

**UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGES DEPARTMENT**



Universidad de El Salvador
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UNDERGRADUATE WORK

**USING PEPPA PIG'S CARTOON TO TEACH BASIC VOCABULARY TO SIX-
YEAR- OLD KINDERGARTENERS GROUPS A, B AND C AT ESCUELA DE
EDUCACIÓN PARVULARIA DE SANTA ANA, DURING 2016**

**SUBMITTED TO ATTAIN THE DEGREE OF
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PRESENTED BY:

**ALDANA RAMÍREZ, ELDA REINA
GARCÍA AGUILAR, KAREN YAMILETH
FLORES ALAS, EDITH SUGHEI
RAMÍREZ MARTÍNEZ, CLAUDIA HAYDEÉ
SIGÜENZA SALAZAR, JOSÉ CARLOS**

ADVISOR:

MASTER CRISTIAN ENRIQUE MELÉNDEZ

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SANTA ANA, EL SALVADOR, CENTRO AMERICA



UNIVERSITY OF EL SALVADOR

CENTRAL AUTHORITIES

INTERIM RECTOR:

LIC. JOSÉ LUIS ARQUETA ANTILLÓN

ADMINISTRATIVE INTERIM VICE-RECTOR:

ING. CARLOS ARMANDO VILLALTA

GENERAL SECRETARY:

DR. ANA LETICIA ZAVALTA DE AMAYA

UNIVERSITY PROSECUTOR:

LIC. NORA BEATRIZ MELÉNDEZ

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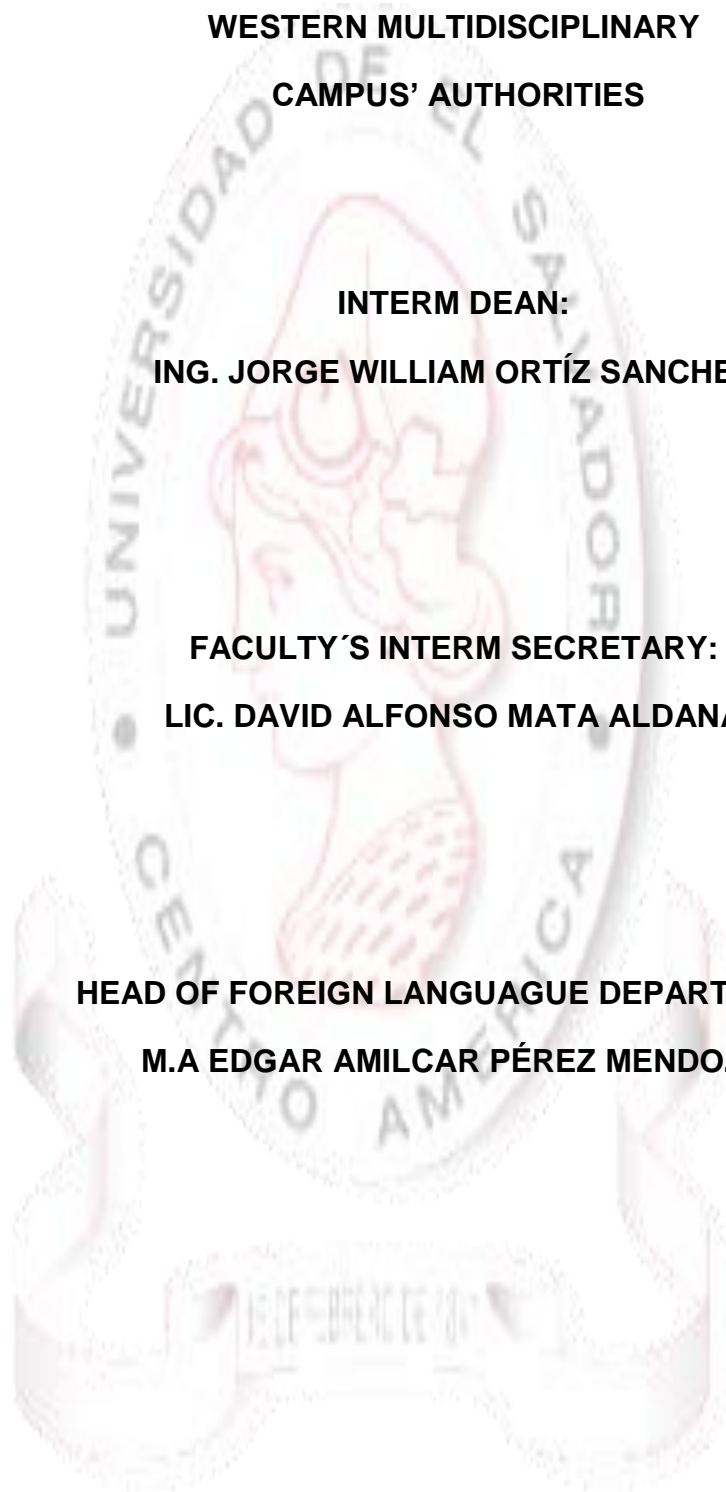
ING. JORGE WILLIAM ORTÍZ SANCHEZ

FACULTY'S INTERM SECRETARY:

LIC. DAVID ALFONSO MATA ALDANA

HEAD OF FOREIGN LANGUAGE DEPARTMENT:

M.A EDGAR AMILCAR PÉREZ MENDOZA



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INTRODUCTION

The researchers divided this investigation into six chapters: Chapter I states which is the problem of study, and it describes how Kindergarteners of Escuela de Educación Parvularia Santa Ana study English and the way they learn new vocabulary, also, this chapter describes the type of study that was carried out and the reason why this investigation was carried out. In addition, it contains the description of the problem, the justification of the study, and the research objectives to carry out the study. Chapter II presents all the theory collected from different other investigations related with the problematic situation of this study. This chapter was organized to present contents from the broadest to the most specific information. Chapter III contains the research question that was answered at the end of the research together with the hypothesis that was pursued to be falsified or affirm in the investigation. Additionally, it presents the variables and the operationalization in a chart that is really important for the researchers to build instruments and analyze data.

Likewise, chapter IV also presents the methodological design the researchers used to carry out investigation; it contains very important information about the research techniques and the sample population that was taken into account for this experimental study; researchers were working with three different groups of kindergarteners (sections A, B and C). In addition, in this chapter the instruments were included to collect the necessary data (an interview addressed to the teacher in charge of the groups, an observation guide, a pre-test and post-test, a diary, a video analysis guide and a structured lesson plan). All of these instruments helped the

researchers prove the effectiveness and the impact that the use of Peppa pig's cartoon had to teach basic vocabulary to kindergarteners. The pre and post-test were done to check the vocabulary learning level that kindergarteners had after the interventions.

Furthermore, chapter V contains the quantitative and qualitative data analysis obtained through the data collection techniques applied along the study based on the variables and indicators they stated since the very beginning. In this chapter researchers added the graphs and tables, which present the results gotten after administrating the instruments. Then, chapter VI includes the conclusions the researchers reached after teaching young learners at Escuela de Educacion Parvularia during six weeks. Moreover, this last chapter gives some recommendations to be taken into account by further researchers regarding the use of cartoon videos to teach basic vocabulary to Kindergarteners at Escuela de Educación Parvularia Santa Ana. To conclude, this work presents the bibliographical references and the appendixes that give further information of the different stages of this study.

ABSTRACT

The following research study was carried out in order to manifest a contemporary way to teach vocabulary in the English classrooms. It was denominated “Using Peppa Pig’s cartoon to teach basic vocabulary to six-year-old kindergarteners groups a, b and c at Escuela de Educacion Parvularia de Santa Ana during 2016,” and it was worth being developed since the accomplishments obtained will allow the readers to comprehend about the efficiency that the implementation of authentic videos has over students’ learning acquisition. This thesis will also serve as an introductory stage for further researchers with reference to the implementation of videos to teach different language skills such as speaking, listening and even writing. As well, the investigators used the quantitative and qualitative paradigms because of the purpose of the research and the nature of the data. Also, in order to gather the results of this experimental study, the researchers carried out a treatment directly with the sample population and administered direct observations to the students in order to evaluate and later analyze the result obtained from the population. To end it up, the researchers were able to manifest the finest outcomes teaching through videos has over students’ learning compared with teaching conventional techniques.

CHAPTER I

STATEMENT OF THE PROBLEM

Technology is nowadays an essential tool for teachers to improve students' learning and attention during the class. In this digital era, teachers have to get updated about the different technological devices and tools they have to foster children's involvement in their own learning. That is, children focus on any task much longer than they would with books and paper resources, and it helps them develop better learning through exploration and research (Brady, 2007). When technology is integrated into lessons, learners are more likely to be interested in, focused on, and excited about the new things they are learning. So, teachers must learn to notice their students' needs and to deal with the variety of problems in the classroom like the persistence use of first language and the inadequate work plan developed in the basic levels in public schools. In such a way the use of technology and its resources can be integrated to create a suitable environment for learning a second language.

1.1 Description of the Phenomena

Learning in early childhood is a challenging and heavy job that early childhood educators have. In this sense, to teach preschoolers at Escuela de Educacion Parvularia de Santa Ana is a big challenge for teachers to face it. It is complicated given that students at this place have never been exposed to a new practice of direct interaction with vocabulary in English through videos that represent daily words and

day to day life situations. These students are adapted to a different approach in which the teacher is the center of the class and the purpose of it is to repeat the vocabulary presented in poor curriculum design, so that, students have to make themselves comfortable using an inadequate classroom material and dealing with the fact that there is not a clear objective of what is wanted to achieve in the classroom. Thus, the learning objective gets interrupted and this leads not to meet the development of the children's performance and not to help them come out with their maximum potential.

Additionally, even after three years of learning basic English at kindergarten school these students might be unable to say Basic English words. Most of these preschoolers have a poor performance and they are not able to use English appropriately to meet their needs since they fail to use the language effectively in the classroom. Another reason why these students have problems with English language is the lack of skilled and trained teacher who is not familiar to the modern methods and approaches of teaching, to top it all off, this educator does not have the necessary resources to incorporate new techniques and make classes appealing enough for students, so that, the materials for teaching in the classroom sometimes is not appropriate to the English learning purposes. Therefore, the teacher in charge of the subject does not offer practical ways for students to get English language skills. In consequence, during this process of learning students are hardly motivated and guided to further develop their skills. This problem is not only very acute with students who are part of Escuela de Educacion Parvularia de Santa Ana but also for schools with inadequate education plan.

As a result, the fact that the teacher does not incorporate technology in the school's curriculum, this specific situation has hindered the educational process because children remain more focused and interested in the class when they are in touch with something that they like. So, the researchers found that if the teachers make effective use of technology, several approaches and different techniques implemented at Escuela de Educacion Parvularia de Santa Ana, it would be better for teachers and students to learn a new language. What the researchers tried to prove in this research is that children learn best when they are in touch with something interesting for them. For example, when they are watching their favorite program on television, they do pay attention to it. So the researchers wanted to experiment if children learn English vocabulary by showing them edited videos of Peppa Pig's cartoon. Researchers consider that a cartoon that is interesting for them can help them to remember the new vocabulary they acquire in a specific class.

1.2 Scope of the Research

The thesis study was carried out at Escuela de Educacion Parvularia Santa Ana. The mentioned institution is a public kindergarten that has around 200 students, and it is located at 16th street, Santa Ana, El Salvador. This school has worked more than 30 years for 3 to 7 year old pupils. It has three major levels which are endorsed by MINED (Ministerio de Educacion de El Salvador). Besides, it is important to mention that just 6 year students, both morning and afternoon groups were taken as population for the thesis study. Group A and group B had a total of 22 students, averesly, group C had16 students. In this population, the researchers found

necessary to teach vocabulary in order to make students enhanced their vocabulary in English.

1.3 Research Question

To what extend does the implementation of Peppa Pig cartoon videos have an effect over the learning of basic vocabulary in English of kindergarteners at Escuela de Educación Parvularia Santa Ana during 2016?

1.4 Justification

Students trying to learn English as a second language need further language support. They need to practice in hearing language, reading language, speaking language, and writing language in order to develop their experience and skills (Green, 2003). To do so, students are in need of using every single tool which can help them learn the language easily and effectively.

Based on these statements, this research aimed to help children of Escuela de Educacion Parvularia de Santa Ana to increase their English vocabulary in a more amusing and active way, and to provide resources to improve their language skills. The thesis provided several activities based on Peppa Pig cartoon as a learning material inside the classes; this cartoon covers a wide variety of day-to-day topics and academic knowledge necessary for students to keep English-skills, so that it also eased the process of choosing a topic to develop in different moments during the class to teachers; such as topic's introduction or class' review; teachers found out that there is an endless list of interesting topics for children to learn new vocabulary by

doing something that they like. This can be an effective way to increase students' attention towards any class' topic.

Therefore, this thesis study geared up towards this population and provided necessary information to demonstrate that cartoons could be used in the classroom to help kindergartners to learn a second language. For this reason, the researchers verified the following objectives:

1.5 Research Objectives

1.5.1 General Objective

- To determine the degree of effectiveness that the implementation of Peppa Pig cartoon videos has over the learning of basic vocabulary in English of kindergartners at Escuela de Educación Parvularia Santa Ana during 2016.

1.5.2 Specific Objectives

- To study if “a trip to the moon”, “stars”, “a very hot day”, “thunderstorm”, and “night animals”, videos help kindergartners to learn target vocabulary included in the videos.
- To analyze if “TPR” activities, drills, memory games, drawing and coloring reinforce the vocabulary learnt in the videos classes.

CHAPTER II

THEORETICAL FRAMEWORK

This following chapter contains all the essential information taken from different sources among books and experts' works. By means of this information, the researchers could understand better how to teach basic vocabulary in English to kindergarteners in a more effective way.

2.1 First Language Acquisition

Children's language acquisition is considered to start when children say their first words. However, children already show that they have communication abilities when they are born. In addition, learning a first language is an amazing accomplishment; at the end of the journey, every normal child has an intact linguistic system that allows him or her to interact with others and express his or her needs. According to Boysson-Bardies (1999), most babies of four months of age act in response to their names without realizing that the sound forms have referential function.

Rivers(1968)also explains that babies acquire mother tongue habits by the use of varied babblings which are similar to the words uttered by a person around them. Because the babies are rewarded for babblings and mutterings, as well as for

producing similar type into combination of syllables and words in the same circumstances.

According to Chomsky (2002), language is a natural object, a component of the human mind, physically represented in the brain and part of the biological endowment of the species. It means that humans are born with some understandings of what language is and they do not need to be taught since they are born because they understand language unconsciously and they reproduce that language as if they have studied grammar or the formation of words. When a child begins to listen to his parents, he will unconsciously recognize which kind of language he is dealing with, and he will set his grammar to the correct one. He knows intuitively that there are some words that behave like verbs and others like nouns, and that there is a limited set of possibilities as to their ordering within the phrase. This is not information that he is taught directly by the adults that surround him, but information that is given.

Chomsky's claim is that the children's' knowledge of their mother tongue is derived from a *Universal Grammar* (UG) which specifies the essential form that any natural language can take. As it has been argued that:

The facts of language acquisition could not be as they are unless the concept of a language is available to children at the start of their learning. The concept of sentence is the main guiding principle in child's attempt to organize and interpret the linguistic evidence that fluent speakers make available to him. (McNeill, 1970)

Infants universally possess an innate grammar understanding or UG

(Universal Grammar) that allows them to select and construct the grammar of their own native language. Chomsky's (2002) suggestion is that a child constructs grammar through a process of hypothesis testing. The past tense of verbs, for instance, is formed by adding '-ed' after the main verb, so the child says "goed". This means that they over generalize the use of the regular past suffix -ed to irregular verbs. But later they understand how rules function and they fix those mistakes. Children create sentences by using rules rather than by merely repeating what they have heard.

From a biological perspective, the development of language is an interaction between internal and external factors; specifically, between the child's internal knowledge of linguistic structures and the external linguistic experience he receives.

✓ **From birth to eighteen months**

Since infants are born with the right hemisphere more developed than the left hemisphere, they cannot talk at birth. They can only recognize intonations and speech sounds. The left lateralization plays a primary role in language (Boysson-Bardies, 1999). It seems that the development of the left hemisphere and the right hemisphere appear to be in tune with the language developments of children. After birth, babies start babbling with no particular linguistic intention. After a couple of months, the babbling strings of babies begin to be uttered with intonation patterns.

When children reach twelve to eighteen months of age, they start to produce one-word utterances. According to O'Grady (2008), this stage is called holophrastic stage. The first words children utter are identical universally across cultures and they

are in most cases *mommy* and/or *daddy*. Furthermore, it might be difficult at this stage for children to find the right meaning of words. As an example, children might use the word *horse* when pointing to a cow. “That is called an overextension, children know that the horse is an animal and will address other animals as *horse* until they realize that animals have different names” (Gleason & Ratne, 1993).

