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“Complementing CLIL Lessons: A Focus On Vocabulary Acquisition For 2nd
Grade Students at ‘Unidad Educativa Pasos’”

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ABSTRACT

The use of CLIL readings in the acquisition of a foreign language has become a trendy approach in bilingual education. The implementation of CLIL shows its dual-focused perspective, including not only language and content but also communication, cognition, and culture. CLIL readings nowadays are part of many English textbooks; however, these readings do not provide the essential previous input for a full understanding of the content. Starting for this, vocabulary acquisition in EFL learning will provide young learners with the necessary input to manage and develop the reading comprehension skill.

Learning vocabulary is a basic constituent of learning a foreign language. The more words we know, the better we understand what we read. Vocabulary learning is one the major challenges for young learners during the process of foreign language acquisition. The aim of this work is to help young learners, specifically 2nd-grade students, to acquire vocabulary to understand the CLIL readings offered by Story Central textbook by using suitable vocabulary strategies, particularly crosswords, word search puzzles, and stories.

Keywords: CLIL. Readings. Young Learners. Vocabulary Strategies.



RESUMEN

El uso de lecturas CLIL en la adquisición de un idioma extranjero se ha convertido en un enfoque de moda en la educación bilingüe. La implementación de CLIL muestra su perspectiva de doble enfoque, que incluye no solo el lenguaje y el contenido, sino también la comunicación, la cognición y la cultura. Las lecturas CLIL hoy en día son parte de muchos textos en inglés; sin embargo, estas lecturas no proporcionan la información previa esencial para una comprensión completa del contenido. A partir de esto, la adquisición de vocabulario en el aprendizaje de inglés como lengua extranjera proporcionará a los estudiantes jóvenes la información necesaria para administrar y desarrollar la habilidad de comprensión de lectura.

El aprendizaje de vocabulario es un componente básico del aprendizaje de un idioma extranjero. Cuantas más palabras adquirimos, mejor es el entendimiento de lo que leemos. El aprendizaje de vocabulario es uno de los principales desafíos para los jóvenes estudiantes durante el proceso de adquisición de una lengua extranjera. El objetivo de este trabajo es ayudar a los estudiantes jóvenes, específicamente a los estudiantes de segundo grado, a adquirir vocabulario para comprender las lecturas CLIL que ofrece el libro de texto Story Central mediante el uso de estrategias de vocabulario adecuadas, en particular crucigramas, sopa de letras, e historias.

Palabras clave: CLIL. Lecturas. Jóvenes Aprendices. Estrategias de Vocabulario.



TABLE OF CONTENTS

ABSTRACT	1
RESUMEN	2
CLÁUSULA DE LICENCIA Y AUTORIZACIÓN PARA PUBLICACIÓN EN EL REPOSITORIO INSTITUCIONAL	5
CLÁUSULA DE PROPIEDAD INTELECTUAL	6
DEDICATION	7
ACKNOWLEDGEMENTS	8
CHAPTER I	9
INTRODUCTION	9
1.1 Background	11
1.2 Rationale	12
1.3 Purpose.....	13
1.4 Statement of the problem.....	14
CHAPTER II	18
THEORETICAL FRAMEWORK	18
2.1 Early language acquisition	18
2.2 Nativist Theory.....	20
CHAPTER III	22
LITERATURE REVIEW	22
3.1 CLIL lessons in EFL acquisition	22
3.2 Young Learners	23
3.3 Vocabulary Acquisition	27
3.4 Vocabulary Learning Strategies	30
3.4.1 Word search puzzles	33
3.4.2 Crossword Puzzles	36
3.4.3 The use of stories.....	38
CHAPTER IV	42



METHODOLOGY.....42

 4.1 Approach.....42

 4.2 Research design.....42

 4.3 Context.....43

 4.4 Participants.....44

 4.5 Data Collection.....44

 4.6 Data Analysis45

CHAPTER V46

RESULTS46

 5.1 Treatment group: pre- and post-tests results46

 5.2 Treatment group: word recognition47

 5.4 Control group: word recognition52

 5.5 General results.....55

CHAPTER VI.....56

DISCUSSION56

CHAPTER VII59

CONCLUSIONS59

BIBLIOGRAPHY62

APPENDIXES74



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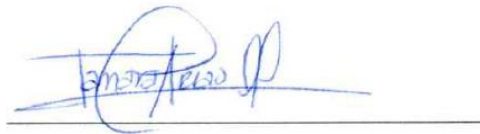
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DEDICATION

I dedicate this thesis to my family, especially to my husband Edgar, who has supported me unconditionally throughout the development of this work, and to my children Samuel and Lucas. To my parents Sandra and Mario, who have always been by my side in every stage of my life and have taught me to give my best in everything I do.



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CHAPTER I

INTRODUCTION

The first years of life grant priceless opportunities for foreign language acquisition given the multiple advantages that an early linguistic immersion involves (Paradis, 2004; Johnstone, 2009). As a matter of fact, young learners acquire languages with greater ease and develop implicit competence since they can rely on natural acquisition processes. Hence, “‘the younger the better’ assumption is strengthened through the belief that younger children learn better and that a longer exposure leads to greater proficiency by the end of the educational process” (Enever & Moon, 2009, p.96).

How young learners acquire a foreign language has been supported by many approaches and one of the most common is (CLIL), Content and Language Integrated Learning. CLIL lessons provide a supportive and motivating environment and also provide children with opportunities to develop language proficiency through play (Griva & Sivropoulou, 2009). In short, CLIL is an innovative fusion of language and content of a subject (UCLES, 2010). In the particular setting of Pasos, a private elementary school in Cuenca, the English textbook Story Central includes interesting topics based on CLIL in each chapter. Nevertheless, children do not get a complete understanding of the content, given the scarce vocabulary-related activities of each topic.

This work aims at analyzing how vocabulary activities can complement the CLIL lessons proposed by the book Story Central and how they can affect the understanding of the topics, so that students would be able to acquire more vocabulary and understand what they are reading. Moreover, this work presents some vocabulary activities for 2nd-grade



students who are considered young learners. Young learners are those students who are learning a foreign language (FL) during their schooling years in primary education (McKay, 2006). Additionally, Phillips (2001) argues that “younger learners respond to language according to what it does or what they can do with it, rather than treating it as an intellectual game or abstract system” (p.5).

Concerning the structure of this research, the theoretical framework section presents the most salient aspects regarding early language acquisition and nativism, young learners, CLIL, and vocabulary acquisition, whereas the literature review analyzes the previous studies that have been carried out on this issue. Upon this consideration, the findings of Xanthou (2010), Marsh (2002), Pinter (2006), and McCarthy (1990) are related to how young learners acquire a foreign/second language. On the other hand, CLIL background is presented by analyzing Diéguez and Martínez-Adrián (2017), Heras and Lasagabaster (2015), Dalton-Puffer (2007,2008). Finally, vocabulary strategies are explained through Firmansyach (2015), Dayamanti (2014), Aziza (2013), among other authors. This work has been carried out through a research question that expects to be answered through data analysis and discussion by the end of the inquiry.

The methodology section includes information about the characteristics of the study groups and the vocabulary activities to be used in order to complement the CLIL lessons of the book *Story Central*. The data collection tools and data analysis are also explained here. To conclude, the results, discussion, and conclusions are also put for consideration at the end of this work.



1.1 Background

The importance of having CLIL lessons in the EFL process has been more evident in recent years, especially in terms of gaining vocabulary and getting meaningful learning. Xanthou (2010) states that the importance of CLIL lessons in EFL classes is related to vocabulary acquisition. Nieminen (2006) has mentioned that CLIL offers a natural way to acquire another language. (Dalton-Puffer, 2008) has observed that CLIL lessons exert a positive influence in some linguistic areas, such as vocabulary, communicative abilities, receptive abilities, morphology, and motivation.

CLIL content is evident in the book *Story Central*, which aim is to teach children to express their own opinions for better understanding their surroundings. Every chapter is enriched with social science, social studies, and math content (Macmillan Young Learners, 2018). This book includes CLIL lessons in each unit, but it scarcely focuses on vocabulary, since only a short reading activity is included in each unit. Evidently, these lessons do not activate students' previous knowledge in terms of vocabulary. In addition, these activities are done in passing and not as in-depth as they need to be done. As Haynes and Baker (1993) have found out, one of the main obstacles for L2 readers is not the lack of reading strategies but rather the lack of vocabulary knowledge. McCarthy (1990) concludes that without words to express a wide range of meanings, communication in a foreign language cannot happen in a meaningful way. Moreover, Decarrico states that "vocabulary acquisition is central to language acquisition, whether the language is first, second, or foreign." If learners lack vocabulary knowledge, they will discover that their ability to comprehend or express themselves is limited (2001, p.285).



In the same line of thought, Ruiz de Zarobe (2011) claims that vocabulary acquisition gets enhanced more if students are exposed to CLIL experiences, and Xanthou (2010) mentions that CLIL lessons enhance vocabulary development. The effectiveness of the application of vocabulary learning strategies provide empirical evidence of the contribution of mastering new words to language learners, as supported by Subekti and Lawson (2007). It is clearly stated that vocabulary acquisition is the aspect that is mostly dealt with in CLIL and, for this reason, appropriate strategies and activities should be chosen as a method for vocabulary development in primary school (Sylvén, 2015).

1.2 Rationale

The rationale of this study deals with the necessity of complementing CLIL lessons of the book *Story Central* with vocabulary activities for young learners, considering their lack of reading comprehension ability. According to research, vocabulary knowledge has long been deemed a major determinant influencing English as a foreign language (EFL). The number of words students gain command their ability to understand and use the new language (Min, 2008).

The relevance of this work lies in the fact that students are offered the possibility to get familiar with both content and vocabulary in a meaningful way. Particularly, foreign language learners need specific learning strategies and activities, which not only aim at helping them understand the language but also enable them to remember and comprehend new different lexical forms (Seifert et al., 2017). Allen (1983) suggests that learners must learn thousands of words to master a language; i.e., learners should have enough vocabulary to support their ability to master English. By the end of this research, the author



aims at complementing CLIL lessons with suitable vocabulary activities and enhance the learner's reading comprehension skill.

1.3 Purpose

The increasing number of foreign language learners in classrooms all around the world has required teachers to adapt their teaching methods and materials to the learners' needs. One of the main aims of CLIL lessons in the EFL process is acquiring content vocabulary (UCLES, 2010). To that end, vocabulary activities will be developed based on CLIL readings provided by the book *Story Central*: “Transportation” (Chapter 5), “What Animals Need” (Chapter 6), and “The Planets” (Chapter 7).

Matching definitions, crosswords, word search, stories, unscramble activities, drilling, picture-word exercises, among other vocabulary activities are supported by some authors; for example, Pareja and Fernández Yubero (2009) support the incorporation of *identifying, naming, and matching* because they help to identify key terms or concepts and stimulate the thinking skills of even very young learners. Thornbury (2002) mentions that *drilling* is employed to make learners get accustomed to the sound of a word so that they get more familiar with the word. Mukoroli (2011) supports *word-sort activities* that help students to enforce new vocabulary by allowing them to sort words into categories.

Besides, stories make learners to enjoy writing, reading, and learning vocabulary in a scaffold format. Garner (2009) encourages the use of vocabulary finder activities. These are problem-solving activities that involve a list of words that learners have to locate in a maze of letters, well known as *wordsearch puzzles*.



This research work focuses on teaching and developing vocabulary activities in the area of games. Games encourage learners to interact, cooperate, and be creative in the use of language in a meaningful way. Huyen, Kuat, and Nguyen (2003) identify the advantages of using games to learn vocabulary in the classroom. Games are fun and help learners retain words more easily and involve friendly competition, so learners are interested and motivated. Vocabulary games bring real world context to the classroom.

The aim of this work is to enrich the vocabulary children need when facing CLIL lessons to get a better understanding of them. Goundar (2009) claims that vocabulary learning strategies are tools for empowering students to make better decisions in terms of what to learn and how to learn. That means that knowledge of vocabulary is the most important factor when learning a foreign language.

1.4 Statement of the problem

It is only in recent years that vocabulary teaching and research on this field have emerged as an important area of study. In primary school, the problem emerges in terms of vocabulary activities in the early English language acquisition stage. As Canga (2013) says, one of the key factors in early stages of L2 learning is the number of words learners know. Besides, Susanto (2017) states that vocabulary acquisition plays an important role in mastering a language; as a result, a learner with insufficient vocabulary size will not perform well in every aspect of language itself. West (1930) mentions that the primary thing in learning a language is the acquisition of vocabulary and practice of using it. The problem is to determine what vocabulary is and he remarks that none of the modern English textbooks in common use for teaching EFL have attempted to solve the problem (p.154).



Thus, vocabulary acquisition has been an issue in EFL learning. Nation (2001) has talked about the issue concerning the number of words necessary to understand spoken discourse and to read and comprehend texts in a foreign language. He also mentioned that when language learners have a meaning or concept that they wish to express, they need to have a store of words from which they can select to express their ideas. “Vocabulary that has been considered as the head of the language is not always considered as valued when English is taught in school or other formal class” (Susanto, 2017, p.182). Besides, the language learning settings do not provide children with as much massive input as they need (Dekeyser, 2000).

The specific problem is the lack of vocabulary when dealing with different fields of study, in these specific case CLIL readings. The activities provided by Story Central are difficult to understand because students do not have enough vocabulary. For example, “Hungry Animals” is a lesson that provides a CLIL reading with words such as leaves, forests, grass, or meat, but students do not know the meaning of these words; consequently, they do not understand the reading and they are not able to complete any exercise based on that reading. That is to say, readings are provided without considering the students’ lack of comprehension and vocabulary. As Aitchison (2003) explains, learners encounter vocabulary in an isolated way, whereby they are incapable of understanding and using it correctly. Similarly, Thornbury (2002) holds that the lack of vocabulary will be an obstacle to language comprehension and production. English learners are lacking in depth of word knowledge, even for frequently occurring words (Taylor, 1990). Research has shown that readers rely heavily on vocabulary knowledge and the lack of that knowledge is one of the main obstacles for L2 readers to overcome (Coady & Huckin, 1997).



