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The effects of the use of Total Physical Response Activities and Songs on the Acquisition of

Vocabulary in Pre-kinder children at The Newman School.

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Research Report submitted

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Abstract

This report is based on an action research project carried out with fourteen, pre-kinder, four year-old children who study in a private institution called "The Newman School" located in Cajicá, Colombia. The main goal of the project was to describe and document the possible effects of the use of TPR activities and songs on the acquisition of vocabulary. The teacher designed four lessons with different songs and the same class organization and methodology in order to observe the learners' reaction and their process of learning the new vocabulary.

Video recordings, students' artifacts, teacher field notes, vocabulary checklists, and parents' surveys were the instruments applied to collect data and discover the effects of the TPR activities and songs on language improvement. The results demonstrated that the proposed implementation supported and helped the learners build up new vocabulary and understand the meaning of the new words. The lessons were prepared in order to help students improve their vocabulary; thus, it was seen that there were positive effects on the learners' performance.

Key words: Total Physical Response, Songs, Vocabulary Learning and Acquisition.

Resumen

Este es el reporte de un proyecto de investigación acción que se llevó a cabo con catorce niños de Pre-Jardín de cuatro años que estudian en una institución privada llamada Colegio Newman ubicada en Cajicá. El principal objetivo de esta investigación fue describir y documentar los posibles efectos del uso de actividades de respuesta física total y canciones en la adquisición de vocabulario. La profesora diseñó cuatro lecciones con diferentes canciones y la misma organización y metodología para observar las reacciones de los aprendices frente al nuevo vocabulario.

Grabaciones de videos, trabajos de los estudiantes, notas de la profesora, listas de verificación de vocabulario y una encuesta a los padres de familia fueron los instrumentos utilizados para recolectar datos y conocer los efectos de la implementación de las actividades de respuesta física y canciones en el mejoramiento del lenguaje. Los resultados mostraron que la implementación propuesta apoyó y ayudó a los aprendices a construir nuevo vocabulario y a entender el significado de las nuevas palabras. Teniendo en cuenta que las lecciones fueron preparadas para apoyar y ayudar a los estudiantes y mejorar su vocabulario, se vio un efecto positivo en el desempeño de los estudiantes.

Palabras clave: Respuesta física total, Canciones, Adquisición y Aprendizaje de Vocabulario.

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CHAPTER 1: Introduction

Language is considered one of the most important tools for communication, since it allows human beings, from babies to adults, to express feelings, likes, ideas, and thoughts and any other type of expression that could be transmitted and assimilated by other human beings. Learning a mother language is a fascinating yet intriguing process, which has been the subject of formal studies for more than three centuries. When humans are capable of learning one (or many more) languages other than their mother tongue, the process gets even more complex and more fascinating. For that reason, as already mentioned, learning a second language has also become a formal subject of research and study and this project is framed within such scope. It is narrowed down to the study of second language vocabulary learning and development, according to what Krashen (1981) presented as one of the 'essentials' of language learning: it is fundamental to have enough vocabulary as a way to establish conversations with meaningful messages. Consequently, second and foreign language learning requires enough vocabulary in order to interact in the target language as meaningfully as in the first. This action research project addresses the work with a group of pre-kinder children who are between 4 and 5 years old learning English as a foreign language and who are in the process of learning new words to incorporate and use them spontaneously and meaningfully in their daily oral production.

Statement of the Problem

My experience as a teacher of pre-kinder children have been encouraging though quite demanding. The subjects of this research project study in a private school called "The Newman School" located in Cajicá, a town near Bogotá, the capital of Colombia. In that institution, English is considered a highly important subject throughout all the school departments and from

preschool to eleventh grade. English is studied with the objective of preparing all the students to have a high proficiency level and be competitive to face different cultural challenges during their school learning process and after it as well. The school values the methods of school work that aid the person to think critically and decide responsibly, giving students the chance to interact with the world either in the first or foreign language (taken from the Institutional Pedagogical Project—PEI of the school)

The prime purpose of the English Department of the school is to support the students in demonstrating proficiency in English. This is why the institution has given special attention to the foreign language learning process (more specifically, English) in preschool through more hours of English classes in an effort to improve their use of the language. Preschool children are able to absorb great amount of knowledge at the ages of 4 and 5. However, assisting young learners in learning the basis of a foreign language is a complex task due to, among other factors, they come to the school without having any background or previous experiences in the language. As a consequence, their level of anxiety and expectations grow higher as language classes evolve. One of the reasons for this to happen is the poor level of vocabulary they can learn and develop, which is reflected in their lack of understanding when their teachers start using English in their classes.

The main problem I observed during a period of classes was that many children grew scared, nervous and did not like it when I talked in English. I identified this situation as repetitive because, most of the times, they appeared lost following instructions and they expressed their disappointment for not having enough vocabulary to express their ideas. For many of them, it was not easy to grow accustomed to listening to English on a regular basis in class; consequently, some of them asked me to speak in Spanish, some looked like they were ready to

cry or some just ignored what I said. They did not have a wide range of vocabulary because they are true beginners according to the Common European Framework of Reference for the Teaching of Languages (2001), so the learning of a foreign language was not meaningful and the possibility of understanding the teacher and interacting with their classmates did not happen easily. Regarding that lack of vocabulary children showed for communication, this project was born with the idea of designing and implementing some activities during my English lessons to help them learn more vocabulary and feel more at ease in English Language classes. More specifically, this project focused on using songs and Total Physical Response (TPR henceforth) activities to help them understand the meaning of the vocabulary and learn it meaningfully; in other words, the desire of making English classes less threatening and more enjoyable for children, giving particular attention to vocabulary learning and retention was the proposed answer to the problematic situation identified. With that idea in mind, children might continue with their foreign language learning process and communicate with their classmates and teachers adequately according to the level they are in.

Research Question

What are the effects of TPR activities and songs on the vocabulary learning process of pre-school 'pre-kinder' children learning English as a foreign language?

Objective

To describe and document the effects of the use of TPR activities and songs on the vocabulary learning process of a group of children in pre-school 'pre-kinder' level of education.

Rationale

According to Brown (2001), using an approach in the English language classroom based on songs and TPR activities ought to provide children with different learning experiences and would hopefully help improve their learning process with respect to the input and intake that may actually happen in situations that resembled, as much as possible, real life communicative exchanges. The author avers that children learn best when they can move, see, listen, and touch things and when they are involved in many input activities with the aim of producing an output. Thus, music and TPR activities might prove positive means of giving children comprehensible input to make learning meaningful. Krashen and Terrel (1995) agree with this point of view and highlight the importance of implementing this approach in order to improve the students' English language performance (vocabulary learning and retention embedded in this process).

This year, I was assigned to work with pre- kinder levels, a population made up of four to five-year old children at the Newman School, a private bilingual formal education institution. The children attending this level come to school without any English background. Thus, I considered it worth analyzing and reporting the findings related to the aforementioned problem: my students' lack of understanding of basic English instructions and the amount of Spanish I had to use in class to make up for their lack of vocabulary. It was hard for me since children did not understand what I said, and I did not have enough strategies to make them speak in English. Based on the problematic situation, I decided to implement pedagogical strategies to teach English to very young children and evaluate the results in terms of level of vocabulary learned and used effectively during class time. A considerable number of projects have been carried out in the same area of language learning (Holcombe, 2011; López, 2011; Ladino, 2013; Angarita

2010) so this project would likely contribute to the generation of theory and discussion on the issue of English as foreign language vocabulary learning process.

Based on the previous ideas, carrying out another action research process is completely valid and well supported by the theory and the practice. The objective is to study the effects of using TPR activities and songs in the vocabulary used by young learners in an English classroom.

CHAPTER 2: Theoretical Framework

In the previous chapter, I explained how using songs and TPR activities in the classroom could be useful in order to help very young learners (between four and five years old) to improve their vocabulary and use it in a natural and spontaneous way. To have a an appropriate idea of what this action research project is about, it is necessary to begin by explaining the four main constructs that frame and support it. First, I describe the concept of second language learning and compare it to second language acquisition. Second, I explain the stages of second language acquisition, focusing on the young learners' population. Third, I narrow down the scope of the theory of vocabulary acquisition and its relevance in the early years of instruction. Finally, I present the theory underlying the conceptualization of TPR and songs within the children's English as a foreign language classroom.

Second Language Learning and Acquisition

Language is a complex phenomenon that is innate to human beings and, during the last two centuries, it has been the core subject of study of formal human sciences, more specifically linguistics. In a very general sense, learning a language can be defined as the ability to use a set of symbols, sounds, and rules to combine them in such a way that other people sharing the same system can understand and exchange thoughts, ideas and concepts under natural conditions and responding to spontaneous stimuli. In other words, learning a language entails the production of units of meaning that can be understood or interpreted by others (Fromkin, Rodman & Hyams, 2007). Within this language learning process, one can identify two different contexts in which learning a language can take place: learning a language as a mother tongue and learning a language as a second or foreign one. The former has to do with the ability to learn and use the

language of the mother or native tongue, to which the learner is exposed to on a constant and daily basis (Paredes, 2013). For example, people who are born in the United States of America or the United Kingdom learn English naturally as their native tongue because that is the language shared by the people living in the same territory. The latter refers to the contexts in which "English officially coexists with another language" (Paredes, 2013) or, ultimately, English is a (sometimes radically) different language to the official one of the learner. Quebec State and South Africa are examples of settings in which English holds a Second Language status and Colombia, China and Brazil, among others, are examples of settings in which English holds a Foreign Language status. This project is enclosed within this last setting: learning English as a Foreign language.

The previous division is the one Krashen (2013) labels as the Acquisition versus Learning Hypothesis. Acquiring a (mother) language (L1 henceforth) is an unconscious process in which "we are not aware that it is happening." (p.1) while learning a (foreign or second) language (L2 hereafter) is a rational process in which "we know we are learning and we are trying to learn" (p.1). In the case of this project, children are learning a foreign language (English) as a compulsory subject in their school curriculum. It is important to mention the fact that these children are still developing their mother tongue acquisition process and, along with it, they have to cope with learning another language simultaneously (though the level of development of the latter is quite incipient compared to the level of the former). This may be seen as a drawback or as an advantage depending on the focus of the viewer. For instance, James (1998) considers the learning of a second or foreign language a complex and hard-to-cope-with process, especially if we consider the fact of sharing (almost) the same Latin/Roman alphabet. In contrast to what the majority holds as a convenient factor, the fact of having many letters in common does not help

the learning (or acquisition) process because students tend to transfer their mother tongue's rules of spelling and morphology to the new language (p. 101). This is evident on the number of spelling errors they make when writing texts in the foreign language, regardless the age of the population subject of study. On the contrary, Cameron (2001) affirms that learning or acquiring a foreign language helps learners (especially young ones) create more cognitive relations and, therefore, increase their language overall performance in a relatively short period of time. These two previous points of view, somewhat contradictory in their own sense, reflect the complexity of the language learning and acquisition process and, different than selling out the arguments, augment the possibilities to present more points of view supported by both research theories. Among others, this is one of the features that makes language (whether the learning or acquisition of it) a convoluted yet fascinating field of study with no clear boundaries between scientific disciplines.

In connection with the previous postulates, several authors have explored Krashen's theory in depth and have enriched it with their own ideas. For example, Schütz (2012) helps explaining the theory in the following way:

> Language acquisition refers to the process of natural assimilation, involving intuition and subconscious learning. It is the product of real interactions between people in environments of the target language and culture, where the learner is an active player (…) The concept of language learning is linked to the traditional approach to the study of languages and today is still generally practiced in high schools worldwide. Attention is focused on the language in its written form and the objective is for the student to understand the structure and rules of the language, whose parts are dissected and analyzed.

It is noticeable how Schütz' ideas are aligned with Krashen's theory and constitute a valuable contribution to a better understanding of the second/foreign language learning and acquisition postulates.

According to Baralo (1999), there are mainly two theories that explain aspects that influence the process of the second language acquisition. The first theory is based on the creation of habits when learning the language. Its main claim is that by repeating sounds people will get to the point where they will master the words, phrases, and sentences in such a way that they come out naturally. The second theory, aligned with Chomsky's ideas, (as cited in Baralo, 1999, p. 4), suggests that we all humans have a language acquisition device which is an innate ability or instinct we have that enables us to learn languages. This theory asserts that, besides the input, all humans' foremost and primary needs (this is, in linguistic terms), are the interaction and the opportunity to use the language in different contexts and with the ultimate goal of establishing bonds with their peers.

In terms of the previous theoretical ideas carefully, it may be argued that the second language acquisition process is, indeed, complex enough as to be developed thoroughly in this study. This may provide a basis for the following construct, which has to do with the stages through which the second language learner goes through.

Stages of Second Language Acquisition

Krashen and Terrel's theory (1995) led to language learning investigators proposing five stages to identify each one of the phases learners go through. Due to the population this research project deals with, I will make a special emphasis on how those stages are related to young learners of English as a foreign language. The labels of the stages may vary from one

author to the other (Oliveri, n.d.; Haynes, 2005; Hill & Flynn, 2006; Escamilla & Grassi, 2000) but, in the most accepted form, the stages can be characterized as the following: a) pre-production; b) early production; c) speech emergence; d) intermediate fluency; and e) continued advanced language development.

Pre-production

Haynes (2005) defines this stage as "parroting". At this stage learners have minimal apprehension of vocabulary and verbal production skills. This means that they limit themselves to repeat new words following a model but no complete or logical sentences are produced yet. Repetition is, therefore, a relevant learning and teaching tool which can serve the ultimate goal of the stage: acquiring basic new vocabulary.

