ABSTRACT

The present research consists of a research that looks for finding the way in which the use of rhythmic elements in an English class of 30 five-year-old boys can help to motivate these children as well as enhance their vocabulary acquisition.

There are various theories which backup this project; such theories explain the way in which people learn languages. It was necessary to consider some theories and approaches for language acquisition, and some helpful theories of vocabulary acquisition to be used by language teachers.

It is also important to mention some teaching and learning strategies which are used not only by the teacher but also by the students, who are the main participants in the teaching and learning process.

It is important to reflect on the use of rhyme and rhythm to help students learn not only meaning but also pronunciation, and store it in their minds , this way they know, at any moment, which words they need to convey a message.

Considering all the above ideas, the contents and the instruments to be taught were chosen and applied in this English class.

After a period of 3 months of application of this strategy, the results show that children felt comfortable and enjoyed working with rhythmic elements.

The results also show that there is a considerable improvement in vocabulary knowledge if the pre- and post-tests are compared.

In conclusion, it is possible to say that rhythmic elements motivate children to learn a foreign language as well as help them improve their vocabulary knowledge.

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Universidad de Cuenca

Facultad de Filosofía, Letras y Ciencias de la Educación

Departamento de Investigación y Postgrados

Maestría en Lengua Inglesa y Lingüística Aplicada

Título de la tesis: Rhythmic Elements: A Motivating Strategy to Teach English Vocabulary

Tesis previa a la obtención

del Grado de Magister en Lengua Inglesa y
Lingüística Aplicada

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Cuenca-Ecuador

Año 2011

INTRODUCTION

This project consists of investigating how the use of rhythmic elements in an English class can be a valuable source of motivation as well as a helpful tool for teaching vocabulary to young children.

It is necessary to start by mentioning that any language can be described through its grammatical structure, Syntax and Morphology, Phonology and Lexis, the study of meaning through Semantics, and the study of meaning in use through Pragmatics; but each language also has its own rhyme and prosody, which are the rhythmic and intonational aspects of a language. When people learn a foreign language, it is important to consider all the adaptations that have to be made in the human being's mouth and brain, including culture, at the moment of learning to use a foreign language.

Considering all these aspects of language, it is necessary for a person who is learning a foreign language to pay attention to such aspects while studying how to use a foreign language properly.

The description and purpose of the study are described in Chapter I; the justification, objectives, and research questions are explained here.

The theoretical framework which is developed in Chapter II considers some theories of learning, like Cognitive psychology, which has had a great influence on the teaching and learning process in the recent years with the leadership of some important authors such as David Ausubel and his Meaningful Learning Theory, Piaget and the Constructive Nature of the Learning Process, Vygotsky and the Social Constructivism, and Kagan with the Cooperative Learning Theory, which states the principle of "All for one and one for all."

It is also necessary to consider some Theories and Approaches to Language Learning, as well as the term Communicative Competence when it comes to describing the goal in the learning and teaching process.

Then it moves on to reflect on some Language Learning Theories, as the Brain Plasticity theory by Chomsky, and Motivation in Language Learning by Dörnyei.

The next part of this chapter addresses some approaches for second language learning in the Language Classroom and mentions the Natural Approach described by Krashen, the Communicative Language Teaching approach where, according to Larsen and Freeman, a teacher should consider that language is always used to accomplish some functions (persuading, arguing, promising, etc.); these functions are carried out within a social context. People apply the knowledge of form, meaning and function in negotiating meaning (interaction and feedback).

It is also important to think about various methods and strategies of language teaching as the Total Physical Response method (TPR), which states that the human brain has a biological program for acquiring any natural language. The process is visible when observing the way in which children internalize their first language.

Beside all those theories, it is also necessary to mention some Vocabulary Acquisition theories, and the help of rhyme and rhythm while learning vocabulary.

In Chapter III the research methodology is described, the design of this study being quasi-experimental. The population comprises a complete class of children studying in the Unidad Educativa Borja in Cuenca. A consent form was sent to all the children's parents in order to have the necessary permission to work with these children.

The regular English teacher was observed and recorded in one of her classes with this group of students as well as she was interviewed.

A pre-test and a post-test were applied to check the children's knowledge before and after the use of rhythmic elements in this group of children.

Some lesson plans using rhythmic elements were prepared and applied to this group of children, who were recorded during the process. Journals were written after the application of each class to keep a record of what had been done. After the

application of the rhythmic elements strategy a video was shown to the children and a questionnaire was prepared to have a reflective analysis with the children and see if it was helpful for them.

Chapter IV refers to the tabulation, interpretation, and analysis of all the data obtained and a report of this information was made.

Chapter V states some conclusions and recommendations based on the information obtained after the application of this strategy.

THEORETICAL FRAMEWORK

This chapter is devoted to explain how children develop and learn either at home or at school. It will discuss how they learn new concepts and develop new ideas about the world. The main idea of this chapter is to make a link between what is known about children´s development and learning in general and language learning in particular.

1.- Description and Purpose of the Study

1.1.- Justification and importance of the investigation

Our world is in constant change in economics, politics, and the social field. Technology and communication advancements make it imperative for everybody to speak more than one language, as well.

Communication plays an important role in our society, English being one of the languages most often used for communication in the world. Communication in English is especially important in academic, scientific, technological and business areas. So, the ability to speak English has become a requirement.

One of the most difficult problems students have while learning this important language is the fact that they cannot reproduce the vocabulary they learn in class. The reason for this may be that students do not really feel the need to know the language. This opinion is based on a number of years of teaching practice and patient observation in the L2 classroom.

A means of contributing to solve this problem is the present research, which attempts to prove that students will be able to reproduce language more easily through the use of rhythmic elements. The aim is to apply this learning mechanism to

five-year-old boys who are just starting to learn the language as part of their school curriculum. This way, they would be in a better condition to continue with their classes at school.

1.2.- Objectives

1.2.1.- General objective

- To improve the productive use of English vocabulary in young learners at basic level considering mainly the use of rhythmic elements as a teaching strategy.

1.2.2.- Specific objectives

- To prove that learners' productive capacity at the level of vocabulary will improve through rhythmic elements.
- To use a strategy incorporating rhythmic elements as the main tool in the class.

1.3.- Research questions

1.3.1.- Will the use of a strategy based on rhythmic elements to teach English vocabulary help young learners at basic level to improve their learning of productive English vocabulary?

1.3.2.- Which rhythmic elements have the greatest impact on young learners at basic level to improve their learning of productive English vocabulary.

1.4.- Theories of learning

This section reviews some important theories of learning that provide valuable tools for teaching languages especially to young learners and for supporting my research project.

1.4.1.- Cognitive Psychology: In recent years, Cognitive Psychology has had a strong influence on language teaching methodologies, especially in language teaching. It points out that the learner has an active participation in the learning process, due to the fact that while learning, the learner uses a variety of mental

strategies to discover the system of the language to be learned. (Williams and Burden 13)

1.4.1.1.- Significant Learning Theory: According to Julián De Zubiría, one of the main representatives of the cognitivism movement was David Ausubel in his significant learning theory. He points out that learning can be of two types, rote learning and meaningful learning. Rote learning takes place when the learner makes little or no effort to relate new information to relevant knowledge he/she already possesses or when the learner has little organized relevant knowledge in an arbitrary manner, so learning is mechanical, difficult to recall, and does not serve to learn new information, since there is no organization or differentiation with previous concepts. Rote learning has negative consequences for acquisition of organized knowledge that facilitates new learning and creative problem solving. Rote learning often leaves out the underlying reasons for rules, practice, and procedures, which facilitate individual thinking and creative application of knowledge to novel situations.

On the other hand, meaningful learning occurs when the learner deliberately seeks to relate and incorporate new information into the relevant knowledge structures he/she already possesses. It is a process controlled by the learner, in which new information is substantially related to what the learner already knows; this is called assimilation of new information into existing knowledge frameworks. The process of assimilation strengthens the learner's overall knowledge structure and, in particular, the linkages connecting the new knowledge and existing knowledge. The result is an improved capacity to recall that new information, thus making the learning process of obtaining the new information meaningful. (De Zubiría 64)

There are three simultaneous conditions necessary for meaningful learning:

- Meaningful material: the contents have to be meaningful; in this way they will be learned in a meaningful way.
- Learner's relevant prior knowledge: learners must have in their cognitive structures the previous notions formed and hierarchically organized; in this way the new knowledge can be associated or connected to the previous one.

- Learner's choice to use meaningful learning: It means that the learner should have a disposition to relate the new material to his cognitive structure. (De Zubiría 69)

According to Ausubel, in regard to teaching methodology, information can be learned by reception or by discovery. Receptive learning takes place when the whole content in its final form is presented to the learner. On the contrary, discovery learning is when the learner has to discover the content before assimilating it. An important contribution of Ausubel's Assimilation Theory is to recognize that teachers relate receptive learning to rote learning, and discovery learning to meaningful learning. But meaningful learning does not depend on the method used but rather on the way it is integrated into the student's cognitive structure. Julian de Zubiría, in his book "Los Modelos Pedagógicos," says that the main concern of the school should be centered on guaranteeing meaningful learning to its students: that is, that the new knowledge be related in a substantial way to their cognitive structures, and not if this process is given in a receptive way or by discovery. He thinks that the current school problem is not about methods, but about learning types. The teaching method depends on the learners. If learners are children, discovery learning will prevail. On the contrary, if learners are adolescents and adults, receptive learning will be used mainly, since they assimilate new conceptual meanings through differentiation of concepts that this process generates. (De Zubiría 71)

Ausubel states that this theory applies only to receptive learning in school settings, which is given by teachers. The main teacher's role is to be a learning director who not only gives information, but also guides learners to use texts or any other learning material. A teacher can highly influence the learning process when he/she has a deep knowledge of what he/she teaches and when he/she organizes, presents, and explains contents in a clear, proper way. Teachers can encourage meaningful learning by using tasks that actively engage the learner in searching for relationship between his or her existing knowledge and the new knowledge and by using assessment strategies that reward meaningful learning. (De Zubiría 71)

Ausubel's concern is how teachers can improve school learning, and he answers this question by saying that it would be possible by improving learning

materials in a way in which they facilitate meaningful learning. He recommends programmed instruction and says it is the most effective way to transmit contents because it is more effective when instructional materials are presented directly to learners who move at their own pace. Also, he considers printed materials the best method to transfer contents because they allow one to present lots of information in a short period of time; therefore, he prefers programmed instructions through the use of conventional books. These books must have clear and sequential material with advance organizers.

These are introductory contents that are clear, stable and inclusive of new learning content. An advanced organizer helps learners to bridge the gap between knowledge they already possess and what they need to know before learning new knowledge. This model is about having the students understand systems of concepts and how concepts are related to one another. (De Zubiria 72)

They also have units to help learners prove the acquired knowledge and provide feedback. It is important to mention that he considered these kinds of aids before computer-aided learning existed. (De Zubiría 72)

1.4.1.2.- Information Processing : Another approach to Cognitive Psychology to be considered is Information Processing. "Cognitive psychologists who take this approach usually construct models or scripts to try to account for the way in which the human mind works. In doing so, they claim to be able to predict the kind of mental processes that will be necessary for effective learning to take place…" (Williams and Burden 15). This refers to the way in which learners take in information, process it, and act on it as a consequence, attention, perception, and memory being the main factors in this theory. Teachers should be aware of all these facts, especially while working with learners who have some studying disadvantages and also with young children. It is important to mention that cognitive psychologists argue about the mental processes that are necessary for effective learning.

Language teachers should consider that there are various young learners who have some difficulties in paying attention to their work, and of course it will have a

negative consequence on the learning process. That is why it is necessary for teachers to focus the learners' attention on expressing thoughts and ideas more than thinking about the structures they need to use. To accomplish this goal it is not only necessary to determine what information is significant and which is not, but also to center the students' attention on information that can be remembered and used. (Lightbown and Spada 39)

1.4.1.3.- An important influence on views of learning is the work of Piaget. He based his work upon active learning or what he calls the constructive nature of the learning process. He proposes that individuals are actively involved in constructing personal meaning from the time they are born. This means that humans construct their own understanding, their own sense of the world, and the experiences around them. According to Piaget the learner is the main character in the learning process.

Piaget was basically interested in the way and in the time children learn things as they grow from infancy to adulthood. He focused on the process of learning more than what humans learn not only from personal experiences, but also from experiences at different stages in life. (Pinter 7)

He pointed out that children construct their own knowledge by making sense of the environment in an active way.

Children are all unique learners, but it is important to mention that there are some characteristics in common with their peers. These similarities were observed by Piaget who developed his framework, which suggests that there are four universal stages of development that all children go through.

Sensori-motor stage: From birth to two years of age. In this stage children learn to interact with the environment by manipulating objects around them.

Pre-operational stage: From two to seven years of age. In this stage the children's thinking is largely reliant on perception but they gradually become more and more capable of logical thinking. This stage is characterized by a lack of logical thinking.

Concrete operational stage: From seven to eleven years of age. In this period the children`s thinking begins to resemble "logical" adult-like thinking. They develop

the ability to apply logical reasoning in several areas of knowledge at the same time, but this ability is restricted to the immediate context.

Formal operational stage: From eleven years onwards. In this stage children are able to think beyond the immediate context in more abstract terms. They are able to carry out logical operations, such as deductive reasoning in a systematic way. They achieve "formal logic". (Pinter 7)

> This framework is very important and useful for teachers because teaching English to children can mean working with very different age groups with different interests and needs. Teaching a class of six-year-olds requires very different material, methods, and teaching style from a class of eleven-year-olds. The majority of teachers will probably have to be able to respond to the needs and interests of various age groups. (Pinter 6)

It is also important to consider that, beside age, gender plays an important role; girls and boys have different needs and interests, so teachers should be aware of this fact. It would be easier to work with a group of boys or a group of girls who are the same age than to work with a mixed one.

In order to explain this fact better, it is necessary to say that

> …in any learning situation, where individuals are required to act and interact with others, there are many potential social and emotional (affective) constraints and pressures that may interfere with effective learning. When learners feel relaxed and at ease with their classmates, it encourages a wider sharing and exchange of ideas. In this atmosphere, learners gain the confidence to lend and receive support from peers, to take risks with new language in front of the class, Furthermore, a more homogeneous group (age, gender, etc.) of course, a supporting atmosphere may lead towards more co-operative work among the pupils. Learners working within a homogeneous and supportive group, process new language within

the group, thus greatly facilitating the work of the   teacher. (Vale and Feunteun 21)

Piaget suggests that "the developing mind is always seeking equilibrium. This is always accompanied and complemented by an assimilation and accommodation process" (In Williams and Burden 22). By working together, these two processes contribute to what Piaget calls the main process of cognitive adaptation.

This is a really important aspect of the learning process in general and especially of learning a new language. According to Piaget, it is necessary to consider that there is a relationship between the development of language and the development of thought in first language acquisition. It is also necessary to mention that second language acquisition at an early age as in the group studied in this thesis will also be related to the development of thought.

Considering all of these things the learner's knowledge of a language is constantly re-shaped, as it approaches the target language (See Interlanguage in section 1.5.2.6).

According to Piaget, children learn interacting with the world around them. It is by taking action that learning occurs. The resulting knowledge is not constructed by the child in an active way. This process happens continually in the children's minds, problems are confronted, and action is taken to solve or think about them. "Thought is seen as deriving from action; action is internalized, or carried out mentally in the imagination, and in this way thinking develops." (Cameron 3)

Piaget does not give a great deal of importance to language in the development of cognition. For Piaget it is action instead of first language development which is essential for cognitive development.

Piaget states two ways in which development can occur: assimilation and accommodation. In the first one, no modification takes place in the child's action, while in the second one some adjusting to characteristics of the environment takes place.

Assimilation and accommodation are basically behavioral processes, but later on they become thinking processes. The idea of accommodation especially has been taken into second language learning. It is usually called "restructuring," which refers to the re-organization of mental representations of a language.

According to Piaget, the development of thinking in a child grows gradually with some specific fundamental changes which cause the child to pass through a series of stages.

Piaget points out the idea of a child as an active learner and thinker who constructs his/her own knowledge from working with objects and ideas. It is important to consider Piaget's ideas of adaptability and see how the environment provides for development through action opportunities; in this sense the classroom and classroom activities can create and give opportunities to learners for learning.

1.4.1.4.- Social Constructivism: Not only does a child actively contribute to constructing his/her own knowledge, but this also occurs in a social context. Vygotsky's major theme is his theory of Social Constructivism which explains that social interaction plays a fundamental role in the development of cognition.

> Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological). This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals (Williams and Burden 40).

In this way, the social and cultural context, and the influence of peers, parents and teachers engaged in interactions with children are also major sources of learning and development. (Pinter 10)

A second aspect of Vygotsky's theory is the idea that the potential for cognitive development depends upon the "zone of proximal development" (ZPD): a level of development reached when children engage in social behavior. This concept

describes the difference of the "zone" between the current knowledge of the child and the potential knowledge achievable with some help of a more knowledgeable peer or adult.

Vygotsky states that working in the ZPD is a very productive ground for learning because it starts with the actual knowledge of a child and carefully builds on it according to this child's immediate needs to go further. (Pinter 11)

> Complete development of the ZPD depends upon complete social interaction. The range of skills that can be developed with adult guidance or peer collaboration exceeds what can be reached alone. (Williams and Burden 40)

Many of Vygotsky's ideas can help to construct a framework to teach a foreign language, especially to children because teachers act as mediators of what next it is the child can learn. This seems to relate directly to Krashen's concept of *comprehensible input* as given in his 'formula' i+1 (See section 1.6.1. below). This input should be relevant for the children rather than structurally (grammatically) sequenced. It is also necessary to provide it in a sufficient quantity. This idea can influence both how a lesson is planned and also how teachers interact with children moment by moment.

As Lynne Cameron in her book "Teaching Language to Young Children" says, young children's desire is to please adults and participate as much as they can, which is a very positive side of teaching young learners. It is for this reason that teachers should provide a balanced support to their students. If teachers provide too much support, learners will not be 'stretched' or will not develop their learning process in an appropriate way. This can occur when teachers, for example, use more than the necessary amount of first language to explain the meaning of some things. This does not help the learner to think about the foreign language or to use more than just separated or single words. In this way it is necessary to provide learners with tasks which will help them learn more language. Tasks that are "…demanding but not too demanding; that provide support but not too much support.

The difference between demand and support creates the space for growth and produces opportunities for learning." (Cameron 27)

As Bruner states, language is the most important tool for cognitive development. He suggests that adults use language to mediate the world for children, and help them to solve problems. "Talk that supports a child carrying out an activity has been labeled scaffolding…" (Cameron 7)

1.4.2.- Cooperative Learning: Kagan says (In Twidale et al 2007 12) that Cooperative Learning offers many potential benefits beyond enhanced L2 acquisition. These benefits include increased self-esteem, greater liking for school, enhanced inter-ethnic ties, and improves complex thinking. Furthermore, I agree with Kohn when he says that Cooperative Learning "offers us as teachers one small ray of hope that we can move away from the all-too-present unhealthy forms of conflict and competition that plague our world today." (Kohn see Michael B. Twidale, David M. Nichols, Gareth Smith and Jonathan Trevor, 2007)

There are some principles to follow in Cooperative Learning; these principles are:

1. **Heterogeneous Grouping.** The groups in which students do cooperative learning tasks are mixed, including ethnicity, social class, religion, personality, age, language proficiency, and diligence.

2. **Collaborative Skills.** It means giving reasons. The ones that are needed to work with others.

3. **Group Autonomy.** It encourages students to look to themselves for resources rather than relying solely on the teacher.

4. **Simultaneous Interaction.** When group activities are used, one student per group is speaking.

5. **Equal Participation.** Cooperative learning offers many ways of promoting more equal participation among group members.

6. Individual Accountability. It means students benefit form one another`s knowledge and ideas.

7. Positive Interdependence. It is very important and it is the feeling of something that helps one member of the group helps the other members and that what hurts one member of the group hurts the other members.

8. Cooperation as a Value. It involves taking the feeling of "All for one, one for all" and expanding it beyond the small classroom group to encompass the whole class, the whole school, on and on, bringing in increasingly greater numbers of people and other beings into students' circle of those with whom to cooperate. (Kohn see Michael B. Twidale, David M. Nichols, Gareth Smith and Jonathan Trevor, 2007)

The use of Cooperative Learning in class may be difficult at first. It requires some initial thought, some long-term vision, and some persistence to succeed. Often, students may not be familiar with or skilled at working together, but at the end they will enjoy and benefit from it.

1.5.- Theories and Approaches for Language Learning

1.5.1.- Communicative Competence: The Goal of Language Teaching and Learning. The idea of language 'Competence' was first stated by Chomsky and his concept of differentiating 'competence' and 'performance'. He defines competence as the knowledge that a listener and a speaker share. Such knowledge allows the user of a language to produce an infinite amount of grammar and word combinations using a finite amount of language structure. In relation to this concept, Hymes views are based on the premise that this theory "carries to its perfection the desire to deal

in practice only with what is internal to language, yet to find in this internality that in theory is of the widest or deepest human significance." (Ohno 25)

On the other hand, Chomsky's 'performance' refers to the practice of applying the basic knowledge to the actual language use.

Hymes declares that Chomsky´s concepts of competence and performance are constricted because a linguistic theory should embrace a whole mixed speech community and also considers the sociocultural aspects. He states that competence can be divided into two kinds: linguistic competence, which refers to comprehend and produce grammatically correct sentences, and communicative competence which refers to comprehend and produce appropriate and acceptable sentences for certain situations. "Thus Hymes coins a term 'Communicative Competence' and defines it as the knowledge of rules for understanding and producing both, the referential and social meaning of language." (Ohno 26)

Hymes also states that children acquire the sociocultural knowledge of a language, such as when to speak or not, what to talk about and what not, who to talk to and who not to talk to. They do this and at the same time they learn the grammatical rules. In regards to this point, language teachers should teach communicative competence along with linguistic competence.

In relation to the theory described above, Canale and Swain state that it is necessary for the teacher to help students become communicatively competent, which means to have:

Grammar competence: words and rules

Sociolinguistic competence: appropriateness

Strategic competence: appropriate use of communicative strategies

Discourse competence: cohesion and coherence (Pinter 31)

They also state that English should be considered a world language, and it will encompass local, national and international situations where the interaction

between native-native / native-nonnative / nonnative-nonnative speakers takes place; in this way. nowadays it is necessary to consider the intercultural insight and knowledge of a language as well as the intercultural communicative competence. (Alptekin 57)

1.5.2.- Language Learning Theories: This session presents and discusses some well-known theories and approaches for language learning that are used as a base for teaching practices today. Some of these theories and approaches have been around for a long time.

1.5.2.1.- Brain Plasticity: Noam Chomsky, one of the most important linguists of our time, caused a great change on how linguists and psychologists think. He talks about the way in which language is acquired and also the way in which it is stored in the learner's mind. He states that children are biologically programmed to language acquisition, and it appears in a child in the same way as any other biological functions appear. The child does not need to be taught; the environment plays a very simple role; the child's caretaker, the child, and his/her biological bequest will do the rest.

> He hypothesized that children are born with a specific innate ability to discover for themselves the underlying rules of a language system on the basis of the samples of a natural language they are exposed to. This innate endowment was seen as a sort of template, containing the principles that are universal to all human language… If children are pre-equipped with this Universal Grammar, then what they have to learn is the way in which the language they are acquiring makes use of these principles. (Lightbown and Spada 15)

Concerning first language acquisition, Chomsky explains that there is an innate knowledge of the principles of Universal Grammar which permits all young learners to learn their first language when they are passing through a critical period in their development. In other words, there is an optimum time in which children can be exposed to the target language in order to acquire it in a normal way. Chomsky explains that this critical period is related to the brain plasticity of the child and also

to lateralization. Plasticity is conceived as the flexible aspect of the brain for learning different functions, especially language functions. Moreover, lateralization is conceived as the specialization of both sides or hemispheres of the brain.

