



UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

FACULTAD DE EDUCACIÓN

CARRERA DE EDUCACIÓN MENCIÓN INGLÉS

RESEARCH PROJECT:

**APPLICATION OF PEDAGOGICAL TECHNIQUES TO TEACH VOCABULARY
TO 3RD GRADE STUDENTS AT ESCUELA DE EDUCACIÓN BÁSICA
HUELLAS DE CONOCIMIENTO DURING THE SCHOOL YEAR 2017-2018**

PREVIO A LA OBTENCIÓN DEL TÍTULO DE:

**LICENCIADO EN LENGUA INGLESA MENCIÓN EN ENSEÑANZA Y
ADMINISTRACIÓN DE SISTEMAS EDUCATIVOS EN TEFL**

AUTHORS:

FERNANDO PATRICIO RIERA HERMIDA

EDGAR DAVID CHONILLO MALDONADO

TUTOR:

MSC. ROSY MERCEDES MENDOZA COBEÑA

GUAYAQUIL – ECUADOR

2018

CERFITIFACATE OF APROVAL

En mi calidad de Tutor de Proyecto de Investigación, nombrado por el Consejo Directivo de la Facultad de Educación- Carrera de Ciencias de la Educación mención Inglés

CERTIFICO

Yo **MSC. ROSY MERCEDES MENDOZA COBEÑA**, certifico que el Proyecto de investigación sobre el tema “**APPLICATION OF PEDAGOGICAL TECHNIQUES TO TEACH VOCABULARY TO 3RD GRADE STUDENTS AT ESCUELA DE EDUCACIÓN BÁSICA HUELLAS DE CONOCIMIENTO DURING THE SCHOOL YEAR 2017-2018**”, ha sido elaborado por los señores **Fernando Patricio Riera Hermida** y **Edgar David Chonillo Maldonado** bajo mi tutoría y que el mismo reúne los requisitos para ser defendido ante el tribunal examinador, que se designe al efecto.

DECLARACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS DE AUTOR

DECLARACIÓN DE AUTORÍA

Nosotros, **Fernando Patricio Riera Hermida** con número de cédula de ciudadanía No.**0928471846**, y **Edgar David Chonillo Maldonado** con número de cédula de ciudadanía No.**0931243026**, en calidad de autores, declaramos bajo juramento que la autoría del presente trabajo nos corresponde totalmente y nos responsabilizamos de los criterios y opiniones que el mismo se declara, como producto de la investigación que se ha realizado.

Que somos los únicos autores de trabajo de proyecto de investigación: **“APPLICATION OF PEDAGOGICAL TECHNIQUES TO TEACH VOCABULARY TO 3RD GRADE STUDENTS AT ESCUELA DE EDUCACIÓN BÁSICA HUELLAS DE CONOCIMIENTO DURING THE SCHOOL YEAR 2017-2018”**

Que el perfil del proyecto es de nuestra autoría, y que en su formulación se ha respetado las normas legales y reglamentarias pertinentes, previa a la obtención del título de **“Licenciado En Lengua Inglesa Mención En Enseñanza Y Administración De Sistemas Educativos En TEFL”**, de la facultad de Educación- Carrera de Ciencias de la Educación mención Inglés de la Universidad Laica Vicente Rocafuerte de Guayaquil.

ACKNOWLEDEMENT

We would like to thank our families who always support us during this career and gave us all the help that we needed. My friends who always understood the importance of our studies and never took us away from their meetings.

Special thanks to our advisor Rosy Mendoza, for all her patient at the moment she guided us in this process. To Jeanette Mora, Cristina Vizcaino, Mario Mejia, Pedro Alvarado, and all the teachers who shared their amazing knowledge with us, and made us to be a better professionals.

Thanks to our mothers, who always trusts in us, and inspires us to be better persons every day.

DEDICATION

I dedicate this research project to:

JEHOVAH, the only God that exists and can make everything possible.

My dear mother, the woman that always gives me her support and helps me to be a better person.

My aunts and uncle who always believe in me, and encourage me to study to be an English teacher.

To my students, who inspire me every day to make a better job and be more responsible in life.

Fernando Riera H.

I am very thankful first to God, then my parents, Sandra Maldonado and Edgar Chonillo to have being a big support at any time in my life being a guide to succeed in my formation as a human being. Remarkable thanks to my teachers along my career studying to become a good English teacher for our society at any aspect. It is also very important to mention that this step could not be taken without love and support that Sahara Chonillo and Andrea Chacon inspired on me to get my degree and continue forming myself and getting more experience and knowledge on this, more than a career, my passion and vocation, giving the best from me to teach anybody who need it leaving a vestige on their long-life memory of a good and useful teaching.

David Chonillo M.

TABLE OF CONTENT

TITLE PAGE	i
CERFITIFACATE OF APROVAL	ii
DECLARACION DE AUTORÍA Y CESION DE DERECHOS DE AUTOR	
DECLARACION DE AUTORIA	iii
ACKNOWLEDEMENT	iv
DEDICATION	v
LIST OF TABLES	ix
LIST OF FIGURES	xi
ABSTRACT	xiii
INTRODUCTION.....	1
1. STUDY APPROACH	2
1.1. Background of the Problem	2
1.2. Statement of the problem.....	4
1.3. Systematization of the Problem	4
1.4. Broad Objective	5
1.5. Specific Objectives	5
1.6. Significance or Rationale of the Study	5
1.7. Scope and Delimitation of the Study	9
1.8. Hypothetical Approach.....	10
1.8.1 Hypothesis.	10
1.9. Identification of Variables	10
1.9.1. Dependent Variable: Teaching vocabulary.....	10
1.9.1. Independent Variable: Pedagogical Techniques.....	10
1.10. Operationalization of Variables.....	11

2.	RESEARCH THEORETICAL FOUNDATIONS.....	13
2.1.	Literature Review	13
2.2.	Theoretical Framework.....	14
	2.2.1. Physical Response.....	17
	2.2.2. Visual.....	21
	2.2.3. Musical.....	24
2.3.	Legal Framework.....	27
2.4.	Conceptual Framework.....	28
3.	RESEARCH METHODOLOGY	32
3.1.	Type of Research Description	32
3.2.	Methods, Techniques and Research Instruments.....	32
	3.2.1. Teachers' information.....	34
	3.2.2. Class Observation.....	34
	3.2.3. Surveys.....	34
	3.2.4. Pre-test and post-test.....	35
	3.2.5. Class activities.....	35
3.3.	Research Population and Sample.....	35
3.4.	Sources, Resources and Timeline	36
	3.4.1. Sources.....	36
	3.4.2. Resources and Category.....	38
	3.4.3. Timeline.....	38
3.5.	Processing, Presentation, Analysis and Results.....	40
	3.5.1. Class Observation.....	73
	3.5.2. Surveys.....	73
	3.5.3. Pre- test and post-test.....	73

3.5.4.	Class activities.....	74
3.6.	Preliminary Conclusions.....	74
4.	PROPOSED PROJECT PLAN.....	75
4.1.	Title.....	75
4.2.	Justification.....	75
4.3.	Objectives	76
4.3.1.	Broad Objective.....	76
4.3.2.	Specific Objectives.....	76
4.4.	Content Framework of the Proposed Project Plan.....	77
4.5.	The Proposed Project Plan.....	79
4.6.	Validation of the Proposed Project Plan.....	85
4.7.	Impact / Benefits of the proposed project plan.....	88
	FINAL CONCLUSION	89
	RECOMMENDATIONS	90
	BIBLIOGRAPHIC REFERENCES.....	91
	ANNEXES	1

LIST OF TABLES

Tabla 1. Dependent Variable.....	11
Tabla 2. Independent Variable	12
Tabla 3. Strategies for teaching.....	16
Tabla 4. Sources	37
Tabla 5. Resources	37
Tabla 6. Resources and Category	38
Tabla 7. Timeline	39
Tabla 8. Did you like the way your teacher taught you vocabulary in 2nd grade?	40
Tabla 9. Do you feel comfortable when your teacher speaks in English?	41
Tabla 10. Do you like when your English teachers speak in English?	42
Tabla 11. Do you know many words in English?	43
Tabla 12. Would you like to learn English?.....	44
Tabla 13. Would you like to talk in English to your English teachers?.....	45
Tabla 14. Would you like to talk in English to your classmates?	46
Tabla 15. Would you like to have an English teacher that teaches you in a funny way? ...	47
Tabla 16. Would you like to see things and name them in English?	48
Tabla 17. Did you enjoy this survey?.....	49
Tabla 18. Would you like to play while you are studying?.....	50
Tabla 19. Would you like to learn some words in English while you are studying?	51
Tabla 20. Would you like not to be sitting down all the time repeating the vocabulary to learn it?.....	52
Tabla 21. Would you like to say words in English while you are doing some actions?	53
Tabla 22. Would you like that your English teacher takes you to the schoolyard to teach you vocabulary while you are roll playing it?	54

Tabla 23. Did you enjoy this survey?.....	55
Tabla 24. Do you like to watch T.V., videos, or the pictures that are in the books?	56
Tabla 25. Do you remember the last picture you saw?	57
Tabla 26. Have you watched movies or videos in English?.....	58
Tabla 27. Would you like to understand the movies or videos that you see in English?	59
Tabla 28. Would you like to learn English trough pictures or videos?	60
Tabla 29. Did you enjoy this survey?.....	61
Tabla 30. Look at the pictures and draw what you remember over their names.....	62
Tabla 31. Extra Activity. Instruction 1	63
Tabla 32. Do you like to listen to English music?	64
Tabla 33. Do you like to sing your favorite English songs?	65
Tabla 34. Would you like to understand the English songs you listen to?.....	66
Tabla 35. Would you like to Watch English movies such as “The Beauty and The Beast” and understand what the characters in the movie say?.....	67
Tabla 36. Would you like to learn English through English songs?	68
Tabla 37. Did you enjoy this survey?.....	69
Tabla 38. Listen to the song “My Strange Family” and match the blank spaces with the pictures	70
Tabla 39. A three questions vocabulary pre-test	71
Tabla 40. Post Test	72
Tabla 41. Common Visual Techniques	82

LIST OF FIGURES

Figure 1. Did you like the way your teacher taught you vocabulary in 2nd grade?.....	40
Figure 2. Do you feel comfortable when your teacher speaks in English?.....	41
Figure 3. Do you like when your English teachers speak in English?	42
Figure 4. Do you know many words in English?.....	43
Figure 5. Would you like to learn English?	44
Figure 6. Would you like to learn English?	45
Figure 7. Would you like to talk in English to your classmates?.....	46
Figure 8. Would you like to talk in English to your classmates?.....	47
Figure 9. Would you like to see things and name them in English?	48
Figure 10. Did you enjoy this survey?	49
Figure 11. Would you like to play while you are studying?	50
Figure 12. Would you like to learn some words in English while you are studying?.....	51
Figure 13. Would you like not to be sitting down all the time repeating the vocabulary to learn it?.....	52
Figure 14. Would you like to say words in English while you are doing some actions?....	53
Figure 15. Would you like that your English teacher takes you to the schoolyard to teach you vocabulary while you are roll playing it?.....	54
Figure 16. Did you enjoy this survey?	55
Figure 17. Do you like to watch T.V., videos, or the pictures that are in the books?.....	56
Figure 18. Do you remember the last picture you saw?.....	57
Figure 19. Have you watched movies or videos in English?	58
Figure 20. Would you like to understand the movies or videos that you see in English? ..	59
Figure 21. Would you like to learn English trough pictures or videos?.....	60
Figure 22. Did you enjoy this survey?	61

Figure 23. Look at the pictures and draw what you remember over their names	62
Figure 24. Extra Activity. Instruction <i>I</i>	63
Figure 25. Do you like to listen to English music?	64
Figure 26. Do you like to sing your favorite English songs?	65
Figure 27. Would you like to understand the English songs you listen to?	66
Figure 28. Would you like to Watch English movies such as “The Beauty and The Beast” and understand what the characters in the movie say?	67
Figure 29. Would you like to learn English through English songs?	68
Figure 30. Did you enjoy this survey?	69
Figure 31. Listen to the song “My Strange Family” and match the blank spaces with the pictures	70
Figure 32. A three questions vocabulary pre-test	71
Figure 33. post-test	72

ABSTRACT

Learning vocabulary is the key to learn a new language, and students who are around seven years old need to be taught in a way they could enjoy the subject to improve their learning process. The use of pedagogical techniques such as; physical response, visuals, and musical seems to be the most appropriated way to make kids who are in third grade to learn vocabulary in English because when students enjoy learning, and they feel comfortable, they have intrinsic motivation, and it makes them to feel more confident to participate more and acquire the relevant information in classes during their English education. Even when the students make mistakes, but they are corrected carefully, the students would take in consideration that learning a new language is a way of having fun and making mistakes. English is one of the most important languages in the world, and for that reason it is studied in many countries. The students who took part in this research project not only improve and learn English vocabulary, they also realized the importance of leaning the language, how it could be applied in real life situations, and how learning new English words would help them to improve their basic language skills such as reading, listening, speaking, and writing.

Keywords: learning vocabulary, learning process, pedagogical techniques, basic language skills.

INTRODUCTION

Teaching English is one controversial topic in Education because every teacher uses his own methods and approaches in order to teach their students. Many teachers focus their classes on grammar, listening, or reading, but they do not realize the importance that learning vocabulary has in their students when they are studying another language. Teaching English to kids seems to be very easy, but the truth is that to work with kids, teachers must know pedagogy to apply the most appropriated techniques in order to make students to learn and improve their English. The students at “Escuela de Educación Básica Huellas de Conocimiento”, who are in third grade used to have problems to learn the vocabulary that they have to study during their school period, but with the application of the correct pedagogical techniques, the students learn and understand the English vocabulary helping them not only to get English words, what it is more, once they improve their vocabulary ,they would understand the subject realizing the benefits of understanding another language.

1. STUDY APPROACH

1.1. Background of the Problem

The vast majority of the English teachers know that teaching this language to little kids, is a matter of having fun while students are learning. This is because little kids like to play, and if the appropriate techniques are found in order to teach English to little kids, it could be visible how students will improve their English. It's evident that in the past, English teachers always taught grammar patterns, and students were so good at doing sentence exercises, but they could not express themselves in English, and it was because they did not know vocabulary, students think their brain was learning it in a technical way according to the different survey that were taken. What is always wanted is to learn new words in English, but teachers did not teach vocabulary through songs, role plays, and with real objects. For instance, if a group of students was learning about a picnic day, the teacher did not use to apply the correct techniques for students to learn the new words. "The only normal way to begin speaking a new language is to begin speaking badly" (Thompson, 2016). It is really certain because when a group of students start to learn English, they as young students did not remember the grammar patterns learnt from school. As a result, they just use the words that could be learnt and tried to express in English as good as they could.

As kids have lots of energy, when they are really involved in something, they could surprise you learning something so fast and always ready to learn more. It was said that "What we learn with pleasure, we never forget" (Mercier, 2010) and that is what is expected to do with students, to teach students vocabulary which could be helpful for them, and at the same time make them to have intrinsic motivation feeling well when they have communication among them in the new language, in this case English.

People must never doubt that kids are like sponges, they can absorb everything, especially when they have the necessity to say or do something. It is curious to know why some students feel negative when they have to study new words in English. “7-year-olds are moving into the beginning of a new one” (Kathleen, 2012). When third grade students are taught, it is tended to be used to teach students more vocabulary than anything, students used words they learn from the teacher, they formed sentences and tried to express themselves. Of course, they had a lot of mistakes when they were speaking, but teachers must know that it was just a matter of practice. “The English language is a work in process, have fun with it” (Culver, 2017). During outdoor activities, students learnt new words while they were doing it. As an example, when the teacher said “Jump rope” all the students took their rope and started to do the activity and said “teacher, look, jump rope”, because they only had learned vocabulary. For that reason, they often express themselves without grammar patterns, so an idea came out that one day it will be wanted to prove that learning vocabulary, rather than other skills, it is very important because students could express themselves when they already know the meaning of words in English, besides they did not know how to pronounce them in the correct way. It is also believed that it is very important to start teaching vocabulary that enables students to express themselves, because then the next language skills would come naturally.

Learning vocabulary could be the easiest way to start learning English if the correct pedagogical techniques are applied. This research is expected to demonstrate that knowing vocabulary is the base of learning a new language. It is also expected to try to find a solution for fourth grade students at Huellas de Conocimiento School who

find it so difficult to learn new words because they think that learning vocabulary is a matter of repetition and translation, which for teachers, it is not true.

It is believed that if students are involved in the process and a teacher can make them realize the importance of learning new words in English, they would acquire English in a fun and natural way. In a future with a little help they could acquire more vocabulary naturally. This could help them learn the rest of the skills in an inductive way to learn English.

1.2. Statement of the problem

What are the effects of the application of pedagogical techniques on third grade students while they are learning new words in English?

1.3. Systematization of the Problem

Are the teachers qualified to adapt pedagogical techniques to the English curriculum?

Do teachers have time enough with the students to apply all the techniques without interrupting their annual plan?

Do teachers have all the materials or spaces at school to apply the techniques?

Would teachers take in consideration that they have to work other skills such as grammar, listening, and speaking?

Would the teachers change their approaches to teach the students?

1.4. Broad Objective

To discover which pedagogical techniques are the most suitable to third grade students in order to help them learn new vocabulary in an easy, funny, effective, and meaningful way.

1.5. Specific Objectives

By the end of the application of this research project, third grade students will be better able:

- To make use of a plenty set of words they will have as their own vocabulary in order to communicate using the English language.
- To apply new vocabulary words in their daily life, so students will keep those words in their long-life memory.
- To compare the way they were taught in previous scholastic years, to the way they were taught during the development of the research project.

1.6. Significance or Rationale of the Study

The majority of the time, when an English teacher goes inside a classroom, especially in the lower grades such as second or third grade, he asks himself “Why is it so difficult for students to communicate in English when they have studied the subject since they were in kindergarten?” When a teacher has some years teaching, and they could have noticed that when students go to fourth grade, they have some problem to learn the new vocabulary, and that is due to the use of some old methods to teach vocabulary from other teachers in the previous levels. When students are in fourth grade, and they

start to study “Wh” questions, they find it so difficult because they have problems to recognize new words. It is known that in order to learn English, it is so important to get new words every day or get new vocabulary in all the units that have to be studied in books or the material that are accessible. As it was said before, it is expected to know why lots of students find it so difficult to learn the new words when they start fourth grade.

This year was decided to teach English in third grade to try to find the reason why students have some difficulties to express themselves with new words when go into the next grade. The classroom that has been chosen to develop this research project has twenty-two kids who enjoy playing sports in P.E., making plays in Literature, and do experiments in Science, but they find it so boring to learn a new language. It has been noticed that all time they have English, they started moaning and said “English is boring”, “English is difficult”, “We do not like English”, and they keep those thoughts when they go to fourth grade. But when the students continue to fifth or sixth grade, they start to enjoy the subject. For that reason, it has been decided to analyze the reasons why third grade students dislike the subject or find it too difficult.

According to Plato “All that we know as study, it is just to remember, and to remember something, you must enjoy doing it”. During the first term of classes, students were tended to be taught using interesting teaching techniques that would be useful for them to start to enjoy learning English. The first thing taught to them, was the welcome song, and while they were singing the song, they had to role-play what they were saying. At first, they were just sitting down without roleplaying, and this was a bit contradictory, according to the following: “Kids enjoy singing at the age of seven, and

they like to imitate singers at the age of eight” (Raspel, 2012). Thus, it was decided to get involved together with them in the class, instead of just telling them what to do.

Third grade students are kids around seven years old. According to Maria Montessori “Students from six to twelve years old understand the world around them, how things work and why”, and that is because they feel the necessity to communicate with others, especially with people they love. “Kids do not learn from people they do not like” (Pierson, 2013).

When a song with a role-play was introduced to students at third grade, the students started to like and pay more attention to the class. “Tell me and I forget, Teach me and I remember, Involve me and I learn” (Franklin). The kids were responding good to the subject, some of them were still too shy, because they do not pronounce good some words, or some of them could only said the words while they singing. As consequence, it was decided to apply some techniques in order to remember the colors, but the biggest problem that had taken place was that the students did not say a word in English while they were not singing or dancing. It was thought that Montessori’s theory was very interesting because the kids started to like the subject but it was still too difficult for them to learn new words.

Everybody may know that kids at the age of seven are very active and they like to think they are independent. Teacher must know that even if a student did not speak English very well, he could understand what the teacher said if he knew the vocabulary used during the class. Julio Iglesias said in one of his concerts “Sometimes people have a difficult time understanding my English”, but in one interview he said “I do not use grammar structures to talk, but people understand what I said because I learned some words from the lyrics of my songs”. When students were remembering the colors,

they were also remained one color each day, and it was noticeable that they used translation to recognize them. It was evident when they said “Red es Rojo” or “Yellow es Amarillo”.

They used the translation method which it is sometimes good, but it is thought that it could be not useful when little kids want to express themselves in English or when they start to use some phrases in a language they do not know.

It could be that you ever wonder why it is so important to take your time trying to know your students to find the best way to teach them before you start applying the curriculum. With this research project, it is expected to know the reason why every time a group of students is received in fourth grade, they find so boring and difficult to learn the new words or the vocabulary from the unit.

For that reason, it was decided that the year in which this research project takes place, third grade will be the chosen one in order to find a solution for the problem because if it worked, it could be applied to lower grades too. “Teachers who love teaching, teach children to love learning” that is an American proverb that was told many years ago by an English teacher that gave a seminary, who made every attender thinking the reason why they have chosen this career, and it was because it is wanted to teach students to be successful and enjoy learning new languages.

The reason this research project was chosen lays in the use of incorrect techniques that are affecting the students’ learning process, and finding the most effective pedagogical techniques that would help students to improve their vocabulary getting new words while they are having fun studying English, and those techniques would make to

students to acquire the other skills. Such as; speaking, listening, writing and reading naturally.

1.7. Scope and Delimitation of the Study

This research is conducted to show the use of specific techniques to teach vocabulary to third grade students at Huellas de Conocimiento School. Huellas de Conocimiento is a school that is located in Milagro. (See Appendix __ for the image with the school's location). This school is behind the stadium and near the river. It looks like a big house with some rooms where teachers give their classes. It has a big yard and some green spaces where students can play and work. The school has a lab where students go and watch videos in some English classes. It also has a library when students could go and read some English books that are divided by ages or levels. Some grades have projectors which are very useful when the English teachers want to explain some words with images or want to practice listening. All the classrooms have posters on the walls and real objects which lead the teachers to work with realia when they are teaching vocabulary.

Techniques such and physical response, visual, and musical will be applied in order that students feel more confident at the moment they want to express themselves in English. The aim of this research is to find out the positive effect that the applications of the pedagogical techniques that were mentioned before have in 3rd grade students, and how these techniques would let the students to enjoy the subject while they are studying.

1.8. Hypothetical Approach

1.8.1 Hypothesis.

The application of the correct pedagogical techniques could be effective to teach vocabulary to third grade students at Huellas de Conocimiento School

1.9. Identification of Variables

1.9.1. Dependent Variable: Teaching vocabulary.

This term refers to introduce new words when teaching a new language in order to make the learner communicate better among people that use that second language.

1.9.1. Independent Variable: Pedagogical Techniques.

This refers to the different methods used to introduce a certain topic to learners in order to make them experience a meaningful acquisition of knowledge when studying a second language.

1.10. Operationalization of Variables

DEPENDENT VARIABLE: TEACHING VOCABULARY

CONCEPTUAL DEFINITION	OPERATIONAL DEFINITION	DIMENSIONS	INDICATORS	INSTRUMENTS
Vocabulary refers to all the <u>words</u> of a <u>language</u> , or to the words used by a particular person or group	Vocabulary is the use of words that let students to learn English.	<p>Language skills:</p> <ul style="list-style-type: none"> · Listening · Reading · Speaking · Writing <p>Intrinsic motivation (It refers to the positive impact that the students have when they can manage something. According to Griggs, R. A. (2010), it refers to behavior that is driven by internal rewards)</p>	<ul style="list-style-type: none"> · Acquire new words in English · Ability to communicate effectively · Confidence to maintain a basic conversation 	<ul style="list-style-type: none"> · Videos · Songs · Flashcards · Realia · The school itself

Tabla 1. Dependent Variable

INDEPENDENT VARIABLE: PEDAGOGICAL TECHNIQUES

CONCEPTUAL DEFINITION	OPERATIONAL DEFINITION	DIMENSIONS	INDICATORS	INSTRUMENTS
<p><i>It is a well-defined educational procedure used to accomplish and specific activity or task</i></p>	<p>The sets of activities that are going to be implemented in order to enable students learn new words in English.</p>	<ul style="list-style-type: none"> · Physical response: The use of the body to execute an activity. · Visual: The use of resources that can be seen by people. · Musical: the use of songs, music, chants or rhythm to learn new things. 	<ul style="list-style-type: none"> · Students' performance in class · Successful classroom activities. 	<ul style="list-style-type: none"> · Students surveys · Class observation

Tabla 2. Independent Variable

2. RESEARCH THEORETICAL FOUNDATIONS

2.1. Literature Review

Vocabulary could be defined as a set of words that are used in a language. “While without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (Wilkins, 1972). It means that people who are learning English should worry more about learning new words instead of grammar because if the words are known, grammatical sentences could be made. Talking about vocabulary is not only about words, it can also refer to the group of words that are used to say something. As it was said, “learners carry around dictionaries and not grammar books” (Schmitt, 2010), this is so certain because students are always trying to understand what a word means to develop activities in English. Teachers must know that when teaching vocabulary, they have to aim in three aspects: the form, which means how the words are pronounced, spelled, and their inflections (suffixes, prefixes). The meaning, it refers to what the word means and it is also related with the form. The use refers to the grammatical functions that the words have. For example, when teachers are teaching new words in English, they should take in consideration to explain them to their students. Vocabulary has not had a specific meaning, but all people know that it refers to the list or words or phrases that are used in language, even if it is spoken or written.

Students feel identified with the new vocabulary they learn in such a way that they even try to use it in their everyday activities. For example, while talking to their friends, talking to the teacher, or playing using the new vocabulary that they acquired. Therefore, teachers must go through the best methods to make students have a real and meaningful comprehension of new vocabulary they will be taught.

A research project done by Prashant Subhash Mothe, shows that he explains about innovative ways for teaching vocabulary, and he states that “Teaching vocabulary in context, combining vocabulary with reading and writing activities, and providing the students with different lexical information about the words under study enhanced children and adult students' vocabulary” (Mothe, 2006). One thing is certain, students get more familiar with vocabulary teaching while it is taught by context, with creative activities that make them feel better and acquire new words for them to speak in the best way.

2.2. Theoretical Framework

Teaching vocabulary is doubtless one of the most important elements in learning a new language, because even if you cannot express yourself in a correct way due to grammar structure, people can understand or get the main idea of what are you saying just because they can listen to your extensive vocabulary. Besides there is a vast variety of theories about teaching vocabulary to young learners, you have to be very careful while choosing the best method or technique to teach your students. You have to be aware on what you are going to apply, how this technique is going to develop your students' vocabulary acquisition, and which of them is going to fit better on your students' necessities.