Early production

This stage is characterized by the increase in the number of words learners demonstrate and the incipient production of short and basic sentences no longer than two or three words. It is typical from this stage (in both adult and children population) that learners start feeling they can utter statements that look 'complex' to them but that may be not completely accurate according to the language rules. For example, a child at this stage can produce a chunk of language including "a house blue" which, according to English syntax has an inverted order but which for the child makes complete sense. In addition, learners typically memorize phrases like "Can I…?" or "Tie my shoe" and use them repetitively to convey a specific message and achieve some results accordingly. Due to the complexity of language rules, learners cannot be exposed to them yet during this stage, because the act of understanding and applying language rules requires metacognitive and higher order thinking skills that go beyond the scope of this period.

Speech emergence

As its label indicates, at this stage learners start developing an incipient recognition of more complex and longer speech forms. Grammatical accuracy is not fully achieved yet because there is interference between L1 and L2 and there is some overgeneralization of grammar rules based on the models students study in the classroom. Basic awareness of verb tenses arises at this stage as well as assimilation of primary connectors (and, or, but). Linguistically speaking, children start associating and recognizing some sounds and letters (phonics awareness), images and words (visual imagery), and print letters. For instance, when a teacher shows the picture of a baby, learners relate the image to the 'b' sound and repeat accordingly.

Intermediate fluency

Learners at this stage start manipulating the language elements they know to create even more complex and sophisticated sentences. The number of errors is reduced because overgeneralization tends to disappear and more logical analysis of language rules takes place. As a consequence of this, students are capable of dealing with content related to other subject matters different than language itself (mathematics, literature, biology). It is of utmost importance to mention that, so far, I have not mentioned how long each stage takes because there is no total agreement among language investigators and theorists, but it is generally accepted that this stage is the one that takes the longest because it requires cognitive, metacognitive and emotional efforts that come along with age.

Continued advanced language development

At this last stage of second language acquisition, learners boost their language knowledge of syntax, morphology and semantics rules and this allows them to start and maintain well-supported arguments in conversation (in the case of oral production) and coherent and cohesive texts (in the case of written production). Depending on the contact the learner has with the second or foreign language outside the classroom, a 'native-like' (or very close to the native standards) mastery of the language can be reached. The learner does not depend entirely on the teachers' input to produce complex chunks of language but becomes a more autonomous language user; furthermore, the learner is in the capacity of looking for new and challenging opportunities to use the language effectively and according to varied and different objectives (which may be academic or daily-life related).

The previous stages vary in time and length from person to person. However, some authors specify age periods associated to each one of them. For example, Ersöz (as cited in Tavil & Işisağ, 2009) claims that in some cases "language acquisition may take place at a very young age, such as 3 to 6. These children are usually referred to as very young learners; the term young learner refers to children from the first year of formal schooling, 6 to 12 years of age" (p. 300). This author affirms that children in these two age groups instinctively apply the skills they develop in their first language acquisition to their second language learning. In this view, children are regarded as "natural" learners who bring to their learning many vital qualities such as curiosity, energy, and spontaneity. This implies that learning activities for children must be suited to their stage of mental development.

The Acquisition of Vocabulary

Learning a foreign language requires the simultaneous management of several elements including pronunciation patterns, syntax rules, semantic fields, word formation and spelling rules which, all together, allow the learner to communicate with others sharing the same linguistic code. The last two elements are those which constitute vocabulary of the language and become the core principles of the present study. In the following paragraphs I will define the role of vocabulary within the second language acquisition framework, once again making a special emphasis on young learners.

Words are the basic unit of language form. Without sufficient vocabulary, children cannot communicate effectively or express ideas. Additionally, having a limited vocabulary is a barrier that might prevent students from learning a foreign language effectively and, if learners do not know how to expand their vocabulary, they may gradually lose interest in learning. As I stated in the introductory chapter, that is the problem I identify in my English classes and which led me to carry out the action research project. In simple words, very young children feel extremely anxious and nervous in the English class and this hinders their learning processes—vocabulary acquisition among such processes.

According to Brown (2001), children are effortless second language learners and far superior to adults in succeeding in acquiring the second language. They learn best when they can see and touch things and when they are involved in a lot of activities. Therefore, the author advices to provide children with a variety of tasks that involve movement, drawings and pictures. In addition, the author affirms that children may need accurate language reinforcement, not necessarily through explicit grammar instruction or explanation of rules but through authentic

and constant models which can come from parents, teachers, other children and, in these modern times, from any other type or electronic or digital source. Concepts and patterns should be, therefore, reinforced indirectly through repetition. The use of songs, rhymes or chants can be a good method for achieving these objectives.

Moreover, Feher (2005) affirms that state–of–the–art language learning theory follows the assumption that young learners learn best through constant exploration and exposure and gain motivation to learn accordingly. They also tend to learn the language from other children relatively quickly because they want to play and make friends on a regular basis. The stage in which the language is learned or acquired, the author insists that "earlier means better", which can be understood as the necessity and importance of exposing children to language forms since their early periods of language development. In other words, she defends the idea of beginning the foreign language vocabulary acquisition process since precocious phases, which is the intended goal of this study.

Other authors (Gilbert, 1999/2000; Palmberg, 2006) hold a similar position and encourage foreign language teachers to become effective providers of useful vocabulary that students may need in close-to-reality communicative situations. Among their ideas, Palmberg's (2006) statement of the limitation of the teacher's vocabulary input compared to the total vocabulary students may learn from other sources (like the ones aforementioned) is a relevant variable in the learning process, but this does not mean that the teacher's effort is not worth when teaching new vocabulary items. As a consequence, "recycling and repetition" become an asset in the young learners' language classroom if a wide range of vocabulary is one of the desired goals of the curriculum. Beyond shadow of a doubt, the former claims support the theory of vocabulary acquisition and, consequently, the objectives of the current paper.

In the same line of thought, several authors claim that vocabulary plays an important role when learning a foreign language. According to Nguyen and Khuat (2003) vocabulary is one element that links the four skills of speaking, listening, reading and writing all together. In addition, Angarita (2010) affirms that "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" (p. 19). This means that vocabulary is a linking element of paramount importance because it helps articulate the different skills in a meaningful way for the learner, giving equal relevance to all of them and, therefore, placing it on a relation of parity.

To start acquiring and building language skills, children need to learn vocabulary. Angarita (2010) claims that words should be taught bearing in mind the young learners' existing requirement or needs. Nevertheless, Thornbury (2002) found that "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" (p. 20). What children need the most at the very beginning of the learning process is to recognize basic vocabulary in listening. For that reason, chunks are the best option for them to identify complete messages with a few words. In that way, and supported by good teaching techniques, students can remember and acquire an adequate number of words to use them accurately.

Cameron (2001), similarly, affirms that vocabulary has been seen as a major resource for language use in somewhat recent years and more attention has been paid to it. She expresses her ideas in the next convincing way:

Early foreign language learning offers the chance for learners to build up a solid core

of words useful for further learning, together with words that are learnt because they

interest or excite young learners at that age. However, early vocabulary learning

may be ineffective if words are not consolidated and used regularly (p. 94).

In a research report, Tavıl and Söylemez (2008), suggest that one way very young

children absorb information is by looking at things. Thus, visual aids have a dominant part

because they are used to build and delineate meaning, provide an immediate memory

association, and help with the retrieval of words and phrases. Furthermore, imagery should be

based on their needs, interests and capacities. The evidence can be found in the (sometimes

extremely) overloaded preschool classrooms in which children are provided with plenty of visual

and aural input, in which it may be asserted that not always 'more is better'. In other words, it is

important to make an appropriate use of audiovisual material but it is not necessary to

overwhelm students with the amount of information that, ultimately, will not be necessarily

internalized in an effective way.

Total Physical Response

Asher (1977) was the developer of TPR, a natural method that combines listening and

acting. Richards and Rodgers (2001) affirm that it is built around the coordination of speech

with commands and actions which relate to language through physical and motor activity. By

following its theoretical principles, children respond physically before they begin to produce

verbal responses. As a result, it reduces stress and creates a positive environment which makes

L2 learning easier. The focus of TPR is on the teaching of oral proficiency at a beginning level in

order to improve students' vocabulary and allow them to initiate their productive skills. In other

words, Asher (1977) explains that TPR develops comprehension skills before the learner is

taught to speak.

According to Frost (2004), L2 learning follows a similar path to the one that children learn their mother tongue. Parents use body language when having conversations with their children, give instructions and perform many other actions while using language to which the child physically responds. In the classroom, the teacher acts as the substitute of the parents; therefore, the teacher gives a command and children do the action accordingly. In Asher's (1977) terms, "The teacher is the director of a stage play in which the students are actors" (p. 64). Needless to say, commands are the most important tools to make the students move around and follow directions, which is the decisive aim of the TPR theory.

Frost's (2004) position is aligned to the general objective of this project. The same author points out some of the advantages of teaching with TPR. For instance, children can connect the vocabulary with actions, they can recognize classroom language and they can follow instructions. Additionally, Mustafa (2012) affirms that "TPR is an extremely useful and adaptable teaching technique, especially in the case of Young Learners who listen to their teacher's instructions in the form of commands and then follow those instructions" (p. 11). A conclusion, the previous statements, is that the TPR theoretical framework makes an emphasis on providing comprehensible input and the reduction of stress in order to allow learners to understand and imitate new vocabulary. Finally, Widodo (2005) names the most salient advantages of TPR, which can be paraphrased as the following: a) learners enjoy the class since it boosts the pace and the mood; b) it aids memory; c) it does assist students in recognizing phrases or words; and d) it is suitable for kinesthetic learners who need to be active in the class since it involves both left and right-brained learning.

The Use of Songs in the Acquisition of Vocabulary

According to the study by Cruz (2005), music and songs are a crucial part of who we are as human beings and they have become an integral part of our language experience. According to the author, music and songs help all areas of the language, including vocabulary development. Hence, the use of songs and music is a useful tool in the classroom to enjoy and learn content more easily. Similarly, Mustafa (2012) states that "the most prominent features of songs that reinforce language acquisition include their rhythmic and repetitive nature and the joy that the association between melody and content brings to the learning activity." (p.11). It is understandable from the previous arguments that rhythm and songs can indeed have a crucial function in the acquisition of vocabulary. Krashen's (1981) ideas affirm that songs aid children in learning because they develop an awareness of rhythm, and they have not yet experienced the anxiety that can accompany learning a second language using other more traditional or formal teaching techniques.

Ayotte (2004) claims that music has a useful impact on memory because songs have repetitive lyrics and rhythms. As the author demonstrates in his investigation, songs have a real and positive influence on the improvement of vocabulary and grammar because he has proven how a group of students who listened to songs learned grammar structures and vocabulary, and performed with more grammatical and vocabulary accuracy in immediate assessments after learning and practicing in class. Thus, this same author mentions how music is related to students' lives and the significant advantages of using this tool in the classroom. Songs can be seen as an additional form of input that can be used pedagogically to teach a foreign language. Since students listen to music and seem to enjoy it, teachers should try to integrate music into the foreign language classroom. Furthermore, he says there is a growing interest in the use of songs

in the classroom with regard to foreign language teaching. Songs provide opportunities for students to focus their attention spans, to practice listening comprehension, vocabulary and dictation, and for teachers to add fun to the way they teach. In addition to his ideas, Mustafa (2012) claims that songs support the active participation of students and teachers since they are physically involved in doing the same actions; that is, they share a common experience. Moreover, this author affirms that songs provide excellent opportunities for repetition and practice that might otherwise be tedious. "Repetition of language is pleasurable—such as repeating choruses, or singing cumulative songs where each verse borrows words from a previous verse" (p. 12) This repetition, most often accompanied by physical actions helps children feel comfortable with the foreign language. Singing songs with pupils helps them gradually internalize the structures and patterns of the second language as well as the specific language items that the teacher wants them to learn.

Ayotte's (2004) report is quite complete because it provides the reader with a very general but solid idea of the role of songs in the language learning process. For instance, the author claims that songs improve concentration and that music helps learners tap their subconscious resources and retain greater amounts of vocabulary and structures. Additionally, he discusses the importance of taking into account the multiple intelligences students in a classroom can have and their preferences, so teachers can provide a variety of activities, including music-centered activities. Moreover, according to Sloboda (1985) music and language have several similarities; both are primarily aural and they share behavioral as well as formal features. Children have the natural abilities to learn the rules of language, and music is an example of the natural medium that is auditory and vocal, demonstrating that music and language are methods of communication resulting from the organized and developmental needs of the brain

Similarly, Tavil and Işisağ (2009) claim that songs play a significant role in motivating students to learn English. They can support the development of learners' abilities in reading, writing, listening and speaking, as well as provide opportunities for learning pronunciation, rhythm, grammar and vocabulary. As a complement to the previous ideas, Mustafa (2012) postulates that there can be positive affective effects since "A positive attitude and environment enhance language learning. Songs are an enjoyable activity that contributes to a supportive, non-threatening setting with confident and active learners" (p. 12). Moreover, songs often offer a change from routine classroom activities and can encourage learners to use English. In a non-English environment, the main problem for teachers is how to stimulate learners to speak English in class; therefore, songs may be the starting point for they are supported with pictures and actions, helping students recognize words and meanings more easily. Finally, songs can stimulate a positive emotional attitude to language learning.

To conclude, developing vocabulary skills is essential and songs are regarded as one of the most effective techniques for doing so. Songs have a definite place in the young learners' classroom; they provide meaningful and enjoyable language practice, especially in fostering listening and vocabulary skills. The hope is that the more songs children experience, the better language learners they will become. The effectiveness and importance of songs increase when they are used in the right combination with TPR, which, in the words of Mustafa (2012) involves game-like movements that become a key factor in the language learning process.