✓ **From eighteen months to twenty four months**

At the two-word stage, children start to put together two-word mini sentences such as *mommy throw* and *throw ball* (Jackendoff, 1994). These two-word utterances are employed in an appropriate word order suggesting that children have an early sensitivity to sentence structure. At this stage, or sometimes before, children’s language comprehension seems to be far ahead of their language production. It is interesting to notice that before children start to put words together, they already understand language. Furthermore, around this stage, children’s vocabulary increases a great deal, as children add about ten new words to their vocabulary a day or close to one every hour (Jackendoff, 1994). Some children begin to name everything in their environment and spontaneously increase their communicative behavior. Nevertheless, at this point the child seems to grasp much of the sound system of adult language and with time the child becomes more fluent in its native language.

✓ **From 24 months to 30 months plus**

O'Grady assures that after the one-word and two-word stages, children begin to produce even more grammatically complex constructions, such as *daddy like book, what her name? Meride bus today*. Children also use adult word order patterns, even though the words might not have the appropriate ending (O'Grady, Archibald, & Katamba, 1997). At this stage, just like in the prior stage, children continued to demonstrate comprehension before production. It means that they understand the information, but it is difficult for them to produce an answer; they just say some hint words for people to understand them.

Katz, Baker and Macnamara (1974) tested two-year-old children to see if they had acquired the proper noun/common noun distinction. The children were given dolls with different hair colors (one blond and the other one brunette) and blocks that were painted in red and yellow. The dolls were dressed identically and the blocks were made out of plastic and were the same in shape and size. Then the groups of dolls and blocks were divided into two groups. One group of dolls and blocks was given a proper name: this is "Zav;" and the other group was given a common name: this is "a zav." Next, the dolls and blocks were given to children to play with, and children were asked to give "a zav" to eat or give "Zav" food. According to Katz (1974), children selected the right doll/block depending on which noun had been used.

Furthermore, at this stage, children's language development moves gradually from primitive two-word and three-word combinations to a broad range of syntactically intricate sentence types.

2.2 Second Language Acquisition

Second language learning can be defined as a language that a person can speak which is not the first language they learnt naturally as a child(University, 2008). As this learning process is not simple, some theories were created to find out possible answers about how people learn a second language; for example, Chomsky(Newson, 2007)developed the Universal Grammar theory that states that language is a genetically determined capacity; Universal Grammar. Then, it consists of a set of unconscious constraints that let the learner decide if a sentence is correctly formed; this mental grammar is not necessarily the same for all languages.

According to Chomskyian theorists, the process by which, in any given language, certain sentences are perceived as correct while others are not is universal and independent of meaning; for instance, Universal Grammar provides an explanation for the phenomenon of language transfer. As an example for the researchers, Spanish learners of English who make the mistake "Is raining" instead of "It is raining" have not yet set the second language grammar structures correctly, and are still using the same setting as in Spanish. On the contrary, this theory can be hard to prove since it has observed that students need to be exposed to the real language. Also, the written and spoken activities are important in the learning process. Moreover, the researchers state that students do not need to be experts in grammar to acquire a new language; in some cases memorization of grammar rules can block their communication ability. On the other hand, we agree with Stephen Krashen's Theory of Second Language Acquisition(Jones, 1998) which states that

learning a second language does not require extensive use of conscious grammatical rules, and tedious drills. It means that acquisition requires meaningful interactions in the target language in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding

2.2.1 Second Language Acquisition in Childhood

The researchers agree that age is a critical factor in language learning; however, they doubtfully ask to which extent it is an important factor. There is no evidence that there are biological limits to second-language learning or that children necessarily have an advantage over adults. Even those who begin to learn a second language in childhood may always have difficulties with pronunciation, grammar rules, and vocabulary, and they may never completely master the forms or uses of the language. As well, there are no negative effects for children who are bilingual. Their language development follows the same pattern as that of monolingual children (Goodz, 1994).

Learning a second language does not cause language confusion, language delay or cognitive deficit, which have been concerns in the past. In fact, according to studies at the Cornell Language Acquisition Lab (CLAL), children who learn a second language can maintain attention better than children who know only one language. For instance, child second language learners learn their second language in situations that are similar to first language learners. Nap-Kolhoff(2010), also states that the most effective way to learn a second language is to put the young child in situations where the second language surrounds them.

According to scientific surveys, language aspects such as pronunciation and intonation can be acquired easier during childhood, due to neuromuscular mechanisms which are only active until to the age of 12. Another possible explanation of children's accent-free pronunciation is their increased capability for imitation. This capability fades away significantly after puberty. Another factor that should be taken into consideration is children's flexibility, spontaneity and tolerance to new experiences. Kids are more willing to communicate with people than adults, they are curious and they are not afraid of making mistakes (Karavasili, 2014). The researchers agree the idea that kids handle difficulties like missing vocabulary very easily by using creative methods to communicate, such as non-verbal means of communication and use of onomatopoeic words. Last but not least, researchers conclude that aspects such as time, greater learning and memory capacity are in any case advantages in early language learning.

2.3 Preschool Education in ESA

Preschool education level is the first level of formal education within the system in El Salvador. It normally comprises three years of study but this is not a requirement to start studying primary education. The first two years of training correspond in content to the concept of early childhood education and the third focuses on the readiness for schooling. That is, early education can be consider a service for children under four years of age with the purpose of augmenting their integral development (understanding the development as an integral process that studies perception, thought, language, among others), in an educational and nurturing

environment that allows the child to acquire culture (skills, habits, values) and develop their autonomy, creativity and attitudes needed in their personal and social performance (RUTILIOHC).

So, early education is a right for children, it can also be seen as an opportunity for parents to improve and enhance their parenting practices and achieve a quality upbringing, without forgetting the commitment of teachers and support staff to meet the goals that have been planned. For this purpose, it has an educational program and its operation is the responsibility of all adults who interact and exert influence on minors.

MINED (Ministerio de Educacion de El Salvador) has the goal to eventually institutionalize the education of preschool children and establish their gratuity when it is provided by the State; so that, through coordinated actions, attention is paid to children less than seven years primarily in the areas of health and education (RUTILIOHC).

2.4 The importance of vocabulary acquisition for EFL

Young learners of a second/foreign language are still building their first language vocabulary, which is tied up with their contextual development; thus, in planning and teaching a foreign language, this first language background should be taken into account to know what will work and what may be too difficult for children. The role of words as language units begins with the early use of nouns for naming objects in first language acquisition and use of other words to express the child's

wants and needs, followed by a period of rapid vocabulary development (Cameron, 2001).

The process of vocabulary acquisition and teaching takes a special character when young learners are the recipients of instruction. The particular cognitive stage of children learning a foreign language influences their use and acquisition of vocabulary. According to Piaget, children are situated in a “Concrete Operational Stage” (Mounoud 2001 as cited in (Children Characteristics in Vocabulary Acquisition and Use in the Written Production, 2007). This means that they can understand concrete aspects and topics rather than abstract ones. Consequently, they can easily understand the meaning of new words whose referents are concrete, such as tree, table and dog. In this way, it is also useful to introduce words whose meanings can be deduced with an action, body language, flashcards, drawings, and other objects. This happens because they can easily join the meaning with the action that it represents. Therefore, words whose meaning is abstract such as love, justice and hope, have no concrete referents and this makes children’s understanding of the word difficult.

Bloor (1991) contends that children learn a foreign language better in situations in which attention is focused on meaning rather than in language itself; moreover, he claims that “unfamiliar vocabulary is more easily understood when the objects under discussion are present in the surroundings” (Bloor, 1991, pág. 129). Additionally, this author claims that the actual presence of objects makes children deduce the new meanings more easily. Therefore, vocabulary related to students’ environment is

important. Moreover, what makes this interesting is that children are able to understand the new vocabulary without any translation to their mother tongue. In this sense, Halliwell (1994) stands out those primary children are good at interpreting the general meaning, and teachers can make use of voice intonation or body language to facilitate the process of the meaning understanding.

In addition to this, it is important to remember the relevance given to personal experiences of children at this age. This justifies the use of topics they like in order to motivate them such as games, music, cartoons, so on. Furthermore, children's overcoming of their self-centered stage helps the teacher to use participative games which reinforce vocabulary acquisition. In this way, ludic games play an important role since they can improve the class' environment. In this sense, Stephen Krashen's affective filter hypothesis stands out. He sees the affective filter as being the emotional disposition of an individual which acts upon the learning process (Ellis, 1985).

2.4.1 Teaching vocabulary to young learners

Very young children learn vocabulary items related to the different concepts that they are learning. When children learn numbers or colors in their native language, they are adding concepts as well as vocabulary items. Course books for YL often emphasize nouns because they are easy to illustrate and because often YL do not have literacy skills, so the only words that can easily be featured are nouns. However, "language is more than nouns and it is important to include verbs, adjectives, adverbs

and prepositions and also different lexical fields (colors, animals, days of the week, food, jobs, etc.) as part of the vocabulary teaching”(Linse, 2005, pp. 120-134).

Instruction has an important role when teaching vocabulary to children; either “formal instruction” which refers to how to plan to teach the meaning of words and the ways to discover the meanings, or “informal instruction” which does not follow any rule or semantic approach. Both formal and informal vocabulary instructions are important to engage students’ cognitive skills and to give opportunities for YL to use the words. Having different learning opportunities improves learners’ overall language ability by improving their vocabulary.

Teachers should facilitate vocabulary learning by teaching learners useful words that children are likely to encounter and words that occur in a high frequency. According to Linse (2005) vocabulary development should include “Direct instruction” referring to teach the words and their meanings such as pre-teaching vocabulary items. When vocabulary items are taught before an activity, the students may benefit from it in two ways:

- ✓ It helps them comprehend the activity better.
- ✓ It is more likely that they acquire the target vocabulary words.

In addition, young learners should be exposed to vocabulary items repeatedly in rich contexts. We cannot expect them to learn the items we teach and to remember all in the lesson two days later. Thus, a newly taught word should reappear many times and in different situations for the following weeks of instruction. The vocabulary items should be revisited/recycled in different activities, with different skills and for

multiple times. In other words, learning a new word is not a simple task that is done once and then completed. Learning words is a cyclical process of meeting new words and initial learning, followed by meeting those words again, each time extending knowledge of what the words mean and how they are used in the foreign language. Learning a word takes a long time and many exposures to the word used in different situations.

Another important component of vocabulary teaching in young learners' classes is deep processing, which means working with the information at a high cognitive and personal level, as the students build connections between new words and prior knowledge instead of memorizing lists of words and their meanings.

When talking about vocabulary's quantity, the gap between vocabulary size in the first language and in the foreign language is very large and seldom closed even by adult foreign language learners after many years of study. A realistic target for children learning a foreign language might be around 500 words a year in good learning conditions (Cameron, 2001).

Younger children need:

- ✓ Concrete vocabulary
- ✓ Recycling the words again and again in new contexts.
- ✓ Basic level words
- ✓ Learn words as collections

2.4.2 Lexical errors as evidence of the process of vocabulary acquisition

Lexical errors serve as insight into the process of vocabulary acquisition, since they provide information about the aspects of lexis that are most problematic for foreign learners and in turn about the aspects they already master. Karmiloff and Karmiloff-Smith (2001) assert that “the types of lexical errors and modifications that children make when imitating a speech provides a vital insight into the child’s level of linguistic knowledge”.

Lexical errors as observable inter language phenomena are important source of information about L2 vocabulary acquisition. They are landmarks in the process of vocabulary acquisition and as such they reveal the main characteristics of that process pointing how it develops and highlighting the learning features of the learners involved. Also, lexical errors show how vocabulary knowledge develops, what stages it goes through and what happens in the mind of the learner when producing vocabulary (mental processes underlying the lexical competence) (Ellis, 1994).

2.5 Children period of attention

Attention problems are considered by some authors as the difficulty to focus and maintain the attention that according to the age and maturity of an individual is considered appropriate. Students with attention problems evoke a blockbuster of ideas, fantasies and illusions that do not allow them to focus on common tasks in class. These students live with great intensity their emotions and feelings, which

prevents them from connecting often with school activities that require an adequate level of attention.

The concept of attention span has often assumed an almost mystical quality in the thinking of educator. "Teachers and clinicians have developed explanatory theories and a diagnostic language about so-called attention deficits and the problems of inattentive students."(Binder, Haughton, & Van Eyk, 1990). Binder, Haughton and Van Eyk also assure that by nature, children have difficulty sustaining attention for long periods of time.

Teachers should take advantage of opportunities to observe children in their natural environment to gain a better understanding of their behavior. It also will help the teacher to create activities related not only with the topic that is going to be taught but also with the students' ways to learn. In addition, teachers have to take into account that children are bombarded with multiple competing distractions, and now, more than ever before, kids need to improve their focus and attention skills. We must work on focusing their attention and concentration for longer than a minute. It is impossible for a teacher to create an activity too long and believe students are not to get bored and distracted(Rivers, 1968).

Teachers must know that while teaching kindergarteners, it is important to bring many activities of the same topic to get students interested on what the teacher is explaining or in what he or she is going to present. There are some researches that show that the kids with attention training show greater success in school and behavior control.

An important data present the period of time that children pay attention to their tutor depending their age.

Typical attention span: When trying to estimate realistically how much time a child can focus on one activity, you can use the following formula (source unknown)

✓ **Attention span for learning = chronological age + 1**

For example, an eight-year-old child ($8+1=9$) would have a nine-minute attention span for a learning activity. This information can be quite useful when the tutor is planning his activities for a complete hour class.

✓ **How Does Television Promote Children's learning?**

Modern technology has transformed the way children learn and interact with their environment. We've all heard the proverb: "Seeing is believing." Research has shown that seeing is remembering, too. People generally remember about twice as much when they see and hear something, than when they only see or hear it.

Teachers have been highly creative in their use of television in the classroom, and perceive it to have contributed to significant learning gains in their students. According to educators' surveys and research, educational television (EDC Center for Children Technology (CCT), 2004).

- Reinforces reading and lecture material
- Aids in the development of a common base of knowledge among students

- Enhances student comprehension and discussion
- Provides greater accommodation of diverse learning styles
- Increases student motivation and enthusiasm
- Promotes teacher effectiveness

2.6 Methods and strategies to teach children

Teaching children is a difficult task for most teachers since teaching young learners requires more activities with movements, more colorful flashcards, songs, videos and games. For this reason, several doctors, educators and psychologists have dedicated their lives to create different methods and strategies to teach children.

Some of the most used methods are:

2.6.1 The Montessori Method

The Montessori Method has been and is very popular around the world with early childhood professionals and parents. The Montessori approach is designed to support the natural development of children in a well-prepared environment.

Five basic principles fairly and accurately represent how Montessori educators implement the Montessori Method in many kinds of programs across the United States. These principles include:

- ✓ **Respect for the child**

Teachers show respect for children when they help them do things and learn for themselves. When children have choices, they are able to develop the skills and abilities necessary for effective learning autonomy, and positive self-esteem.

✓ **The absorbent mind**

Montessori tried to make people understand that children cannot help learning; simply by living, children learn from their environment. Children are born to learn, and they are remarkable learning systems. Children learn because they are thinking beings. But what they learn depends greatly on their teachers, experiences, and environments.

✓ **Sensitive periods**

A sensitive period refers to a special sensibility which a creature acquires in its infantile state, while it is still in a process of evolution. It is a transient disposition and limited to the acquisition of a particular trait.

✓ **The prepared environment**

Montessori believed that children learn best in a prepared environment, a place in which children can do things for themselves. The prepared environment makes learning materials and experiences available to children in an orderly format. Classrooms Montessori described are really what educators advocate when they talk about child-centered education and active learning. Freedom is the essential characteristic of the prepared environment. Since children within the environment are free to explore materials of their own choosing, they absorb what they find there

✓ **Auto education:**

Montessori named the concept that children are capable of educating themselves auto education (also known as self-education). Children who are actively involved in a prepared environment and who exercise freedom of choice literally educate themselves. Montessori teachers prepare classrooms so that children educate themselves (G.S. Morrison, 2014).

2.6.2 Preview/Review Method

Preview/Review is an effective strategy for English language learners (ELLs) where a preview of a lesson (including key vocabulary) is given in a student's L1. The lesson follows in English, and then the information and vocabulary.

✓ Where and with what age group teachers can use this method?

Where: In the general education classroom in conjunction with an aid or pull-out group that previews the lesson and reviews the lesson with students in their L1.

Age Group: All ages will benefit from bilingual instruction methods that introduce concepts and vocabulary in their L1 before the lesson is given in class.

✓ Strategy description:

Plan the lesson, gather materials (any realia, visuals, etc), and identify key concepts and vocabulary.

- ✓ In a separate session (either pulls-out or as an entire class), introduce the key language and concepts in the students' L1.
- ✓ Teach the lesson, refer back to support materials, key concepts, and vocabulary already introduced.

- ✓ Provide additional practice to reinforce the key concepts and vocabulary.
- ✓ Assess students' progress and understanding. (Differentiation for All)

2.6.3 Constant Time Delay (CTD)

Time delay is a practice that focuses on fading the use of prompts during instructional activities while also delivering reinforcement to increase the likelihood that target skills/behaviors will be used in the future. This practice is always used in conjunction with prompting procedures such as least-to-most prompting, simultaneous prompting, and graduated guidance.