Some psychologists believe that this critical period of the brain for first language acquisition ends between ages four – twelve; in other words, the brain loses its plasticity for language learning, and if the child is not exposed to the language during this period, he/she will never be able to speak that language normally or without an accent because after this period language behavior is controlled by the left hemisphere of the brain. (in Lightbown and Spada 35)

Chomsky's theory is usually related to the Critical Period Hypothesis (CPH). This emphasizes that humans are programmed for skills at a specific period of time in life; after this "critical period," it would be very complicated or even unattainable to achieve these skills. In relation to language acquisition, it suggests that children who were not exposed to language in early childhood will not acquire this language if this lack of exposure goes on for long.

When language is used correctly, it is not limited to the study of conceptual content. The simple fact that the child assimilates the language by means of repetition, especially at an early age (from four to eight years old), the years during which the child is gifted with an exceptional degree of plasticity in the part of the brain which corresponds to the speaking skills. That is the reason that it is true that the best period for the acquisition of a new language is during early childhood, when conscious control is lower and speech comes mechanically.

Various studies carried out by Margaret Donalson and her colleagues in the UK suggest that the best period for the acquisition of a new language is the period between four to eight years of age. It is this period of a child's age where there is evidence of great brain plasticity and capacity for spoken language acquisition. Such capacity refers to the ability to imitate the accent, rhythm, intonation, and pace of a new language in a more precise way. (Vale and Feunteun 203)

It is important to mention that for children, words not only have a merely delightful and melodic interest, but greater aspect of fascination when meaning is incorporated. That is why a child first learns to understand other people's language before using it at his/her own control.

It is also necessary to consider aptitude, but first it would be important to define what language aptitude is. According to John B. Carroll and Stanley Sapon, the authors of the Modern Language Aptitude Test, the term language learning aptitude refers to the "prediction of how well, relative to other individuals, an individual can learn a foreign language in a given amount of time and under given conditions." (Vale and Feunteun 203)

It is a fact that children vary immeasurable among themselves in their rhythm of learning. It is important to point out that even when motivation factors, didactic methods, and other conditions are kept constant, success varies from one learner to another. This way, it is impossible not to think that a factor known as aptitude plays a decisive and constant role in learners' efficiency. (Vale and Feunteun. 26)

Aptitude for language in a child is very important; for that reason, it is necessary to discover the way in which it could be taken advantage of. It would not be advisable to wait until adolescence to start teaching a foreign language, and to discover aptitudes that could involve a great loss of the child's potential. It is recommendable to teach in the early years to maximize the development of the child's aptitude.

Some factors that teachers should consider in language learning are the five individual aptitudes which are considered the most significant in second language acquisition. These aptitudes are imitation, intelligence, motivation, memory, and language aptitude. (Titone 162)

Before describing each of these aptitudes, it is necessary to mention that intelligence and aptitude have a central role in the learning process; in addition, memory and motivation have a significant, but not central, role, which of course affects the learning process.

Imitation: This is an important feature in the acquisition of auditory behavior. It has been stated that auditory differentiation should occur before using a word per se and differentiation represents a "sine que non" for imitation. (Titone 53)

Psychologists have described on many occasions the teaching and learning process through a variety of behavioral patterns transmitted by the mother to the baby. It occurs throughout the imitation phenomenon, which has to be in a loving, pleasant and confidence-building environment, which permits such phenomenon to take place.

The answer that a child gives to his/her mother's stimulation is called imitation. In the human species, language is learned through the imitation phenomenon; imitation of accent, intonation, sounds, together with the action of the vocal movement of each word, phrase, gesture and sound.

Considering the way in which children learn a language, it is important to mention that Carrol (Titone 158) states that for a child perceptive activity is easier than for an adult because the child's auditory habits are not fixed and channeled according to a single system of phonic rubrics; the psyche is still receptive to new groups of sounds; therefore, it is possible for the child to learn easily to distinguish new sounds without the danger of confusing them with others that he/she is accustomed to recognizing and using.

Children learn their first language with their parents and family's help. The baby is stimulated by the mother with her voice and gesticulations. The baby reacts repeating what he/she sees and hears. This imitation is at first mechanical, and little by little that voice will express an important content, reinforced by gestures. At first a baby does not understand anything, which is a normal aspect in this process. It is also true that this aspect will take place in the second language process.

A child who is learning a second language first listens and repeats things mechanically; this is the same reaction he/she had while learning his/her mother tongue. This process is also present in second / foreign language teaching and learning. (Titone 166)

Intelligence: Carrol affirms that "the facility to speak and understand a foreign language responds to a specific talent, or a group of specific talents, independently of the characteristics commonly named as intelligence." (Titone 158)

It is necessary to mention that formal intelligence, according to Piaget, does not appear until the age of eleven or twelve, so it is at this age that formal teaching, such as grammar study, must come, and not before.

Another important issue to be considered is the fact that learning English or any other language as a foreign language, which means to learn a language not being immersed in the environment where the language is spoken, to learn a language as a school subject is very different from learning English as a second language. This means to be immersed in the environment where the language is spoken, in an informal context, such as in the playground while referring to children. In the first case, teachers play a key role. First of all, it is necessary to understand the benefits and limitations of their contexts and their decision can make a great difference to the success of a specific program.

1.5.2.2.- Motivation in language learning: In this context, motivation is crucial; it could be intrinsic or extrinsic. Intrinsic motivation occurs when the learning activity and the learning environment elicit motivation in the student; extrinsic motivation occurs in situations where one person (the teacher) is clearly in power. Extrinsic motivation has a greater opportunity to be effective, but it can be destroyed by negative environments. So it is necessary for teachers to help this extrinsic motivation become intrinsic; in this way, children naturally will want to learn new things. (Doyle 24) An interesting study in 1999 by Marianne Nikolov (Cameron 32) shows that children, as they get older, typically draw on different sources of motivation to learn English. At the beginning, the youngest age groups are motivated by positive attitudes and the learning context. It means they like the English classes and want to learn it because they like the activities and the atmosphere in the classroom. They say even they like English because they like the teacher. Therefore, young children are intrinsically motivated. It means they like the process of learning English.

It is of course very important for teachers to motivate their learners in the English class, especially while working with children. One of the ambassadors in the motivational field, Zoltán Dörnyei, states that "motivation is one of the key issues in language learning and that skills to motivate learners are crucial for language teachers…" (Dörnyei 100)

As an additional point, it is necessary to cite the words of Robert Gardner,

> …motivation is conceived to have three elements: effort, desire, and affect. Effort represents the time-consuming study of language, and all the work that the learner has to do. Desire is the aspiration or how much the learner wants to become skilled in the language; affect is the learner's feelings and emotions concerning to the study of language. (Gardner 13)

Motivation is related to human needs for proficiency and independence, among others. Activities for motivation are those in which the child uses for his/her own interest, because of its significance, concern, importance, and challenge. These activities are the best to provide learning opportunities.

Teachers should put a great deal of effort into developing programs which can embrace children's interest and attention to make the language learning process more motivating. It is necessary to create very interesting and enjoyable lessons which hold the children's attention, and encourage students to be active participants in a lesson that could help them to visualize the importance of improving their language skills.

1.5.2.3.- Memory: This is an important aspect of the acquisition of a new language. As Chomky states, (Pinter. 49) the capacity of retention of words, letters, objects, images, and ideas, increments with the years. This also depends on the material presented or taught, which has to be attractive and enjoyable. He also suggests that for children it is easier to identify rather than to produce. In other words, it is easier for children to work with the listening and reading skills than with the speaking and writing skills, because these last two are taught through

memorization activities; the aptitude to memorize increases with age and intelligence.

Material plays an important role to increase motivation. It is also necessary to change activities frequently to make the learning and teaching process more agreeable. Motivation has to be supported at home too. It will help the process of learning a new language become more successful.

1.5.2.4.- Routines: Bruner has provided a helpful idea for language teaching in notions of formats and routines. These are aspects or events that permit scaffolding to take place. This refers to

> The needs of the child and adjusted as the child became more competent. Scaffolding has been transferred to the classroom and teacher-pupil talk. A teacher can scaffold children`s learning in each of the teaching strategies applied to language teaching. It refers to the notion of helping children attend to what is important. (Cameron 9)

He proposes that classroom routines might provide opportunities for language development. A routine should always take the same form, the context and the familiarity of the event provide the opportunity to predict meaning and intention, but the routine also offers a way to add variation that can involve more complex language. As the language becomes more complex, the support to the meaning that comes from the routine   and the situation helps the children to continue to understand. The complexity of language offers a space for language growth. If the new language is in the ZPD (See section 1.4.1.4), the child will give a meaning to it and the process of internalizing it will also start.

> Routines the provide opportunities for meaningful language development; they allow the child to actively make sense of new language from familiar experience and provide a space for language growth. Routines will open up many possibilities for developing language skills. (Cameron 11)

Language learning is achieved through a repeated process of stretching resources beyond the actual limit into the ZPD or, in other words, the space for growth, strengthening new skills, and moving on to the next phase.

1.5.2.5.- Mother Tongue Acquisition: It is important to consider how young people learn their mother tongue in order to develop this research and try to adapt it to the way in which they learn another language.

Early second / foreign language learning has become very important and popular nowadays because many psychologists have explained its advantages, proposing a "sensitive period" which occurs in childhood for language learning. One of these psychologists was Eric Lennenberg who supported the Critical Period Hypothesis theory (CPH theory) and proposed that brain plasticity was only favorable to language learning until the teen ages. (Pinter 26)

There seems to be some agreement that there is a sensitive period for acquiring a second language. Children who start younger than 12 – 11 years of age, given advantageous learning circumstances, such as plenty of input and interaction in an English environment, are more likely to acquire English to native levels without an accent. (Pinter 29)

1.5.2.6.- Interlanguage

Interlanguage was the name given by Larry Selinker in the 1970`s to learners` developing second language knowledge. There is some research which shows that a learner`s interlanguage has some characteristics influenced by previously learned languages, some characteristics of the second language, and some characteristics as the omission of function words and grammar morphemes. This situation seems to be common and to happen in all or most of the interlanguage systems.

> Interlanguages have been found to be systematic, but they are also dynamic, continually evolving as learners receive more input and revise their hypothesis about the second language. The path through language acquisition is not necessarily smooth and even. Learners

have bursts of progress, then seem to reach a plateau for a while
before something stimulates further progress. (William and Burden 80)

1.5.2.7.- Language Learning: Vygotsky's theory tries to explain consciousness
as the result of socialization. For example, in language learning the first utterances
with peers or adults are for the purpose of communication, but once mastered they
become internalized and allow "inner speech".

According to Vygotsky, thought and speech have different lines, thought
being nonverbal and speech being nonintellectual in the early stages. But their roots
of development are not distinct; they interlink over and over again. The lines of
development of thought and speech are split. Later on, at age two, the processes of
thought and speech are joined, and a new form of behavior initiates. In this new
behavior, thought becomes verbal and speech becomes rational. This concept can
be applied to comprehend language processes in foreign language learning. The
new language is first used meaningfully by children, and later it is transformed and
internalized to become part of the child's language skills or knowledge.

It seems that a child initially uses language for social interaction but in a
superficial way, which at a certain point becomes a subconscious process within the
structure of the child's thinking.

In this way, it is advisable to take advantage of this aptitude, especially
because children are very motivated at this period (from four to eight years); they not
only enjoy having contact with others, but also have pleasure in using words,
rhymes, songs and phrases that are similar to magical sounds to their ears.

When children are five years old, they want to define the meaning of words
they hear and pronounce in an exact way. Children usually like to give names to
different things; they enjoy acting out stories, 'make pretend' situations, and group
games. In this way, language is very useful in these kinds of activities. Then children
like to investigate and become interested in things that are far from their
environment. This is one of the most important reasons why they like to learn a new
language, especially using games. (Titone 157) This is also the reason that games

become very necessary to attract children's attention and make them use the language frequently. Undoubtedly, children like the experience of learning a new language.

The Vygotskyan theory of language learning states that a word is an identifiable linguistic unit for people, especially talking about children in their first language, so they will also notice words in the second language due to the fact that words have a special meaning for children learning a language. That is why, while teaching, children usually are taught by showing them objects that can be seen or touched; this can be related to Piaget's pre-operational stage in which "the child's thinking is largely reliant on perception but he/she gradually becomes more and more capable of logical thinking. This stage is characterized by a lack of logical thinking."(Pinter 7)

Children have a single word label in the first language. At the beginning, children are usually told to see the new language as the joining together of words. This of course is not the only way in which children can conceive it.

> The importance of the word as a unit is underscored by recent research into word frequency and use undertaken by corpus linguists, and the discovery that much of our knowledge of our first language can be accounted for by the information we build up over time about statistical probabilities of which words are used with which other words. (Cameron 7)

This aspect of learning our first language is important to consider because words have a special meaning for children learning a second language. It is important that children from their first lessons are encouraged to think of the new language as a group of words, even though it would not be the only way they consider it.

Vygotsky warned that the acquisition of word meanings takes longer than the acquisition of the spoken form of the words; that is why teachers should be aware of the fact that even though children use a similar vocabulary to adults, this vocabulary

may not have the same meaning. This leads to the conclusion that children start using some words in their speech before they fully understand them. (Cameron 73)

In the case of children learning new words in a foreign language, this partial knowledge issue is complex. Some of the words in the foreign language will map on to word meanings. However, this process might be connected to first language words and concepts that the children are involved in the process of learning, and have an incomplete meaning. Furthermore, "the first and foreign language words may not map straightforwardly one on to another, but may have different underlying meaning because of cultural or other differences." (Cameron 74)

1.6.- Modern approaches in the language classroom

1.6.1.- The Natural Approach: Stephen Krashen states that individuals can acquire a new language and an important point, of course, is its applicability to foreign or second language classes.

The theory of language acquisition/ learning according to Krashen depends on various hypotheses:

The Acquisition-Learning Hypothesis: In his theory of second language acquisition, Krashen points out that adults have two methods for developing competence in a new language. These two methods are acquisition and learning. "There are two independent ways of developing ability in second languages. Acquisition is a subconscious process identical in all important ways to the process children utilize in acquiring their first language and learning which is a conscious process that results in knowing about the rules of language." (Kiymazarslan 86)

Krashen suggests that as the results of learning, learned competence is a monitor or editor, acquired competence is in charge of fluent production of sentences, learned competence corrects these sentences either before or after their production.

This correction takes place most frequently in a grammar examination, when the learner has enough time to focus on form and to use conscious knowledge of

grammar rules (learned competence) as a help to acquired competence. What a person learns does not always become subconsciously acquired through conscious practice.

In the case of this thesis, it is necessary to bring up that younger children, in particular, are not ready for or interested in thinking about the language system or manipulating the language so as to separate lexical items out of structures. They are interested in the meaning and function of new language more holistically, in order to play a game, sing a song, or act out a story.

In this case, learning grammar was not the purpose. It was "noticed and learned from meaning-focused input. It means that grammar emerges from meaningful contexts embedded in appropriate lexis and there is some sort of meaningful communication that leads to focus on grammar. Vocabulary and grammar are difficult to divide into two distinct areas because lexical choice is always dependent on grammar. When children learn their first chunks of language, these often combine both grammatical patterns and lexis." (Pinter 85)

The Natural Order Hypothesis, the acquisition of pronunciation and vocabulary takes place in a predictable sequence. Some sounds or phonemes are acquired before others in the acquisition of a first language, and there is a similar natural sequence in second language acquisition. That does not mean that the material for teaching a second or foreign language should be organized according to this sequence, but that acquisition is unconscious and there is no conscious intervention.

The Input Hypothesis: This hypothesis is not related to Krashen's 'learning'; instead, it relates to his 'acquisition'. Krashen says that a child acquires language best by comprehensible input, which is a little bit further than their level of competence, hence i+1. Thus, Krashen thinks that comprehensible input should be given, such input should be meaningful and not grammatically sequenced, and as Terrell emphasizes it has to be in an adequate amount.

Terrell suggests that the acquisition of a first language in a child takes place when the caretaker gives enough samples of speech, adjusted to their present level

of understanding; on the other hand, the acquisition of a second language takes place when the teacher provides simple codes that facilitate second language understanding. (Kiymazarslan 89)

The Monitor Hypothesis: As it was mentioned before, children who learn a new language have just one method to internalize the target language. This method refers to acquisition, which is an unconscious and intuitive process of arranging and constructing the system of a language. Krashen considers that fluency in the performance of a new language corresponds to what people have acquired, not to what they have learned. It is in this way that a child should acquire as much as possible, for accomplishing communicative fluency. Therefore, the teacher should have a small role in the process of achieving communicative competence (See section 1.5.1.4 below).

The Affective Filter Hypothesis: It consists of the learner's emotional conditions which act as an adaptable filter, letting the necessary input for acquisition to pass freely or be obstructed. It means that input must be provided in low – anxiety contexts because since the affective filter is low people receive more input and interact with much more confidence. There are some factors, such as self-confidence, motivation, and anxiety which regulate the affective filter function. As it was mentioned in section 1.1 in Zoltán Dörnyei's quotation, it is crucial for language teachers to find the way to motivate their learners in class, especially while working with children.

In his theory of language, Krashen regards "communication" as the main function of language. He focuses on teaching communicative abilities as I mentioned above when referring to communicative competence. Krashen believes that a language is essentially its lexicon. He emphasizes on the importance of vocabulary and views language as a vehicle for "communicating meaning and messages." (Kiymazarslan 93)

In this way, I believe the use of music in the classroom can help in situations when the student's affective filter is high.

In addition, music can help to develop the four skills: reading, writing, listening and speaking, which are of great importance in learning a language. (Flesch 7)

The Natural Approach: Krashen's investigation refers to foreign language acquisition. According to this theory, it is essential to identify its applicability to foreign language or second language teaching in the classroom. (Kiymazarslan 87)

According to Krashen and Terrell, acquisition can occur only when individuals understand the message expressed in the target language. This means that the Natural Approach presents "lexical items," "structure," and "messages." The lexicon for perception and production is important in the organization and interpretation of messages.

1.6.2.- Communicative Language Teaching: An approach which is important to consider is the Communicative Language Teaching approach. This emerged around the 1970s as a replacement to the earlier structural method which was "based on the need to learn about the grammar rules and vocabulary of the target language. Students study grammar deductively, that is, they are given the grammar rules and examples." (Larsen-Freeman 21)

The communicative approach could be said to be the product of educators and linguists who had grown dissatisfied with the audio-lingual method that was developed in the USA during the World War II. At that time there was a need for people to learn foreign languages rapidly for military purposes. Teachers wanted their students to be able to use the target language communicatively. In order to do this, they believed students needed to over learn the target language, to learn to use it automatically without stopping to think. (Larsen-Freeman. 23) The grammar-translation method, which purpose was learning a foreign language to be able to read literature written in the target language. It was believed that studying a foreign language provides students with good mental exercise which helps develop their minds. (Larsen-Freeman 8)

They felt that students were not learning enough realistic, whole language, and they did not know how to communicate using appropriate social language, gestures, or expressions. Therefore, in the 1970s authentic language use and classroom exchanges where students engaged in real communication with one another became quite popular, and it is still popular. (Larsen-Freeman 141)

According to Larsen and Freeman, a teacher should consider that language is always used to accomplish some functions (persuading, arguing, promising, etc.); these functions are carried out within a social context (address the relationship). People apply the knowledge of form, meaning and function in negotiating meaning (interaction and feedback).

Teachers should act as facilitators of their students` knowledge. A teacher has several roles to fulfill:

A teacher is the manager of the classroom activities: he/she establishes the situation likely to promote communication.

A teacher is the advisor during the activities: he/she answers questions and monitors performance.

A teacher is a co-communicator: he/she engages in the activity with the students.

Furthermore, students are communicators who are actively engaged in negotiating meaning (trying to make themselves understood). They learn to communicate by communicating.

In the Communicative Approach everything is done with a communicative intent (games, role plays, etc), authentic material, where authentic language is used, is necessary (as it is actually used by native speakers); the activities in the class are carried out in small groups.

1.6.3.- Cooperative Language Learning (CLL): This is a development of the general approach of Cooperative Learning (CL) as   discussed in 1.4.2 above, but focused specifically on language learning. It is based on group learning activities, so

learning is structured on a social principle. In this approach learners exchange information in groups and are held accountable for their own learning and are motivated to increase the other´s learning. (Richards and Rogers 32)

In a second language class it is important to promote interaction in the classroom; CLL is seen as a way of encouraging this kind interaction in L2, and it is viewed as a learner centered approach to teaching held to offer advantages over teacher-centered methods. (Richards and Rogers 21)

1.7.- Methods for Second Language Acquisition and Learning

It is also important to consider two methods for language teaching relevant to this thesis.

1.7.1.- The Total Physical Response Method (TPR): One of the important methods to be considered is TPR, which is based on the premise that the human brain has a biological program for acquiring any natural language including the sign language of deaf people. The process is visible when observing the way in which children internalize their first language.

This method was developed by Dr. James J. Asher, who asserts that TPR opens up the concept that children and adults succeed in acquiring another language if comprehension is developed before speaking; so comprehension should come first, with speaking following it. (Richards and Rodgers 89)

TPR is aptitude-free, and it is shown that when learners play the game of learning another language on a "level playing field" either children or adults outperform. This was a very useful concept for the success of this project.

TPR provides this "level playing field." In traditional classes, learners play a handicap role, sitting in rows of chairs while the teacher performs and performs and performs. In a TPR class, the learners are the ones who perform and perform and perform while the teacher is the director of the play.

It is important to consider that this is the way in which children acquire another language so quickly while living in a foreign country. Children respond to hundreds of

instructions given in the foreign language, such as "sit down," "open the window," "try it on," etc.

TPR seems to work effectively for children and it is said that there is no age barrier.

There are some benefits while using TPR that are worth mentioning:

- Instant understanding of the target language, despite-academic aptitude.
- High Speed Long-term retention.
- Stress-free.

TPR research widened the concept that children and adults succeed in language acquisition if understanding is developed before speaking, so understanding should come first, with speaking following it.

> TPR is a powerful alternative to translation because we connect experiences in the classroom that are authentic. If learners are asked to be quiet, to listen to an instruction, and to do what the teacher does, a "fact" is created which cannot be dismissed by the critical side of the learner's brain. TPR crates facts which make for long term comprehension. (Larsen-Freeman 114)

Teachers who use the TPR method believe in the importance of having learners enjoy their experience in learning to communicate in a foreign language. In fact, TPR was developed in order to reduce the stress people feel when studying foreign languages and thereby encourages learners to persist in their study beyond a beginning level of proficiency. (Larsen-Freeman 114)

> TPR and its principles:
>
> - Meaning in the target language can be conveyed through actions. Memory is activated through learners' responses. Beginning foreign language instructions should address the right hemisphere of the brain, the part which controls non verbal

behavior. The target language should be introduced in chunks, not just word by word.

- Learners' understanding of the foreign language has to be developed before speaking.

- At first learners can learn one part of the language fast by moving their body.

- Imperatives are a powerful linguistic device through which the teacher can instruct learners' behavior.

- Learners learn by observing actions as well as performing the actions themselves.

- A successful feeling is necessary. It lowers anxiety and facilitates learning.

- Learners should not be made to memorize fixed routines.

- Correcting should be done in an unremarkable way.

- Learners should develop flexibility in understanding language chunks combinations. They need to understand more than the exact sentence used in training. It is also motivating.

- When having fun, language learning is more effective.

- Spoken language is emphasized over written language.

- Learners will start using the language when they are ready.

- Learners are expected to have errors when they begin to speak. Teachers have to be tolerant; working on the fine details of the language should be postponed until learners have become somewhat proficient. (Larsen-Freeman 114, 115)

1.8.- Theories of vocabulary acquisition

1.8.1. – Teaching strategies: Fluent speakers and writers put together the component parts of the language system quickly and efficiently, i.e. they have communicative competence (See 1.5.1). To be able to do this, they need to know a large amount of vocabulary items and a long list of structures. However, it is not enough to know these in isolation. Language users also need to understand the complex interaction between vocabulary and grammar. A native speaker, for

example, puts words together quickly in a usual combination and this is what makes him/her fluent.