McCarten (2007) states that vocabulary is not easy and sometimes it confuses students regarding meaning and usage (p.21). Learning vocabulary in a foreign language seems easy but it is rather difficult for some learners, especially young learners. This researcher found out that young learners are troubled when it comes to understanding the meaning of words when the teacher asks students to read and complete a task. If they do not know the meaning of some words, it is not easy for them to complete a task successfully. Goodman (2003) says that children without an extensive vocabulary have a hard time understanding what they are reading; the problem is severe when they get older because the reading material is more difficult to deal with.

Vossoughi and Zargar (2009) conclude that vocabulary activities create an efficient and effective environment. Therefore, the researchers decided to conduct a study which focus is to enrich students' vocabulary mastery by using vocabulary activities, given that vocabulary development is a vital part of language learning. Learning vocabulary is knowing the link between form (either written or oral) and the concept that benefits students to learn new words and new meanings.

Nowadays, vocabulary learning is a very important process in the acquisition of a foreign language; i.e., “without grammar very little can be conveyed; without vocabulary nothing can be conveyed” (Wilkins, 1972 as cited in Bazo, Rodríguez, & Fumero, 2016). Hence, vocabulary is the flesh of a language while grammar is the skeleton, and students must know a certain amount of words, not only to understand them but also to communicate their thoughts (Firmansyah, 2015).

In this study, the following research question is answered:



- To what extent do vocabulary activities complement CLIL lessons for vocabulary acquisition in 2nd graders?

OBJECTIVES

Aim

- To determine the effect of vocabulary activities on 2nd graders as a complement to CLIL lessons to learn vocabulary in an EFL context.

Specific Objectives

- To analyze the effect of vocabulary activities in CLIL lessons on the treatment group and compare the outcomes with the control group.
- To measure the words students have acquired before and after the treatment through descriptive statistics.



CHAPTER II

THEORETICAL FRAMEWORK

2.1 Early language acquisition

Early childhood education helps children to develop their potential and promotes their social, emotional, physical, and cognitive development (UNESCO, 2012). Childhood is considered a period of time from birth to 8 years old. At these ages, they are naturally curious and enthusiastic to explore the world around them (Uysal & Yavuz, 2015). Most children are ready to gain new experiences when learning a new language. According to Piaget (1970), preschool is the most appropriate time for young learners to benefit from learning a language, considering the fact that they create their own learning environment and are active in their learning process. Piaget (1963) states that learning is more powerful when new content is linked to prior knowledge and it is better retained. For that reason, content lessons focus on activities, such as activating prior knowledge, repetition of key vocabulary, and encouraging the production of the target language (UCLES, 2010).

Morrison (2003) mentions Piaget's theory of cognitive development, and says that young learners are in the pre-operational stage of intelligence, so learning can be enhanced by helping them experience new materials. Cameron (2001) reports that young learners make quick-start progress in the acquisition of L2 grammar and vocabulary. Pinter (2006) remarks that children are active learners and, between the ages of seven and eleven, they are in the cognitive developmental stage, in which they start to develop formal thinking.



Garner (2009) proposes vocabulary teaching methods that concentrate on input that focuses on the meaning of words and pronunciation. He encourages students to make connections between new and prior knowledge; as a result, greater learning is enhanced.

How language is developed in the early years has been proposed by many authors and theories, but one that better describes how children acquire language since birth is proposed by Ingram (1989). The author describes four stages of child language development:

- The pre-linguistic period, which starts at birth and runs until age one,
- One-word stage, which starts at age one and runs until 18 months,
- Production of basic words, which starts at 18 months and runs until age two, and
- Production of simple and complex sentences, which starts at age three and runs until early years of elementary school (p. 17).

After these stages, children learn what to say and how to say it, depending on the context; i.e., the child acquires the social roles of language and has an extraordinary ability to acquire a foreign language. Further, early acquisition gives children the best quality for English teaching (Curtain & Dahlberg, 2009).

According to Stephen Krashen (1982), children acquire language while adults learn it. Also, he states that one of the most important factors in language acquisition is the amount of comprehensible input (new understandable words) to which learners are exposed. Firmansyah (2015) affirms that language is a complex, specialized skill, which develops in the child spontaneously without conscious effort or formal instruction and is developed without awareness. As Curtain and Dahlberg (2009) state, “when language



learning begins earlier, it can go on longer and provide practice and experience, leading ultimately to greater fluency and effectiveness” (p.428).

Garton, Copland, and Bruns mention some reasons for an early start in learning English as a foreign language (2011, p.5):

- The value of English for education
- The benefits of early language learning
- The possibility of better pronunciation and fluency
- The possibility of greater global awareness
- The value of bilingualism

On the other hand, children learn languages in a context with unlimited access to quality input; i.e., in a naturalistic language learning. Torras, Tragants, and García (1997) quote that “the younger they are, the more they are like sponges, the more they absorb, the more they retain” (p.142).

2.2 Nativist Theory

The Nativist theory was introduced by Chomsky (1975) through his theory of Principles and Parameters of Languages. He concludes that there are universal features in languages and children have a genetic predisposition of transferring these features from a language to another. Moreover, children’s brains must have an inherent means to generatively order their limited vocabulary, which will increase over the years.

Language is an innate faculty in which humans are biologically prepared to develop in contrast to other species (Smith, 2018). The Nativist theory develops and believes that



this genetic predisposition for language learning makes language faculties emerge as organically as an ability to walk, with children's brains calibrated to extract content from limited samples of communication.

Besides, the nativist theory considers children as information processors in possession of internal knowledge of syntax. Supporting this, Chomsky's linguistic nativism proposes that humans are born with an innate mechanism called the Language Acquisition Device. He states that infants are born with the knowledge of universal grammatical rules that make them accessible to the common features of all languages (Chomsky, 1957). On the other hand, Chomsky (1980) also notes that often a child's knowledge of grammar greatly exceeds the inputs and reinforcement they are given. Furthermore, children come equipped with an innate mechanism that is specialized for the learning of a language. In other words, when children are provided with the appropriate and environmental stimulus, their capacity to learn a language is innate.

The nativist approach emphasizes on comprehensible and meaningful input. Acquisition depends on comprehensible input; that is, the learners' ability to recognize the meaning of key elements. Thus, acquisition will not take place without the comprehension of vocabulary (Krashen & Terrel, 1983).

Early language acquisition and the nativism theories focus on children's natural skill for language acquisition. Young learners are the main participants of this study. Besides, an early start provides positive benefits because it is a natural process and the children's genetic predisposition facilitates the language acquisition process.



CHAPTER III

LITERATURE REVIEW

3.1 CLIL lessons in EFL acquisition

Over the last decades, research in language acquisition has experienced a boom in two new areas: vocabulary knowledge as an important part of linguistic competence, and CLIL, as a new type of instruction of a foreign language (Diéguez & Martínez-Adrián, 2017).

Content and Language Integrated Learning can be very successful in enhancing the learning of languages and other subjects, especially in developing the students' positive 'can do' attitude towards themselves as language learners (Marsh, 2002). Heras and Lasagabaster (2015) argue that CLIL lessons provide more opportunities to learn vocabulary because it is used in contexts for real communication and in a more meaningful way. Nation (2001) further describes that knowledge of vocabulary enables language use and the importance of vocabulary is demonstrated daily in and out of the classroom.

On the other hand, CLIL is an integrated approach, in which language learning and content learning happen simultaneously. Research indicates that, if CLIL lessons are properly implemented, its benefits are manifold. It can contribute to improving students' language skills and subject knowledge, and also promotes better understanding (Divljan, 2012). Xanthou (2010) explains that CLIL lessons have some bearing on vocabulary results since these lessons seem to offer repeated exposure to new words, as well as contextualization through rich and meaningful content.



Dalton-Puffer (2007) states that vocabulary acquisition is one of the areas observed in CLIL lessons. Moreover, Canga (2013) shows that a considerable number of studies have investigated receptive vocabulary size or the number of words a learner knows when acquiring a foreign language.

One important aspect of the CLIL approach in this study is the use of readings in each lesson with science and social studies content. The use of readings is a fundamental tool that facilitates access not only to language and content but also to culture and cognition. Their effectiveness, however, highly depends on the careful selection of material and the application of appropriate strategies in each case. These kinds of readings or stories can be proven to be effective tools for children to develop those essential principles involved within a CLIL approach (Coyle, 2006). Stories provide a natural and meaningful context to learn about a particular topic using specific vocabulary within a CLIL perspective.

To sum up, lessons based on CLIL allow teachers to use some scaffolding strategies like, for example, by giving positive feedback, breaking a task down into steps, and reminding the aim of a task to the group (UCLES 2010). Jäppinen (2003) mentions that learners make sense of the content taught in diverse CLIL environments; that is, they understand, use, and apply concepts.

3.2 Young Learners

The field of Teaching English to Young Learners (TEYL) explains that children learn languages best when they are very young, as compared to older children and adults. Successful language learning can be achieved when children receive instruction and, at the



same time, experience real-life situations in which they can acquire the language easily (Xanthou, 2010).

Blasco (2014) states that young learners are learners who are learning a foreign language in a wide variety of educational settings. This study focuses on children who are immersed in content-based language and CLIL programs to acquire vocabulary. Johnstone (2002) points out that learning a foreign language as a young learner, in the long run, triggers a more positive attitude towards language learning and a deeper understanding of language as a system.

How children learn languages has been observed and studied, and the results of such research studies have been applied to foreign language learning. It is generally accepted that younger children are better at learning a foreign language than adults (Gans & MD, n.d.). Furthermore, evidence indicates that children can learn a foreign language more easily than adults. However, this depends on the relationship between first and foreign language in terms of grammatical structure and speech sounds.

The process of vocabulary acquisition and teaching takes a special role when young learners are the recipients. The particular cognitive stage of children learning a foreign language influences their use and acquisition of vocabulary (Llach & Gómez, 2007). Young learners have a more positive attitude towards language acquisition and are highly motivated. Moreover, young learners easily acquire a foreign language in an almost effortless way. This happens because they are interested in learning, motivated, and curious to participate in the language process (Nikolov & Djigunovic, 2006).

McIlvain (2001) mentions some characteristics young learners have:



- They have a short concentration span.
- They need hands-on activities to learn effectively.
- They need practical context.
- They need and enjoy lots of repetition (at story time or song time).

Besides, Marsh (2002) mentions that one reason why young children seem so good at picking up a language is often due to the naturalness of the environment around them. This study will focus on young children because they learn faster than adults and their learning goes hand in hand with their physical actions. Some scholars like (Martin et al., 1988, Tomasello, 2000 as cited in Alsairi, 2017) argue that the critical time for language acquisition starts at age 2 and runs until puberty.

The interest this study has puts on young learners is caused by the fact that English has become the world's lingua franca and now is part of the Ecuadorian educational system. According to Jenkins (2009), many countries begin instruction of a foreign language at the primary level and learners study it at younger ages. Young learners are a plus in the acquisition of a foreign language due to the facility with which they acquire it.

Read (2003) suggests the following strategies to teach young learners:

- To change games and activities every 5-10 minutes.
- To mix up energetic games with quiet ones.
- To repeat, review, and revise. Use short games to review the vocabulary and phrases you have already taught.



- To make lessons playful (children will find them more enjoyable, will be more motivated, and will remember the language better).
- To teach in a relaxed and friendly atmosphere with plenty of encouragement.
- To encourage and support young learners.
- To use chants, rhymes, and songs.
- To focus on listening and understanding, while building up vocabulary, including the acquisition of short phrases (do not focus on reading -leave that for older children).
- To concentrate also on speaking practice, starting with single words and short phrases, and gradually moving onto longer sentences and questions.
- To focus on concrete items that children understand and relate to.
- To help shy children to express themselves.

Some research studies have concluded that young learners are more likely to attain native-like pronunciation (Scovel, 1988), develop greater confidence in speaking the target language, and acquire better oral proficiency. Supporting this, Pinter (2006) states that, when children are given the appropriate instruction and input before age 11 or 12, they will be able to acquire English to native level without an accent. Marsh (2002) explains that the opportunity young learners have to speak another language is caused by their mental flexibility. Another important aspect to consider when teaching young learners is the activities to be applied with them. Nunan (2003) reminds us that activities for young



learners need to be “carefully planned, adequately supported and resourced, and closely monitored and evaluated” (p.3).

3.3 Vocabulary Acquisition

Vocabulary plays an important role during the foreign language acquisition process. Agustín-Llach and Canga (2016) state that the exposure to a foreign language is crucial for vocabulary growth. In learning English as a foreign language, vocabulary is one the components that support the four skills: listening, speaking, reading, and writing. Without mastering vocabulary, it is impossible to master any of the skills (Wakania, Sada, & Supardi 2018). Thus, vocabulary is considered the core component of language proficiency and provides the basis for how students listen, speak, read, and write (Hunt & Beglar, 2002). English language students need to be able to communicate in English and need to acquire an adequate number of words, as well as they need to be able to know how to use them in real contexts.

The word *vocabulary* means “all the words used by a particular person or all the words which exist in a particular language or subject” (Procter, 1996, p.68). Learning or acquiring vocabulary means acquiring language words. The more vocabulary we have, the more others are going to understand what message we want to convey. Conversely, the less the English vocabulary we have, the more difficult we understand other people’s speech or writing in English (Firmansyach, 2015). Xanthou (2010) has shown that a group of primary school children in Cyprus got a positive impact regarding students’ vocabulary test results, which demonstrates that, by attaching words to their surroundings, the likelihood of comprehension and retention may be increased.