CHAPTER 3: Research Design

In this chapter I describe the research process features, the population under study and the data- gathering tools I used to collect information for its later analysis. The ideas I present are upheld by own observations and the theory existing on the languages research area. First, I describe the framework that shaped this study. Second, I highlight the relevance of the teacher as a researcher within the action research framework. Then, I explain the context, the participants, and the participants' needs that led me design the project. Finally, I characterize the data collection instruments.

Type of study

This project is based on an action research methodology which is defined by Nunan (1992) as the one that finds solutions to specific problems or situations in a classroom. Also, Burns (2010) claims that it is self-reflective practice, a critical and systematic approach to analyze and explore teaching contexts. In this way teachers become investigators or explorers of their context and their own practice in order to find changes and improvements in it. The most relevant features of action research, though difficult to summarize, can be stated as the following:

- It is a local research process; this means that the issue under study comes from the teachers' immediate context and is affected by the context's characteristics.

- It is a small-scale type of research because it aims at finding results of very practical issues observed in an everyday classroom.

- The teacher acquires a dual role: teacher-researcher. This feature poses very important characteristics on the process which I will explain in the next paragraphs.

Researcher's Role

As I previously mentioned, the roles I had in this action research were two: I behaved as an observer teacher and as a participant researcher. To begin with, I was involved in the action research process of designing the implementation, the activities for data collection and the analysis of the information gathered. My role as an observer teacher means that I have to recognize what is happening with my students' behavior, attitudes, and performances (Freeman, 1998). My role as a participant researcher has to do more with the analysis of the actions, attitudes, feelings, and thoughts of the students when I applied the designed material and the proposed strategies. In simple words, Cohen , Manion, and Morrison (2005) define the teacher-researcher's role as a cyclical process of observing and acting upon the issue under study as many times as necessary to make sure relevant changes have taken place in the learning process.

Context

The Newman School is a private institution located in Cajicá, a town close to Bogotá. At the Newman School, there is respect in terms of different religious ideologies. The school believes that it is vital to freely maintain a relationship with God. This is a coeducational bilingual institution that provides education for the students who have high moral and academic expectations. The school educates world citizens full of capacities in science, languages, and arts and, of course, citizens who contribute to social equality and show respect for their country. This school promotes Colombian values and takes into account the importance of knowing English and Spanish as vehicles of knowledge in terms of reading, writing, speaking and listening. This institution demands high academic levels in order to make students aware of autonomy in the construction of knowledge. In addition, the Newman School's curriculum is

based on the pedagogic proposal of learning to learn. This idea proposes that the students create actions of planning, regulation and evaluation when solving specific tasks.

The Newman School seeks to develop English competences in the four linguistic skills listening, speaking, reading and writing as a way to have access to different cultures all around the world. The preschool section at the School has two groups from pre-kinder to first grade with 20 to 25 students per classroom. The study of the English language is intensive with children having two fifty- minute periods of English every day. The School uses the communicative approach and very young learners learn English through exploration. However, there is no single method that must be followed; every teacher is free to use the method and the activities he/she considers appropriate to the students' needs.

This is the origin of this proposal: a specific action taken after careful observation of a problem area in my classroom.

Participants

The students who participated in this study were a group of 15 pre-kinder children between 4 and 5 years old. Almost the entire group has a true beginner level in English because they are beginning to learn English as a foreign language and this is their first year at a bilingual school. Most of them have little or no previous experience with this language. The majority of them are visual, auditory and kinesthetic learners, so they show interest in learning in the class when it has specific activities that involve resources like videos, flashcards, paint, crayons, colors, play dough, clay and sand, and the teaching atmosphere is appropriate and real for children. Thus, these learners love to have fun with their teachers and friends because they enjoy all the activities like games, songs, stories and chants. Because of their age, their short attention

span and limited English background, they need to use basic language to ask for permission, follow instructions and to meet their basic or personal needs. Besides this, they need to enrich their vocabulary to answer simple questions about things that surround them in their immediate context.

The project was applied in the learners' regular English classes in order not to affect or impose another schedule. The principal of the school and the children's parents (See Appendix 1-2) signed a letter of consent to guarantee confidentiality and transparency during the process. The procedures of the project, as well as all the ethical considerations are explained in the letter.

Students' Needs

Learners' Linguistic and Cognitive Needs

The learners are four and five years old and they are acquiring English as a foreign language. My students basically need to learn new vocabulary related to the immediate environment around them. They need to gain familiarity with the use of English as a foreign language within the classroom and sometimes outside of it. Similarly, they need to identify, name and recognize new vocabulary to use it properly in different contexts. Moreover, they need to learn short specific sentences to express their communicative intents depending on their necessities. As a consequence, their listening and speaking skills need to improve in order to achieve communicative goals   among themselves with simple sentences. Regarding the original objective of the project and the current chapter, the objective of the implementation of songs and TPR addresses the learners' needs by using proper vocabulary which they could imitate and use to produce output in order to get acquainted with everything around them.

Learners' Affective Needs

The affective needs of the learners are primarily related to some of the characteristics of their age. Most of them do not tolerate frustration in their learning process. They also are very egocentric so they want to be the best and win in everything they do because they think all the activities are competitions. Since they are beginning their school lives, and most parents overprotect them, they are very dependent, so it is necessary to help them gain independence and self-confidence.

Data Collection Instruments

The data collection instruments chosen for this project were video-recording of the lessons implemented in order to analyze and reflect on the students' responses in each lesson with songs and TPR activities. In addition, the teacher's reflections were registered as field notes (See Appendix 3) to report on students' performance after the implementation of the lessons. Additionally, there were students' documents or artifacts (See Appendix 4) to assess how the vocabulary was acquired after each lesson based on the students' answers. Similarly, parents' survey (See Appendix 5) was designed in order to find out their perceptions about their children's improvement in the acquisition of vocabulary. Finally, a checklist (See Appendix 6) was designed with all the new words studied during the implementation; it was used to determine the students' understanding of the new words through movement.

Video recordings are a tool with which the researcher can capture information of what the students say and do. As Burns (2010) claims, the researcher should record the lessons she/he wants, and at the same time decide what specific aspects to focus on at the moment of analyzing data. In addition, videos provide objective records of classroom interaction, so the validity is

dependable because of the detailed description and explanations of specific patterns. The videos can be observed in terms of lesson implementation to analyze and describe the students' answers and their personal performance of vocabulary improvement.

Secondly, field notes are a useful tool since the researcher can reflect on the process through specific details he/she describes of the observed events (Burns, 2010). There is accuracy in describing the facts, so field notes are useful for reporting relevant data that can help answer the question posed in the project. Reflections are useful to my study because they provide me with specific details about the vocabulary acquisition of the students when using TPR and songs.

Thirdly, the artifacts or students' documents are work sheets filled out at the end of the implementation (Hubbard & Power, 1999). They are useful to verify the students' outcomes according to what they learned during the activities proposed in the song and TPR lessons. The worksheets were designed for students to complete them by following the teacher's instructions. The objective of these worksheets was to determine students' listening comprehension and the vocabulary they had learned.

As a fourth tool, I used a survey for parents which allowed me to observe different individuals' opinions on the same issue (Choosing Data-Gathering Methods for Your Project, n.d.). It only consisted of one open question, but it helped me have a more accurate picture of students' evolution in terms of their parents' observation.

The last instrument was a checklist designed with the objective of verifying students had effectively internalized and learned the vocabulary after several practice lessons with songs and TPR activities. Checklists are a useful tool because they provide a quantitative focus to the data

gathered, allowing the researcher to compare those figures with the qualitative data obtained

through the other instruments. (Lankshear & Knobel, 2006).

Data Collection Procedures

This action research followed three stages in order to collect the necessary data and at the

end of the research project find the results of the implementation.

Pre-stage

During this stage I observed my students' performances and their specific attitudes

towards the planned activities when using vocabulary in the second language. To report the

observations used field notes (See Appendix 6) to register specific details about the aspects I

was interested in. Thus, this information allowed me to observe the children's English level and

attitudes towards English as a foreign language before the implementation in order to have a

point of departure and compare it to the final results. Then, I looked for the songs and the

vocabulary they were going to work, as a way to organize the lesson plans based on the TPR

activities.

While- stage

This was the moment for working on the implementation of the classes in which students

faced the new vocabulary through the songs and TPR activities. It was necessary to plan and

execute the classes carefully and systematically. Thus, the video recordings and the field notes

were useful because I checked the students' responses, attitudes, movements and vocabulary they

acquired when applying the TPR exercises and the new songs.

Post- Stage

At this last stage, the students' documents were analyzed after the children answered the worksheets focused on specific vocabulary. During this stage, I attempted to verify whether the implementation of vocabulary with TPR and songs worked in the acquisition of vocabulary and how evident this was. The parents answered a short survey which allowed me to analyze their perceptions about the children's acquisition of vocabulary. Finally, a brief checklist was applied in order to see what words, songs and movements they remembered after the implementation.

CHAPTER 4: Pedagogical Intervention and Implementation

This chapter presents the description of the procedures I followed during the pre, while and post stages implemented in the lessons using songs and TPR activities as a way of finding answers to the question that guided this research project. Since the theory underlying TPR was already described in chapter two, in this current chapter I focus on how I adapted that theory to my own and my students' needs, again having the objective of the project as the ruling guideline of the process

Based on the steps of the implementation design in this research, I provided enough time for students to listen to the songs and become familiarized with the rhythm; then, I used a series of TPR commands to check the understanding of the target language of the teacher. More specifically, the objective of using songs and TPR was to reduce the stress children felt when studying a foreign language. In this way, I intended to help my pupils learn in a similar way to the way they acquire their native language. Children were allowed to speak when they were ready after having had training and being in contact with specific words and structures. In this case, most of my commands were in the form of imperatives; for example, single words like 'jump' or 'cry', and multi-word chunks like 'open your eyes'.

This implementation is organized following a Total Physical response class described in Larsen (1982). This model gave me support and new ideas to implement on a constant basis, so the lessons I designed would combine the songs with TPR in order to support the children's improvement in terms of vocabulary.

The purpose of the following specific stages was to use the teaching strategies and techniques I chose to try to effectively help the learners fulfill the objective of improving their

performances in learning a foreign language in terms of vocabulary. Pre, while and post-stages were planned, as it was done with the stages of the Research Design in the previous chapter. In the while stage, there were four lessons consisting of 4 songs with different vocabulary and TPR exercises. Each lesson took three to four hours. Furthermore, each lesson had a song which I selected to teach certain commands and basic vocabulary. The names of the songs were:

Jump, http://www.youtube.com/watch?v=kcQJDpj5TSY,

shake, http://www.youtube.com/watch?v=I5RUzkySseE,

Sit Down, http://www.youtube.com/watch?v=t9WAGkQUUL0 and

Twist, http://www.youtube.com/watch?v=iMLh3LGNr4s which were downloaded from the YouTube websit

Pre- stage

During this stage, I observed my students in the English classes and I took notes for three weeks before the implementation. I collected specific information about my students' performance and attitude towards the English classes since these children had not had contact with English classes before. I had the opportunity to observe and write field notes about the children´s reactions towards having normal classes without applying TPR approach and songs (See Appendix 7)

While – stage

It was at this stage when students saw some images or pictures of real children doing the commands they were going to learn and model during the development of each class. This part of the lesson was designed to get the children cool down and focus. Students tried to guess each activity of the picture in English would be pronounced. Beginning with this activity, children

were able to become familiarized, visually, with the new commands or vocabulary they were going to use later on.

Secondly, there was a general presentation of each topic by having a visitor in each class who was essential in the development of the classes. A puppet or a different guest was used with the aim of catching students' attention and having a general conversation with the teacher while responding to her commands.

Thirdly, we began the implementation of using a song for each lesson to permit the students become familiarized with and conscious of the rhythm and sound, which is something children enjoy. Students were able to listen to the song and in that moment they could dance, listen carefully or even guess what the lyrics of the song went like.

In the process of teaching the vocabulary to the children by using TPR, they listened to the song and the teacher stopped it after each command was mentioned. The teacher repeated the command in the target language and performed it with the students. This was done to convey the meaning through actions and activate the memory through learner response, aligned to what Asher proposed (1977).

After practicing all the commands several times, the teacher asked for six volunteers to act out the commands by themselves, so the teacher could direct the students' movements. Afterwards, the teacher turned to the rest of the class and gave the same commands in a different order, so the teacher directed students other than the volunteers. In that moment, the students learned by observing actions as well as by performing the actions themselves.

The last step was to call all the members of the group in order to involve them in the class and let them practice all the vocabulary worked on before. Because the learners had already seen

the vocabulary and listened to the song, they were able to dance, repeat, sing, acquire and follow

the commands. If the students made a mistake, the correction was done in an unobtrusive

manner. Finally, the teacher pasted images of the commands from the song on the board, so

students were ready to sing by looking at the images of the commands, doing the corresponding

TPR movements and imitating what was studied before. It is valid to mention here that the steps

described before were the same steps followed for each lesson, so the lessons were similar in

terms of methodology and organization.

Post- stage

In this part of the implementation, the students had already been taught the four songs and

the TPR activities, so they would be able to show more appropriate performances with the new

vocabulary. Students filled out specific worksheets (See Appendix 4) in order to reveal how well

each child understood and could recognize some specific commands worked on during the

implementation. The last instrument, the checklist (See Appendix 6), was applied in order to ask

them what words or movements they remembered easily.

CHAPTER 5: Data Analysis and Findings

In this chapter I explain the data analysis that I conducted to answer the research question. First, I describe the approach that framed the overall analysis process. Second, I report the categories I obtained after the coding process. Finally, I present the findings obtained after the process of analysis.