According to M.L. Kamil and E.H. Hiebert, it is also necessary to consider that vocabulary has been broadly defined as the knowledge of words and word meanings. However, vocabulary is more complex than what this definition suggests. First, words come in two forms: oral and print. Oral vocabulary includes those words that people recognize and use in listening and speaking. Print vocabulary includes those words that people recognize and use in reading and writing. Second, word knowledge also comes in two forms, receptive and productive. Receptive vocabulary includes words that people recognize when they hear or see them. Productive vocabulary includes words that people use when they speak or write. Productive vocabulary may not include many words to which humans assign some meaning, even if they do not know their full definitions and connotations.

A more nearly complete definition of vocabulary is the knowledge of words and word meanings in both oral and print language and in productive and receptive forms. More specifically, people use vocabulary to refer to the kind of words that students must know to read increasingly demanding text with comprehension and to produce more complex utterances. It is necessary to begin by looking closely at why developing this kind of vocabulary is important to comprehension (in Lightbown and Spada 36).

A number of experiments carried out by the American National Reading Panel show that most word learning occurs incidentally through experiences with oral language and wide reading. Although this learning is called incidental, children's opportunities for word learning often reflect conscious choices on the parts of parents, family members, and teachers to use language in ways that invite children to ask and answer questions and to hear and read words that expand their vocabulary.

Logic suggests that the more oral language experiences children have in their early years, the more words and word meanings they acquire. It is the kind and extent of these early oral language experiences that profoundly affect children's later

reading and school success. Young children whose experiences include hearing a lot of language and being encouraged to use and experiment with language themselves tend to achieve early reading success; children who have limited experiences with language often have trouble learning to read, and as they progress through school, they remain at risk of reading and learning problems (In Damon and Lerner 108).

Young children learn much of their mother tongue vocabulary in interaction with other people, with adults or other children; thus, it is important to say that using stories with children would be a great opportunity to increase their vocabulary in an indirect or incidental way. Moreover, words in stories are heard in a linguistic and discourse context, so it is possible to find important and necessary grammatical and collocational information, and of course, the characters and the plot of a story create an environment for these words, helping in this way to understand and finally to learn.

This should not be assumed; it is just based on empirical evidence. A study cited by Cameron in her book "Teaching Languages to Young Learners", which was carried out by Elley in 1989, showed how 5 to 7 year old children learnt words from stories in their first language. This research encountered very good results. After some months of being exposed to stories children learned, and retained a useful amount of vocabulary. Of course, several characteristics have to be considered, such as the number of times a new word appears in the story, the number of times the word was pictured, the clues which help the children to discover the meaning of a word. He also found out that different stories had different consequences on vocabulary learning, and also suggests that being involved in the story affects what they learn from it. The necessity to consider children's interests and language level should be noted. (Cameron 92) There are also some implications that need to be considered in second language learning.

1.9. – Vocabulary learning strategies

These are useful tools and strategies for learning vocabulary in the first language, which of course would be practical and helpful for foreign language

classes to enable students to become more proficient in the language. According to Oxford (Oxford 90), the use of stories in a new language class can help the child to remember because he/she practices discovering the meaning of a word, relating the new word with a picture of it, and also seeing the word a number of times in the story as he/she learns and consolidates his/her vocabulary.

> They help learners let go of the belief that they have to recognize and understand every single word before they can comprehend the overall meaning. Learners can actually understand a lot of language through strategies, without necessarily comprehending all the details. (Oxford 91)

It is also important to mention some important recommendations given by Christiane Blondin in the summary of the European Union in 1998. "Young learners' advantage over older learners consists of young children's intuitive grasp of language and their ability to be more attuned to the phonological system of a new language." (Pinter 29). This can be explained by saying that children are more sensitive to the sounds and the rhythm of a new language, and it could be more enjoyable for them to copy new sounds and intonational patterns.

An important question could be: What kind of vocabulary is suitable in the early years of learning English? Shelagh Rixon, a well known British researcher in the field of teaching English to young learners, states that recycling vocabulary can be a good opportunity to explore word structures dynamically. For example, children can create mind maps or poster displays with drawing and words. Different boards and card games also offer excellent chances to revise and re-examine vocabulary. Memory games can also be an enjoyable way of revising and extending vocabulary. (Pinter 91)

Young learners seem to be less anxious and less inhibited than older learners. Moreover, young children "can spend more time devoted to the language compared with those who started later. In the long term, this longer period spent learning may have positive effects."(Pinter 29)

1.9.1.- Rhyme and Rhythm: Besides all of the above studies and findings, it is necessary to mention that each language can be described through its grammatical structure, phonetics, syntax, morphology, semantics, and pragmatics, but it also has its own rhyme and prosody, which are the rhythmic and intonational aspect of a language while using it; when people learn a foreign language, it is important to consider all the adaptations that have to be made in the human beings mouth, brain, and culture at the moment of learning to use a foreign language.

According to Damon and Lerner, in various important studies by the American National Reading Panel during the last 25 years that tried to get to how people acquire their native language, it has been shown that there is a strong relationship between early knowledge of rhyme and subsequent success in reading and spelling. Research shows that in addition to rhythm, mime and repetition, rhyme also aids vocabulary learning on the children's side. Havovi Kolsawalla, an Indian researcher, demonstrated in a small-scale experimental study in 1999 that rhythmic refrains in stories helped children to remember new language, in particular new vocabulary. (Pinter 88)

Many teachers of native-speaking English children, when teaching writing, introduce children to rhyme as a first step in handling phonic analysis and synthesis. "There is considerable evidence that children's sensitivity to rhyme and alliteration, gained through nursery rhymes, provides a pathway through to awareness of the component sounds in words." (Damon and Lerner 112).

In teaching English as a foreign language, it is necessary to consider all these findings and allow learners to hear, recite and make recordings of appropriate rhymes and jingles. This will help them not only to acquire a better pronunciation, but also to obtain a better understanding of the English sound and structural system. The following example, taken from the resource book "Very young learners" by Vanessa Reilly and Sheila Ward, is a good illustration of how to teach vocabulary and structure together through a song. Animal names are taught first, but also the structure "It likes (doing something)". First, children are asked to match pictures of the animals with the words. This is a deliberate presentation of the new vocabulary. Then they pretend to be animals, mime the actions, and sing along, No direct

attention is paid to grammar. The teacher might tell them the gist of the song in their first language, i.e. what the song is about, if they want to know. The children learn it through active participation, physical actions, and singing along without any reference to first language, manipulation of the component parts, or explanation of the grammar. (Pinter 86)

Like movement and color, melody is thought to be encoded in the right side of the brain. It is for this reason that teachers should link the words to be taught with music, so they are easily "fixed" and "retained" in the memory. (In Damon and Lerner 121)

Another important detail considered by Varcáncel (Varcáncel 23) is the fact that rhyme, which is the effect produced upon the ear by similar sounds, and rhythm, which can be defined as the accenting of syllables or words, have the effect of a poem which exerts a significant influence on the development of human memory, attention processes, verbal and number fluency, thinking skills, and creative attitudes. Using rhyme and rhythm activities as a tool in different stages of the learning process can help at the beginning of the lesson as a motivating element, during the lesson as a complement, and at the end of the lesson as feedback or class support activity. As Varcáncel suggests, learning with rhyme and rhythm also increases motivation and interest in the subject.

A number of experiments carried out by the American National Reading Panel showed that ten out of fourteen students remembered things better when using rhythmic activities in class, while in the other three there was not a significant difference. Researching students' preferences, the results showed that seven out of eight students were in favor of using rhythmic activities in class.

Songs, tongue twisters, chants, limericks, and other rhythmic elements have been traditionally used in language classes. The use of music, for example, in learning a language is consistent with both linguistic and psychological theories (Damon and Lerner 118).

Based on all of these theoretical details about brain plasticity, the stages in human cognitive development, social interaction, the way in which people learn

vocabulary meaning and pronunciation, approaches to 2nd language learning acquisition, and also how rhyme and rhythm help in the learning process, it is necessary to consider applying appropriate strategies that will develop students' oral production of English vocabulary to improve children`s progress in the use of English as a foreign language.

RESEARCH METHODOLOGY

2.1.- Baseline studies

The design of this study was quasi-experimental. It adopted a pre-test before the treatment, and a post-test after the treatment, but there was no control group. The population comprised all the 30 children studying in one of the four first grades of Unidad Educativa Borja in Cuenca; therefore, the children were a pre-existing group and not selected at random. A consent form was sent to all the children's parents, and they accepted their children to be a part of the project.

The regular English teacher was also asked to be observed and recorded in one of her classes with this group of students as well as was interviewed.

The different data collection techniques used in this research are listed below and are mentioned in chronological order, in the order they were actually used.

- Checklist to be filled by the researcher while observing a regular class. (annex 1)
- Interview with the teacher. (annex 2)
- Pre-test (annex 3)
- Lesson plans using "Rhythmic elements." (annex 4)
- Journals. (annex 5)
- Checklist to be filled by the regular English teacher while observing the researcher class using rhythmic element. (annex 1)
- Video about the English classes using rhythmic elements to have the reflective analysis with the children. (annex 6)
- Questionnaire for the reflective analysis (annex 7)
- Post-test (annex 8)

All of these instruments and their use are described in detail in section 3.2.

2.2.- Instruments

2.2.1.- Checklist to be filled by the researcher while observing a regular class

A procedure used in the data collection phase was observation. According to Taylor and Bogdan (Taylor and Bogdan 89) this procedure could be participatory or non-participatory; it depends on the degree of participation the researcher has at the moment of the observation. In this research, the non-participatory way was chosen as it enabled the researcher (myself) to record some behaviors the children and the teacher had in the exact moment they occurred.

The objectives of this observation were to determine how effective the preparation, presentation, execution, methods, and interaction that took place in the classroom were.

It was also important to determine if some of the aspects mentioned in the interview took place in the real class.

The instrument used was an observation sheet that was filled in while observing a regular English class with the regular first grade English teacher. This observation sheet was used as suggested by Jack C. Richards (Richards 232).

The system considered when observing the teacher was to cross each item in the column that most represented what was observed (See annex 1).

2.2.2.- An interview with the teacher

This technique was used in the exploratory phase of the research. The purpose of the interview was to achieve the following objectives:

- To find out the real context where the research would take place. (The techniques and strategies used by the teacher in the learning and teaching process with the children at Unidad Educativa Borja.)
- To identify the variables that were influencing the teaching and learning process in this English class.

- To identify what strategies and techniques used by the teacher affect the teaching and learning process.

- To understand how the regular classes are carried out and how the children react to the different activities provided by the teacher.

The methodology proposed by Taylor and Bogdan (Taylor and Bogdan 101) was used in this technique. They suggest face-to-face interviews aimed to understand the perspective where the researcher has to ask about the interviewee's personal experience considering his or her personal expressions.

The interview was prepared in advance with various questions to clarify the strategies and techniques used in a regular English class at Unidad Educativa Borja with children of first grade of general education. The researcher acted as an interviewer and, after getting the teacher's consent to be filmed, the interview took place.

The interview was filmed to get a better record and not to have any important aspect left out, so all gestures, reactions and expressions were recorded to help have a complete interpretation of the information gathered. (See annex 2).

2.2.3.- Pre-test

The pre-test used to start this investigation was based on some topic-based vocabulary quizzes found at anglomaniacy. pl website. These quizzes are designed to consolidate new and revise studied material at the level of vocabulary.

The test was mostly a multiple choice test where children had to read each question carefully, and then choose their answers from some options.

The researcher gave easy explanations for each question and waited until the children finished answering the question to start with the next one using the same process.

It was also necessary to coordinate with these children´s regular English teacher in order to check what they have been studying. (See annex 3)

2.2.4.- Lesson plans using "Rhythmic elements"

In the exploratory phase, besides considering all the observed information and the information expressed and explained by the teacher, it was necessary to identify and experience how rhythmic elements can help and influence the teaching and learning process, and also to identify which of these rhythmic elements has/have the greatest impact among young learners.

Lesson plans were prepared in advance considering rhythmic elements to teach different topics such as the parts of the human body, animals, and food.

The material was prepared and presented in a way the researcher thought was going to be helpful and motivating for the children.

The lesson plans (See annex 4) were prepared considering six year old boys' interests and necessities, and using in each of them at least two rhythmic elements (songs, tongue twisters, rhymes, poems, rhyming tales, rhyming videos, and rhyming games). As it was mentioned by the teacher, children at this age are very competitive, so some contexts were also included.

To prepare these lesson plans, a pre-test was used where the researcher could clarify the real knowledge of the children.

After applying the rhythmic elements strategy over a period of three months for one hour weekly the same test was used as a post-test to check students' improvement.

An example of a Rhythmic Element lesson plan is provided below in Figure 1.

Figure 1

> **Lesson Plan 1**
>
> **Topic:** The parts of the human body.
>
> **Aim:**
>
> By the end of this lesson the students will be able to name the parts of the human body and also tell where they are in their own bodies.
>
> **Language:**
>
> Head, hair, eye, nose, mouth, neck, back, stomach, legs, foot, feet, toes.
>
> **PLANNING STRATEGIES AND TECHNIQUES.**
>
> **Warm up. (10 min.)**

Where is my partner?

The teacher gives each student a card with a part of the body. She gives them a period of time and they have to find another student who has the same part as they have and get together with him.

Pre-teaching. (5 min.)

The teacher starts the class questioning the different pair about the parts of the body to see how much they know about it; for example, the teacher touches her head and asks if the pair knows the name of it; she touches her nose, eyes, mouth, etc. and asks the different pairs if they know the name of those parts.

Presentation. (15 min)

The teacher shows the class a poster of the human body, and she tells the parts of it. She pronounces each part with a rhyme to model the correct pronunciation of each part. Students have to repeat what the teacher says.

(10 min.)

The teacher walks around the class saying the rhymes as she checks that students are following her instructions.

Eg.   I have a nice red eye. I'm peeking in as I'm walking by.

If you are looking for my head, you will find it on the bed.

I am looking with my right eye that beautiful bright tie.

Once I had a bee buzzing on my knee.

Running on the snow, I broke my elbow.

Everybody knows we have ten toes.

I got to the south just asking with my mouth.

Practice. (5 min.)

The teacher shows the class some flash cards with some of the parts of the human body and the students have to tell aloud the names of these parts.

The teacher teaches a song about the parts of the human body (The hocky Pocky), and the students should take turns voluntarily to sing it adding new parts of the body to the song; they also dance while they sing.

Song: "Hocky Pocky" (10 min.)

You put your arm here

You put your arm there

And do the hocky pocky

And shake it all around

That is what it's all about.

You put your leg here

You put your leg there

And do the hocky pocky

And shake it all around

That is what it's all about.

You put your … here

You put your … there

And do the hocky pocky

And shake it all around

That is what it's all about...

Production. (5 min.)

After that, they have to say the parts of the body and touch the person who is next to them in the appropriate place as the teacher calls out their names. This activity should be done outside the class so they can feel in contact with nature.

The teacher asks students to describe the parts of their body like how many fingers and toes they have, how many legs they have, and how long these are, what their eyes are for; etc.

The teacher distributes some handouts (See Figure 2) to the children and they have to color the different parts of the human body according to the color she says.

Figure 2

2.2.5.- Journals

It was important to collect all the impressions and details in the different classes using rhythmic elements to keep a record of how rhythmic elements can help and influence on the teaching and learning process as well as which of the rhythmic elements used in these classes has the greatest impact on six year old boys at Unidad Educativa Borja.

Journals were written by the researcher as proposed by Jack C. Richards (Richards 222), who states that "a teacher may keep a regular journal about his or her class and describe and reflect on different aspects of planning and teaching the course." (See annex 5).

2.2.6.- Checklist to be filled in by the regular English teacher while observing the researcher's class using rhythmic elements

As it was mentioned before, a procedure used in the data collection phase was observation. In this research, non-participatory observation was chosen because some determined behaviors in the exact moment they occur needed to be observed.

The objectives of this observation were to determine if rhythmic elements can help to make the teaching and learning easier, and to determine which of these elements has the greatest impact on children of this age.

The instrument used was an observation sheet that was filled in while observing a researcher's class using rhythmic elements with the first grade (See annex 1). The information collected with this instrument could be used to clarify if

rhythmic elements are really helpful in the teaching and learning process. This observation sheet was used as suggested by Jack C. Richards. (Richards 232)

It was also necessary to ask the teacher to write some notes in the space provided (comment) to clarify what was observed.

2.2.7.- Video about the English classes using rhythmic elements to talk to the children about it

Another important instrument used in this research was a video with some of the most important strategies and techniques used by the researcher while using rhythmic elements in the class. This video helped children remember the different activities they did in class, review and comment on the things they liked and did not like, they enjoyed, and did not enjoy, etc.

As it was suggested by Jack C. Richards, "students are in a good position to assess the effectiveness of teaching, although the extent to which they are able to do so depends on the kind of feedback instrument they are given." (Richards 222) (See annex 6)

2.2.8.- Questionnaire for the reflective analysis

This technique was used in the exploratory phase of the research. The questionnaire's purpose was to achieve the following objectives:

- To find out the way in which children perceived the classes using rhythmic elements.
- To identify which of the rhythmic elements used in the research process had the greatest impact on them.
- To find out if the use of strategies based on rhythmic elements are a motivational tool for learning vocabulary.
- To understand from the children´s point of view how they conceived this project.

The questionnaire was prepared in advance including various questions to identify the strategies and techniques that children of first grade of general education see as more enjoyable in their English classes. (See annex 7)

The conversation with the children was filmed to get a better record and not to have any important aspect left out, so all gestures, reactions and expressions were recorded to help have a complete interpretation of the information.

2.2.9.- Post-test

The post- test used to evaluate these children and verify if there was or not any improvement after the use of a strategy based on rhythmic elements, was the same as the pre-test. This ensures reliability as there was sufficient time (3 months) between the application of the tests to ensure that the students would not remember the contents. (See annex 8)

ANALYSIS AND INTERPRETATION OF DATA

In this chapter all the analysis and interpretation of data are considered as well as the results obtained.

It is important to mention one more time that the different data collection techniques used in this research are mentioned in chronological order, in the order they were actually used.

3.1.- Checklist
Teacher 1

After observing and taking notes at Unidad Educativa Borja in a regular English class with the teacher and students of first grade, the following interpretations were drawn:

Preparation

The first part of the observation sheet contained information related to the preparation and the degree to which the teacher performed different steps in the class; these different steps are referred to as:

Table 1

Indicators	Frequency
Excellent	0
Above average	2
Average	1
Unsatisfactory	0
Not applicable	0
Total of questions	**3**

Figure 3
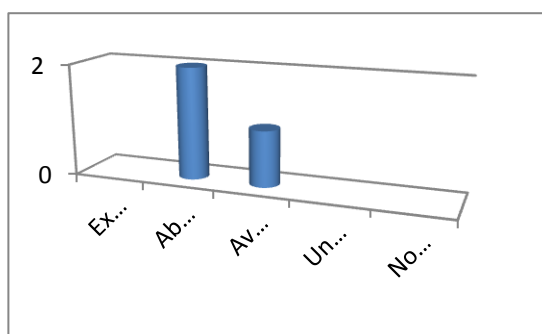
Analysis and Interpretation:

- **The teacher was well-prepared and well-organized in class**

  In this aspect, the score obtained by the teacher was 2, which represents an average one.

- **The lesson reviewed material and looked ahead to new material**

  In this aspect, the score obtained by the teacher was 3, which represents above average.

- **The prepared goals / objectives were apparent**

  Again, the score the teacher obtained was 3, which corresponds to above average.

Presentation

The second part of the observation sheet contained information related to the way in which the activities and material were presented to the class.

Table 2

Indicators	Frequency
Excellent	3
Above average	2

Average	4
Unsatisfactory	0
Not applicable	0
Total of questions	**9**

Figure 4
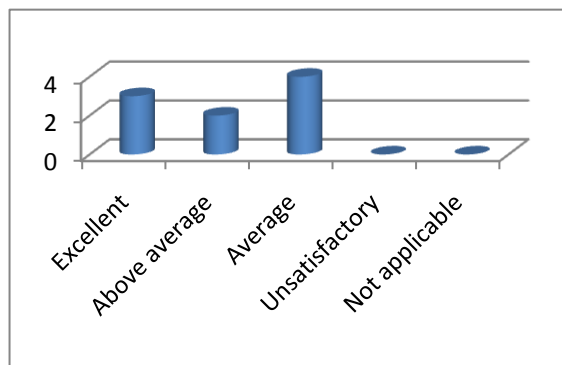
Analysis and Interpretation:

- **The class material was explained in an understandable way**

  It is necessary to say that in this aspect the score obtained by the teacher was 3, which represents above average.

- **The lesson was smooth, sequenced, and logical**

  Regarding this, the teacher obtained 2, which corresponds to average.

- **The lesson was well-paced**

  In this respect the teacher obtained 2, which corresponds to average.

- **Directions were clear and concise and students were able to carry them out**

  Regarding this aspect, the teacher got 4, which represents excellent.

- **Material was presented at the student's level of comprehension**

  It is important to say that in this regard the teacher obtained 4, which is excellent.

- **An appropriate percentage of the class was student production of the language**

  The teacher obtained 2 in relation to this feature. It corresponds to average.

- **The teacher answered questions carefully and satisfactorily**

It is important to mention that the teacher got 4 regarding this aspect, which represents excellent.

- **The method/s was/were appropriate to the age and ability of students**
  The score obtained by the teacher in relation to this aspect was 3, which corresponds to above average.

- **The teacher showed an interest in, and enthusiasm for, the subject taught**
  The teacher got 2 in this aspect. It is average.

Execution / Methods

The third part of the observation sheet contained information related to the execution of the different activities in the class and also the methods used.

Table 3

Indicators	Frequency
Excellent	4
Above average	3
Average	2
Unsatisfactory	0
Not applicable	2
Total of questions	**11**

Figure 5
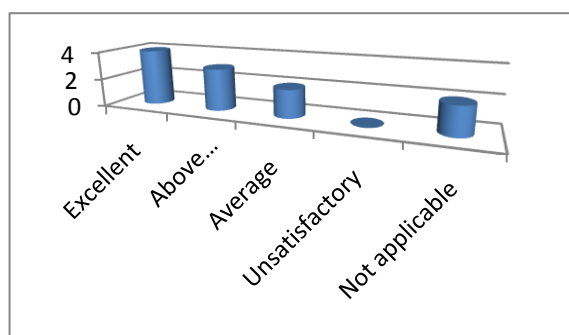
Analysis and Interpretation:

- **There were balance and variety in activities during the lesson**

The score the teacher obtained in this aspect was 2, which corresponds to average.

- **The teacher was able to adapt to unanticipated situations**

  It is necessary to mention that the teacher got 4 in this aspect, which represents excellent.

- **The material was reinforced**

  The score the teacher obtained in this aspect was 3 which corresponds to above average.

- **The teacher arranged the seating to see everybody clearly**

  This aspect could not be evaluated because the chairs were already fixed in groups of five. It corresponds to N/A

- **The teacher knew students' names**

  The teacher got 4 in this aspect. It corresponds to excellent.

- **The teacher positively reinforced the students**

  The teacher obtained 3 in this aspect, which represents above average.

- **Students responses were effectively elicited**

  The score the teacher got related to this aspect was 4, which represents excellent.

- **Examples and illustrations were used effectively**

  The teacher obtained 4 in relation to this aspect, which corresponds to excellent.

- **Instructional aids or resource material was used effectively**

  The teacher ´s score in relation to this aspect was 3. which represents above average.

- **Drills were used and presented effectively**

  The teacher did not use any drill in the class. It corresponds to N/A.

- **Appropriate error correction**

  In this aspect the score obtained by the teacher was 2. which represents average.