- ✓ **Cue** (Antecedent)

A cue is a signal that helps learners identify skills or behaviors they should be using. For example, a teacher could give learners a picture with a child washing his hands. The picture cue reminds learners to walk to the sink and begin washing their hands. When using time delay, the cue should be consistent so that learners know exactly what they are supposed to be doing during an activity.

- ✓ **Learner Response**

(Target skill/behavior) Learner response is essentially the target skill/behavior that teachers and other practitioners want the learner to acquire. Learners are more likely to use the target skill/behavior accurately when the cue is clear and consistent. However, learner responses and use of target skills/behaviors are not always successful. Therefore, learner responses are classified as either correct or incorrect.

Feedback (Consequence) is provided after a learner's response is critical for teaching the target skill/behavior. When learners use skills successfully or respond accurately, feedback is highly positive and descriptive so that learners know exactly what they did that was correct. Positive feedback (i.e., reinforcement) increases the likelihood that the target skill/behavior will be used correctly in the future.

✓ **Feedback**

For incorrect responding, or incorrect use of target skill/behavior(s), is referred to as a correction procedure and is delivered consistently after an incorrect response. This type of feedback generally consists of repeating the cue and providing any prompting that is necessary for the learner to use the skill successfully. Time delay procedures are always used in conjunction with prompting and reinforcement strategies(National Professional Development Center on ASD, 2010).

2.7 Using videos to teach children

Video is a great resource to use in class and there are an endless number of ways to exploit it to create motivating, memorable classes with a high level of language production. Investigators find videos as a great way to practice a wide variety of language skills. For instance, film can bring diversity and suppleness to the language classroom by expanding the range of teaching techniques and resources, assisting students to develop all four communicative skills and it is also possible to bring further variety to the language learning classroom by screening different types of films: feature-length films, short sequences of films, short films, and adverts.

Thoman (2003) argues “that media literacy has an influential role in educational programs, including second language learning” to what we as researchers are in agreement. Likewise, media can be integrated into language lessons in a variety of ways by developing activities based on radio programs, television shows, newspapers, and videos. At the same time, integrating videos into lessons creates attractive visuals and a special interactive environment in the EFL/ESL classroom(Thoman, 2003). Teaching English through videos also allows teachers to be creative when designing language lessons. As Cundell (2008, 17) notes, “One of the most powerful ways that video can be integrated into courses is for the visual representation they provide for learners on otherwise abstract concepts.” This is the idea that inspires ESL teachers to use video clips to give students further opportunities to practice new strategies in an engaging way (Cundell, 2008).

2.8 Types of videos

There are different types of videos which can be used when teaching a second language. For example, two types of videos such as Edited Videos and Authentic Videos can be mentioned in this case. The Edited Videos are designed to teach foreign students, so it is pretended to make students understand better the manner people speak. In that way, students will be able to answer the question they will be asked to answer later.

On the other hand, The Authentic Videos are the types of videos made by native speakers for native speakers; such videos are more difficult to understand for students since the dialogues used are more complex and are spoken at a normal

speed. However, these kinds of videos can be a really effective tool a teacher may use because students are exposed to real spoken language in context.

Besides, there are also other different types of videos that a teacher can use to teach a second language. For example, a teacher may use a complete film, drama series, sitcoms, soap operas, comedy sketches, and cartoons. All these kind of videos have many benefits and advantages. But to have good results, in the work “Using Authentic Video in the Language Classroom” Sherman (2003) suggests following 3 steps at the moment of using videos in the classroom. First, an activity must be prepared in order to introduce the task to be done with the video (Pre-viewing). Then, while watching the video, students need to be provided with active viewing tasks (while viewing). Finally, after watching the video, students have to be provided relevant follow-up activities that would help them internalize the “video class” easier (post- viewing). Sherman emphasizes the importance of following those steps in order to make a real change in students’ learning process.

2.9 Video Based Activities

Lately, teachers use more video- based activities to teach English as a Foreign Language since they consider videos as a helpful tool to catch students’ attention. These types of tools bring authentic material to the classroom so that students can be in contact with native pronunciation, and intonation patterns.

With video, the student cannot only hear the speaker; he can see the speaker, the background situational cues, the paralinguistic features and the non-verbal communication of exchange (Wilkinson, 1984). That is why; through these activities

teachers give students the opportunity to connect vocabulary, actions and responses; and also to analyze the whole environment of the situation. For example, when students see the gestures of the character, it is easier for them to assimilate the idea and learn the vocabulary.

On the other hand, teachers should choose the type of video carefully according to the goal they are intended to reach or according to the type of activity they want to develop. In some cases, teachers can adapt videos or take just certain parts of them in order to fulfill students' needs. For example,

✓ **1st Learning Level: Informative learning**

If our goal is students to reach the first learning level (Informative), the video-based activities must concern the collection of computer scientist elements, via the senses (observation) and the operations of memory (recognition, retraction). The informative level is necessary because it ensures the element of comprehension and the operations that are essential for the promotion of the educational process to the next levels..

✓ **2nd Learning Level: Organizational learning**

If our intention for our students is to achieve the second learning level (organizational), the video-based activities must not be limited to collection and memorization of individual data, but they must precede their interrelations, through comparison, categorization, provision, hierarchy and their integration in a wider conceptual form.

✓ **3rd Learning Level: Analytical learning**

If we desire our students reach the third learning level (analytic), video –based activities should aim to the interrelations of the presented information. The information that has resulted from the data analysis is pursued through the processes of analysis and the inductive thoughts.

✓ **4th Learning Level: Productive Level.**

The educational video-based script which aims to the achievement of the for the level of learning (productive) should lead students to provide explanation, Interpretation, forecast, evaluations and rearrangement of the surface data structures that will be reported in the same thematic unit, through the resolution of problematic situations(Fragaki, 2008).

Conversely, videos are useful in the classroom since teachers can base before, during and after activities in the videos' topics.

✓ **Preview exercises**

These exercises make the video segment more accessible and less frustrating for the student by introducing and reviewing new or difficult material, such as lexicon, grammatical constructions, speech functions and general thematic. These exercises attempt to make the viewing process more immediately useful and enjoyable for the student. They should not, however, make the viewing of the segment superfluous by revealing the storyline, new information, or the humor/suspense in advance. Because the ultimate goal of such exercises is to prepare the student to view a segment, art,

drawings, diagrams, realia (photographs of actual relevant items from the target culture, such as menus, newspapers, advertisements, tickets, etc.) or any other visual reference is extremely useful. Preview exercises may take a variety of forms: a brief reading passage, diagram fill-in, matching items, problem solving.

✓ **The activities of the task**

These activities should, as much as possible, require the viewer to watch and listen for information that would be relevant in real-life situations. Similarly, task viewing exercises maintain the authentic listening and viewing purposes of the real-life situations depicted in the video. It is at this level of text interaction that the discrete storyline of a video segment may be exploited as a comprehension task. The tasks may progress from focusing on the gist of a segment to finer details as the student views and re-views it. The student provides the missing parts of the story -- beginning, middle, or end -- using contextual clues from the segment.

The term "task viewing" is not an arbitrary one for this kind of exercise. They are teaching devices, not testing devices. They are to aid the students' understanding, not test their memories. For example, a set of true/false statements given immediately after a viewing tests memory; the same exercise given before viewing can help students organize their viewing so that they listen for specific information. Thus, the relationship between the preview and task viewing exercises is essential to the guided viewing of the segment by the student. The task viewing exercise may utilize charts, lists, statements, etc. that help the student organize the material in the segment, or have the student relate or associate one level of material

(specific language, gestures, facial expressions) in the segment with another (situation, emotion, attitude).

✓ **Follow-up exercises**

Follow-up exercises are intended to help the viewer see the broader application of what she/he has understood in the video segment. Follow-up exercises add to the layers of information presented in the video segment by building on the same linguistic, thematic, and cultural lines (J., 1996).

2.10 Teaching Vocabulary through cartoons

Clare Lavery (Lavery, 2011) affirms “cartoons and comic strips can be used from beginner level to advanced level for a variety of language and discussion activities”. And she adds that cartoons are powerful tools and can:

- ✓ Tell a complex story in a few images
- ✓ Provide comment and provoke thought on events and issues in the news
- ✓ Give an example of vocabulary related to current trends and fads
- ✓ Provide easily identifiable characters to form the basis for sketches
- ✓ Show culture in action with the ways that men or women are behaving and are expected to behave
- ✓ Comment on and illustrate a whole range of issues like racism, teenage relationships, sexism, ageism, family relationships (Lavery, 2011).

Moreover, Sherman (2003) says that “Video (that is, all the kinds of program people normally see at the cinema, on TV or on DVD, feature films, documentaries,

commercials, game shows, etc.) is a wonderful resource for opening up the English language world and can be used with great pleasure and profit—and very little sweat.” A great advantage nowadays is that there are just few countries without access to English language television programs and feature films, (Sherman, 2003)affirms “People can watch the TV news on the Internet; pick up sports programs on satellite TV.

Using cartoons to teach a second language is a innovate way of making students be interested and focused on their language acquisition since these types of tools provide a vast up-to-date linguistic resource of accents, vocabulary, grammar and syntax, and all kinds of discourse, which shows people language in most of its uses and contexts (Sherman, 2003). Definitely, cartoons like “Peppa Pig” may help students to learn effectively new vocabulary because it is a cartoon which contains simple dialogues that are according to their age.

2.11 Peppa Pig

Peppa Pig is a children's television program broadcasting in several countries including United Kingdom, United States, Australia and Latin America on channels such as Nickelodeon and Nick Jr. Each episode is approximately 5 minutes long. The show revolves around Peppa, a female pig, her family and friends. Each of her friends is a different animal species. Peppa's friends are the same age as she is, and Peppa's younger brother George's friends are the same age as he is.

Peppa pig's episodes tend to feature everyday activities such as attending playground, going swimming, visiting her grandparents or cousins, riding bikes, and so forth.

The characters wear clothes, live in houses, and drive cars, but still display some characteristics of the animals on which they are based. Peppa and her family snort like pigs during conversations in which they are speaking in English, the other animals make their respective noises when they talk, with some exhibiting other characteristics, such as the Rabbit family's communications of squeaking sounds and their enjoyment of carrots. (Wikipedia Foundation, Inc, 2014)

- **Characters: Peppa's family**

- ✓ Peppa Pig – A pig who is the main character. She enjoys jumping in muddy puddles, playing with her teddy bear that is called Teddy, going to playgroup, and dressing up. She lives with her little brother George and her parents.
- ✓ George Pig – He is Peppa's little brother. He is in most episodes and often seen in possession of his toy dinosaur, which is named "Mr. Dinosaur." He cries in many episodes with his trademark showers of tears and crying sound. Often when he cries it has to do with Peppa teasing him.
- ✓ Mummy Pig – Mummy Pig is Peppa and George's mother and Daddy Pig's wife. Mummy Pig does some work from home on a computer. She also worked as a firefighter in series 3.
- ✓ Daddy Pig – Daddy Pig is Peppa and George's father and Mummy Pig's husband. He works as an architect.

- **Secondary Characters:**

- ✓ Grandpa Pig and Granny Pig
- ✓ Uncle Pig and Auntie Pig
- ✓ Chloe Pig, Alexander Pig and Dottie Pig
- ✓ The Rabbits
- ✓ The Sheep
- ✓ The Cats
- ✓ The Dogs
- ✓ The Ponies
- ✓ The Zebras
- ✓ The Elephants
- ✓ The Donkeys
- ✓ The Foxes
- ✓ The Goats
- ✓ The wolves

- **Other Characters**

- ✓ Madame Gazelle, Mr. Bull, Mr. and Mrs. Potato, Dr. Brown Bear, Dr. Hamster, Mr. Scarecrow, Snowman, Mr. Rhinoceros, Mr. Labrador, Mrs. Cow, Captain Emergency, Belinda Bear, Simon Squirrel, Policeman, Father Christmas, The Queen.

- **Awards (IMDb, 2004)**

- ✓ **British Academy Children's Awards**
 - 2012, Winner for Best Pre-School Animation

- 2011, Winner for Best Pre-School Animation
 - 2011, Winner for Best Performer (Harley Bird)
 - 2005, Winner for Best Pre-School Animation series
- ✓ **Anney International Animated Film Festival 2005**, Winner of the Grand Prize, The Crystal for Best TV Production
 - ✓ **Bradford Animation Film Festival 2005**, Winner of Best Children's Animation Series
 - ✓ Cartoons on the Bay Festival 2005, Winner of Pulcinella Award for Best European Program of the Year
 - ✓ Cartoons on the Bay Festival 2005, Winner of Pulcinella Award for Best Pre-School Series

2.12 Peppa Pig's controversy

"Peppa Pig" is one of the most popular children's shows now. However, there are stories going around that it can cause autism in children, striking fear into the hearts of parents who allow their kids to watch the show. Peppa Pig along with her brother, George may be two of the most loved characters among children who watch this cartoon. Though it may seem like a harmless program, a researcher suggests that "Peppa Pig" can cause autism among its viewers. (Kraft, 2015) "In 2012, epidemiologist Marc Wildemberg from the Harvard University stated that "Peppa Pig" could possibly cause autism."

Kraft stated that Wildemberg claims that children who spend at least half an hour watching "Peppa Pig" are placed at risk of developing autism by 56 percent

according to Morning News USA. However, the study was done three years ago; it resurfaced after "Peppa Pig" made the headlines on its negative impact on kids (Kraft, 2015). It may seem believable, but the research claiming that "Peppa Pig" can cause autism was eventually denied due to lack evidence in regards to the study. It was also mentioned that the study with no supported evidence was possibly done to discredit "Peppa Pig."

As Kraft did, Mandy Adams also mentioned on her blog that this rumor had been laid to rest years ago, but it seemed to have been reopened recently. The reports cite a 2012 Harvard University study conducted by an epidemiologist named Marc Wildenberg claiming that a child's chances of having autism increase by 56 percent when a child watches "Peppa Pig" for 30 minutes. This does not seem like an existing study or autism expert (Adams, 2016).

"This story has been around for some time but certain media outlets decided to run the story again although they have clarified that the study cited is bogus"(Adams, 2016). This claim could just be a way to decrease the viewership of the popular series. Prior to this issue, the series had been linked to bad behavior in children and that it should be banned. However, experts claim that the extent of a cartoon's influence depend on how parents deal with their children to make them understand the meaning behind what they are watching.

CHAPTER III

RESEARCH QUESTION AND HYPOTHESIS

3.1 Research question

To what extent does the implementation of Peppa Pig cartoon videos have an effect over the learning of basic vocabulary in English of kindergarteners at Escuela de Educación Parvularia Santa Ana during 2016?

3.2 Hypothesis

- The implementation of Peppa Pig's cartoon videos increases six-years-old kindergarteners' basic vocabulary in English at Escuela de Educacion Parvularia de Santa Ana.

3.2.1 Variables and indicators

In order to identify the specific variables, the research group analyzed the objectives, the state of art, and the hypothesis since this information provided the variables that the researchers wanted to observe in this research. The research group evaluated the detected variables to be sure if they could be measured. After that, each variable was briefly defined and separated into dependent and independent. In addition, the variables were reflected on different indicators that portrayed what the researchers expected to achieve by means of investigating them. After all of this, the

variables were conceptualized so that they were understood throughout the thesis study.

General Objective	Specific objectives	Hypothesis	Units of Observation	Variables	Definition of Variables	Indicators	Instruments	N° hours
- To determine the degree of effectiveness that the implementation of Peppa Pig cartoon videos has over the learning of basic vocabulary in English of kindergarteners at Escuela de Educación Parvularia Santa Ana during 2016.	To study if "a trip to the moon", "stars", "a very hot day", "thunderstorm", and "night animals", videos help kindergartners to learn target vocabulary included in the videos. To analyze if "TPR" activities, drills, memory games, drawing and coloring reinforce the vocabulary learnt in the	-The implementation of Peppa Pig's cartoon videos increases six-years-old kindergartners' basic vocabulary in English at Escuela de Educación Parvularia de Santa Ana.	six-year-old kindergartners at Escuela de Educación Parvularia de Santa Ana during 2016	-Peppa Pig's cartoon video clips	Peppa Pig is a children's television program broadcasting in several countries; its episodes tend to feature everyday activities such as attending playground, going swimming, visiting her grandparents or cousins, riding bikes, and so forth. (Wikipedia, 2014)	-A trip to the moon -Stars -A very hot day - thunderstorm -Frogs, worms and butterflies -Nights animals	-Lesson plans to teach kindergarteners -Peppa Pig's cartoon video clips	5 minutes per class

	videos classes			Age-appropriate activities	Age appropriate activities are defined as a series of suitable or right activities based upon children's age (Cambridge Dictionary)	-Repeat the vocabulary successfully -An increase in motivation -Easy acquisition of vocabulary through the activities	-Diary -Video analysis' guide	20 minutes per class
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				<ul style="list-style-type: none"> -Basic vocabulary in English for young learners 	<p>Basic vocabulary is referring to the most common and universal elements of human experience. (Dictionary.com, LLC)</p>	<ul style="list-style-type: none"> -Students' ability to recognize new words through flashcards -Students' ability to list new words in the oral form -Students' ability to use new words in the oral form 	<ul style="list-style-type: none"> -Diagnostic Test -Diary -Video analysis' guide -vocabulary test. - post test 	<p>20 minutes per class</p>
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CHAPTER IV

METHODOLOGICAL DESIGN AND INSTRUMENTS

In order to find the answer for the question “to what extend is the effectiveness that the implementation of Peppa Pig cartoon videos has over the learning of basic vocabulary in English of kindergarteners at Escuela de Educacion Parvularia Santa Ana during 2016?”, the researchers will conduct the study called “Using Peppa Pig cartoon to teach basic vocabulary to six-year-old kindergarteners group a, b and c at Escuela de Educacion Parvularia de Santa Ana during 2016.” During the research study, several systematic steps will be followed. These steps are very carefully organized and described as follows.

