent lyric.

http://www.disney.go.com/disneyrecords/karaoke-player/disney_karaoke.html

APPENDIX A

Consent letter of the school principal



DEPARTMENT OF FOREIGN LANGUAGES AND CULTURES

MASTER IN ENGLISH LANGUAGE TEACHING
AUTONOMOUS LEARNING ENVIRONMENTS

Bogotá, September 14, 2009

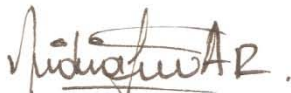
Brothers:
Francisco Javier Ibañez and Wilbert Medina
Principal and Administrator
Corazonista School

As you know, I am studying a Magister course at La Sabana University and I want to thank you all the support you have offered to me during this process.


Since it is necessary to carry out a research project to obtain my Masters Degree Certificate in English Language Teaching, I need you to approve my proposal for working with my target population: Preschool Grade at this institution. Parents and students will be informed about the project and will also be asked for their authorization to use their written outcomes, and students themselves in pictures and videos to illustrate the different stages of this study.

The development of the project will be a support for students' learning and won't be interference for their academic process at the school.

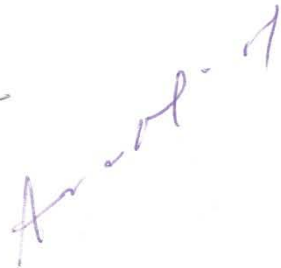
Thank you very much in advance,



Nidia Johanna Angarita Rivas
Preschool English teacher



c.c. Luz Heye Álméciga
Primary school Coordinator
Ana Maria Molano
English Area Head



APPENDIX B

Consent letters: Parents

Bogotá, September 14, 2009



Dear
Parents – Preschool
Corazonista School

Since it is necessary to carry out a research project to obtain my Masters Degree Certificate in English Language Teaching at La Sabana University, I need you to approve my proposal for working speaking skills with your children as a member of my target population: Preschool Grade at the Corazonista School. Staff of directors was already informed about this project. Therefore, I are asking for your authorization to use your children's written outcomes as a source of data collection, as well as pictures and videos, to illustrate the different stages of the project.

Thank you very much in advance,

Best regards,

Nidia Johanna Angarita Rivas
Preschool English teacher

September 14, 2009



We Adriana and Hector Gomez, parents of Ana sofia gomez A of Preschool A, authorize English teacher of the level to carry out their research project on "Improving Children's Speaking skills," with our children's outcomes and performance in form of pictures and videos. We also commit ourselves to support our children in her take-home activities needed for the study.

Mother's signature

Father's signature

APPENDIX C

Initial Survey



Alexandra Melez

CORAZONISTA SCHOOL
ENGLISH PRESCHOOL

© Please listen to the teacher and choose the better option for you. Check the sentence that better describe you.

STYLE	SENTENCE	AV
Visual	I try to remember things by picturing them in my head.	(V)
Aural	I can remember things best by listening rather than by reading.	(A)
Physical	I learn the spelling of words best by tracing out the letters with my fingers.	(P)
Physical	I usually start doing something before reading the instructions.	(X)
Visual	When I take a test, I can see my notes, or the original information, in my head.	(X)
Visual	I prefer to read a map rather than listen to someone giving me directions.	
Aural	I like listening to interesting stories.	(A)
Physical	I enjoy working with my hands or making things.	(P)
Visual	I enjoy drawing or writing.	(V)
Logical	I learn the spelling of words best by saying the words to myself again and again.	(L)
Visual	I try to remember things by thinking about where I was or what I was doing when I learned them.	(V)
Visual	I can easily tell when two things don't look exactly alike.	(✓)
Physical	I hate having to sit in one place for a long time.	(X)
Physical	I don't enjoy having to write things down.	(✓)
Aural	I like to talk about and listen to ideas when I work in a group.	(A)
Aural	I prefer to fiddle with things while I listen or talk to people.	(A)
Visual	I can remember information from class if it is written down for me on the board or on notes.	(✓)
Aural	I can easily tell when two sounds don't sound exactly alike.	(A)
Physical	I prefer to eat snacks while I study.	(✓)
Aural	When someone explains something to me, just telling me how to do it works best.	(A)
Aural	I enjoy listening to stories on tape or on the radio.	(A)
Visual	I like it when my teacher gives demonstrations or shows me interesting things.	(✓)
Aural	I enjoy singing or talking to myself or to others.	(A)
Physical	When someone shows me how to do something, letting me see a demonstration works best.	(V)
Aural	I try to remember things by remembering what they sound like.	(V)