Personal Characteristics

The fourth part of the observation sheet contained information related to the teacher's personal characteristics and her personal way of presenting the different activities, her own teaching style.

Table 4

Indicators	Frequency
Excellent	4
Above average	1
Average	0
Unsatisfactory	0
Not applicable	0
Total of questions	**5**

Figure 6
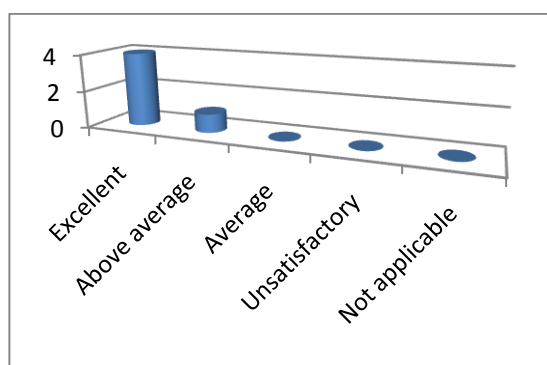
Analysis and Interpretation:

- **Patience in eliciting responses**

  The teacher obtained 4 in this aspect. which represents excellent.

- **Clearly, tone, and audibility of voice**

  In relation to this aspect the teacher got 4, which corresponds to excellent.

- **Personal appearance**

  It is necessary to mention that in relation to this aspect the score obtained by the teacher was 4, which corresponds to excellent.

- **Initiative, resourcefulness, and creativity**

  The teacher obtained 3 in relation to this aspect. which represents above average.

- **Pronunciation, intonation, fluency, and appropriate and acceptable use of language**

  The teacher got 4 in relation to this aspect, which is excellent.

Teacher / Students interaction

The last part of the observation sheet contained information related to the way in which the teacher and the students interact among themselves.

Table 5

Indicators	Frequency
Excellent	3
Above average	6
Average	1
Unsatisfactory	0
Not applicable	0
Total of questions	**10**

Figure 7
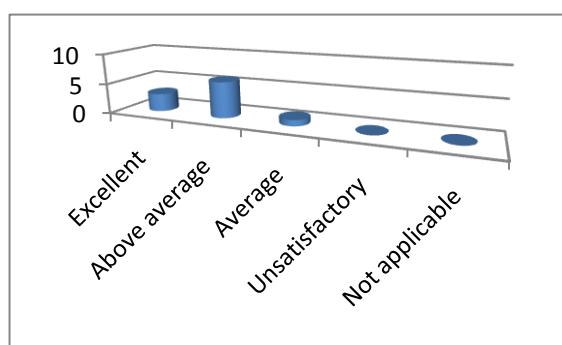
Analysis and Interpretation:

- **Teacher encouraged and assured full students participation in class**

  It is necessary to say that in relation to this aspect the teacher obtained a score of 3, which corresponds to above average.

- **The class felt free to participate and express their own ideas**

  It is important to mention that the teacher got 4 in this aspect. which represents excellent.

- **The teacher was able to control and direct the class**

  The teacher obtained 3 in this aspect, which represents above average.

- **The students were attentive and involved**

  The teacher obtained a score of 3 in relation to this aspect, which is above average.

- **The students were comfortable, motivated and relaxed, even during intense intellectual activity**

  It is important to mention that the teacher got 3 in relation to this aspect, which represents above average.

- **The students were treated fairly, impartially, and with respect**

  The score obtained by the teacher in relation to this aspect was 4, which corresponds to excellent.

- **The students were encouraged to do their best**

  The score the teacher got in this aspect was 3, which corresponds to above average.

- **The teacher was relaxed and matter-of-fact in voice and manner**

  The teacher obtained 4 in relation to this aspect, which represents excellent.

- **The teacher was aware of individual and group needs**

  The teacher obtained 2 in relation to this aspect, which represents average.

- **Digressions were used positively and over-used**

  It is necessary to say that that score obtained by the teacher was 3, which represents above average.

As a conclusion, it is possible to say that she was an above average teacher; she had a good level of the language management, her personal appearance was really good, but there were some aspects in the way she managed the class that were not really good such as the way in which she corrected errors. She was apparently indifferent and she did not pay attention to it.

Another aspect to be mentioned is motivation; the teacher smiled all the time and was kind with the children but it seemed that she was not really involved in the class, and her role was a bit passive.

3.2.- Interview

After observing one of the first grade English classes at Unidad Educativa Borja, an interview with the teacher took place; the researcher had a set of questions to be answered by the English teacher.

The teacher stated that it is very important for children to start at an early age to learn English vocabulary, and that she always teaches both pronunciation and meaning but they do not have enough English hours at Unidad Educativa Borja, so it is difficult for her to work with that reduced amount of hours per class. She also mentioned that the English hours are usually at the end of the school period, so most of the time the children are tired, and they do not want to participate. The regular English teacher at Unidad Educativa Borja commented that she uses songs, games, contests, and they act out every day in their English class.

She also said that there is not enough material available in the city, so it takes her a long time to prepare her classes because of the lack of material.

Another important thing mentioned by the teacher is the fact that she regrets speaking Spanish in the class, but she has to do it because the children do not understand all what she wants to say.

It was very important to clarify some techniques and strategies used by the teacher, and also to see how the regular classes are carried out and how the children react to the different activities provided by the teacher.

3.3.- Pre-test

The pre- test and post-test were applied to the thirty students of first grade of basic education at Unidad Educativa Borja, and were applied one at the beginning of the investigation, before starting with the classes using rhythmic elements, and the other at the end of the investigation, after three months approximately. These were written tests to enable the researcher have a written record of the results.

After applying the twenty question pre-test (See annex 3), the following results were obtained:

Question 1

Color the sofa in red, the dog in yellow, the cat in black, and the floor in orange.

Table 6

Indicators	Frequency	Percentage
Good	16	54%
Somewhat	13	43%
Bad	0	0%
Does not answer	1	3%
Total	**30**	**100%**

Figure 8
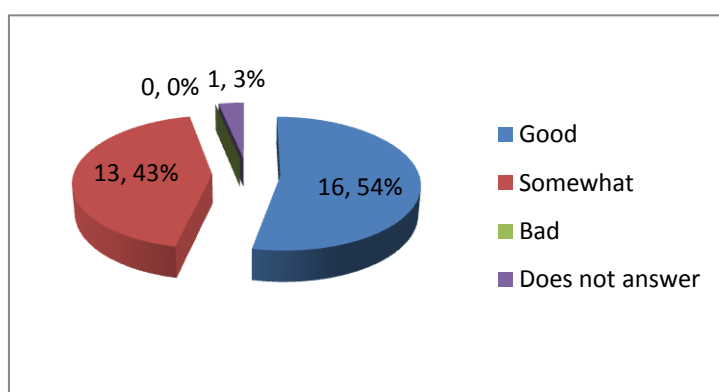
Analysis and Interpretation: It seems that 54% of the sample knew the name of different colors, animals and some names of furniture, 43% partially knew these names. It is a very small percentage that does not know the answers or does not answer them.

Question 2

Put a cross on the apple, and color the cup cake in pink.

Table 7

Indicators	Frequency	Percentage
Good	25	83%
Somewhat	5	17%
Bad	0	0%
Does not answer	0	0%
Total	**30**	**100%**

Figure 9
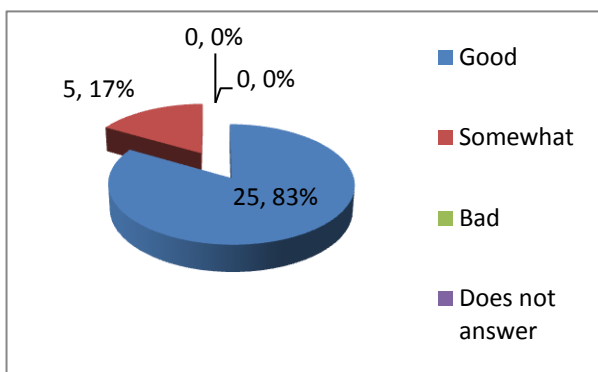
Analysis and Interpretation: It is clear that most students in this class, 83%, knew food-related vocabulary. There is a small percentage, 17%, who knew it, but got confused about it.

Question 3

Check the banana

Table 8

Indicators	Frequency	Percentage
Good	20	67%
Somewhat	5	17%
Bad	1	3%
Does not answer	4	13%
Total	**30**	**100%**

Figure 10
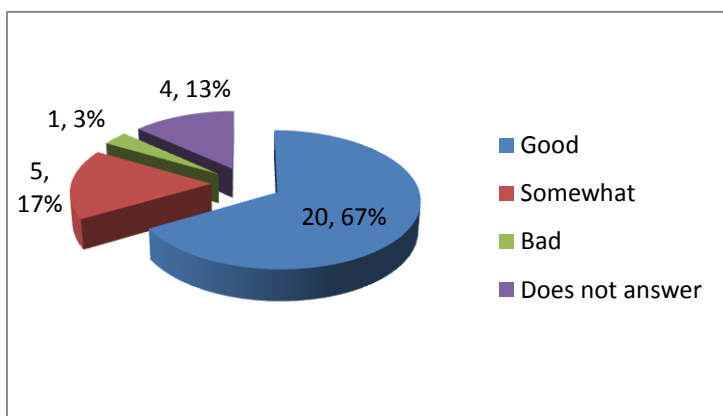
Analysis and Interpretation: In this question, 67% answered it correctly. 17% answered it in an acceptable way, 3% answered it wrong, and 13% did not answer. It showed that a good percentage of students were familiar with vocabulary related to food.

Question 4

Color the arm in green, the leg in red, the nose in blue and the moth in purple

Indicators	Frequency	Percentage
Good	23	77%
Somewhat	2	7%
Bad	1	3%
Does not answer	4	13%
Total	**30**	**100%**

Figure 11
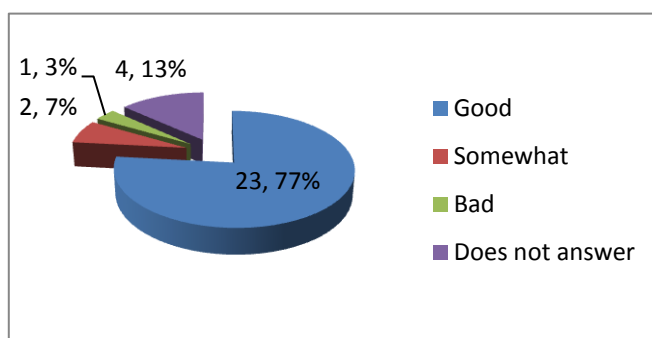
Analysis and Interpretation: It is noticeable that in this question students recognized vocabulary related to the human body; 77% answered the question correctly, 7% answered it in an acceptable way, 3% did it incorrectly, and 13% did not answer the question.

Question 5

Circle the similar picture

Table 10

Indicators	Frequency	Percentage
Good	13	43%
Somewhat	6	20%
Bad	11	37%
Does not answer	0	0%
Total	**30**	**100%**

Figure 12
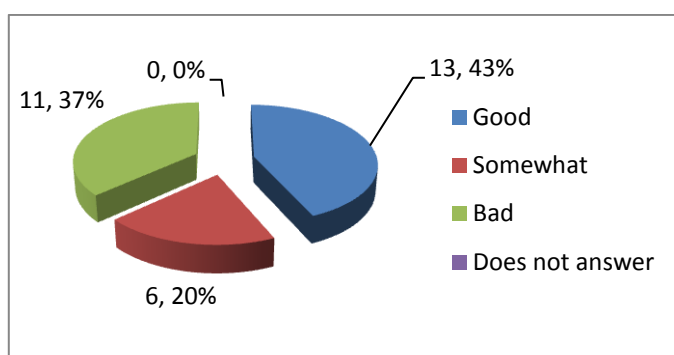
Analysis and Interpretation: As it is seen in Table 10, figure 12, 43% of the answers to this question was correct, 20% was answered in an acceptable way, 37% did not answer it correctly, and 0% did not answer the question. As it is possible to see in the table and figure, even though the highest percentage corresponded to the correct answers, there was a high percentage in this question that did not answer the question correctly.

Question 6

Circle the smallest person in David´s family

Table 11

Indicators	Frequency	Percentage
Good	16	53%
Somewhat	2	7%
Bad	9	30%
Does not answer	3	10%
Total	**30**	**100%**

Figure 13
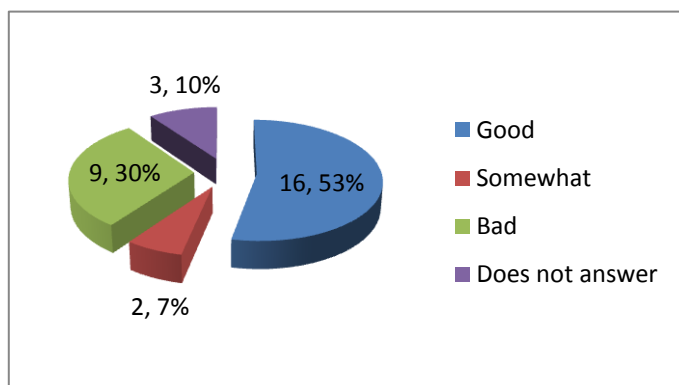
Analysis and Interpretation: It is noticeable that 53% answered it correctly, 7% answered it acceptably, 30% answered it incorrectly, and 10% did not answer the question. One more time, it is important to mention that even though the highest percentage corresponded to the good answers, it was just a little bit more than 50 %; the other 50% corresponded to acceptable, wrong or no answers.

Question 7

Join the words to their opposites

Table 12

Indicators	Frequency	Percentage
Good	0	0%
Somewhat	17	56%
Bad	8	27%
Does not answer	5	17%
Total	**30**	**100%**

Figure 14
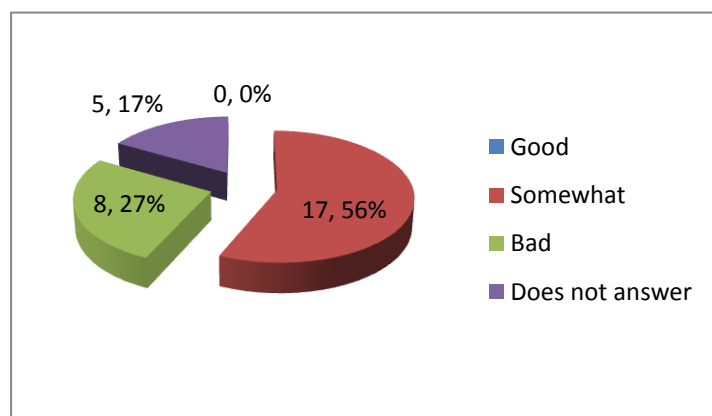
Analysis and Interpretation: It is important to mention that in this question no one answered it correctly, that is 0%, 56%, which is the highest percentage of answers in this question, corresponds to acceptable answers, 27% is wrong answers, 10% did not answer anything. It can lead to the conclusion that most of the children were not familiar with adjectives, especially when they were written words and no pictures were shown.

Question 8
Circle the opposite one

Table 13

Indicators	Frequency	Percentage
Good	16	54%
Somewhat	10	33%
Bad	0	0%
Does not answer	4	13%
Total	**30**	**100%**

Figure 15
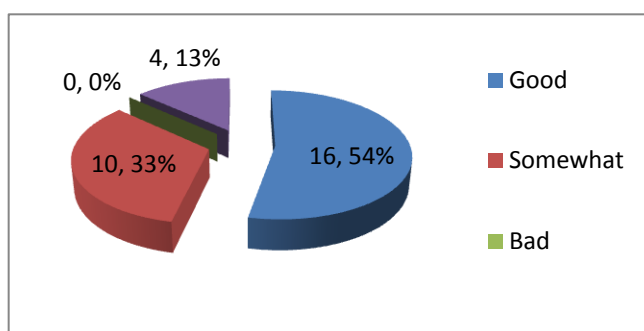
Analysis and Interpretation: 54% answered the question correctly, 33% answered acceptably. 0% answered it incorrectly, 13% did not answer anything. It is important to mention that when the children had pictures of the different adjectives and the written word below it, they were able to do the activity easily.

Question 9
Match the columns to their opposites

Table 14

Indicators	Frequency	Percentage
Good	17	57%
Somewhat	4	13%
Bad	1	3%
Does not answer	8	27%
Total	**30**	**100%**

Figure 16
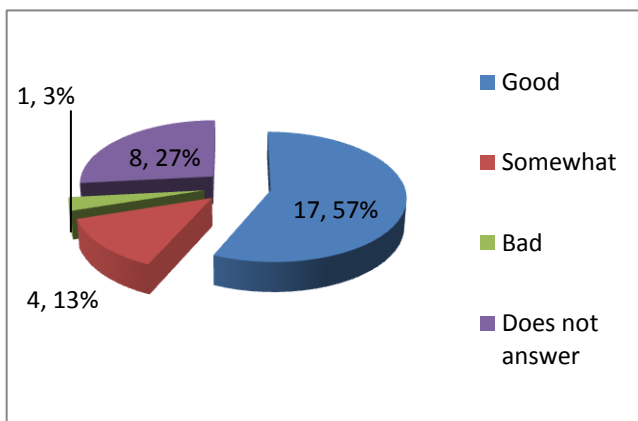
Analysis and Interpretation: 57%answered the question correctly, 13% answered the question acceptably, 3% answered incorrectly, and in this question it is important to mention the high percentage of children who did not answer anything, 27%.

Question 10

Match the opposite

Table 15

Indicators	Frequency	Percentage
Good	13	43%
Somewhat	5	17%
Bad	1	3%

Does not answer	11	37%
Total	**30**	**100%**

Figure 17
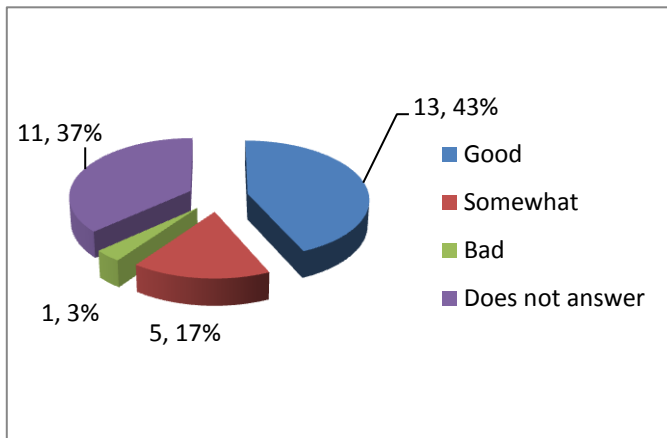
Analysis and Interpretation: 43% answered it correctly, 17% answered acceptably, 3% answered incorrectly, and 37% did not answer it. Again, it showed that these children were not familiar with adjectives and their opposites.

Question 11

Check the biggest one. Circle the smallest one

Table 16

Indicators	Frequency	Percentage
Good	2	43%
Somewhat	18	17%
Bad	6	3%
Does not answer	4	37%
Total	**30**	**100%**

Figure 18
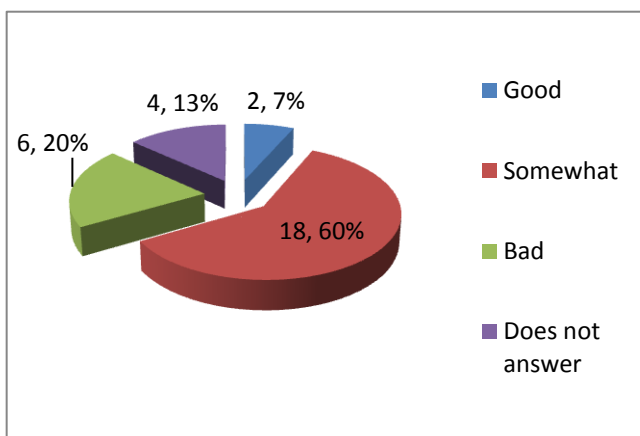
Analysis and Interpretation: 7% answered this question correctly, 60% answered it in an acceptable way, 20% answered the question incorrectly, and 13% did not answer it. One more time, adjectives were the difficulty in this question; things as check and circle were proved to be known by the children at the beginning of the test.

Question 12

Check the picture with 3 jaguars

Table 17

Indicators	Frequency	Percentage
Good	26	87%
Somewhat	0	0%
Bad	1	3%
Does not answer	3	10%
Total	**30**	**100%**

Figure 19
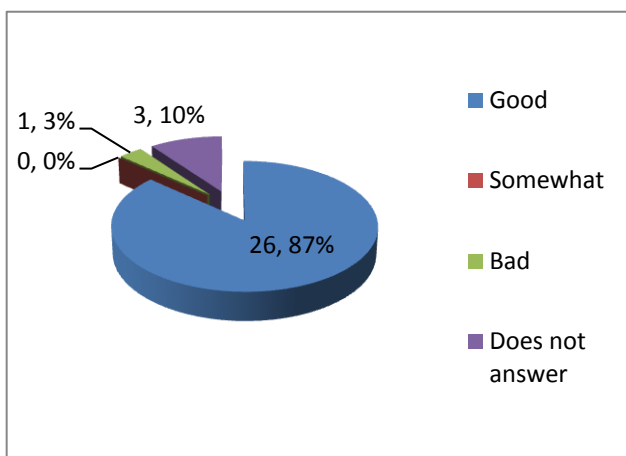
Analysis and Interpretation: It is important to mention that the highest percentage corresponds to the correct answers, 86,6%. No one answered it in an acceptable way, 0%, 3% answered it wrong, and 10% did not answer the question. It showed that children were familiar with the name of some animals.

Question 13

Put a cross on the hammer if it is outside or circle it if it is inside the box

Table 18

Indicators	Frequency	Percentage
Good	29	97%
Somewhat	0	0%
Bad	0	0%
Does not answer	1	3%
Total	**30**	**100%**

Figure 20
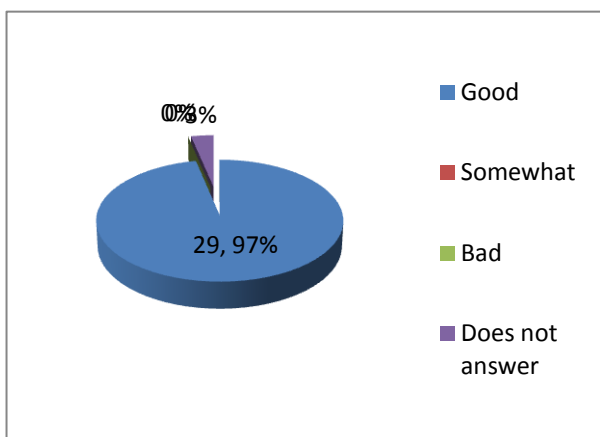
Analysis and Interpretation: 97% answered this question correctly. It was the highest percentage of correct answers if compare to the rest of answers. 0% answered it in an acceptable way, 0% answered it incorrectly, and 10% did not answer the question.

Question 14

How many flowers are there?

Table 19

Indicators	Frequency	Percentage
Good	26	97%
Somewhat	0	0%
Bad	2	0%
Does not answer	2	3%
Total	**30**	**100%**

Figure 21
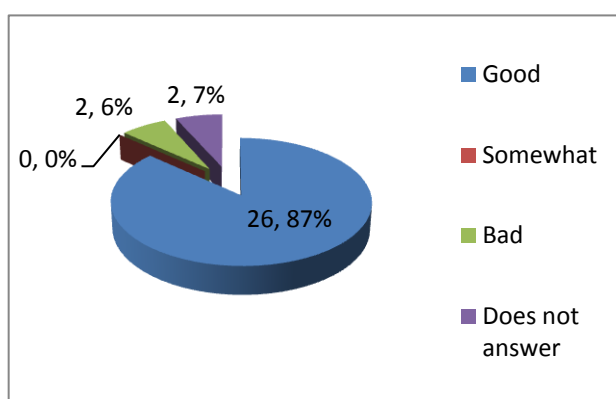
Analysis and Interpretation: As it is seen in this question, 87% of the answers were correct, 0% of the answers were acceptable, 6% of the children answered incorrectly, and 7% did not answer. It seemed that children did not have much trouble while working with numbers.