Data Analysis Approach

The analysis of this research is qualitative, which allows the researcher to analyze the students' responses, improvements, feelings and perceptions regarding, in the case of my study, the implementation of TPR activities and songs. In addition, with this kind of analysis, it is possible to know how the strategies used during the lessons impacted vocabulary learning and motivation. The qualitative approach chosen to analyze and gather all the information is proposed by Strauss and Corbin (1990) as grounded theory, whose primary objective is to develop new theories or meanings. This theory is developed inductively from a corpus of data; it is discovered, developed and verified through data collection and data analysis in order to establish reciprocal relationship. Hence, the grounded theory approach was used in this project to analyze data qualitatively. Consequently, it was necessary to gather the data, label relevant information in codes, group and determine it by similarities, and define the categories which would support and answer the research question.

Data Analysis Procedures

According to Sagor (2005), it is important to take into account that the analysis of

data is easy for the researcher when the data is organized in a practical way to clarify

information. For that reason, I decided to combine the grounded theory approach with the

methodology proposed by Burns (1990) which is clear enough to systematize, organize and

guide much better the data for the analysis. The stages consist of assembling the data, coding the

data, comparing the data and building interpretations as a way to facilitate the researcher's

analysis and reporting the outcomes. The objective is to reduce the large amount of data that may

be collected into more manageable categories of concepts, themes or types.

The first step was to classify the information in groups according to the outstanding

characteristics. Then, the categories were organized to establish possible answers and

relationships to the research question and the objective. Thus, the categories helped to determine

the possible effects of using TPR activities and songs on improving the learners' vocabulary.

Stage 1: Assembling the data

Following Burns' (1990) principles, in this stage it is necessary to assemble the data and

look for the different patterns which can be used to answer the research question and compare

and contrast general information to see what fits together. The process of assembling the data

begins by video recording what happened during each lesson; the teacher's reflections were

registered as field notes to report what happened while observing the videos. The scanning

process begins as a way to do a more detailed analysis and observe specific and common

patterns. Although there were different and related ideas to choose as categories, the process of

selecting them was established by looking at common characteristics and repeated patterns which

were close to the answer of the research question.   It is valid to mention that the results in this

first stage listed different patterns including students' motivation and perceptions, the teacher's

role, the teacher's strategies, language learning, students' interaction and class management.

Stage 2: Coding the data

According to Hubbard and Power (1999), the objective of coding data is to reduce and classify large amounts of information, more specifically in order to make it more relevant and manageable. In that way, codes and categories are explicitly recognized and analyzed by the researcher as a way to present concrete results. After I gathered all the information, I applied the open coding technique to identify patterns. During this process (Strauss & Corbin, 1990), the data is broken down into discrete parts, to be examined, compared, conceptualized and categorized. Then, I continued with the axial coding technique to reduce the data and make connections between the categories and subcategories.

In this stage, the information was collected and classified from the most possible general to the most possible specific form. First of all, I thoroughly examined all the instruments, highlighted with colors and put together all the pieces of information that were similar in order to gather and collect information about each pattern. (See Appendix 8). The information gathered was related with language vocabulary development and learners' motivation.

Stage 3: Comparing data

According to Burns (1990), it is essential, once all the patterns are compared, to identify the repeated or different chunks of information that appear in the instruments. The objective of this stage is to describe and establish what information from the different instruments is related and to illustrate the data, as a way to find specific events of the patterns. As I said before, the information of all the instruments was compared and triangulated to recognize the students' reactions related to the vocabulary learning process' evidence. Here, the field notes registered before beginning the implementation were compared to the videos, the teacher´s reflections, the

parent's comments, the artifacts, and the vocabulary checklist used during the implementation to determine some differences and advances in the students' vocabulary.

All the information, once analysed, a single, specific category was identified and it was divided into two subcategories in order to give meaning and order to the information The chart below shows the established categorization.

CATEGORIES	SUB-CATEGORIES
Language improvement	**Vocabulary Acquisition:** Understanding and representing the language commands
	Motivation enhancement: Positive attitude and participation

Stage 4: Building Interpretation

This step goes beyond comparing, categorizing, describing and coding; it aims at making more sense to the meaning of the information. According to Burns (1990), "This stage demands a certain amount of creative thinking as it is concerned with articulating underlying concepts and developing theories about why particular patterns of behaviors, interactions or attitude have emerged" (p. 159) . In addition, the data should be analyzed systematically in order to interpret the findings appropriately. This is the part where the information supports the different categories to give specific characteristics and evidence in the results about the implementation.

Stage 5: Reporting the outcomes

This final stage involves presenting an account of the research for others. What is of utmost importance is to ensure that the report sets out the processes of the research, and that the findings are well supported with examples from the data gathered. The specific steps were listed and then the researcher followed to organize and classify the information, and define the categories and subcategories, it is important to show the interpretation supported by facts and theory.

1. Main category: Language improvement

This large category refers to the improvements children demonstrated in their linguistic competence, since they showed high levels of familiarization with the vocabulary of the songs and revealed appropriate management when they tried to express the new words in English. This category comes from the objective of the research project in order to recognize the effects of the TPR activities and songs on the acquisition of vocabulary in pre-kinder students. The next subcategories help develop the current one, adding supporting information with specific analysis details.

1.1. Subcategory: Vocabulary Acquisition

Before the implementation, the pre-kinder children subjects of study were beginning their process of acquiring vocabulary in a foreign language, so it was necessary to help these learners improve their understanding of what happened in class and follow the teacher´s instructions accordingly. To help this objective be reached, it was important to bear in mind that the Newman School demands that teachers teach almost all classes using English 100 percent of the time, but

in preschool it is used 95 percent of the time in order to familiarize the children with the new

language and specific vocabulary.

This subcategory shows the impact of the use of TPR activities and songs on the

vocabulary by analyzing and triangulating the five instruments: videos, teacher field notes,

student's artifacts, checklists and parents' comments.

First, before the implementation my perception was that the four-year old learners needed

to increase and improve their English vocabulary in order to establish communication with their

teachers and classmates. For that reason, I focused my attention, during discrete periods of time,

on analyzing the attitude of the learners towards the English classes, understanding new

vocabulary and how to use it. Based on this analysis, I could observe that the children had very

little knowledge of the language and therefore they could not work independently. Learners were

not used to listening to the teacher speaking in English, so they did not understand all the

commands easily. It was hard and unusual for them to express any words in English without the

teacher's support.

> *- The learners were making efforts to memorize the different daily expressions. It was*
>
> *hard for them to memorize and get used to the expressions*
>
> *- Learners did not say any English word by themselves, the teacher had to say the words*
>
> *and they repeated.*
>
> *- They preferred to listen Spanish than English because they did not understand anything*
>
> *in English*

Excerpt 1. Children's perceptions towards the language before the implementation

However, students' initial attitude towards the language and its use was open and expectant. To support this analysis of the situation before the implementation, the following excerpts show the teacher field notes regarding the attitude of the learners towards their English class.

- *Some of them liked to repeat some words and classroom language as a way to imitate what the teacher used to do in class.*

- *The learners were making efforts to memorize the different daily expressions*

- *When the learners were going to ask for permission, they tried to repeat and use English expressions*

- *The expressions were known by the parents so children were supported to practice the vocabulary at home*

Excerpt 2. Children's perceptions towards the language before the implementation.

During the implementation of the songs and TPR activities, thanks to the analysis of the teacher's field notes and the videos (See Appendix 3), I identified the fact that the children made incipient efforts to use the recently learned language in English since it was necessary to perform well in all the activities. Although the learners used some new words in Spanish, they immediately made the translation when representing the vocabulary with movement and repetition. In addition, after delivering a couple of lessons of the project, the students recycled the vocabulary seen in previous classes, so the majority of them followed either their teacher's, their classmates' or the puppet's instructions to perform specific movements when different words from the songs were named. Furthermore, the children showed understanding of the vocabulary because they identified and related the images of the words with their meaning.

- *Students repeated what the teacher asked for.*

- *The majority of the children recycled the vocabulary they knew in English when describing the pictures (boys –girls)*

- *They tended to repeat what the teacher said.*

- *At the moment of introducing the different words, the teacher made students repeat all the words she had worked before.*

- *Learners moved as the teacher did.*

Excerpt 3. Children's perceptions towards the new vocabulary during the implementation

In order to have more evidence of the students' vocabulary learning and understanding process, I implemented the students' checklists (See Appendix 6) on an individual basis during the post stage. I made sure that learners would not able to see their classmates when completing the checklist. After implementing it, I could see that almost all the fourteen learners could answer and performed the movement associated to all the words correctly. However, there were two children who just answered six words because they were distracted and their attention span appeared somewhat weaker than their peers', but in an overall way most of them understood and used the words correctly. Thus, it was evident that learners understood the meaning of all the words from the songs.

Finally, the report given by the parents (See Appendix 9) showed their point of view regarding their children's perceived progress in the use of vocabulary both at home and in the school. For the parents, it was noticeable that their children improved because they recognized, understood and used different English words which were well pronounced and identified in different contexts. Moreover, the children were familiarized with songs and videos, so they sang and understood language chunks freely. Also, parents expressed their affection when listening to

their children singing all the time. Using parents' comments, they understood this as their

positive reaction towards the new activities that were taking place in the language classes.

Paraphrasing this, it meant that the learners could remember, repeat and memorize all the new

words easily. Finally, the children continuously repeated all the new words they had learned in

class, so their parents could learn them too and helped them practice at home.

> - *Mi hija esta hacienda más repeticiones, y ha adquirido vocabulario que utiliza a*
>
>   *diario en casa, reconoce muchas situaciones, nos dice como se pronuncia y como*
>
>   *debemos decir.*
>
> - *La niña ha aprendido bastantes palabras, las repite diariamente, canta canciones*
>
>   *y al ver televisión en su canal preferido, recuerda palabras vistas y las dice*

Excerpt 4. Parents' point of views about their children advances in English vocabulary

Further evidence of vocabulary acquisition was seen in the worksheets the children

worked on, because almost all the learners answered correctly; they followed my instructions

properly and pointed out the pictures associated with specific words. The objective of this

artifact (See Appendix 4) was to look for extra confirmation of the children's meaningful

vocabulary acquisition process. At the beginning of the project I was not sure about the design of

these papers because I did not see the relevance to assess the understanding of words on a piece

of paper when, during the implementation, I asked for specific movements. However, I designed

the worksheets of the vocabulary of each song with specific images that had been studied. I took

the images from the video of each song, so the learners were quite familiarized with them.

During the implementation of the artifact, I saw that answering was a little difficult for some

children because there were some images that were quite similar, and they had to follow

instructions. Although the instructions were similar to those we used in our English classes, some

pupils were lost because of the quantity of information; others were ready to answer quickly and

correctly.

Final worksheets answered by children
Jump song: Instruction: **Look at the images and circle with pencil what the teacher names:** *JUMP, TOUCH THE HEAD, and CLOSE THE EYES.*   <u>**All the students followed the instructions and answered correctly**</u>
Shake song: Instruction: **Look at the images and circle with pencil what the teacher names:** *SHAKE THE HANDS, CLAP THE HANDS, MOVE THE HEAD SIDE TO SID**E*** <u>**All the students answered correctly and followed the instructions**</u>
Stand up and Sit down song: Instruction: **Circle with a blue marker *STAND UP*, Circle with a green marker *SIT DOWN,* and Circle with a red marker *TURN AROUND*** <u>**All the students followed the instructions and recognized the colors to circle the requested pictures**</u>
Twist song: Instruction: **Look at the images and cross with a blue marker *SHAKE IT DOWN,* cross with a red marker *TWIST*, cross with a yellow marker *STOP*, cross with a green marker *DANCE*, cross with a purple marker** The majority of the learners answered correctly, however, following the instructions was not easy because of the pictures.
TEACHER REFLECTION Learners followed the teacher instructions and pointed out the pictures with specific words. They circle with pencil, circle with colored markers and cross out the requested words. Besides, learners tended to follow the instruction on the piece of paper and then dance or move depending on the word the teacher was asking to circle or cross.

Chart 1. Results of the worksheets

     To conclude, and after analyzing all the data, I can state that learners demonstrated

progress in the language learning process by continuously repeating words, making spontaneous

use of them, performing actions, recycling already seen vocabulary in class and other contexts,

and pronouncing and understanding instructions appropriately for the level they were in (See

Appendix 10). Along with the previous facts, I concluded that during the implementation of TPR activities and songs there were some specific procedures which possibly contributed to the improvement of language learning: the use of puppets, songs, videos, miming, dancing and guessing (See Appendix 11). Children were facilitated with their learning and understanding the meaning of new words through the implementation of TPR activities and songs. However, it was necessary to continue working on different elements in order to support and enhance their vocabulary use and, in general, oral skills taking into account they were very young learners. Probably, these learners will increase their vocabulary when using more and different strategies similar to those proposed above throughout their English learning process, but I will briefly refer to this aspect in chapter 6.

1.2. Subcategory: Motivation enhancement

The other subcategory in the analysis is the level of motivation children continuously showed towards the implementation of TPR activities and songs. Children had the opportunity to have fun, dance, sing, interact with puppet, among others, during the carrying out of the project, so the lessons caught the students' attention and they participated enthusiastically during all the lessons. However, there is a noticeable difference between the students' attitudes before the implementation and those that they demonstrated during and after the intervention. Before beginning the implementation, students had not had English classes, so they were not interested in listening or following the teacher's instructions. In addition, some children were nervous and did not want to participate because they did not understand what the teacher was saying; as a consequence, some of them were not attentive, some of them were distracted and disruptive, and some of them asked me to speak in Spanish.