Adaptation of the survey taken from <http://www.pesdirect.com/learning-styles.html>

Physical	I like it when my teachers give me role-playing activities or interesting projects to do.	(P)
Visual	I am good at reading maps, graphs and diagrams.	(V)
Aural	I remember things best when I am told about it, rather than having to read about it.	(A)
Physical	I gesture a lot when I explain things.	(P)
Visual	When trying to solve a problem, I write or draw diagrams to see possible solutions.	(V)
Physical	While waiting for someone, I prefer to play with something (e.g. a ball), move around, or move/shake my feet/legs while I sit down.	(✓)

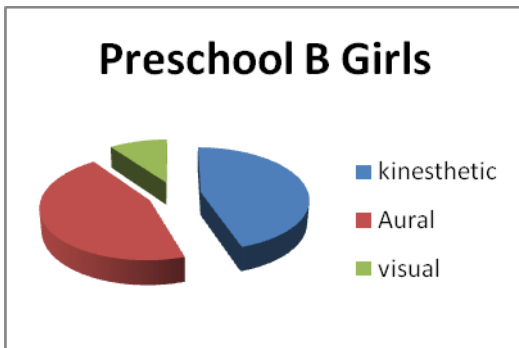
Now, you can sum all the results and according to your answers and find your learning style:

- **Visual (spatial).** You prefer using pictures, images, and spatial understanding. 65
- **Aural (auditory-musical).** You prefer using sound and music. 10
- **Physical (kinesthetic).** You prefer using your body, hands and sense of touch. 6

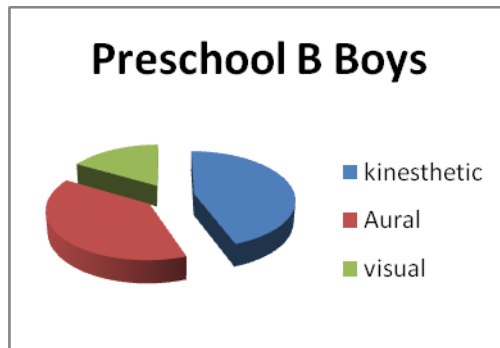
APPENDIX D

Results of the survey

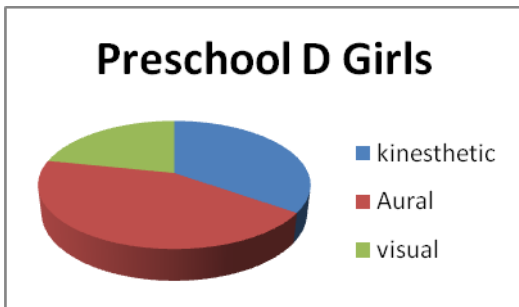
After piloting the survey in both groups, it was found that the pattern of students' learning style is overall kinesthetic and Aural (auditory-musical-rhythmic) with a relevant influence of the visual style, as it is shown in the next graphics:



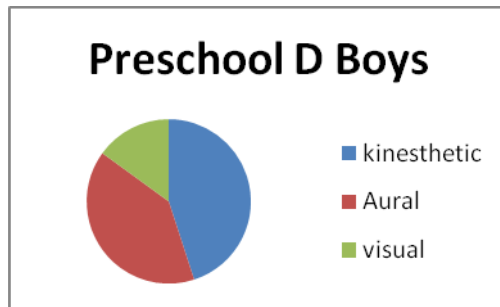
Graphic 1.1. PB Survey 1- Girls.