4.1 Type of study

Using a Mix-Paradigm and to reach the above mentioned objectives, researchers considered indispensable to carry out an experimental research which, according to one article of the Oklahoma State University(Key, 1997), is defined as an attempt by the researcher to maintain control over all factors that may affect the result of an experiment. In doing this, the researcher attempted to determine or predict what may occur. Some of the steps that were taken into consideration to conduct an

experimental study were: the identification of the problem, the formulation of the hypothesis, the construction of the experimental design that represents all the elements (selection of sample subjects, validation of the instruments to measure outcomes, place, time, and duration of the research), development of the experiment, and application of an appropriate test of significance.

When conducting experimental research, researchers attempted to predict events that will occur in the experimental setting by neutralizing the effects of other factors. So, the researchers decided to work on experimental research as they wanted to improve students' foreign vocabulary acquisition situation and so at the end of the experiment, students would be able to manage a larger amount of vocabulary; in that manner, the researchers took into account the mixed paradigm in order to collect data through participant observation, and participatory measurement instruments to profile the participants on variables of interest.

Moreover, the researchers tried to use different and innovated activities to increase students' foreign language vocabulary. This led teachers and students to effectively work together so as to avoid a poor learning in the field of English subject in the future. That is, the mixed paradigm was the appropriate for this research.

In addition, the gathered data provided the cues to find out the main issue and it portrayed the variables that guided the researchers to correctly developed the topic "Using Peppa Pig's cartoon to teach basic vocabulary to six-year-old kindergarteners

groups a, b and c at Escuela de Educacion Parvularia de Santa Ana during 2016". It also helped to verify the hypothesis and reach the objectives.

4.2 Population and sample

For this experimental research, the researchers made use of a non-probability sampling since it did not involve random selection. With the subdivision of purposive sampling already selected is important to mention that none of the students was excluded of this research since it was experimental research, and the researchers wanted to observe a change in the complete population. For this reason, the researchers worked with six-year-old kindergarteners groups a, b and c of Escuela de Educacion Parvularia Santa Ana; so that, the target population for this research was a group of 65 kindergarteners students during 2016.

4.2.1. Units of observation

After having decided to use the non-probability sampling procedure, the researchers took into account the following criteria of inclusion and exclusion for the population:

- The population had to be students of Escuela de Educacion Parvularia de Santa Ana
- The students had to be six- year-old kindergarteners

4.3 Preliminary Phase

In order to have a clear idea of the problem studied, the research group conducted an observation in each of the six-year-old English classes. Such observations were carried out with the use of an observation guide (APPENDIX A2) that was administered by each member of the research. These guides served as one of the most important sources of information of this research project since the information gathered helped the researchers to identify the main areas which were covered in this research.

4.3.1 Approaching to the Field of Study

To carry out this research project, first, the researches arrived to Escuela de Educación Parvularia de Santa Ana to talk with the principal in order to ask her for permission to observed six-years-old kindergarteners' English classes. After that, researchers talked with the teachers in charge of the section A, B and C and the English teacher in order to ask them for the permission to observe their classes. Moreover, researches administered an interview (APPENDIX A1) to the English teacher. After five observations, the researchers approached to the principal and teachers again and explained to them the objectives and tools for this research.

Additionally, as stated in the LEPINA law (APPENDIX B2) when working with children or adolescents less than 18 years old, it is a must to have parents' permission. For this reason, the researchers wrote a letter for the six-year-old

kindergarteners' parents in order to inform them about the project. The researchers asked to the parents to sign the letter in order to show their approval towards the project and to show that they allowed their children to be part of it. On August 11th the researchers administered the pre-test (APPENDIX A3). Researchers called student by student of each section; first, the researchers asked kindergarteners some questions like: which is your favorite cartoon? Do you like Peppa Pig's cartoon? Which is your favorite animal? Also, the researchers told kindergarteners that if they did not know how to say in English the name of the image, it was ok, and they did not have to be afraid. The researchers did that in order to create a rapport with kindergarteners and make them to feel comfortable. The researchers showed them 20 flash cards one by one, and marked with a check mark all words kindergarteners were able to recognize and pronounce.

During the following 5 weeks researchers delivered 2 classes per week to kindergarteners; on the first class of each week, the researchers presented the video and developed different aged-appropriated activities to reinforce the target vocabulary, and in the second class of every week, the researchers developed more aged-appropriated activities to review the vocabulary taught in the previous class. While one of the researchers was delivering the class, the other was setting at the back to administer the diary (APPENDIX A4) or recording a video (APPENDIX A5) On September 22nd the researchers administered the post test (APPENDIX A3) in the same way the administered the pre-test.

4.3.2 Diagnostic Study

To identify the scope of the problematic situation, the researchers designed a short questionnaire, an observation guide, and a diagnostic picture test, such instruments were administered to the teacher and the target population. To carry out this preliminary investigation the researchers administered the interview guide five times directed to the teachers. Moreover, each researcher administered one observation guide during three teacher's classes, and one diagnostic picture tests to measure each student's vocabulary level.

The interview guide consisted of five question directed to the teachers in charge of the English classes. These interviews aimed to identify how teachers taught English vocabulary to children, their methods, and the use of didactic materials or media devices. The observation guides consisted of eight items that aimed to overlook the effectiveness of teacher's methodologies and children's behaviors during English classes. Finally, the picture diagnostic test consisted of a series of pictures of different topics such as space, weather, animals and insects; these pictures were shown to students in order to identify which topic's words they were familiar with, and which they needed to review.

4.3.3 Definition of the Problem

As a child, it is difficult to be focus too much time in something specific just to learn it since children enjoy doing something different every few minutes. For this

research, researchers find out that children of Escuela de Educacion Parvularia de Santa Ana had a hard time learning English vocabulary since their attention was not caught out correctly for them to be interested on that subject. Researchers went there to check this conduct on the teacher and the children to check where they were able to locate the main problem. Researchers conducted a preliminary diagnosis to define the problem and to look for an alternative solution. First, the results showed if teachers had the necessary sources to incorporate new teaching techniques into their classes, and if their classes were appealing enough to catch student's attention. This situation could not be motivating students' interest for learning new English vocabulary. Besides, the researchers observed if by the use of didactic materials like flash cards or puppets, children could be interested in classes and if it helped them to recall easier the new vocabulary taught in class, as we found out that teacher was not taking advantage of those resources that every teacher may have.

All these information was the main source for the researchers to identify the problem, scope and its objectives. Additionally, with that diagnosis study researchers observed that even after three years learning basic English vocabulary, children were not able to learn that much or to be interested on the English class. In consequence, researchers thought that it would be great that they might carry out an investigation with this children as they found out that the use of appealing and didactic material could help children to acquired new vocabulary. However, only the correct use of this

kind of these techniques might help students to acquire English basic vocabulary in a more effective way.

After observing the problem that this teacher and students had to teach and to learn new English vocabulary, researchers decided to carry out a study in which children could be in touch with different didactic and technologic material, to find out if that might help them to acquired new English vocabulary.

4.4 Planning phase

At the beginning of the thesis, the researchers identified the situation they wanted to study; then, the variables of the problem were set. Consequently, the researchers described in detail the situation itself. After this, the researchers structured a state of art which provided vital and necessary information about the situation. The purpose for the researchers was to find out an innovative method to teach kindergarteners to acquire basic vocabulary. After getting informed and being cleared about such situation, the researchers identified all the variables that should be measured in the investigation. After defining the variables, the researchers continued designing the reliable and valuable instruments that were used to gather the data for the research.

4.4.1 Literature review

To start to build up the theoretical framework, the researchers first made use of primary resources to get informed about Peppa Pig cartoon and Children's

vocabulary acquisition. Researchers used resources such as web sites and books that describe the topics. These resources provided necessary data about the cartoon; the ways young learners could acquire vocabulary and some insights on kindergartener's behavior in traditional classes. The main sources were different websites that could provide reliable information. By doing so, the researchers figured out the effects of using cartoons when teaching kindergarteners. All the data collected was useful to have a deep knowledge about the situation that was studied.

In the first part, the state of art described children's first language acquisition. It is said that children begin their language acquisition since they are born because they acquire mother tongue habits by the use of a varied babblings. This is the beginning of human's language development. But it is from 24 months to 30 months plus that children begin to produce more grammatically complex constructions, such as *daddy like book or what her name?*. In the second part, the state of art explained different theories that were created to find out possible answers about how people learn a second language; for example, Chomsky developed the Universal Grammar theory which states that language is a genetically determined capacity. Moreover, the same part also talked about second language acquisition in childhood. It is said that according to scientific surveys, language aspects such as pronunciation and intonation can be acquired easier during childhood, due to neuromuscular mechanism which are only active until to the age of 12. Also, Karavasili says that it is important to take into consideration that children are more willing to communicate with people than

adults since they are curious and they are not afraid of making mistakes. This is a big advantage children have over adults because they can learn several new things in their childhood. Another interesting part of the state of art was teaching vocabulary to young learners. This part explained that it is really important the use of illustrations when teaching vocabulary to children because most of them do not have literacy skills. In this way, children often learn nouns since they are easy to illustrate, but also it is important to include verbs, adjectives, adverbs and pronouns because language is more than nouns. Besides, it was vital to take into consideration children period of attention since it is a big problem teachers have when teaching children because young learners' periods of attention are really short, and it can be a big challenge to make them be on task in an entire class. That is why, it was important for teachers looked for the most appealing activities and ways to teach young learners to make them learn better. Another important part in the state of art was using videos to teach children because it said that investigators have found videos as a great way to practice a wide variety of language skills such pronunciation, intonation and vocabulary. But teachers should pay attention when using videos for teaching children because they should select videos according to children's age and interests.

The points already mentioned are some of the most interesting parts that were used to build up the state of art; that is to say, state of art was the structure that holds and supports a theory of the research study, in this case the use of cartoons to teach six-year-old children.

4.4.2 Operationalization of variables

At the beginning of the project both the objectives and the researcher questions were stated. Later on, they were taken as reference to identify the variables. Another point to take into account was the state of art as it was necessary in the identification of the variables. Moreover, the measurement of the variables was taken into account so that the variables were observed and were used to set up appealing instruments to gather all the data. Then, each variable was defined so all of them were clear and comprehensible. Subsequently, all the variables were operationalized by finding different indicators that could be useful to establish data to collect the information. Finally, several instruments were created by taking into account the operationalization of the variables to end it up with measurable variables and achievable objectives.

4.4.3 Data Collection Instruments

In this part of the research, a specific set of tools were implemented to get a clear idea of how essential they are to the project. The first tool that researchers used is the structure interview (APPENDIX A1). This structure interview was used to collect detailed information about six-year-old kindergarteners' English classes; that is, the researchers had a formal meeting with the teacher in charge of the subject to get related with the contents, students' performance and accessibility to different material. The structure interview was designed with different questions and carried out before

the execution of the project. Each question had yes or no answer and also enough space to write comments that may come up at the moment of the interview.

Also, an observation guide was essential in the collection of data during the preliminary phase (APPENDIX A2). This type of observation aimed to collect more general information about six-year-old kindergarteners' English classes; that is to say, all the students of the population being studied and the teacher in charge of the subject were observed by the researchers who administered different tools with specific criteria to gather essential information. Such criteria had different aspects to observe such as students' performance, accessibility to course material and class transition. Moreover, each aspect was marked off with a yes or no answer and it also had enough space to write down any necessary comment.

Besides, a diagnostic test addressed to six-year-old kindergarteners' was used as an instrument to get data directly from students (APPENDIX A3). This tool had the objective to gather information about children's vocabulary knowledge in English. The diagnostic test was composed of a chart that included basic vocabulary that was supposed to be managed by young children. Students had to mark off either if they know the answer or they do not. In these terms, researchers had the opportunity to learn more about the population and got to know every student better.

During the execution of the study, the researchers used a diary guide (APPENDIX A4). The diary guide aimed to observe students' vocabulary progress

during the whole treatment. It contained five yes-no questions. This tool was carried out during each class to see how the process was going. It was composed with a yes or no format and it also had enough space to write down comments if necessary.

Finally, a video analysis guide was used in every class (APPENDIX A5). This tool had the objective to verify students' performance while using video clips in classes during the whole intervention. It was designed with several questions and it had the yes or no format. Below all the questions there was enough space for the researchers to write down additionally comments regarding with the aspects to observe.

4.4.4 Validation of Data Collection Instruments

After setting up the variety of instruments that were used to carry out the research, and all the indicators included in the operationalization of the variables, the research tools were validated by several enablers in charge of different subjects of the Foreign Language Department, Western Multidisciplinary Campus of the University of El Salvador. Besides, the researchers used a validation sheet presented in every tool composed of criteria to facilitate experts the assessment of each tool (APPENDIX A7). This validation sheet also had enough space for the experts to write down any comments that could be consider necessary or useful for improving the tools. After the experts' assessment, researchers took into account every observation and suggestion to later improve all the tools.

The last stage of the validation of the instruments was to present for the second time to the tutor in charge of the project so that he could check out the necessary corrections and gave the instruments back with the new observations if necessary. If so, new improvements were added to the instruments. After all this process, all the tools were carried out in the estimated time.

4.4.5 Validity and Reliability

To make the instruments valid and reliable, the researchers took into account three major characteristics to elaborate and analyze the tools. First, they used “**Descriptive validity**,” which deals with comparing the result of the observers so that all of them observe the same facts and same objectives.

To make results reliable, the researchers will use the Inter-rater Reliability method, which consists of the degree of agreement among raters; that is, the scales or percentages that will be given to each item of the tools. This is the most appropriate method since humans will be the measurement procedure..

4.4.6 Ethical aspects

It was important to respect the ethical aspects in every research project and this one was not the exception. That is why the researchers took into consideration a really important factor which was children’s parents’ permissions to be part of this research. To do this, every single parent or children’s and adolescent’s representative were provided with a letter (APPENDIX B1) in which the researcher

asked for their permission to work with their children using Peppa's Pig cartoon. So, to establish their approval to let their children participate in the investigation, they all should sign the letter before beginning with this. In that way, researchers would respect one of the laws that Salvadorian Republic has that is the LEPINA (Ley de Protección Integral de la Niñez y Adolescencia) law. Such law talks about all the rights that children and adolescents have to guarantee them a dignified life. Also, it talks about the duties all children and adolescents should accomplish to get such rights. To understand better about it, see APPENDIX B2.

Another important point was to respect the principles for research ethics; for example, the "non-maleficence norm" teaches that during an investigation nobody's integrity whether physical or psychological should be affected. Therefore, it was vital to determine that students, in this case young learners, were not adversely affected during the research process. At the beginning of the project, every student was informed about the purpose, the benefits, and the duration of the study since the "follow informed-consent rule" was used. That meant that any students were forced to participate in the study; this included students' willingness to continue or inclination of quitting the project. If some students decided to quit the project, the research project was going to be carried out with the group that decided to continue attending the project, but to avoid any unhelpful situation for the research study; students were encouraged to continue participating in the project by doing and having different appealing activities for them.

4.5 Execution Phase

This part of the study included the data collection procedure, the data processing and the data analysis and interpretation. It meant that this part described orderly and completely how the researchers collected the necessary information, and how they processed it and analyzed it. Furthermore, the researchers used an experimental research study for carrying out this study. All the data collected was processed and analyzed to develop this research.

4.5.1 Data Collection Procedure

After validating the instruments, the researchers administered them in order to gather the necessary information for this study. First, the researchers used an experimental research that allowed them to observe six-year-old kindergarteners groups A, B and C during 2016 and interview the teacher of the mentioned students. After that, the researchers attended classes twice a week during one and a half month and, they taught kindergarteners so that they proved that the age-based activities based on Peppa pig's cartoon helped them to learn basic vocabulary in English. Furthermore, the researchers administered an observation guide in order to state the problem; then, they administered one pre-test to check kindergarteners' vocabulary at the beginning of the research; also they administered a diary, a video recording during each class, and a vocabulary check list to check students' improvement weekly. Finally, they administered one post- test to check students' vocabulary improvement at the end of the research.