Besides, vocabulary knowledge has long been deemed a major determinant influencing EFL. Alqahtani (2015) mentions that students must master vocabulary to understand a language. In fact, Damayanti (2014) points out that students cannot read, speak, listen, or write without understanding the meaning of words; but, by teaching vocabulary first, students will be able to read, understand, and memorize vocabulary more quickly. Firmansyah (2015) supports the same idea and he remarks that vocabulary is the basic that must be learned first by learners in order to develop their proficiency in English.

Given the close relationship between EFL learners' vocabulary command and their ability to understand English content, researchers have been searching for new ways to enhance students' acquisition and retention of new vocabulary (Min, 2008). Law (2003) mentions that for Chinese EFL learners, acquiring vocabulary is one of the most important aspects when learning a foreign language. DeKeyser (2000) states that the acquisition of a general vocabulary of the target language will provide larger benefits in the future and the learning process will become more meaningful. Knowledge of vocabulary is necessary; a rich vocabulary gives learners the right words to use at the right time (Aziza, 2013).

Consequently, vocabulary learning must be upfront and a center stage in language acquisition. Nation (1974) says that, when we teach a word, we must teach three things: (1) the shape or form of the word, (2) the meaning of the word, and (3) the form and the meaning of the word together. Similarly, Young-Davy (2014) proposes three steps in the process of vocabulary acquisition: a) selection b) definition, and c) exposure and use. The selection step responds to two questions: How much vocabulary and what vocabulary does the teacher decide to teach? According to Schmitt (2000), the first step is to make students familiar with as many as 30 words per hour. The second step is definition. Lewis (2000) states that meaning gives students collocations which expand their understanding of words.



The third step is exposure and use. Nation (1990) concludes that L2 learners need at least 5 exposures in comprehensible contexts to learn a word. That is to say, if learners follow these three steps, they will be able to demonstrate their ability to acquire and use the new vocabulary daily in class.

Lau and Rao (2014) wrote an article about six childhood classrooms in Hong Kong, and the results remarked the importance of both recognition and memorization of words and the understanding and application of them in daily classes. Schmitt (2000) defines vocabulary as the knowledge of words and word meaning. When learners acquire the meaning of a word, they also acquire receptive and productive vocabulary. Receptive vocabulary happens when learners identify words when they hear or see them. On the other hand, productive vocabulary happens when learners identify words when they speak or write (Kamil & Hiebert, 2001). Stuart (2008) remarks the importance of receptive and productive vocabulary. He says that receptive vocabulary refers to words that learners recognize and understand when they use them in context, but they cannot use them. It is the vocabulary learners recognize when they see it in a text but do not use it in speaking and writing. Meanwhile, productive vocabulary refers to words that learners understand and are able to pronounce correctly and use constructively in speaking and writing.

Nevertheless, in recent years, it has become clear that vocabulary requires more focused attention in the classroom due to its complexity (Nation, 2009). Vocabulary knowledge provides learners with the opportunity of being able to recognize word items (“item knowledge”) and being able to understand the various features of word items (“system knowledge”) (Nation, 2001, p.23). Vocabulary learning is of great importance as vocabulary is an important unit to build up skills and knowledge (Cameron, 2001).



3.4 Vocabulary Learning Strategies

Language learning strategies are considered as a “sequence of procedures for accomplishing learning” (Dörnyei, 2005, p. 121). This research focuses on vocabulary learning strategies. In learning a foreign language, vocabulary plays an important role because it links speaking listening, reading, and writing all together. In order to communicate in a foreign language, an acceptable number of words should be acquired and learners should know when and how to use these words accurately (Vossoughi & Zargar, 2009). Learning a vocabulary item is not a matter of memorization; it is learning how to use it appropriately. This is where vocabulary learning strategies play a significant role (Cameron, 2001). The purpose of language learning strategies is making the learning process easier, faster, more enjoyable, more self-directed, self-explanatory, and more transferable to new experience situations (Oxford, 2003).

The purpose of this project is to lead to the acquisition of new words through selected vocabulary strategies which allow teachers to determine the effect of these strategies as a complement to CLIL lessons to teach vocabulary. It also facilitates reading comprehension of CLIL readings. Hence, it is important to recognize why these activities are significant when learning a foreign language and during the process of vocabulary acquisition.

The implementation of vocabulary strategies has been supported by some authors. Sanaoui (1995) carried out a study to demonstrate the relationship between vocabulary strategies use and success during the acquisition of vocabulary. It was concluded that learners who had an appropriate learning approach were more successful in retaining words. Hulstjin (1993) mentions that teaching vocabulary not only consists of teaching



specific words but also consists of giving learners the necessary strategies to expand their vocabulary knowledge (cited in Morin & Goebel, 2001).

Vocabulary learning has not been seen as it should, neither has vocabulary research been considered as a value in past years. For example, Brown (2001) mentions that vocabulary has just been a matter of words or word lists that students attain to be able to communicate in the target language. Li (2010) says that, according to research, vocabulary acquisition is considered an under-research area. Zimmerman (1996) argues that vocabulary has been undervalued in the field of foreign language acquisition.

Vocabulary is considered important when learning a foreign language; however, most students and teachers encounter some difficulties when dealing with vocabulary in their English classes. First, students usually consider the teacher's explanation boring. Second, students do not show a full understanding of new words. Third, when students read a passage or a short reading, they do not understand it due to their lack of vocabulary knowledge. Finally, most students know the meaning of words but they do not know when to use them appropriately. Vossoughi and Zargar (2009) mention that these difficulties can be seen in all age groups and levels. They conducted a research in Iran and they concluded that children are able to overcome learning difficulties when learning vocabulary if attractive activities are applied. This facilitates vocabulary acquisition. Children are creative and want to be active, so it is better to make use of their imagination and energy in activities that call their attention. In this respect, this research project aims at showing the real value of vocabulary acquisition, especially for young learners. Vocabulary is the building blocks of a language since they label objects, actions, and ideas that allow learners to convey meaning (Riankamol, 2008).



Considering young learners are the participants of this research work, Asher's (1977) suggestion of using 5- 10-minute activities as the best way to engage young learners in learning was considered. If we take into account that students have a short attention span, the activities to be applied to them should be engaging. The researcher divided vocabulary learning strategies into two groups: strategies to determine the meaning of new words and others to consolidate meaning, as recommended by Schmitt (1997). Another aspect to consider when choosing and selecting the most appropriate activities is the level of categorization of vocabulary teaching strategies. Lau and Rao (2014) propose three levels to categorize vocabulary teaching strategies. These levels include strategies to enhance word recognition, word memorization, and word understanding and application.

The activities applied were crosswords, word search puzzles, and storytelling. Crosswords and word search puzzles belong to the group of strategies used to determine the meaning of words. Word recognition and memorization were used to emphasize on the written form of words. On the other hand, the use of stories is part of the strategies which consolidate meaning, understanding, and application in order to facilitate the children's pictorial memory and activate retention of words' sounds. As can be seen, these strategies highlight the importance of not just developing the skills to learn vocabulary but also the importance of understanding and using the same words in a meaningful context.

Gu and Johnson (1996) conducted a research on vocabulary learning strategies and four categories were recognized: metacognitive, cognitive, memory, and activation strategies. Metacognitive strategies refer to the selective attention of the learner; i.e., which words are important for students to learn. The cognitive strategies are the use of dictionaries. On the other hand, memory strategies are divided into two categories:



rehearsal and encoding. Rehearsal has to do with word lists and repetition, and encoding is related to association strategies. Finally, the activation strategy deals with how learners use new words in different contexts.

Word search puzzles and crosswords belong to the vocabulary strategy of games, which are also appropriate to be used in teaching vocabulary. Harmer (2001) explains that games can make learners more enthusiastic in learning vocabulary. Bonet (1992) also describes games as an effective tool that motivates learners. Hidayat (2016) says that games help students memorize vocabulary in an easier way. It also creates competition and cooperation in the teaching learning process. Likewise, Vossoughi (2009) considers games as a feeling of happiness; for this reason, learners both enjoy participating in games and learn new content.

3.4.1 Word search puzzles

Teaching vocabulary through word search puzzles enables students to find out or guess the meaning of unfamiliar words. Word search puzzles can be considered as a valuable technique and an easier way to teach English, especially vocabulary. Learners enjoy a lot when they work on word search activities, considering the fact that they not only use the new words but also the written form of words in further activities. These activities are an alternative or variation in the methods of English teaching because students will not feel bored in learning English, but they will become critical and active children when learning English (Damayanti, 2014).

Word search puzzles can be designed for any educational levels and are ideal for young learners (Damayanti, 2014). These kinds of activities can be a fun way to add



interest and variety to the regular assignments and activities in a foreign language class (Kunz, 2002). Word search puzzle games reinforce word-level and they are good to review general vocabulary (Vossoughi & Zargar, 2009). Word search puzzles benefit students when memorizing and enhancing vocabulary that grabs their attention easily and avoid the monotonous feeling of learning (Sukstrienwong & Vongsumedh, 2013). Astutik (2015), based on his thesis research, concludes that there was an improvement in students' vocabulary after the teacher used word search puzzles in class.

In the case of this research, word search puzzles consist of finding some hidden words related to the topics "The Planets," "Transportation," and "What Animals Need." In general, these words may be hidden in directions such as forward, backward, up, down, or diagonal. Word search puzzles are playful and attractive activities which children really enjoy because they are interested in finding all the words. One advantage of using these activities is that children learn how to spell words easily. It also helps and encourages them to sustain their interest and work (Wright & Buskby, 2006).

Word search games were originally designed and published by Norman E. Gibat in the Selenby Digest on March 1, 1968, in Oklahoma. Elson et al, (1980) state that a puzzle game is a simple exercise but potentially a powerful assessment tool. A word search puzzle, also known as a word find game, is popular because it helps students recognize words and can be used for increasing their vocabulary development. Word search puzzles are sometimes considered time-consuming activities; for this reason, the researcher had to look for activities that contained a maximum of 10 words in order to match them to the young learners' attention span.



Vossoughi and Zargar (2017) state that a word search puzzle is one of the many instructional games that reinforce word-level increase. Sukstrienwong and Vongsumedh (2013) state that through word search puzzles learners read and memorize words while playing the game that helps them learn words and their spelling, letter by letter. Ambiyatul (2018) lists 7 advantages of applying word search puzzles:

1. They help develop word recognition.
2. They assist in learning context clues.
3. They help the development of pattern recognition.
4. They introduce and review vocabulary.
5. Word searchers can help students learn the basics of spelling.
6. They are fun.
7. Teachers can make use of them in any educational level.

Based on the above statements, it can be concluded that word search puzzle is an appropriate vocabulary strategy that helps students learn words in an easy way. Firmansyah (2015) remarks that teaching vocabulary by using word search makes students more relaxed, good-humored, happy, and, most importantly, they are able to understand the new material. Word search puzzle games are suitable as a vocabulary learning strategy, considering the fact that learners are interested in learning and always try to know the new words they see in a word search puzzle. Besides, the use of this strategy can change the boring classroom into a fun one (Ambiyatul, 2018). (See Appendixes A, B, and C)



3.4.2 Crossword Puzzles

A crossword puzzle is a tool which helps the development of vocabulary, spelling, and language skills from childhood to adulthood. It trains learners to solve problems or answer questions (Aidila, Sutarsyah, & Huzairin, n.d.). During the last few years, educators, especially English teachers, have been experimenting with various vocabulary teaching methods to increase the vocabulary level of children (Min, 2008). Young children tend to forget new words as time passes by, so one way to help them retain new words is to expose them to those words constantly. Therefore, when students start to study English, the first thing they should acquire is vocabulary.

Shukary (1996) mentions that the first story of crossword puzzles appeared on September 14, 1890, by Guiseppe Airoldi, and was named “Per Passere il Tempo” (“spend time”). This puzzle included horizontal and vertical clues with four grids and no squares. These days, many American newspapers are filled with pride to include in their daily editions crossword puzzles that are the most prestigious and difficult to solve (Retrieved from <http://en.wikipedia.org/w/index.php?title=Crossword&action=edit>.)

Foreign language students need to learn and enrich their vocabulary. For this purpose, crossword puzzles positively have been used in teaching learning processes. It is mentioned that “crossword puzzles can be used at any level and it is a wonderful way to bring vocabulary from many different lessons” (Aziza, 2013, p.2). The use of crossword puzzles allows teachers to add color to their classroom by both creating challenges and helping students learn vocabulary.



Weisskirch (2006) states that crosswords are considered to be an effective tool to learn, practice, and retain new vocabulary words. According to Franklin, Peat, and Lewis (2003), it was found out that crossword puzzles may increase motivation and students' interest in new topics. Orawiwatnakul (2011) remarks the use of crossword puzzles, as they offer a potential solution when learning vocabulary. Besides, it is an interesting strategy and the most striking educational aspect of crossword puzzles is how you must think using several parts of the brain at once: definitions, spelling, and synonyms.

In foreign language teaching, studies have tried to show the efficacy of crossword puzzles in language learning. In a study conducted by Mollica (2007), it is stated that crossword puzzles act as a vehicle to tap into the learner's "imaginative channels," which is preferable to more traditional training techniques that focus on repetition (p.68). Aziza (2013) says crosswords puzzles are a great way to have fun while learners build their vocabulary. At the same time, the learners' vocabulary can be expanded while playing with words.

Claire (2010) mentions that crossword puzzles make use of a game that enhances skills and vocabulary in every language in the world. A crossword is a word puzzle in a grid of black and white squares. Its main goal is to identify the words' spelling by writing one letter in each white square to make the words given by clues. These puzzles make the learning process in the classroom attractive and fun. Besides, it provides opportunities for students to practice and repeat vocabulary words (Njoroge, Ndung'u & Ganthigia ,2013).