Graphic 1.2. PB Survey 1- Boys



Graphic 1.3. PD Survey 1- Girls



Graphic 1.4. PD Survey 1- Boys

APPENDIX E

Preliminary lesson

ICELT LESSON PLAN FORM

Name of teacher: Nidia Johanna Angarita				Candidate Number:	
Institution: Corazonista School		Calle 200 No. 60 – 00		Tel.: 6683360	
Date of Observation:			Time of observation		Length of class
DAY MONTH YEAR 29 09 2009			7:55 – 8:45 a.m.		50 min.
Class/grade: Preschool			Room: P-B		
Number of students: 33			Average age of Students: 5- 6		
Number of years of English study (students): 9 months			Level of students (please circle) (Elementary) Intermediate Advanced		
Lesson Number (please circle) (1) 2 3 4			Observer: Liuvaba Sychko – Valeriya Lydvichenko		
<p>Aims:</p> <ul style="list-style-type: none"> • By the end of the lesson students will sing the alphabet song and will identify letters in words. • By the end of the lesson students will express the name of some objects and will classify them according to the letter with which they are written. <p>Personal aims:</p> <ul style="list-style-type: none"> • To improve management class skills. • To implement rhymes activities to learn a specific topic. • To encourage students' oral participation. • To elicit students' speaking production. 					
<p>Assumed knowledge:</p> <p>Students should be able to express ideas using short sentences in English language with the expression "This is". Students should be familiar with the letters of the alphabet until the letter v and with vocabulary related to those letters.</p> <p>Students should be able to express short sentences to ask for more information if it is needed.</p> <p>Students should be able to make short descriptions.</p>					
<p>Description of language item.</p> <p>Alphabet: A set of letters arranged in a fixed order that is used for writing a language.</p> <p>Key vocabulary: Alphabet (A to Z) Sing Song This is.... The word is written... Repeat</p>					

Materials :

(please include source and attach all materials)

Flash cards.

Realia.

Video- Sesame English 2, chapter 2.

Chalk.

Tape.

Students cards

Rationale Part 1: Learners’ profile

The group of Preschool B (P-B) is composed by 32 children from 5 to 6 years old; This is a mixed ability-class although the most evident learning style is Aural - Kinesthetic, students’ English level is “beginners” (A1 – elementary - according to CEF). We do not work any book but we follow a syllabus in order to complete the course requirements at the school.

In my group and at this level, students’ language needs are:

1. To understand English language when they hear it.
2. To understand and learn expressions which allow them to communicate their feelings and needs.
3. To be familiar with different situations where they can use the language.
4. To understand and follow instructions.
5. To read and write words in English and spell words.
6. To learn more vocabulary or increase their lexicon.
7. To develop fine and gross motor skills trough hands –on activities.

They have also some affective needs such as

1. To play, interact and create.
2. To be loved.
3. To feel confident with the new language.
4. To experiment situations where they can use the new language.

Due to the fact that children at this age learn better through experiences that are familiar to them, to learn the alphabet through games and songs will help them not only to recognize the letters as a morpheme but also to recognize them in words. As they are developing skill in their first language for reading and writing, they tend to read English words in the same way they do it in Spanish, because of that it is important to teach them the sound of the letters in English and how they sound in a word. Besides students at this level need to improve their speaking production in English, which is why this lesson is focused on elicit students’ oral participation.

Rationale part 2: Anticipated problems

Anticipated problems	Planned solutions
<p>Student’s attention may be affected for irrelevant factors.</p> <p>Students may confuse the sound of the initial letter of a word.</p> <p>Students may forget the name of some of the objects shown in the flashcards.</p> <p>Students may forget easily the vocabulary.</p>	<p>Teacher will clap her hands three times to catch their eyes.</p> <p>The teacher will pronounce the Word to help students to determine which the initial sound is.</p> <p>Teacher will ask children: what is this? Showing them the picture to help the student who forgets it.</p> <p>Teacher will ask them listen and repeat, and she will be mention the vocabulary during all the class showing the pictures.</p>

Stage	Aim	Procedure Teacher and student activity	Time and interaction
Warm Up Activities Assessment	<ul style="list-style-type: none"> • To be ready to the class. • To Identify the last four letters of the alphabet. • To learn and sing the alphabet song. • To display recognition of letters and its sound. 	<ul style="list-style-type: none"> • Students will say the alphabet until the letter that they already know (A to V), the teacher will be pointing to the letters in the postcard. • The teacher will introduce the four last letters of the alphabet by showing the letters on the board and giving examples of words that start with those letters. Students listen to the teacher and repeat after her. • Students will say the alphabet while the teacher shows them the letters on the postcard. • Students will watch a video (sesame English video) with the alphabet song, and then in groups of three (previously organized) they will go in front of the T.V. to sing the alphabet song. The teacher will be listening to them to give them feedback. The best singers will win a price. • Students will take a flashcard from the window (it will be previously organized) and the teacher will give them a card with a number. They are going to prepare a little presentation of the picture and then they will stick it on the board according to the letter with which the word starts. <i>e.g. flash card: Window. Student Presentation: this is a window, the window is big, and window is written with the letter W.</i> The teacher has other cards with numbers, and she will take one of them, the student who has the number that the teacher says is going to present the picture (Appendix 2). • Hands – on activity: Students will organize the letters of the alphabet in a piece of paper and will match the words with the correspondent initial letter (appendix 1). 	5 min. S-T-S 8 min T – S 5 min S-T-S 10 min S – T – S 10 min S – S S – T – S 7 min. T – S