4.5.2 Data Processing

After validating the instruments, the researchers administered them in order to gather the necessary information for this study. First, the researchers used an experimental research that allowed them to observe six-year-old kindergarteners groups A, B and C during 2016 and interview the teacher of the mentioned students. After that, the researchers attended classes twice a week during one and a half month and, they taught kindergarteners so that they proved that the age-based activities based on Peppa pig's cartoon helped them to learn basic vocabulary in English. Furthermore, the researchers administered an observation guide in order to state the problem; then, they administered one pre-test to check kindergarteners' vocabulary at the beginning of the research; also they administered a diary, a video recording during each class, and a vocabulary check list to check students' improvement weekly. Finally, they administered one post- test to check students' vocabulary improvement at the end of the research.

4.5.3 Data interpretation of analysis

All the collected data was classified, organized, and analyzed by the research team. The researchers gathered this data at Escuela de Educacion Parvularia de Santa Ana during 2016. The collected data was interpreted and analyzed by all the researchers with the help of graphs and the reflexivity method for a clearer understanding of this study; it means that all the results of the all the tools were compared in order to get a transparent and deep analysis of the study. First, the

researchers tabulated the results of all the instruments and then, they compared it with the results of the researchers' reflection. After comparing the results, the researchers analyzed if the activities based on Peppa Pig's cartoon helped kindergarteners to learn basic vocabulary in English. This analysis helped researcher to prove the objective stated at the beginning and the research questions so that they tested the hypothesis of change. Finally, this analysis lead researchers to make the final conclusions and recommendations addressed to teachers, parents, readers and researchers.

4.6 Budget

Service	Cost	Total
Photocopies	\$0.05 / page * 120 copies	\$60.00
Internet		
Other expenses (food, transportation, and electricity)	\$120.00	\$120.00
Total: \$180.00		

4.6.1 Services and Supplies

Type of supply	Name	Cost per item	Number of items	Total
Office supplies	Pens	\$0.15	10	\$1.50
	Pencils	\$0.15	10	\$1.50
	Printer ink	\$ 10.00 black ink, and \$15 color ink	2	\$25.00
	Printer paper	\$ 5.00 / pkg	2 pkg	\$100.00
	Stapler	\$1.00	1	\$1.00
	LCD projector	\$150	1	\$150
Total				\$279.00

Total budget expenses: \$ 459.0

4.7 Organization of resources and instruments

ACTIVITIES	MONTHS									
	March	April	May	June	July	Aug	Sept	Oct	Nov.	
1. Revision of topic proposal										
2. Design of protocol and lesson plans										
3. Validation of instruments										
4. Protocol										
5. Pre-Test										
6. Treatment/ Data Collection										
7. Post-Test										
8. Analysis and Interpretation of Data										
9. Conclusions and Recommendations										
10. Final Report and Revision										
11. Final Presentation										

CHAPTER V

ANALYSIS AND INTERPRETATION OF DATA

In this chapter, the researchers present the variables they observed during the study. Moreover, they compared and reflected about results obtained with the theory stated in the state of art to provide a reliable analysis and interpretation of data. Additionally, provide the statements and examples to support the results obtained.

5.1 Analysis of the results

In this thesis study, the researchers observed the three variables: Peppa Pig' Cartoon video clips, aged-appropriate activities such as drills, coloring, and TPR activities, and Basic vocabulary in English for young learners. These variables were analyzed based on the information gathered from each of the instruments. At the same time, the following results were measured by taking into account the information provided by the teachers, students and researchers in order to have a reliable and truthful analysis of the variables.

5.1.1 Variable 1: Peppa pig cartoon video clips

As affirmed in the theoretical framework, Videos are helpful to create motivating, memorable classes with a high level of language production. Investigators find videos as a great way to practice a wide variety of language skills. For this reason, the researchers incorporated Peppa Pig' Cartoon videos in order to teach

vocabulary to six year-old kindergarteners. Moreover , they reached the general objective since by using these cartoon videos, the researchers observed that kindergarteners' attention increased significantly since kindergarteners were enthusiastic when receiving a video class .*“During this class students had the opportunity to watch a video in which they learn basic vocabulary related to the weather. Such as hot, sunshine, swimming customs, water. At the end of the class students were able to mention the majority of the vocabulary by themselves. They were interested in the video since they were paying attention to all the things that happened on it.”* (See appendix E diary number 4 class number 7).

As declared in the theoretical framework that “Video (is a program people normally see at the cinema, on TV or on DVD: feature films, documentaries, commercials, game shows, etc.) is a wonderful resource for opening up the English language world and can be used with great pleasure and profit—and very little sweat”(Sherman, 2003). And the researchers observed that kindergarteners learned in a better way by watching something they like. Kindergarteners were focused on the videos though in the first class it was difficult for them to get the central idea of the video, but latter it was easier since they were able to recognize at least the basic vocabulary that the researchers taught while watching the videos. *“During the viewing activity they were paying attention to the video. And it was observed it that they understood at least the main idea because they were laughing at*

the funny things on the video.” (See appendix E video guide number 3 class number 5).

Also, the researchers noticed that every single video used in these classes helped kindergarteners to acquire the new basic vocabulary in English since as the researchers mentioned in the theoretical framework Peppa pig’s episodes tend to feature everyday activities such as attending playground, going swimming, visiting her grandparents or cousins, riding bikes, and so forth. (Wikipedia Foundation, Inc, 2014); These results were reflected in the post test results since kindergarteners had a significant increment of words.

5.1.2 Variable 2: Aged-appropriate activities (drills, coloring, and TPR activities)

Teachers have the responsibility of adapting or developing activities according to their students’ needs so that students can learn the most. In this research, aged-appropriate activities (drills, coloring and TPR activities) were needed in order to reinforce the basic vocabulary in English that kindergarteners learned in the video classes by doing this, researchers achieved the first specific objective. The researchers observed that by using these activities kindergarteners repeated the vocabulary successfully *“In this class, students had the opportunity to develop drillings, coloring activities and TPR activities in which they learned basic vocabulary related to space. Students were really excited; they were paying attention, and they*

repeated word by word.” (See appendix E diary number 1, class number 2)

Furthermore, the researchers observed that kindergarteners developed the drills and TPR activities with enthusiasm and energy; they repeated the vocabulary taught in every class as many times as the teachers asked them to do it. *“To end up with the class the teacher made students repeat the words and very enthusiastic they were repeating as the teacher asked them; some were even trying to say the words by themselves.” (See appendix E diary number 3 class number 6).* Additionally, the researchers observed an increase in kindergarteners’ motivation when developing these activities since they paid attention to the directions and developed the activities in the time required; also; they were eager to color, to repeat and to move in every single activity. *“During the TPR activities children were really interested because they love to move. At the end, they were able to say the words when seeing the flashcards.” (See appendix E diary number 1, class number 2)*

After this game, they continued with a different activity in which they were given a worksheet with a series of animals and the students were asked to color the ones learned in class. The majority of students did it successfully.” (See appendix E diary number 5 class number 10. Moreover, researchers observed that through the use of these types of activities students were able to internalize the vocabulary easier since they repeated the same vocabulary in all the activities; also, the researcher group observed that kindergarteners were able to remember the vocabulary at the end of the classes “they developed some TPR activities and they looked enthusiastic.

Furthermore, they completed the coloring activity and the drawing activity successfully. At the end of the class they were able to recognize and produce the words when seeing the flash cards.” (See appendix E video guide 4 class number 8) Also, researchers developed a lead-in at the beginning of the classes and they observed that kindergarteners remembered the words and the meaning taught in the previous classes “Then, by using flashcards the teacher asked them to repeat the words they had studied in the previous class and most of them not only repeated the words but also remembered the meaning of the words. So that, it can be said that students acquired the target vocabulary successfully.” (See appendix E video guide 2 class number 4)“They answered actively and correctly when the teacher showed the flashcards that contained the vocabulary taught in previous classes (moon, star, stars, Hot, sunshine, swimming customs, water, thunder, rain, wet, thunderstorm.” (See appendix E video guide 4 class number 8)

5.1.3 Variable 3: Basic vocabulary in English for young learners

As the majority of kindergarteners cannot write or read, it is essential to help them develop their listening and speaking skills and to teach them vocabulary. For this reason, researchers implemented the Peppa Pig’ cartoon videos. As stated in the State of art,Linse(2005) vocabulary development should include “Direct instruction” referring to teach the words and their meanings such as pre-teaching vocabulary items. When vocabulary items are taught before an activity, the students may benefit from it in two ways:

- ✓ It helps them comprehend the activity better.
- ✓ It is more likely that they acquire the target vocabulary words.

For this reason, researchers confirmed that when they started the classes with a warm-up or an activity that included the vocabulary through flash cards, students developed the activities with less difficulty and they remembered better the vocabulary. Moreover, they observed that kindergarteners were able to recognize the vocabulary taught by the teacher through the use of flashcards. At the beginning, kindergarteners tried to say the word by themselves without the teacher's help, but then, when they listened to the correct pronunciation they repeated it eagerly. *“Some kindergarteners were even trying to say the words by themselves.” (See appendix E diary number 3 class number 6)* *“They show interest in learning the new words and were repeating as the teacher asked them; some were even trying to say the words by themselves” (see appendix E diary number 2 class number 3“ Furthermore they were able to say the words by themselves and to recognize them through the flash cards.” (See appendix E video guide number 3 class number 5)* *They answered actively and correctly when the teacher showed the flashcards that contained the vocabulary taught in the previous class.” (See appendix E video guide 4 class number 8)*

Moreover, the researchers observed that kindergarteners learned the vocabulary satisfactorily since at the end of the classes the teacher showed them the flashcards again and they produced the words, but this time by themselves; also they remembered the words and the meaning of the vocabulary taught even in previous

classes. *“Then, by using flashcards the teacher asked them to repeat the words they had studied in the previous class and most of them not only repeated the words but also remembered the meaning of the words. So that, it can be said that students acquired the target vocabulary successfully.”* (See appendix E video guide 2 class number 4).

Besides, the researchers detected that the majority of kindergarteners incorporated at least one word of the vocabulary taught to express themselves during the activities. *“At the end of the class students presented their drawing trying to use as much vocabulary as possible.”* (See appendix E diary number 4 class number 7)

5.2 Pre and Post-tests results

In this research project, the researchers administered one pre-test and one post-test in order to compare kindergarteners’ vocabulary improvement; the results of the pre-test that was administered on august 10th 2016 showed that the majority of students did not know more than few words of the units that they had studied this year. Moreover, they did not look comfortable saying the words. Some students invented the names of the pictures in the flashcards.

Pre-test	Number of students	Highest amount of words
group A	19	6
group B	19	3
group C	14	3

Table 1Table 1Pre-test highest amount of words

On the other hand, in the post-test administered on September 22nd the researchers observed that after the intervention by using Peppa pig cartoon videos kindergarteners' vocabulary increased significantly. And also, during the test kindergarteners looked confident when saying the words in the flashcards.

Post-test	Number of students	Highest amount of words
group A	19	12
group B	19	11
group C	14	11

Table 2 Post-test Highest amount of words

As the researchers tabulated the data, they noticed that the improvement was a 50% in group A, and 75% in groups B and C, but just in a general form; for this reason, the researchers observed each kindergartener's improvement. (See graph 1). In each graph the pre-test is represented by the blue bars and the post-test is represented by the green bar. The data gathered from these tools (pre and post-test) was tabulated student by student so that researchers provided complete and individual improvement of each student.