A list published in a blog done by Lisa Van Gemert, shows on details some strategies to teach vocabulary to young learners, how it works and it the way they could be applied. One of those techniques to be considered is the EASE method. This method tends to apply new vocabulary words in as many ambits as possible. EASE method talks about enunciate, associate, synthesise and emphasize.

In this process of learning, students get a complete abstract concept of the new vocabulary as well as they do while learning new vocabulary on their native language. One of the other techniques that Lisa Van Gemert mentions on her blog is “asking question” method.

“Students learn the vocabulary best when teachers actually integrate questioning and discussion into lessons, rather than just defining them” (Gemert, 2017). Something that has been agreed is that one of the best ways to learn any topic is through questioning and making discussions about the topic to be learnt. This technique gives teachers the facility to ask questions such as “What other words do you know that are similar to this word?”, “Do you recognize any of the parts of this word?”, and even teachers can play with synonyms and antonyms in order to make sure students clearly know the meaning of each word, that they can use it, and that it is easy for them to recognize words in any situation.

Strategies for teaching vocabulary by Lisa Van Germet	
Exposure rates matter	This talks about repetition of vocabulary over and over in order to make students gain more word knowledge.
Define the words while reading	It is really important, and also works better, to practice pronunciation of new words.
Tiered words: Vocab in the core	This model developed by Isabelle Beck in <i>Bringing Words to Life</i> divide words into three tiers and they go from everyday words to specific technical area words.
Ask questions	It works when teachers integrate questioning and discussion in order to make them produce in a better way. You can use questions such as <i>What other words do you think are similar to this word? Do you recognize any of the parts of this word?</i>
The four components	As Michael Graves states, there are four components of an

	effective vocabulary components: Teach individual words, provide rich and varied language experiences, teach word-learning strategies, and foster word consciousness.
Self-assessment	This is very useful to make students realize the importance of what they have learnt during a session using rubrics as a self-assessment test, but this includes no judges.
EASE method	This method is in charged to make a deep deduction in the vocabulary words that students are going to acquire. Here, students will Enunciate, Associate, Synthesize, Emphasize
Six step model of vocabulary introduction	This six steps model goes from when the teacher starts introducing new vocabulary words, then the teacher explains the words for a better comprehension. In the next step students will create a symbolic representation or a picture about the word, so then you can use this to make your students a deeper analysis. Then students proceed to discuss new words using pair or group share, so finally in the last step, they are able to apply these new words in role plays or games just to review vocabulary.
Dictionaries	Even though this is sometimes not so usual and helpful, students can use it to go further in context or words for looking some curiosities such as synonyms, antonyms, meaning and even good for pronunciation due to the phonetic transcription.

Tabla 3. Strategies for teaching

2.2.1. Physical Response.

It is certain that most of the teachers have asked themselves why some students find so difficult to learn new vocabulary. Many teachers believe that teaching vocabulary is a matter of memorization or repetition that at the same time could be boring for some students, especially for the ones who are little kids or the ones who begin to study a new language like English as a new subject. Some studies show that one of the most effective way to teach vocabulary is using the Total Physical Response Method because it enables the kids to learn by using the body movements and also to have fun developing the activities or the commands they follow in order to acquire new vocabulary.

The Total Physical Response Method was created by Dr. James J Asher. He believes that children start to learn when they start to follow their parent's instructions in the mother's tongue. Dr. James J Asher said "Children have the ability to understand when their parents give them commands, even when they do not speak, they can decode the message and act out the action". He also says that "Children can learn for many years by acting out the order and after some time they could reproduce the sounds, and they can communicate using some words that they have listened to for a long time" (Asher, 2004). It is necessary to remember that toddlers develop their gross motor by acting out the commands or the words that they listen to. A clear example is when their parents say "Look at that car" or "Come here", they use their body to do the action. This is the reason why this method is being very common in some schools, especially in the ones that believe that students learn by using their body even when they are not able to speak any language.

Many students believe that learning vocabulary is very difficult, especially those who are in lower grades, and it is because some teachers use repetitions, drills or just memory techniques in order to teach new words, but what could it happen if teachers make students apply every day the vocabulary that is expected to be learnt? Some researchers say that this method not only engages the energies of students, what it is more that teachers create memorable meaning through movement. For instance, when students are in kindergarten they cannot say some words in English; they could not say “board” or “swings”, but if you use The Physical Response Method, you can tell them to touch the board, they would do, or if you tell them to go to the swings, they also would do. Many teachers use old methods to introduce new vocabulary because they think students would have to learn as they learned, but those methods could be found boring by the students, and they may not show interest in learning new words because they would think learning English would be almost impossible.

English is a subject that all institutions were obligated to introduce in their curriculum since the school period 2017- 2018. English teachers must know that the one of the first things that has to be done is that introducing English as a subject to students is to teach them vocabulary, because the skills like reading, listening, writing, speaking are being learned when the students recognize or they are familiarized with some words that make them to understand English. Even, when teachers teach grammar, it is recommendable that the students know some words in English in order to understand the use of the pattern and function of the structure. “One of the most effective way to teach grammar is when students discovered the grammar themselves (Inductive Approach)” (Bress, 2015), and could be only if they recognize the words that are in the sentences or in the exercises”. He also said that little kids enjoy learning grammar

structures when they understand the vocabulary of the exercises provided by the teachers. It gives the idea that vocabulary could be the base of learning a new language, in this case; English. Many institutions were asked to teach dancing in P.E. because some pedagogics think that moving your body would let your brain work in a better way. Thus, now that English is a subject that has to be taught in schools, it is strongly recommendable to try to use the Physical Response Method to introduce new vocabulary, especially to little kids, those kids that enjoy learning while they are playing.

Have you ever thought why many children change their interests at the age of 6 to 8? Some studies show that at those ages the students feel the necessity to communicate and share experiences with others. According to the Division of Human Development, National Center for Birth Defects and Developmental Disabilities, children at the age of 7 want to express their ideas, and they want to share with others what they have learned, thinking less in sharing their ideas orally and thinking more in showing how clever they are in doing some activities. It allows to think that the method that was previously mentioned could be very useful especially when students are in 3rd grade because they could practice their English while they are doing an activity. For example, if they are playing soccer and one student says to other “Hey! Catch the ball”, the other student immediately would do the action and respond with other actions like running. Consequently, as they are playing with a ball, they would practice the vocabulary they are learning during the English class. Maria Montessori said that children learned while they were doing and experimenting. For example, kids learn more when they are watching T.V. series as Hi-5, when the forecasters encourage them to make movements while they are dancing or to explore their bodies while they are

telling stories in order to make them to learn new things. It is necessary to remember that children learn how to walk or how to ride a bike when they practice, and they love to demonstrate the abilities they have acquired during a process, especially when those abilities are involved in learning a new Language.

2.2.2. Visual.

Most English teachers know that one of the most effective way to teach vocabulary to the students is using visual aids, especially when little kids are being taught because they enjoy learning by looking images, pictures, videos, posters. For that reason, books for them are full of pictures, and they are so colorful, allowing them to work by watching and imagining they are part of them, because at an early age, students like to imagine they take part of the scene, even when they are learning something. According to Bamford, the use of visual literacy is the key to obtain information, construct knowledge, and also build successful educational outcomes in students (Bamford, 2003). He thought that if there is something presented that students could see, the students will not have limits to imagine what is next. Working with visuals with students, is an amazing way to teach them to recognize immediately some words in English, even when they do not know how to pronounce the word correctly, they will know what the words are just by watching some pictures. Many educators might use visuals when they are working in lower graders because they know it facilitates the process of learning in students.

Have you ever thought why when you ask a kid to tell you about the movie he saw many days before, he remember almost everything if he likes the movie? That is why when they enjoy what they see, it is so difficult for them to not to remember. “You can find magic wherever you look. Sit down and relax, all you need is a book” (Seuss, 2012). He quoted that because he thought when you want to learn something, all you need is a book, even if it is not full of letters, you can learn just by watching it. Confucius said “if we hear we forget, if we see we remember, and if we do something we know it”. It is clear that people remember things once they watch them, and they

would never forget them if they practice them, that is the reason for those techniques to be applied in this research.

Many studies said that learning by looking could be effective if the right visual aids are used. The vast majority of the teachers must know that visual aids are those materials that are used to encourage children in the learning process, and they should not be images that can be used to make students to memorize words. There is a plenty of examples of this technique that could be applied with students. As an example, when it is talked about common visual aids, there could be mentioned; flashcards, posters, books, photographs, etc. It could be possible to talk about visual aids that contain audio, and they are sometimes more useful than the ones previously mentioned, and those are: television, videos, video games (even, when it is hard to imagine, some studies have shown that many kids have learn vocabulary just by playing their favorite video games), etc. Technological visual aids could also be mentioned such as: computers where students could learn vocabulary through games and videos, projector where students could learn through watching videos about vocabulary, watching fairy tales online, or just looking for some images online when a word is misunderstood, the use of smartphones can be used to teach students words by projecting them on the wall, or by teaching them some words from the internet. Real visuals are also the use of real things in order to teach the students vocabulary that is generally used in real life. Working with things that students can see is very helpful to teach new words to students, especially when they are in an early age and they are learning how to write them.

The use of visual aids has been more popular since Howard Gardner (1991) proposed the multiple intelligences in order to teach students in a most effective way. He believes that using visuals in a classroom is an effective way to teach students to recognize things,

especially when they are learning something that could be difficult to write, and we as teachers know that kids at the age of seven who are not English speakers find very difficult the spelling of some words because at that age, they are learning how to write some words in their native language effectively, and for that reason the use of visuals aids are very important during the English classes. “Visual aids stimulated thinking and cognize” (Kishore, 2003). That means that when people see something they are more able to remember things and learn something, there are studies that show that when people learn vocabulary through visuals, they would learn grammar patterns or writing just by looking to examples because they bring get used to use their eyes to conceal information. It must be remembered that using visuals aids in a classroom provides additional information when students are learning the vocabulary. For instance, when students are learning vocabulary, they do not just learn the word, they could learn the color, the shape, the font, and other things that are related within the word we want to teach to them.

Visual aids have been used since the 1920s and 1930s, when people started to watch films, reading newspaper, reading comics, and it became very popular because some studies show that not all people can remember content or words when they listen to them or are taught them verbally, but a lot of people could remember words, images, or things when they see them. When teachers want students the students to learn the alphabet or the ways of transportation in their native language, they paste pictures of them on the classroom’s walls because students would learn more when they often see things that they find difficult to learn. Using visual aids in a classroom with physical response is a mixture of leading the students to learn and practice the new vocabulary in an effective way, especially when they are kids, and they want to explore the magic world of learning a new language.

2.2.3. Musical.

It is true that a lot of people have learned English by listening to English songs, and that music has a big influence in a lot of people's lives. It is also known that the vast majority of the children like to sing, even when they do not know how to do it, they try to sing as good as they can. Nina Kraus from Northwestern University said that "Music can literally remodel children's brain in a way that improves sound processing, which could to better learning and language skill" (Kraus, 2014). That means that when kids listen to music, they could learn better the brain relaxes and it allows to get more information. It is not a secret that when women are pregnant, it is recommendable to make the fetus, who is inside the mother's belly, to listen to classical music because some studies have proved that it helps the fetus to born smarter, and it is what is called the Mozart effect. Many teachers use classical music when they want to begin a class because it helps the students to relax and to realize that they have to be quiet because the class is going to start. Music seems to be very important not just for the learning of a new language, it is very important to help kids to learn things.

Have you ever thought why many kids feel attracted to T.V programs such as Hi-5 or Nursery? When those TV shows are analyzed, it is noticeable that more than using visual aids, or physical response methods, they use songs or chants in order to make the kids to understand something. When Howard Gardner proposed the multiple intelligence theory, one of them was the musical intelligence which consist to learn by songs, rhythms, or musical instruments. (Gardner, 1991).

This technique is very useful for kindergarten students and it is the most famous for preschooler's teachers, but what they forget is that even they are adults like to listen to music, kids also like to do it.

Kids at the age of seven are very active, trying to fit with the rest of kids, but even when they realize they are growing up, they still like to sing, to chant, to perform, to dance, and for that reason series where kids are singing all the time become very popular in kids who are six to ten years old. A famous phrase said that “A child’s ability to distinguish musical rhythm is related to his or her capacity for understanding grammar”. When vocabulary is taught to student by using rhythm, it is very easy for them to remember the drill, and it will allow them to learn grammar unconsciously, for example, if it is shown a picture of an apple to the students and they are asked; what is it? But before the questions, they have been taught this chant; “APPLE, APPLE, IT IS AN APPLE”, they will answer while they are chanting and they would be practicing grammar patterns and listening, and if we showed them more pictures, they would answer following the pattern.

The vast majority of the kids like musical movies, and teachers know that, because at school they are often singing song from their favorite movies. So, it would be very useful if rhythm is applied to class sessions when it is required to teach more words in English because if students are motivated to love the subject, maybe they could start to hum the words they have learnt during the English classroom which allow them to understand them better and use them in real life.

An education blog cited that “Music not only help children develop fine motor skills, but aids emotional and behavioral maturation as well”. And it is very important when kids are trained to know the difference between having a class to play and having a class just for studying. Teaching vocabulary using musical techniques could be the easiest way if it is mixed with physical response and visual aids because when you see a video with your students and you act it out while everybody is singing seems to be

the most enjoyable moments for everybody, and it is known that when students are encouraged to have intrinsic motivation, it will let them to achieve and learn everything they want to. Songs or chants have to be used too, or something that have rhythm in classrooms because of the education background of every student. Using this technique could be very useful even to show our students discipline. For example, when teachers finish an activity in which involves rhythm, and the students have to do a post-activity in a paper. Teachers instead of telling the students that they have ten minutes to finish, they could tell the students they have to finish until the songs end, and it allows the students to practice listening at the same time they are acquiring more words in English.

The most interesting classes are the ones in which the teacher feels comfortable giving classes to a group of students. It is evident that music makes people relax and feel better. Learning English by songs is an informal method called edutainment, and teachers know that that method could be applied for people who want to improve their speaking skill, but it is expected to help third grades student's effective pedagogical techniques to acquire more vocabulary while they are having fun. Edutainment could be used, but at the same time it is not recommendable for them, unless nursery songs that are related to the vocabulary that is expected for them to learn are applied. Music was, is and would be part of everybody's life through the time. So, teachers must consider to apply musical techniques to teach vocabulary not only in third grade, but they could also apply these techniques to teach all the levels and ages.

2.3. Legal Framework

Capitulo III

DEL CONSEJO NACIONAL DE EDUCACIÓN

Art.31 Competencias del Consejo Académico del Circuito Educativo Intercultural y ó Bilingüe

d. Elaborar estrategias de mejora continua del área pedagógica incluyendo el desarrollo profesional de directivos y docentes.

This research project could be helpful for all the teachers that teach lower grades to improve their way of teaching making their classes more interesting for the students. It also could be helpful for the principals to realize that the students that have in charged would learn affectivity using all the resources they have at the institution.

e. Diseñar e implementar programas educativos interinstitucionales relacionados con el ámbito local.

As the time passes by, English seems to be more popular in our community because it is being developed as a culture, and English opens many doors for people who manage it. The aim of this research project is to implement pedagogical techniques that allow students to learn easier and use the language in real situations.

2.4. Conceptual Framework

- **Technique**

“A technique is a precise strategy, concrete trick or a tested and trusted tip that’s designed to help you reach your goals. It could be in form of an exercise or just any activity that you have to do to complete your mission.” (Egbetade, 2016)

- **Method**

“A method is a target plan or set of orderly procedures that are based on a credible approach. It reveals what needs to be done in a systematic way and how to focus on achieving those goals.” (Egbetade, 2016)

- **Strategy**

“Strategy is borrowed term from military which actually means to utilize all of a nation's forces through large scale planning and development to ensure security or victory.” (Farooq, 2013)

- **Assessment**

“In education, the term assessment refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students.” (Abbot, 2014)

- **Effective Vocabulary**

“Effective vocabulary instruction across grade levels and content areas is key. With the increased emphasis on nonfiction and informational text as part of the Common Core ELA & Literacy Standards, vocabulary instruction will be key to supporting

student success with these texts. Teachers need to be aware of research-based instructional strategies, and they need ongoing support toward implementing effective vocabulary practices.” (Tyson, 2013)

- **Drills**

“It means listening to a model, provided by the teacher, or a tape or another student, and repeating what is heard. This is a repetition drill, a technique that is still used by many teachers when introducing new language items to their students. The teacher says (models) the word or phrase and the students repeat it.” (Tice, 2005)

- **Physical Response Method**

“Total Physical Response is a language teaching method which is based on the assumption that the coordination of speech and action will boost language learning. It was developed by James Asher in the 70s. He drew from a variety of areas, including psychology, learning theory and humanistic pedagogy.” (Rhalmi, 2013)

- **Developmental Disabilities**

“The term ‘developmental disabilities’ describes any one of a number of conditions that emerge during key developmental periods in childhood which significantly impact a person's physical, cognitive, or behavioral health.” (Clause, 2012)

- **Visual Literacy**

“The ability to 1) view, understand, analyze and evaluate, 2) design and create, and 3) use visuals and visual representations for acquisition, consolidation and communication and transfer of knowledge. Visual literacy involves both intra-personal

and meta-cognitive as well as inter-personal collaboration. Visual literacy combines the use of a variety of visual products (lists, tables, graphics, graphic organizers, concept maps, mind maps, argument maps, timelines, systems maps, videos, movies and art) with teaching, learning and assessing processes, and creates interconnections of visual, oral, written, visual representation, numeracy and technological / digital literacy.” (Beaudry, 2014)

- **Language Technique Method**

“The concept of ‘language-teaching method’—a set of principles and procedures based on a theory of language and language acquisition—is still predominant in the professional literature, in spite of claims to the contrary, the current method at present generally supported by methodologists being task-based language teaching (TBLT). This article suggests that language teaching should not be primarily based on a method but rather on a set of principles and procedures based on teachers’ practical situated experience, enriched by research, theory, and practice relevant to teaching and learning of any subject, as well as those relating to linguistics and applied linguistics. It is suggested that it is unhelpful and counterproductive to urge teachers to use a method like TBLT and that they would be better served by being encouraged to develop theory and practice in situated methodologies that are likely, in their particular teaching context, to bring about good learning.” (Ur, 2013)

- **Pedagogical Technique**

“Pedagogical technique is a manner of accomplishing teaching objectives. And he also adds that techniques are organized according to the four communication paradigms

used in computer-mediated communication. The paradigms are information retrieval, electronic mail, bulletin boards, and computer conferencing.” (Paulsen, 1995)

- **Inductive Approach**

“Inductive approach, also known in inductive reasoning, starts with the observations and theories are proposed towards the end of the research process as a result of observations.” (Goddard & Melville, 2004)

- **Deductive Approach**

“Developing a hypothesis (or hypotheses) based on existing theory, and then designing a research strategy to test the hypothesis.” (Wilson, 2010)

- **Language Acquisition**

“Language is a cognition that truly makes us human. Whereas other species do communicate with an innate ability to produce a limited number of meaningful vocalizations (e.g. bonobos), or even with partially learned systems (e.g. bird songs), there is no other species known to date that can express infinite ideas (sentences) with a limited set of symbols (speech sounds and words).” (Lemetyinen, 2012)

3. RESEARCH METHODOLOGY

3.1. Type of Research Description

This is a quantitative study, which its principal aim is to prove that the variables work effectively together. It is exploratory, descriptive, and correlational.

Exploratory refers to the reasons why seven years old students had some problems to learn vocabulary, and how the application of some techniques would facilitate them to learn new words in English.

Descriptive refers to the events that were observed in the classroom. It also describes the problems that the teachers present to teach vocabulary. The information was obtained by some research instruments that show the importance to between the dependent variable and the independent variable.

Correlational refers to the connections that the independent variable and the dependent variable have, and their importance when they are worked together in seven years old kids.

This research project is also scientific because it started with a pre-test that was taken by a group of seven years old kids in which it was compared with Post-test that was taken by the same chosen group. The results obtained were evaluated to prove how the students succeed when the variables are applied together.

3.2. Methods, Techniques and Research Instruments

This is a quantitative research because the data was obtained by the surveys. It was also analyzed by tests that were applied to the students to assess their improvement.

All the information was done in a mathematical way showing numerical data.

A. Observation. Previous the observation some information was obtained by the English teachers at Escuela Huellas de Conocimiento that work in fourth grade, they felt worry because of the problems that the students have to learn vocabulary during the first week of classes and it makes difficult their learning process

B. The teachers who work in higher grades and English coordinators present the following worries

- What is the reason that students in the higher grades have problems to recognize basic vocabulary that was supposed to be learned in lower grades?
- Why the third-grade students do not have fun in the English classes?
- What techniques are used to teach the third-grade students vocabulary?

C. To explain these worries we cited our hypothesis “The application of the correct pedagogical techniques could be effective to teach vocabulary to third grade students at Huellas de Conocimiento School”. This hypothesis was proved during the process of the research.

D. The class observation, the surveys, the tests were also important during the research process because they were helpful to obtain relevant information to find out what the problem was and give conclusions and recommendations to the teachers, and authorities at the school.

The data was obtained by:

- Teachers’ information
- Class observation

- Surveys
- Pre- test / post-test
- Class activities

3.2.1. Teachers' information.

The process of obtaining the information was followed by the parameters of the English department, the principal's purpose of this process was to realize the point of view of the teachers, and to consider the possible reasons why the students present difficulties to learn vocabulary.

3.2.2. Class Observation.

This main aim of this process was to determine what could be the possible problem in the methodology applied with the students, and why the students do not enjoy to learn new words during the units. The situations we found were

- The teacher only speaks to the students standing in front on the class.
- When the students do not understand what the teacher talks, they start to bored.
- Students like to participate in class, when they feel they can do it, and the teacher recognize their improvements.

3.2.3. Surveys.

The surveys were applied to the third-grade students after we observed their class participation during an English class. The objective of the application of the surveys was to realize how the students feel when they are studying learn English at school,

and what could be the possible advantages if we apply some pedagogical techniques in their classes.

3.2.4. Pre-test and post-test.

The students were tested with basic vocabulary from the previous units they have studied in their first week of classes. The aim of this process was to focus on the students' improvement during the research project.

3.2.5. Class activities.

During this stage, the independent variables were applied. It was helpful because it could be demonstrated that the pedagogical strategies cited before could be relevant during the learning process if they are correctly applied.

3.3. Research Population and Sample

This research was conducted at Escuela de Educación Básica Huellas de Conocimiento that is located in Milagro- Guayas – Ecuador.

The research population was twenty-one students who are between six and seven years old, and some of them present some educational problems. Three teachers and the principal of the school were involved in the project, and they were responsible to apply the techniques and verify if it worked.

3.4. Sources, Resources and Timeline

3.4.1. Sources.

SOURCES	REQUIREMENTS
Internet Services	To research specific information about the project and to look for activities online for w, type, and read relevant information working with the kids
Laptops	To organize used in this research project
Printer	To print all the surveys, the pre-test, the post-test, and the drafts of this research project.
Papers	To print all the surveys, the pre-test, the post-test, make photocopies, and print the drafts of this research project.
Projector and speakers	To show the students videos, songs as part of the research project.
Radio	To work English song with the students.
Flashcards and posters	To show the students images within the research project.

Others	Things such as puppets, chalks, costumes, markers, colors, crayons, paintings, etc. that were used during the English classes within the research project.
Transport	To move from different places to find out information about the project and to apply the research project.

Tabla 4. Sources

Resources.

DESCRIPTION	NUMBER	PRICE	TOTAL
Internet	5 months	\$50,00	\$250,00
Copies	315	\$0,03	\$9,45
Printing Black and White Paper	100	\$0,10	\$10,00
Printing Color Paper	50	\$0,30	\$15,00
Pen drive	2	\$8,00	\$16,00
Others	Many	\$100	\$100
Transport	200	1,65	\$330

Tabla 5. Resources

3.4.2. Resources and Category.

Category	Activity	Total
1. Mobilization		
Gasoline, bus taxi	From School to University	\$400
2. Equipment		
Printer	Copies, print drafts of the project, student's worksheet.	\$100
Extra Material	To prepare English classes	\$200
Total		\$700

Tabla 6. Resources and Category

3.4.3. Timeline.

TIMETABLE																
ACTIVITIES	MONTHS															
	July				August				September				October			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Tutor Assignment	x															
General Instructions for the development of the project	x															
Examination of the first chapter		x														
General Instruction to start chapter 2		x														
Elaboration of the survey for students			x													

Approval of the survey				x														
Second examination of chapter 1 and first examination chapter 2				x														
Examination and approval of pre-test					x													
Application of pre-test					x													
Second examination of complete chapter 2						x												
Elaboration of post test						x												
Application and approval of post-test							x											
General instructions to work on chapter 3								x										
Tabulation of data collected									x									
Examination of statistical tables									x									
General Instructions to work on chapter 4										x								
Examination of chapter 3										x								
Corrections of chapter 3											x							
Second examination of chapter 3											x							
Approval of chapter 3												x						
Examination and approval of chapter 4													x					
Revision of timetable														x				
Approval of timetable															x			
Final Examination and corrections of chapter 1, 2, 3 and 4.															x	x	x	x

Tabla 7. Timeline

3.5. Processing, Presentation, Analysis and Results

SURVEY FOR STUDENTS 1

Sample: 21 students

Course: 3rd Year EGB

Question 1: Did you like the way your teacher taught you vocabulary in 2nd grade?

Table 5 – Survey for students 1. Question 1

Alternatives	Frequency	Percentage
Yes	8	38%
No	13	62%

Tabla 8. Did you like the way your teacher taught you vocabulary in 2nd grade?

Title: Did you like the way your teacher taught you vocabulary in 2nd grade?