Question 15

Listen to the teacher and join the characters with the balloons

Table 20

Indicators	Frequency	Percentage
Good	19	97%
Somewhat	9	0%

Bad	1	0%
Does not answer	1	3%
Total	**30**	**100%**

Figure 22
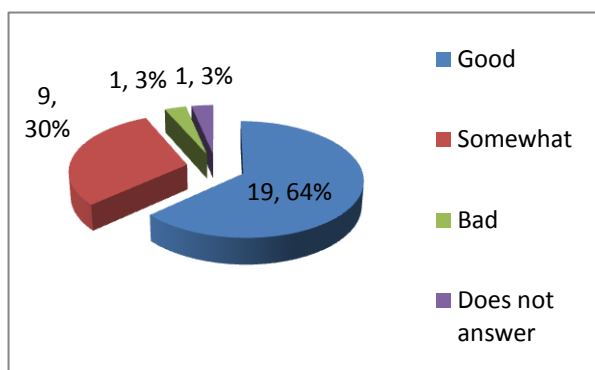
Analysis and Interpretation: It is seen that 64% of the answers were correct, 30% of the children answered it in an acceptable way, 3% answered it wrong, and 3% did not answer. It seemed that most of the children were familiar with vocabulary related to classroom material.

Question 16

Listen and circle the right answer

Table 21

Indicators	Frequency	Percentage
Good	18	60%
Somewhat	9	30%
Bad	1	3%
Does not answer	2	7%
Total	**30**	**100%**

Figure 23
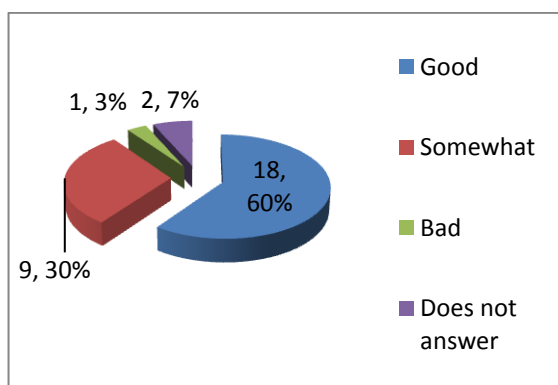
Analysis and Interpretation: It can be seen that 60% of the students answered this question correctly, 30% answered it in an acceptable way, 3% answered it wrong, and 27% did not answer anything. Again, vocabulary related to classroom material was not a difficulty.

Question 17

Put a cross on the biggest person in Grace´s family

Table 22

Indicators	Frequency	Percentage
Good	29	97%
Somewhat	0	0%
Bad	0	0%
Does not answer	1	3%
Total	**30**	**100%**

Figure 24
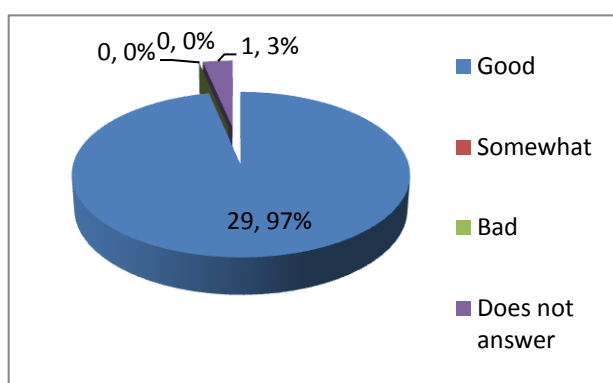
Analysis and Interpretation: As noticed in table 22, figure 24, 97% of the answers were correct, 0% answered it acceptably, 0% answered it wrong, and 3% did not answer. It showed that simple adjectives, such as <u>big</u> were not really difficult for these children to understand; the problem appeared when they had no simple adjectives and also their opposites or similar.

Question 18

Circle your favorite weather

Table 23

Indicators	Frequency	Percentage
Good	28	93%

Somewhat	0	0%
Bad	0	0%
Does not answer	2	7%
Total	**30**	**100%**

Figure 25
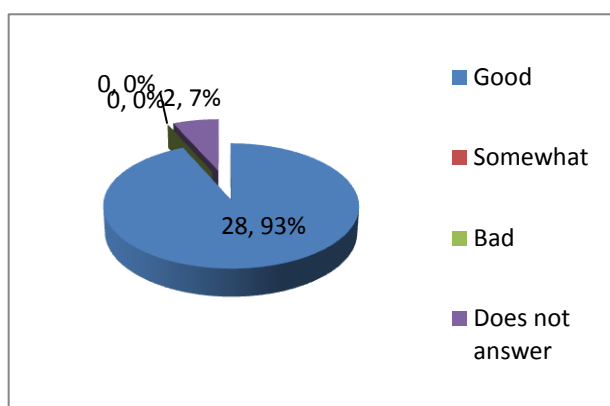
Analysis and Interpretation: This question was difficult to be divided in good, acceptable and bad answers because some children liked rainy, some others liked sunny, others liked foggy days; that was why 93% of the answers were correct, 0% were acceptable, 0% were wrong, and 7% corresponded to no answers at all.

Question 19

Draw your family

Table 24

Indicators	Frequency	Percentage
Good	27	90%
Somewhat	0	0%
Bad	2	7%
Does not answer	1	3%
Total	**30**	**100%**

Figure 26
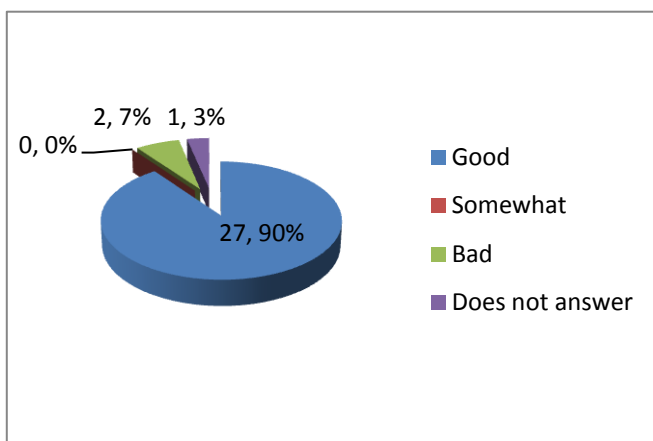
Analysis and Interpretation: It is important to mention that this was one of the questions that the children enjoyed the most during the pre-test; some of them even colored the drawings, 90% answered it right, 0% answered it in an acceptable way, 7 % answered it wrong, and 3% did not answer the question.

Question 20

Draw your favorite food

Table 25

Indicators	Frequency	Percentage
Good	25	83%
Somewhat	0	0%
Bad	1	3%
Does not answer	4	14%
Total	**30**	**100%**

Figure 27
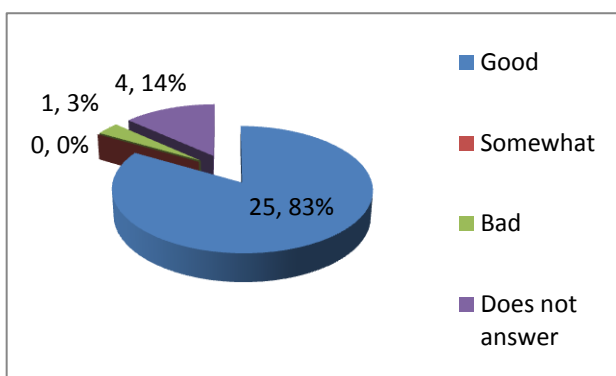
 Analysis and Interpretation: In this question, there is a high percentage of correct answers, 83%; 0% answered the question in an acceptable way, 3% answered it wrong, and 14% did not answer the question.

After analyzing all these results, it is possible to state that the first grade children at Unidad Educativa Borja had vocabulary difficulties, especially with adjectives. Also, some problems related to vocabulary about the human body and food were found.

Another important aspect was the fact that they don´t like taking quizzes; the test took two days to be done. The first time they knew they were going to take a test, but the second day, when they saw the test papers they did not like it, but before starting to complete the test they were told that it was not a test, and they felt more relaxed. In my opinion, that is why even though there were some questions that were not necessary to be colored, the children colored them anyway.

3.4.- Journals

After analyzing the different journals (see annex 5 for example journal entries) that were written during the application of the lesson plans using rhythmic elements, it is possible to state that the children at Unidad Educativa Borja enjoyed activities which involved rhythmic aspects.

This group of children especially liked singing songs while miming and moving, so it was very interesting to make them do what the song said; in this way they could understand not all the words in the songs, but they could have an idea about what the songs were about.

These children also enjoyed activities in groups, where they had to cooperate with each other and got a result together with their classmates in the group. It was really motivating to hear the children speaking some words in English while they were doing their group work.

The children liked to listen to rhyming tales and poems. It was noticeable because whenever they listened to a rhyming tale or a poem they were asking things related to them, and even things that did not have anything to do with the tale or the poem, but had some relation to their own lives.

They also enjoyed videos a lot, and it was interesting to realize how they helped children to understand things better. They listened to the characters talking and they also watched the images and the activities the characters did, so it was easier for them, but they really enjoyed these kinds of activities, they laughed a lot when they saw a video.

Another thing they liked was to follow instructions (TPR) to get something done as when they practiced origami in the class; they were really eager to know what animal they were going to get at the end.

Something important to mention is that I could realize that these children liked to work with realia, so it was a good idea to bring the ingredients to the class and prepare something simple to eat. This was another strategy based on TPR, because they followed the instructions and prepared the recipe.

Tongue twisters were another important element that was used and the children enjoyed it; they liked to repeat them as fast as they could and each of the children wanted to come to the front and say them, but because of the lack of time it was not possible to engage a long time in this activity.

Working outside the classroom was also very motivating for these children, all of them said that they really liked it.

3.5.- Checklist
Teacher 2

After the regular English teacher observed, and took notes at Unidad Educativa Borja in the researcher's classes with the first grade (See annex 1) the following conclusions were drawn:

Preparation

The first part of the observation sheet contained information related to the preparation and the degree to which the teacher performed different steps in the class. These different steps referred to:

Table 26

Indicators	Frequency
Excellent	3
Above average	0
Average	0
Unsatisfactory	0
Not applicable	0
Total of questions	**3**

Figure 28
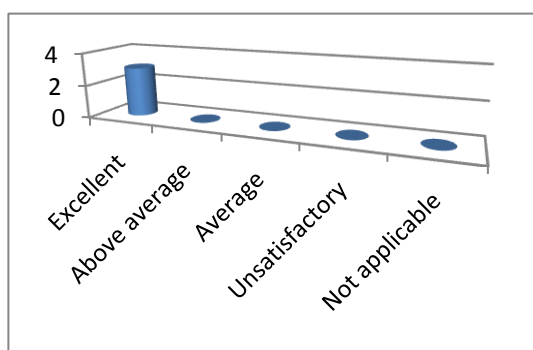
Analysis and Interpretation:

- **The teacher was well-prepared and well organized in class**

   The researcher obtained 4 in relation to this aspect, which represents excellent.

- **The lesson reviewed material and looked ahead to new material**

   The researcher got a score of 4 in relation to this aspect, which corresponds to excellent.

- **The prepared goals / objectives were apparent**

   The researcher obtained 4 in relation to this aspect, which is excellent.

Presentation

The second part of the observation sheet contained information related to the way in which the activities and material were presented to the class.

Table 27

Indicators	Frequency
Excellent	8
Above average	1

Average	0
Unsatisfactory	0
Not applicable	0
Total of questions	**9**

Figure 29
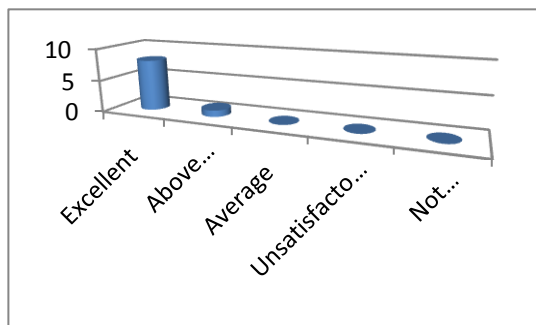
Analysis and Interpretation:

- **The class material was explained in an understandable way**

  It is important to say that the researcher got 4 in relation to this aspect, which represents excellent.

- **The lesson was smooth, sequenced, and logical**

  The researcher obtained a score of 4 in relation to this aspect, which corresponds to excellent.

- **The lesson was well-paced**

  The researcher got 4 related to this aspect, which corresponds to excellent.

- **Directions were clear and concise and students were able to carry them out**

  In relation to this aspect the score obtained by the researcher was 4, which represents excellent.

- **Material was presented at the student's level of comprehension**

  The researcher obtained 4 in relation to this aspect, which corresponds to excellent.

- **An appropriate percentage of the class was student production of the language**

  The researcher got the score of 4 in relation to this aspect, which represents excellent.

- **The teacher answered questions carefully and satisfactorily**

  It is necessary to say that in relation to this aspect the researcher got 4, which is excellent.

- **The method/s was/were appropriate to the age and ability of students**

  The score obtained by the researcher in relation to his aspect was 3, which is above average.

- **The teacher showed an interest in, and enthusiasm for, the subject taught**

  The researcher got 4 in relation to this aspect, which corresponds to excellent.

Execution / Methods

The third part of the observation sheet contained information related to the execution of the different activities in the class and also the methods used.

Table 28

Indicators	Frequency
Excellent	8
Above average	1
Average	0
Unsatisfactory	0
Not applicable	2
Total of questions	**11**

Figure 30
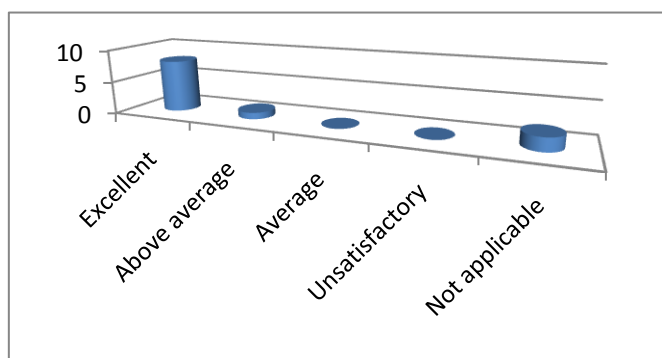
Analysis and Interpretation:

- **There were balance and variety in activities during the lesson**

The researcher obtained 4 in relation to this aspect, which represents excellent.

- **The teacher was able to adapt to unanticipated situations**

The researcher got 4 in relation to this aspect, which represents excellent.

- **The material was reinforced**

It is important to mention that the score obtained by the researcher was 4, which corresponds to excellent.

- **The teacher arranged the seating to see everybody clearly**

This aspect could not be evaluated because the chairs were already fixed in groups of five. It corresponds to N/A.

- **The teacher knew students' names**

The researcher got a score of 4 in relation to this aspect, which represents excellent.

- **The teacher positively reinforced the students**

The researcher got a score of 4 in relation to this aspect, which represents excellent.

- **Students responses were effectively elicited**

The researcher obtained a score of 4 in relation to this aspect, which corresponds to excellent.

- **Examples and illustrations were used effectively**

It is important to mention that the score obtained by the researcher in relation to this aspect was 4, which represents excellent.

- **Instructional aids or resource material was used effectively**

The researcher obtained 4 related to this aspect, which corresponds to excellent.

- **Drills were used and presented effectively**

In relation to this aspect no drills were used in the class. It corresponds to N/A

- **Appropriate error correction**

The researcher obtained the score of 3 in relation to this aspect, which represents above average.

Personal Characteristics

The fourth part of the observation sheet contained information related to the teacher's personal characteristics and her personal way of presenting the different activities and her own teaching style.

Table 29

Indicators	Frequency
Excellent	5
Above average	0
Average	0
Unsatisfactory	0
Not applicable	0
Total of questions	**5**

Figure 31
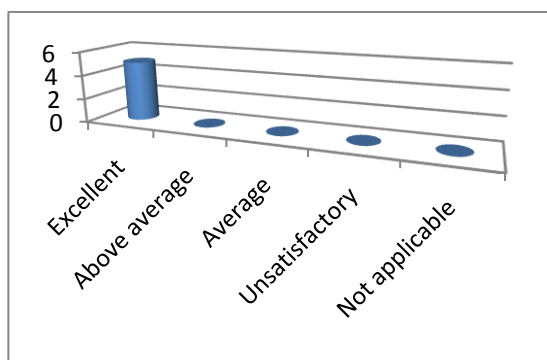
Analysis and Interpretation:

- **Patience in eliciting responses**

   The researcher obtained the score of 4 in relation to this aspect, which corresponds to excellent.

- **Clearly, tone, and audibility of voice**

   It is necessary to say that the score obtained by the researcher in relation to this aspect was 4, which represents excellent.

- **Personal appearance**

   The researcher obtained 4 in relation to this aspect, which corresponds to excellent.

- **Initiative, resourcefulness, and creativity**

   The score obtained by the researcher in this aspect was 4 which is excellent.

- **Pronunciation, intonation, fluency, and appropriate and acceptable use of language**

   The researcher obtained the score of 4 in relation to this aspect, which corresponds to excellent.

Teacher / Students interaction

   The last part of the observation sheet contained information related to the way in which the teacher and the students interact among themselves.

Table 30

Indicators	Frequency
Excellent	9
Above average	1
Average	0
Unsatisfactory	0
Not applicable	0
Total of questions	**10**

Figure 32
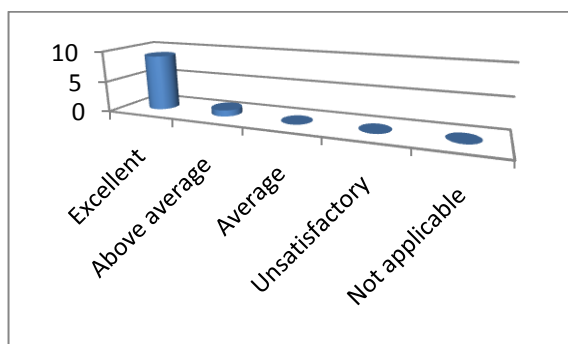
Analysis and Interpretation:

- **Teacher encouraged and assured full students participation in class**

   The researcher got the score of 4 in relation to this aspect, which corresponds to excellent.

- **The class felt free to participate and express their own ideas**

   It is necessary to mention that in relation to this aspect the researcher got 4, which corresponds to excellent.

- **The teacher was able to control and direct the class**

The score obtained by the researcher in relation to this aspect was 3, that is above average.

- **The students were attentive and involved**

   It is important to say that the researcher got 4 related to this aspect, which corresponds to excellent.

- **The students were comfortable, motivated and relaxed, even during intense intellectual activity**

   The researcher obtained the score of 4 in relation to this aspect, which corresponds to excellent.

- **The students were treated fairly, impartially, and with respect**

   The researcher obtained the score of 4 in relation to this aspect, which represents excellent.

- **The students were encouraged to do their best**

   In relation to this aspect the score obtained by the researcher was 4, which corresponds to excellent.

- **The teacher was relaxed and matter-of-fact in voice and manner**

   The researcher obtained the score of 4 in relation to this aspect, which means excellent.

- **The teacher was aware of individual and group needs**

   In relation to this aspect, the score obtained by the teacher was 4, which represents excellent.

- **Digressions were used positively and over-used**

   The researcher obtained 4 related to this aspect, which means excellent.

As a conclusion, it is possible to say that the researcher was scored as an excellent teacher; she had a good level of language management, her personal appearance was good, and it seemed that she paid attention to any kind of situation that happened in the class.

Another aspect to be mentioned is motivation; the teacher smiled all the time and was kind with the children and it seemed that she was involved in the class activities. The only problem that was found was that there were some times where the discipline of the class was a little bit difficult to control.

3.6.- Reflective analysis

It is important to mention that to make oneself understood by the children this, reflective analysis was carried out in Spanish, the children's mother tongue.

After talking and discussing all the activities that were done and learned during this period of time with the children, these were the different ideas they expressed (See annex 7):

Question 1

¿Qué actividad de todas las que hicimos durante el tiempo que trabajaron conmigo es la que más les gustó? Cantar, cuentos, video, trabalenguas, poema, seguir instrucciones (origami, receta de cocina)

Table 31

Indicators	Frequency	Percentage
Songs	6	20%
Tales	6	20%
Video	8	27%
Tongue twister	4	13%
Poem	2	7%
Following instructions	4	13%
Total	**30**	**100%**

Figure 33
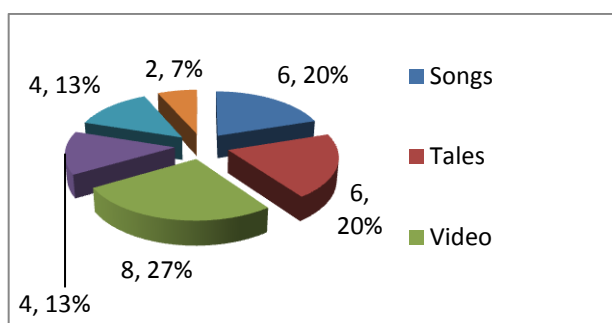
Analysis and Interpretation: The first grade children said they really enjoyed watching rhyming videos; they said it was very fun and they laughed a lot during the video; 27% of the children in the class liked this activity, 20% enjoyed songs; they said singing songs made them feel happy, 20% liked the rhyming tales, 13%

following instructions and the tongue twister; they said that specially the tongue twister they made them think a lot because they did not want to have mistakes and also they wanted to say it faster and faster each time. Only 7% of the children liked the poem.

Question 2

¿Qué parte de su cuerpo fue la que más movió cuando realizábamos todas estas actividades? (brazos, piernas, cabeza, cadera, hombros, boca, dedos, ojos.)

Table 32

Indicators	Frequency	Percentage
Arms	10	33%
Legs	6	20%
Head	5	17%
Hip	2	7%
Shoulders	0	0%
Mouth	6	20%
Fingers	1	3%
Eyes	0	0%
Total	**30**	**100%**

Figure 34
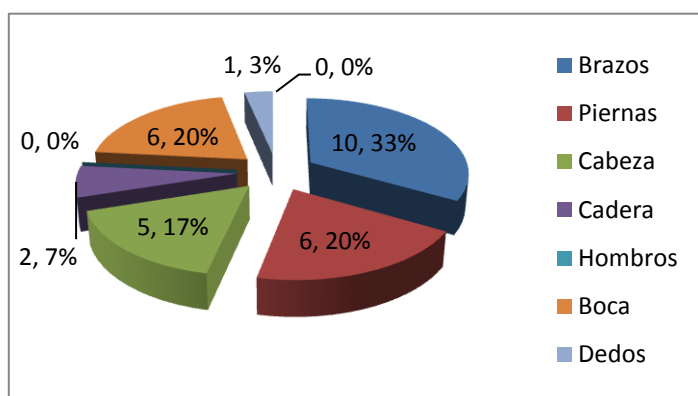
Analysis and Interpretation: In this question, 33% of children said the part they moved the most was their arms, 20% said the part they moved the most was their legs; 17% said the part they moved the most was their head; 0% said they moved their shoulders; 20% said the part they moved the most was their mouth. It is important to mention that, when they referred to their mouth, they said they moved

them because in the different activities they performed in the classes they had to use rhythmic elements, so they had to speak English. 3% said they moved the fingers the most, and 0% said they moved their eyes.