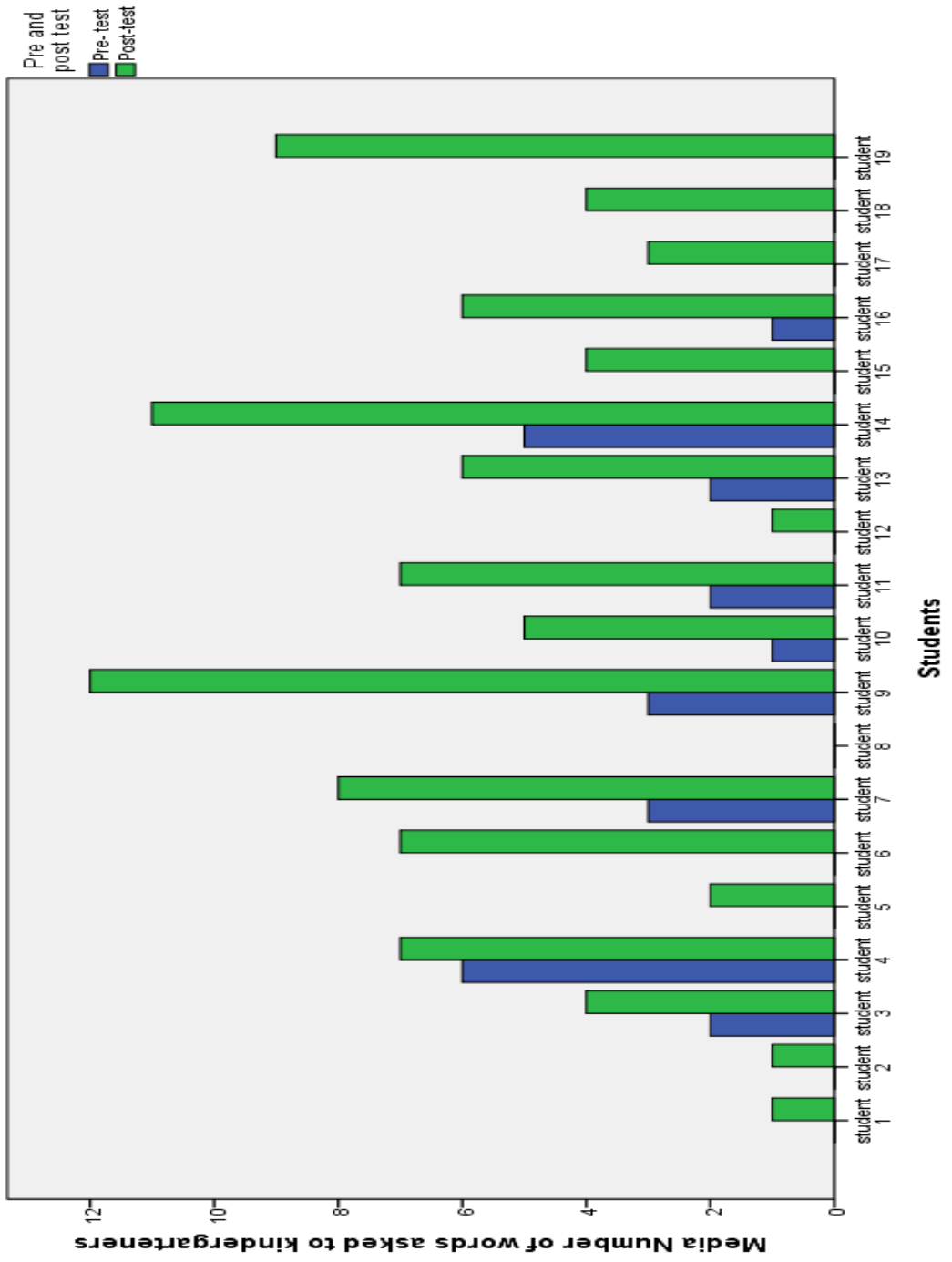


Figure 1 Pre and Post-test Analysis Group A

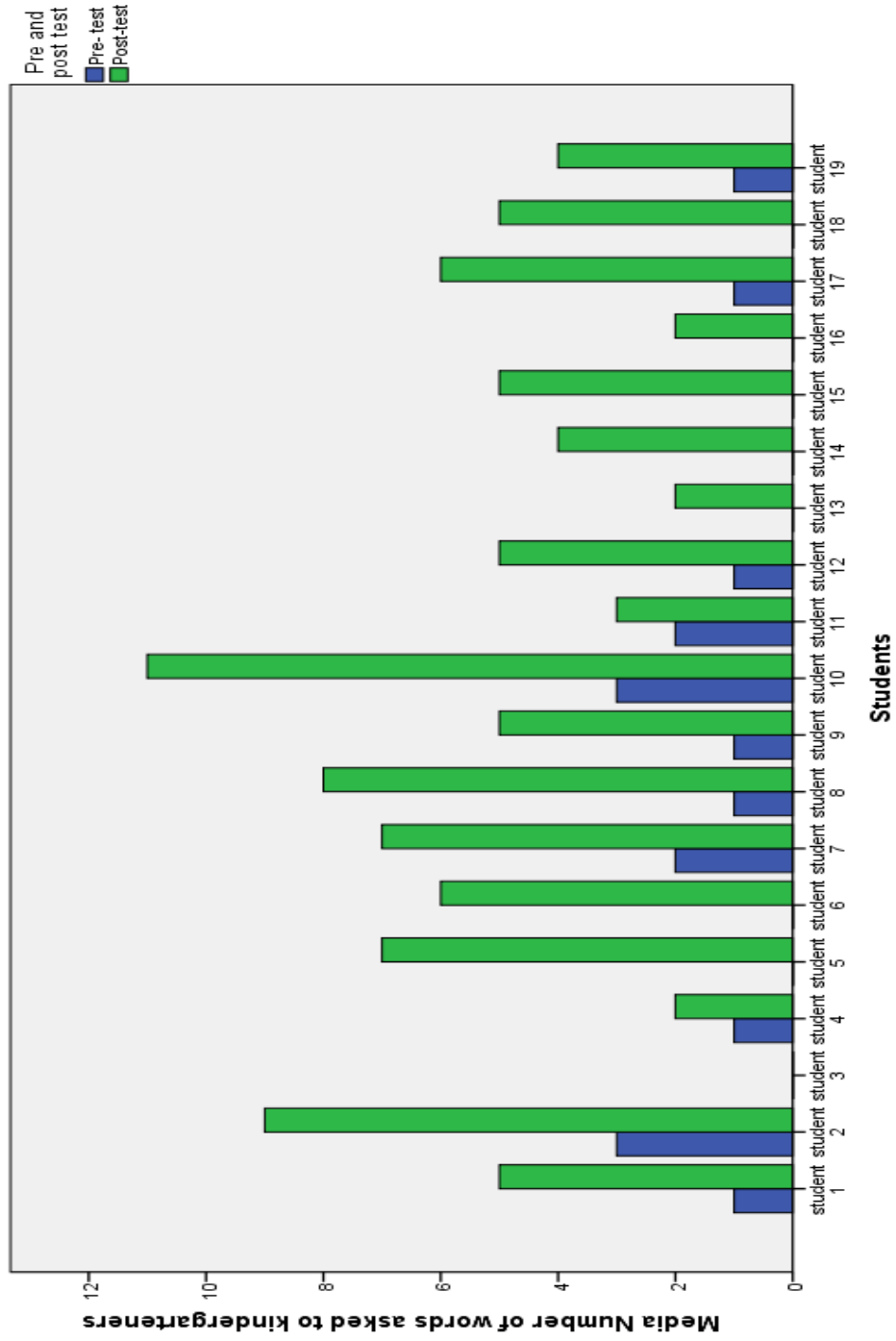


Figure 2 Pre and Post-test Analysis Group B

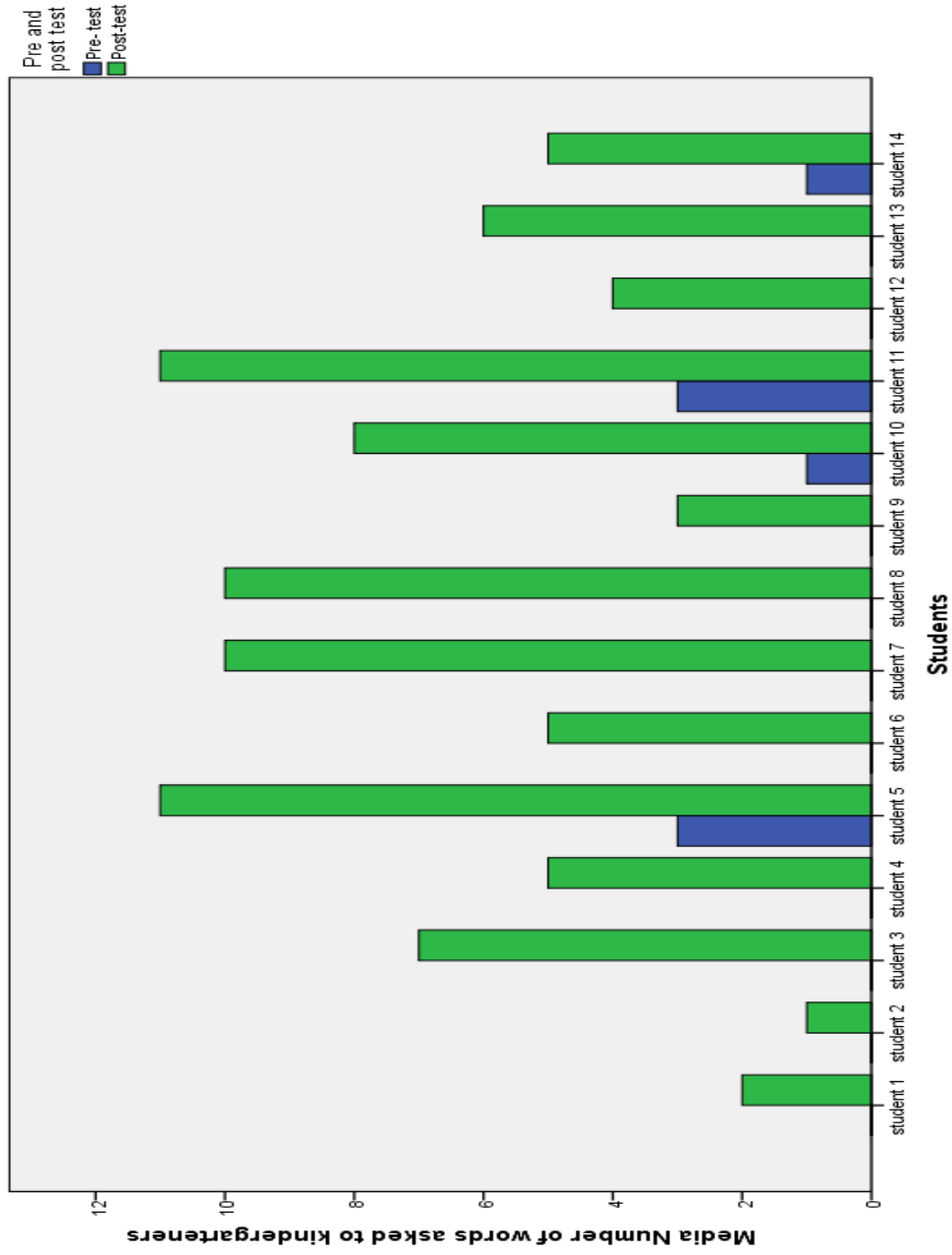


Figure 3 Pre and Post-test Analysis Group C

In these graphs, researchers noticed that in the three groups the majority of kindergarteners had a considerable improvement, but also they observed that some of them did not; it is necessary to mention that those students who did not attend to the classes for different reasons (such as illness or activities developed in the school at the time of the researchers classes) did not internalize the vocabulary adequately.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

6.1 Conclusions

After analyzing the results, the researchers concluded that:

- The hypothesis of this research was verified given that ,the implementation of Peppa pig cartoon videos helped kindergarteners to learn the new basic vocabulary in a 66.6 % since the majority of kindergarteners were able to list more words in the post-test than in the pre-test(see graph A, B and C) . Furthermore, this increment was evident after researchers compared the highest amount of words in the pre and post-test. (See table1 and 2). Additionally, this kindergarteners' vocabulary increment answered the research question as Peppa pig cartoon help them to increase their vocabulary in 66.6%.
- The implementation of Peppa pig cartoon videos enhanced kindergarteners' vocabulary; it means that the general objective was achieved since these videos are effective in a 66.6 % when teaching basic vocabulary in English to kindergarteners. (See table1 and 2) and (see graph A, B and C).

- Kindergarteners' exposure to "A trip to the moon", "stars", "a very hot day", "thunderstorm", and "night animals" videos from Peppa pig cartoon, helped them learn easier the vocabulary taught by teachers.
- The first specific objective was achieved since these videos helped kindergarteners be focus while learning since they are specifically designed to their aged. It means that cartons can be used to teach Kindergarteners effectively since they learn by watching something they like. Also, the researchers concluded that these videos increase kindergarteners' vocabulary. As seen in the post-test results, (see graph A, B and C) kindergarteners were able to recognized and list more words in the oral form comparing with the pre-test results.
- As Linse(2005)states young learners should be exposed to vocabulary items repeatedly in rich contexts. The vocabulary items should be revisited/recycled in different activities, with different skills and for multiple times. For this reason, researchers recycled the vocabulary by implementing aged-appropriate activities such as "TPR" activities, drills, memory games, drawing and coloring helped kindergarteners internalize the vocabulary taught in every video class since they repeated the same vocabulary in different activities; for this reason they achieved the second specific objective.
- Researchers also concluded that it is useful to introduce words whose meanings can be deduced with an action, body language, flashcards,

drawings, and other objects; In this way, visual material are essential to help kindergarteners remember the vocabulary taught in the classes.

6.2 Recommendations

6.2.1 For Kindergartener`s Teachers

- Kindergarteners´ English teachers should take into consideration kindergarteners likes such as music, TV shows, and so forth and incorporate them into their classes in order to increase their motivation towards learning.
- Kindergarteners´ English teachers should take advantage of students´ energy levels so that they can also develop activities that include full body movements which help them to perceive English learning as a game rather than an obligation.
- Kindergarteners´ English teachers should consider students surroundings, so what they learn in class can be used also outside the classroom.
- MINED should incorporate English as part of primary school levels; in this manner, English as a second language would be acquired successfully in future.

6.2.2 For Future Researchers

- Future researchers of this kind of project should take into consideration classroom`s organization since while developing this research the researchers had some problems with the light going into through the windows while playing the videos.

- Future researchers of this project should take more time before choosing what kind of videos will be presented in class since some children may not like them.

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APPENDIXES

APPENDIX A: INSTRUMENTS

APPENDIX A1: INTERVIEW ADDRESSED TO THE TEACHER

UNIVERSITY OF EL SALVADOR

WESTERN MULTIDISCIPLINARY CAMPUS

FOREIGN LANGUAGE DEPARTMENT



Structure interview addressed to the teacher in charge of six-year-old kindergarteners groups a,b, and c at Escuela de EducacionParvularia de Santa Ana during 2016.

Researcher's name (s): _____

Place: _____

Date (s): _____

Time to develop: From: _____ to: _____

Teacher in charge: _____

Objective: To collect detailed information about Six-year-old kindergarteners' English classes.

Note: This information is going to be administered anonymously. Feel free to answer according to what you state.

1. Is the material in the school adequate and useful for the class?

Yes

No

2. Do you use technology to teach during classes?

Yes

No

3. Do you use at least 50% of English in the classroom?

Yes

No

4. Do you use different material to make classes appealing?

Yes

No

5. Do you have access to different material such as toys, flashcards, puppets, colors, etc.?

Yes

No

6. Do you follow the lesson plan?

Yes

No

7. Do you teach a topic per week?

Yes

No

8. Do students repeat the vocabulary you teach every class?

Yes

No

9. Do kindergarteners follow all directions asked for the teacher?

Yes

No

Comments: _____



APPENDIX A2: OBSERVATION GUIDE

**UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS**

FOREIGN LANGUAGE DEPARTMENT

Observation guide for kindergarteners at Escuela de Educacion Parvularia de Santa Ana during 2016.

Researcher'

name: _____

Place: _____

Date : _____

Time to observation:

From: _____ **to:** _____

Girls number _____ **Boys number** _____

Objective: To collect general information about kindergarteners' English class at Escuela de Educacion Parvularia de Santa Ana during 2016.

ASPECTS TO OBSERVE		YES	NO
KINDERGARTENERS			
1	They pay attention during the class		
2	They repeat the words after the teacher		
3	They are concentrated during each activity developed by the teacher		
TEACHER			
4	The teacher asks students to repeat after him/her		
5	The teacher uses different activities to teach the same topic		
6	The teacher follows a lesson plan		
7	The teacher uses technological equipment in the classroom		
8	The teacher uses colorful materials or flashcards to catch children's attention		
9	The teacher uses TPR activities		

Comments:

APPENDIX A3: PRE-TEST AND POST-TEST

UNIVERSITY OF EL SALVADOR

WESTERN MULTIDISCIPLINARY CAMPUS

FOREIGN LANGUAGE DEPARTMENT

Diagnostic test for six-year-old kindergarteners groups a,b, and c at
EscueladeEducacionParvularia de Santa during 2016

Researcher's name (s): _____

Place: _____

Date (s): _____

Time to develop: From: _____ to: _____

Teacher in charge: _____

OBJECTIVE:


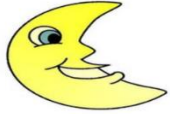













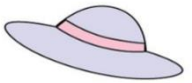




- ✓ To collect information about children's vocabulary knowledge in English

Note: This information is going to be administered anonymously. Feel free to answer according to what you state



STUDENT NUMBER: _____

DIRECTION: MARK WITH A CHECK (✓) IF THE STUDENT RECOGNIZES THE IMAGE OR WITH AN (X) IF STUDENT DOES NOT.

 Star	 Moon			
				
				
				

APPENDIX A4: DIARY

WESTERN MULTIDISCIPLINARY CAMPUS

FOREIGN LANGUAGE DEPARTMENT

Diary criteria for six-year-old kindergarteners groups a, b, and c at Escuela de EducacionParvularia de Santa Ana during 2016.

Researcher's name (s): _____

Place: _____

Date (s): _____

Time to observe: From: _____ **to:** _____

Class Number: _____

Teacher in charge: _____

Objective: To gather information about students' progress after each class

Note: This information is going to be administered anonymously. Feel free to answer according to what you state

Aspects to observe:

1. Students learn the basic vocabulary in the time required.

Yes

No

2. Students ask for the meaning of the words they hear in the cartoon.

Yes

No

3. Students incorporate the basic vocabulary from the cartoon in their oral performance.

Yes

No

APPENDIX A5: VIDEO ANALYSIS GUIDE

UNIVERSITY OF EL SALVADOR

WESTERN MULTIDISCIPLINARY CAMPUS

FOREIGN LANGUAGE DEPARTMENT

Video analysis' guide for Kindergarteners students of Escuela de EducacionParvularia de Santa Ana.



Researcher's name: _____

Place: _____

Date(s)
: _____

Class Number: _____

General Objective: To verify students' performance while using video clips in classes.

1. Do students repeat the words taught in the class?

Yes

No

2. Do students have an active participation during all the activities developed in the class?

Yes

No

3. Do students improve the usage of vocabulary through the use of video clips?

Yes

No

4. Are students able to understand some words from the video?

Yes

No

APPENDIX B

APPENDIX B1: LETTER ADDRESSED TO PARENTS

Santa Ana 09 de Agosto de 2016

Estimados padres de familia

Presente:

Como estudiantes egresado de la Universidad Nacional de El Salvador, por este medio hacemos de su conocimiento que se llevará a cabo nuestro trabajo de grado denominado: “El uso de la caricatura Peppapig para enseñar vocabulario básico en Inglés a los alumnos de la Escuela de Educación Parvularia de Santa Ana en los grupos A, B Y C durante 2016”. Por dicha razón, tomaremos en cuenta a todos los alumnos de kínder 6 de los grupos antes mencionados. Solicitamos su aprobación de tal manera que sus hijos puedan ser parte de este importante proyecto.

Atentamente, Claudia Haydee Ramírez Martínez, coordinadora de grupo.

F: _____

F: _____

Padre/ madre de familia

APPENDIX B1: LEPINA (LEY DE PROTECCION INTEGRAL DE LA NIÑEZ Y ADOLESCENCIA) LAW

Art 86. Responsabilidad del Estado en materia de educación

Para hacer efectivo el derecho a la educación el Estado deberá:

n) Propiciar la comunicación y la creación de redes sociales entre las autoridades educativas y los padres, madres, representantes o responsables de niñas, niños y adolescentes.

p) Supervisar el desempeño y aplicación de métodos pedagógicos con la finalidad de garantizar la calidad educativa en centros públicos y privados.

Art. 87 Responsabilidad de las madres, padres, representantes o responsables en materia de educación

b) Incentivar, exigir y verificar la asistencia regular a clases y participar activamente en todo su proceso educativo.

d) Respetar y vigilar porque se cumplan los derechos educativos de las niñas, niños y adolescentes, así como denunciar las posibles violaciones a esos derechos.

e) Denunciar actos contrarios que atenten contra la vida y la dignidad de las niñas, niños y adolescentes.

art. 88 Responsabilidad de los centros educativos públicos y privados

Las autoridades educativas también estarán obligadas a denunciar cualquier forma de amenaza o violación a la integridad física, psicológica y sexual de las niñas, niños y adolescentes, que se realicen dentro o fuera de los centros educativos.

Artículo 86.- Responsabilidad del Estado en materia de educación Para hacer efectivo el derecho a la educación el Estado deberá:

- a) Garantizar educación integral de calidad y progresiva en condiciones de igualdad y equidad para toda niña, niño y adolescente;
- b) Procurar asistencia alimentaria gratuita en los centros públicos de educación inicial, parvularia y primaria;
- c) Crear y fomentar los niveles más elevados del conocimiento científico y tecnológico;
- d) Fomentar la expresión artística y cultural;
- e) Promover los valores éticos, morales y ciudadanos;
- f) Difundir y promover el respeto a los derechos de toda niña, niño y adolescente y los Derechos Humanos en general;
- g) Fomentar el conocimiento y respeto del idioma castellano, la identidad cultural y de otras manifestaciones culturales;

- h) Crear y mantener centros de estudios con infraestructura e instalaciones que cuenten con los espacios y condiciones físicas adecuadas para el desarrollo de la enseñanza científica y tecnológica, las actividades lúdicas, deportivas y culturales;
- i) Proveer los centros de estudios de recursos humanos cualificados y garantizar a éstos, condiciones laborales adecuadas; además, deberá facilitar materiales pedagógicos, científicos, tecnológicos, lúdicos, deportivos, culturales y los instrumentos adecuados para cualquier tipo de expresión artística;
- j) Estimular en todos los niveles de enseñanza el desarrollo de la inteligencia y del pensamiento autónomo, crítico y creativo, respetando la iniciativa y las características individuales de cada niña, niño o adolescente;
- k) Garantizar modalidades y horarios escolares especiales que permitan a los adolescentes trabajadores asistir regularmente a sus centros de estudio;
- l) Diseñar estrategias para erradicar la deserción educativa;
- m) Incluir en los programas educativos temas relacionados con la nutrición, la educación sexual y reproductiva, el embarazo precoz, la equidad y violencia de género, las drogas, las enfermedades infecto contagiosas y el medio ambiente y garantizar la permanencia en el ámbito escolar y no discriminación de las niñas y adolescentes madres, embarazadas o víctimas de violencia;

n) Propiciar la comunicación y la creación de redes sociales entre las autoridades educativas y los padres, madres, representantes o responsables de niñas, niños y adolescentes;

o) Promover las investigaciones sobre la educación y tomar en cuenta las mejores propuestas relativas a la pedagogía, didáctica, evaluación, currícula y metodologías planteadas por expertos u organismos internacionales, que correspondan a las necesidades de las niñas, niños y adolescentes;

p) Supervisar el desempeño y aplicación de métodos pedagógicos con la finalidad de garantizar la calidad educativa en centros públicos y privados; y,

q) Establecer una política financiera destinada a cumplir con la educación integral de la niñez y adolescencia.