Source: Third grade students

Authors: Fernando Riera and David Chonillo

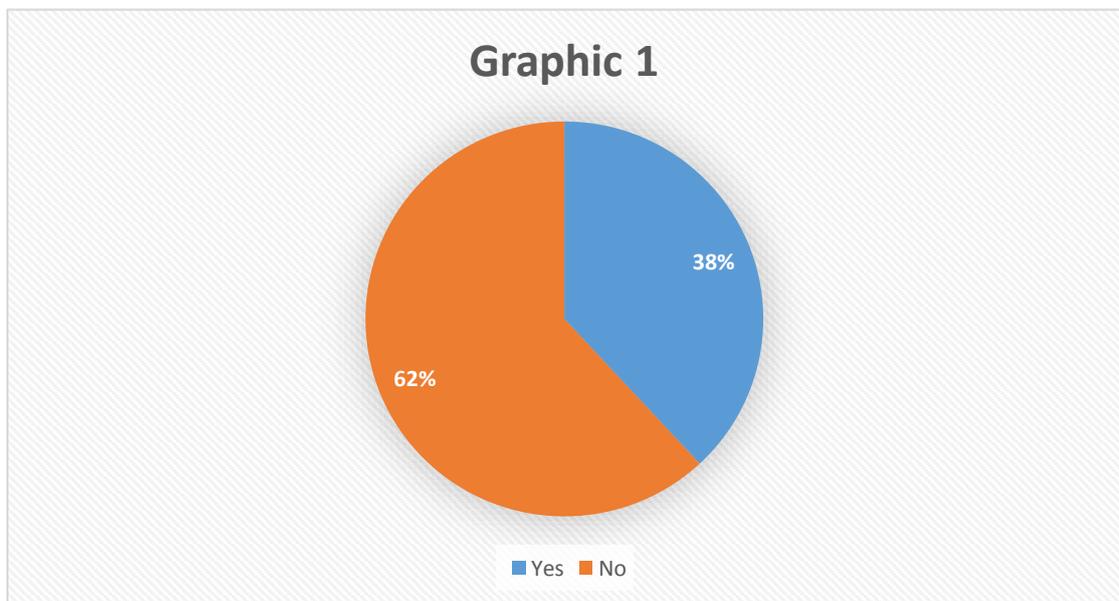


Figure 1. Did you like the way your teacher taught you vocabulary in 2nd grade?

The sixty-two percent of the students that is thirteen students said that they did not like the way teacher taught them vocabulary during their last period, during the survey, this group of students said their teacher used to open the English book, and she just started to talk in the class. On the other hand, the thirty-eight percent of the students that is eight students said that they liked the way their teacher taught them the subject, they also said that they liked it because they liked the teacher.

Question 2: Do you feel comfortable when your teacher speaks in English?

Table 6 – Survey for students 1. Question 2

Alternatives	Frequency	Percentage
Yes	2	10%
No	19	90%

Tabla 9. Do you feel comfortable when your teacher speaks in English?

Title: Do you feel comfortable when your teacher speaks in English?

Source: Third grade students

Authors: Fernando Riera and David Chonillo

Figure 2 – Survey for students 1. Question 2

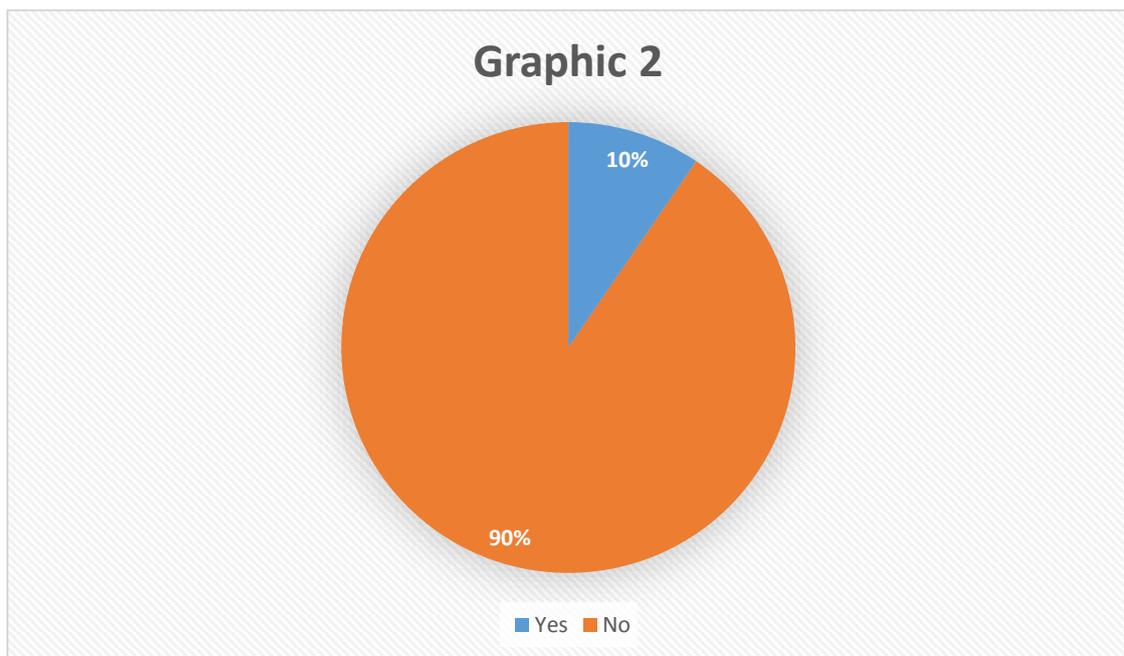


Figure 2. Do you feel comfortable when your teacher speaks in English?

The ninety percent of the students that is nineteen students said that they did not feel comfortable when their teacher spoke in English, some of the students that were in this group said that the reason they did not feel comfortable was that they did not understand what the teacher said when she spoke. In contrast, the ten percent of the students that is two students said that they feel comfortable when their teacher spoke in English, these students also said that the reason they felt comfortable was because they did not pay too much attention in the English class.

Question 3: Do you like when your English teachers speak in English?

Table 7 – Survey for students 1. Question 3

Alternatives	Frequency	Percentage
Yes	18	86%
No	3	14%

Tabla 10. Do you like when your English teachers speak in English?

Title: Do you like when your English teachers speak in English?

Source: Third grade students

Authors: Fernando Riera and David Chonillo

Figure 3 – Survey for students 1. Question 3

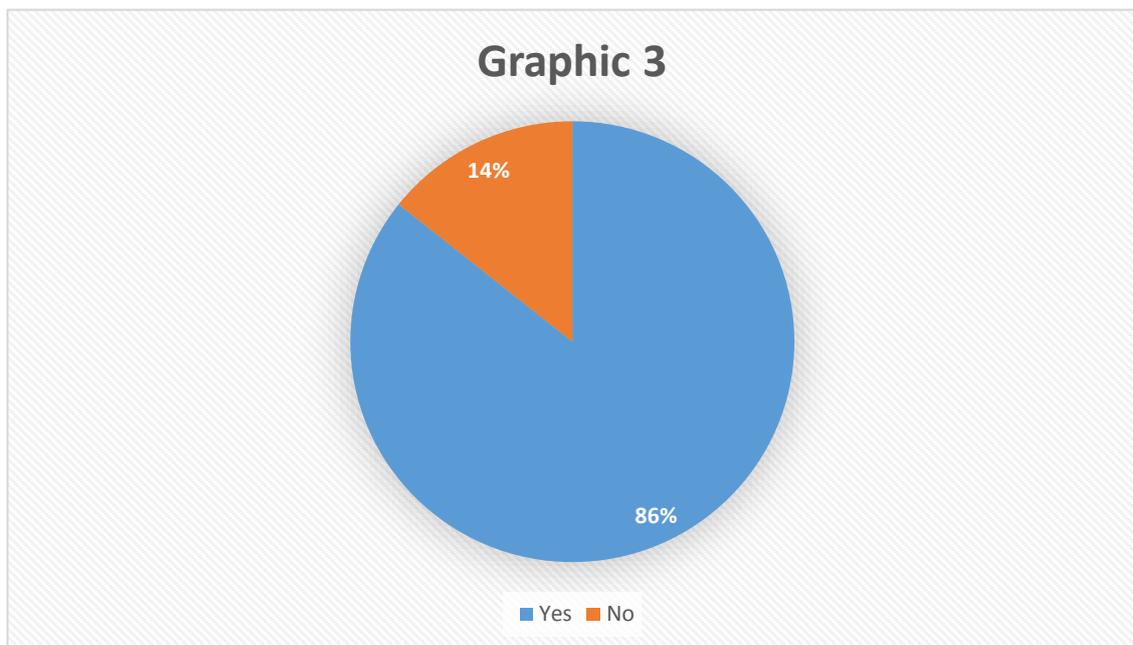


Figure 3. Do you like when your English teachers speak in English?

The eighty- six percent of the students that is eighteen students said that they liked.

The eighty-six percent of the students said that they admired that their teacher could express herself in English, and they wanted to do the same, but it was almost impossible for them because they did not know many words in English. On the other hand, the fourteen percent of the students that is three students said that they did not like when their English teacher spoke in English, the students said that the reason they did not like was because they were not listening to the teacher when she spoke.

Question 4: Do you know many words in English?

Table 8 – Survey for Students 1. Question 4

Alternatives	Frequency	Percentage
Yes	7	33%
No	14	67%

Tabla 11. Do you know many words in English?

Title: Do you know many words in English?

Source: Third grade students

Authors: Fernando Riera and David Chonillo

Figure 4 – Survey for Students 1. Question 4

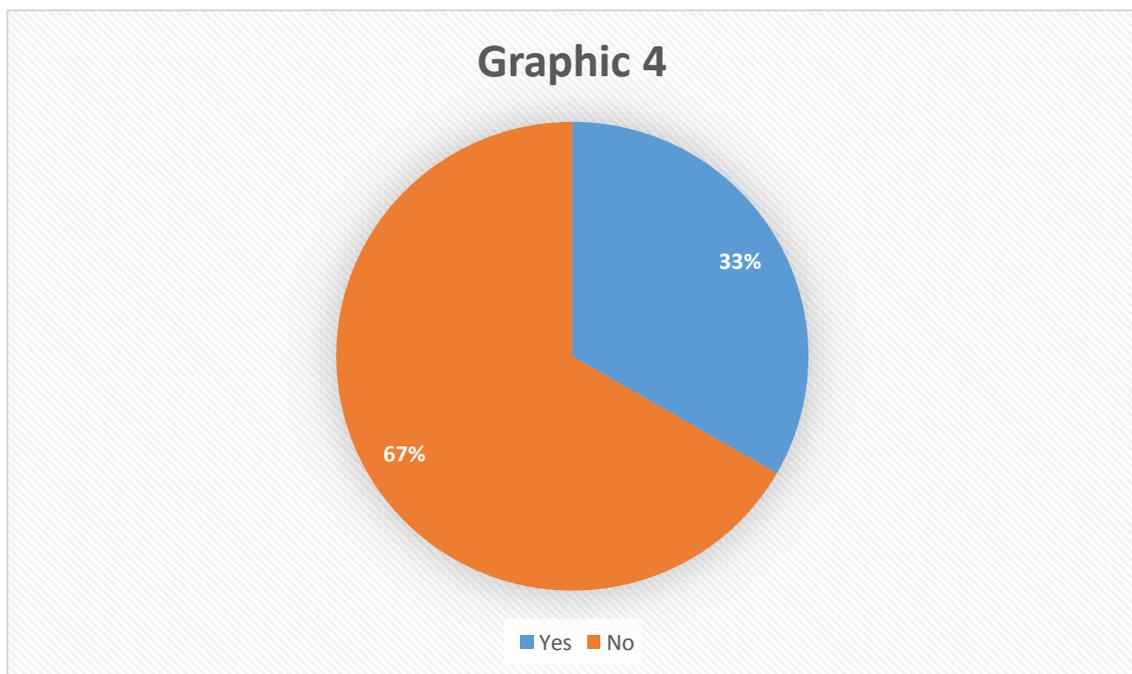


Figure 4. Do you know many words in English?

The sixty-seven percent of the students that is fourteen students said that they do not know many words in English, some of the students that were in this group said that the words they learned from the previous years or in the previous units are easily forgotten because they just memorized the words for the quizzes, and because they did not use those words, they forget them easily. In contrast the thirty- three percent of the students said that they know many words in English, they also expressed that the words they know are common words that many kids must know such as: hello, pizza, good bye.

Question 5: Would you like to learn English?

Table 9 – Survey for Students 1. Question 5

Alternatives	Frequency	Percentage
Yes	21	100%
No	0	0%

Tabla 12. Would you like to learn English?

Title: Would you like to learn English?

Source: Third grade students

Authors: Fernando Riera and David Chonillo

Figure 5 – Survey for Students 1. Question 5

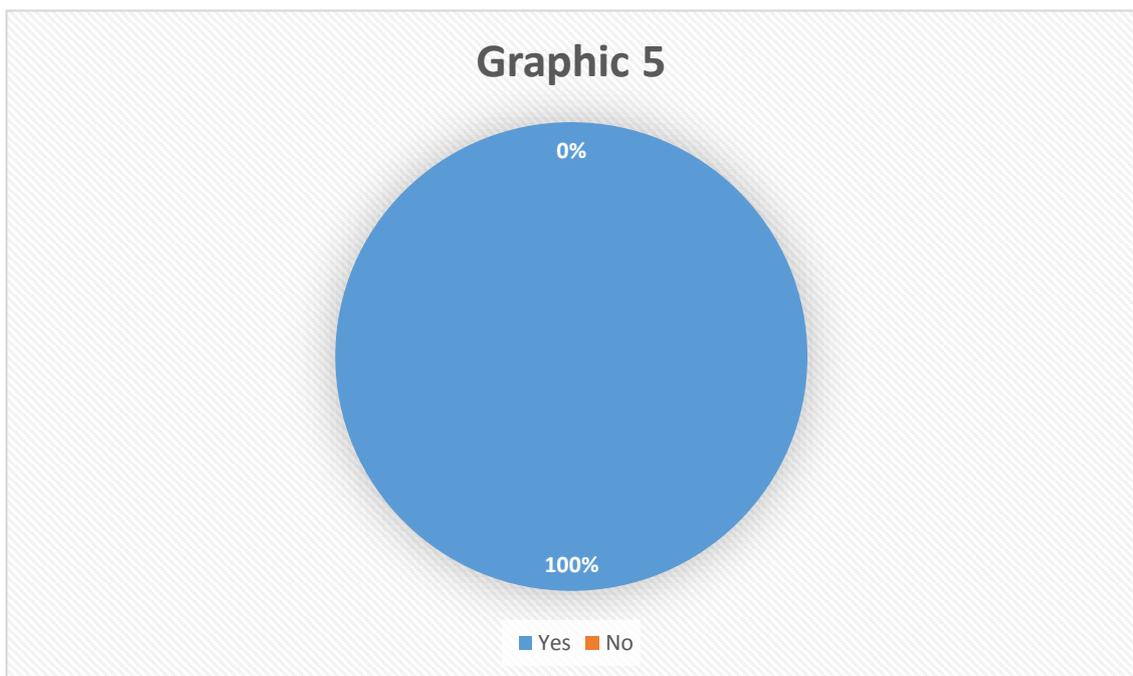


Figure 5. Would you like to learn English?

The one hundred percent of the students that is twenty- one students said that they would like to learn English. They said that the main reason they would like to learn the language was because they would like to visit the United State of America, especially Disney World. On the contrary, the zero percent of the students that is no students would not like to not learn English.

Question 6: Would you like to talk in English to your English teachers?

Table 10 – Survey for Students 1. Question 6

Alternatives	Frequency	Percentage
Yes	20	95%
No	1	5%

Tabla 13. Would you like to talk in English to your English teachers?

Title: Would you like to talk in English to your English teachers?

Source: Third grade students

Authors: Fernando Riera and David Chonillo

Figure 6 – Survey for Students 1. Question 6

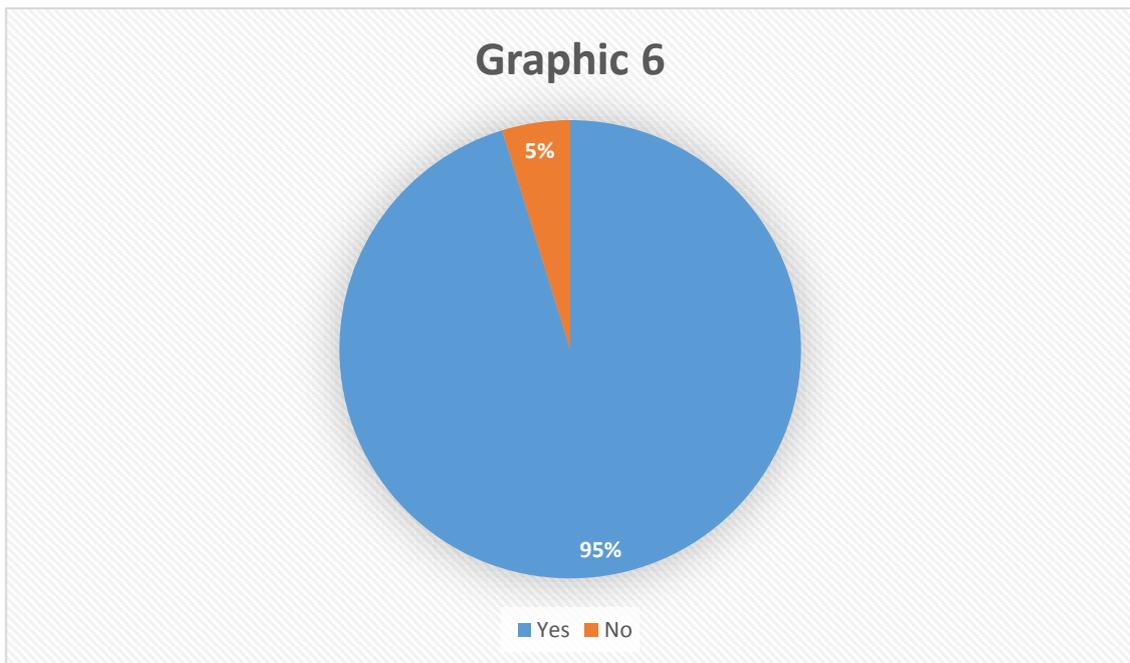


Figure 6. Would you like to learn English?

The ninety-five percent of the students that is twenty students said that they would like to talk to their English teachers in English, some of the students that were in this group said that the reason they would like to talk to their English teacher in this language, was because they would like to translate what the English teachers have to said to their parents, and they also could manipulate the information. However, the five percent of the students that is one student said that talking in English with the English teacher could be weird.

Question 7: Would you like to talk in English to your classmates?

Table 11 – Survey for Students 1. Question 7

Alternatives	Frequency	Percentage
Yes	21	100%
No	0	0%

Tabla 14. Would you like to talk in English to your classmates?

Title: Would you like to talk in English to your classmates?

Source: Third grade students

Authors: Fernando Riera and David Chonillo

Figure 7 – Survey for Students 1. Question 7

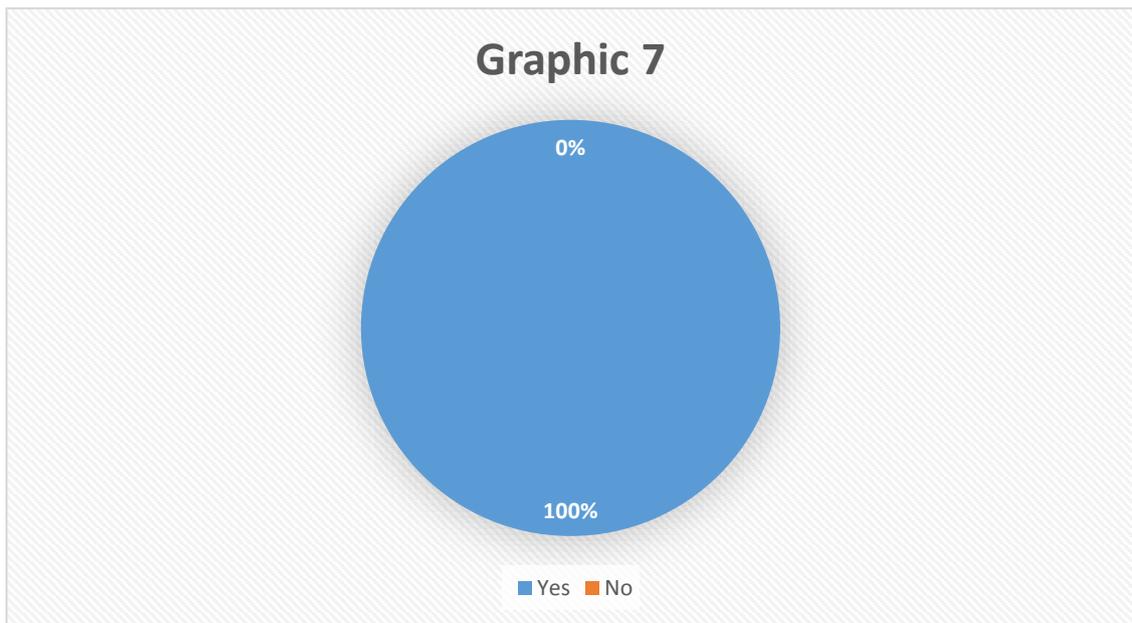


Figure 7. Would you like to talk in English to your classmates?

The one hundred percent of the students that is twenty- one students said that they would like to speak English to their classmates. They also said that it would be funny if the Spanish teachers did not understand what they said in the class, and it would be funny to see the Spanish teachers trying to decode what are they talking about. In contrast, the percentage of students that would not like to talk in English with their classmates is zero, that means that no students would not like to do it.

Question 8: Would you like to have an English teacher that teaches you in a funny way?

Table 12 – Survey for Students 1. Question 8

Alternatives	Frequency	Percentage
Yes	21	100%
No	0	0%

Tabla 15. Would you like to have an English teacher that teaches you in a funny way?

Title: Would you like to have an English teacher that teaches you in a funny way?

Source: Third grade students

Authors: Fernando Riera and David Chonillo

Figure 8 – Survey for Students 1. Question 8

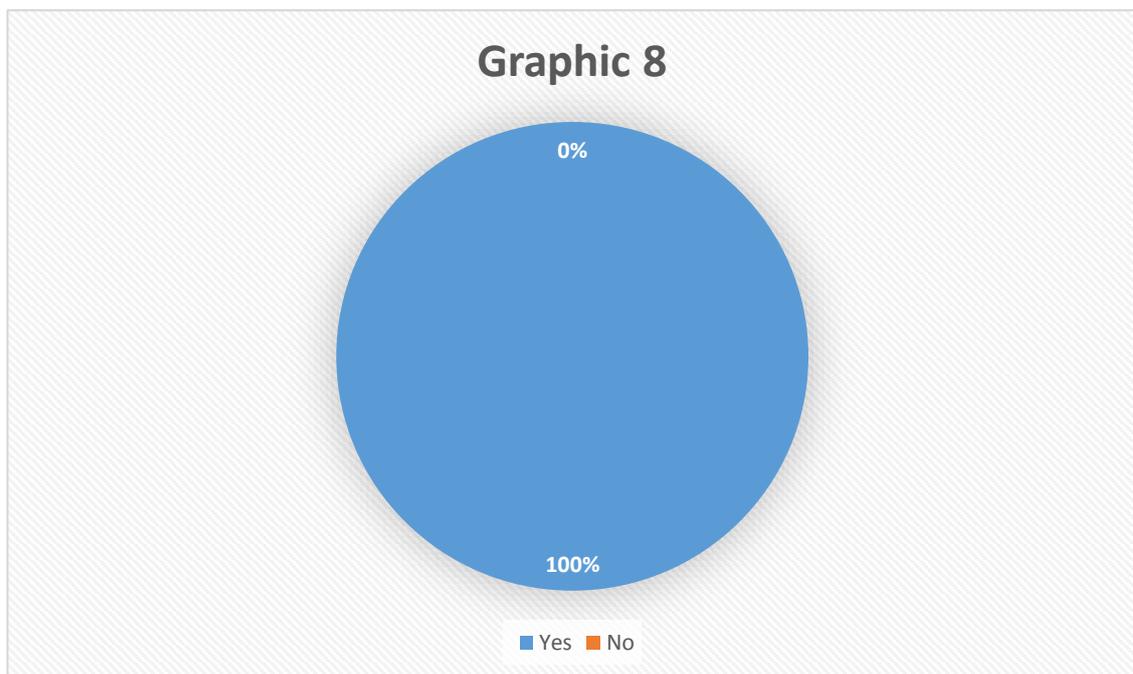


Figure 8. Would you like to talk in English to your classmates?

The one hundred percent of the students that is twenty-one students said that they would like to have an English teacher that teaches them in a funny way. They also expressed that they like when a teacher makes them to enjoy the class because the vast majority of the time when they had English classes, they felt bored because they did not understand what the class is about, and the teacher was boring almost all the time. On the other hand, the percentage that would not like to have an English teacher that teaches them in a funny way was zero that means zero students.

Question 9: Would you like to see things and name them in English?

Table 13 – Survey for Students 1. Question 9

Alternatives	Frequency	Percentage
Yes	21	100%
No	0	0%

Tabla 16. Would you like to see things and name them in English?

Title: Would you like to see things and name them in English?

Source: Third grade students

Authors: Fernando Riera and David Chonillo

Figure 9 – Survey for Students 1. Question 9

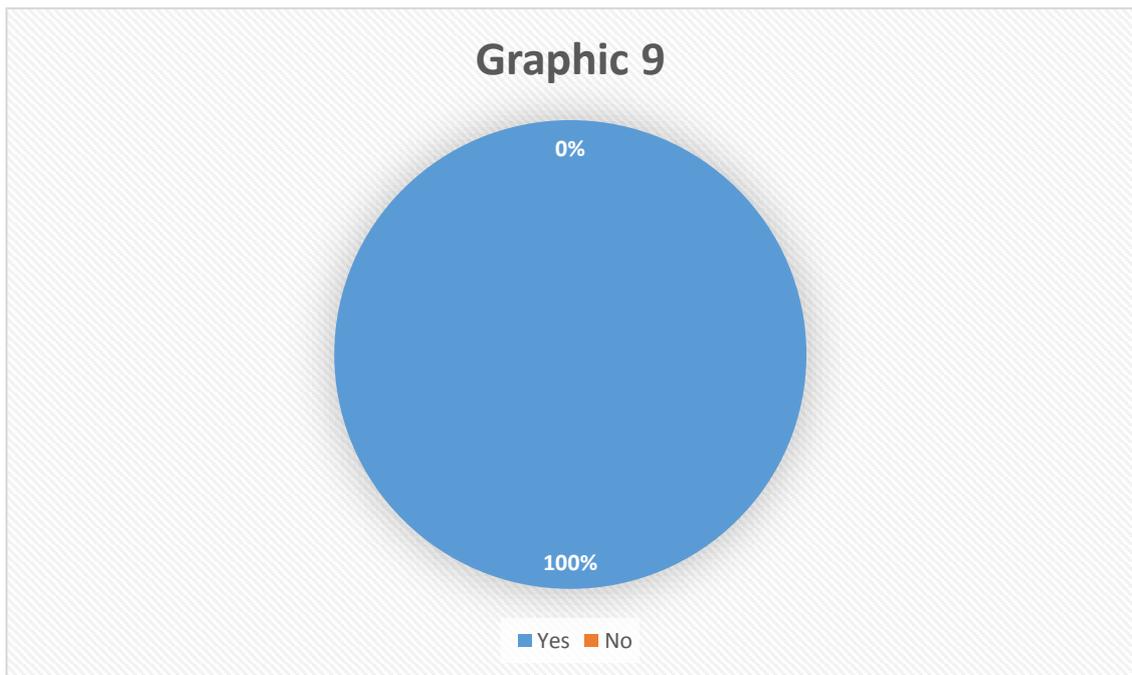


Figure 9. Would you like to see things and name them in English?