Question 3

¿Qué actividad de todas las que hemos hechos cree que les ayudó a aprender más? (canciones, cuentos, video, trabalenguas, poemas, seguir instructiones/origami-receta, trabajar en grupo)

Table 33

Indicators	Frequency	Percentage
Songs	4	10%
Tales	6	17%
Video	9	30%
Tongue twister	4	3%
Poem	2	5%
Following instructions	5	10%
Total	**30**	**100%**

Figure 35
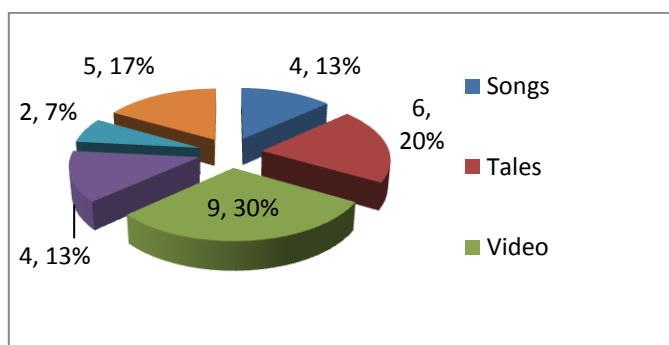
Analysis and Interpretation: 30% felt they learned the most through rhyming videos; 20% felt they learned the most through rhyming tales; 13% felt they learned the most singing songs and through tongue twisters; 7% felt they learned through poems; 17% said they learned the most following instructions, such as preparing a recipe or doing origami.

Question 4.

¿Cómo te gusta trabajar más?

Table 34

Indicators	Frequency	Percentage
Working individually	2	7%
Working in groups	28	93%
Total	**30**	**100%**

Figure 36

7%, 3%

2, 97%

■ 1
■ 2
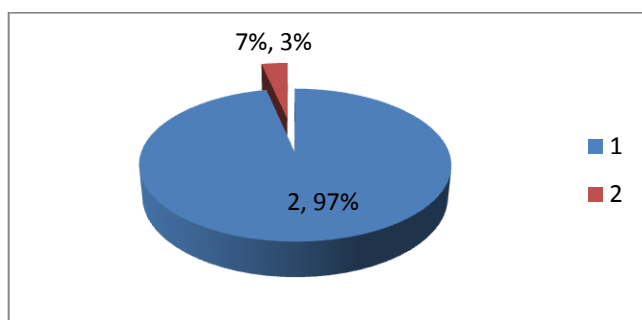
Analysis and Interpretation: 93% of the children preferred to work in groups; they said they preferred activities where they could talk to their friends, share their ideas, and get a final work in group. 7 % preferred to work individually.

Question 5

¿Qué actividades de las que realizamos en clase les parecieron fáciles?
(Canciones, cuentos, videos, trabalenguas, poemas, seguir instrucciones)

Table 35

Indicators	Frequency	Percentage
Songs	9	30%
Tales	4	14%
Video	7	23%
Tongue twister	3	10%

Poem	4	13%
Following instructions	3	10%
Total	**30**	**100%**

Figure 37
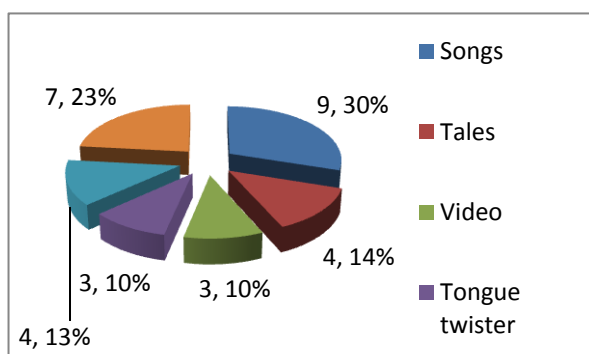
Analysis and Interpretation: 30% of the students found it easy to sing songs; they also said they liked when they sang and moved at the same time. 14% found it easy to work with rhyming tales; they said they also liked to move and do what the tale said as they listened to it. 23% found it easy to work with rhyming videos; they said it was funny and they could understand better the video because they could see the characters. 10% found it easy to work with tongue twisters; others said it was not easy, but they liked it a lot. 13% found it easy to work with poems, and 10% said it was easy to follow instructions as when we prepared fruit salad in the class or when we did origami.

Question 6

¿Qué actividad de las que realizamos en clase les pareció la más difícil? (Canciones, cuentos, videos, trabalenguas, poemas, seguir instrucciones)

Table 36

Indicators	Frequency	Percentage
Songs	0	0%

Tales	4	13%
Video	0	0%
Tongue twister	5	17%
Poem	6	20%
Following instructions	15	50%
Total	**30**	**100%**

Figure 38
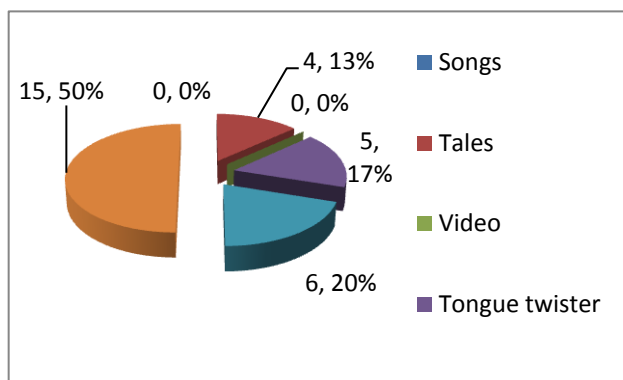
Analysis and Interpretation: 50% of the children found it difficult to follow instructions as when we prepared a recipe or did origami; they said origami was especially difficult because they had to pay a lot of attention to folding a piece of paper. They said they really liked this activity, but it was difficult for them to say the correct words in a fast way. 20% found it difficult to work with poems; they said sometimes poems had some difficult words. 17% said it was difficult to work with tongue twisters, but they also said they liked this activity; 13% said the rhyming tales were difficult, 0% said it was difficult to work with rhyming videos.

After checking this data, it is possible to say that the children really enjoyed watching videos, singing songs and preparing things to eat in class (in this activity, it is important to say that more than just preparing something, they liked to be involved in preparing something they were going to share with the class).

They think they moved their arms the most, but a high percentage said they moved their mouth a lot, which is good because they said they had to talk to do the different activities in the class, and as it could be seen during the research time, they used English words while talking to each other.

Another important aspect to be pointed out is the fact that most of them said they learned the most while working in groups. In this case, I consider it is important to mention that cooperative work was a very good tool to use in our classes because children felt they could learn from each other, and they helped their classmates, and also can be helped by their classmates. The children also mentioned that they liked to work in groups more than to work alone.

These children also found it difficult to follow directions, especially while doing origami because it was difficult for them to follow the teacher while she was folding paper.

3.7.- Post-test

Question 1

Color the sofa in red, the dog in yellow, the cat in black, and the floor in orange

Table 37

Indicators	Frequency	Percentage
Good	26	87%
Somewhat	2	6%
Bad	0	0%
Does not answer	2	7%
Total	**30**	**100%**

Figure 39
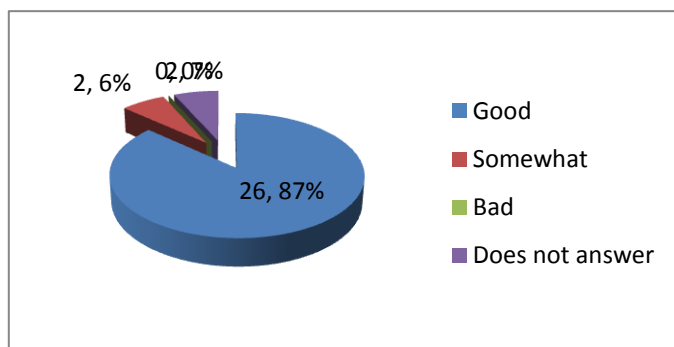
Analysis and Interpretation: In this question, 87% of the class answered it correctly, 6% answered it in an acceptable way; nobody answered the question incorrectly (0%), and 7% did not answer. It is noticeable there was a considerable increase in vocabulary knowledge.

Question 2

Put a cross on the apple, and color the cup cake in pink

Table 38

Indicators	Frequency	Percentage
Good	28	93%
Somewhat	0	0%
Bad	0	0%
Does not answer	2	7%
Total	**30**	**100%**

Figure 40
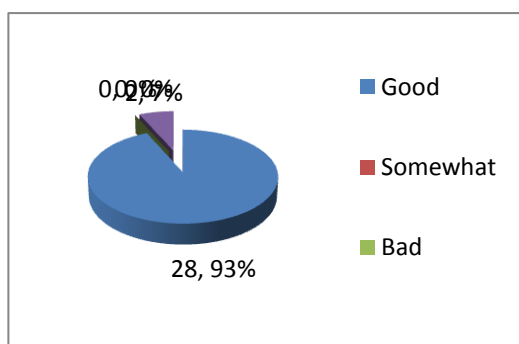
Analysis and Interpretation: In this question, 93% answered it correctly. There was also a considerable increase in the vocabulary knowledge as compared to the 83% of the children who answered it correctly in the pre-test. 7% did not answer.

Question 3

Check the banana

Table 39

Indicators	Frequency	Percentage
Good	27	90%
Somewhat	0	0%

Bad	1	3%
Does not answer	2	7%
Total	**30**	**100%**

Figure 41
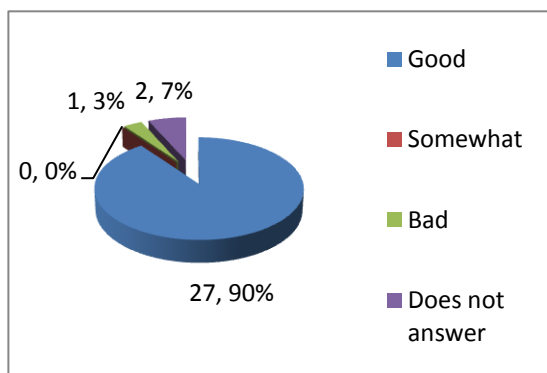
Analysis and Interpretation: In this question, 90% of the children answered it right. It seemed there was an increase in vocabulary knowledge as compared to the 67% of correct answers in the same question in the pre-test. No one answered it in an acceptable way, 0%; 3% were incorrect answers, and 7% did not answer anything.

Question 4
Color the arm in green, the leg in red, the nose in blue and the moth in purple

Table 40

Indicators	Frequency	Percentage
Good	28	93%
Somewhat	2	7%
Bad	0	0%
Does not answer	0	0%
Total	**30**	**100%**

Figure 42
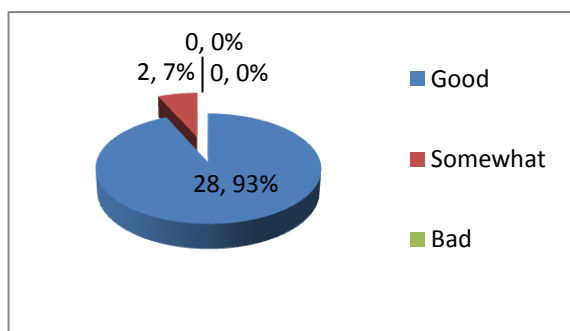
Analysis and Interpretation: In this question, 93% answered it correctly, 7% answered it in an acceptable way; nobody answered it incorrectly or did not answer anything, 0%. It seemed that the children were very familiar with the names of the different colors.

Question 5
Circle the similar picture

Table 41

Indicators	Frequency	Percentage
Good	24	80%
Somewhat	2	6%
Bad	2	7%
Does not answer	2	7%
Total	**30**	**100%**

Figure 43
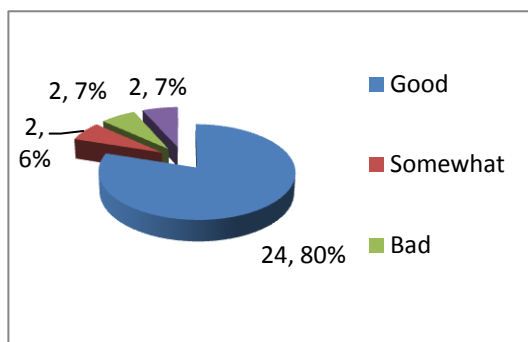
Analysis and Interpretation: As it is seen in Table 41, figure 43, 80% of the answers to this question were correct, 6% answered in an acceptable way, 7% did not answer it correctly, and 7% did not answer the question.

Question 6
Circle the smallest person in David´s family

Table 42

Indicators	Frequency	Percentage
Good	27	90%
Somewhat	0	0%
Bad	0	0%
Does not answer	3	10%

Total	30	100%

Figure 44
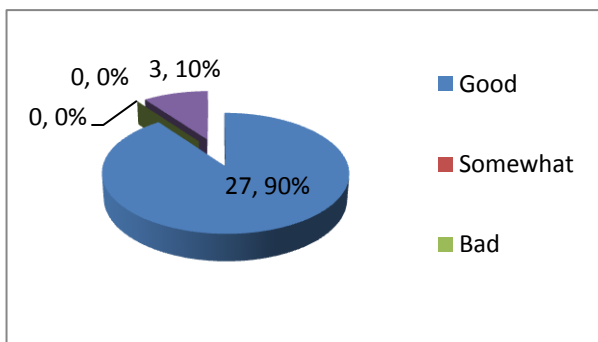
Analysis and Interpretation: It is noticeable that 90% answered it correctly, 0% answered it acceptably, 0% answered it incorrectly, and 10% did not answer the question. Once again, it is important to mention that there was an important increase in vocabulary knowledge.

Question 7

Join the words to their opposites

Table 43

Indicators	Frequency	Percentage
Good	15	50%
Somewhat	12	40%
Bad	1	3%
Does not answer	2	7%
Total	**30**	**100%**

Figure 45
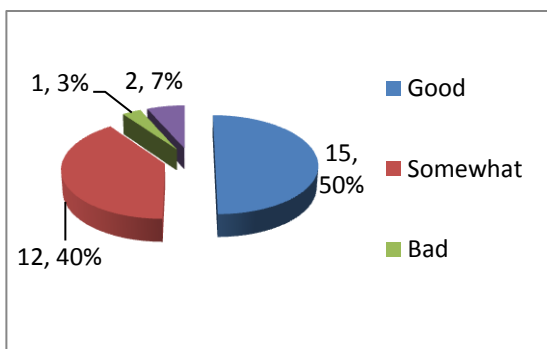
Analysis and Interpretation: It is important to mention that in the pre-test no one answered it correctly, so there was a considerable increase in the correct answers for the post-test 50%; 40% of answers in this question corresponds to acceptable answers, 3% is wrong answers, and 7% did not answer anything.

Question 8

Circle the opposite one

Table 44

Indicators	Frequency	Percentage
Good	24	80%
Somewhat	4	13%
Bad	0	0%
Does not answer	2	7%
Total	**30**	**100%**

Figure 46
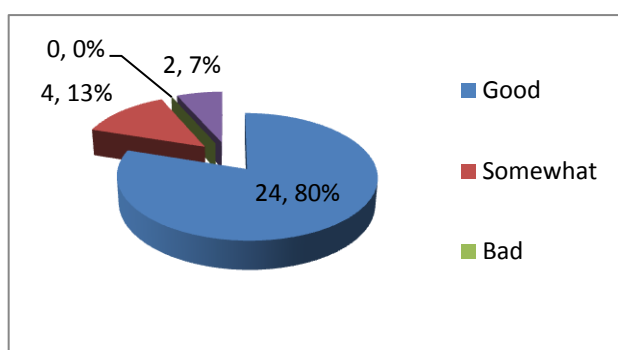
Analysis and Interpretation: 80% answered the question correctly, 13% answered in a tolerable waacceptably, 0% answered it incorrectly, 7% did not answer anything. It is possible to mention that children improved their understanding of adjectives and their opposites.

Question 9

Match the columns to their opposites

Table 45

Indicators	Frequency	Percentage
Good	25	83%
Somewhat	2	7%
Bad	0	0%
Does not answer	3	10%

Total	30	100%

Figure 47
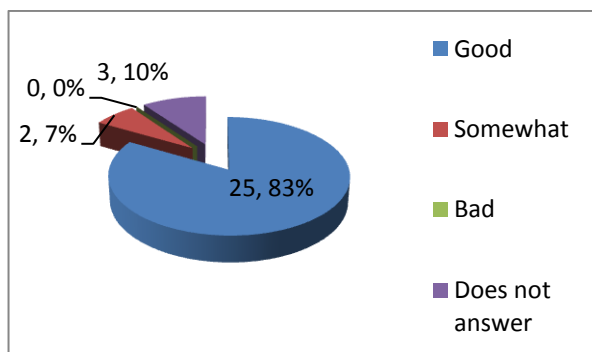
Analysis and Interpretation: 83% answered the question correctly, 7% answered the question acceptably, 0% answered it incorrectly, and in this question 10% did not answer anything. Once again, it seemed that children improved their understanding of adjectives and their opposites.

Question 10

Match the opposite

Table 46

Indicators	Frequency	Percentage
Good	25	83%
Somewhat	3	10%
Bad	0	0%
Does not answer	2	7%
Total	**30**	**100%**

Figure 48
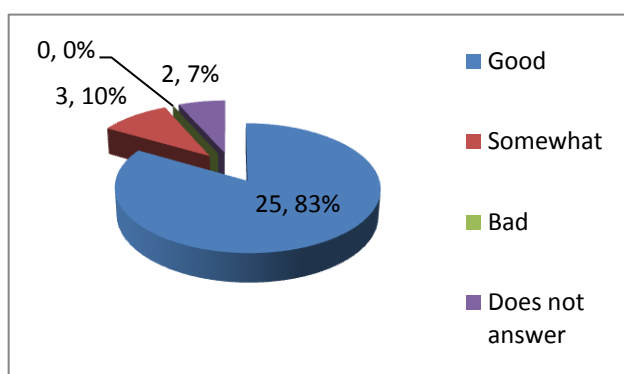
Analysis and Interpretation: 83% of the children answered this question correctly, 10% answered in an acceptable way, 0% answered it incorrectly, and 7% did not answer. It is also important to mention that in this question there was a remarkable improvement in the number of correct answers.

Question 11

Check the biggest one. Circle the smallest one.

Table 47

Indicators	Frequency	Percentage
Good	25	83%
Somewhat	3	10%
Bad	0	0%
Does not answer	2	7%
Total	**30**	**100%**

Figure 49
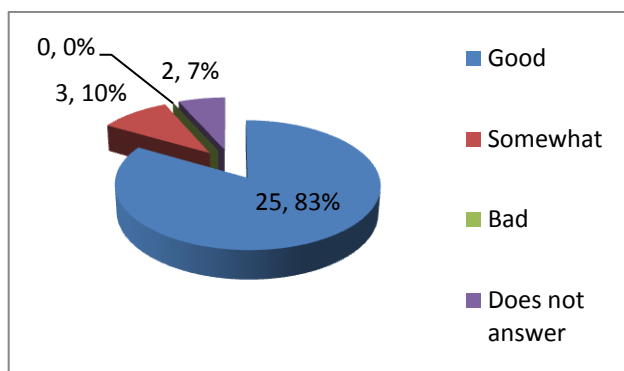
Analysis and Interpretation: 83% of the children answered this question correctly, 10% answered it in an acceptable way, 0% answered it wrong, and 7% did not

answer. It is also important to mention that in this question the frequency in which the indictors occurred was exactly the same as in question 10; therefore, there was a remarkable improvement in the number of correct answers.

Question 12

Check the picture with 3 jaguars

Table 48

Indicators	Frequency	Percentage
Good	28	93%
Somewhat	0	0%
Bad	0	0%
Does not answer	2	7%
Total	**30**	**100%**

Figure 50
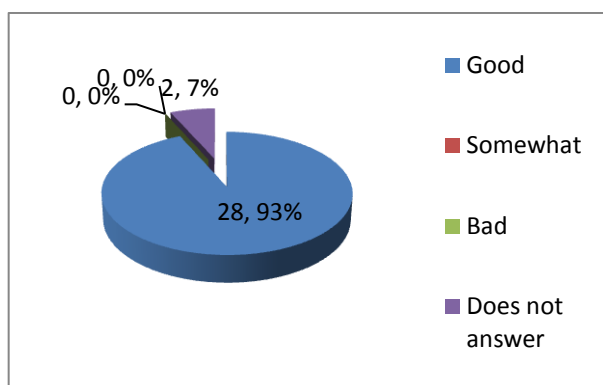
Analysis and Interpretation: It is important to mention that the highest percentage corresponds to the correct answers 93%. No one answered it in an acceptable way or wrong 0% and 7% did not answer the question. It showed that children were familiar with the name of some animals and also with numbers, as it was also seen in the pre-test.

Question 13

Put a cross on the hammer if it is outside or circle it if it is inside the box

Table 49

Indicators	Frequency	Percentage
Good	26	87%
Somewhat	0	0%
Bad	3	10%

Does not answer	1	3%
Total	**30**	**100%**

Figure 51
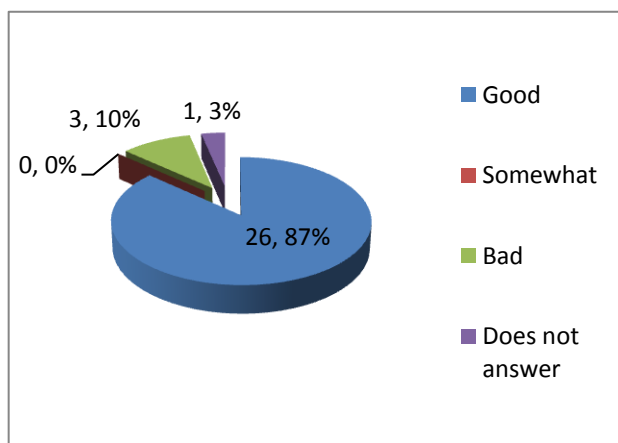
Analysis and Interpretation: 87% answered this question correctly, 0% answered it in an acceptable way, 10% answered it incorrectly, and 3% did not answer the question. It seemed that children were familiar with order, such writing a cross or circle.

Question 14

How many flowers are there?

Table 50

Indicators	Frequency	Percentage
Good	25	83%
Somewhat	0	0%
Bad	2	7%
Does not answer	3	10%
Total	**30**	**100%**

Figure 52
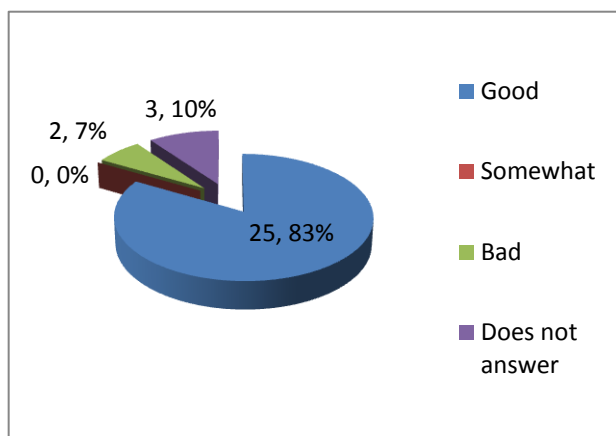
Analysis and Interpretation: As seen in table 50, figure 52, in this question 83% of the answers were correct, 0% of the answers were acceptable, 7% of the children answered incorrectly and 10% did not answer. As it was said before, children were familiar with numbers.

Question 15

Listen to the teacher and match the characters with the balloons.

Table 51

Indicators	Frequency	Percentage
Good	25	83%
Somewhat	4	14%
Bad	0	0%
Does not answer	1	3%
Total	**30**	**100%**

Figure 53
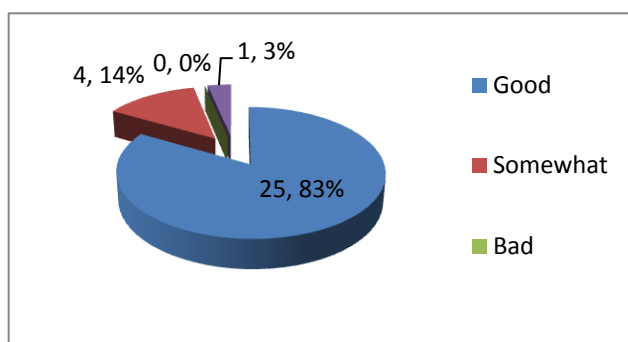
Analysis and Interpretation: It is seen that 83% of the answers were correct, 14% of the children answered in an acceptable way, 0% answered incorrectly, and 3% did

not answer. Even though children were familiar with vocabulary related to classroom material in the pre-test, there was an important improvement in the results of this question in post-test.