Artículo 87.- Responsabilidad de las madres,padres, representantes oresponsables en materia de educación Es responsabilidad de los padres, madres, representantes, y responsables de las niñas, niños y adolescentes:

a) Inscribir a la niña, niño o adolescente oportunamente en un centro educativo;

b) Incentivar, exigir y verificar la asistencia regular a clases y participar activamente en todo su proceso educativo;

c) Garantizar el máximo aprovechamiento de los medios de enseñanza que se les proporcionen; d) Respetar y vigilar porque se cumplan los derechos educativos de

las niñas, niños y adolescentes, así como denunciar las posibles violaciones a esos derechos;

e) Denunciar actos contrarios que atenten contra la vida y la dignidad de las niñas, niños y adolescentes; y,

f) Dar a conocer a las niñas, niños y adolescentes las instancias donde deben acudir en caso de atentar contra la vida e integridad de ellas y ellos.

Artículo 88.- Responsabilidad de los centros educativos públicos y privados

Las autoridades educativas comunicarán a las madres, padres, representantes o responsables de las niñas, niños o adolescentes, así como a los organismos de administración escolar los casos de deserción escolar, los índices de reprobación y las reiteradas inasistencias injustificadas.

Las autoridades educativas también estarán obligadas a denunciar cualquier forma de amenaza o violación a la integridad física, psicológica y sexual de las niñas, niños y adolescentes, que se realicen dentro o fuera de los centros educativos.

APPENDIX C: LESSONPLANS

CLASS NUMBER 1

**Escuela de Educación Parvularia Santa Ana
English Subject
2016**

Lesson: "My friends, the planets"

Target Vocabulary: moon, planets, space, rocks

Target Content: The space

Student teacher's name:

Objectives: at the end of the lesson, SWBAT:

- Identify the meaning of the target vocabulary by watching different flash cards.
- Produce orally the words moon, planets, space, and rocks.

Materials:Markers, LCD projector, laptop, speakers, blackboard, flash cards

ACTIVITIES AND PROCEDURES

Warm up (5 min): The hot potato

Procedure:

1. The teacher gives any student a ball.
2. The teacher will play a piece of music and the student should pass the ball to the classmate next to him/her.
3. When the teacher stops the music, the last student who gets the ball should answer a question the teacher makes to him/her; for example: How are you? What's your name?

Presentation (10 min): Viewing activity

Procedure: Pre- viewing.

- The teacher will ask students about the meaning of the words: moon, space, planet, and rocks, and he/she will show students the pictures. (see appendix D1)

Viewing:

- Students pay attention to the words from the video.
- Play the video: <https://www.youtube.com/watch?v=Rn5LcwQQpZI>

Post-Viewing:

- The teacher will ask students what they understood about the video, and if they heard the words he/she mentioned before.

Semi Controlled Activity (5min): coloring activity

- The teacher will give students a piece of paper with different pictures. (see appendix D2)
- Students should color the pictures that they have studied in the class.
- Students should say the word by pointing out the picture.

Wrap-up (5 min): Repeat the words

- Students have to repeat the vocabulary taught in the class.

CLASS NUMBER 2

**Escuela de Educación Parvularia Santa Ana
English Subject
2016**

Lesson: "My friends, the planets"

Target Vocabulary: moon, planet, space, rocks

Target Content: The space

Student teacher's name:

Objectives: at the end of the lesson, SWBAT:

- Remember the vocabulary studied in the previous class.

Materials: Markers, LCD projector, laptop, speakers, blackboard, flash cards

ACTIVITIES AND PROCEDURES

Warm up (5 min): Memory game

Procedure: 1. The teacher will divide the class into three groups.

2. Then, the teacher will paste on the board a chart which contains some covered pictures.

3. After that, the group number one will try to match two pictures by choosing two pictures.

4. The group that matches more pictures will be the winner.

Presentation (10 min): Listening activity

Procedure: Pre-listening

- The teacher will ask students if they like to sing songs.
- **Listening:**
- Students listen to the song the first time.
- The teacher will play the song we're going to the moon three times and students should sing the song.

Post-listening:

- The teacher will ask students which words they understood in the song.

Free activity (5min): Story telling activity

- The teacher will divide the class into four groups.
- Each group will be named with the words moon, space, planets, and rocks.
- The teacher will read a story about the space.

The space story: (Appendix D 3)

Once upon a time, there were two friends called Moon and Space. They were friends since they were really young. One day, Moon and Space went shopping because they wanted to buy some candies. On their way, they found two poor boys called Rock and Planet. Rock and Planet were really hungry. Moon and Space felt bad because of Rock and Planet. Suddenly, Moon and Space came with the idea of inviting Rock and Planet to eat some food. Rock and Planet accepted the invitation. They all shared a really good time together. Rock and Planet were thankful with Moon and Space. Since that day, Moon, Space, Rock, and Planet are really good friends.

The end.

- Students should stand up and repeat the word every time the teacher says the word they were assigned.

Wrap-up activity (5 min): Drawing activity

- The teacher will ask students to make one drawing per each of the words taught in class.

CLASS NUMBER 3

**Escuela de Educación Parvularia Santa Ana
English Subject
2016**

Lesson: Planets

Target Vocabulary: star, stars, and moon

Target Content: stars

Teacher's name:

Objectives: at the end of the lesson, SWBAT:

- Point out the “stars and moon” through flashcards

Materials: Markers, LCD projector, laptop, speakers, whiteboard, flash cards

ACTIVITIES AND PROCEDURES

1. Welcoming children

The teacher will greet children with the help of a puppet saying hello! How are you?

2. Warm up (5 min): Attention

Materials: A flashcard with the STOP signal (see appendix D4)

Procedure:

1. Ask children to stand up

2. The teachers will give them some commands and students have to develop them (he/she will develop them along with the children) and when the teacher wants them to stop he or she will show the STOP signal. Example: march in place...stop, sit down, stand up, walk in a circle, clap your hands...stop, run in place...stop, jumping jacks...stop, swim in place....stop,

3. Presentation (10 min): Video activity

Procedure:

Pre- viewing.

- Ask children: what do you see in the sky at night. (the teacher have to say it in both Spanish and English)
- Show children three different flashcards with the vocabulary they will see in the lesson (see appendix D5)

Viewing:

- Ask students to pay attention to the words from the video
- Play the video: <https://www.youtube.com/watch?v=fPW4p0a46UA>

Post-Viewing:

- Ask children to repeat the vocabulary showing the flashcards (see appendix D5)
- Make children repeat the word several times after the teacher



- Play the video again so that students can recognize the words easier this time.
- Let students say the words by themselves while showing the flashcards

Controlled activity (5min): sing “Twinkle Twinkle Little Star”

- The teacher will sing it first and then students will sing along with him/her
<https://www.youtube.com/watch?v=-JRJibhgwUQ>

Controlled activity (5min): Shapes

- Provide children with a black paper with some holes in the shape of stars and another one in the shape of a moon.
- Provide children with some yellow paper stars, a paper moon and glue.
- Children have to paste the stars and moon in the corresponding place.
- Reward students by telling them they have done a great job after finishing the activity.

CLASS NUMBER 4

<p>Escuela de Educación Parvularia Santa Ana English Subject 2016</p>
--

Lesson: review of Planets

Target Vocabulary: star, stars, moon, twinkle and little

Target Content: stars

Teacher's name:

Objectives: at the end of the lesson, SWBAT:

- Point out the “stars and moon” through flashcards

ACTIVITIES AND PROCEDURES

1. Welcoming children

- The teacher will greet children saying hello! How are you?

2. Warm up (5 min): review the song “Twinkle Twinkle Little Star”

Materials: CD player

Procedure:

- Ask children to stand up and sing along with the teacher.

1. On space : (10 min)

- Provide children with colors
- Give them a space helmet and ask them to decorate it in the way they want, while children are decorating it , the teacher will paste different size stars and a moon around the classroom
- When children have finished, the teacher will tell them that they are going to travel to space. So, the teacher will play slow music and everybody will pretend that they're walking on the moon, moving in slow motion.
- While walking around the classroom children will say what they see pointing out the pictures the teacher pasted before.

Semi-controlled activity (10min): Moon

- The teacher will provide children with a half of a foam dish simulating a moon.
- Children have to paint it as they want.
- At the end the teacher will punch out one side of the moon and dangle a little star on it
- Reward students by telling them they have done a great job after finishing the activity.

CLASS NUMBER 5

<p>Escuela de Educación Parvularia Santa Ana English Subject 2016</p>
--

Lesson: "My friends, the planets"

Target Vocabulary: Hot, sunshine, swimming customs, water.

Target Content: Weather

Student teacher's name:

Objectives: at the end of the lesson, SWBAT:

- Acquire new vocabulary identified from the assigned video.
- Enhance understanding of new vocabulary by making connections to related ideas about the environment.

Materials: Markers, LCD projector, laptop, speakers, blackboard.

ACTIVITIES AND PROCEDURES

Warm up (5 min): Drawing games

Procedure:

1. The teacher comes to the front and starts to draw a picture.
2. The students must try to guess what the picture is before the teacher has finished drawing it.

3. The student who guesses correctly comes to the front to draw another picture.

Presentation (10 min): Viewing activity

Procedure: Pre- viewing.

- The students describe one of their favorite season of the year.

Viewing:

- Students pay attention to the words from the video
- Play the video: <https://www.youtube.com/watch?v=eTDBBjMjM7A>

Post-Viewing:

- Ask students several questions like, What was the video about?, Did they understand any word from the video, What was their favorite part? Etc.

Free activity (5min): What's in the bag?

- Show several objects related with the weather and seasons.
- Students describe language in authentic and purposeful ways.
- Students repeat the new vocabulary out loud. (See appendix D6)

Wrap up (5 min): Repeat the words

- Students have to repeat the vocabulary taught in the class.

CLASS NUMBER 6

**Escuela de Educación Parvularia Santa Ana
English Subject
2016**

Lesson: "My friends, the planets"

Target Vocabulary: Hot, sunshine, swimming customs, water.

Target Content: Weather

Student teacher's name:

Objectives: at the end of the lesson, SWBAT:

- Aim to use new vocabulary in speaking form
- Recognize the different seasons and its functions

Materials: Markers, LCD projector, laptop, speakers, blackboard.

ACTIVITIES AND PROCEDURES

Lead-in (5 min): Memory Box

Procedure: 1. Present a chart in the front of the students which contains different vocabulary.

2. Separate the class into two groups.

3. Have students select to different numbers from the chart, if they guess the group has a point.

4. Repeat the action until the students guess all the vocabulary.

Presentation (10min): Listening Activity

Procedure: 1. Have students get together and ask them to sit down in a circle.

2. Ask the students some questions in general about the weather and its functions

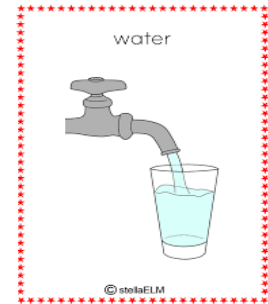
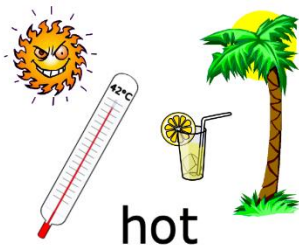
3. Tell the season story:

The season story (see appendix D7)

There were once four seasons in the year called spring, summer, autumn and winter. Each season was very different, but two of them did not get on very well at all. Which two were they? I hear you asking. Well, winter and summer, that's who. From the moment they met, winter and summer had clashed, for winter liked the cold, rain and snow, but summer preferred sunshine, dryness and heat. In fact, they were opposites polar. So one day the seasons got together to resolve the problem. At their meeting, spring and autumn tried to explain to winter and summer that they should get along, for all four of them are needed to complete the circle of life on Earth. Spring said: "winter, it is because of you that all living creatures are able to live for there is water when the frozen ice melts and the rivers fill up, and summer, its because of you and your splendid summer sunshine that there is life on the planet and a climate that lets the fields flourish to give us food. So you see, you are not so different after all. Winter and summer paused to think about this for a few minutes and then, winter said: "That's true, spring. Now I understand we must be united, for each of us performs a function throughout the year and this means there can be life on this planet. And that was how spring and autumn made winter and summer see that it is only by being united, and not standing against one another that they can maintain balance on earth.

Wrap up: Vocabulary Review (5min)

- Ask children to repeat the vocabulary showing the flashcards (see appendix D 6)
- Make children repeat the word several times after the teacher



CLASS NUMBER 7

**Escuela de Educación Parvularia Santa Ana
English Subject
2016**

Lesson: "My friends, the planets"

Target Vocabulary: thunder, rain, wet, thunderstorm, and drop

Target Content: Weather

Student teacher's name:

Objectives: at the end of the lesson, SWBAT:

- Identify the vocabulary taught through flashcards.
- Repeat the vocabulary taught during the class.

Materials: Markers, LCD projector, laptop, speakers, blackboard, flash cards

ACTIVITIES AND PROCEDURES

Warm up (5 min): find the couple

Procedure:

1. The teacher will give to each student a piece of paper with a draw, and the teacher will paste the pair of each drawing around the wall
2. Then, students will look for the other drawing to have the pairs.
3. After that, students have to say the name of the pair they have..

Presentation (10 min): viewing activity

Procedure: Pre-viewing

- The teacher will ask students if they like rainy days.

Viewing:

- Students watch Peppa's Pig episode.
- The teacher will play the video "Thunderstorm"
<https://www.youtube.com/watch?v=XrBsX1kP5vM>
- Students have to pay attention to the new words in the video.

Post-viewing:

- The teacher will ask students which words they understood in the video.

Free activity (5min): artistic activity

- The teacher will divide the class into five groups.
- Each group will have a piece of paper, colors, water colors, brushes, cotton, color pages and the necessary material to illustrate a thunderstorm.
- The teacher will give directions.
- Students should follow directions step by step and elaborate their representation of a thunderstorm.

Wrap-up activity (5 min): presentation activity

- The teacher will ask students to come to the front and present their artistic drawing.
- Students have to say if they like thunderstorms or not.

CLASS NUMBER 8

**Escuela de Educación Parvularia Santa Ana
English Subject
2016**

Lesson: "My friends, the planets"

Target Vocabulary: thunder, rain, wet, thunderstorm,

Target Content: Weather

Student teacher's name:

Objectives: at the end of the lesson, SWBAT:

- Remember the vocabulary taught in the previous class.
- Repeat the vocabulary many times, after the teacher.

Materials: Markers, LCD projector, laptop, speakers, blackboard, flash cards

ACTIVITIES AND PROCEDURES

Warm up (5 min): sharks are coming

Procedure:

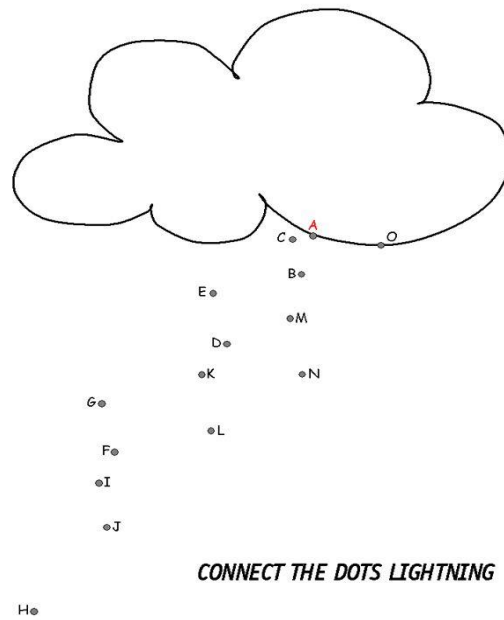
4. Students will walk around the classroom while the teacher plays some music.
5. The teacher will play some music and when it stops the teacher will say "sharks are coming"
6. Students have to answer to the teacher "How many?"
7. The teacher will say a number and the students have to make groups depending on the number the teacher said.