The one hundred percent of the students that is twenty-one students said that they would like to see things and name them in English, some of the students that were in this group said that they would like say everything they eat or touch in English because they see many cartons where the characters use to name things in English, even their native language is Spanish. However, the zero percent of the students that means zero students would not like to name things in English.

Question 10: Did you enjoy this survey?

Table 14 – Survey for Students 1. Question 10

Alternatives	Frequency	Percentage
Yes	20	95%
No	1	5%

Tabla 17. Did you enjoy this survey?

Title: Did you enjoy this survey?

Source: Third grade students

Authors: Fernando Riera and David Chonillo

Figure 10 – Survey for Students 2. Question 10

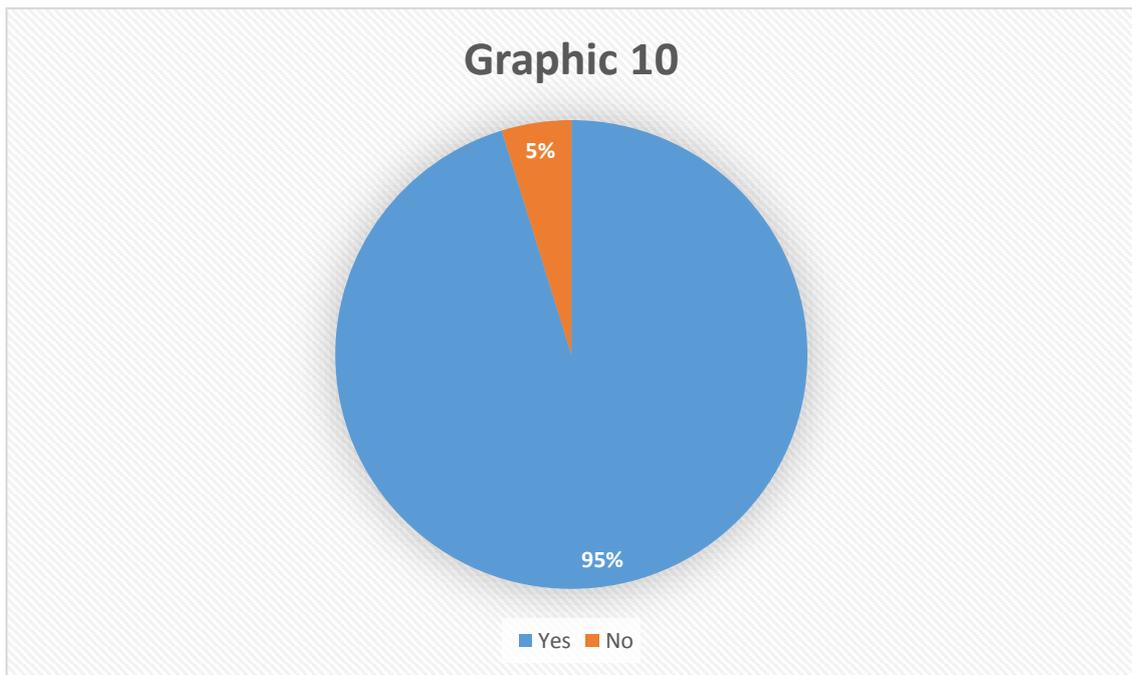


Figure 10. Did you enjoy this survey?

They ninety-five percent of the students that is twenty students said that they enjoyed this survey. They also said that they would like to have more surveys like this one because it was funny to choose between two options and to give their opinions at the end of each question. The five percent of the students that is one student said that he did not enjoy to do this survey for unknown reasons.

SURVEY FOR STUDENTS 2

Question 1: Would you like to play while you are studying?

Table 15 – Survey for Students 2. Question 1

Alternatives	Frequency	Percentage
Yes	21	100%
No	0	0%

Tabla 18. Would you like to play while you are studying?

Title: Would you like to play while you are studying?

Source: Third grade students

Authors: Fernando Riera and David Chonillo

Figure 11 – Survey for Students 2. Question 1

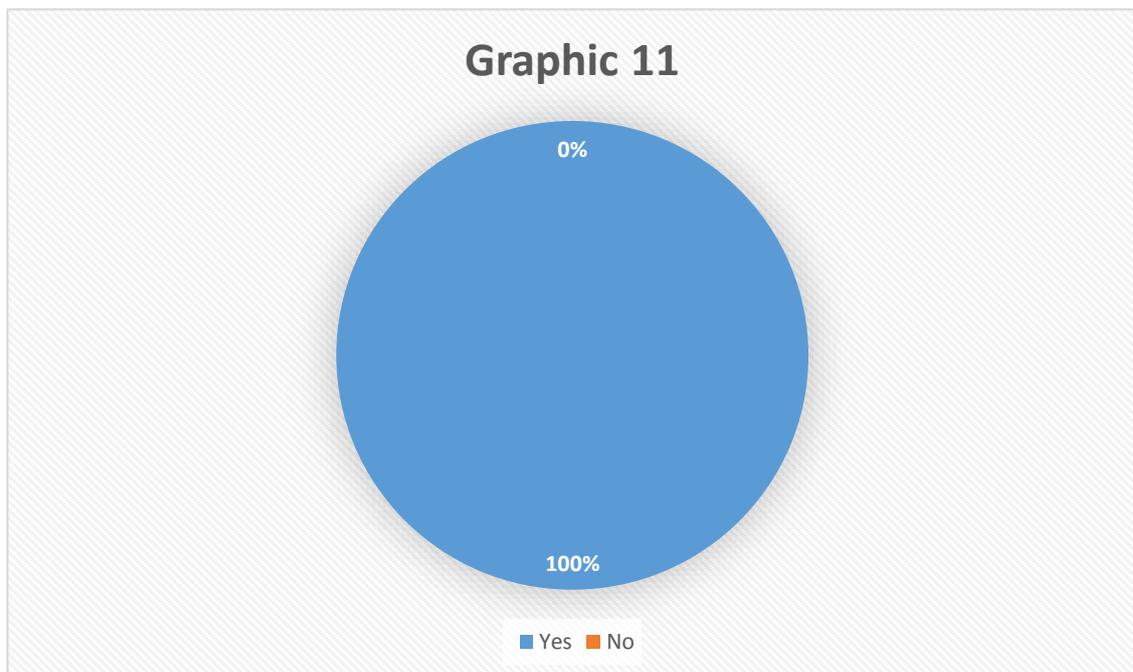


Figure 11. Would you like to play while you are studying?

The one hundred percent of the students that is twenty-one students said that they would like to play while they are studying. Some students of this group expressed that they like to play all the time, even when they are not studying, and it would be fun if they play when they are learning at the same time. On the other hand, the zero percent of the students that is zero students would not like to play while they are studying.

Question 2: Would you like to learn some words in English while you are studying?

Table 16 – Survey for Students 2. Question 2

Alternatives	Frequency	Percentage
Yes	19	90%
No	2	10%

Tabla 19. Would you like to learn some words in English while you are studying?

Title: Would you like to learn some words in English while you are studying?

Source: Third grade students

Authors: Fernando Riera and David Chonillo

Figure 12 – Survey for Students 2. Question 2

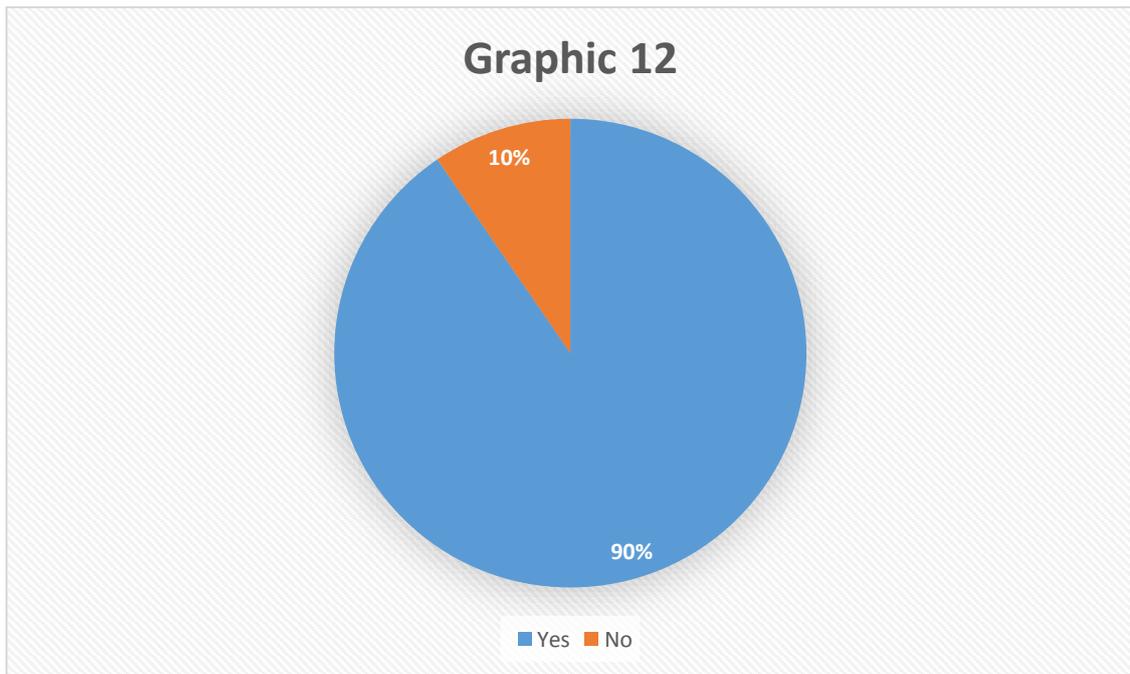


Figure 12. Would you like to learn some words in English while you are studying?

The ninety percent of the students that is nineteen students said that they would like to learn some words in English while they are studying. These students of this group also said that they really would like not to forget the words they learn. However, the ten percent of the students that is two students said that they would not like to learn some words in English while they are studying because they do not know if they could remember the words they learned.

Question 3: Would you like not to be sitting down all the time repeating the vocabulary to learn it?

Table 17 – Survey for Students 2. Question 3

Alternatives	Frequency	Percentage
Yes	21	100%
No	0	0%

Tabla 20. Would you like not to be sitting down all the time repeating the vocabulary to learn it?

Title: Would you like not to be sitting down all the time repeating the vocabulary to learn it?

Source: Third grade students

Authors: Fernando Riera and David Chonillo

Figure 13 – Survey for Students 2. Question 3

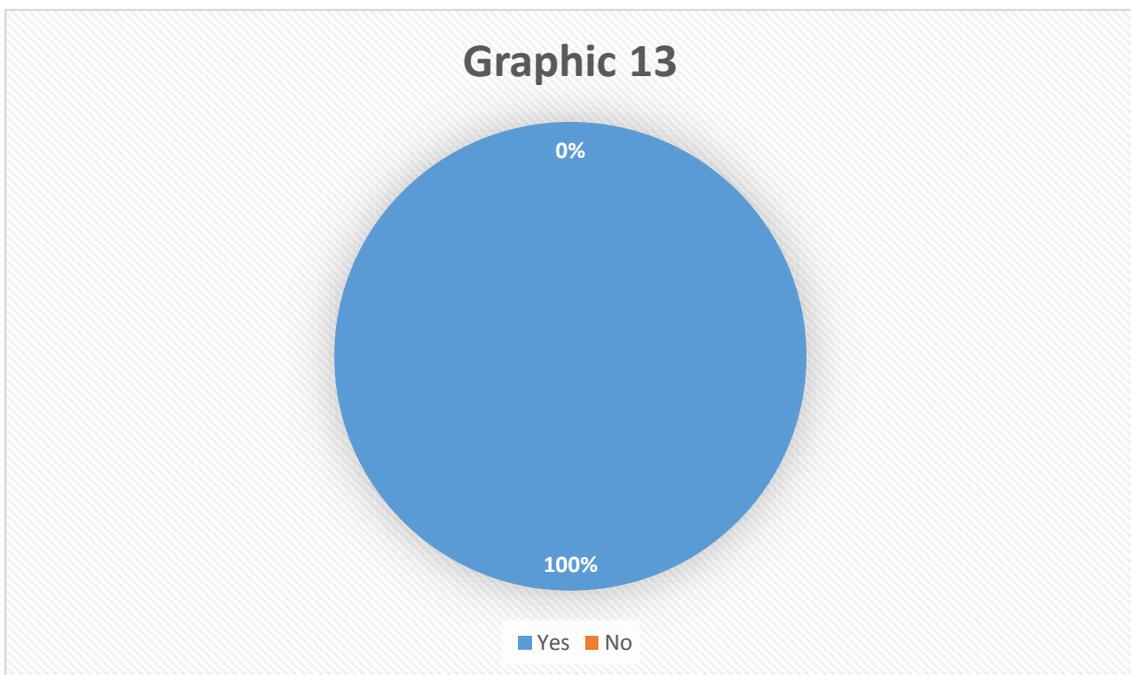


Figure 13. Would you like not to be sitting down all the time repeating the vocabulary to learn it?

The one hundred percent of the students said that they would not like to be sitting down all the time repeating the vocabulary to learn it, some students of this group said that they are sitting down in almost all the Spanish subjects, and it would be nice if they are not sitting down in English repeating the vocabulary in their notebooks, worksheets or as drills. In contrast the zero percent that means zero students that would like to be sitting down all the time repeating the vocabulary to learning.

Question 4: Would you like to say words in English while you are doing some actions?

Table 18 – Survey for Students 2. Question 4

Alternatives	Frequency	Percentage
Yes	20	95%
No	1	5%

Tabla 21. Would you like to say words in English while you are doing some actions?

Title: Would you like to say words in English while you are doing some actions?

Source: Third grade students

Authors: Fernando Riera and David Chonillo

Figure 14 – Survey for Students 2. Question 4

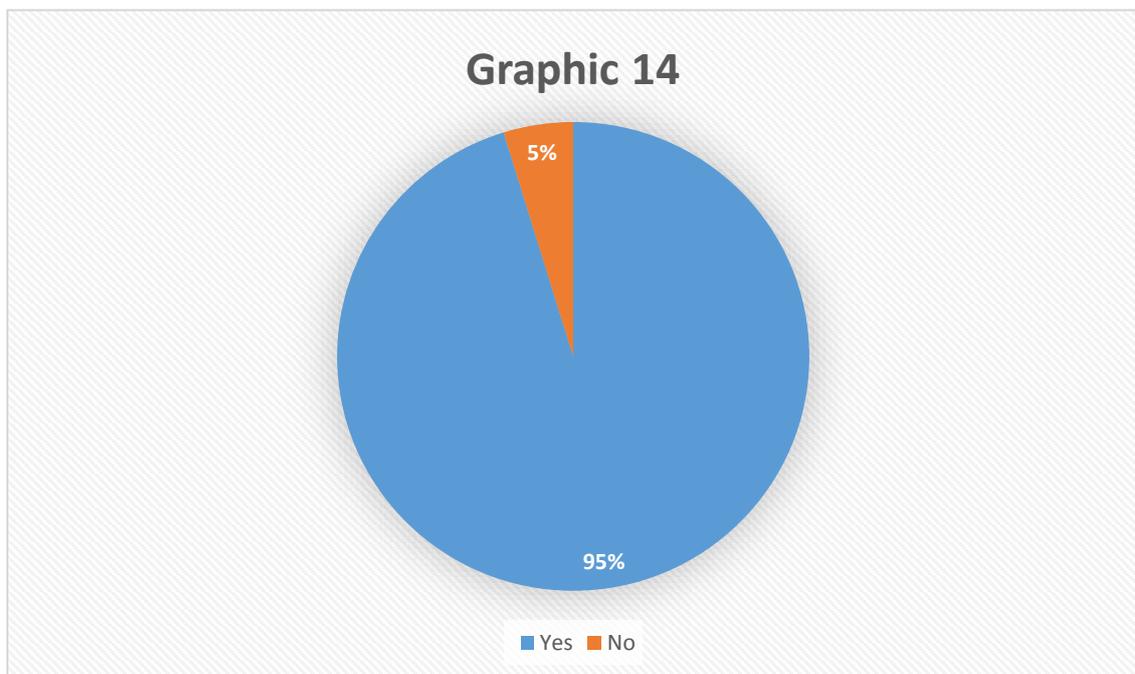


Figure 14. Would you like to say words in English while you are doing some actions?

They ninety- five percent of students that is twenty students said that they would like to say words in English while they are doing some actions. Some students of this group said that it would be nice to do actions together, and when someone ask them what are they doing, they could answer the name of the action in English. On the other hand, the five percent of the students that is one student said that he is too shy to performance an action and say it in English in front of the others that are around him.

Question 5: Would you like that your English teacher takes you to the schoolyard to teach you vocabulary while you are roll playing it?

Table 19 – Survey for Students 2. Question 5

Alternatives	Frequency	Percentage
Yes	19	90%
No	2	10%

Tabla 22. Would you like that your English teacher takes you to the schoolyard to teach you vocabulary while you are roll playing it?

Title: Would you like that your English teacher takes you to the schoolyard to teach you vocabulary while you are roll playing it?

Source: Third grade students

Authors: Fernando Riera and David Chonillo

Figure 15 – Survey for Students 2. Question 5

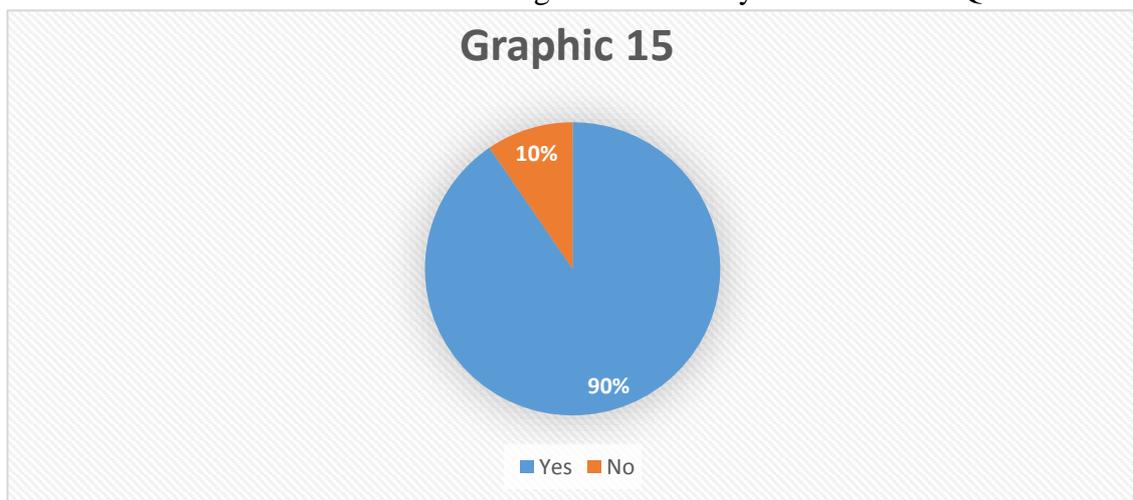


Figure 15. Would you like that your English teacher takes you to the schoolyard to teach you vocabulary while you are roll playing it?

The ninety percent of the students said that they would like that their English teacher takes them to the schoolyard to teach them vocabulary while they are role playing it.

The students said that they are always studying in the classroom or in the labs, and the reason they like PE is because the PE teacher always takes them to the schoolyard, even when they have to do exercises. They also they said that they like role playing, and it would be great if they do that outside the classroom. The ten percent of the students said that they would not like that their English teacher takes them to the schoolyard to teach them vocabulary while they are role playing it because they sometimes feel boring playing in English because they have to follow so many rules.

Question 6: Did you enjoy this survey?

Table 20 – Survey for Students 2. Question 6

Alternatives	Frequency	Percentage
Yes	21	100%
No	0	0%

Tabla 23. Did you enjoy this survey?

Title: Did you enjoy this survey?

Source: Third grade students

Authors: Fernando Riera and David Chonillo

Figure 16 – Survey for Students 2. Question 6

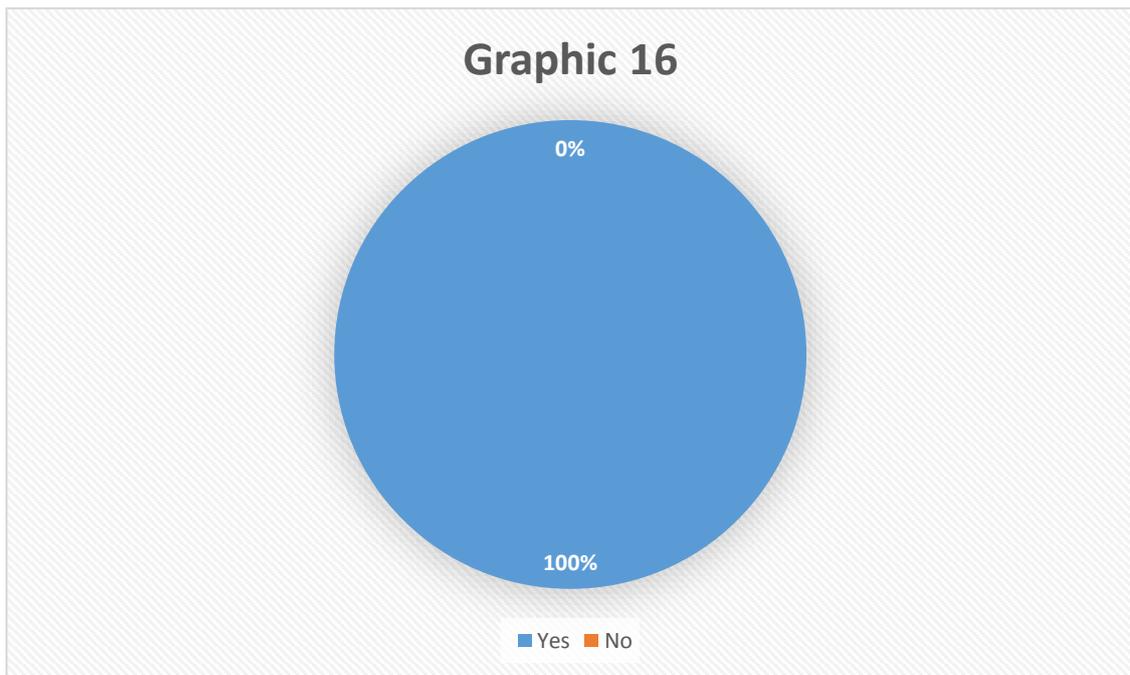


Figure 16. *Did you enjoy this survey?*

The one hundred percent of the students that is twenty-one students said that they enjoyed this survey. The students also said that they are pretty sure that after doing this survey they would go to the school yard more often, and it made them feel more exciting.

SURVEY FOR STUDENTS 3

Question 1: Do you like to watch T.V., videos, or the pictures that are in the books?

Table 21 – Survey for Students 3. Question 1

Alternatives	Frequency	Percentage
Yes	21	100%
No	0	0%

Tabla 24. Do you like to watch T.V., videos, or the pictures that are in the books?

Title: Do you like to watch T.V., videos, or the pictures that are in the books?

Source: Third grade students

Authors: Fernando Riera and David Chonillo

Figure 17 – Survey for Students 3. Question 1

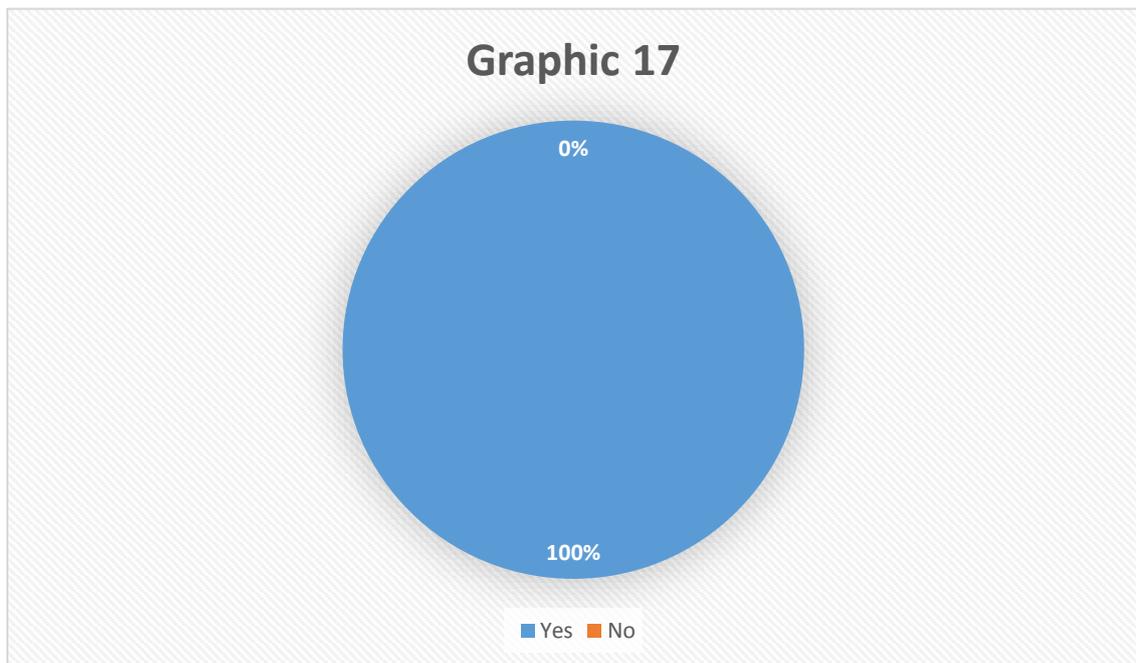


Figure 17. Do you like to watch T.V., videos, or the pictures that are in the books?

The one hundred percent of the student that is twenty-one students said that they like to watch T.V., videos, or the pictures that are in the books. They said that they always go to the school's library and take the English fairy-tales, and they know what is happening in the story just seeing at the pictures because they do not understand what is said in the book. In contrast, the zero percent that is zero students, do not like to watch T.V., videos, or the pictures that are in the books.

Question 2: Do you remember the last picture you saw?

Table 22 – Survey for Students 3. Question 2

Alternatives	Frequency	Percentage
Yes	19	90%
No	2	10%

Tabla 25. Do you remember the last picture you saw?

Title: Do you remember the last picture you saw?