Crossword puzzles have been chosen as a vocabulary activity for young learners due to the advantages they offer as a strategy for improving vocabulary. Franklin, Peat, and



Lewis (2003) mention three advantages of crosswords. First, this activity makes students enjoy learning English in class. Second, it increases the ability to learn vocabulary. Third, students get a better understanding of the meaning of the word given in a crossword.

Many authors state that learning vocabulary through crossword puzzles improves students' vocabulary learning. Zaini, Munthe, and Aryani (2008) argue that crossword puzzles involve the active participation of learners during class without losing the ongoing learning essence. Silberman (2009) explains that a crossword puzzle invites direct engagement and participation of learners, either individually or in a group. Crossword puzzles can be used to teach definitions, spelling, and key concepts. Since students can read simple words, students need to spell those words as well. Crossword puzzles help students to gain greater retention of spelling (Moore & Dettlaff, 2005). Hadfield (2004) says that a crossword puzzle is an effective teaching tool that results in greater retention and memorization of new words. Besides, crossword puzzles are used for teaching terminology, definitions, spelling, and pairing key concepts with related names.

Webster in Tino (2011) remarks that a “crossword puzzle is an arrangement of numbered squares to be filled in with words, where a letter is to each square so that a letter appearing in a word placed horizontally is usually also part of a word placed vertically, and numbered synonyms and definitions are given as clues for the words” (p.2-3). (See appendixes D, E, and F)

3.4.3 The use of stories

Using stories in FL teaching is of great value as they are naturally acquired and contextualized (Slattery & Willis, 2001). The use of stories in the foreign language



classroom creates a good learning environment that provides meaningful and comprehensible input. According to Krashen (1982), through stories, the language acquisition device is activated and it is easy for children to bring out new words from the data provided by stories.

Stories use “a holistic approach to language teaching and learning that places a high premium on children’s involvement with rich, authentic uses of a foreign language” (Cameron, 2001, p.159). When children listen to a story in a foreign language, they can understand it through a process called ‘mentalese,’ which is used in formulating meaningful language independently. One of the stories used was “My New Puppy” by Dale, (2018). This story was about an adopted dog, “Annie.” She helped students to acquire vocabulary easily and, most importantly, to understand the meaning of what they were reading.

Rokhayani (2010) holds that stories provide meaningful contexts that can be used to develop children’s language skills, such as listening, develop their imagination, and predict facts. Besides, young learners are eager to listen to stories when they understand the vocabulary and they grasp the meaning of new English words. Ellis and Brewster (2002) offer some reasons to use stories in the English classroom: stories exercise children’s imagination, stories create opportunities for developing continuity in children’s learning, and listening to stories allows children to develop their concentration skills.

Likewise, Wright (2009) holds that stories rely so much on the acquisition of new words, offer a constant source for children’s language acquisition, and provide some reasons for advocating the use of stories in the classroom. Stories provide meaningful context and natural repetition, so children focus on meaning and, through stories, they store



key words. For young learners, stories can offer a valuable way of contextualizing and introducing a new language, making it comprehensible and memorable for students (Wasik & Bond, 2001). Similarly, stories present grammar, vocabulary, and formulaic speech within a meaningful context (Koisawalia, 2005).

On the other hand, Castro (2002) mentions that stories encourage young learners to be aware of cultural values which are different from theirs, sharpen their memory, and develop their ability to predict and infer. Children feel motivated to learn new words through the pictures stories have. Also, they feel interested in understanding the content by acquiring the meaning of a single word. As Rossiter (2002) points out, stories are effective as educational tools because they are believable, rememberable, and entertaining for children (p.1).

According to Nikolov and Djigunovic, 2006, research has indicated that stories have been recognized as extremely useful for providing an exposure to authentic language in a young learner classroom; therefore, stories provide ideal ways of contextualizing language.

Storytelling provides a whole new world for young learners. When teachers provide comprehensible input, the topics become relevant, interesting, and appropriate for these kinds of learners. Savic and Shin (2013) affirm that effective language acquisition happens when children focus on meaning, when language activities, such as stories, provide a relevant and meaningful context, and when learning experiences are enjoyable and fun. Stories have been proved to be one of the most effective tools for providing meaningful context for natural language acquisition. Cameron (2003) says that “children see foreign language ‘from the inside’ and try to find meaning in how the language is used in action, in



interaction, and with intention, rather than ‘from the outside’ as a system and form”
(p.107).

The main advantages of using stories in teaching English to young learners are the following (Brewster, Ellis, & Girard, 2004, p.186-188):

- Stories develop positive attitudes to language learning because they are motivating, challenging, and fun.
- Stories encourage creativity.
- Stories develop imagination.
- Stories promote social and emotional development.
- Stories expose children to rich language and offer opportunities for introducing vocabulary.
- Stories link English to cross-curricular content.

Young children love listening to stories when learning a foreign language. Cameron (2008) reports that stories satisfy the requirements of acquisition-based methodology by helping children pick up words and short phrases and by fostering understanding through pictures. Moreover, listening to stories prepares children for real-life communication in a foreign language, which will involve a flow of speech and new and unknown words. Consequently, children guess, predict, and develop a positive attitude when they do not understand what they read (Wright, 2009). Stories offer an important source of language for children and provide memorable, interesting, and enjoyable content; besides, stories are considered an efficient strategy for vocabulary acquisition and are perfect adaptable for young children (See appendixes G, H, and I).



CHAPTER IV

METHODOLOGY

4.1 Approach

The approach of this study is a quantitative, longitudinal, relational design which has provided valid and reliable data. Quantitative research involves the use of computational, statistical, and mathematical tools to derive results. The purpose of this type of research is to quantify the problem and understand how prevalent it is by looking for projectable results (International, n.d.). Data collection is one of the most important aspects of the quantitative research process and it involves having the researcher prepare and obtain the required information from the target audience. To achieve this, the researcher obtained two sets of data (pre- and post-tests) from the participants. Moreover, this study can be considered to be experimental research since it was used to assess a sample before and after a treatment.

4.2 Research design

This is an action research study in the category of individual research because one teacher has performed the research and has analyzed a specific task (Creswell, 2014). Besides, the design was applied with nonrandomized groups: a treatment and control group. Pre- and post-tests were administered to both groups at the beginning and at the end of the application; however, only the treatment group received the application. The content of both tests was adapted from the Vocabulary Recognition Task (VRT) (See appendixes J, K, L, M, N, and O). VRT is a teacher-constructed yes-no task for vocabulary recognition in a



content area (Stahl, 2008). Its purpose is to identify content-related words that students could both read and associate with a unit of study. In Stahl's (2008) study, VRT consisted of a list of 25 words; 18 words are related to the content and 7 are unrelated words. Students had to circle the words they were able to read and that were related to the topic. In this study, the words to be tested were obtained from the CLIL reading section of the topics: Transportation, What Animals Need, and The Planets of the English book Story Central by Macmillan.

Besides, Anderson and Freebody (1983) consider that yes-no tasks are reliable and a valid measure of vocabulary assessment. They provide a better measure of student knowledge than a multiple-choice task, particularly for younger students. Finally, results were analyzed and interpreted by using non-parametric tests: the H-Kruskal Wallis test, the Mc-Nemar test, and the U-Mann Whitney test.

4.3 Context

This research study was carried out at Unidad Educativa Pasos. This institution has around 700 students. A group of 52 students aged between six to seven years old, who are considered young learners, were the participants of the study. These groups belong to second grade, parallels "A" and "B." Second grade, group A, is part of the treatment group, whereas the other second grade, group B, is part of the control group. Both groups learn English as a curricular subject in the same grade of primary education. The English classes are taught 10 hours per week, 80-minute daily sessions of English, which allowed the researcher to apply vocabulary strategies that focused on vocabulary content of the units



studied. Additionally, the treatment group received extra-exposure to English through Social Studies, Social Science, and Geography vocabulary content.

4.4 Participants

This study was developed in the second term in May and June of the 2018-2019 school year. Every week students had ten hours of English, of which, five hours were used for the application of this study. There was a total of 40 hours of application. The participants were 52 children, 26 belonging to Second grade A ($n= 26$), and 26 belonging to Second grade B ($n= 26$), of “Pasos,” a private educational institution of Cuenca. Each group consisted of 14 boys and 12 girls aged 6 and 7 years old, with an average age of 7.08 years ($SD = 0.27$).

In the case of second grade, most students were able to read and write at a basic level. They tackled more and more texts in and out of the classroom as they worked to become rapid and accurate readers. In this case, students put emphasis on fluent reading and basic writing at their own pace. As they had already acquired these skills in their L1, they were able to develop the same skills in their L2. They were able to write and structure short simple sentences that contained 5 and 7 words. Besides, they could read short paragraphs that contained 5 or 6 sentences. Their English level is Pre-A1.

The students’ parents had to sign a consent that authorized their children’s participation in the study (Appendix P).

4.5 Data Collection

The quantitative data was obtained from a pre-test and post-test administered to the treatment and control group. The VRT allowed the teacher to determine which words were



known and which ones were unknown (Stahl, 2008). The vocabulary tests provided the amount of words children had acquired during the intervention and how students recognized those words in class. To measure the vocabulary level of young language learners, recognition tests were used, including three topics: Transportation (Unit 5), What Animals Need (Unit 6), and The Planets (Unit 7), each lesson having 25 words, of which 18 belonged to the subject and the remaining 7 were considered to be interference words.

4.6 Data Analysis

For the analysis of results, the SPSS program, version 25.0, was used to obtain all the statistical information. The results are presented by measures of central tendency and dispersion in terms of a total number of words recognized by subject and by frequency measures in the analysis per word in a specific way.

The behavior of the data was not normal, so non-parametric tests were used: the H-Kruskal Wallis test for the comparison of means before and after the application intra groups, the Mc-Nemar test for comparison of specific word recognition, and the U-Mann Whitney test for comparison between groups.



CHAPTER V

RESULTS

5.1 Treatment group: pre- and post-tests results

Before the intervention, the results showed that children in the treatment group were able to recognize a minimum of 21 words and a maximum of 41, with a mean of 29.8 (SD = 4.9), equivalent to 30 words of the 54 evaluated, which implies recognition of 55% of the vocabulary. It was found that "Transportation" was the topic with the best results; students identified between 6 and 17 words (M = 13; SD = 3). In the topic "The Planets" students identified a minimum of 6 and a maximum of 14 words, with a mean of 10 words (SD = 2). Finally, the topic "What Animals Need" got a minimum recognition of 3 words and a maximum of 13 words, with a mean of 9 words (SD = 3).

On the other hand, after the intervention, students in the treatment group were able to recognize between 33 and 47 words, with an average of 40 words per student (SD = 4); i.e., students acquired three-quarters (3/4) of the vocabulary. In the topics "Transportation" and "The Planets," word identification oscillated from 0 to 18 words, with an average recognition of 15 words (SD = 2) and 14 words (SD = 2) respectively. In both topics, students were able to recognize a larger amount of words. Finally, in the topic "What Animals Need," students were able to identify between 3 and 15 words, with a mean of 12 words (SD = 3). (Details are shown in Figure 1)

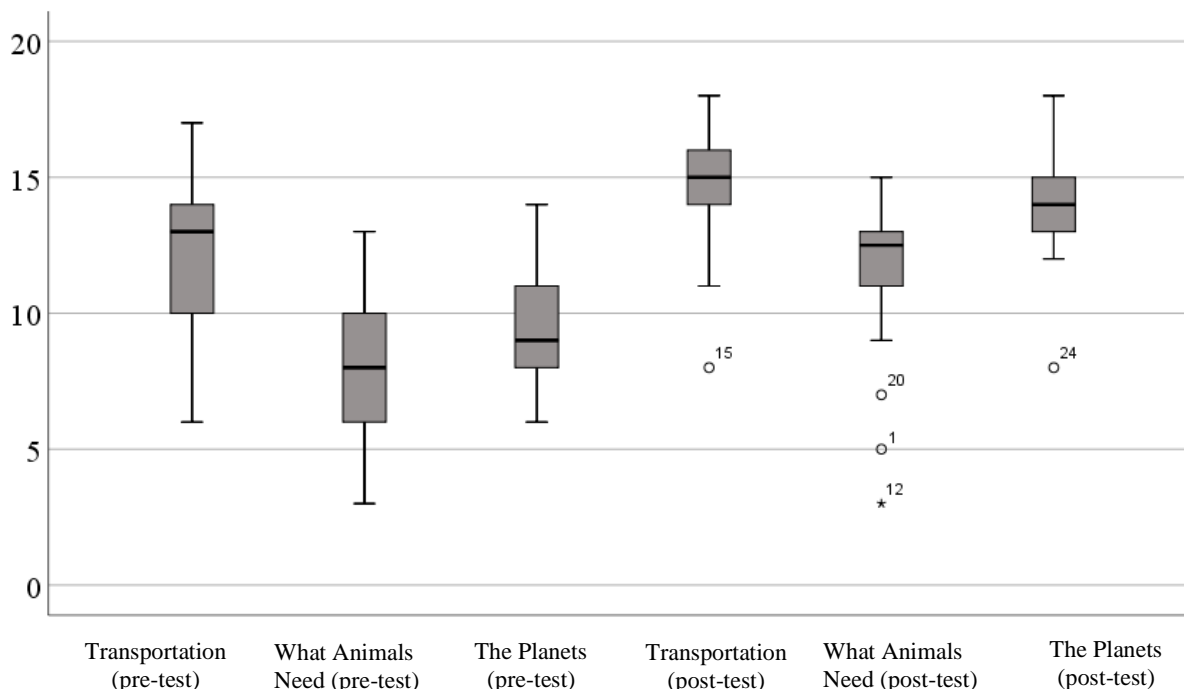


Figure 1. Number of words recognized by topic pre- and post-tests of the treatment group

5.2 Treatment group: word recognition

Before the intervention, in the topic “Transportation,” 25 out of 26 students were able to recognize the words *car*, *bus*, *airplane*, and *helicopter*. Besides, after the intervention, all students were able to identify the words *car*, *airplane*, *motorbike*, and *bike*. Table 1 shows that 3 of the 18 words belonging to this topic had significant improvement in recognition; these words were *taxi*, *van*, and *subway* (words with greater progress). In addition, it was found that the interference word with the highest signaling frequency was *sweater* (n = 3).