Worksheet

LESSON PLANNING – Nidia Johanna Angarita Rivas – A. R.

HANDS - ON

Name: Miguel Angel Troquiedo

Organize the alphabet...

A Z Y X V W
 Q P D B C E
 H G I J L M
 K N R O F U
 T S



A	B	C	D	E	F
G	H	I	J	K	L
M	N	O	P	Q	R
S	T	U	V	W	X
Y	Z				

Match and complete the word...

W X Y Z

WATCH
 FOX
 YARN
 ZEBRA

Hand-drawn lines connect the letters W, X, Y, and Z to the corresponding words: W to WATCH, X to FOX, Y to YARN, and Z to ZEBRA.

APPENDIX F

Not VK lesson One



**CORAZONISTA SCHOOL
ENGLISH
PRESCHOOL
Asking someone's name
Lesson 1 – without Karaoke**

Teacher

Nidia Johanna Angarita Rivas

Grade & level

Preschool – Elementary level

Lesson description

In this lesson students are going to learn to ask someone's name and also to answer when somebody is asking his/her name. Here they are required to participate orally using the new structure: What is your name? My name is...

Lesson focus

The lesson is focused on speaking production, vocabulary acquisition and language structure. The activities of the class are designed to foster oral participation using new language structures and vocabulary, besides they need to develop listening skills in order to understand what information is the other is asking for.

Content standards

As appendix you can see the timeline with the activities of the lesson.

Assessment

The assessment will be done in the next stages:

1. Record the lesson in a video to find patterns.
2. Student's Oral production taking into account the use of the new language structure.
3. The natural way in which students will be able to use the structures for question and answer..

Stage	Aim	Procedure Teacher and student activity	Time and interaction
Warm Up	<ul style="list-style-type: none"> To prepare students for the lesson. 	<ul style="list-style-type: none"> Ask children to follow some instructions such as: stand up, sit down, turn around, clap your hands, stamp your feet. 	7 min. S-T-S
Activities	<ul style="list-style-type: none"> To present the new language structure. 	<ul style="list-style-type: none"> With puppets the teacher will model how to ask someone's name. Students are going to open the book on the page that present the new language structure, teacher will ask, what can you see? For them to answer the name of objects or colors. 	8 min T – S 15 min S-T-S
Assessment	<ul style="list-style-type: none"> To display acquisition of the new language structure. 	<ul style="list-style-type: none"> Students are going to listen to the CD and give the answers to the questions that the CD proposes. Students are going to model the dialogue first with the teacher and after in pairs. 	10 min S – T – S

APPENDIX G

Not VK lesson Two



**CORAZONISTA SCHOOL
ENGLISH
PRESCHOOL
Learning the shapes
Lesson 2 – Without Karaoke**

Teacher

Nidia Johanna Angarita Rivas

Grade & level

Preschool – Elementary level

Lesson description

In this lesson students will know the geometrical shapes (circle, square, triangle, oval, heart, diamond), they are going to use their previous knowledge about colors to make short descriptions answering the question: What is it? (e.g. it is a red circle). They will learn a grammar structure to answer yes or no questions e.g. is it a circle? Yes, it is – No, it is not.

Lesson focus

Speaking production, vocabulary acquisition and language structures learning through the different activities proposed in the class. The activities are designed to encourage children's oral production and grammar acquisition to report short sentences.

Content standards

As appendix you can see the timeline with the activities of the lesson.

Assessment

There will be three ways to assess the lesson:

4. In order to identify students' responses to the activity I will record the lesson in a video.
5. Speaking production will be assessed at the same time with vocabulary; students will be encouraged to produce short sentences such as: It is a *red circle*. Not it is not, it is a red oval.
6. Vocabulary and grammar acquisition will be assessed with oral participation that is promoted by the teacher using elicitation.