Source: Third grade students

Authors: Fernando Riera and David Chonillo

Figure 18 – Survey for Students 3. Question 2

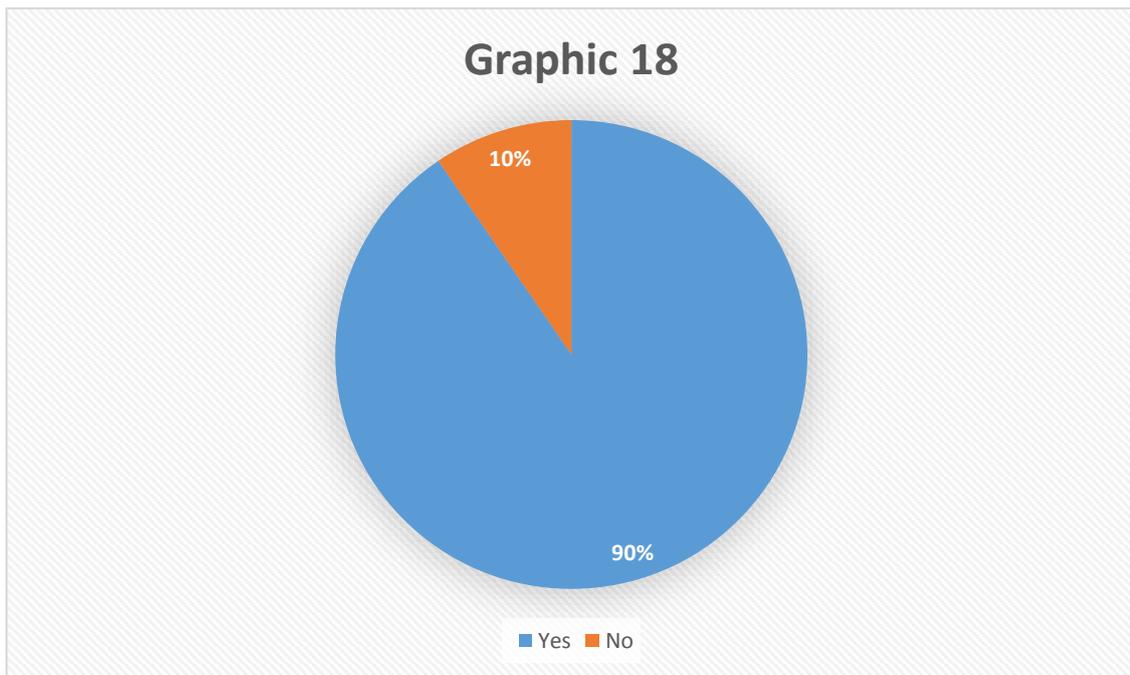


Figure 18. Do you remember the last picture you saw?

The ninety percent of the students that is nineteen students said that they remembered the last picture they saw. This group of students also said that they remember the last picture they saw on the street on their way to school, or the last picture they saw on the cover page of their favorite book. In contrary, the ten percent of the students that is two students said that they do not remember the last picture they saw. One of the student said that he did not remember because he does not pay too much attention to printed pictures, and the other student said that the reason he did not remember is because he thinks he needs to change his eyeglasses.

Question 3: Have you watched movies or videos in English?

Table 23 – Survey for Students 3. Question 3

Alternatives	Frequency	Percentage
Yes	21	100%
No	0	0%

Tabla 26. Have you watched movies or videos in English?

Title: Have you watched movies or videos in English?

Source: Third grade students

Authors: Fernando Riera and David Chonillo

Figure 19 – Survey for Students 3. Question 3

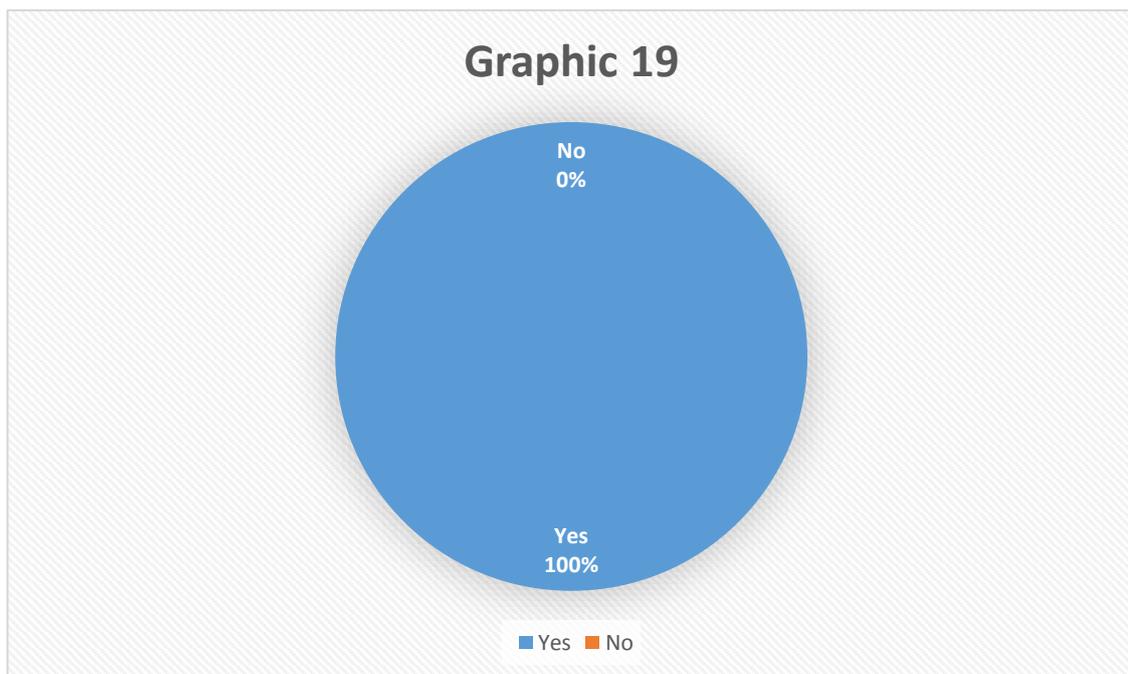


Figure 19. Have you watched movies or videos in English?

The one hundred percent of the students that is twenty-one students said that they have watched movies or videos in English. The students of this group also expressed that the vast majority of their time, they are watching English videos at home, or they are watching T.V. programs where English is spoken, and they really enjoy watching them even when the language the characters use is not understood. The percentage of the students that have not watched a movie or video in English, is zero that means zero students.

Question 4: Would you like to understand the movies or videos that you see in English?

Table 24 – Survey for Students 3. Question 4

Alternatives	Frequency	Percentage
Yes	21	100%
No	0	0%

Tabla 27. Would you like to understand the movies or videos that you see in English?

Title: Would you like to understand the movies or videos that you see in English?

Source: Third grade students

Authors: Fernando Riera and David Chonillo

Figure 20 – Survey for Students 3. Question 4

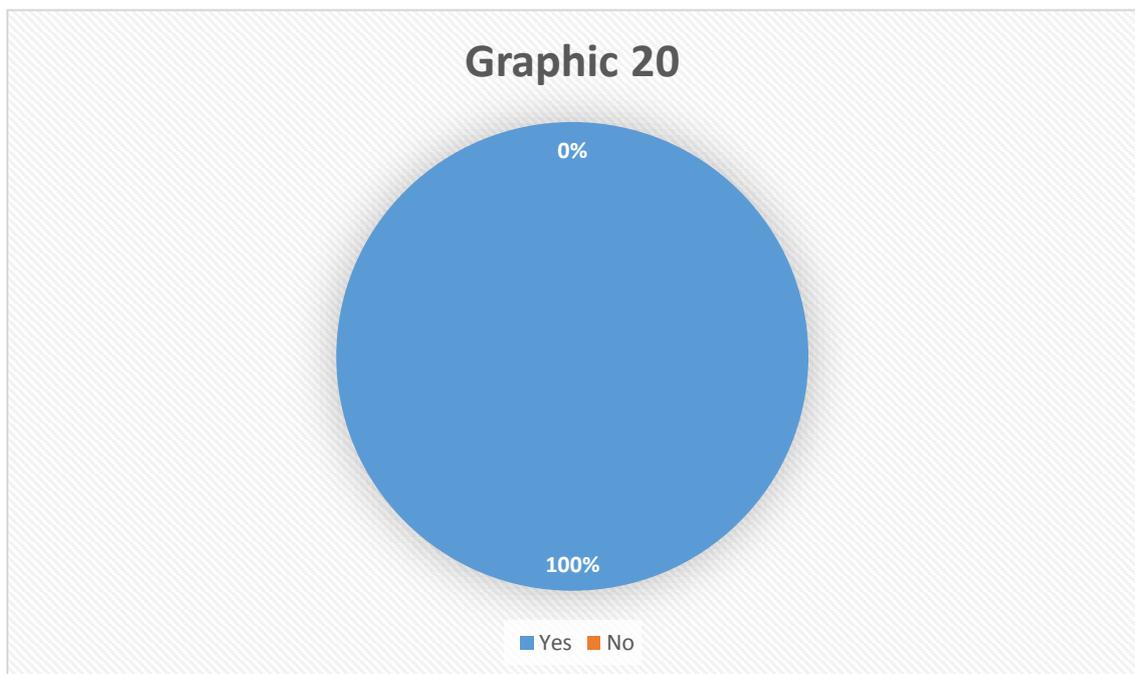


Figure 20. Would you like to understand the movies or videos that you see in English?

The one hundred percent of the students that is twenty-one students said that they would like to understand the movies or the videos that they see in English. The students said they would like to go to the movie theater and watch a movie in English and understand what the characters are saying with their real voices. They also said that they would like to understand all the English videos they see on the internet. On the other hand, the zero percent of the students that is zero students would not like to understand the movies or the videos that they see in English

Question 5: Would you like to learn English through pictures or videos?

Table 25 – Survey for Students 3. Question 5

Alternatives	Frequency	Percentage
Yes	19	90%
No	2	10%

Tabla 28. Would you like to learn English through pictures or videos?

Title: Would you like to learn English through pictures or videos?

Source: Third grade students

Authors: Fernando Riera and David Chonillo

Figure 21 – Survey for Students 3. Question 5

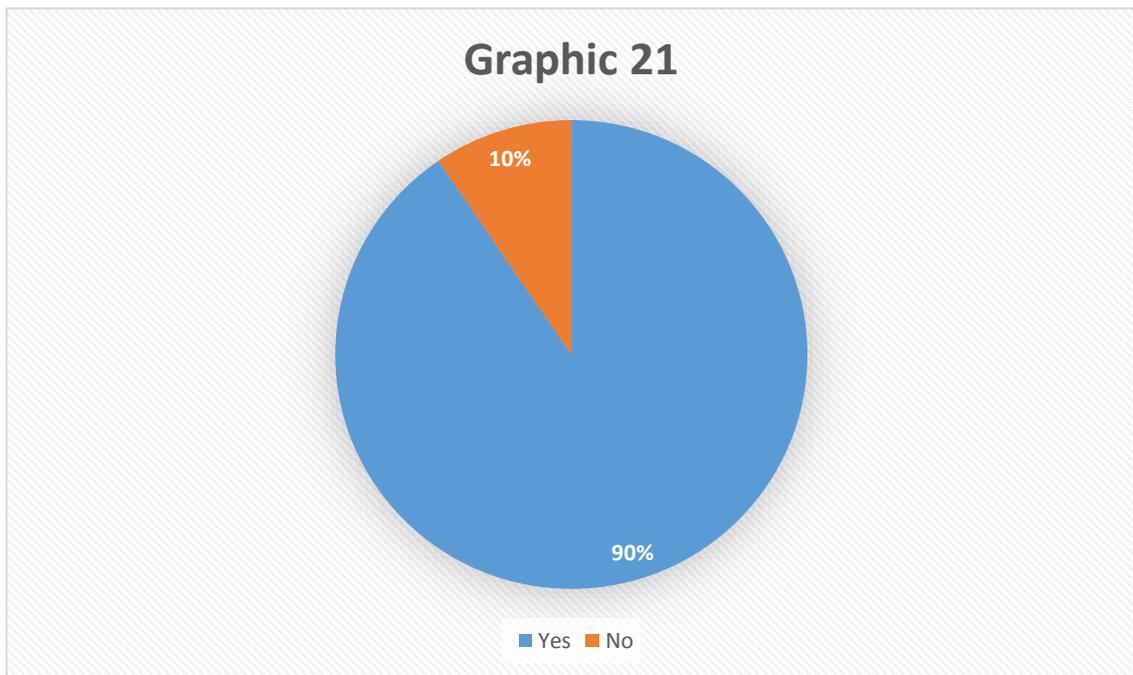


Figure 21. Would you like to learn English through pictures or videos?

The ninety percent of the students that is nineteen students said that they would like to learn English through pictures or videos. Some of the students of this group said that it would be fun to see videos during the English classes, and to manipulate flashcards when they are learning vocabulary. In contrast, the ten percent of the students that is two students would not like to learn English through pictures or videos. This group said that they prefer to learn English playing in the schoolyard.

Question 6: Did you enjoy this survey?

Table 26 – Survey for Students 3. Question 6

Alternatives	Frequency	Percentage
Yes	17	81%
No	4	19%

Tabla 29. Did you enjoy this survey?

Title: Did you enjoy this survey?

Source: Third grade students

Authors: Fernando Riera and David Chonillo

Figure 22 – Survey for Students 3. Question 6

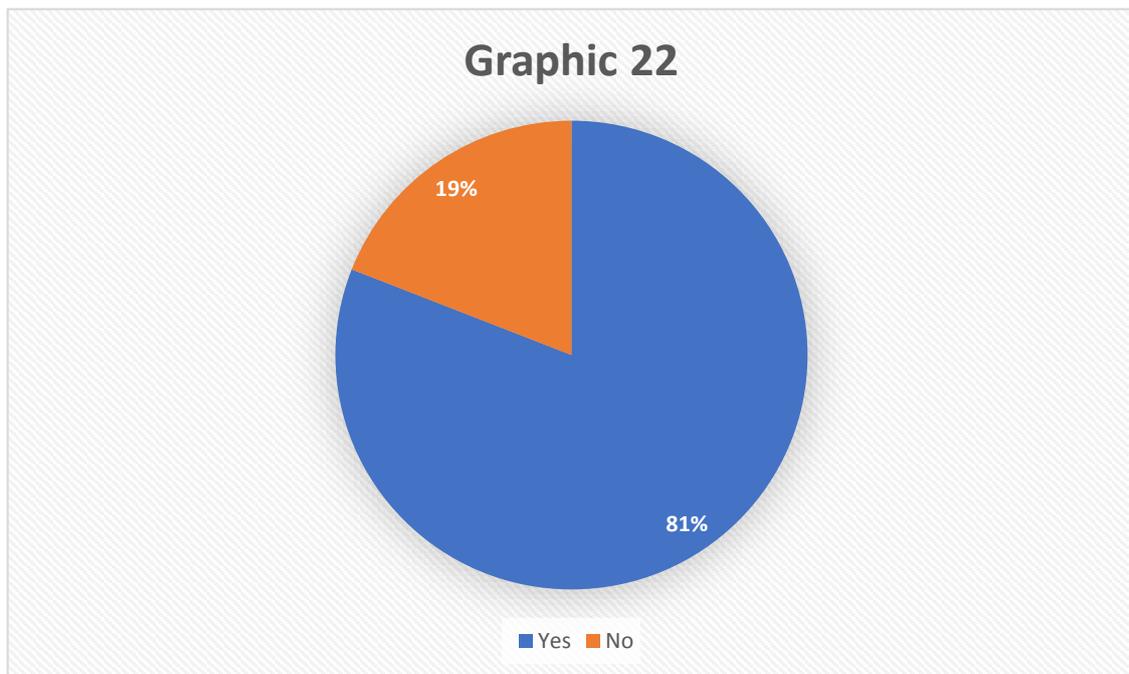


Figure 22. Did you enjoy this survey?

The eighty- one of the students that is seventeen students said that they enjoy this survey, this group of students also said that they liked to do the extra activity because they like to draw and paint. On the other hand, the nineteen percent of the students that is four students said that they did not enjoy this survey because they do not have too much time to draw and they did not bring colors to school to color the pictures they drew.

EXTRA ACTIVITY

Instruction 1: Look at the pictures and draw what you remember over their names

Table 27 – Extra Activity. Instruction 6

Alternatives	Frequency	Percentage
Approved	6	29%
Failed	15	71%

Tabla 30. Look at the pictures and draw what you remember over their names

Title: Look at the pictures and draw what you remember over their names

Source: Third grade students

Authors: Fernando Riera and David Chonillo

Figure 23 – Extra Activity. Instruction

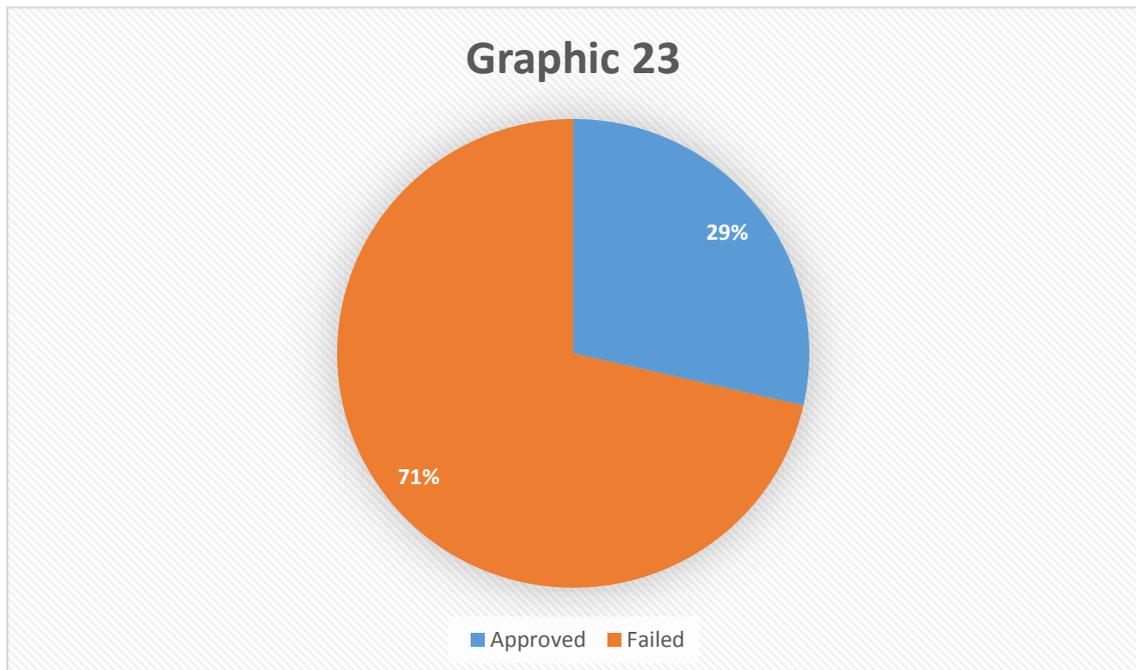


Figure 23. Look at the pictures and draw what you remember over their names

The seventy-one percent of the students failed in this extra activity. On the other hand, the twenty-nine percent of the students did well in this extra activity.

Instruction 1: Look at the pictures and draw what you remember over their names

Table 28 – Extra Activity. Instruction 1

Alternatives	Tent	Stone	Potato	Chicken
Correct	5	8	2	12
Percentage	24%	35%	10%	57%
Incorrect	16	15	19	9
Percentage	76%	35%	90%	43%

Tabla 31. Extra Activity. Instruction 1

Title: Look at the pictures and draw what you remember over their names

Source: Third grade students

Authors: Fernando Riera and David Chonillo

Figure 24 – Extra Activity. Instruction 1

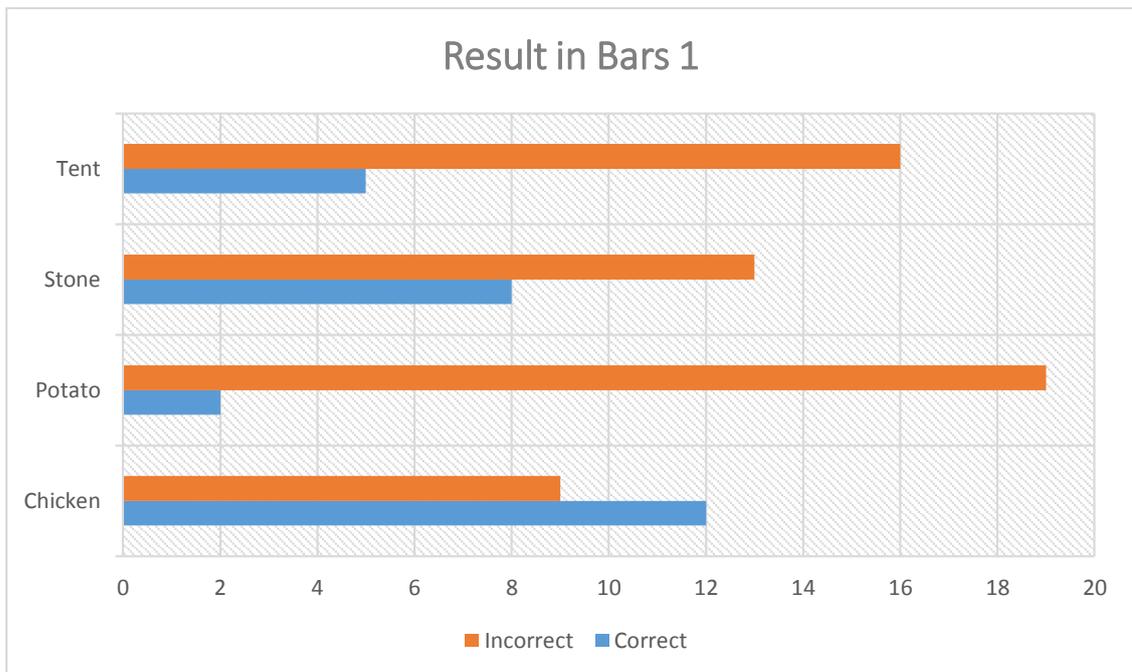


Figure 24. Extra Activity. Instruction 1

In the first picture twelve students did well, on the other hand nine students failed. In the second picture, two students did correct, however, nineteen students failed. In the third picture, eight students did it correctly. In contrast, thirteen students failed. In the fourth picture, five students did correct, on the other hand sixteen students failed in the activity.

SURVEY FOR STUDENTS 4

Question 1: Do you like to listen to English music?

Table 29 – Survey for Students 4. Question 1

Alternatives	Frequency	Percentage
Yes	20	95%
No	1	5%

Tabla 32. Do you like to listen to English music?

Title: Do you like to listen to English music?

Source: Third grade students

Authors: Fernando Riera and David Chonillo

Figure 25 – Survey for Students 4. Question 1

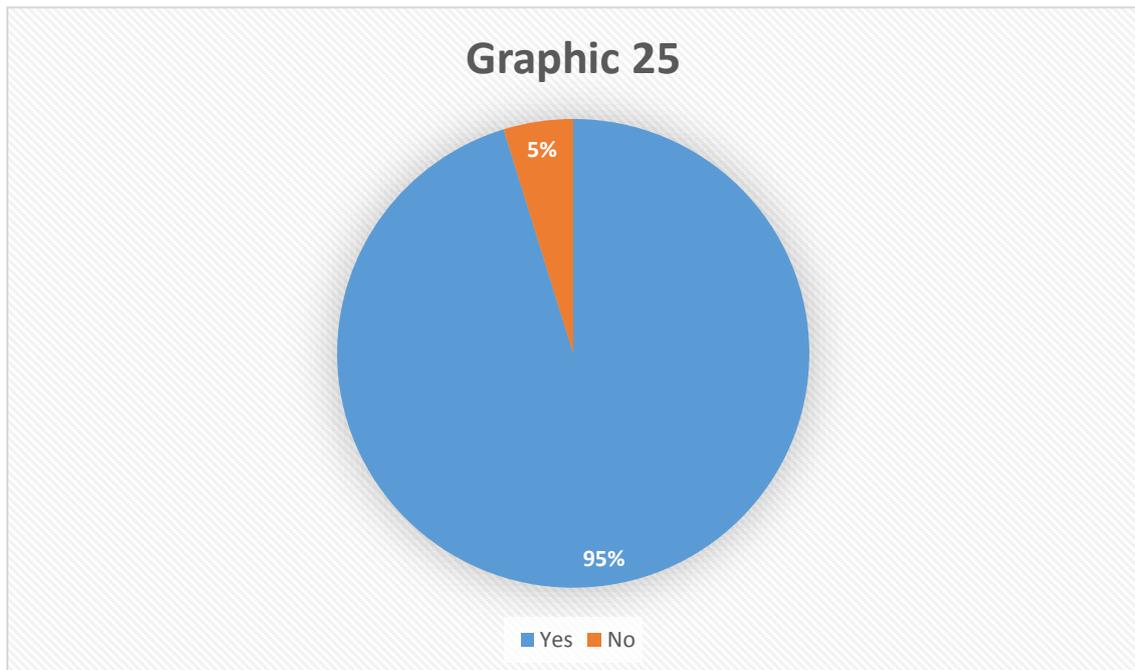


Figure 25. Do you like to listen to English music?

The ninety- five of the students that is twenty students said that they like to listen to English music. During these questions, some students said they listen more music in English than in Spanish. On the other hand, the five percent of the students that is one student said that he does not like to listen to English music.

Question 2: Do you like to sing your favorite English songs?

Table 30 – Survey for Students 4. Question 2

Alternatives	Frequency	Percentage
Yes	16	76%
No	5	24%

Tabla 33. Do you like to sing your favorite English songs?

Title: Do you like to sing your favorite English songs?

Source: Third grade students

Authors: Fernando Riera and David Chonillo

Figure 26 – Survey for Students 4. Question 2

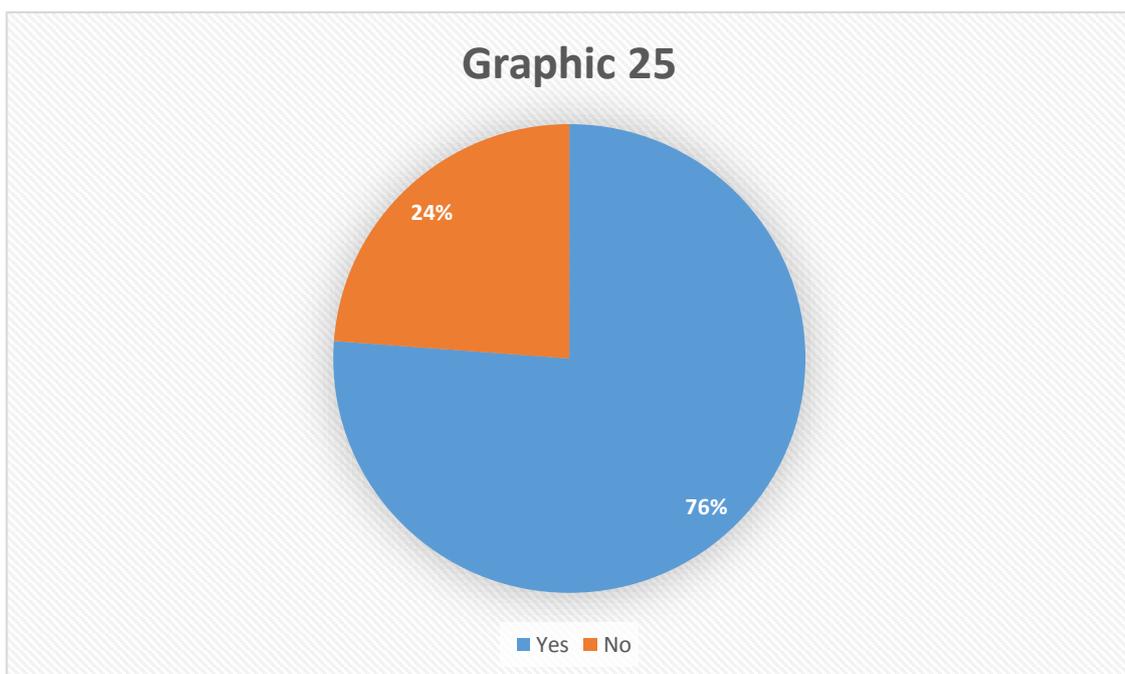


Figure 26. Do you like to sing your favorite English songs?