Table 1
TOPIC: Transportation

Word	Pre test	Post test	Changes	p
Highest recognition				
car	25	26	1	-
airplane	25	26	1	-
helicopter	25	25	0	1.00
bus	25	24	-1	1.000
motorbike	23	26	3	-
bike	23	26	3	-
train	23	25	2	.625
submarine	22	23	1	1.00
ship	21	15	-6	.180
boat	21	25	4	.219
canoe	16	20	4	.424
river bus	19	21	2	.687
tuk-tuk	7	11	4	.424
truck	22	20	-2	.727
tricycle	8	13	5	.180
Significant improvement				
taxi	5	19	14	.000*
van	10	24	14	.000*
subway	1	10	9	.012*
Interference words				
sweater	3	1	-2	.625
pencil	1	1	0	1.00
computer	1	1	0	1.00
dog	1	1	0	1.00
poster	1	1	0	1.00
mother	1	1	0	1.00
sister	1	1	0	1.00

Table 2 shows results corresponding to the topic “What Animals Need” and the words of interference in this section; in the pretest, the words with the highest recognition were *cat*, *dog*, and *protection*, whereas in the posttest the words with a significant improvement were *love*, *rabbit*, *bed*, *home*, *yard*, *bird*, and *walks* ($p < .05$). The word



teacher was the word with greater progress. This corresponds to an increase in error in the words of interference.

Table 2
TOPIC: What Animals Need

Word	Pre test	Post test	Changes	p
Highest recognition				
cat	21	24	3	.453
dog	20	24	4	.219
protection	19	19	0	1.000
food	15	22	7	.092
house	15	19	4	.289
turtle	16	22	6	.146
water	17	20	3	.581
parrot	11	19	8	.057
games	4	4	0	1.000
goldfish	1	1	0	1.000
family	2	2	0	1.000
Significant improvement				
walks	3	20	17	.000*
home	5	16	11	.007
bed	8	23	15	.001*
yard	9	19	10	.013*
bird	14	24	10	.002*
love	13	26	13	-
rabbit	18	23	5	.125
Interference words				
teacher	3	12	9	.004*
TV	3	2	-1	1.000
spoon	6	5	-1	1.000
shoes	7	3	-4	.219
robot	4	3	-1	1.000
school	5	1	-4	.219
jacket	1	0	-1	1.000

Regarding the topic "The Planets," it can be seen that the words with highest recognition at the beginning of the intervention in the pretest were *Jupiter*, *Saturn*, *galaxy*,



Neptune, and *Venus*, whereas in the posttest all students managed to recognize *Mars*, *Jupiter*, *Saturn*, *Mercury*, *Uranus*, *Pluto*, *Neptune*, *Venus*, and *space*. On the other hand, the words with a significant improvement were *sun* (greater progress), *Earth*, *Mars*, *Stars*, *moon*, and *telescope* (details are shown in Table 3).

Table 3

TOPIC: The Planets

Word	Pre test	Post test	Changes	p
Highest recognition				
Jupiter	24	26	2	-
Saturn	25	26	1	-
Mercury	24	26	2	-
Uranus	23	26	3	-
Neptune	25	26	1	-
Venus	25	26	1	1.000
galaxy	25	26	1	-
orbit	5	13	8	0.057
astronaut	9	6	-3	0.549
space	2	4	2	0.687
rings	1	2	1	1
universe	3	3	0	1
Significant improvement				
sun	3	25	22	0.000*
Earth	4	24	20	0.000*
Mars	15	26	11	-
stars	15	25	10	0.002*
moon	11	24	13	0.000*
telescope	4	23	19	0.000*
Interference words				
museum	2	0	-2	-
shoulders	2	0	-2	-
fingers	3	0	-3	-
mountain	2	0	-2	-
book	3	2	-1	1
volcano	3	1	-2	0.625
season	1	1	0	1

5.3 Control group: pre- and post-tests results

In the control group, children were able to identify between 7 and 31 words out of the 54 corresponding to the three topics, with a mean equivalent to 25 words per child ($SD = 7$), which represents 46% of the vocabulary. Figure 2 shows that students were able to recognize 15 words in the topic “Transportation” ($M = 11$; $SD = 4$), 12 words in “What Animals need” ($M = 6$; $SD = 3$), and 11 words in “The Planets” ($M = 8$; $SD = 3$), being “Transportation” the topic with best results, followed by “The Planets” and “What Animals Need”.

In the posttest of the control group, a minimum recognition of 14 words and a maximum recognition of 39 words were seen, with an average recognition of 25 words ($SD = 7$), equivalent to 46% of the vocabulary. It shows that students, on average, could recognize 10 words in the topic “The Planets,” which was the topic with the greatest reach: 10 words per child ($SD = 6$), 8 words in “Transportation” ($SD = 5$), and 7 words in “What Animals Need” ($SD = 3$), being this the topic with the lowest performance in this group.

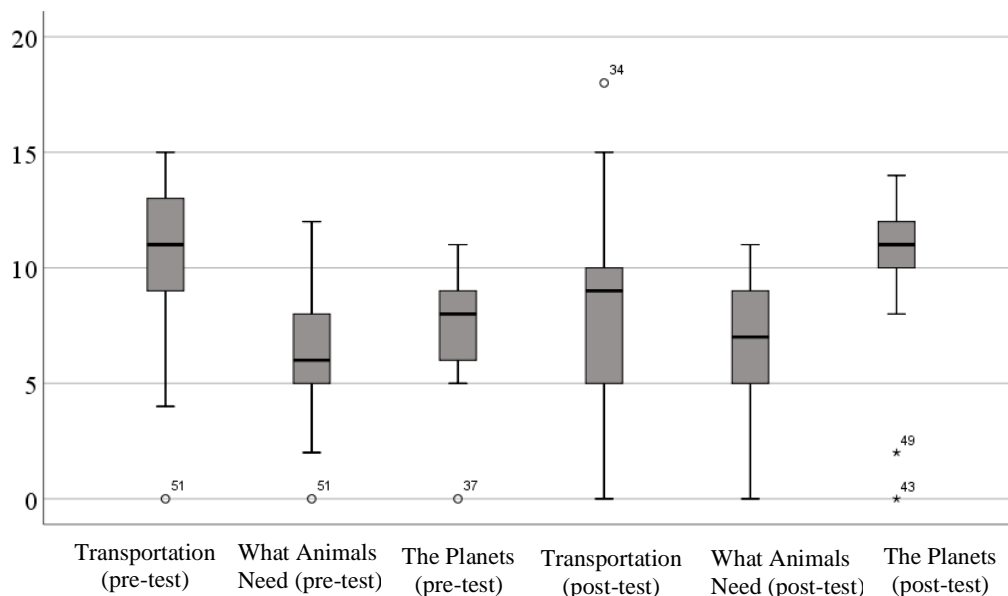


Figure 2. Number of words recognized by topic in the pre- and post-tests of the control group.



5.4 Control group: word recognition

In terms of word recognition, the pretest and posttest in the control group show that, in the topic “Transportation,” students mainly identified the words *car*, *tuk-tuk*, and *bus*. Significant negative changes were also recorded in 5 of the 18 evaluated words ($p < .05$), which means a decrease in the recognition of the words *helicopter*, *submarine*, *boat*, *canoe* (major decrement), and *subway* (details may be seen in Table 4).

Table 4
TOPIC: Transportation

Word	Pre test	Post test	Changes	p
Highest recognition				
car	23	20	-3	.289
bus	22	16	-6	.092
tuk-tuk	17	19	2	.754
van	20	15	-5	.267
airplane	13	14	1	1.000
river bus	17	18	1	1.000
truck	15	14	-1	.754
train	15	6	-9	.012
motorbike	18	16	-2	.581
bike	13	7	-6	.118
subway	2	13	11	.001*
ship	8	5	-3	.388
taxi	8	4	-4	.180
tricycle	4	3	-1	.687
Major decrement				
helicopter	20	14	-6	.039*
boat	15	4	-11	.003*
canoe	19	4	-15	.001*
submarine	17	9	-8	.035*
Interference words				
sweater	1	0	-1	-
pencil	5	0	-5	-
computer	0	0	0	-
dog	3	0	-3	-
poster	3	0	-3	-
mother	5	0	-5	-
sister	3	0	-3	-



In the topic “What Animals Need,” regarding the students' progress to recognize vocabulary, the words with the best progress were *turtle* and *cat*. According to data analysis, there were 7 words with relevant positive changes: *home*, *bed*, *bird*, *parrot*, *turtle*, *cat*, and *dog* and 4 words with relevant negative changes: *yard*, *house*, *love*, and *walks*.; on the other hand, the words with the highest recognition regression were *yard* and *house*. (See details in Table 5)

Table 5
TOPIC: What Animals Need

Word	Pre test	Post test	Changes	p
Highest recognition				
turtle	3	16	13	.002*
cat	8	21	13	.004*
bird	6	16	10	.041*
parrot	4	16	12	.002*
bed	5	14	9	.012*
home	5	13	8	.039*
dog	10	22	12	.007*
food	16	15	-1	.754
goldfish	6	1	-5	.125
family	3	2	-1	1.000
rabbit	8	17	9	.093
protection	13	17	4	.388
tv	3	1	-2	.625
games	7	1	-6	.070
Major decrement				
yard	14	3	-11	.001*
house	15	4	-11	.001*
love	18	8	-10	.002*
walks	7	3	-4	.000*
Interference words				
shoes	0	0	0	-
spoon	1	1	0	1.000
teacher	4	0	-4	-
robot	2	0	-2	-
water	10	5	-5	.180
school	1	0	-1	-
jacket	0	0	0	-



Finally, in the topic "The Planets," students were able to recognize the words *galaxy* and *Venus* in the pretest, whereas the posttest shows that the main words were *Saturn*, *stars*, *Mercury*, *Uranus*, *galaxy*, *Neptune*, and *Venus*. In addition, there were 4 significant progress ($p < .05$) in the words *stars*, *Mercury*, *Uranus* and, mainly, *moon* ($n = 15$) and a significant decrease ($p < .05$) in the word *sun* ($n = 12$). (See details in Table 6).

Table 6
TOPIC: The Planets

Word	Pre test	Post test	Changes	p
Highest recognition				
moon	3	18	15	.000*
galaxy	20	24	4	.289
Venus	22	24	2	1
Saturn	18	24	6	.109
Mercury	13	24	11	.006*
Uranus	12	24	12	.002*
stars	12	24	12	.004*
Mars	19	22	3	.453
Jupiter	19	22	3	.754
Neptune	18	24	6	.180
Earth	4	2	-2	.375
telescope	4	10	6	.109
orbit	6	8	2	.754
astronaut	5	7	2	.727
space	1	0	-1	-
rings	2	0	-2	-
universe	2	0	-2	-
Major decrement				
sun	18	6	-12	.004*
Interference words				
museum	1	0	-1	-
shoulders	2	0	-2	-
fingers	5	0	-5	-
mountain	1	0	-1	-
book	5	0	-5	-
volcano	4	0	-4	-
season	3	0	-3	-

5.5 General results

In general, the treatment group shows a significant improvement in vocabulary acquisition in all the topics with an average progress of 10 words in each topic. Conversely, the results of the control group show similar results in word recognition in the pre- and post-tests. In terms of progress in word recognition, the progress of the treatment group was significantly higher than the control group, except in the topic “What Animals Need.” Even though the treatment group had better results, the performance of both groups was similar.

(See details in Table 7)

Table 7
General results

	Treatment group					Control group					p value (between groups)
	Min	Max	Pre- test (mean)	Post- test (mean)	p	Min	Max	Pre- test (mean)	Post- test (mean)	p	
Total	-6	8	30	40	.001*	-7	1	25	25	.961	.024*
T1	-7	7	13	15	.000*	-5	0	11	8	.013*	.018*
T2	-4	2	9	12	.000*	-2	1	7	7	.349	.385
T3	-5	1	10	14	.003*	-4	0	8	11	.006*	.040*

Explanatory note: T1: Transportation; T2: What Animals Need; T3: The Planets;

*p <.05 (statistically significant evidence)



CHAPTER VI

DISCUSSION

The data obtained allowed the researcher to analyze results according to the changes produced both in the treatment and the control groups. Before the intervention, in the treatment group, students were able to recognize 30 words out of 54 (55% recognition). The performance of each topic was Transportation (M = 13 words), The Planets (M = 14 words), and What Animals Need (M = 9 words). However, after the intervention, students were able to recognize 40 words on average; they could recognize more than 12 words in each topic. The topics with greater progress were “The Planets” and “What Animals Need.”

In terms of word recognition in the treatment group, results show that the topic “Transportation” presented best word recognition before the treatment in the following words: *car*, *bus*, *plane*, and *helicopter* and best word recognition after the treatment in *car*, *plane*, *motorcycle*, and *bicycle*. Besides, students showed a significant improvement to recognize three words: *taxi*, *van*, and *subway*. In the topic “What Animals Need,” the words with higher recognition were *cat*, *dog*, and *protection*, whereas in the posttest the most frequently recognized words were *love*, *rabbit*, and *bed*. The words with significant improvement were *home*, *yard*, *bird*, *walks*, *love*, *rabbit*, and *bed*. Finally, in the topic “The Planets,” the words with higher level of recognition at the beginning of the intervention were *Jupiter*, *Saturn*, *Pluton*, *Neptune*, and *Venus* and all the students were able to recognize *Mars*, *Jupiter*, *Saturn*, *Mercury*, *Uranus*, *galaxy*, *Neptune*, and *Venus* after the intervention. The



words with significant improvement were *sun* (greater progress), *Earth*, *Mars*, *stars*, *moon*, and *telescope*.