> - *Some children felt nervous when the teacher asked questions in English, they made faces and tried to avoid the teacher questions*
>
> - *Although the teacher showed physical movements to make her understand, some were desperate and uncomfortable.*
>
> - *When we had changes of classes, the learners screamed and were happy because the English class finished*
>
> - *When the teacher used to begin the class in English and maintain taking in English, the attention span of the learners were very short and they got distracted and disruptive*

Excerpt 5. Children's attitudes towards the English class before the implementation

During and after the first week of implementing the lessons with TPR activities and songs, the children who appeared reluctant to participate changed their attitudes, in a gradual yet noteworthy manner, towards the activities. The teacher's field notes (See Appendix 3) showed that students were interested in participating and understood what their teacher was saying. Although children were not used to having lessons delivered 100% in English, they started to get engaged in following the different steps in the class and showed a positive attitude towards moving and performing the meaning of the words.

Many times, they laughed and enjoyed seeing the teacher and the puppet dancing and singing. Furthermore, the learners were energetic, happy and ready to continue dancing and participating more. They listened to the song and automatically stood up to dance, repeat and do the movements, sometimes even without waiting for my instructions. They practically danced,

guessed and imitated the movements eliminating the necessity of my own or the puppet's guide,

as it is shown in the excerpts presented below.

- *Students were happy and ready to participate*

- *They asked to teachers to repeat the song to sing and dance because they like " es muy chevere"*

- *Learners listened to the song and automatically stood up to dance, repeated and did the exercises without hearing the teacher instruction. They practically worked by themselves*

Excerpt 6. Children attitudes towards the English class during the implementation.

The report given by parents (See Appendix 9) showed their perception about their

students' attitudes and motivation. The majority of them expressed that their children seemed to

enjoy and like the English classes and it was easy for them because of the methodology that was

being implemented. Besides, parents were very happy because their children showed advances,

interest, and enthusiasm to continue learning and exploring what the English classes were about.

Some expressed that children were able to understand some words from real English

conversations and some children felt important when they participated and wanted to build their

own sentences by themselves. This situation is evident throughout the following excerpts.

- *Le gusta el inglés, avanza mucho*

- *El niño recibe con mucho agrado el aprendizaje, le gusta, l entusiasma aprender lo cual es muy positivo.*

- *La niña tiene mucho interés de seguir aprendiendo esta nueva lengua.*

- *Se ve muy entusiasta y con ganas de aprender mucho mas*

- *Es curiosa, y me ha demostrado su motivación por aprender el idioma.*

> - *Demuestra un interés muy grande en el segundo idioma*
>
> - *Tiene curiosidad por saber palabras en ingles*
>
> - *Al niño le encanta el inglés y esta actitud es la mejor, es muestra de que lo que*
>   *hacen lo están realizando bien*

Excerpt 7. Parents' comments and answers about the motivation of their children

     Finally, during the implementation of the checklist (See Appendix 6)**,** learners were not able to see each other, so I could see they learned the new vocabulary because they answered without looking at the teacher, the puppet or the classmates. In addition, learners could face the situation where they answered correctly, so they felt happy and proud of themselves. Their faces showed surprise and enthusiasm when they answered correctly.

     The data having been analyzed analyzing all the data, I can state that learners demonstrated a positive change in the motivation level by participating, engaging in, showing positive attitudes including enthusiasm, interest, and motivation), curiosity and willingness to sing, among some other constructive features (See Appendix 12). At the same time, during the implementation of TPR activities and songs there were some specific strategies which possibly contributed to increase the children's motivation such as giving instructions, using puppets, videos, dancing, singing and having the teacher model .

     This data presented clearly showed the effects of the use of TPR activities and songs on the overall performance of the students during the lesson the project was carried out. Therefore, all the students were engaged in the classes, showed interest in singing out loud, imitating the modeled movements and repeating all the new words. The observation of these positive attitudes seems to reflect what is posited by Brown (2001) when highlighting the importance of promoting

a fun and positive environment in class and providing activities in which learners can interact

and show their likes and interests in order to stimulate their interest in learning.

   In conclusion, based on the data analysis presented in this chapter, I can claim that

learners took advantage of the implementation of TPR activities and the use of songs because

they were motivated to participate in the activities proposed. Moreover, they learned many new

words from the songs and understood their meaning in order to use them properly and begin the

process of learning chunks of language, which, ultimately, is aligned with the objective of the

project and the guidelines of the institution's PEI (as I referred to in Chapter 3).

CHAPTER 6: Conclusions, Pedagogical Implications, Limitations

and Further Research

Conclusions

In this chapter I present the conclusions obtained after the analysis in the preceding chapters. In addition, I report the pedagogical implications the study posed on my professional development, the limitations I faced during the process, and some potential paths for further research for people interested in conducting a study on a similar field to the one described in this report.

As I stated in Chapter 5, one of the research findings was the beneficial effect the TPR activities and songs had on the learning of the vocabulary. Similarly, the analysis of the data proved that the objective of this study (to describe and document possible effects of the use of TPR activities and songs on the acquisition of vocabulary) was fully accomplished because the data found supports the logical conclusions. In fact, the proposed implementation supported and helped learners build up new vocabulary and understand the meaning of those new words. Though not originally intended, the lessons seemed to motivate the students to learn more words and improve their vocabulary. The students' performance along different activities that aimed at checking their progress supports this assertion.

The majority of the students were able to comprehend, take active part and act in accordance with the teacher's instructions when asked to represent the word with movement. At the same time, the levels of positive enjoyment increased when children were provided with meaningful activities and strategies to promote their vocabulary learning.

In addition to the previous conclusions, the young pupils became motivated, interested, and generated positive attitudes towards using the new language and participating in all the proposed activities during the class. Regarding lesson development, the fact of delivering almost 95% of the class in English helped them become familiarized with the new words, acquire the new vocabulary and gain confidence to become active learners and use the new words spontaneously and whenever necessary. They showed spontaneity, engagement, curiosity and participative skills during the classes. The majority showed interest in interacting with their classmates when the different strategies were implemented. Moreover, movement and songs were a motivational strategy that allowed the teacher to make learning stimulating and enjoyable for children. These activities caught the students' attention; thus, the classes flowed smoothly.

As far as the specific objective proposed for this project is concerned, the interpretation of the analysis demonstrated that the range of vocabulary and language chunks increased. As well, students exhibited understanding and appropriate use of the new expressions they did not know before the pedagogical intervention, by responding to the teacher commands. Learners were eager to repeat, recycle and represent with movement all the vocabulary studied along the lessons. Therefore, children could associate movement with the words uttered by the teacher and afterwards they easily recalled what was taught in previous lessons.

It is worth to mention that, though not an aspect considered in the designing of this proposal, many learning styles were tackled in these activities such as the visual, the auditory, and the kinesthetic. Students used the new vocabulary by giving each other instructions and were able to use it in different contexts. Thus, the children reflected the effective and meaningful acquisition of vocabulary when using it outside the classroom spontaneously. In other words, children demonstrated their understanding and familiarity with the implemented language by

assuming the role of the teacher (This is, they imitated the teacher by giving instructions to the others) with their classmates in and outside the classroom.

The parents' points of view about the advances of their children evidenced that pre-kinder learners showed learning not only during the class time but also at home. This means that the children had the capacity to transfer and expand knowledge. They recognized, identified, memorized, understood and used different English words in varied contexts. Furthermore, the children showed acquaintanceship with the words, so they could represent each word with movement, sing freely and understand English instructions at home. The report given by parents supports the conclusion that children enjoyed and liked the new English class methodology and it was easy for them to cope with the proposed content and reach the desired goals.

Pedagogical Implications

There is no unified criteria of a unique English teaching approach in the school where this research took place, it is possible to say that this research has proven that the implementation of TPR and songs helped students acquire new vocabulary and internalize adequately. Hence, this can become a tool for the preschool teachers to use for teaching very young learners in a dynamic and appealing way.

Similarly, this project contributes and invites bilingual institutions and English teachers to leave behind traditional teaching methods and find innovative ways, strategies and approaches to teach a foreign language to preschoolers. In this case, using TPR activities, giving instructions, using puppets, using videos, singing, dancing, and spotting flash cards helped the students have a complete and integrated process.

Another implication is the role of motivation found during the data analysis stage. Considering the age of the participants of the study and their (native language) stage of development, it is necessary to consider the importance of working on extrinsic motivation sources as a key starting point of the process. When students appreciate the teacher's model as part of the class and not an external element that only provides instructions, they commit to learning and strive to keep up with the class. In other words, it is not only necessary to have the theory or the tools, but also to put them into practice, always looking for opportunities to find innovation and professional growth.

Limitations

In terms of instruments and tools, the school had many video recording cameras, but (due to a series of administrative institutional procedures) it was difficult to have one for longer than a week. Thus, I could not use the school resources on a regular basis and it was necessary for me to video tape the classes with my own laptop and save all the information there.

Another limitation was related to my pessimistic attitude at the moment of beginning the research since I was convinced that it was impossible to carry out an action research study with four year-old learners. I believed that my research would not come to a happy ending since the learners did not have any English background and this without mentioning their incipient development of their L1. In addition, it was difficult to look for strategies to assess very young learners, so I had to design appropriate and authentic tools to evaluate their performance. The pre-kinder curriculum did not have any connections with the topics of this research, so I had to take time from the classes to make the implementation and teach children different topics from the curriculum.

Further research

Taking into account that this research was focused on helping preschool children learn new vocabulary by using TPR activities and songs, a possible path for future research is an investigation of the possible effects of the same tools on different ages and skills. For instance, reading, writing, speaking and listening. In this way, the language learning improvement can be framed within a more integrated approach.

Similarly, it would be interesting to see how the implementation of these tools help students learn and practice grammar in context. Teachers may want to identify different strategies and tools in order to support the vocabulary learning process as a way to vary the activities and motivate each learner, for instance, using tools like fairy tales or puppets to improve vocabulary or any other skill in preschoolers.

A final potential area of research is the effect of implementing alternative tools like role plays or theatrical representations to promote vocabulary learning and development. In this case, the age of the learners would play an important role and the selection of the content to be represented should be carefully and delicately chosen to make sure their needs and interests could be met appropriately.

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Appendix 3

Video recordings - teacher reflections as field notes

VIDEO RECORDINGS Reflections Fieldnotes	LANGUAGE VOCABULARY	PERCEPTIONS AND MOTIVATION	Extra information different from the categories
WHILE stage LESSON 1 (JUMP) September 20th ,2012	- Students repeated what the teacher asked for. - The majority of the children recycled the vocabulary they knew in English when describing the pictures (boys –girls) - Children gave the words of the images in Spanish, so the teacher made translation to English. - They tended to repeat what the teacher said. - At the moment of introducing the different words, the teacher made students repeat all the words she had worked before. - Learners moved as the teacher did. - All the words were guessed in Spanish - Learners described the actions of the pictures in Spanish. They got used to make the action of the	- Students were attentive to the class; they tried to describe the pictures. - Students were quiet and engaged in the class while the teacher was making questions. She made her best effort to make mimics and make her questions understandable. - All the learners followed her instruction to move as the image she showed. Learners repeated and were completely enrolled in the activities (jump,lay down….) - The students who did not understand what they had to do received support from the ones who understood everything. " mira asi" - All the time learners showed good attitude to imitate the teacher they were ready to learn and repeat more words - They began to play with some words movements, they exaggerated	

| | | words (represent the words with movement)

- When the puppet appeared and the teacher gave him instructions, learners repeated the instruction for the puppet as the teacher.
- Learners named the words Elmo was miming in Spanish. Salta
- Learners corrected Elmo when he made mistakes, they taught the puppet to act the words.
- Some voices were heard as singing and repeating while the song
- They said what they understood, they repeated without making the movement.
- Children began to move by themselves and sang out load.
- The teacher asked them to dance, move, and repeat the words while listening.
- After watching the video of the song and the movement the singer and the teacher did, it was evident how ss incorporated the new words and movement, ss followed the teacher instructions. They were ready to imitate the word I asked for. | to imitate the word " turn around"
- The puppet caught the children attention, they were ready to say hello to the puppet, while "elmo" the puppet talked all of them were looking at it and ready to participate
- Elmo modeled al the words to the kids, they began to give some personal characteristic of the puppet(u yes fuerte e inteligente)
- They laugh and made noise when Elmo was acting
- While the puppet was asking some of the learners did exactly the same as Elmo.
- When they listen to the song, they got engaged because they could see the video
- All of them were listening and watching the video, learners were in silence and ready to do what the teacher was going to ask later.
- Learners were ready to imitate me as a teacher, they did what I didi and the video showed
- While dancing some fought because of the space
- Children were repeating the movements of the teacher and song.
- As the movement of jump was constantly, they got tired. | |

	- They sang outside the classroom and gave instructions to their classmates. - The rhythm and sound of the song was in their minds, so they sang t their friends. - At the end of the lesson , learners showed understanding and they were ready to imitate and sing without the teacher support and the video	- When they sat down, the began to dance without the real song and the teacher support - The lesson was the first one so learners sang with energy - Students answered the teacher's questions - Students were happy and ready to participate - Some of them were shy to dance, but no to repeat - When the teacher asked the students to make the movement of the words, all of them wanted to participate and some asked me " ayyyy pero con musica Angelita, pon la cancion denuevoo! - They asked to teachers to repeat the song to sing and dance because they like " es muy chevere" - Uyyyyyyy estoy cansada, Bailamos muchooooo. Some of them were tires because of the movements, but they looked happy and smiling - Learners listened to the song and automatically stood up to dance, repeated and did the exercises without hearing the teacher instruction. They practically worked by themselves - They said ufffff que chevere, pero	