The seventy-six percent of the students that is sixteen students said that they like to sing their favorite English songs. During these questions, some students said that they try to pronounce the lyrics of the songs, even when they cannot do it well, but as the time passes by, they improve their pronunciation and memorize the song. On the other hand, the twenty-fourth percent of the students that is five students said that they do not like to sing in English, some students said that are too embarrassed to sing something they do not know.

Question 3: Would you like to understand the English songs you listen to?

Table 31 – Survey for Students 4. Question 3

Alternatives	Frequency	Percentage
Yes	20	95%
No	1	5%

Tabla 34. Would you like to understand the English songs you listen to?

Title: Would you like to understand the English songs you listen to?

Source: Third grade students

Authors: Fernando Riera and David Chonillo

Figure 27 – Survey for Students 4. Question 3

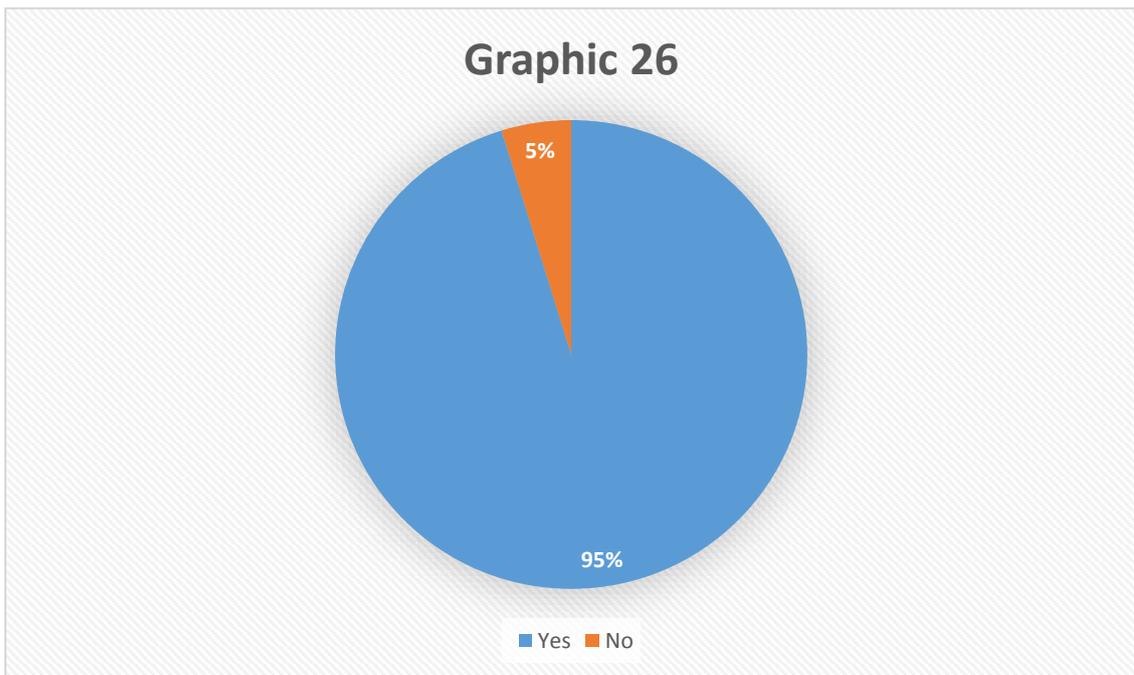


Figure 27. Would you like to understand the English songs you listen to?

The ninety-five percent of the students that is twenty students said that they would like to understand the English songs they listen to, some students said that they would like to know the lyrics of the songs, and explain to their parents or friends what the song is about. On the other hand, the five percent of the students that is one student said that he would not like to understand the English songs they listen to, he said that the reason he would not like would not like, it is because he doesn't like to listen too much to English songs.

Question 4: Would you like to Watch English movies such as “The Beauty and The Beast” and understand what the characters in the movie say?

Table 32 – Survey for Students 4. Question 4

Alternatives	Frequency	Percentage
Yes	21	100%
No	0	0%

Tabla 35. Would you like to Watch English movies such as “The Beauty and The Beast” and understand what the characters in the movie say?

Title: Would you like to Watch English movies such as “The Beauty and The Beast” and understand what the characters in the movie say?

Source: Third grade students

Authors: Fernando Riera and David Chonillo

Figure 28 – Survey for Students 4. Question 4

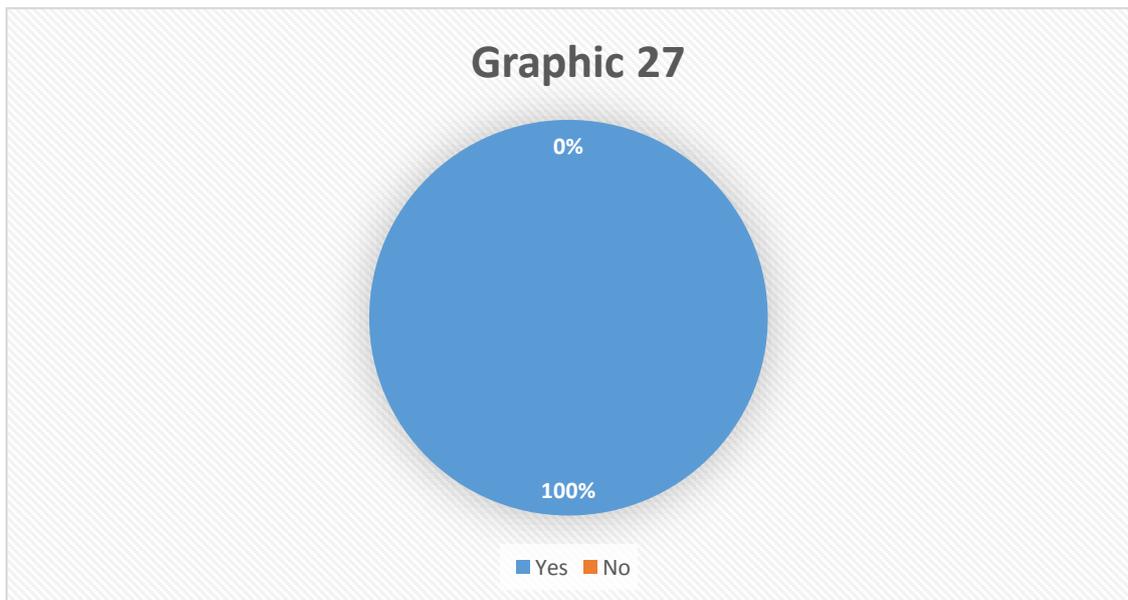


Figure 28. Would you like to Watch English movies such as “The Beauty and The Beast” and understand what the characters in the movie say?

The one hundred percent of the students that is twenty-one students said that they would like to learn movies in English and understand what the characters say. Some girls in the class said that when they saw the movie, they would have liked to listen to Belle, that is one of the main characters, in her real voice, and understand what she said. However, the zero percent of the students that is zero students would like to watch English movies such as “The Beauty and The Beast” and would not understand what the characters in the movie say.

Question 5: Would you like to learn English through English songs?

Table 33 – Survey for Students 4. Question 5

Alternatives	Frequency	Percentage
Yes	20	95%
No	1	5%

Tabla 36. Would you like to learn English through English songs?

Title: Would you like to learn English through English songs?

Source: Third grade students

Authors: Fernando Riera and David Chonillo

Figure 29 – Survey for Students 4. Question 5

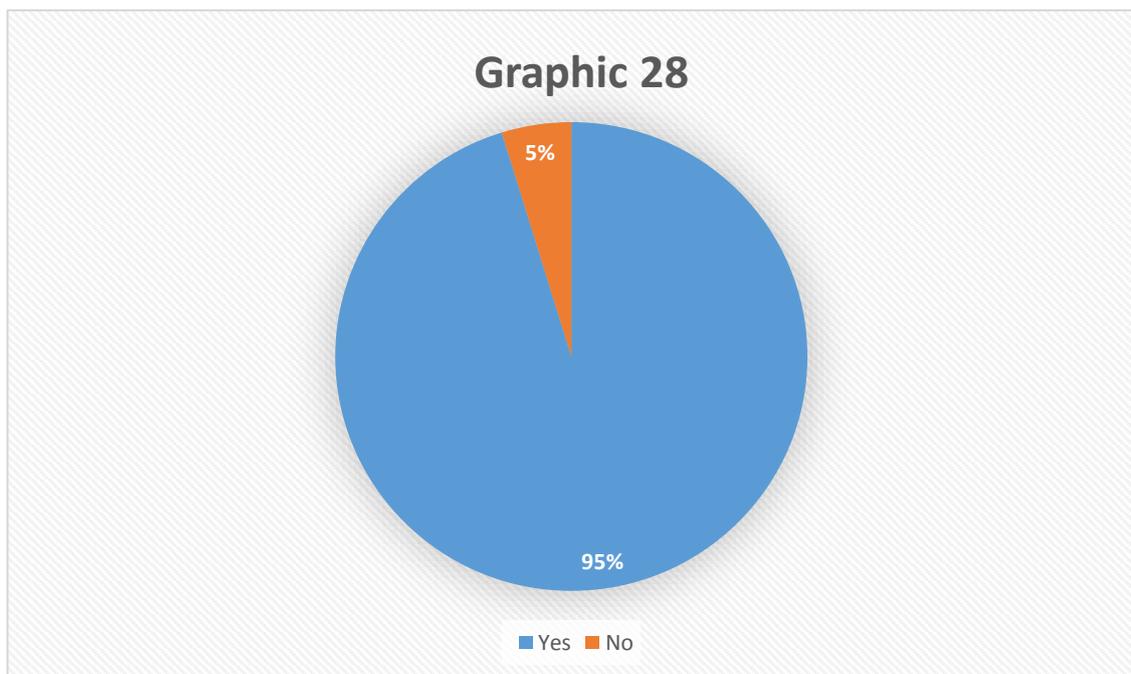


Figure 29. Would you like to learn English through English songs?

The ninety-five percent that is twenty students said that they would like to learn English through English songs. Some students said that when they see videos or cartoon in English, their favorite part is when the characters start to sing or chant. On the other hand, the five percent of the students that is one student, said that he would not like to learn English through English songs, he said that he is too shy to sing when he is learning, especially because he does not feel comfortable with his pronunciation.

Question 6: Did you enjoy this survey?

Table 34 – Survey for Students 4. Question 6

Alternatives	Frequency	Percentage
Yes	19	90%
No	2	10%

Tabla 37. Did you enjoy this survey?

Title: Did you enjoy this survey?

Source: Third grade students

Authors: Fernando Riera and David Chonillo

Figure 30 – Survey for Students 4. Question 6

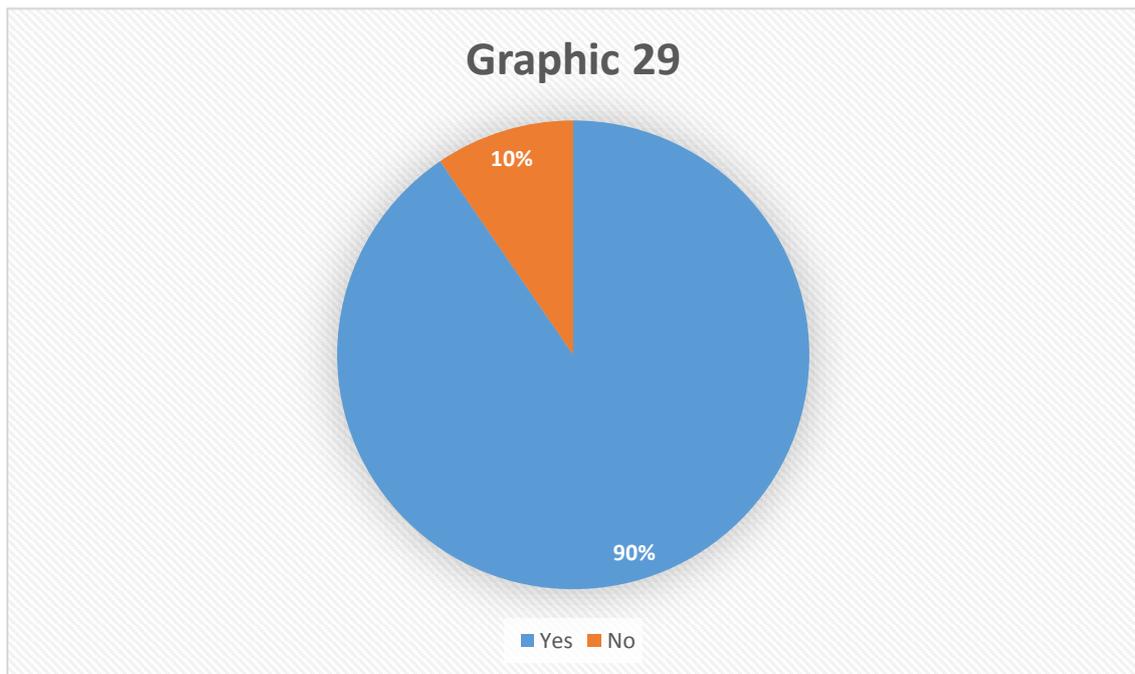


Figure 30. Did you enjoy this survey?

The ninety percent of the students that is nineteen students said that they enjoy this survey. Some students said that their favorite part was when an English song was sung and roll-played before the survey starts. On the other hand, the ten percent of the students that is two students said that he did not enjoy this survey, he said that the reason he did not enjoy was because he was not in the mood to sing.

EXTRA ACTIVITY 2

Instruction 1: Listen to the song “My Strange Family” and match the blank spaces with the pictures

Table 35 – Extra Activity 2. Instruction 1

Alternatives	Frequency	Percentage
Approved	6	29%
Failed	15	71%

Tabla 38. Listen to the song “My Strange Family” and match the blank spaces with the pictures

Title: Listen to the song “My Strange Family” and match the blank spaces with the pictures

Source: Third grade students

Authors: Fernando Riera and David Chonillo

Figure 31 – Extra Activity 2. Instruction 1

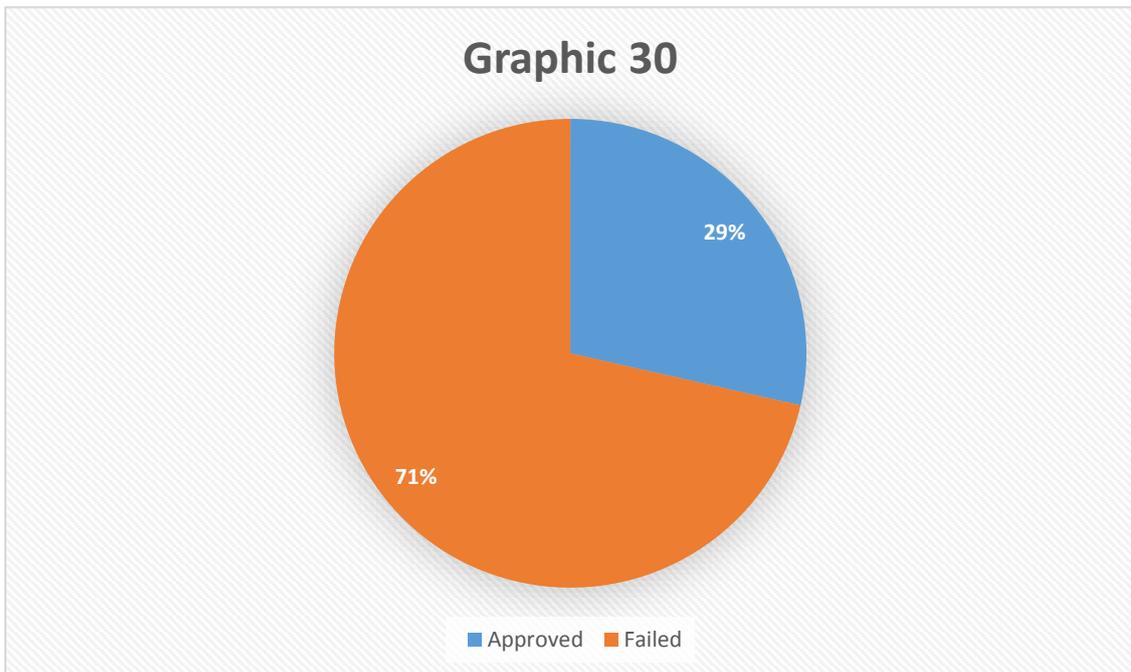


Figure 31. Listen to the song “My Strange Family” and match the blank spaces with the pictures

The seventy-one percent of the students failed in this activity. The vocabulary used in this activity was taken of a previous vocabulary the students have studied in an early school period. On the other hand, the twenty-nine percent of the students did well in this activity. The vocabulary was remembered quickly before the survey when the song was sung.

PRE-TEST VOCABULARY

Instruction 1: A three questions vocabulary pre-test

Table 36 – Pre-Test Vocabulary. Instruction 1

Alternatives	Frequency	Percentage
Approved	9	43%
Failed	12	57%

Tabla 39. A three questions vocabulary pre-test

Title: A three questions vocabulary pre-test

Source: Third grade students

Authors: Fernando Riera and David Chonillo

Figure 32 – Pre-Test Vocabulary. Instruction 1

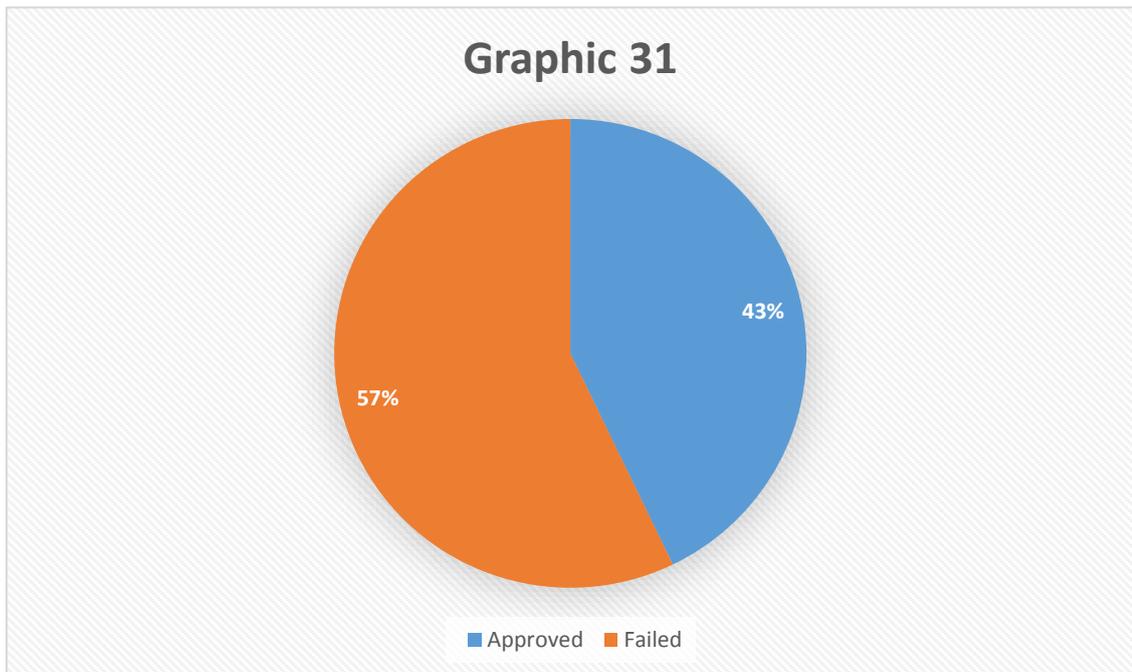


Figure 32. A three questions vocabulary pre-test

The fifty-seven percent of the students failed in the pre-test. However, the forty-three percent of the students did well in the test. The questions for the pre-test were taken from the homework that the students had to do during their vacations. The students were told to check the vocabulary in their folders before the test.

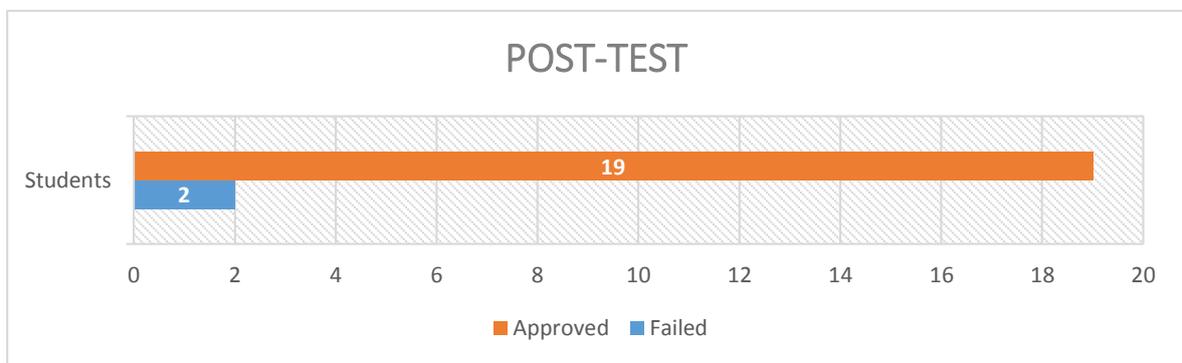


Tabla 40. Post Test

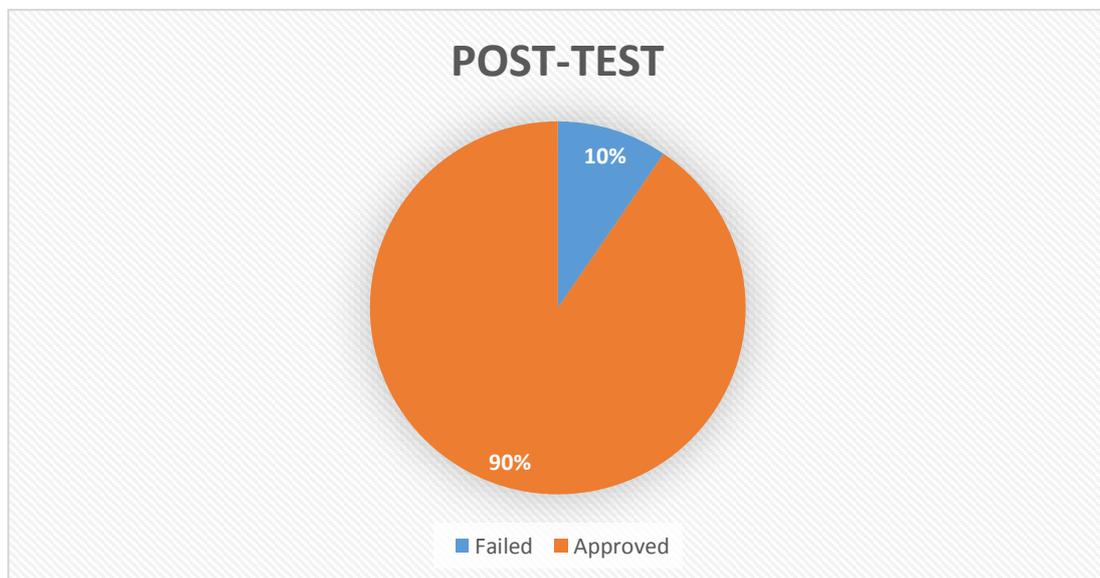


Figure 33. post-test

In the post test the ninety percent of the students that is nineteen students got good results. The post-test was made from the units of the book that were studied while the research project was applied. The ten percent of the students that is two students did the test regularly, they did not get good grades. However, they did not get very good results as the rest of the class. Those two students presents educational problems. One student has dyslexia and visual problems, and the other students always misses classes because of his health treatment and family situation. This research project has proved that the applying of visual techniques, physical response, and musical techniques are very helpful for third grades students to learn and improve vocabulary. It also proves that once students know the vocabulary they would easily improve the other skills such as: listening, speaking, reading, and writing. The project also demonstrates that once the students understand the vocabulary of the unit studied, their confidence would improve to learn new strategies.

3.5.1. Class Observation.

Throughout some weeks applying the pedagogical techniques, the researchers could notice that:

- Students enjoy learning new vocabulary, and they try to pronounce the vocabulary well.
- The teachers give clear instructions and make their classes interesting.
- The teachers speak only in English, and encourage the students to answer just in English.
- Students try to communicate in English to other students using the words they have learned.
- The students understand the contents of the units studied.

3.5.2. Surveys.

The surveys were applied to the third grades students, and they show that the vast majority of the students would like new words in English, but they do not feel confident learning vocabulary in the way they were studying.

3.5.3. Pre- test and post-test.

The tests were applied to twenty-one students, and a big difference could be appreciated between how the students learning process succeed after applying the independent variables to teach them vocabulary. In the pre-test it is shown that the students do not recognize basic vocabulary from the previous unit. On the other hand,

once the post-test was applied, it is visible that students became better in their vocabulary, and they also improve their English skills.

3.5.4. Class activities.

The application of worksheets, songs, videos, games, and chants, proved that they are helpful to learn vocabulary, and how vocabulary is connected to reading, speaking, listening, and writing.

3.6. Preliminary Conclusions

- The students of third grade did not enjoy to study the English vocabulary.
- The students felt bored when they had to study the new words because they used to be taught in a way they could not enjoy the subject.
- The students need more extra activities outdoors activities if teachers want them to improve their English vocabulary
- The students got better and participate more in classes when they liked the subject.
- The students feel more motivated to learn new English words once they understand a little what is the topic about.