Moreover, results show that in the treatment group, students chose up to 10 of the 21 interference words, with an average of 3 words per child. In the topics "Transportation" and "What Animals Need," students were able to identify a maximum of 7 words with a mean of 1 and 2 words respectively. Finally, in the topic "The Planets," students were able to identify a maximum of 5 words. After the intervention, students chose up to 9 interfering words, with a mean of 2 words per child ($SD = 2$), about one word per topic, especially in "What Animals Need." On average, students chose 3 interference words before and 2 after the intervention.

On the other hand, students in the control group, in general terms, were able to recognize 25 words before the treatment (46%). The performance of each topic was Transportation ($M = 11$), What Animals Need ($M = 6$), and The Planets ($M = 8$). In the posttest, students were able to recognize 21 words: Transportation ($M = 8$), What Animals Need ($M = 3$), The Planets ($M = 10$). This means that there was no significant change in the total number of words.

In terms of word recognition in each topic, the topic "Transportation" presented negative changes; students got worse in 5 words: *helicopter*, *submarine*, *boat*, *canoe* (major decrement), and *subway*. The topic "What Animals Need" presented significant positive changes in 7 words: *home*, *bed*, *bird*, *parrot*, *turtle*, *cat*, and *dog*, but showed negative changes in 4 words: *yard*, *house*, *love*, and *walks*. The words with the highest recognition were *turtle* and *cat*, and the words with the highest recognition recoil were *yard* and *house*. Finally, in the topic "The Planets," there was a significant decrease in the word *sun* ($n = 12$)



and 4 significant progress ($p < .05$) in the words *stars*, *Mercury*, *Uranus*, and mainly in the word *moon* ($n = 15$).

In the control group, students chose up a maximum of 8 of the 21 interference words, with a mean of 3 words per topic (one for each topic). In the posttest, students were able to identify 1 of the 21 interference words, mainly in “What Animals Need.”

As a conclusion, the results show that the treatment group improved in all topics; on the contrary, the control group improved in topic 3 only, “The Planets.” Furthermore, when comparing both groups, the treatment group significantly improved in all the topics, except in topic 2, “What Animals Need.”



CHAPTER VII

CONCLUSIONS

This research work aims at showing the importance of vocabulary learning through the use of vocabulary activities to complement CLIL readings. The goal is to help young learners understand the content of what they are reading. Based on the results, the treatment group acquired 55% of the vocabulary after being exposed to vocabulary-selected activities, such as wordsearch puzzles and crossword puzzles. These strategies were used as games and they efficiently worked with young learners. In addition, the use of stories provided rich, playful, and meaningful experiences for children.

This study shows that playing games to improve vocabulary acquisition is a valuable and facilitating technique in language teaching. The exciting nature of playing games can facilitate the vocabulary learning process. Language games are suitable evaluation tools which reinforce the students' previous knowledge and promote the internalization of new vocabulary. Through games, learners are given opportunities to meet and explore new vocabulary without the need of direct teacher's assistance.

The use of word search puzzles activates the learner's word memory and spelling, and focuses on word meaning. Arif and Arif (2015) remark the use of word search puzzles because they teach learners how to spell words correctly without loading them with tedious, old-fashioned techniques, like for example, writing words several times. They also provide learners with visual recognition opportunities (p.135). Consequently, learners find it easy to



memorize new vocabulary words and almost all students are usually more motivated and feel interested in learning English using this vocabulary strategy.

Likewise, the use of crossword puzzles provides learners with the opportunity to play with letters while learning the meanings of words. As Aziza (2013) describes, the learners' vocabulary can be expanded by playing with words in such a way that the learner's brain is forced to play with letters while working on crosswords. Crossword puzzles are a great way to have fun while learners build up their vocabulary. Both word search and crossword puzzles are fun and entertaining. Children really enjoy these kinds of activities. The students' active participation and use of the target language were clearly evidenced.

The most beneficial outcome of this research is that it has been evidenced that stories provide learners with different learning atmospheres. Students get involved in the stories, like in the case of the story "My New Puppy," in which children identified themselves with their pets. Pedersen (1995) states that "stories educate, illustrate, enlighten, and inspire" (p.3). Stories provide not only life experience but also language experience, and help children develop their imagination and creativity, while fostering their critical thinking.

As a conclusion, the above mentioned vocabulary strategies have opened a new door for students and facilitate not only vocabulary acquisition but they have also provided a real way to understand what they are reading. Besides, the results obtained show that these activities enhance students' vocabulary mastery. Hence, it is here strongly recommended the implementation of these kinds of activities in primary education since



they allow teachers to use more effective activities for prior vocabulary acquisition as well as improve reading comprehension.



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APPENDIXES

Appendix A

Transportation Word Search

Transportation Word Search

HOP IN! LET'S GO!

**Find and circle
all of the words
in the list
below.**



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

**CAR
TRUCK
BIKE
BUS
TRAIN**



**PLANE
TAXI
SKATES
SUBWAY
VAN**

Education.com, 2007-2008.

Appendix B

Super Pets Word Search

Super Pets Word Search

A PET IS A KID'S BEST FRIEND!

**Find and circle
all of the words
in the list
below.**



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

**FISH
DOG
CAT
HAMSTER
LIZARD**



**SNAKE
RABBIT
MICE
PARROT
PET**

Education.com, 2007-2008.

Appendix C

Solar System Word Search

Solar System Word Search

Search for the planets in our solar system.

The names can be horizontal, vertical or backward.

JUPITER URANUS VENUS MERCURY EARTH NEPTUNE MARS SATURN



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

Education.com, 2007-2008.

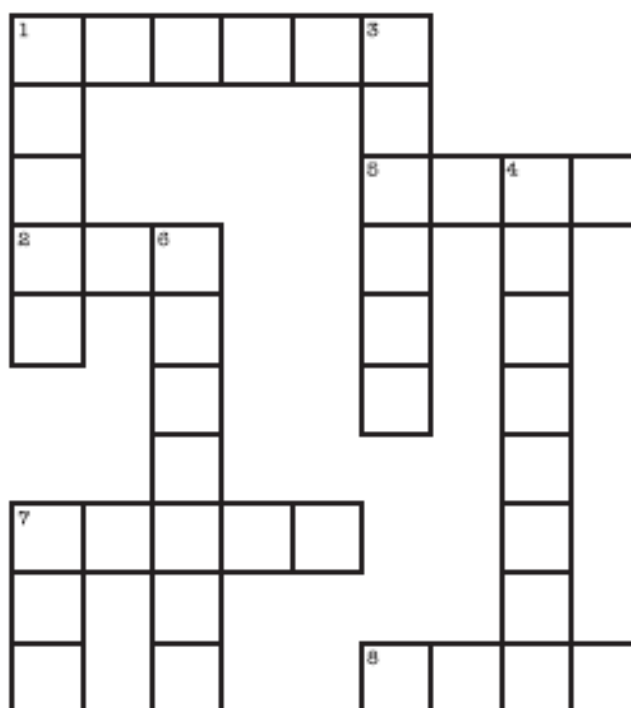
Appendix D

Kids Crosswords Transportation

Kids Crosswords

Transportation

Fill in the puzzle with words that describe different ways of getting around



ACROSS

1. **T**_____ chug along on tracks.
2. Most families drive a **c**_____.
5. A **b**_____ travels on water.
7. A **b**_____ is an airship filled with gas.
8. We ride a **s**_____ down snowy hills.

DOWN

1. Movers drive a **t**_____.
3. The **s**_____ travels underground.
4. A pilot flies an **a**_____.
6. **R**_____ is moving fast with your feet.
7. A **b**_____ takes kids to school.






Education.com, 2007-2008.

Appendix E






Planets Crossword Puzzle

Planets Crossword Puzzle

Down

1)  2)  3)  4)  7) 

Across











5)  6)  8)  9)  (a dwarf planet) 10) 

Education.com, 2007-2008.

Appendix F
Pets Crossword

Pets Crossword

ACROSS → **↓ DOWN**

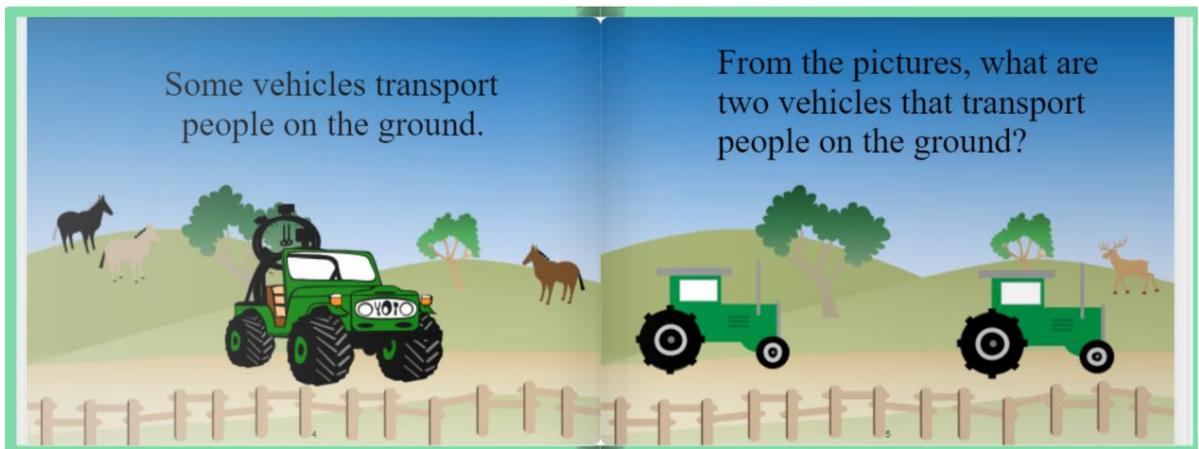
3.		4.		1.		2.	
6.		8.		5.		7.	
9.							

Beatbox.com, 2018.

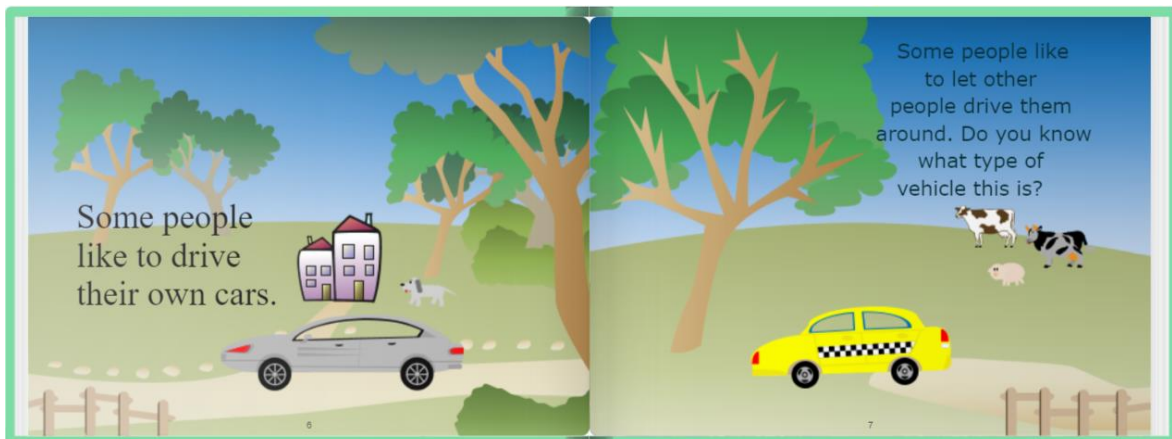
Appendix G
“Transportation”