Question 16

Listen and circle the right answer

Table 52

Indicators	Frequency	Percentage
Good	29	97%
Somewhat	0	0%
Bad	0	0%
Does not answer	1	3%
Total	**30**	**100%**

Figure 54
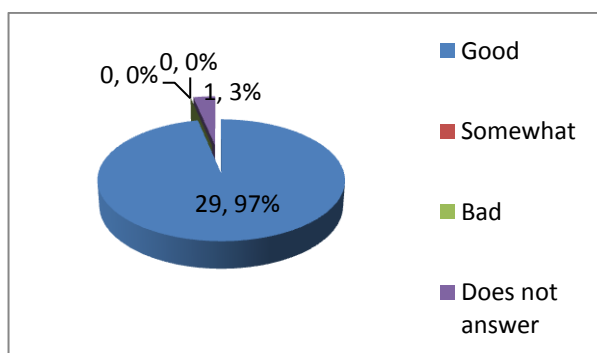
Analysis and Interpretation: It can be seen that 97% of the students answered this question correctly, 0% answered in an acceptable way, 0% answered it incorrectly, and 3% did not answer anything. Again, children were familiar with vocabulary related to classroom material.

Question 17

Put a cross on the biggest person in Grace´s family

Table 53

Indicators	Frequency	Percentage

Good	28	93%
Somewhat	1	4%
Bad	1	3%
Does not answer	0	0%
Total	**30**	**100%**

Figure 55
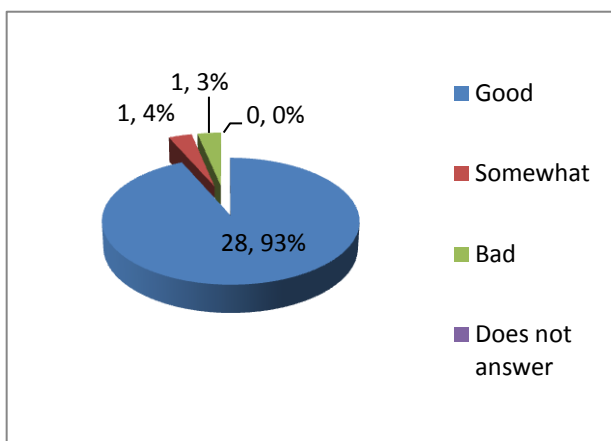
Analysis and Interpretation: As noticed in this chart, 93% of the answers were correct, 4% answered acceptably, 3% answered it incorrectly, and 0% did not answer. There is a considerable improvement as compared to the result of the pre-test.

Question 18

Circle your favorite weather.

Table 54

Indicators	**Frequency**	**Percentage**
Good	28	93%
Somewhat	2	0%
Bad	0	0%
Does not answer	0	7%
Total	**30**	**100%**

Figure 56
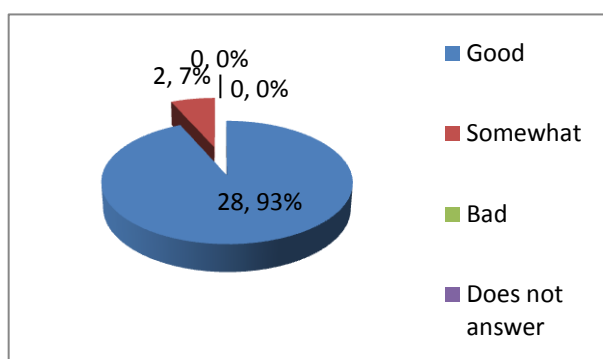
Analysis and Interpretation: This question was difficult to be divided in good, acceptable and bad answers because some children liked rainy, some others liked sunny, and others liked foggy days; that was why 93% of the answers were correct, 7% were acceptable, 0% were wrong, and 0% corresponds to no answers at all. If we compare to the pre-test, the only changes that occur in this question were: pre-test, 0% answered acceptably and 7% did not answer, while in the post-test 7% answered acceptably and 0% did not answer.

Question 19

Draw your family

Table 55

Indicators	Frequency	Percentage
Good	30	100%
Somewhat	0	0%
Bad	0	0%
Does not answer	0	0%
Total	**30**	**100%**

Figure 57
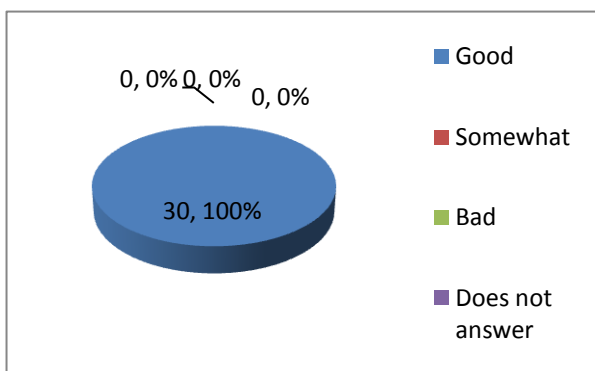
Analysis and Interpretation: It is important to mention that once again as in the pre-test, this was one of the questions that the children enjoyed the most during the post-test; some of them even colored the drawings. 100% answered right, 0% answered it in an acceptable way, 0% answered incorrectly, and 0% did not answer the question.

Question 20

Draw your favorite food

Table 56

Indicators	Frequency	Percentage
Good	30	100%
Somewhat	0	0%
Bad	0	0%
Does not answer	0	0%
Total	**30**	**100%**

Figure 58
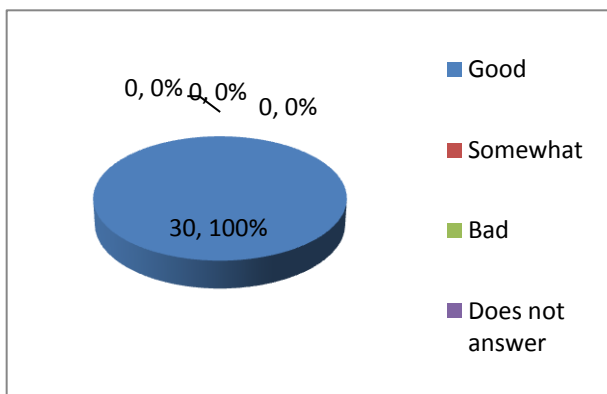
Analysis and Interpretation: It is necessary to mention that these last two questions got the highest percentage of correct answers 100%, 0% answered the question acceptably, 0% answered incorrectly, and 0% did not answer the question.

After analyzing all these results, it is possible to state that the first grade children at Unidad Educativa Borja have improved their vocabulary competence, especially with adjectives. The problems related to the human body, and the food that were found in the pre-test were overcome.

In order to have a better picture of the improvement children had after using a strategy based on rhythmic elements, the next figures show a comparison of results between the pre-test and post-test. They were divided into good answers, acceptable answers, bad answers, and no answers. The results of the pre-test are showed in blue and the results of the pot-test are showed in red.

Figure 59

Figure 60

Post-test (correct answers)

Figure 61

Pre-test (acceptable answers)
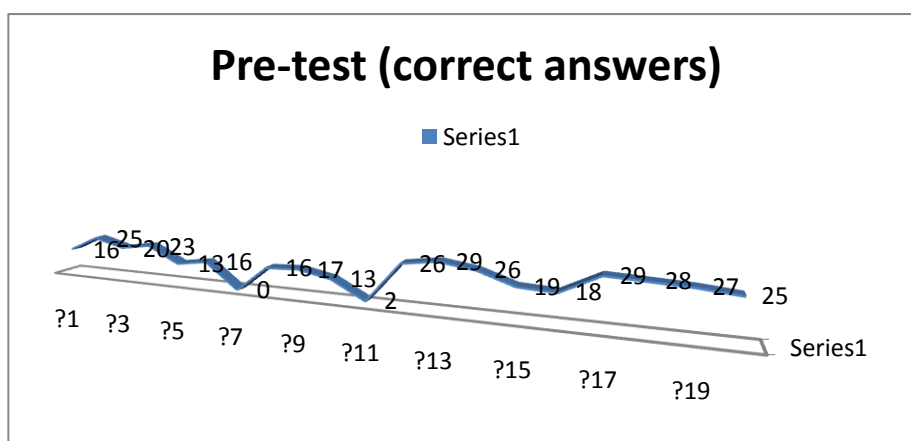
Figure 62
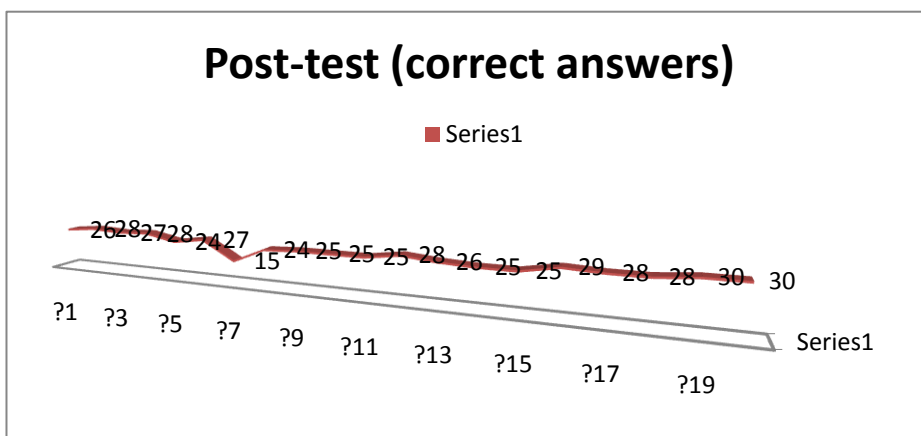
Post-test (acceptable answers)
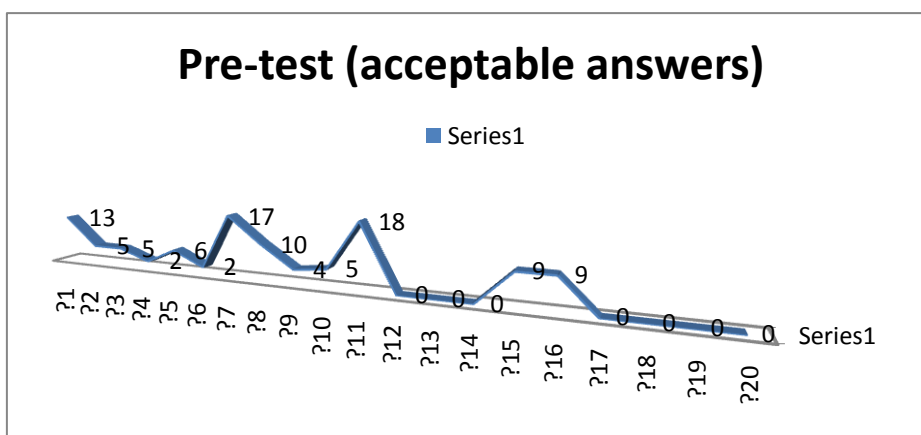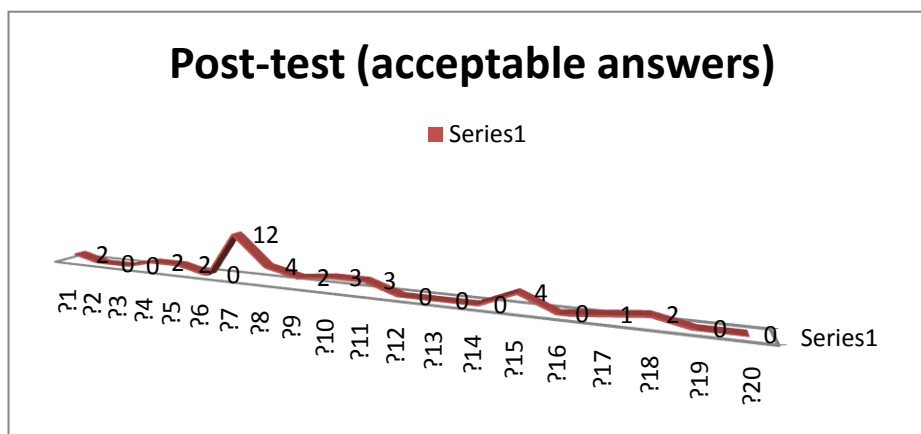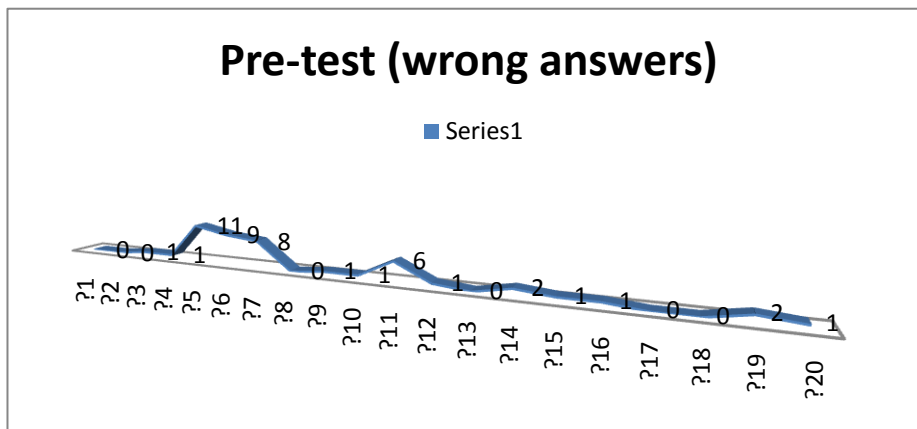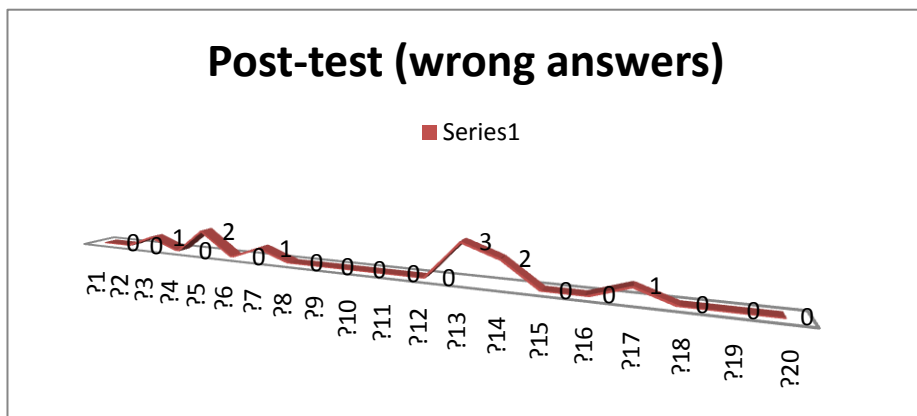
Figure 63

Figure 64

Figure 65
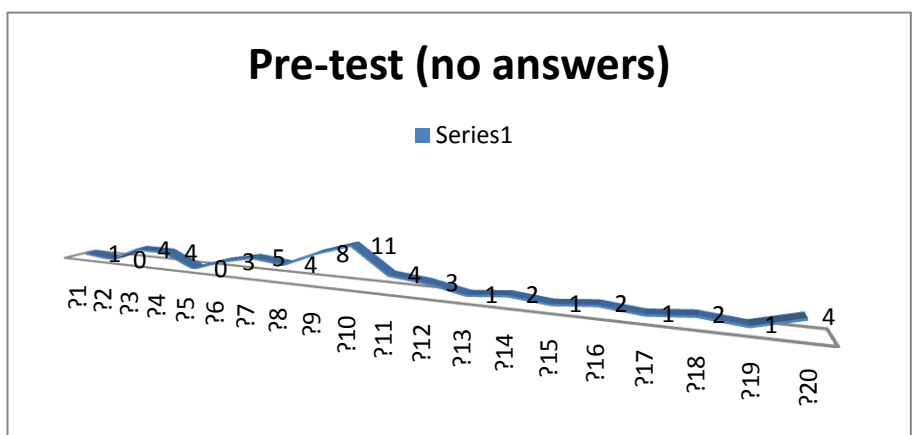
Figure 66
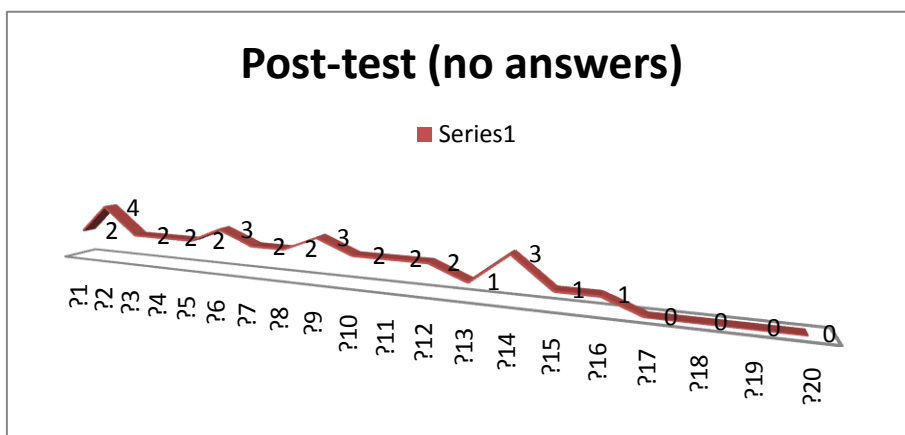
Table 57 shows an average of the number of correct, acceptable, wrong, and no answers, comparing the pre-test and post-test in order to have a clear idea of the improvement children had after the application of rhythmic elements in their class.

Table 57

	Correct answers	Acceptable answers	Wrong answers	No answers	Total
Pre-test	19,4	5,25	2,3	3,05	30
Post-test	26,15	1,85	0,5	1,5	30

CONCLUSIONS AND RECOMMENDATIONS

After finishing this research, which took place over a period of 3 months, I have arrived at the following conclusions and recommendations:

4.1.- Conclusions

After applying a strategy based on rhythmic elements in a five-year-old boys' class, the following conclusions can be drawn:

- The use of a strategy based on rhythmic elements to teach English vocabulary helped young learners at basic level to improve their learning of receptive English vocabulary.
- The use of a strategy incorporating rhythmic elements as the main tool in the class proved to help children in the acquisition of new productive vocabulary, together with the improvement of pronunciation.
- The rhythmic elements which had the greatest impact on young learners at basic level, improved their learning of productive English vocabulary (songs, rhyming videos, and rhyming tales).
- The rhythmic elements which had the least impact on young learners at basic level and which did not help them much to learn English vocabulary were poems and tongue twisters. These were accepted by children because they enjoyed them, but they said it was hard to work with them.
- Working in groups helped better than working individually because children not only helped each other, but also learned and taught each other; consequently, Cooperative Language Learning was very fruitful in the class.
- Besides helping these children to improve their productive vocabulary, rhythmic elements in the class were also very motivating because the children felt happy while using them.
- The children tried to use the target language most of the time through the implementation of rhythmic elements in the class.

4.2.- Recommendations

It is necessary to make some recommendations for the appropriate use of rhythmic elements in a class:

- Schools should include in their curricula some rhythmic elements if we teachers want our students to be motivated and improve their pronunciation and understanding of English.

- One of the most important goals for teachers should be to help our students have a meaningful learning, where they are able to recall information for long periods of time; consequently, we should keep our students away from rote learning, which is easily forgotten.

- Doing exercises and activities based the Total Physical Response (TPR) method can help students and also teachers to get in the mood and be ready to begin the class, because the teacher and the students feel relaxed and happy; this will no doubt lead to a good learning environment.

- It is important to start explaining to children that games, songs, tongue twisters, rhyming tales, and other rhythmic elements are just a means of learning. Although they will not win the game or the competition, all of them are "winners" if they know more English at the end than they knew at the beginning.

- It is important to mention that, according to my own experience in this research, it is necessary to find out what children like doing, so we can try to incorporate these elements into our lesson plans and use them as teaching tools.

- It is necessary to do different activities in short periods of time while maintaining the same teaching objective, because, by changing the tasks and varying the pace of the lesson, children's attention will be held more easily.

- One of the best techniques is to keep focused on an activity, to show enthusiasm and build anticipation. If the teacher is involved, the children will be involved too.

- It is necessary to use word play, songs, chants and other rhythmic elements in our classes. These will not only get students out of their chairs but will also arouse their spirits, spark their interests, tickle their funny bones, exercise their vocal cords, and strengthen their command over the sounds and senses of English.

- It is a good idea for teachers to use rich input, e.g. songs, rhymes, rhyming tales, etc. which capture the natural rhythm of English. It is also a good idea to ask children to clap and move to follow the rhythm.

- The rhythmic elements which had the greatest impact on this group were rhyming videos, sings, and tongue twisters, even though children manifested that the latter were difficult for them. Anyway, they really enjoyed working with them.

4.3.- Suggestions for future research

- As this research has shown that rhythmic elements are an excellent tool to help children learn vocabulary (meaning and pronunciation), it would be a good idea to test how helpful these rhythmic elements can be in a content-based class. For example, there are some schools where subjects such as Science, or Environmental Education are taught in English. It would be a good idea that a research be carried out to find out how effective rhythmic elements in these kinds of classes are.

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ANNEXES

Annex 1

CHECKLIST

Teacher observation form.

Cross or check each item in the column that most clearly represents your evaluation.

4 excellent	3 above average	2 average	1 unsatisfactory	N/A not applicable

I.   PREPARATION

Degree to which…

1. The teacher was well-prepared and well organized in class.

    Comment: N/A   4   3   2   1

2. The lesson reviewed material and looked ahead to new material

    Comment: N/A   4   3   2   1

3. The prepared goals / objectives were apparent.

    Comment: N/A   4   3   2   1

II.   PRESENTATION

Degree to which…

1.   The class material was explained in an understandable way.

    Comment: N/A   4   3   2   1

2. The lesson was smooth, sequenced, and logical.

    Comment: N/A 4 3 2 1

3. The lesson was well-paced.

    Comment: N/A 4 3 2 1

4. Directions were clear and concise and students were able to carry them out.

    Comment: N/A 4 3 2 1

5. Material was presented at the student's level of comprehension.

    Comment: N/A 4 3 2 1

6. An appropriate percentage of the class was student production of the language.

    Comment: N/A 4 3 2 1

7. The teacher answered questions carefully and satisfactorily.

    Comment: N/A 4 3 2 1

8. The method/s was/were appropriate to the age and ability of students.

    Comment (what was the method applied):

                               N/A 4 3 2 1

9. The teacher showed an interest in, and enthusiasm for, the subject taught

    Comment: N/A 4 3 2 1

III.   EXECUTION / METHODS

1. There were balance and variety in activities during the lesson.

    Comment: N/A 4 3 2 1

2. The teacher was able to adapt to unanticipated situations.

    Comment: N/A 4 3 2 1

3. The material was reinforced.

    Comment: N/A 4 3 2 1

4. The teacher arranged the seating to see everybody clearly.

    Comment: N/A 4 3 2 1

5. The teacher knew students' names.

    Comment: N/A 4 3 2 1

6. The teacher positively reinforced the students.

    Comment: N/A 4 3 2 1

7. Students responses were effectively elicited (e.i. the order in which the students were called on)

 Comment: N/A 4 3 2 1

8. Examples and illustrations were used effectively.

 Comment: N/A 4 3 2 1

9. Instructional aids or resource material was used effectively.

 Comment: N/A 4 3 2 1

10. Drills were used and presented effectively.

 Comment: N/A 4 3 2 1

11. Appropriate error correction.

 Comment: N/A 4 3 2 1

IV. PERSONAL CHARACTERISTICS

1. Patience in eliciting responses.

 Comment   N/A 4 3 2 1

2. Clearly, tone, and audibility of voice.

 Comment   N/A 4 3 2 1

3. Personal appearance.

 Comment: N/A 4 3 2 1

4. Initiative, resourcefulness, and creativity.

 Comment: N/A 4 3 2 1

5. Pronunciation, intonation, fluency, and appropriate and acceptable use of language.

 Comment:

      N/A 4 3 2 1

V. TEACHER / STUDENTS INTERACTION

Degree to which…

1. Teacher encouraged and assured full students participation in class.

 Comment: N/A 4 3 2 1

2. The class felt free to participate and express their own ideas.

 Comment: N/A 4 3 2 1

3. The teacher was able to control and direct the class.

 Comment: N/A 4 3 2 1

4. The students were attentive and involved.

    Comment: N/A 4 3 2 1

5. The students were comfortable, motivated and relaxed, even during intense intellectual activity.

    Comment: N/A 4 3 2 1

6. The students were treated fairly, impartially, and with respect.

    Comment: N/A 4 3 2 1

7. The students were encouraged to do their best.

    Comment: N/A 4 3 2 1

8. The teacher was relaxed and matter-of-fact in voice and manner.

    Comment: N/A 4 3 2 1

9. The teacher was aware of individual and group needs.

    Comment: N/A 4 3 2 1

10. Digressions were used positively and over-used.

    Comment   N/A 4 3 2 1

Annex 2

INTERVIEW

1. What kind of didactic resources do you use?
2. Is there appropriate material for the grade and the age you teach available in our city?
3. Does the didactic material that you use include strategies to teach both pronunciation and meaning in English vocabulary?
4. What kind of extra material do you use to teach and practice vocabulary?
5. Do you consider it is necessary to teach vocabulary in use to children between the ages 5 and 8?
6. Do you think English vocabulary is important and should be included among the different language skills?
7. What techniques do you use in the teaching process?
8. What kind of evaluation tools do you use when referring to vocabulary?
9. What aspects of vocabulary do you evaluate?
10. What are the techniques that you use in the teaching / learning process?
11. What is the level of performance of your students?
12. Do you have any kind of problem for teaching vocabulary?
13. What are the skills with which the children have the most difficulty?
14. Which strategy you use in class has the greatest impact on the children?
15. Do you usually use songs, rhymes, tongue twisters, etc, as a teaching strategy?