4. PROPOSED PROJECT PLAN

4.1. Title

Application of Pedagogical Techniques to Teach Vocabulary to 3rd Grade Students at Escuela de Educación Básica Huellas de Conocimiento during the School Year 2017-2018

4.2. Justification

Before to start about the justification of the problem. It is important to cite that this research project was designed for students who are in third grade and they are in the seven years old. Maria Montessori said that children at the age of seven can realize how their behavior impact in other people, and they try to follow others in order to fit in a group, for that reason it is important to be very careful to choose what is going to be used to teach to students taking in consideration that each student is one world, and choosing the incorrect pedagogical technique or method could cause a negative impact on them. Talking about using the most appropriated pedagogical techniques to teach vocabulary in third grade could be the solution of the fear that some students have when they have to learn English words. This group has twenty-one students in which two students have learning problems, and this is the reason that the physical response, the musical and the visual techniques were chosen because all children even the ones who present learning problems enjoyed learning through the techniques applied. Many kids when listen the word “English”, they feel frustrated because they do not think they could learn a new language when they do not even understand basic words. But the application of these three pedagogical techniques are the most effective for students of seven years old that are studying English to get many words in this foreign language

while they are having fun in their classes. The vast majority of the people know that kids enjoy dancing, playing, singing, and watching pictures, and if they do not like the all actions mentioned before, at least they like one of them. When students have fun while they studying, they feel they are playing, and their intrinsic motivation increases and it would let them to improve their reading, writing, speaking, and listening skill because they understand what the class is about. Many teachers tent to base their classes in grammar, reading, writing, or listening, but they have to take in consideration that when students do not understand what is saying in the class, they would not feel inspired to learn. So, the pedagogical techniques applied in this research project could be helpful to make the students learn vocabulary in an effective way if it is applied in future classes as it was developed during the process of the research.

4.3. Objectives

4.3.1. Broad Objective.

To implement pedagogical techniques for third grade students to learn new vocabulary in an easy, funny, effective, and meaningful way.

4.3.2. Specific Objectives.

To describe the characteristics of each pedagogical technique to be applied on third grade students to help them learn vocabulary.

To measure each technique to evidence which would be the most suitable to teach vocabulary.

4.4. Content Framework of the Proposed Project Plan

ABSTRACT:

INTRODUCTION

- 1 **STUDY APPROACH**
 - 1.1 Background of the Problem
 - 1.2 Statement of the problem
 - 1.3 Systematization of the Problem
 - 1.4 Broad Objective
 - 1.5 Specific Objectives
 - 1.6 Significance or Rationale of the Study
 - 1.7 Scope and Delimitation of the Study
 - 1.8 Hypothetical Approach
 - 1.8.1 Hypothesis
 - 1.9 Identification of Variables
 - 1.9.1 Dependent Variable: Teaching vocabulary
 - 1.9.2 Independent Variable: Pedagogical Techniques
 - 1.10 Operationalization of Variables
- 2 **RESEARCH THEORETICAL FOUNDATIONS**
 - 2.1 Literature Review
 - 2.2 Theoretical Framework
 - 2.2.1 Physical Response
 - 2.2.2 Visual
 - 2.2.3 Musical
 - 2.3 Legal Framework
 - 2.4 Conceptual Framework
- 3 **RESEARCH METHODOLOGY**
 - 3.1 Type of Research Description
 - 3.2 Methods, Techniques and Research Instruments
 - 3.2.1 Teachers information
 - 3.2.2 Class Observation
 - 3.2.3 Surveys
 - 3.2.4 Pre-test and post-test
 - 3.2.5 Class activities
 - 3.3 Research Population and Sample

- 3.4 Sources, Resources and Timeline
 - 3.4.1 Sources
 - 3.4.2 Resources
 - 3.4.3 Resources
 - 3.4.4 Timeline
- 3.5 Processing, Presentation, Analysis and Results
 - 3.5.1 Class Observation
 - 3.5.2 Surveys
 - 3.5.3 Pre- test and post-test
 - 3.5.4 Class activities
- 3.6 Preliminary Conclusions

4 PROPOSED PROJECT PLAN

- 4.1 Title
- 4.2 Justification
- 4.3 Objectives
 - 4.3.1 Broad Objective
 - 4.3.2 Specific Objectives
- 4.4 Content Framework of the Proposed Project Plan
- 4.5 The Proposed Project Plan
- 4.6 Validation of the Proposed Project Plan
- 4.7 Impact / Benefits of the proposed project plan

FINAL CONCLUSION

RECOMMENDATIONS

BIBLIOGRAPHIC REFERENCES

ANNEXES

4.5. The Proposed Project Plan

According to the English teachers at Escuela Huellas de Conocimiento, one problem that they have is that once students go to fourth grade, they have difficulties to learn the new vocabulary from the units, and what is worse, when they learn the vocabulary from the unit that is been studied, the vast majority of the time, they do not remember the previous vocabulary from the previous units, and it is a problem because the teachers cannot continue teaching other strategies because the students do not understand what is the class about. The proposed plan in this research project was to apply methodological strategies such as: physical response, musical, and visual in order to improve the students' learning process. The English curriculum of the school could be changed if teachers present a good English program that benefits the students. When students go on vacations, exercises are sent at home for them to practice and do not forget what was learned during their last school period. The pre- test that was applied to the students was based on the homework that was sent to them when they finished second grade. Because of their ages the vast majority of the exercises in their homework was based on vocabulary. The students did not get good results in the tests as it is shown in chapter three.

Most teachers know that English classes could be boring especially when the students are sitting down in their seats for much time. The first technique applied was the Total Physical Response that was created by Dr. James J Asher, who says "Parents have 'language-body conversations' with their children, the parent instructs and the child physically responds to this" (Asher, 2004), it means that kids learn by following instructions and acting out the actions. During this stage the vocabulary was presented to the students with images printed on worksheets, but every class as part of the warm up,

the students had to follow the instructions that the teacher said, and act out the word with the teacher. At first, some students felt uncomfortable because they were used to work in their seats repeating the vocabulary after the teacher. As the time passes by, the students got used to work with this technique, but the biggest problem was that they only acted out the action in order to recognize it. Students improve their reading and speaking skills while this technique was used, but every time they saw a word they know, they acted out the word automatically, but it was something that had to be corrected during the project. Many activities were developed in the yard of the school. For example, when students were practicing the colors, they played a game in which paintings were used, and they discovered that they could get more colors when painting are mixed, that was their favorite activity while this method was applied. The Total Physical Response also helped students to improve their gross motor skill and their confidence, and they learned the difference between going to play in the school's yard and going to work at the school's yard. The third graders students were benefited with the applications with this technique because they started to feel involved in the subject and they started to participate more in classes.

Howard Gardner proposed that the visual-spatial technique could cause a good impact in students in 1991. During the second stage of the research project this technique was applied. The vocabulary was also presented to the students in images printed on worksheets, but this time the students practice the vocabulary every class with flashcards, posters, drawings, real objects, online pictures, mixed puzzles, and photos, these were things that students could see ,and they let them to recognize the vocabulary used. The use of visuals Aids in the class tent to be one of the most common technique when teachers want to introduce the vocabulary. This technique was the most known for the students because their books are full of colorful images for that reason the students

responded well during this stage. It was said that the use of visual literacy is the key to obtain information, construct knowledge and build successful educational outcome (Bamford, 2003), that means that it is important to use visual aids during the classes because students could understand better something if they have any doubts, and they could expand their imagination during the classes just by looking at pictures or something. When this technique and the physical response technique were mixed, the students had fun because they had the opportunity to play some games in the yard. For example, who catch first the flashcards, in which the teacher said the vocabulary word and they have to follow the commands and go for the flashcard. If the teacher said “jump”, the students had to jump and get the flashcard, if the teacher said “run” they had to do the action and go for the flashcard. Many words were not known by the students, but the teacher using the physical response method helped them to understand what they had to do, and it was very helpful because the students had the opportunity to get more English vocabulary. While applying this technique, the students improve their reading, listening, speaking, and writing, because in visuals they also had to read pictograms, and they caught the students’ attention. When the students read they see to symbols such as letters of the alphabet, they automatically guess the idea of how to write simple sentences according to their program. Every time they listen to the teacher, they pronounce better the words, at first it was difficult for the students to understand what the teacher asked, but as the time passes by, and they get used to the teachers, the students also improved their pronunciation while they were learning vocabulary. The table that is presented was taken for the internet, and it helped the researchers to have a better idea in applying this technique to this specific group.

Common Visual Techniques	
Symbolism	A symbol or picture used to represent something e.g. a heart represents love.
Juxtaposition	Positioning subjects side by side to emphasize difference e.g. an elephant positioned near a mouse emphasizes a difference in size.
Layout	The arrangement of visuals.
Montage	Content is layered to allow for more content to be positioned in a given space.
Subject selection	The choice of images.
Color	Technique sometimes chosen to evoke atmosphere or represent mood.
Contrast	Technique used to illuminate differences. Color and texture are sometimes used in combination with this technique.

Tabla 41. Common Visual Techniques

Source: http://areaofstudy.com/visual_techniques1.htm

Many people around the world have learned English by themselves through songs, and many teachers know that one of the best ways to receive the students every morning is singing a song because it motivates them. In this grade there were two students with learning necessities and according to the Centre for the Use of Research and Evidence

in Education (CUREE) “singing songs in classes contributes to enhanced wellbeing particularly for vulnerable and children with special educational needs” (10 reasons why singing should be in the classroom, 2015), and it also would help the ones who has no educational needs to increase their confidence and have better concentration, even in crowded places. During this stage the vocabulary was also presented to the students in printed pictures on worksheets, but as part of every class as warm-up the students had to chant the word looking at the picture on a flashcard while they move their bodies. For example, if the word “bed” is presented, they chanted, “bed, bed, it is a bed”, after the chant the students were able to answer some questions such as; what color is the bed? Is it big or small? Some students did not remember the meaning of the words big and small, but the physical response method and the visual technique was also introduced in this stage to make the students remember or learn some words. Different songs were presented in every class. The songs were related with the topic that was studied in that day. The Mozart effect is well-known because some scientists say that when students listen to classical music they activate their brain and it enables them to learn better, and that was done during the classes, students created their own rhythm to chant the vocabulary while classical music was played, and it was very helpful for them, because they had the opportunity to show their abilities and be recognized for that, which improves their intrinsic motivation and loved the subject. This technique was also used while students were working in their books because it presented one song at the beginning of every unit. Students had to sing a lot during the application of this technique while they were learning their vocabulary which made them to improved their listening, speaking, orthography, and pronunciation.

Teachers who love teaching, teach students to love learning that is a famous phrase that could be found in the internet, and describes this research project. Once the three techniques were worked separately and in some case mixed. It was time to joined them and make the students to take advantage of them. During this stage, there were used the last hour that the third graders have in the week because the vast majority of the time they were already tired and anxious to go home. For this part of the research the lab was used where students go there to see videos or movies which let them to visualize, sing, and dance while they were practicing the vocabulary studied, they also played online games which were designed to make the students move their bodies while they are getting new words. Tamara L. Chilver who is a famous educational blogger said “Fun plus Learning is the best education experience” (Chilver, 2017) and that means that not only the kids have fun, the teachers also have the opportunity to learn, relax, make them more researches, get more involved in the class, and realize who students become better every day.

4.6. Validation of the Proposed Project Plan

SUPERVISOR INFORMATION

Name: Patricia Galarza de Silva

Profession: Doctora en Supervisión de Administración Educativa

Occupation: Principal of school "Huellas de Conocimiento"

Rating scale	Very significant	Significant	Somehow significant	Not that significant	Not significant
Aspects	X				
Introduction	X				
Objectives	X				
Relevance	X				
Sequence	X				
Presentation	X				
Depth of study	X				
Language	X				
Comprehension	X				
Creativity	X				
Impact	X				

Comments: _____

Patricia Galarza de Silva

SUPERVISOR INFORMATION

Name: Janeth Mora Zapater

Profession: Mtefl.

Occupation: Principal of School of English at Laica University

Rating scale	Very significant	Significant	Somehow significant	Not that significant	Not significant
Aspects	X				
Introduction	X				
Objectives	X				
Relevance	X				
Sequence	X				
Presentation	X				
Depth of study	X				
Language	X				
Comprehension	X				
Creativity	X				
Impact	X				

Comments: _____

Janeth L Mora Z

SUPERVISOR INFORMATION

Name: Melida Campoverde

Profession: Msc. en Planificación curricular

Occupation: English teacher at Laica Vicente Rocafuerte University

Rating scale	Very significant	Significant	Somehow significant	Not that significant	Not significant
Aspects	X				
Introduction	X				
Objectives	X				
Relevance	X				
Sequence	X				
Presentation	X				
Depth of study	X				
Language	X				
Comprehension	X				
Creativity	X				
Impact	X				

Comments: _____



4.7. Impact / Benefits of the proposed project plan

English seemed to be one of the most difficult subjects at the school for the kids who were in third grade, but after the applying of the pedagogical techniques the students improved their English. It had a positive effect in students because they feel motivated to study the language. In addition, the English teachers, the English director and the principal of “Escuela Huellas de Conocimiento” were grateful because they realized how good the applying of this project for the student’s learning process was.

The students’ tutors were also thankful, because they said their kids feel motivated to study English in their free time. English is one of the most important languages in the world, and it is considered the Business language, when English is learned by people, these people have more opportunities in their life. Students of third grade now liked the language, and if they continue learning and improving their English, they would succeed in life and would be great professional in their professional fields.

FINAL CONCLUSION

Education is considered a way where students are prepared to face future life situation, talking about education could be a controversial topic because every teacher teaches based on their principles, approaches, and methods. This research project shows that the application of pedagogical techniques such as physical response, musical, and visual is a good way to teach vocabulary in students of third grade because it lets students to have fun while they are learning, and it improves their intrinsic motivation, and as a result of it, they are more capable to understand new things in the subject, and for that reason the English skills such as: listening, writing, speaking, and reading are improved, and also their pronunciation gets better. During this research process was determined that the book that the students use in their English classes is very good, and it could be an important instrument if techniques are applied in future classes. English class was one of the hardest class for the students because they did not enjoy too much, but at the end of the project they were happy to be part of it and English became one of their favorite classes, not only for the curriculum or the strategies, it was because this research project gave them the confidence to make mistakes in order to learn.

RECOMMENDATIONS

After this project was applied, and it was shown that it worked, these are a list of recommendations given by the research.

- To use all the sources and resources that the school has to make the classes more interesting for the students.
- To know more about the student's situations or lives before planning the classes.
- To plan according to the student's necessities, taking in consideration their strengths and weaknesses.
- To choose activities that are interesting and funny for the students, taking in consideration that those activities must not offend their culture, religion, or their thoughts.
- To work more often outside the classroom with activities that make the students to understand the difference between playing in the classrooms and working in the classroom.
- To make all the projects that the book states at the end of every unit in a way where the students could relate those projects with real life situation and take advantage of their content.
- To apply more pedagogical techniques on the classes if it is necessary in order to make the students to improve their English.

BIBLIOGRAPHIC REFERENCES

- 10 reasons why singing should be in the classroom.* (2015). Retrieved from <https://www.musicalfutures.org/musical-futures-blog/10-reasons-why-singing-should-be-in-the-classroom>
- Abbot, E. S. (2014). *The glossary of education reform.* Retrieved from <http://edglossary.org/hidden-curriculum>
- Asher, D. J. (2004). *Total physical response - TPR.* Retrieved from <https://www.teachingenglish.org.uk/article/total-physical-response-tpr>
- Bamford, A. (2003). *The Visual Literacy White Paper.* Sydney, Australia: Adobe Systems Pty Ltd. Retrieved from <https://www.aperture.org/wp-content/uploads/2013/05/visual-literacy-wp.pdf>
- Beaudry, J. (2014). *Visual Literacy for Teaching and Learning: Essential Knowledge and Skills to Create, Use and Assess Concept Maps and Graphic Organizers.* Retrieved from <http://www.meshguides.org/guides/node/229>
- Bress, P. (2015). *Grammar and vocabulary: seven ways to help students enjoy grammar.* Macmillan. Retrieved from <http://www.onestopenglish.com/methodology/methodology/grammar-vocabulary-and-skills/grammar-and-vocabulary-seven-ways-to-help-students-enjoy-grammar/146459.article>
- Chilver, T. L. (2017). *GoodReads - Quotes.* Retrieved from https://www.goodreads.com/author/quotes/869698.Tamara_L_Chilver
- Clause, C. (2012). *What Is a Developmental Disability? - Definition & Statistics.* Retrieved from <http://study.com/academy/lesson/what-is-a-developmental-disability-definition-statistics-quiz.html>
- Culver, J. (2017). *GoodReaders - Quotes.* Retrieved from https://www.goodreads.com/author/quotes/5077755.Jonathan_Culver
- Egbetade, I. (2016). *What is the difference between approach, method and technique?* Quora. Retrieved from <https://www.quora.com/What-is-the-difference-between-approach-method-and-technique>
- Farooq, U. (2013). *What is Teaching Strategy Definition & Meaning.* Retrieved from <http://www.studylecturenotes.com/curriculum-instructions/what-is-teaching-strategy-definition-meaning>
- Franklin, B. (n.d.). *GoodReads.* Retrieved from <https://www.goodreads.com/quotes/21262-tell-me-and-i-forget-teach-me-and-i-may>
- Gardner, H. (1991). *The Unschooled Mind: How Children Think and How Schools Should Teach.* New York: Basic Books.
- Gemert, L. V. (2017). *Strategies for Teaching Vocabulary: Theory and Technique.* Retrieved from <http://www.giftedguru.com/strategies-teaching-vocabulary-theory-technique/>

- Goddard, W., & Melville, S. (2004). *Research Methodology: An Introduction* (2 ed.). Backwell Publishing.
- Kathleen, L. (2012). *Montessori Tip #2: How 5 Year-Olds and 7 Year-Olds Are Different*. Retrieved from <http://fullcircleparenting.com/montessori-tip-2-how-5-year-olds-and-7-year-olds-are-different/>
- Kishore. (2003). *Use of Visual aids Encourage Body Movement and Strengthen the Control*. Retrieved from <https://groupamazingblog.wordpress.com/blog/>
- Kraus, N. (2014). *Northwestern Study: Community Music Programs Enhance Brain Function in At-Risk Children*. Northwestern University. Retrieved from <https://www.aspph.org/northwestern-study-community-music-programs-enhance-brain-function-in-at-risk-children/>
- Lemetyinen, H. (2012). *Language Acquisition*. Retrieved from <https://www.simplypsychology.org/language.html>
- Mercier, A. (2010). *Have a Better Today*. Retrieved from <https://haveabettertoday.wordpress.com/2010/07/30/what-we-learn-with-pleasure-we-never-forget/>
- Mothe, P. S. (2006). *Innovative Techniques of Teaching Vocabulary at the Intermediate*. Omega Dist.Osmanabad, India: Adarsh Senior College. Retrieved from <http://www.litu.tu.ac.th/journal/FLLTCP/Proceeding/377.pdf>
- Nash, H., & Snowling, M. (2006). *Teaching new words to children with poor existing vocabulary knowledge: a controlled evaluation of the definition and context methods*. PubMed. doi:10.1080/13682820600602295
- Paulsen, M. F. (1995). *The Online Report on Pedagogical Techniques for Computer-Mediated Communication*. Oslo, Norway. Retrieved from <http://emoderators.com/wp-content/uploads/cmcped.html>
- Pierson, R. (2013). *Every kid needs a champion*. TED. Retrieved from https://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion
- Raspel, P. (2012). *Singing Sense – A Holistic Approach For Singers*. Retrieved from <https://singingsense.com/2012/11/26/singing-lessons-for-children-when-what-and-how/>
- Rhalmi, M. (2013). *Total Physical Response*. Retrieved from <http://www.myenglishpages.com/blog/total-physical-response/>
- Schmitt, N. (2010). *Researching Vocabulary: A Vocabulary Research Manual*. Palgrave Press.
- Seuss, D. (2012). *GoodReads*. Retrieved from <https://www.goodreads.com/quotes/575073-you-can-find-magic-wherever-you-look-sit-back-and?page=6>
- Shabiralyani, G., Hasan, K. S., Hamad, N., & Iqbal, N. (2015). *Impact of Visual Aids in Enhancing the Learning Process Case Research: District Dera Ghazi Khan* (Vol. 6). Punjab, Pakistan: Journal of Education and Practice. Retrieved from <http://files.eric.ed.gov/fulltext/EJ1079541.pdf>
- Thompson, G. (2016). *Speaking Quotes*. Retrieved from

<https://www.pinterest.com/pin/513551163737299000/>

Tice, J. (2005). *Drilling 1*. Retrieved from <https://www.teachingenglish.org.uk/article/drilling-1>

Tyson, K. (2013). *Top 10 Characteristics Of Effective Vocabulary Instruction*. Retrieved from <https://www.teachthought.com/literacy/top-10-characteristics-of-effective-vocabulary-instruction/>

Ur, P. (2013). *ELT Journal* (Vol. 67). Retrieved from <https://academic.oup.com/eltj/article-abstract/67/4/468/486830/Language-teaching-method-revisited>

Wilkins, D. A. (1972). *Linguistics in Language Teaching*. London: Editorial Arnold.

Wilson, J. (2010). *Essentials of Business Research: A Guide to Doing Your Research Project*. SAGE Publications.

ANNEXES

SURVEY 1	Yes 	No 
Did you like the way your teacher taught you vocabulary in 2nd grade?		
Do you feel comfortable when your teacher speaks in English?		
Do you like when your English teachers speak in English?		
Do you know many words in English?		
Would you like to learn English?		
Would you like to talk in English to your English teachers?		
Would you like to talk in English to your classmates?		
Would you like to have an English teacher that teaches you in a funny way?		
Would you like to see things and name them in English?		
Did you enjoy this survey?		

SURVEY 2	Yes 	No 
Would you like to play while you are studying		
Would you like to learn some words in English while you are studying?		
Would you like not to be sitting down all the time repeating the vocabulary to learn it?		
Would you like to say words in English while you are doing some actions?		
Would you like that your English teacher takes you to the schoolyard to teach you vocabulary while you are roll playing it?		
Would you like to have English projects at the end of each unit such as picnics, sport games, or outdoors activities according to the unit you are studying?		
Did you enjoy this survey?		

SURVEY 3	Yes 	No 
Do you like to watch T.V., videos, or the pictures that are in the books?		
Do you remember the last picture you saw?		
Have you watched movies or videos in English?		
Would you like to understand the movies or videos that you see in English?		
Would you like to learn English through pictures or videos?		
Did you enjoy this survey?		

EXTRA ACTIVITY

Look at the pictures and draw what you remember over their names

			
Chicken	Potatoes	Stone	Tent

SURVEY 4	Yes 	No 
Do you like to listen to English music?		
Do you like to sing your favorite English songs?		
Would you like to understand the English songs you listen to?		
Would you like to watch English movies such as “The Beauty and The Beast” and understand what the characters in the movie say?		
Would you like to learn English through English songs?		
Did you enjoy this survey?		

EXTRA ACTIVITY 2

Listen to the song “My Strange Family” and match the blank spaces with the pictures

My mother has a _____

House



My father has a _____

Monster



My brother has a _____

Monkey



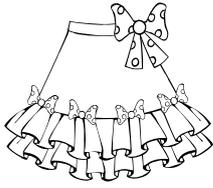
He's sleeping in the _____

Mouse

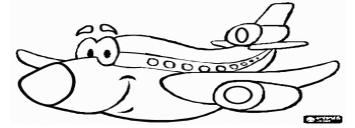


PRE-TEST VOCABULARY

1) Match the pictures with the words



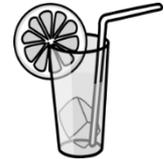
Lemonade



Doll



Skirt



Milk

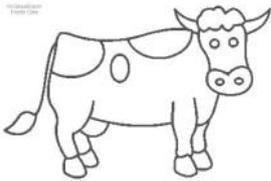


Ice-cream

Plane



2) Listen to the teacher and paint



3) Draw. You can use pencil, eraser, and colors

There are **two cats**

There are **four rulers**

There are **Five cups**

Date: _____

2nd grade



HOMework

1) Write the names

Pen - Glue - Backpack - Eraser - Pencil - Scissors - Book - Ruler - Table





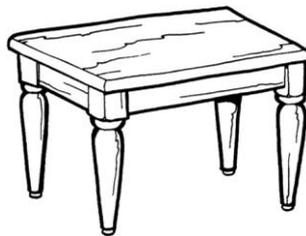














2) Paste a photograph of your family

My father

My mother

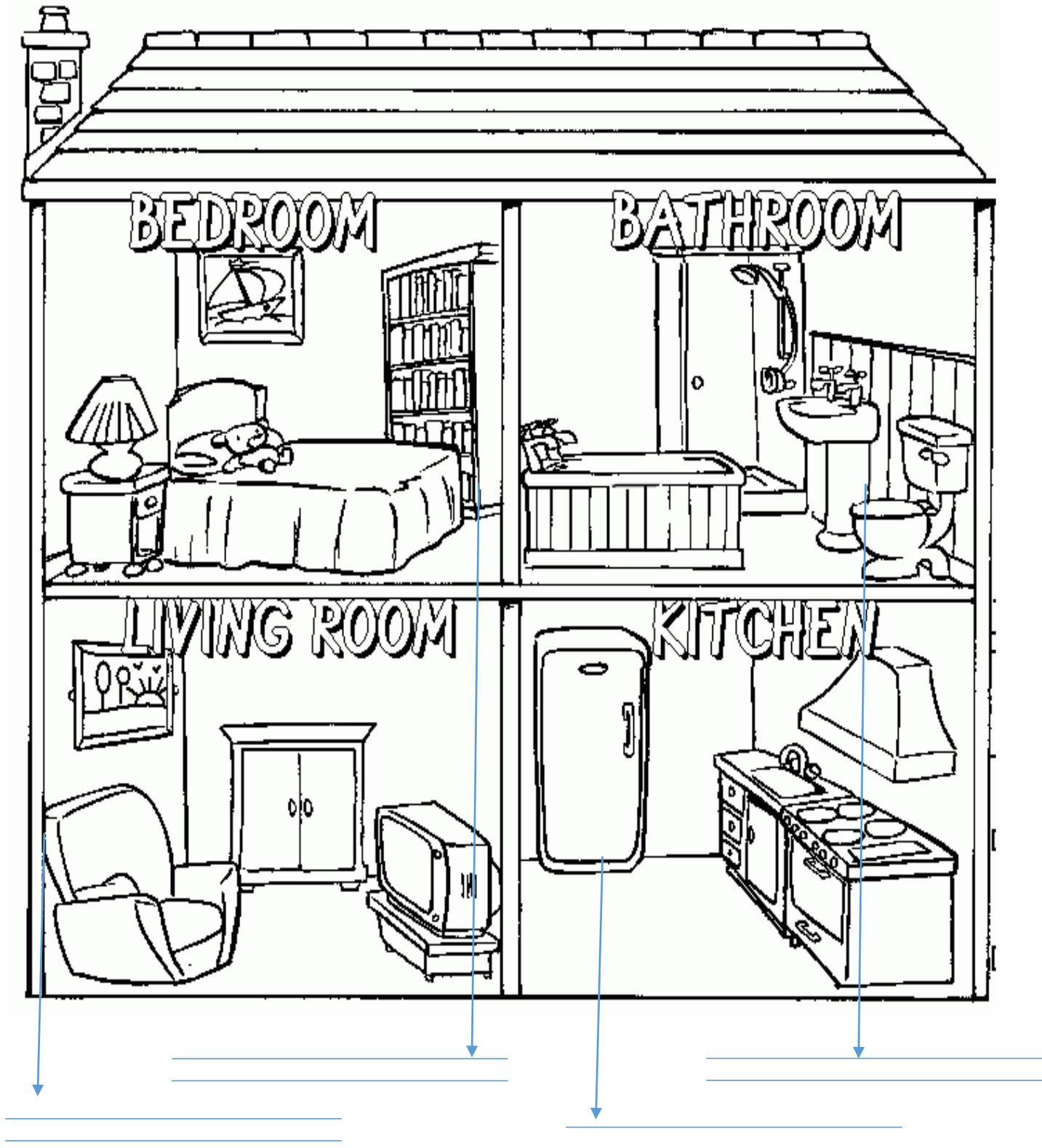
My grandfather

My grandmother

My sister

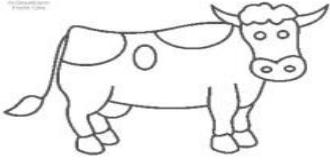
My brother

3) Paint the parts of the house with many colors , and then make the copy



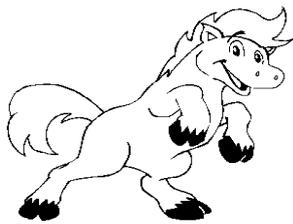
4) Write the names and draw your favorite animal