Yrkoski,2015, pp.1-2



Yrkoski,2015, pp.3-4



Yrkoski,2015, pp.5-6



Yrkoski,2015, pp.7-8



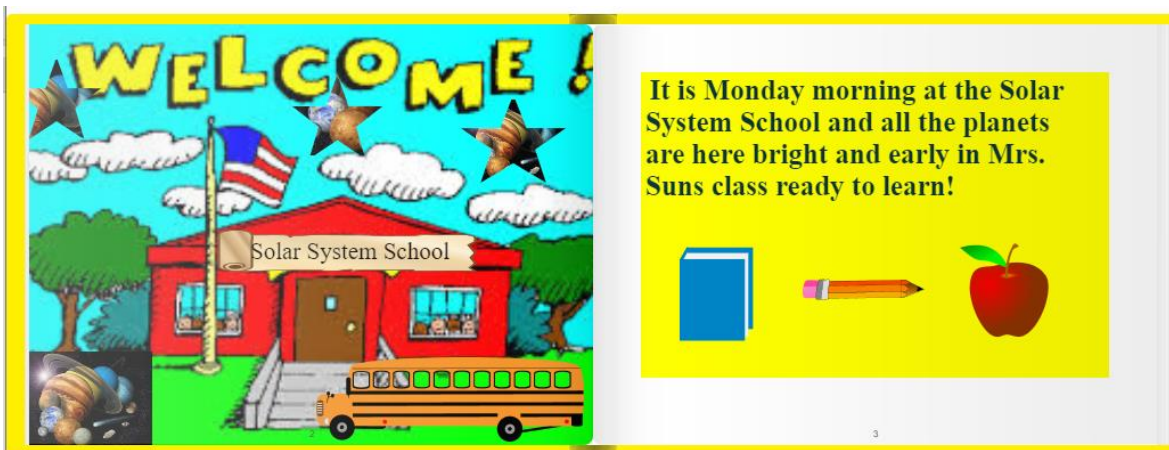
Yrkoski,2015, pp.9-10



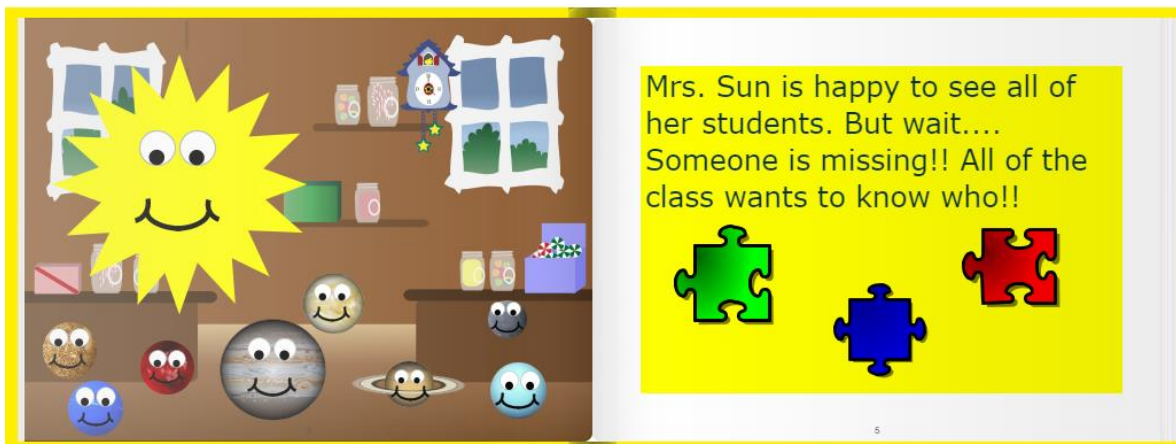
Yrkoski,2015, pp.11-12

Appendix H

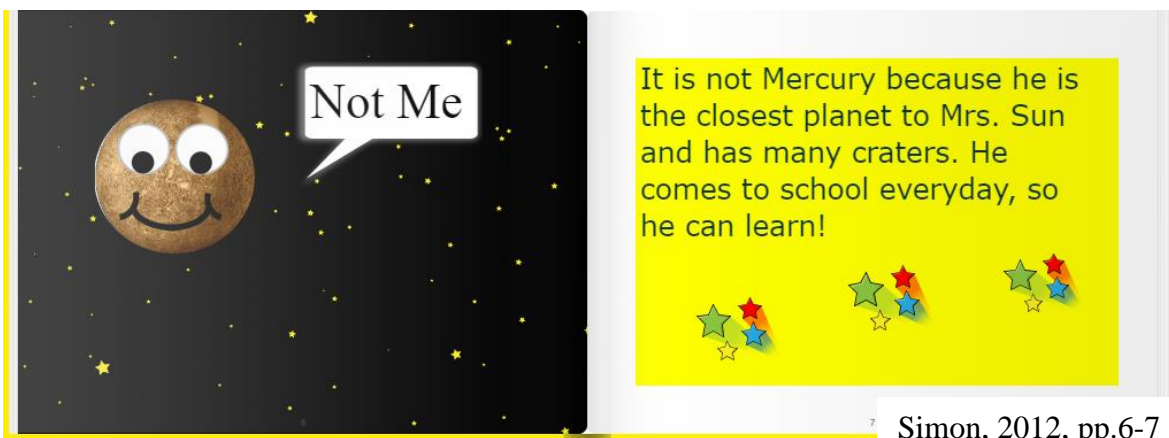
“Lost in the Solar System”