VIDEO RECORDING	LANGUAGE VOCABULARY	PERCEPTIONS AND MOTIVATION	Extra information different from the categories
		necesitamos algo de tomar. Aguita	
Lesson 2 (SHAKE) September 24-25-26, 2012	- Before beginning the song, students where singing and practicing the last song vocabulary."jump" - Students showed understanding of the last words - Children imitated all the movements of the new song. - Learners repeated the instructions Tenemos que hacer lo que hacen en el video. - Learners named the words they saw in spanish - While kids were naming the words they did the movement - Ss followed the teacher instructions by doing the movements - Movement made the classes different because kids could move all around the classroom - Although children did not know the lyrics of the song, they tried to pronounce the lyrics. - They were sitting looking at the	- Students were ready to begin the classes; they showed interest to do what the teacher asked for. " being in silence and look at the video without volume - They began to imitate the movements of the video - They were curious to listen to the rhythm and lyrics of the song - Students got engaged when they saw the puppets, - they were curious to see how the puppets were going to dance, they followed the movement of the puppets - The rhythm of the song liked kids, so they began to clap and tried to move as the teacher and puppets. - They were ready to sing all the times the teacher asked for - While they listened to the song, they stood up and tried to dance. They were having fun. - They said " ponla de nuevo" they wanted to listen the song more than once	- Sometimes I had to speak Spanish to organize the children discipline

	- puppets, they stood up to imitate and name the words - All the students followed the teacher instruction to make a circle and practice the new words individually - The teacher sang and ask them to move and each one did it - They were following the teacher movements in the circle - Learners were able to perform all the song with repetition, movements and support of the classmates - At the end of the lesson, learners were asked to dance. Of course they danced by doing the movements of the song - At the end of the lessons children were able to give instructions to the others. We played to the teacher, - Children were singing outside the classroom doing movements	- Their attention were on the puppets, they smiled and were ready to imitate the ducks - When doing each movement, they did them without all teacher support. If some of them were not sure about the meaning and movement of the word, they helped themselves - At the moment of performing the movement of the word individually, some were shy to move - They were interested to do the actions in front of the others. - Although the song were repeated different times, they did not show inconformity - Although Kids were a little bit tired of doing the same 4 times, they were energetic and happy - They said bye bye to the puppets, they wanted to touch and have them in their hands	
VIDEO RECORDING	LANGUAGE VOCABULARY	- PERCEPTIONS AND MOTIVATION	Extra information different from the categories
Lesson 3 (SIT DOWN October	Students showed management of routines and vocabulary used in the daily classes.	When I began to speak English, learners were already used to listen the class in English	Sometimes my instructions were very long

| 2-3-4 2012 | - Learners began to discover some specific characteristics of the new vocabulary of the song by looking at the pictures. (stand up- Sit down- turn around)
- Learners began to do the movements of the new vocabulary when looking at the puppets and listening to the teacher instructions
- Learners were able to decide and say if the movement were correct or incorrect
- Without telling them to follow me, they stood u and follow the actions.
- As the song rhythm was fast, they did their best to follow the song velocity
- I stopped the song and learners guessed the next word and did the action
- I asked some learners to go to the front and follow my instructions, they showed understanding of the new words because they moved as they should
- We played to "roles" so learners gave instructions to the teacher and classmates. Stand uo | - They were interested on discovering the meaning of the words
- When I took out the puppets learners were controlled and ready to listen the puppet instructions and comments
- Learners were in silence and ready to listen to the new song, they were curious
- When the song began to dance without knowing the lyrics.
- They saw their teacher acting o, they were happy they said " tan chistosa teacher jajajaj"
- All the students were dancing fast and they laugh because the song caught the students attention.
- They said ufff que chevere, otravez vamos a bailar
- Learners had to stay sitting down to listen to the song, but they wanted to dance and move
- They said " yo no me canse" que chevere
- They imitated the sound of the instruments
- They felt important and wanted to be teachers to ask to their friends for new words movement
- Some asked to play the song again, others say no more please | - I repeated the songs many times , so learners got ti a little bit tired
- I used to congratulate and say grat to the learners |

	Mariangel!! - Although learner output was in spanish, they were using the new words of the song in Engish. - I gave clear instructions to the learners and they followed me. By repeating the new words and dancing - Some girls were giving instructions to their classmates to perform the movement of the word - at the end learners danced without the teacher support and the showed understanding of the new words - The puppet asked each kid to do the activities and it was evident how learners showed understanding and interest to move as it said		
VIDEO RECORDING	LANGUAGE VOCABULARY	- PERCEPTIONS AND MOTIVATION	Extra information different from the categories
Lesson 4 **(twist)** **October 10-11-12**	- As always the class began with the routines, prayer and I spoke English - All the learners were repeating and learning the new vocabulary - Learners followed the teacher model movements. I began to	- Learners were happy and curious about the class because I put a stamp in the right hand. - Learners were a little bit distracted because of the stamp, so their discipline was difficult to control	

	dance and the learners did the same. - Learners saw the images of the video to identify the new words, they guessed what the song was about and the meaning of the words - When they had to dance and sing at the same time, they did it very well since the model was on the video and I was doing it - The learners were asked to repeat and do or act out the word asked - Learners identified when the puppet did wrong or good depending on the word and the movements After repeating, practicing, watching at the teacher, the video and the puppet children handled the vocabulary of the song	- when learners saw the video of the song , they got engaged and began to dance while watching it - In this song learners were not so enthusiastic. - When The teacher asked for Elmo, the puppet all the learners got engaged and answer all the questions. Learners laugh about the puppets because he was acting out the words - All the children danced and follow the song by repeating, smiling and recognizing the words - When Elmo gave the learners all the instructions, all the learners were attending and ready to participate	

REFLECTIONS ABOUT VIDEOS

- The majority of the students followed the teacher instructions to move when the teacher named different words from the songs

- Students followed their teacher, classmates and puppets instructions when they were asked to perform actions

- Students followed all the action verbs movement by showing interest in all the classes by having fun

- Students were recycling new words

- Students helped their classmates when they forgot the word

- Students showed understanding of the vocabulary worked at the moment of interacting with the teacher, puppet and classmates

- All the images and puppet support guide me as a teacher to allow the class has fluency and connectio

Appendix 4

Student's artifacts

Tomas Romero

NEWMAN SCHOOL
PRE-KINDER B
WORKSHEET SONG # 1 –JUMP-

NAME: _____ DATE:_____

Look at the images and circle with pencil what the teacher names:
JUMP, TOUCH THE HEAD, and CLOSE THE EYES.

1. JUMP

2. DREAM A RAINBOW

3. TAKE A DEEP BREATH

4. TOUCH THE HEAD

5. CLOSE THE EYES

Teacher: Ángela María Bernal Suancha

PRE-KINDER B

WORKSHEET SONG # 3 —SIT DOWN-

NAME: Maria Lucia Martinez   DATE: Oct-17-2012

Follow the teacher instructions:

Circle with a blue marker STAND UP, Circle with a green marker SIT DOWN, and Circle with a red marker TURN AROUND

1. STAND UP

2. TURN AROUND

3. SIT DOWN
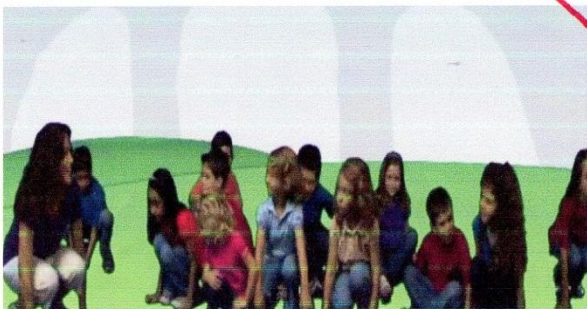
Teacher: Ángela María Bernal Suancha

Appendix 6

Students' checklist

Pre kinder B checklist:

Check if the student represents each word or sentence correctly, cross if not.

Students' numbers / songs	1	2	3	4	5	6	7	8	9	10	11	12	13	14
JUMP														
Jump	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Lay down	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗
Take a deep breath	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗	✓	✓
dream	✓	✓	✓	✓	✓	✓	✗	✓	✓	✓	✓	✗	✗	✗
Touch your head	✗	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗	✓	✓
Turn around	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SHAKE														
Wiggle your fingers	✗	✓	✓	✓	✓	✗	✓	✓	✓	✓	✓	✓	✗	✓
Blink your eyes	✗	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗
Move your hands side to side	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗	✓	✓
Shake your hands	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗	✓
Touch your ears	✗	✓	✗	✓	✓	✓	✓	✓	✗	✓	✓	✗	✓	✗
Touch your nose	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Touch your mouth	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Touch your chin bellow	✓	✓	✓	X	✓	✓	✓	✓	✓	X	✓	✓	✓	X
Move your head all around	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	✓
Pat your knees	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Move your shoulders up and down	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	✓
Clap your hand	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X
Move your feet	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	X
STAND UP														
Stand up	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Sit down	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	✓
Turn around	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	X
TWIST														X	✓
Twist your hands	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	X
Turn around	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Shake it down	✓	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	X	X	
dance	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	✓	
Do three hops	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	X
stop	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	✓
Drop	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	X

Appendix 7

Students' field notes before the implementation

Field notes Before the implementation	LANGUAGE VOCABULARY	PERCEPTIONS AND MOTIVATION	Extra information different from the categories
	-Students were beginning to get in contact with the L2 and English classes - Some of them liked to repeat some words and classroom language as a way to imitate what the teacher used to do in class. - The learners were making efforts to memorize the different daily expressions - When the learners were going to ask for permission, they tried to repeat and use English expressions - It was hard for them to memorize and get used to the expressions - The expressions were known by the parents so children were supported to practice the vocabulary at home - Learners did not say any English word by themselves, the teacher had to say the words and they repeated. - they preferred to listen Spanish than English because they did not understand anything in English	-Students were surprised and confused when they listened to the teacher speaking English. - The majority of kids were not interested in following their teacher instructions because they said "no entendemos nada, no sabemos ingles". - Some children felt nervous when the teacher asked questions in English, they made faces and tried to avoid the teacher questions - It was amusing for them when the teacher gave them the class because of her faces and gestures to make her understand - Although the teacher showed physical movements to make her understand, some were desperate and uncomfortable. - When we had changes of classes, the learners screamed and were happy because the English class finished -Most of them said "otraves tenemos ingles… mmmm pero no entendemos nada" - Some expressed they did not like or know English because their parents were not used	- Learners were meeting their new teachers and school. - They were getting used to the new habits routines and norms

		to talk in English at home. When the teacher used to begin the class in English and maintain taking in English, the attention span of the learners were very short and they got distracted and disruptive	

Appendix 8

Coding the data

Field notes Before the implementation	LANGUAGE VOCABULARY	PERCEPTIONS AND MOTIVATION	Extra information different from the categories
	-Students were beginning to get in contact with the L2 and English classes - Some of them liked to repeat some words and classroom language as a way to imitate what the teacher used to do in class. - The learners were making efforts to memorize the different daily expressions - When the learners were going to ask for permission, they tried to repeat and use English expressions - It was hard for them to memorize and get used to the expressions - The expressions were known by the parents so children were supported to practice the vocabulary at home - Learners did not say any English word by themselves, the teacher had to say the words and they repeated. - they preferred to listen Spanish than English because they did not understand anything in English	-Students were surprised and confused when they listened to the teacher speaking English. - The majority of kids were not interested in following their teacher instructions because they said "no entendemos nada, no sabemos ingles". - Some children felt nervous when the teacher asked questions in English, they made faces and tried to avoid the teacher questions - It was amusing for them when the teacher gave them the class because of her faces and gestures to make her understand - Although the teacher showed physical movements to make her understand, some were desperate and uncomfortable. - When we had changes of classes, the learners screamed and were happy because the English class finished -Most of them said "otraves tenemos ingles… mmmm pero no entendemos nada" - Some expressed they did not like or know English because their parents were not used	- Learners were meeting their new teachers and school. - They were getting used to the new habits routines and norms

		to talk in English at home. When the teacher used to begin the class in English and maintain taking in English, the attention span of the learners were very short and they got distracted and disruptive	
VIDEO RECORDINGS Field notes	**LANGUAGE VOCABULARY**	**PERCEPTIONS AND MOTIVATION**	**Extra information different from the categories**
WHILE stage LESSON 1 (JUMP) September 20th ,2012	- Students repeated what the teacher asked for. - The majority of the children recycled the vocabulary they knew in English when describing the pictures (boys – girls) - Children gave the words of the images in Spanish, so the teacher made translation to English. - They tended to repeat what the teacher said. - At the moment of introducing the different words, the teacher made students repeat all the words she had worked before. - Learners moved as the teacher did. - All the words were guessed in Spanish - Learners described the actions of the pictures in Spanish. They got used to make the action of the	- Students were attentive to the class; they tried to describe the pictures. - Students were quiet and engaged in the class while the teacher was making questions. She made her best effort to make mimics and make her questions understandable. - All the learners followed her instruction to move as the image she showed. Learners repeated and were completely enrolled in the activities (jump,lay down….) - The students who did not understand what they had to do received support from the ones who understood everything. " mira asi" - All the time learners showed good attitude to imitate the teacher they were ready to learn and repeat more words - They began to play with some words movements, they exaggerated to imitate the word "	

words (represent the words with movement)
- When the puppet appeared and the teacher gave him instructions, learners repeated the instruction for the puppet as the teacher.
- Learners named the words Elmo was miming in Spanish. Salta
- Learners corrected Elmo when he made mistakes, they taught the puppet to act the words.
- Some voices were heard as singing and repeating while the song
- They said what they understood, they repeated without making the movement.
- Children began to move by themselves and sang out load.
- The teacher asked them to dance, move, and repeat the words while listening.
- After watching the video of the song and the movement the singer and the teacher did, it was evident how ss incorporated the new words and movement, ss followed the teacher instructions. They were ready to imitate the word I asked for.
- They sang outside the classroom and gave instructions to their