Annex 3

PRE-TEST

RHYTHMIC ELEMENTS: A MOTIVATING STRATEGY TO TEACH
ENGLISH VOCABULARY
PRE-TEST

NAME:
CLASS: 1st grade "D"

1. Color the sofa in red, the dog in yellow, the cat in black, and the floor in orange.

2.- Put a cross on the apple, and color the cup cake in pink.

3.- Check the banana.

4.- Color the arm in green, the leg in red, the nose in blue, and the mouth in purple.

5.- Circle the similar picture

6.- Circle the smallest person in Davis's family

7.- Join the words to their opposites.

slow · long · right · cold

sick · open · old

young
shut
left
well
short
fast

8.- Circle the opposite one.

dirty	left	clean	light
fat	thin	new	old
heavy	bright	light	shut
short	new	open	long

9.- Match the columns to their opposites.

long — narrow

soft — short

wide — new

old — loud

10.- Match the opposite.

big — long

happy — thin

short — small

thick — sad

11.- Check the biggest one. Circle the smallest one.

12.- Check the picture with **3** jaguars?

13.- Put a cross on the ⚒ hammer if it is outside or circle it if it is inside the box

14.- How many flowers are there?

_____

15.- Listen to the teacher and join the characters with the balloons.

16.- Listen and circle the right answer.

Sample	Sample	Sample
a) crayon b) pencil c) rubber	a) crayon b) rubber c) pencil	a) pencil b) scissors c) rubber
Sample	Sample	Sample
a) scissors b) glue c) rubber	a) scissors b) ruler c) glue	a) glue b) ruler c) scissors

17.- Put a cross on the biggest person in Grace´s family
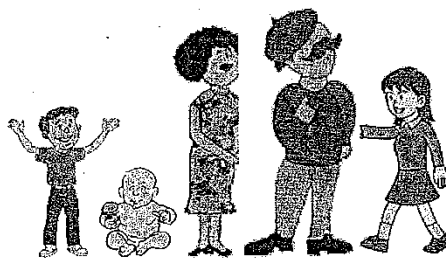
18.- Circle your favourite weather
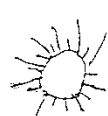
19.- Draw your family.

20.- Draw your favourite food.

Annex 4

LESSON PLANS

Lesson Plan 1

Topic: The parts of the human body.

Aim:

By the end of this lesson the students will be able to name the parts of the human body and also tell where they are in their bodies.

Language:

Head, hair, eye, nose, mouth, neck, back, stomach, legs, foot, feet, toes.

PLANNING STRATEGIES AND TECHNIQUES.

Warm up. (10 min.)

Where is my partner?

The teacher gives each student a card with a part of the body. She gives them a period of time and they have to find another student who has the same part they have and get together with him.

Pre-teaching. (5 min.)

The teacher starts the class questioning the different pair about the parts of the body to see how much they know about it; for example, the teacher touches her head and asks if the pair knows the name of it; she touches her nose, eyes, mouth, etc. and asks the different pairs if they know the name of those parts.

Presentation. (15 min)

The teacher shows the class a poster of the human body, and she tells the parts of it. She says each part with a rhyme, and also shows the correct pronunciation of each part. The students have to repeat what the teacher says.

(10 min.)

The teacher walks around the class saying the rhymes as she checks that the students are following her instructions.

Eg.   I have a nice red eye. I'm peeking in as I'm walking by.

If you are looking for my head, you will find it on the bed.

I am looking with my right eye that beautiful bright tie.

Once I had a bee buzzing on my knee.

Running on the snow, I broke my elbow.

Everybody knows we have ten toes.

I got to the south just asking with my mouth.

Practice. (5 min.)

The teacher shows the class some flash cards with some of the parts of the human body and the students have to tell aloud the names of these parts.

The teacher teaches a song about the parts of the human body (The hocky Pocky), and the students should take turns voluntarily to sing it adding new parts of the body to the song; they also dance while singing.

Song: "Hocky Pocky" (10 min.)

You put your arm here

You put your arm there

And do the hocky pocky

And shake it all around

That is what it's all about.

You put your leg here

You put your leg there

And do the hocky pocky

And shake it all around

That is what it's all about.

You put your … here

You put your … there

And do the hocky pocky

And shake it all around

That is what it's all about...

Production. (5 min.)

After that, they have to say the parts of the body and touch the person who is next to them in the appropriate place as the teacher calls their names. This activity should be done outside the class so they can feel in contact with nature.

The teacher asks students to describe the parts of their body, like how many fingers and toes they have, etc. How many legs they have and how long these are, what their eyes are for etc.

The teacher distributes some handouts to the children and they have to color the different parts of the human body according to the color she says.

Lesson Plan 2

Topic: The human body.

Aim:

By the end of this lesson the students will be able to name the parts of the human body and also tell where they are in their bodies.

Language: Head, hair, eye, nose, mouth, neck, back, stomach, legs, foot, feet, toes.

PLANNING STRATEGIES AND TECHNIQUES.

Warm up. (5 min.)

The teacher distributes a flyswatter to the students in groups of five each. The teacher sticks some pictures of the different parts of the human body on the board, such as nose, hand, eye, mouth.

The teacher says words that rhyme with the parts in the pictures and one student from each group has to run to the board and hit the picture that rhyme with the word said by the teacher. The group which has hit the most correct picture wins.

Rhyming words:

South (mouth),

toes (nose),

clear (ear),

tie (eye),

band (hand),

put (foot).

Pre-teaching. (10 min.)

The teacher and the students sing the song "Head and shoulders"

Song: "Head and shoulders"

Head and shoulders

knees and toes

Knees and toes

Head and shoulders

knees and toes

Knees and toes

Eyes and ears

And mouth and nose

Head and shoulders

knees and toes

Knees and toes

Presentation. (15 min.)

The teacher tells the class the tale "Marching feet;" as the students listen to the story, they have to act out what they listen.

Tale: "Marching Feet" by Rachel Mahood.

Follow me with marching feet

Round the corner, up the street.

Wave to people passing by.

Point to rainbows in the sky.

Find a puddle left by rain.

Jump across and back again.

Sway like flowers in the breeze.

Spread your wings like buzzing bees.

Stop and bounce your bouncing ball

Three times, up against the wall.

Scramble on your hands and knees

In and out among the trees.

Follow me to your front door.

Wipe your feet. You're home once more.

Practice. (15 min.)

The teacher gives some handouts that show a silhouette of a person to each group of five students; also, some magazines and scissors and glue are given them. The students have to find the different parts of the body in the magazine, cut them off, and stick them on the silhouette.

Production. (15 min.)

A representative from each group has to come to the front and tell the class the different parts of the body they found.

Lesson Plan 3

Topic: Animals

Aim:

By the end of this lesson the students will be able to name different animals and their baby animals.

Language:

Cat, kitten, dog, pup, deer, fawn, pig, piglet, horse, foal, cow, calf, rabbit, bunny, bird, chick, sheep, lamb, lion, cub, bear, goat, kid.

PLANNING STRATEGIES AND TECHNIQUES.

Warm up. (10 min.)

Teacher and the students sing the song "Itsy bitsy spider"

Song: "Itsy bitsy spider"

The itsy bitsy spider

Climbed up the waterspout

Down came the rain

And washed the spider out

Out came the sun

And dried up all the rain

So the itsy bitsy spider

Climbed up the spout again!

Pre-teaching. (5 min.)

The teacher imitates an animal onomatopoeia and the students have to guess which animal it is. This activity is done in groups, and the group who guesses more times wins.

Presentation. (15 min.)

The teacher tells the class the tale "Animal babies," and then they, as a class, review the different names of the animals and their babies.

Tale: "Animal babies" by Bobbie Hamsa.

A baby cat is a kitten.

A baby dog is a pup.

A baby deer is a fawn

Until it's all grown up.

A baby pig is a piglet.

A baby horse is a foal.

A baby cow is a calf.

Until she is one year old.

A baby rabbit is a bunny.

A baby bird is a chick.

A baby sheep is a lamb.

A baby beaver is a kit.

A baby lion is a cub.

A baby bear is, too.

 A baby goat is a kid

And so are you.

Practice. (15 min.)

The teacher gives students a sheet of paper including pictures of different animals and tells them to color the animals with certain colors, put crosses on some of them, and circle others.

Production. (15 min.)

The teacher gives the students a piece of green paper and gives instructions to fold the paper (origami) to have a frog. They have to say the name of the animal.

Then she gives other instructions to have a bird; the students have to say what animal it is.

Problem anticipation (10 min.)

The teacher distributes sheets of paper to the students and they have to draw an animal and color it; then they have to tell the class the name of the animal they draw and its baby animal.

LESSON PLAN 4

TOPIC: Animals

AIM.

By the end of this lesson the students will be able to name the different farm animals.

LANGUAGE.

Dog, pig, horse, cow, bird, chick, sheep, lamb , goat, kid, duck.

PLANNING STRATEGIES AND TECHNIQUES

WARM UP (15 min.)

Students make a circle with the chairs; one on them is with his eyes covered. All the others change places. The one with the covered eyes has to touch somebody and say "Roar lion roar". The other person roars like a lion. The child with the covered eyes has to guess who that person is. Then, change the animal "bark dog bark."

PRETEACHING. (5 min.)

The teacher gives each group of six students a set of cards with animals and their babies. Students have to take turns and stick the picture of the animal on the board when the teacher calls them aloud. The first student to stick the picture on the board wins a point. The group with the most points at the end wins.

PRESENTATION (15 min)

The teacher gives a piece of paper and some materials (cotton, fabric, some spices, markers, etc) to each group of students. With those materials they have to make an animal; after they have finished they have to tell the class what animal it is.

PRODUCTION. (15 min.)

The teacher gives the students a piece of paper with a poem about a dog; she reads them the poem and they have to color the dog according to what the poem says.

"My dog, Spot"
By Rodney Bennet.
I have a white dog
Whose name is Spot,
And he`s sometimes white
And he`s sometimes not.
but whether he`s white
or whether he`s not,
there`s a patch on his ear
That makes him Spot.
He has a tongue likes a be
That is long and pink,
And he lolls it out
When he wants to think.
He seems to think most
When the weather is hot
He`s a wise sort of dog,
Is my dog, Spot.
He likes a bone
And he likes ball,
But he doesn`t care
For a cat at all.
He waHe waHe waggggles his tail
And he knows what`s what,
So I´m glad that he`s my dog,

My dog, Spot.

PRODUCTION (10 min.)

The teacher distributes some materials for each group of students, and they have to decorate an animal in groups. After they have finished they will come to the front and explain the animal they decorated and why they chose that animal.

PROBLEM ANTICIPATION (5 min.)

TEN LITTLE CHICKS

Five eggs and five eggs, (Hold up 10 fingers)
That makes ten.
Sitting on top
Is the mother hen. (Cover one hand with the other.)

Crack, crack, crack, (clap three times)
What do I see?
Ten little chicks
As cute as can be! (Hold up ten fingers)

Lesson Plan 5

Topic: Food.

Aim:

By the end of this lesson the students will be able to name the food they like and dislike.

Language:

Pizza, carrot, apple, broccoli, eggs, ham, ice cream, banana, pear, cake, lolly pop.

PLANNING STRATEGIES AND TECHNIQUES

Warm up (5 min.)

The teacher hands out a piece of paper with different food drawings; students have to color the food they like.

Pre-teaching (5 min.)

The teacher asks the students about the kind of food they like and dislike, and the students talk about it as a whole class.

Presentation (25 min.)

The class watches a video "Green eggs and ham" taken from the stories written by Dr. Seuzz.

Practice (10 min.)

The teacher asks the students to answer these questions in groups of five.

- Who are the characters of the story?
- How does the character who keeps refusing to eat green eggs and ham feel?
- How do you know it?

(5 min.)

The teacher writes some words on the board, reads the words to the students and asks the students to say what these words have in common.

Cat	Door	Ham
Rat	Floor	Sam
Hat	Store	Am

Production (10 min.)

The teacher asks the students to work in groups and to draw their favorite food and tell the class about it.

Lesson Plan 6

Topic: Food

Aim:

By the end of this lesson the students will be able to name different kinds of food.

Language:

Apple, banana, orange juice, cup, dish, spoon, napkin, knife, bowl, bottle.

PLANNING STRATEGIES AND TECHNIQUES

Warm up (10 min.)

The teacher teaches the students a tongue twister, and they have to repeat it first as a class and then individually.

Chocolate chips cookies in a cupper coffee cup.

Pre-teaching (10 min.)

The teacher tells the class a story "Jamberry" by Bruce Degen.

One berry

Two berry

Pick me a blueberry

Hatberry

Shoeberry

In my conoeberry

Under the bridge

And over the dam

Looking for berries

Berries for jam

Strawberry ponies

Strawberry lambs

Dancing in meadows

Of strawberry jam

Trainberry

Tackberry

Clickety-clackberry

Raspberry

Jazzberry

Razzamatazzberry

Berryband

Merryband

Jamming in berryland

Presentation (10 min.)

The teacher gives each group of students a set of pictures of different kinds of food and their containers. The students in groups have to decide which of the containers corresponds to each kind of food. The first group that correctly matches all the food to their containers correctly wins.

Practice (10 min.)

The teacher gives a dish with different plastic food or a picture of a kind of food to each group of students. In the groups they have to talk and decide what ingredients of the food they have. After they finish, they have to tell the class what ingredients their food has.

Production (20 min.)

The teacher and the students prepare fruit salad and eat together.

Annex 5

JOURNALS

Journal 1

March 1, 2010.

I thought it was going to be uncomfortable for the three of us, the children, the English teacher and me to be in the class as a stranger looking at them, but the children did not react in an uncomfortable way. The teacher was really kind; she was confident about what she was doing.

She arrived and greeted the kids in English; they also answered in English. And she started her class by asking about the weather; some of them answered the questions, and all together started singing a song about the sun ("Mr. Sun")

Then she started showing some flash cards related to food to the children, who in my opinion, did not have anything to do with the weather.

She gave a piece of paper including some pictures related to food, and gave instructions to color some of the things on the paper with a specific color.

She finished the class with the song ("Good bye teacher")

Journal 2

March 8, 2010.

It was not really good. The students did not feel comfortable taking the test. They got bored while they were doing it. I had to stop after one hour and tell them that we would continue with it next time. They asked me a lot of questions about vocabulary.

Journal 3

March 15, 2010.

They did not like the test; when I arrived to the classroom and gave them the test, I could hear some of them saying "No, no that again." They asked me a lot of questions about the questions on the test. I think it was a difficult test for them, especially the questions where they had to match a picture to its opposite, or circle the similar or different picture.

Journal 4

March 22, 2010.

In my opinion, it was a good class; children knew some of the parts of the human body, but not all. They liked the activities I prepared for them, especially the song "Hockey Pockey" and the coloring activity. They were singing the song while they were coloring the picture of the human body without me asking them to sing. So I think it was a motivating activity.

Something I noticed they did not like was the rhyming activity. I guess it was because the rhymes were a little bit long, and the children did not have the necessary vocabulary to understand all of the rhymes, so they did not repeat the rhymes after me, and I felt they got bored with that activity.

I guess they enjoyed the class because they were asking me when I have to come back and teach them things again.

Journal 5

March 29, 2010.

The children really enjoyed this class; they liked the activity with the flyswatter, so they asked me to tell them more words in order to keep playing.

They already knew the song "Head and shoulders," so it was an easy activity because I did not have to teach them the lyrics of it, and they were laughing while singing. I could notice that the song motivated them to continue with the class.

For the tale, I think it was also nice for them because I mimed the activities in it. I had the students to make a train following me, so even though they did not know all the words in it, they could understand the activity because they also mimed them.

The silhouette activity, which was done in groups, was motivating because I noticed they were talking in each of the groups and discussing what picture to put in the silhouette. They really enjoyed going to the front to tell the class about their work.

Journal 6

April 5, 2010.

They already knew the song, but I could notice they did not like it really much; some of them said it was a song for babies, so not all of them sang it.

In the activity they had to guess the name of the animal by listening to the onomatopoeia. Some of them got also distracted so I did not do all the onomatopoeia I prepared, and I switched quickly to the next activity.

The tale about animals' babies was nice; they were asking me to repeat some of the names of the baby animals; they also asked me about their favorite animals which were not in the tale.

The last activity was the one they enjoyed the most. I gave them the instructions on how to fold a piece of paper, so they had to follow those instructions to get the frog. After we finished this activity, some of them got in a group and had a context to see which frog jumps higher and further.

Journal 7

April 19, 2010.

The first activity was nice; they enjoyed guessing who was roaring or barking, and also they moved a lot in the class. When I wanted to change the activity, they told me not to stop and to keep playing; we did so.

The poem about the dog was kind of long so they enjoyed it at the beginning, but after a while they got bored. They also liked the activity where they had to color the dog, and they were asking me to repeat what color they had to paint each part of the dog, so I noticed they liked that, but they did not understand the poem very well.

Something they really enjoyed that day was the activity they did in groups; they liked to decorate the animal. I noticed they were discussing about which animal to decorate, because not all of them wanted to decorate the same animal, so some of the groups voted to chose the animal, some others said they chose that animal because that was easy to draw and decorate.

Journal 8

April 26, 2010

They enjoyed talking about their favorite food, and the food they do not like; some of them just answered 'yuck' when I asked about things they do not like.

They really liked the video; they laughed a lot, and before we started the next activity they were talking to each other about it.

I could notice the video helped them a lot to understand the situations because, when I asked them some questions about the video, all of them knew the answers.

The activity about the rhymes was a bit complicated for them, because in English the same vowel has different pronunciations, so I had to read the words various times to help them understand.

They also enjoy drawing their favorite food; they said it made them feel hungry.

Journal 9

May 3, 2010.

The children got really excited about the tongue twister; all of them wanted to do it individually, but because of the lack of time just some of them could do it.

They also liked the tale because they saw the pictures of it and they were commenting in the groups about how funny the bear in the book looked.

They were laughing when I gave them the dish with the plastic food, and I can say they were interested in the activity since, when they did not know what ingredients they needed, they came to ask me how to say the word.

Something they really liked was the last activity. I asked them randomly to come to the front and give me an ingredient, open the bags, give the dishes to the rest of the children; all of them raissed their hands willing to participate.

Journal 10

May 10, 2010.

The students were really happy and excited at remembering all the things they had done during this period of time.

It seems they really like to watch videos, to sing songs, and activities which are outside the class.

Most of them liked the video. Just few of them remembered the tales I told them, so I guess it is better to make them act out rather than read things.

They said these activities were different from the ones they have in their regular classes; that is why they liked them a lot.

The activities we did during this period of time were games basically. They participated a lot, so I think it was different from the activities they normally do, as it is a traditional school in our city.

They also said the teacher´s attitude was nice and it helped them to participate in the class, thus they get more self confidence.

They were sad to say good bye, and asked me to come back to visit them again.

Journal 11

May 17, 2010.

I felt them more confident at taking the post-test than the pre-test. I think they know more answers now than in the pre-test.

The activities in which they had to read and the drawings were not really clear and caused them more trouble.

Journal 12

May 31, 2010.

They were very happy at the end; they gave me a drawing they did with their teacher about me and the things they enjoyed in my classes. After finishing the post test, I gave all of them a bar of chocolate. That was something they really liked, and they did not say "No, no that again." That was a relief for me.

Annex 6

VIDEO

Annex 7

REFLECTIVE ANALYSIS QUESTIONNAIRE

- ¿Qué actividad de todas las que hicimos durante el tiempo que trabajaron conmigo es la que más les gustó? Cantar, cuentos, video, trabalenguas, poema, seguir instrucciones (origami, receta de cocina)

- ¿Qué parte de su cuerpo fue la que más movieron cuando realizábamos todas estas actividades? (brazos, piernas, cabeza, cadera, hombros, boca, dedos, ojos.)

- ¿Qué actividad de todas las que hemos hechos creen que les ayudó a aprender más? (canciones, cuentos, video, trabalenguas, poemas, seguir instructiones/origami-receta, trabajar en grupo)

- ¿Cómo te gusta trabajar más?

- ¿Qué actividades de las que realizamos en clase les parecieron fáciles? (Canciones, cuentos, videos, trabalenguas, poemas, seguir instrucciones)

- ¿Qué actividad de las que realizamos en clase les pareció la más difícil? (Canciones, cuentos, videos, trabalenguas, poemas, seguir instrucciones)

Annex 8

POST-TEST

**RHYTHMIC ELEMENTS: A MOTIVATING STRATEGY TO TEACH
ENGLISH VOCABULARY**

POST-TEST

NAME:

CLASS: 1st grade "D"

1. Color the sofa in red, the dog in yellow, the cat in black, and the floor in orange.

2.- Put a cross on the apple, and color the cup cake in pink.

3.- Check the banana.

4.- Color the arm in green, the leg in red, the nose in blue, and the mouth in purple.

5.- Circle the similar picture

6.- Circle the smallest person in Davis's family

7.- Join the words to their opposites.

slow   long   right   cold

sick   open   old

young

shut

well

left

short

fast

8.- Circle the opposite one.

dirty	left	clean	light
fat	thin	new	old
heavy	bright	light	shut
short	new	open	long

9.- Match the columns to their opposites.

long   narrow

soft   short

wide   new

old   loud

10.- Match the opposite.

big   long

happy   thin

short   small

thick   sad

11.- Check the biggest one. Circle the smallest one.

12.- Check the picture with **3** jaguars?

13.- Put a cross on the ⬆ hammer if it is outside or circle it if it is inside the box

14.- How many flowers are there?

_____

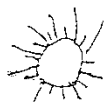15.- Listen to the teacher and join the characters with the balloons.

16.- Listen and circle the right answer.

Sample	Sample	Sample
a) crayon	a) crayon	a) pencil
b) pencil	b) rubber	b) scissors
c) rubber	c) pencil	c) rubber
Sample	Sample	Sample
a) scissors	a) scissors	a) glue
b) glue	b) ruler	b) ruler
c) rubber	c) glue	c) scissors

17.- Put a cross on the biggest person in Grace´s family

18.- Circle your favourite weather

19.- Draw your family.

20.- Draw your favourite food.