Frog - Cat - Dog - Horse - Cow - Duck

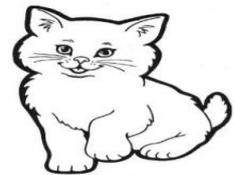












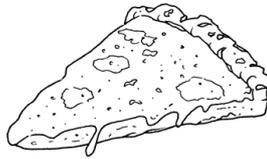
My Favorite Animal

5) Complete the names and draw your favorite food

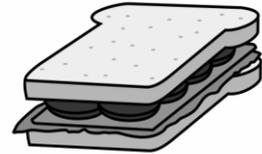
Pizza - Hamburger - Sandwich - Ice cream - Salad
Cake -- Soup - Rice - Lemonade - Milk



M _ _ _ l _ _



P _ _ z _ _ a



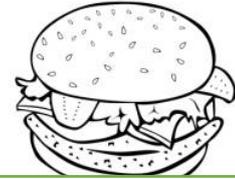
S _ _ nd _ _ ic _ _



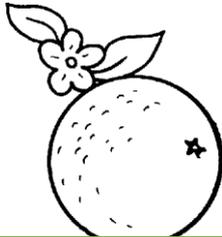
I _ _ e cre _ _ m



S _ _ l _ _ d



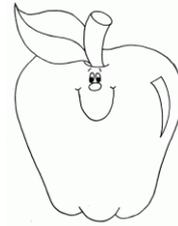
H _ _ mb _ _ rger



O _ _ a _ _ ge

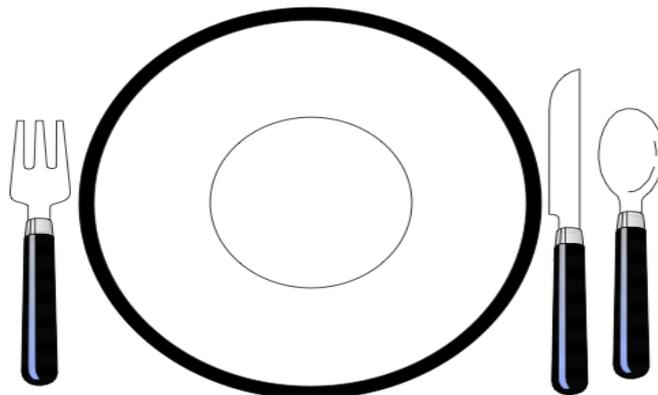


Ca _ _ _ _ _



Ap _ _ l _ _

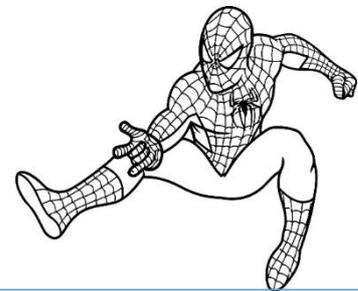
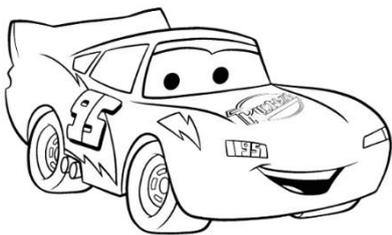
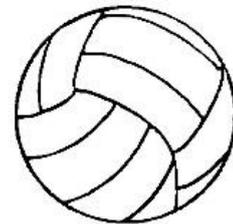
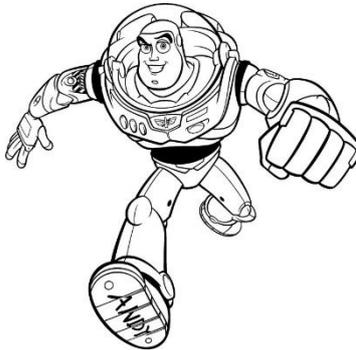
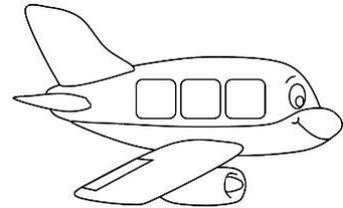
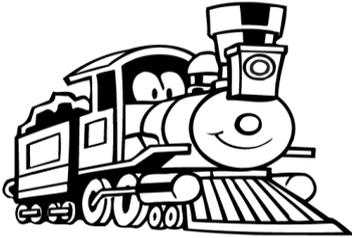
My Favorite Food



6) Write the names and make the copy

Teddy bear - Bike - Action figure - Ball - Car - Doll

Train - Plane - Doll

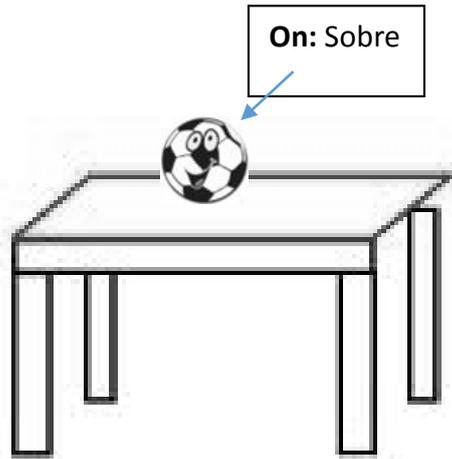


I love toys.

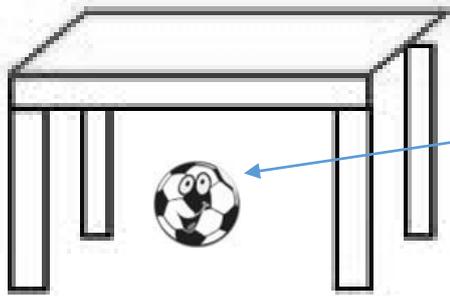
7) Paint and study



In: dentro



On: Sobre

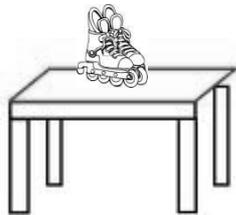


Under:
Debajo

8) Complete with: *in* - *under* - *on*



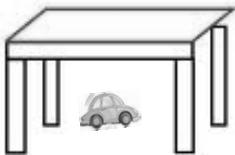
The **bike**
is _____ the
glass.



The **Skates** are _____
the table.



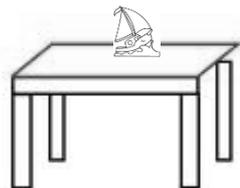
The **plane** is _____
the backpack.



The **car** is _____
the table.



The **ball** is _____
the backpack.



The **boat** is _____
the table.

9) Paint the numbers and write the numbers in words

Numbers

1	one	11	eleven
2	two	12	twelve
3	three	13	thirteen
4	four	14	fourteen
5	five	15	fifteen
6	six	16	sixteen
7	seven	17	seventeen
8	eight	18	eighteen
9	nine	19	nineteen
10	ten	20	twenty

2: _____

11: _____

8: _____

1: _____

20: _____

12: _____

16: _____

17: _____

15: _____

13: _____

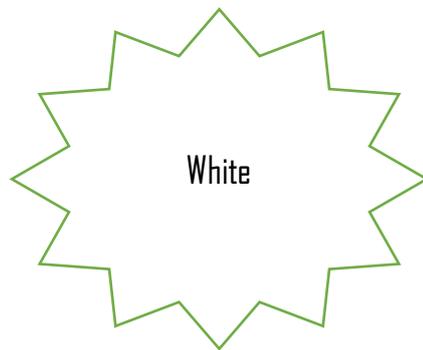
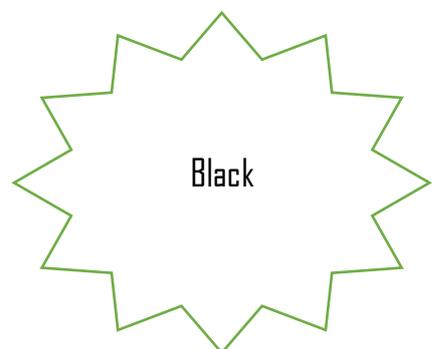
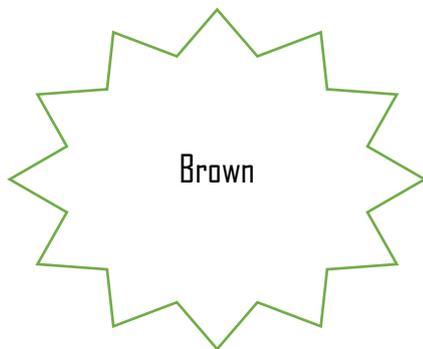
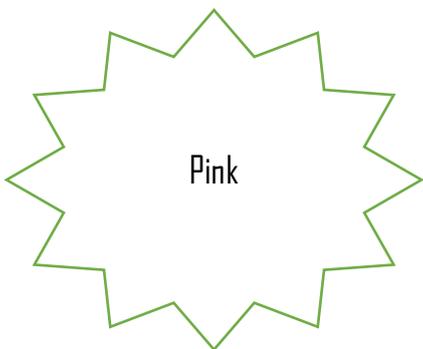
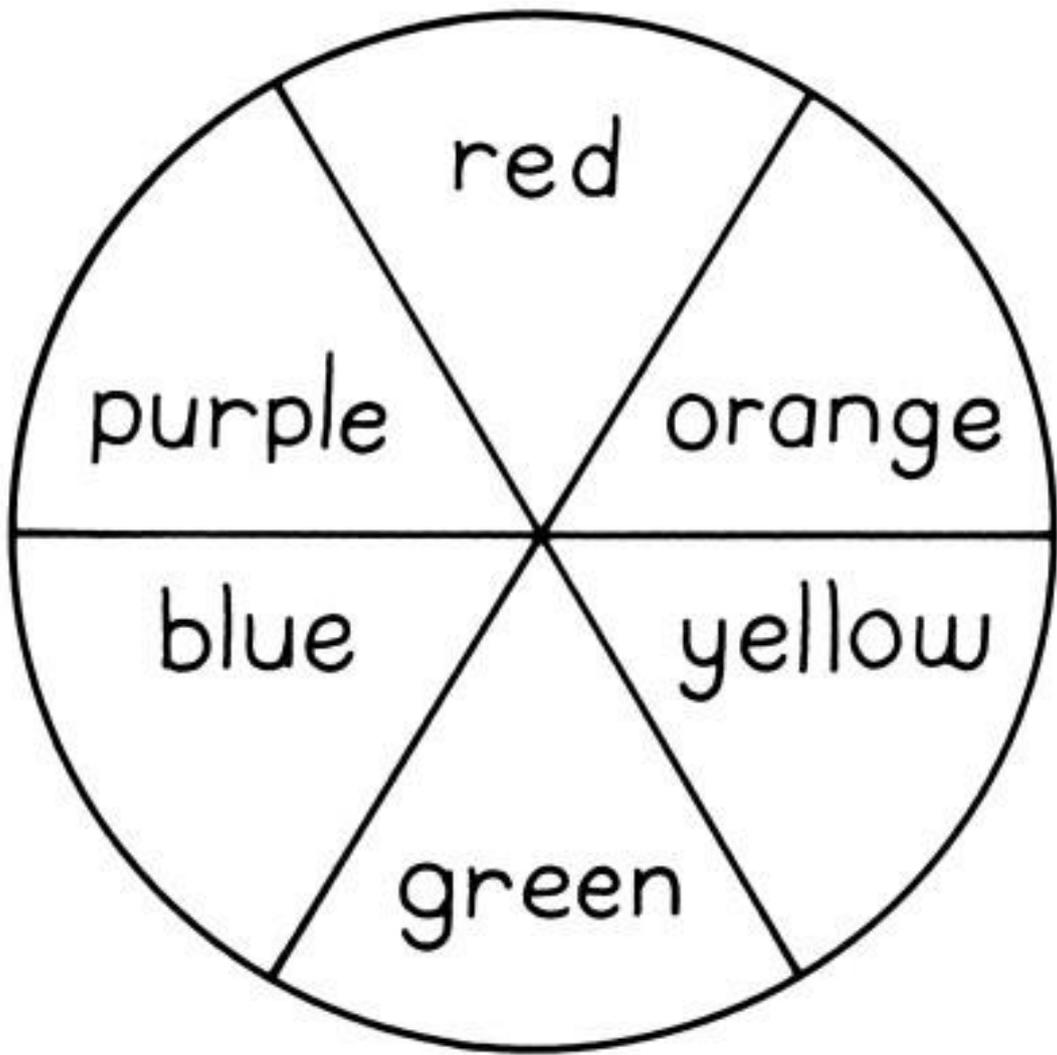
10) Unscramble the words

Numbers in Words

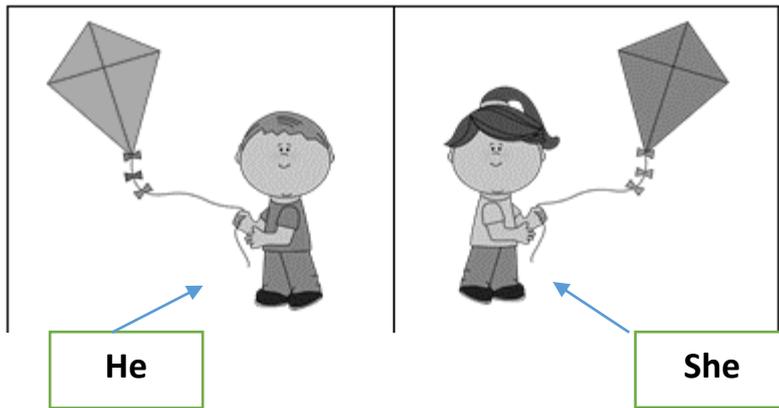
Unscramble the words

1	eon	
2	wot	
3	eehrt	
4	oruf	
5	iefv	
6	ixs	
7	enesv	
8	gtehi	
9	einn	
10	nte	

11) Paint

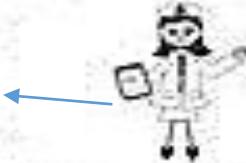


12) Write: *He* / *She*



She or He?







Enjoy!

RESEARCH PROJECT
VOCABULARY POST-TEST

3rd grade

1) Write the names.

Cutting paper - Using a computer - Coloring a picture - Listening to a story



2) Draw a line

She is writing

a story

They are listening to

paper

He is cutting

name and date

3) Listen to the teacher, draw and then, color the pictures

I have a blue sofa.

I have a red T.V.

I have a Green radio.

I have a yellow bed.

I have a brown sink.

I have a purple closet.

4) Complete with: *there is* / *there are*

- _____ a sink.
- _____ two beds.
- _____ eleven clocks.
- _____ one tub.

5) Match the words with the pictures



Dancer



Pilot

Vet



Mail carrier



Police officer

Dancer



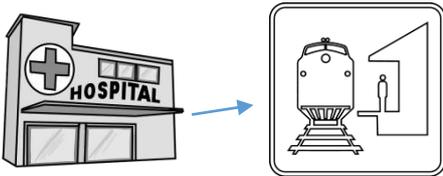
Singer



Soccer player



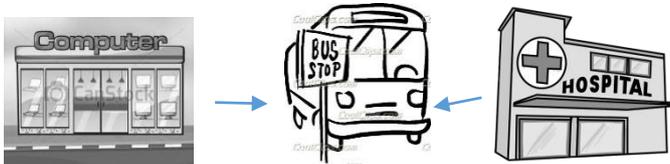
6) Complete with: **next to** - **on the corner** - **between**



The train station is _____ the hospital.



The bus stop is _____.



The bus station is _____ the computer store and the hospital.

7) Listen do the teacher and act out the actions he says

Play soccer

Ride a bike

Jump rope

Play basketball

Play on the slide

Fly kites

8) Order the sentences

. / he / a doctor / wants to be

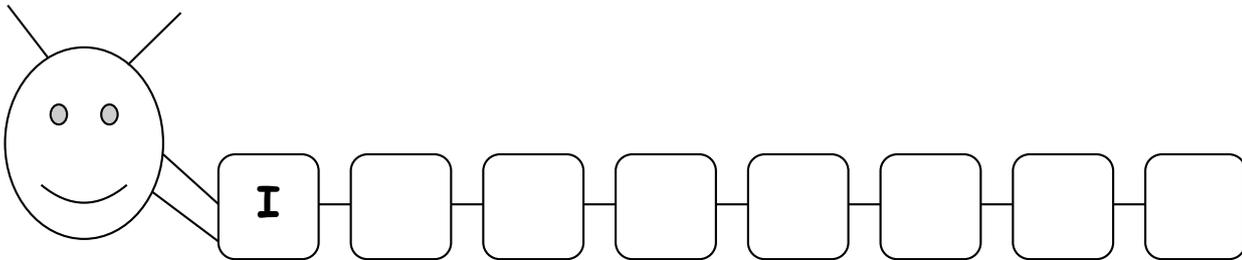
I / . / a police officer / want to be

Carlos / a teacher / wants to be / .

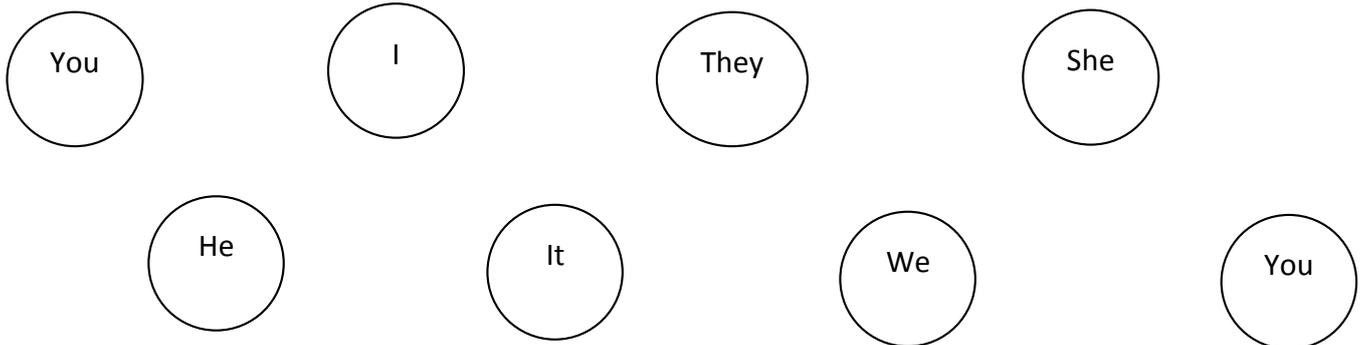
Lorena / . / wants to be / a pilot

9) Write the personal pronouns in order

They - He - You - I - She - We - It - You



10) Paint the Third Person.













Urkund Analysis Result

Analysed Document: RESEARCH 2017- final.docx (D32981932)
Submitted: 11/28/2017 12:05:00 AM
Submitted By: rmendozac@ulvr.edu.ec
Significance: 5 %

Sources included in the report:

1481237459_141__Pr%2525C3%2525A1ctica%252B%2525236.docx (D24195403)
<http://repositorio.ulvr.edu.ec/bitstream/44000/258/1/T-ULVR-0232.pdf>
http://areaofstudy.com/visual_techniques1.htm
<https://www.musicalfutures.org/musical-futures-blog/10-reasons-why-singing-should-be-in-the-classroom>
<http://edglossary.org/hidden-curriculum>
<http://www.meshguides.org/guides/node/229>
<http://www.onestopenglish.com/methodology/methodology/grammar-vocabulary-and-skills/grammar-and-vocabulary-seven-ways-to-help-students-enjoy-grammar/146459.article>
<http://study.com/academy/lesson/what-is-a-developmental-disability-definition-statistics-quiz.html>
https://www.goodreads.com/author/quotes/5077755.Jonathan_Culver
<https://www.goodreads.com/quotes/21262-tell-me-and-i-forget-teach-me-and-i-may>
<http://www.giftedguru.com/strategies-teaching-vocabulary-theory-technique/>
<http://fullcircleparenting.com/montessori-tip-2-how-5-year-olds-and-7-year-olds-are-different/>
<https://groupamazingblog.wordpress.com/blog/>
<https://www.aspph.org/northwestern-study-community-music-programs-enhance-brain-function-in-at-risk-children/>
<https://www.simplypsychology.org/language.html>
<http://emoderators.com/wp-content/uploads/cmcped.html>
<https://singingsense.com/2012/11/26/singing-lessons-for-children-when-what-and-how/>
<http://www.myenglishpages.com/blog/total-physical-response/>
<https://www.goodreads.com/quotes/575073-you-can-find-magic-wherever-you-look-sit-back-and?page=6>
<https://www.pinterest.com/pin/513551163737299000/>
<https://www.teachthought.com/literacy/top-10-characteristics-of-effective-vocabulary-instruction/>
<https://academic.oup.com/eltj/article-abstract/67/4/468/486830/Language-teaching-method-revisited>

Instances where selected sources appear:

TITLE PAGE

UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL FACULTAD DE EDUCACIÓN
CARRERA DE EDUCACIÓN MENCIÓN INGLÉS RESEARCH PROJECT: APPLICATION OF
PEDAGOGICAL TECHNIQUES TO TEACH VOCABULARY TO 3RD GRADE STUDENTS AT
ESCUELA DE EDUCACIÓN BÁSICA HUELLAS DEL CONOCIMIENTO DURING THE SCHOOL
YEAR 2017-2018

PREVIO A LA OBTENCIÓN DEL TÍTULO DE: LICENCIADO EN LENGUA INGLESA MENCIÓN EN
ENSEÑANZA Y ADMINISTRACIÓN DE SISTEMAS EDUCATIVOS EN T.F.E.L AUTHORS
FERNANDO PATRICIO RIERA HERMIDA EDGAR DAVID CHONILLO MALDONADO TUTOR MSC.
ROSY MENDOZA GUAYAQUIL – ECUADOR 2017 – 2018

CERFITIFACATE OF APROVAL En mi calidad de Tutor de Proyecto de Investigación, nombrado
por el Consejo Directivo de la Facultad de Educación- Carrera de Ciencias de la Educación
mención Inglés

CERTIFICO Yo MSC. ROSY MENDOZA , certifico que el Proyecto de investigación sobre el tema
“APPLICATION OF PEDAGOGICAL TECHNIQUES TO TEACH VOCABULARY TO 3RD GRADE
STUDENTS AT ESCUELA DE EDUCACIÓN BÁSICA HUELLAS DEL CONOCIMIENTO DURING
THE SCHOOL YEAR 2017-2018”, ha sido elaborado por los señores Fernando Patricio Riera
Hermida y Edgar David Chonillo Maldonado bajo mi tutoría y que el mismo reúne los requisitos para
ser defendido ante el tribunal examinador, que se designe al efecto.

DECLARACION DE AUTORÍA Y CESION DE DERECHOS DE AUTOR DECLARACION DE
AUTORIA Nosotros, Fernando Patricio Riera Hermida con número de cedula de ciudadanía
No.0928471846, y Edgar David Chonillo Maldonado con número de cedula de ciudadanía
No.0931243026, en calidad de autores,

0: <http://repositorio.ulvr.edu.ec/bitstream/44000/258/1/T-ULVR-0232.pdf>

85%

declaramos

bajo juramento que la autoría del presente trabajo nos corresponde totalmente y nos
responsabilizamos de los criterios y opiniones que el mismo se declara, como producto de la
investigación

que se ha realizado.

REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA			
FICHA DE REGISTRO DE TESIS			
TÍTULO Y SUBTÍTULO:			
APPLICATION OF PEDAGOGICAL TECHNIQUES TO TEACH VOCABULARY TO 3RD GRADE STUDENTS AT ESCUELA DE EDUCACIÓN BÁSICA HUELLAS DE CONOCIMIENTO DURING THE SCHOOL YEAR 2017-2018			
AUTOR/ES: Fernando Patricio Riera Hermida Edgar David Chonillo Maldonado		TUTOR: MSC. Rosy Mercedes Mendoza Cobeña	
		REVISORES: MSC. Francisco Valencia Chávez	
INSTITUCIÓN: Universidad Laica Vicente Rocafuerte de Guayaquil		FACULTAD: Educación	
CARRERA: Ciencias de la Educación Mención Ingles			
FECHA DE PUBLICACIÓN: 2018		No. DE PÁGS: 118	
TÍTULO OBTENIDO: LICENCIADO EN LENGUA INGLESA MENCIÓN EN ENSEÑANZA Y ADMINISTRACIÓN DE SISTEMAS EDUCATIVOS EN TEFL			
ÁREAS TEMÁTICAS: Educación			
PALABRAS CLAVE: Learning vocabulary, Learning process, pedagogical techniques , basic language skills			
RESUMEN: Learning vocabulary is the key to learn a new language, and students who are around seven years old need to be taught in a way they could enjoy the subject to improve their learning process. The use of pedagogical techniques such as; physical response, visuals, and musical seems to be the most appropriated way to make kids who are in third grade to learn vocabulary in English because when students enjoy learning, and they feel comfortable, they have intrinsic motivation, and it makes them to feel more confident to participate more and acquire the relevant information in classes during their English education. Even when the students make mistakes, but they are corrected carefully, the students would take in consideration that learning a new language is a way of having fun and making mistakes. English is one of the most important languages in the world, and for that reason it is studied in many countries. The students who took part in this research project not only improve and learn English vocabulary, they also realized the importance of leaning the language, how it could be applied in real life situations, and how learning new English words would help them to improve their basic language skills such as reading, listening, speaking, and writing.			
No. DE REGISTRO (en base de datos):		No. DE CLASIFICACIÓN:	
ADJUNTO PDF:	SI <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
CONTACTO CON AUTOR/ES	Teléfono: 0992387072 0992139723	E-mail: fernandorierahermida@gmail.com echonillom@ulvr.edu.ec	
CONTACTO EN LA INSTITUCIÓN:		Nombre: José Martín Maldonado Morán	
		Teléfono: 2596500 ext. 221	
		E-mail: jmaldonadomo@ulvr.edu.ec	