turn around"
- The puppet caught the children attention, they were ready to say hello to the puppet, while "elmo" the puppet talked all of them were looking at it and ready to participate
- Elmo modeled al the words to the kids, they began to give some personal characteristic of the puppet(u yes fuerte e inteligente)
- They laugh and made noise when Elmo was acting
- While the puppet was asking some of the learners did exactly the same as Elmo.
- When they listen to the song, they got engaged because they could see the video
- All of them were listening and watching the video, learners were in silence and ready to do what the teacher was going to ask later.
- Learners were ready to imitate me as a teacher, they did what I didi and the video showed
- While dancing some fought because of the space
- Children were repeating the movements of the teacher and song.
- As the movement of jump was constantly, they got tired.
- When they sat down, the began to dance without the real song and the

	classmates. - The rhythm and sound of the song was in their minds, so they sang t their friends. - At the end of the lesson , learners showed understanding and they were ready to imitate and sing without the teacher support and the video	teacher support - The lesson was the first one so learners sang with energy - Students answered the teacher's questions - Students were happy and ready to participate - Some of them were shy to dance, but no to repeat - When the teacher asked the students to make the movement of the words, all of them wanted to participate and some asked me " ayyyy pero con musica Angelita, pon la cancion denuevoo! - They asked to teachers to repeat the song to sing and dance because they like " es muy chevere" - Uyyyyyy estoy cansada, Bailamos muchooooo. Some of them were tires because of the movements, but they looked happy and smiling - Learners listened to the song and automatically stood up to dance, repeated and did the exercises without hearing the teacher instruction. They practically worked by themselves - They said ufffff que chevere, pero necesitamos algo de tomar. Aguita	
VIDEO RECORDING	**LANGUAGE VOCABULARY**	**PERCEPTIONS AND MOTIVATION**	**Extra information different from the**

			categories
Lesson 2 (SHAKE) September 24-25-26, 2012	- Before beginning the song, students where singing and practicing the last song vocabulary."jump" - Students showed understanding of the last words - Children imitated all the movements of the new song. - Learners repeated the instructions Tenemos que hacer lo que hacen en el video. - Learners named the words they saw in spanish - While kids were naming the words they did the movement - Ss followed the teacher instructions by doing the movements - Movement made the classes different because kids could move all around the classroom - Although children did not know the lyrics of the song, they tried to pronounce the lyrics. - They were sitting looking at the puppets, they stood up to imitate and name the words - All the students followed the teacher instruction to make a circle and practice the new words individually	- Students were ready to begin the classes; they showed interest to do what the teacher asked for. " being in silence and look at the video without volume - They began to imitate the movements of the video - They were curious to listen to the rhythm and lyrics of the song - Students got engaged when they saw the puppets, - they were curious to see how the puppets were going to dance, they followed the movement of the puppets - The rhythm of the song liked kids, so they began to clap and tried to move as the teacher and puppets. - They were ready to sing all the times the teacher asked for - While they listened to the song, they stood up and tried to dance. They were having fun. - They said " ponla de nuevo" they wanted to listen the song more than once - Their attention were on the puppets, they smiled and were ready to imitate the ducks - When doing each movement, they did them without all teacher support. If some of them were not	- Sometimes I had to speak Spanish to organize the children discipline

	- The teacher sang and ask them to move and each one did it - They were following the teacher movements in the circle - Learners were able to perform all the song with repetition, movements and support of the classmates - At the end of the lesson, learners were asked to dance. Of course they danced by doing the movements of the song - At the end of the lessons children were able to give instructions to the others. We played to the teacher, - Children were singing outside the classroom doing movements	sure about the meaning and movement of the word, they helped themselves - At the moment of performing the movement of the word individually, some were shy to move - They were interested to do the actions in front of the others. - Although the song were repeated different times, they did not show inconformity - Although Kids were a little bit tired of doing the same 4 times, they were energetic and happy - They said bye bye to the puppets, they wanted to touch and have them in their hands	
VIDEO RECORDING	LANGUAGE VOCABULARY	- PERCEPTIONS AND MOTIVATION	Extra information different from the categories
Lesson 3 (SIT DOWN October 2-3-4 2012	- Students showed management of routines and vocabulary used in the daily classes. - Learners began to discover some specific characteristics of the new vocabulary of the song by looking at the pictures. (stand up- Sit down- turn around) - Learners began to do the movements of the new vocabulary when looking at the	- When I began to speak English, learners were already used to listen the class in English - They were interested on discovering the meaning of the words - When I took out the puppets learners were controlled and ready to listen the puppet instructions and comments - Learners were in silence and ready to listen to the new song, they were	Sometimes my instructions were very long - I repeated the songs many times , so learners got ti a little bit tired - I used to congratulate and say grat to the learners

	puppets and listening to the teacher instructions - Learners were able to decide and say if the movement were correct or incorrect - Without telling them to follow me, they stood u and follow the actions. - As the song rhythm was fast, they did their best to follow the song velocity - I stopped the song and learners guessed the next word and did the action - I asked some learners to go to the front and follow my instructions, they showed understanding of the new words because they moved as they should - We played to "roles" so learners gave instructions to the teacher and classmates. Stand uo Mariangel!! - Although learner output was in spanish, they were using the new words of the song in Engish. - I gave clear instructions to the learners and they followed me. By repeating the new words and dancing - Some girls were giving instructions to their classmates	curious - When the song began to dance without knowing the lyrics. - They saw their teacher acting o, they were happy they said " tan chistosa teacher jajajajaj" - All the students were dancing fast and they laugh because the song caught the students attention. - They said ufff que chevere, otravez vamos a bailar - Learners had to stay sitting down to listen to the song, but they wanted to dance and move - They said " yo no me canse" que chevere - They imitated the sound of the instruments - They felt important and wanted to be teachers to ask to their friends for new words movement - Some asked to play the song again, others say no more please	

	to perform the movement of the word - at the end learners danced without the teacher support and the showed understanding of the new words - The puppet asked each kid to do the activities and it was evident how learners showed understanding and interest to move as it said		
VIDEO RECORDING	LANGUAGE VOCABULARY	- PERCEPTIONS AND MOTIVATION	Extra information different from the categories
Lesson 4 **(twist)** **October 10-11-12**	- As always the class began with the routines, prayer and I spoke English - All the learners were repeating and learning the new vocabulary - Learners followed the teacher model movements. I began to dance and the learners did the same. - Learners saw the images of the video to identify the new words, they guessed what the song was about and the meaning of the words - When they had to dance and sing at the same time, they did it very well since the model was on the video and I was doing it - The learners were asked to	- Learners were happy and curious about the class because I put a stamp in the right hand. - Learners were a little bit distracted because of the stamp, so their discipline was difficult to control - when learners saw the video of the song , they got engaged and began to dance while watching it - In this song learners were not so enthusiastic. - When The teacher asked for Elmo, the puppet all the learners got engaged and answer all the questions. Learners laugh about the puppets because he was acting out the words - All the children danced and follow	

	repeat and do or act out the word asked - Learners identified when the puppet did wrong or good depending on the word and the movements After repeating, practicing, watching at the teacher, the video and the puppet children handled the vocabulary of the song	the song by repeating, smiling and recognizing the words - When Elmo gave the learners all the instructions, all the learners were attending and ready to participate	

Appendix 9

Report Given by Parents

PARENTS COMMENTS

Durante este primer periodo académico, han observado avances en el proceso de aprendizaje de Inglés como segunda lengua en su hijo(a)?

LANGUAGE VOCABULARY	PERCEPTIONS AND MOTIVATION	Extra information different from the categories
- Mi hija esta haciendo más repeticiones, y ha adquirido vocabulario que utiliza a diario en casa, reconoce muchas situaciones, nos dice como se pronuncia y como debemos decir.	- Le gusta el inglés, avanza mucho	Felicitaciones, has logrado demasiado en este poco tiempo, gracias por lo que nos envías para apoyar a la niña en casa.
- La niña ha aprendido bastantes palabras, las repite diariamente, canta canciones y al ver televisión en su canal preferido, recuerda palabras vistas y las dice	- Lo que nos parece mejor es que le gusta el inglés y eso depende de la forma como se lo enseñan. Estamos felices con los avances de nuestra hija.	
- La niña ha aprendido mucho vocabulario como los colores y expresiones cotidianas.	-	
- Mi hijo tiene hasta ahora el primer contacto con el inglés y hemos visto varias cosas que se deben resaltar. Hemos repasado los materiales que manda la profesora, videos, canciones y vocabulario y recuerda fácilmente lo aprendido en clase. Nos sorprende	- El niño recibe con mucho agrado el aprendizaje, le gusta, l entusiasma aprender lo cual es muy positivo. -	

muchas veces en casa con algunas palabras. - Nos agrada que nos participen en l aprendizaje de nuestro hijo ya que vemos que por medio de audiovisuales como videos y canciones se avanza y es notorio su progreso en el idioma		
- El niño trata de traducir de español a ingles el vocabulario - Se la pasa cantando las canciones en inglés que le enseñan en clase - Repite a menudo el vocabulario que va aprendiendo	-	
- Vemos que sabe canciones, tiene mayor fluidez al hablar, entiende palabras y las relaciona con imágenes	- La niña tiene mucho interés de seguir aprendiendo esta nueva lengua.	
- Canta en inglés, sabe vario vocabulario	-	
- Se ve el avance de la niña cuando canta, recita diferentes oraciones, describe actividades diarias, nombra vocabulario nuevo	- Se ve muy entusiasta y con ganas de aprender mucho mas	Nos parece que el proceso que lleva la profesora con su trabajo de grado es interesante y esperamos se consolide en el transcurso del año escolar
- Maneja mucho vocabulario, recuerda las canciones y rimas que practican en clase y pregunta cómo se dicen ciertas cosas en ingles	- Es curiosa, y me ha demostrado su motivación por aprender el idioma	
- Habla más palabras y frases en inglés y canta mucho, asocia cosas que ya ha aprendido	-	
- Ha tenido un avance muy notorio	- Demuestra un interés muy grande en el segundo idioma	

- Canta en inglés, ora en inglés, entiende ordenes básicas y tiene algo de vocabulario en ingles	- Tiene curiosidad por saber palabras en ingles	El niño no tuvo exposición al inglés antes de entrar al Newman
- La niña a iniciado su proceso de aprendizaje del inglés muy bien. En este momento conoce, maneja y domina en casa mínimo 40 palabras diferentes en tan corto tiempo. La niña puede interactuar con su papa y hermana quienes hablan inglés.	- La niña se molestaba usando escuchaba a su papa y hermana hablar en Ingles porque no entendía nada, pero ahora cuando escucha una palabra que reconoce interrumpe y participa en la conversación. Trata de armar sus propias frases para la niña es muy divertido aprender ingles	Creo que el sistema de aprendizaje utilizado funciona perfectamente
- Utiliza expresiones de actividades cotidianas n casa. Cuando escucha algunos cuentos cortos en ingles reconoce palabras y sabe su significado	- Al niño le encanta el inglés y esta actitud es la mejor, es muestra de que lo que hacen lo están realizando bien	

Reflection about parents comments

After Reading and analyzing the parents' comments, I see evident how they agree with the improvement of their children in English specially talking about vocabulary throughout the use of songs. All of them show satisfaction with the English process I have had with the learners. Children have shown good management of new words, commands, actions, etc

Appendix 10

Learners demonstration of progress in their language learning

In the subcategory of Language Acquisition, the students demonstrated their progress by:	
Action or evidence	Extract from answers
Repeating words	✓ They tended to repeat what the teacher said. ✓ At the moment of introducing the different words, the teacher made students repeat all the words she had worked before. ✓ Learners repeated the instructions ✓ All the students followed the teacher instruction to make a circle and practice the new words individually ✓ Learners were able to perform all the song with repetition, movements and support of the classmates ✓ Without telling them to follow me, they stood u and follow the actions ✓ Although learner output was in spanish, they were using the new words of the song in English. ✓ After repeating, practicing, watching at the teacher, the video and the puppet children handled the vocabulary of the song ✓ La niña ha aprendido bastantes palabras, las repite diariamente, canta canciones y al ver televisión en su canal preferido, recuerda palabras vistas y las dice ✓ Children repeat continuously all the new words they have worked in class, so their parents can learn t ✓ Repite a menudo el vocabulario que va aprendiendo
Doing actions	✓ Learners moved as the teacher did. ✓ Learners described the actions of the pictures in Spanish. They got used to make the action of the words (represent the words with movement) ✓ They said what they understood, they repeated without making the movement. ✓ After watching the video of the song and the movement the singer and the teacher did, it was evident how ss incorporated the new words and movement, ss followed the teacher ✓ Children began to move by themselves