Stage	Aim	Procedure Teacher and student activity	Time and interaction
Warm Up Activities Assessment	<ul style="list-style-type: none"> • To activate previous knowledge. • To present the new language structure. • To display recognition of letters and its sound. • Hand on activity. 	<ul style="list-style-type: none"> • Ask children to follow the commands: Walk, run, jump. • Show to the students some flashcards with colors and ask them what color they can see. • The teacher will introduce the new structure with puppets, modeling the dialogue for asking and answer question. • Student answer question about the shapes using flashcards. • Memory game: the teacher will pass the flashcards quickly and students are going to say the name of the shape that they can see. • Teacher will use the structure to ask them according to the picture that is being showed for them to answer using the short or long structure: short: yes, it is – long: no, it isn't. it is a ____ • The teacher will ask students: what is it? (showing a flashcard) for them to answer the name of the object. Then, the teacher will ask with the same flashcard but with a different name: Is it a red oval? For them to answer yes, it is or not, it isn't. • Children will follow the instructions to complete a paper sheet to evaluate if they acquire the new vocabulary. 	7 min. S-T-S 8 min T – S 10 min S-T-S 7 min S – T – S 10 min S – S S – T – S

APPENDIX H

VK lesson One



**CORAZONISTA SCHOOL
ENGLISH
PRESCHOOL
Asking someone's name
Lesson 1 – Video Karaoke**

Teacher

Nidia Johanna Angarita Rivas

Grade & level

Preschool – Elementary level

Lesson description

In this lesson students are going to learn to ask someone's name and also to answer when somebody is asking his/her name. Here they are required to participate orally using the new structure: What is your name? My name is...

Lesson focus

The lesson is focused on speaking production, vocabulary acquisition and language structure. The activities of the class are designed to foster oral participation using new language structures and vocabulary, besides they need to develop listening skills in order to understand what information is the other is asking for.

Content standards

As appendix you can see the timeline with the activities of the lesson.

Assessment

The assessment will be done in the next stages:

7. Record the lesson in a video to find patterns.
8. Student's Oral production taking into account the use of the new language structure.
9. The natural way in which students will be able to use the structures for question and answer..

Stage	Aim	Procedure Teacher and student activity	Time and interaction
Warm Up	<ul style="list-style-type: none"> To prepare students for the lesson. 	<ul style="list-style-type: none"> Ask children to follow some instructions such as: stand up, sit down, turn around, clap your hands, stamp your feet. 	7 min. S-T-S
Activities	<ul style="list-style-type: none"> To present the new language structure. 	<ul style="list-style-type: none"> With puppets the teacher will model how to ask someone's name. Using the text guide the teacher will present the song that students are going to work in the karaoke. After that, the teacher will model the karaoke exercise and ask children to go in front of the video to participate singing. <p>There will be prizes for the best singers.</p>	8 min T – S 15 min S-T-S
Assessment	<ul style="list-style-type: none"> To display acquisition of the new language structure. 	<ul style="list-style-type: none"> Students are going to model the dialogue first with the teacher and after in pairs. 	10 min S – T – S

APPENDIX I

VK lesson two



**CORAZONISTA SCHOOL
ENGLISH
PRESCHOOL
Learning the shapes
Lesson 2 – Video Karaoke**

Teacher

Nidia Johanna Angarita Rivas

Grade & level

Preschool – Elementary level

Lesson description

In this lesson students will know the geometrical shapes (circle, square, triangle, oval, heart, diamond), they are going to use their previous knowledge about colors to make short descriptions answering the question: What is it? (e.g. it is a red circle). They will learn a grammar structure to answer yes or no questions e.g. is it a circle? Yes, it is – No, it is not.

Lesson focus

Speaking production, vocabulary acquisition and language structures learning through the different activities proposed in the class. The activities are designed to encourage children's oral production and grammar acquisition to report short sentences.

Content standards

As appendix you can see the timeline with the activities of the lesson.