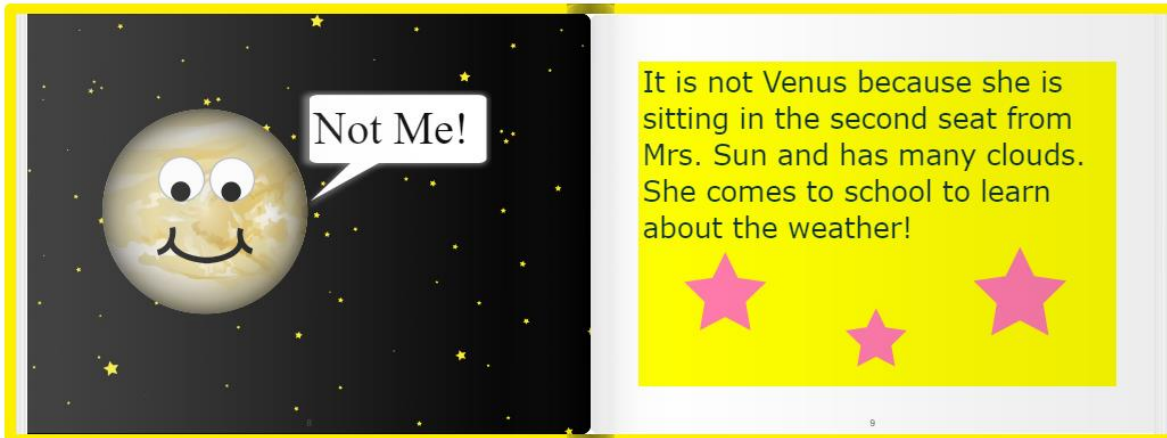
Simon, 2012, pp.2-3



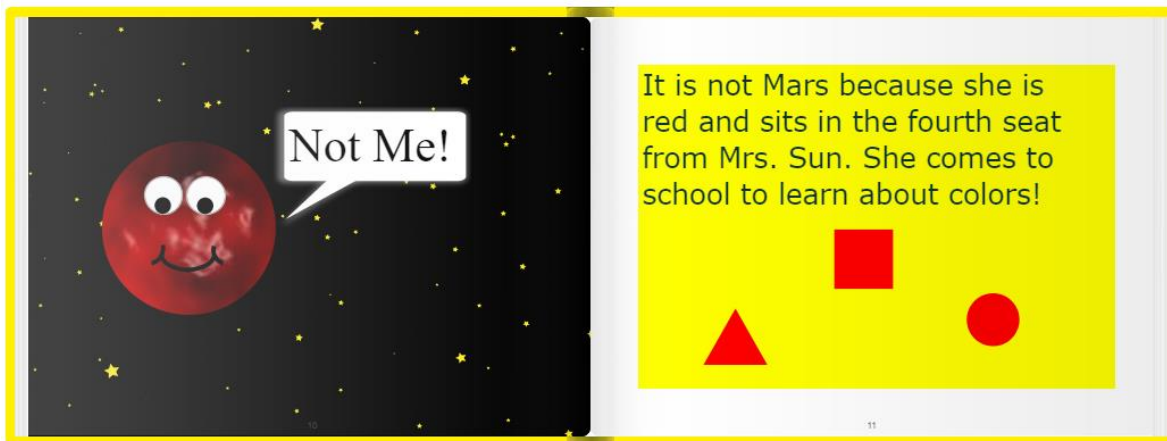
Simon, 2012, pp.4-5



Simon, 2012, pp.6-7



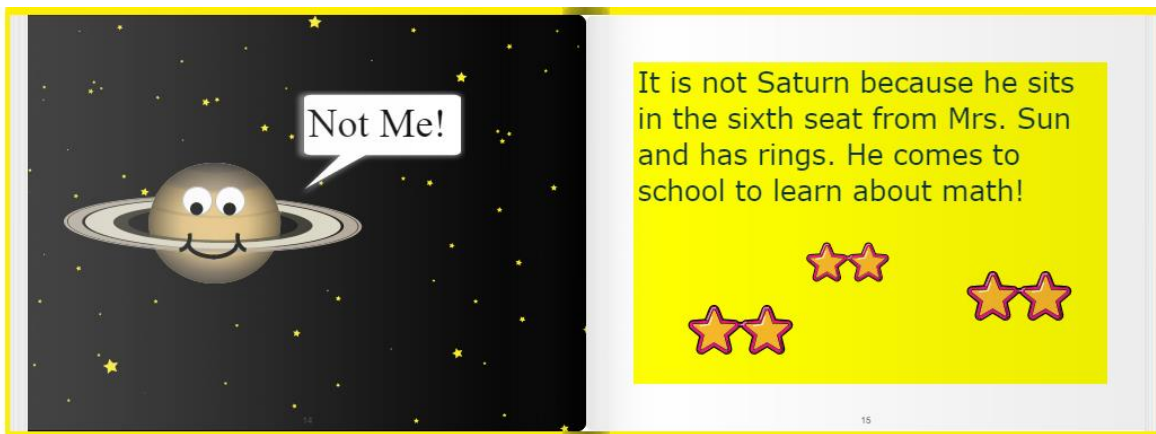
Simon, 2012, pp.8-9



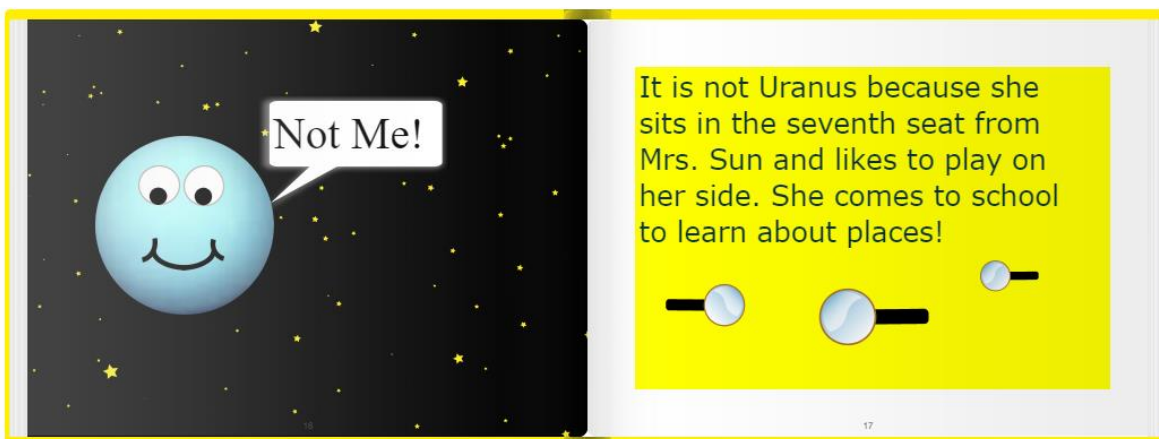
Simon, 2012, pp.10-11



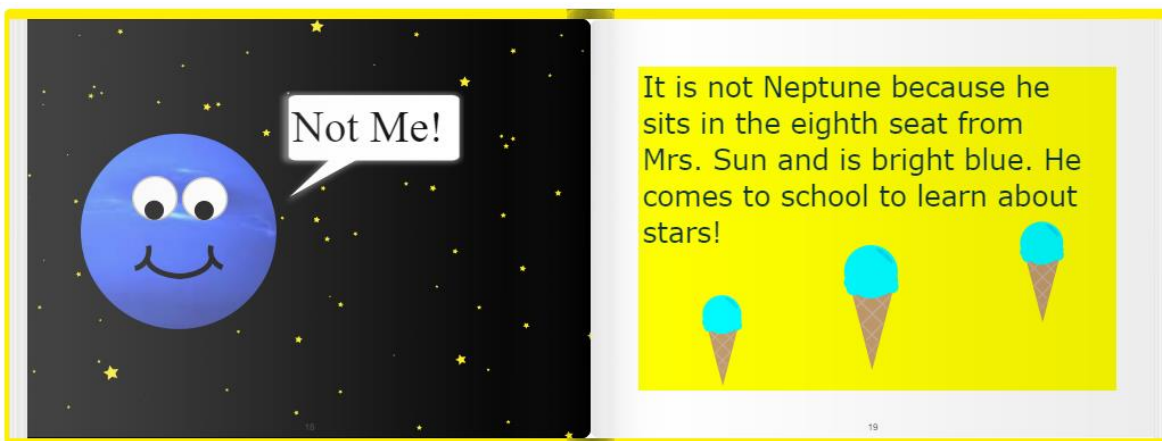
Simon, 2012, pp.12-13



Simon, 2012, pp.14-15



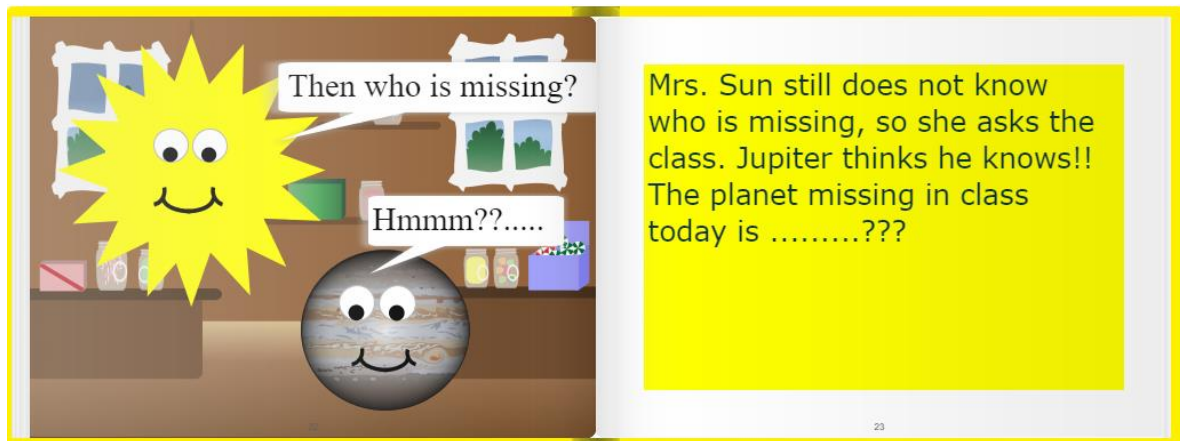
Simon, 2012, pp.16-17



Simon, 2012, pp.18-19



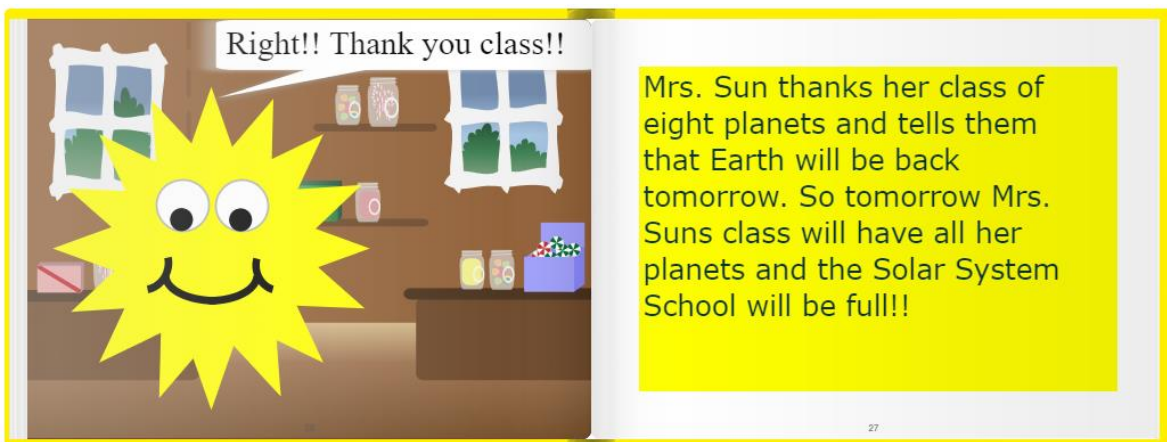
Simon, 2012, pp.20-21



Simon, 2012, pp.22-23



Simon, 2012, pp.24-25

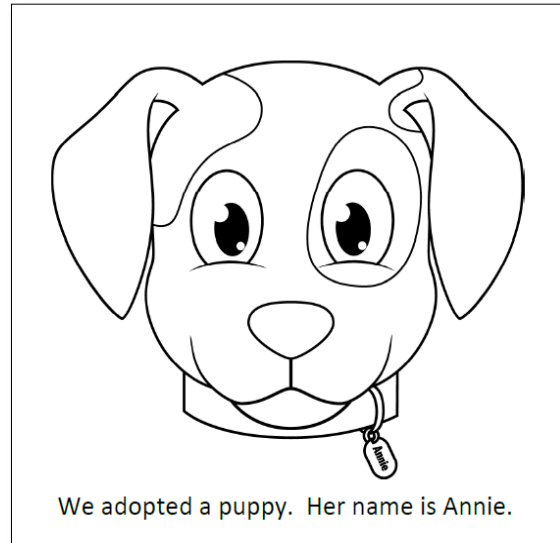


Simon, 2012, pp.26-27



Simon, 2012, pp.28-29

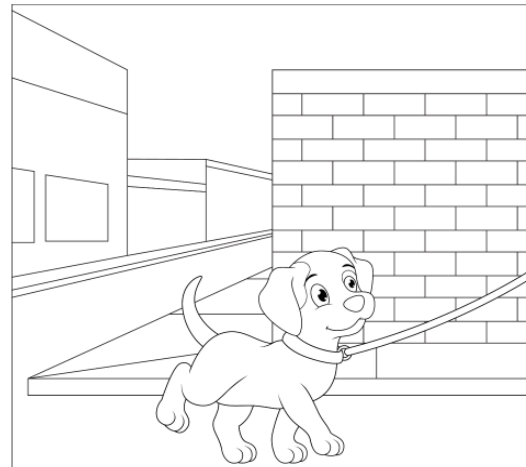
Appendix I
“My New Puppy”



Dale, 2018, pp.1-2

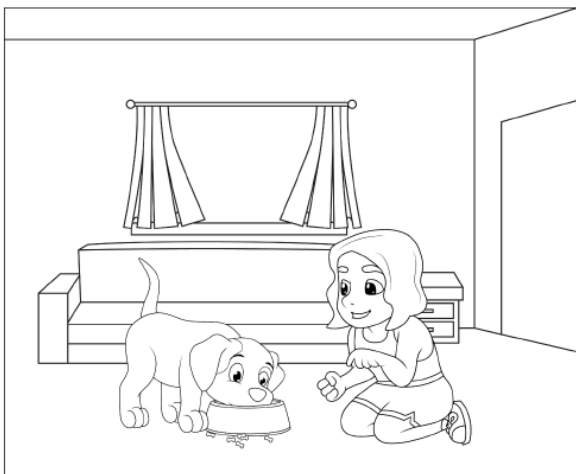


Annie likes to be petted.

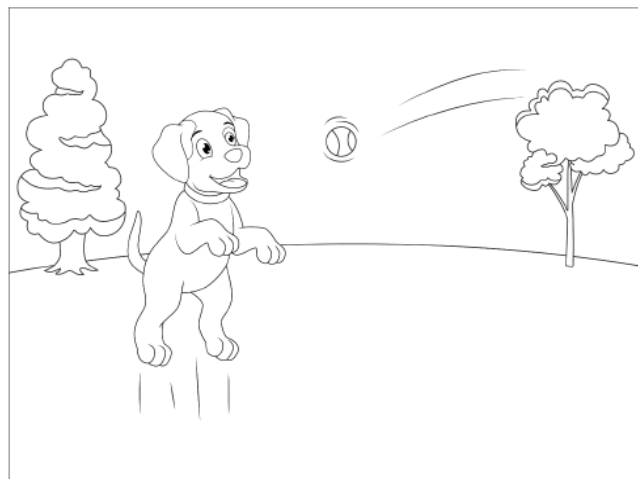


Annie likes to take walks.

Dale, 2018, pp.3-4

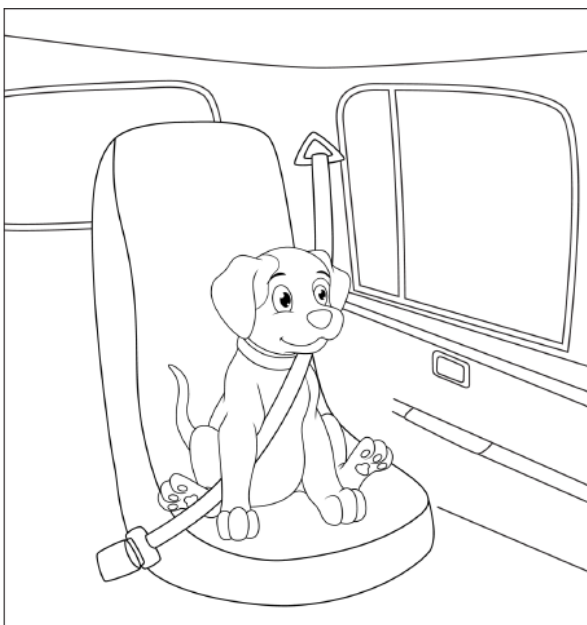


Annie likes to eat puppy food.

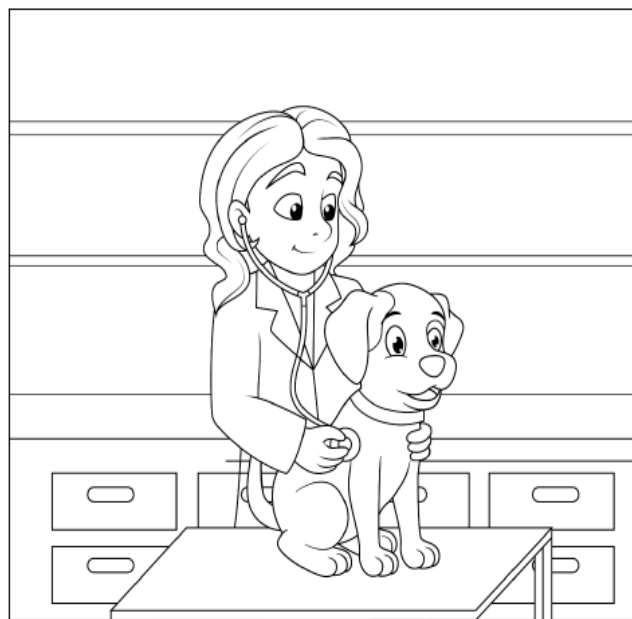


Annie likes to play.

Dale, 2018, pp.5-6



Annie likes to go for rides.



Annie likes to visit our veterinarian.
She keeps her healthy.

Dale, 2018, pp.7-8



Dale, 2018, p.9

I love Annie!



Appendix J

Pretest: Transportation

Name: _____

VRT: Transportation

Below you'll see a list of words. Circle the words that you are able to read and are sure have something to do with means of transportation.

taxi	river bus	sister
tricycle	tuk-tuk	ship
sweater	mother	boat
car	truck	canoe
bus	helicopter	dog
poster	computer	train
van	motorbike	subway
airplane	bike	
pencil	submarine	

Pretest adapted from Stahl's (2008)



Appendix K

Pretest: The Planets

Name: _____

VRT: The Planets

Below you'll see a list of words. Circle the words that you are able to read and are sure have something to do with planets.

sun	moon	fingers
Earth	Mercury	astronaut
volcano	book	space
Mars	Uranus	rings
Jupiter	galaxy	mountain
museum	shoulders	telescope
Saturn	Neptune	universe
stars	Venus	
season	orbit	

Pretest adapted from Stahl's (2008)



Appendix L

Pretest: What Animals Need

Name: _____

VRT: What Animals Need

Below you'll see a list of words. Circle the words that you are able to read and are sure have something to do with what animals need.

food	yard	school
goldfish	house	rabbit
tv	jacket	cat
family	love	dog
home	games	teacher
shoes	spoon	walks
protection	bird	water
bed	parrot	
robot	turtle	

Pretest adapted from Stahl's (2008)



Appendix M

Posttest: Transportation

Name: _____

VRT: Transportation

Below you'll see a list of words. Circle the words that you are able to read and are sure have something to do with means of transportation.

taxi	river bus	sister
tricycle	tuk-tuk	ship
sweater	mother	boat
car	truck	canoe
bus	helicopter	dog
poster	computer	train
van	motorbike	subway
airplane	bike	
pencil	submarine	

Posttest adapted from Stahl's (2008)



Appendix N

Posttest: The Planets

Name: _____

VRT: The Planets

Below you'll see a list of words. Circle the words that you are able to read and are sure have something to do with planets.

sun	moon	fingers
Earth	Mercury	astronaut
volcano	book	space
Mars	Uranus	rings
Jupiter	galaxy	mountain
museum	shoulders	telescope
Saturn	Neptune	universe
stars	Venus	
season	orbit	

Appendix O

Posttest: What Animals Need

Name: _____

VRT: What Animals Need

Below you'll see a list of words. Circle the words that you are able to read and are sure have something to do with what animals need.

food

yard

school

goldfish

house

rabbit

tv

jacket

cat

family

love

dog

home

games

teacher

shoes

spoon

walks

protection

bird

water

bed

parrot

robot

turtle

Posttest adapted from Stahl's (2008)



Appendix P

Consent

Estimados padres/madres de familia y/o representantes,

Reciban un cordial saludo de mi parte, el presente documento tiene como fin darles a conocer y a la vez solicitar su consentimiento para que sus representados formen parte de un estudio sobre actividades metodológicas para la enseñanza de vocabulario.

Este estudio me servirá como tesis previa a la obtención de mi título de maestría, para el mismo cuento con el permiso por parte de rectorado, y solicito a ustedes su autorización para que sus representados participen y se beneficien de este estudio.

El fundamento de este estudio se refiere a la necesidad de complementar las lecciones CLIL del libro Story Central con actividades de vocabulario dirigido para niños. La adquisición de vocabulario se considera un determinante importante que influye en el inglés como lengua extranjera (EFL).

La relevancia de este trabajo se relaciona con ofrecer a los estudiantes la posibilidad de familiarizarse con el contenido y el vocabulario de una manera significativa. En particular, los estudiantes de idiomas extranjeros necesitan estrategias y actividades de aprendizaje específicas, que no solo pretenden ayudarles a entender el idioma, sino que también les permiten recordar y comprender nuevas formas léxicas (Seifert et al., 2017).

Para ello, el estudio consta de una evaluación previa (pretest), aplicación (actividades de vocabulario) y una evaluación posterior (posttest). Además, se aplicará las siguientes actividades de vocabulario: sopa de letras, crucigramas e historias, basadas en las lecturas de CLIL “Transportation”, “What Animals Need” and “The Planets”. **Vossoughi Vossoughi**

El objetivo del presente trabajo es enriquecer el vocabulario que los niños necesitan cuando se enfrentan a lecciones de CLIL a fin de obtener una mejor comprensión. La participación de sus niñas/os es muy importante ya que mediante estas actividades se podrán enriquecer de vocabulario y de esta manera entender el idioma y utilizarlo de manera significativa.

Al ser un estudio de investigación se mantendrá la confidencialidad de nombres y las evaluaciones servirán únicamente para analizar los resultados. Todas las actividades a desarrollar no serán calificadas ni van a interferir en los objetivos de cada unidad.

Adjunto encontrarán el consentimiento para la participación de sus representados y el mismo tiene que ser firmado para empezar con la aplicación de las actividades.

Agradezco su gentil participación y colaboración en este proceso.

Yo, _____ autorizo a mi representado/a _____ a participar en el estudio de maestría titulado “Complementing CLIL lessons: A Focus On Vocabulary Acquisition For 2nd Grade Students at Unidad Educativa Pasos” dirigido por la Lcda. Tamara Arias.

Firma del representante _____