	✓ , it was evident how ss incorporated the new words and movement, ss followed the teacher instructions. They were ready to imitate the word I asked for. ✓ At the end of the lesson , learners showed understanding and they were ready to imitate and sing without the teacher support and the video ✓ While kids were naming the words they did the movement ✓ They were following the teacher movements in the circle ✓ Learners were able to perform all the song with repetition, movements and support of the classmates ✓ Children were singing outside the classroom doing movements ✓ Learners began to do the movements of the new vocabulary when looking at the puppets and listening to the teacher instructions ✓ Learners were able to decide and say if the movement were correct or incorrect ✓ Learners were able to decide and say if the movement were correct or incorrect ✓ Without telling them to follow me, they stood u and follow the actions ✓ I asked some learners to go to the front and follow my instructions, they showed understanding of the new words because they moved as they should ✓ Some girls were giving instructions to their classmates to perform the movement of the word ✓ at the end learners danced without the teacher support and the showed understanding of the new words ✓ Learners followed the teacher model movements. I began to dance and the learners did the same. ✓ Learners identified when the puppet did wrong or good depending on the word and the movements ✓ After repeating, practicing, watching at the teacher, the video and the puppet children handled the vocabulary of the song
<mark>Recycling words</mark>	✓ Before beginning the song, students were singing and practicing the last song vocabulary."jump" ✓ Students showed management of routines and vocabulary used in the daily classes ✓ Without telling them to follow me, they stood u and follow the actions ✓ We played to "roles" so learners gave instructions to the teacher and classmates. Stand uo Mariangel!! ✓ All the learners were repeating and learning the new vocabulary

	✓ After repeating, practicing, watching at the teacher, the video and the puppet children handled the vocabulary of the song ✓ When learners listen to any words in stories or talks, they recognized some words and immediately say their meaning or translation ✓ Utiliza expresiones de actividades cotidianas n casa. Cuando escucha algunos cuentos cortos en ingles reconoce palabras y sabe su significado
Vocabulary understanding in the class and other contexts	- Students showed understanding of the last words - Ss followed the teacher instructions by doing the movements - All the students followed the teacher instruction to make a circle and practice the new words individually - Without telling them to follow me, they stood u and follow the actions - I asked some learners to go to the front and follow my instructions, they showed understanding of the new words because they moved as they should - We played to "roles" so learners gave instructions to the teacher and classmates. Stand uo Mariangel!! - at the end learners danced without the teacher support and the showed understanding of the new words - After repeating, practicing, watching at the teacher, the video and the puppet children handled the vocabulary of the song - Mi hija esta haciendo más repeticiones, y ha adquirido vocabulario que utiliza a diario en casa, reconoce muchas situaciones, nos dice como se pronuncia y como debemos decir. - Vemos que sabe canciones, tiene mayor fluidez al hablar, entiende palabras y las relaciona con imágenes - Maneja mucho vocabulario, recuerda las canciones y rimas que practican en clase y pregunta cómo se dicen ciertas cosas en ingles - Habla más palabras y frases en inglés y canta mucho, asocia cosas que ya ha aprendido - La niña ha iniciado su proceso de aprendizaje del inglés muy bien. En este momento conoce, maneja y domina en casa mínimo 40 palabras diferentes en tan corto tiempo. La niña puede interactuar con su papa y hermana quienes hablan inglés.
Spontaneous use of words	✓ At the end of the lessons children were able to give instructions to the others.

	We played to the teacher. ✓ Children were singing outside the classroom doing movements ✓ They were using them in English with their classmates and teacher ✓ We played to "roles" so learners gave instructions to the teacher and classmates. Stand uo Mariangel!! ✓ Mi hijo tiene hasta ahora el primer contacto con el inglés y hemos visto varias cosas que se deben resaltar. Hemos repasado los materiales que manda la profesora, videos, canciones y vocabulario y recuerda fácilmente lo aprendido en clase. Nos sorprende muchas veces en casa con algunas palabras ✓ Canta en inglés, ora en inglés, entiende ordenes básicas y tiene algo de vocabulario en ingles ✓ La niña ha iniciado su proceso de aprendizaje del inglés muy bien. En este momento conoce, maneja y domina en casa mínimo 40 palabras diferentes en tan corto tiempo. La niña puede interactuar con su papa y hermana quienes hablan inglés. ✓
==Pronouncing the words==	✓ Although children did not know the lyrics of the song, they tried to pronounce the lyrics. ✓ Children recognize, understand and use different English words which are well pronounced and identified in different contexts
==Understanding instructions==	✓ Although learner output was in spanish, they were using the new words of the song in Engish. ✓ Some girls were giving instructions to their classmates to perform the movement of the word ✓ The learners were asked to repeat and do or act out the word asked ✓ Canta en inglés, ora en inglés, entiende ordenes básicas y tiene algo de vocabulario en ingles

Appendix 11

Strategies which possibly contributed to the improvement of language learning

Strategies that were identified as possibly contributing towards that language acquisition

STRATEGY	EXAMPLE
The use of puppet	✓ When the puppet appeared and the teacher gave him instructions, learners repeated the instruction for the puppet as the teacher. ✓ Learners corrected Elmo when he made mistakes, they taught the puppet to act the words ✓ They were sitting looking at the puppets ✓ Learners began to do the movements of the new vocabulary when looking at the puppets and listening to the teacher instructions ✓ They were sitting looking at the puppets, they stood up to imitate and name the words ✓ The puppet asked each kid to do the activities and it was evident how learners showed understanding and interest to move as it said ✓ Learners identified when the puppet did wrong or good depending on the word and the movements ✓ After repeating, practicing, watching at the teacher, the video and the puppet children handled the vocabulary of the song
Songs/ Singing	✓ They sang out load. ✓ They sang outside the classroom and gave instructions to their classmates. ✓ Children were singing outside the classroom doing movements ✓ The rhythm and sound of the song was in their minds, so they sang to their friends. ✓ At the end of the lesson , learners showed understanding and they were ready to imitate and sing without the teacher support and the video ✓ Children are familiarized with songs and videos, so they sing freely and understand English instructions at home and school ✓ Songs allow learners to remember, repeat and memorize all the new words. ✓ Children really enjoy the use of English songs for children because they have shown improvement in the use of the second language.

	✓ Nos agrada que nos participen en l aprendizaje de nuestro hijo ya que vemos que por medio de audiovisuales como videos y canciones se avanza y es notorio su progreso en el idioma ✓ Vemos que sabe canciones, tiene mayor fluidez al hablar, entiende palabras y las relaciona con imágenes ✓ Se la pasa cantando las canciones en inglés que le enseñan en clase ✓ Habla más palabras y frases en inglés y canta mucho, asocia cosas que ya ha aprendido ✓ Canta en inglés, ora en inglés, entiende ordenes básicas y tiene algo de vocabulario en ingles
videos	✓ At the end of the lesson , learners showed understanding and they were ready to imitate and sing without the teacher support and the vide ✓ Tenemos que hacer lo que hacen en el video. ✓ Larners named the words they saw in Spanish ✓ When they had to dance and sing at the same time, they did it very well since the model was on the video and I was doing it ✓ Nos agrada que nos participen en l aprendizaje de nuestro hijo ya que vemos que por medio de audiovisuales como videos y canciones se avanza y es notorio su progreso en el idioma ✓ ✓
Miming/acting **Teacher modeling**	✓ They were ready to imitate and sing without the teacher support and the vide ✓ Children imitated all the movements of the new song. ✓ they stood up to imitate and name the words ✓
Dancing	✓ At the end of the lesson, learners were asked to dance. Of course they danced by doing the movements of the song ✓ Children were singing outside the classroom doing movements(dancing)
Guessing	✓ Learners began to discover some specific characteristics of the new vocabulary of the song by looking at the pictures. (stand up- Sit down- turn around) ✓ I stopped the song and learners guessed the next word and did the action ✓ Learners saw the images of the video to identify the new words, they guessed

	what the song was about and the meaning of the words

Appendix 12

Learners demonstration of progress in their Motivation

In the subcategory of **perceptions and motivation** the students demonstrated their progress by:	
Action or evidence	Extracts from answers
Participation	✓ Learners repeated and were completely enrolled in the activities (jump,lay down….) ✓ Students were happy and ready to participate ✓ Some of them were shy to dance, but no to repeat ✓ When the teacher asked the students to make the movement of the words, all of them wanted to participate and some asked me " ayyyy pero con musica Angelita, pon la cancion denuevoo ✓ All the children danced and follow the song by repeating, smiling and recognizing the words ✓ When Elmo gave the learners all the instructions, all the learners were attending and ready to participate ✓ Children are able to understand some words from real English conversations, they feel important to participate in these real conversations ✓
Engagement	✓ Students were attentive to the class; they tried to describe the pictures ✓ Students were quiet and engaged in the class while the teacher was making questions. ✓ They laugh and made noise when Elmo was acting ✓ When they listen to the song, they got engaged because they could see the video ✓ They asked to teachers to repeat the song to sing and dance because they like " es muy chevere" ✓ Students laugh and enjoy when the teacher and the puppet were dancing and singing ✓ Students got engaged when they saw the puppets

	✓ Learners enjoyed when the teacher and puppet began to act, they laugh and got involved in the activities ✓ when learners saw the video of the song , they got engaged and began to dance while watching it ✓ When The teacher asked for Elmo, the puppet all the learners got engaged and answer all the questions. Learners laugh about the puppets because he was acting out the words ✓ Children enjoy and like the English classes. It is easy for them because if thee methodology used ✓ El niño recibe con mucho agrado el aprendizaje, le gusta, l entusiasma aprender lo cual es muy positivo. ✓ La niña se molestaba cuando escuchaba a su papa y hermana hablar en Ingles porque no entendía nada, pero ahora cuando escucha una palabra que reconoce interrumpe y participa en la conversación. ✓ ✓
<mark>Positive attitude- enthusiasm-interest</mark>	✓ All the time learners showed good attitude to imitate the teacher they were ready to learn and repeat more words ✓ They began to play with some words movements, they exaggerated to imitate the word " turn around" ✓ The lesson was the first one so learners sang with energy ✓ The children faces were happy, surprised, shy and enthusiastic ✓ Students were ready to begin the classes; they showed interest to do what the teacher asked for. " being in silence and look at the video without volume ✓ Although Kids were a little bit tired of doing the same 4 times, they were energetic and happy ✓ Learners were motivated to have English classes since they knew the class was going to have songs and the puppets visit ✓ Learners showed interest to dance , repeat and sing all the vocabulary worked ✓ Children have interest and enthusiasm to continue learning and exploring

	what the classes will be about ✓ Lo que nos parece mejor es que le gusta el inglés y eso depende de la forma como se lo enseñan. Estamos felices con los avances de nuestra hija ✓ La niña tiene mucho interés de seguir aprendiendo esta nueva lengua ✓ Se ve muy entusiasta y con ganas de aprender mucho mas ✓
Motivation to repeat	✓ Learners repeated and were completely enrolled in the activities (jump,lay down….) ✓
Curiosity	- they were curious to see how the puppets were going to dance, they followed the movement of the puppets - They were interested on discovering the meaning of the words - Learners were happy and curious about the class because I put a stamp in the right hand. - Children have interest and enthusiasm to continue learning and exploring what the classes will be about - Children are curious to explore how to say all the words in English - Children want to build up their own sentences by themselves - Es curiosa, y me ha demostrado su motivación por aprender el idioma. - Tiene curiosidad por saber palabras en ingles - Trata de armar sus propias frases para la niña es muy divertido aprender ingles - Al niño le encanta el inglés y esta actitud es la mejor, es muestra de que lo que hacen lo están realizando bien -
Interest to sing	✓ The lesson was the first one so learners sang with energy

Appendix 13

Strategies which possibly contributed to the students' motivation

Strategies that were identified as possibly contributing towards that language acquisition	
STRATEGY	**EXAMPLE**
Puppet	✓ The puppet caught the children attention, they were ready to say hello to the puppet, while "elmo" the puppet talked all of them were looking at it and ready to participate ✓ Elmo modeled al the words to the kids, they began to give some personal characteristic of the puppet(u yes fuerte e inteligente) ✓ They said " ponla de nuevo" they wanted to listen the song more than once ✓ Their attention were on the puppets, they smiled and were ready to imitate the ducks ✓ They said bye bye to the puppets, they wanted to touch and have them in their hands ✓ When they saw the puppet acting, learners changed their attitude to smile, touch and imitate the puppet´s movements ✓ When I took out the puppets learners were controlled and ready to listen the puppet instructions and comments ✓ When The teacher asked for Elmo, the puppet all the learners got engaged and answer all the questions. Learners laugh about the puppets because he was acting out the words ✓ When Elmo gave the learners all the instructions, all the learners were attending and ready to participate ✓ ✓
Dancing	✓ Learners were ready to imitate me as a teacher, they did what I didi and the video showed ✓ While dancing some fought because of the space

	✓ When they sat down, the began to dance without the real song and the teacher support ✓ Learners listened to the song and automatically stood up to dance, repeated and did the exercises without hearing the teacher instruction. They practically worked by themselves ✓ While they listened to the song, they stood up and tried to dance. They were having fun. ✓ They were interested to do the actions in front of the others. ✓ When doing each movement, they did them without all teacher support. If some of them were not sure about the meaning and movement of the word, they helped themselves ✓ All the students were dancing fast and they laugh because the song caught the students attention. ✓ They said ufff que chevere, otravez vamos a bailar ✓
Singing-Song	✓ Learners listened to the song and automatically stood up to dance, repeated and did the exercises without hearing the teacher instruction. ✓ They practically worked by themselves ✓ Students laugh and enjoy when the teacher and the puppet were dancing and singing ✓ All the children danced and follow the song by repeating, smiling and recognizing the words ✓ Songs motivate children to repeat, sing and use the vocabulary in free contexts
Teacher modeling	✓ Learners imitated having the instruments in their hands, so they sang or made noise without knowing the lyrics
Video	✓ When they listen to the song, they got engaged because they could see the video ✓ All of them were listening and watching the video, learners were in silence and ready to do what the teacher was going to

	- ask later. ✓ They began to imitate the movements of the video ✓ when learners saw the video of the song , they got engaged and began to dance while watching it ✓
Giving instructions	✓ She made her best effort to make mimics and make her questions understandable. ✓ When they had to give instructions to their classmates and teachers, they felt important and they expressed interest to participate and being the teacher