Assessment

There will be three ways to assess the lesson:

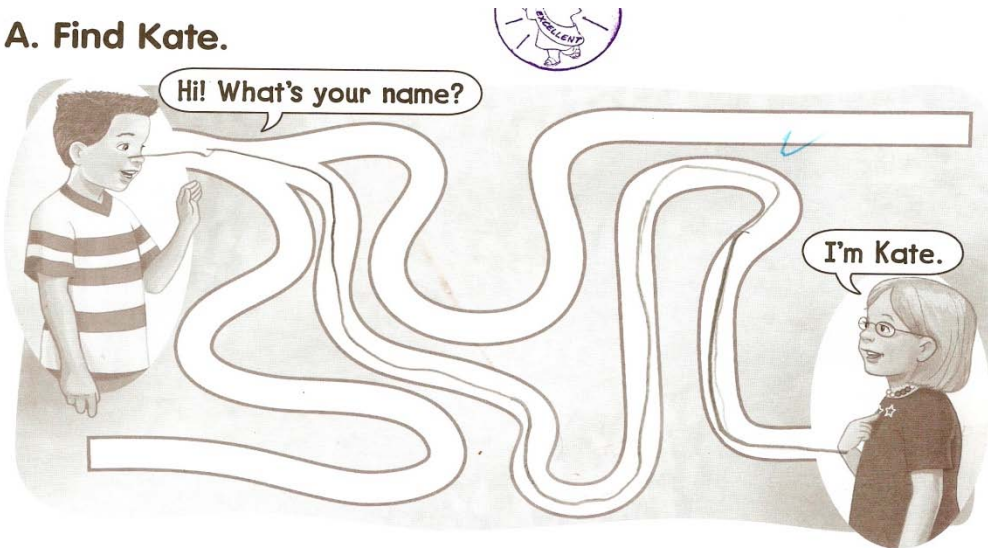
10. In order to identify students' responses to the activity I will record the lesson in a video.
11. Speaking production will be assessed at the same time with vocabulary; students will be encouraged to produce short sentences such as: It is a *red circle*. Not it is not, it is a red oval.
12. Vocabulary and grammar acquisition will be assessed with oral participation that is promoted by the teacher using elicitation.

Stage	Aim	Procedure Teacher and student activity	Time and interaction
Warm Up	<ul style="list-style-type: none"> To activate previous knowledge. 	<ul style="list-style-type: none"> Show to the students some flashcards with colors and ask them what color they can see. 	7 min. S-T-S
Activities	<ul style="list-style-type: none"> To present the new language structure. 	<ul style="list-style-type: none"> The teacher will introduce the new structure with puppets, modeling the dialogue for asking and answer question. Teacher will model the song in front of the karaoke, and ask them to follow the song. In pairs they will go to the karaoke to practice the song. 	8 min T – S 10 min S-T-S 7 min S – T – S
Assessment	<ul style="list-style-type: none"> To display recognition of the new structure. Hand on activity. 	<p>There will be prizes for the best singers.</p> <ul style="list-style-type: none"> The teacher will ask some students: what is it? (showing a flashcard) for them to answer the name of the object. Then, the teacher will ask with the same flashcard but with a different name: Is it a red oval? For them to answer yes, it is or not, it isn't. Children will follow the instructions to complete a paper sheet to evaluate if they acquire the new vocabulary. 	10 min S – S S – T – S

Worksheets

Worksheet Lessons 1

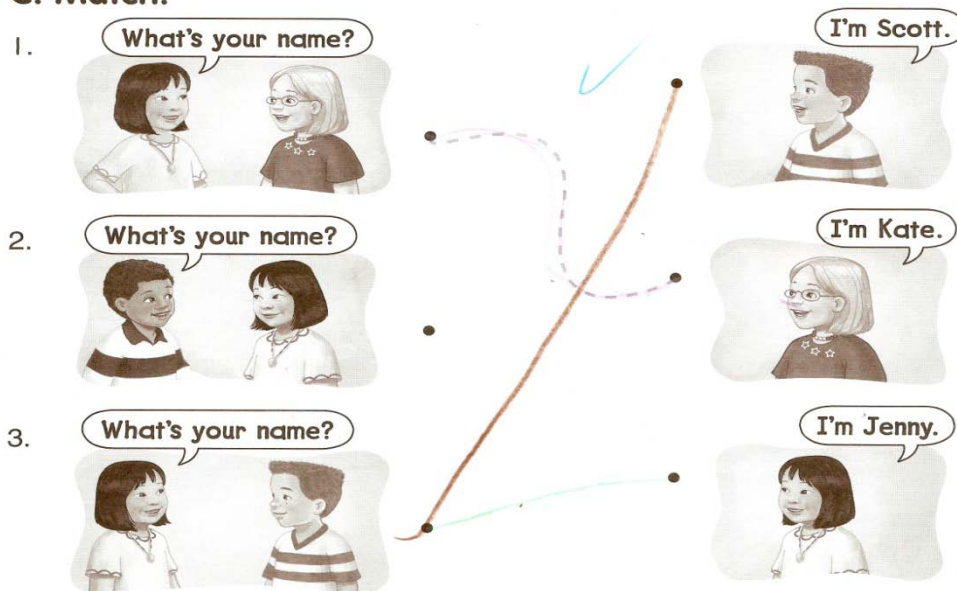
A. Find Kate.



B. Circle.



C. Match.



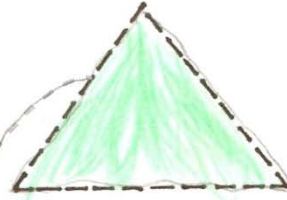
Worksheet Lessons 2

Trace. Then draw.

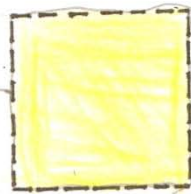


Draw a circle.

2.



Draw a triangle.



Draw a square.

4.



Draw a heart.

C. Complete the pattern.

Is it a star?

Yes, it is.

1. Is it an oval?

No, it isn't. It's a heart.

2. Is it a triangle?

Yes, it is.

APPENDIX J

Initial Timelines

Stage	Date	Activity	Action research Stages	
Initiation.	Week 1 March, 2008	Decide the topic and the research question. Analyze students' weaknesses to define what will be solved.	Reflecting	
Preliminary Investigation	April, 2008	Review bibliography and write what is going to be achieved with the Project.		
Literature review.	May, 2008	Review bibliography related to the topic and the target population.		
Start writing the paper	May, 2008 Week 4. June, 2008	Start writing the first paper including all the information obtained.	Observing	
Design of action plan	August 20 th , 2009.	Review the tools to find the answer to the research question.	Planning	
	August 28 th , 2009.	Decide the data collection tools.		
	September 4 th , 2009	Ask the correspondent permissions to start piloting the project.		
Implementation FIRST STAGE	September 8 th , 2009	Pilot the first survey of learning styles.	Reflecting and taking decisions	
	September 29 th , 2009	Pilot the first Video – Karaoke based lesson		
	September 30 th , October 1 st and 2 nd , 2009	Monitor and evaluate students' responses to the activity.		
	October 6 th and 7 th , 2009	Write the report		
	October 29 th , 2009	Pilot second Video – karaoke based lesson.		Acting
	October 30 th and November 3 th and 4 th , 2009	Monitor and evaluate students' responses to the activity.		Observing
	November 5 th and 6 th , 2009.	Reflect on the results and write the report.		Reflecting
	November 13 th , 2009.	Share and display results obtained during the first stage of implementation of V-K based lessons.		Reporting outcomes
Stage	Date	Activity	Action research Stages	
Initiation.	Week 1 March, 2010	To determine student's needs in terms of vocabulary.	Reflecting and observing	
	Week 2 March, 2010	Observe and write the students profile.		
Start writing the paper	April 1st, 2010	Determine the traditional strategies to teach new ELT vocabulary in the group of preschooler.	Planning	
Design of action plan	April 4 th , 2010.	Classify the vocabulary that is going to be taught.		
	April 5 th , 2010.	Design the first lesson based on traditional ways to teach vocabulary.		
Implementation SECOND STAGE	April 15 th , 2010	Pilot the first lesson based on other vocabulary learning strategy.	Acting	
	April 16 th to 21 st , 2010	Monitor and evaluate students' responses to the activity.	Reflecting and taking decisions	
	April 22 nd and 24 th , 2010	Write the report		
	May 5 th , 2010	Pilot the first lesson based on other vocabulary learning strategy.	Acting	
	May 6 th to 12 th , 2010	Monitor and evaluate students' responses to the activity.	Observing	
	May 13 th to 20 th , 2010.	Reflect on the results and write the report.	Reflecting	
	May 19 th and 20 th , 2010	Compare the results obtained from the implementation of the V-K based lessons and the lessons based on traditional ways to teach vocabulary.	Observing and reflecting.	

APPENDIX K

Images of karaoke software and pictures of implementation



Step 1



step 2



Step 3



Step 4