8. The ones to get alone will answer a question the teacher will make to him or her.

Controlled activity (10 min): worksheet activity

Procedure: Pre-viewing

- The teacher will give to the students a worksheet with a matching activity. (see appendix D6)



Free activity (5min): drawing activity

1. Students will have a piece of paper and will draw what they think is a thunderstorm.

Wrap-up activity (5 min): repetition

- Students will repeat the words they have learn during this lesson. The teacher will show them some flashcards (See appendix D7)

CLASS NUMBER 9

**Escuela de Educación Parvularia Santa Ana
English Subject
2016**

Lesson: "Animals"

Target Vocabulary: farm and domestic animals

Target Content: Animals

Student teacher's name:

Objectives: at the end of the lesson, SWBAT:

- List animals' names in English in the oral form
- Differentiate farm animals from domestic animals

Materials: Markers, LCD projector, laptop, speakers, blackboard.

ACTIVITIES AND PROCEDURES

Warm up (5 min): Hot Potato animal's version

Materials: any object which students can pass to each: a ball, a paper ball, a toy, etc.

Procedure:

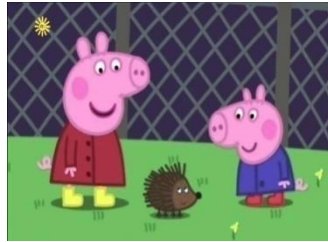
1. Have the students in their seats and ask them for their favorite animals.
2. After ask the Ss to pass the "potato" meanwhile you play some music. When the music stops, the Ss who has the "potato" will have to stand up and move like his/her favorite animal.

3. Repeat step 2 until all or almost all the students have participated.

Presentation (10 min): Videoactivity

Procedure: Pre- viewing

- Show the Ss some pictures (See appendix D8)



Viewing:

- Students pay attention to the words from the video
- Play the video:

<https://www.youtube.com/watch?v=ZNX21cA0ne4>

Post-Viewing:

- Show the pictures again and ask the Ss if all the pictures were in the video. One picture is not from the video.

Semi- controlled activity (5min): Drawing

- Present to the students some flash cards (see appendix 9) and ask them to repeat each animal's name.

Appendix 9



- Ask the Ss to try to name the pictures by themselves.

Free activity: (5 min)

- Provide the students with paper and color pencils and ask them to draw their favorite animal from the pictures seen before.

CLASS NUMBER 10

**Escuela de Educación Parvularia Santa Ana
English Subject
2016**

Lesson: “Animals”

Target Vocabulary: Farm and Domestic Animals

Target Content: Animals

Student teacher’s name:

Objectives: at the end of the lesson, SWBAT:

- List animals’ names in English in the oral form
- Differentiate/Distinguish farm animals from domestic animals

Materials: Markers, LCD projector, laptop, speakers, blackboard.

ACTIVITIES AND PROCEDURES

LEAD IN (5MIN) Memory Game

Materials: two images of the same object, tape, white board or wall.

Procedure:

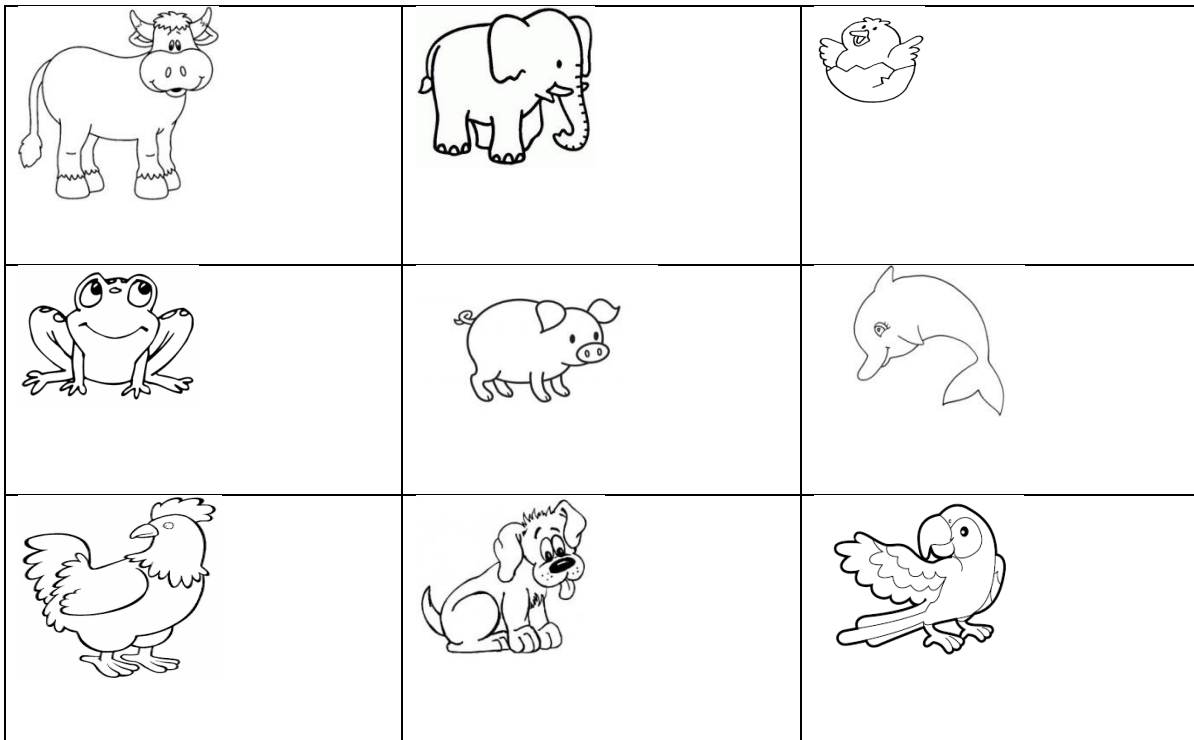
- Ask the students to form pairs or groups of three
- Show all the images to the students, and make sure that they recognize all the images.

- Turn the images and ask for one student per each pair or group to pass to the front
- The student who passes to the front has to pick an image and the look for its pair. If the student finds it, he or she can take the images. If the student doesn't find the image's pair, he or she has to change turn with his/her partner(s).
- Repeat the previous steps until all the images are taken.

CONTROLLED ACTIVITY: (10min)

Materials: worksheets for coloring, color pencils

- Provide each student with a worksheet (SEE APPENDIX D9)
- Ask the students to color just farm animals



FREE ACTIVITY: (5 MIN) “At the front”

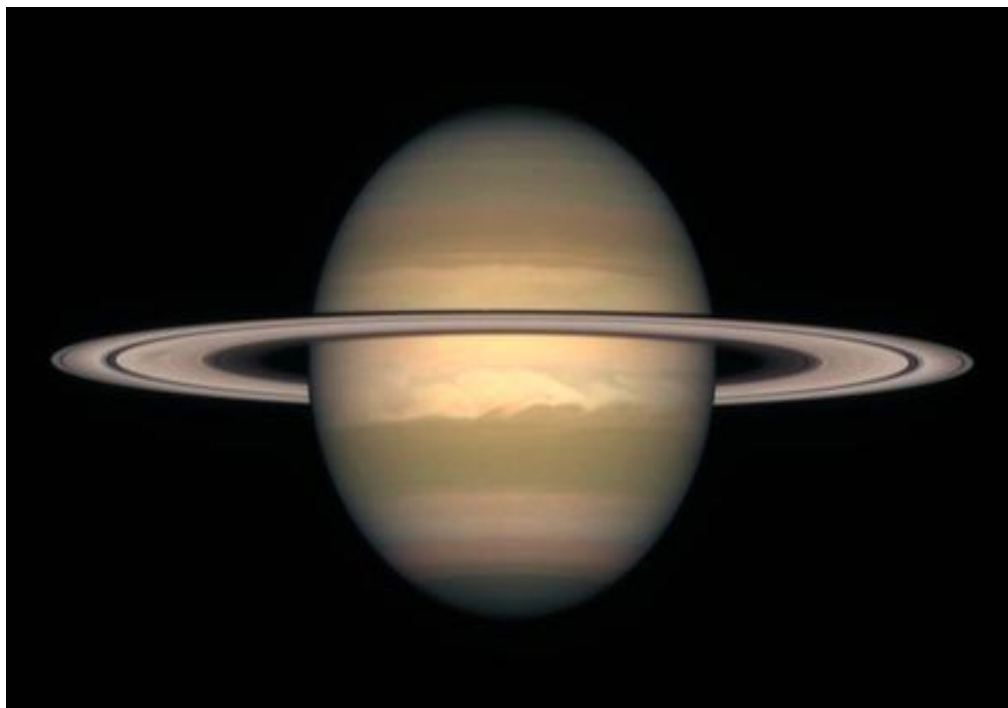
Materials: student’s worksheets

Procedure:

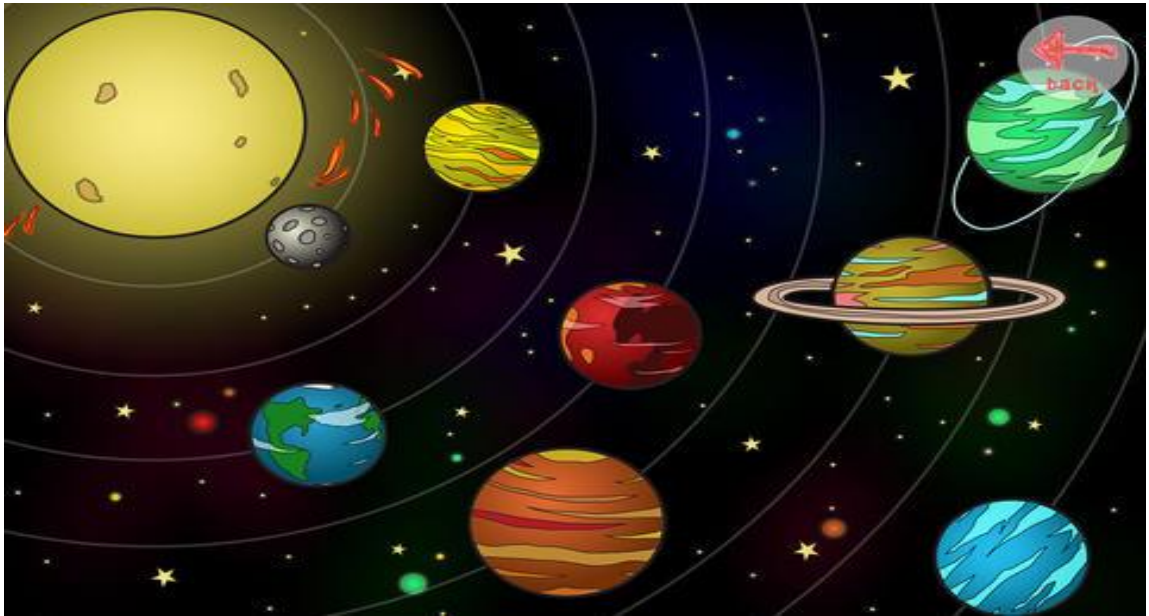
- After finishing the coloring activity, ask the students to past to the front and show to the class which images he or she colored.
- Repeat until almost all the students have participated.

APPENDIX D: FLASHCARDS AND ACTIVITIES FOR THE CLASSES

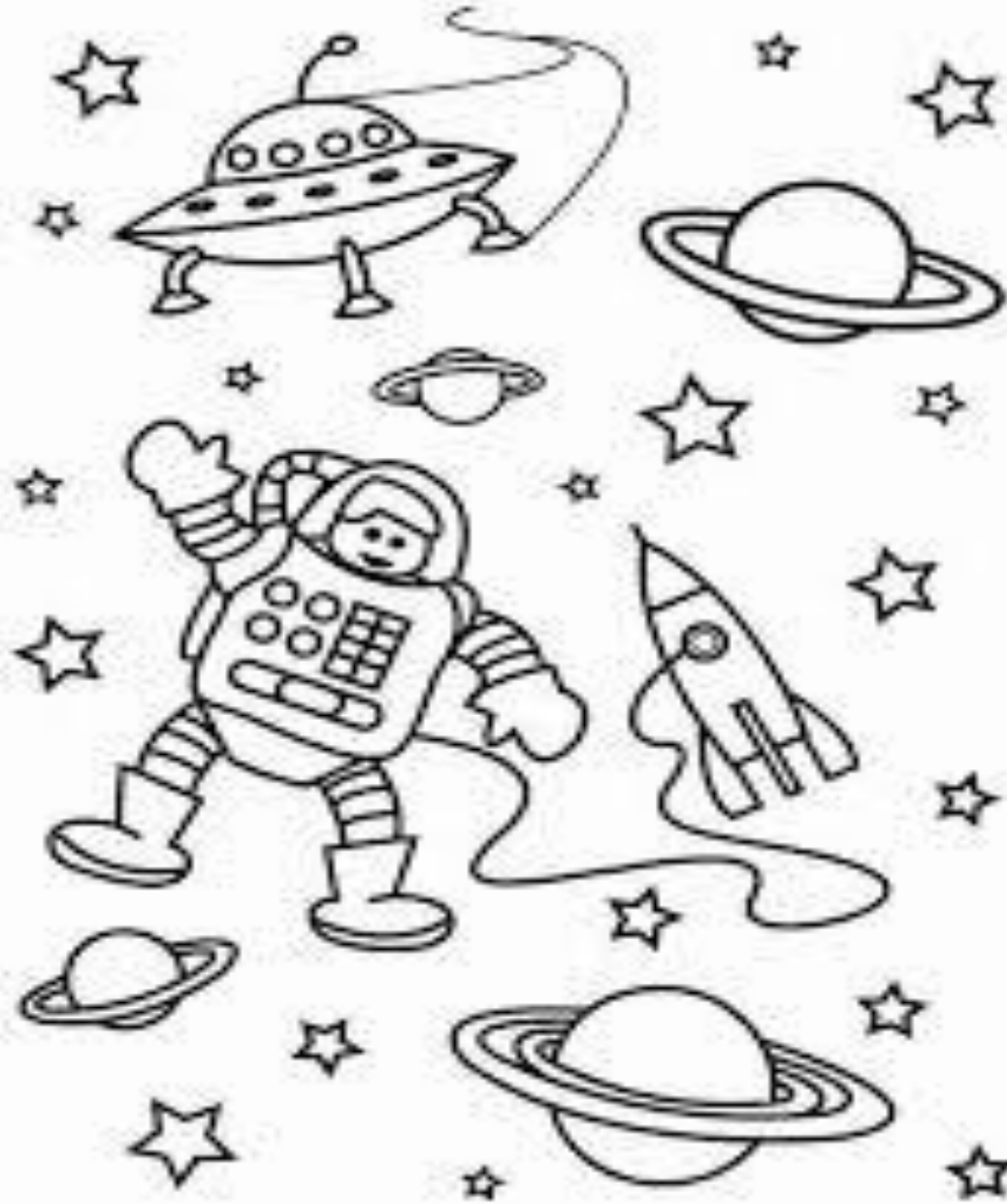
APPENDIX D1



APPENDIX D2



APPENDIX D 3



APPENDIX D4



APPENDIX 5



Star

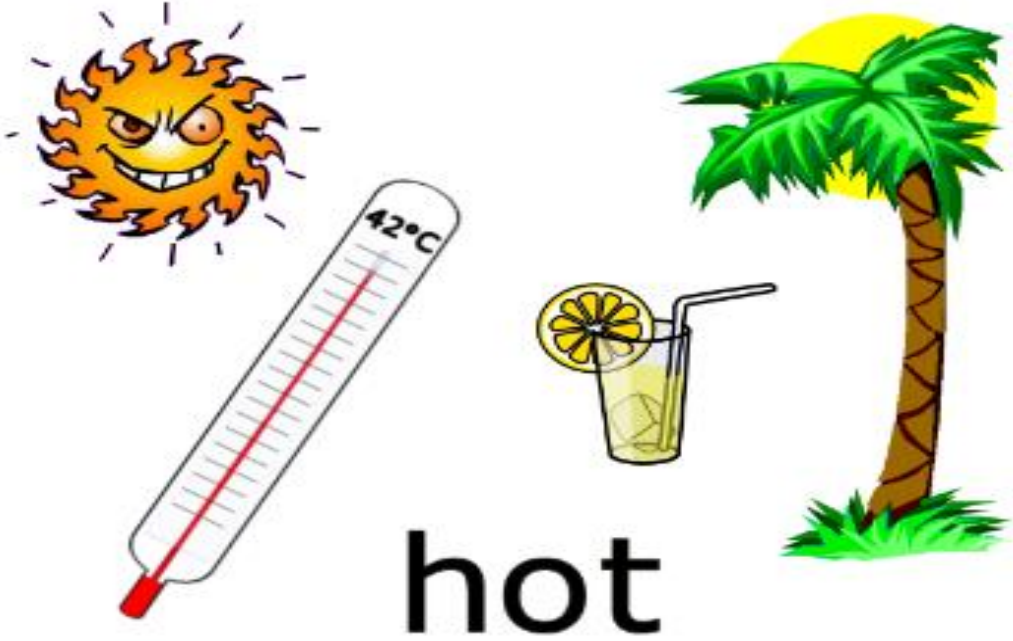


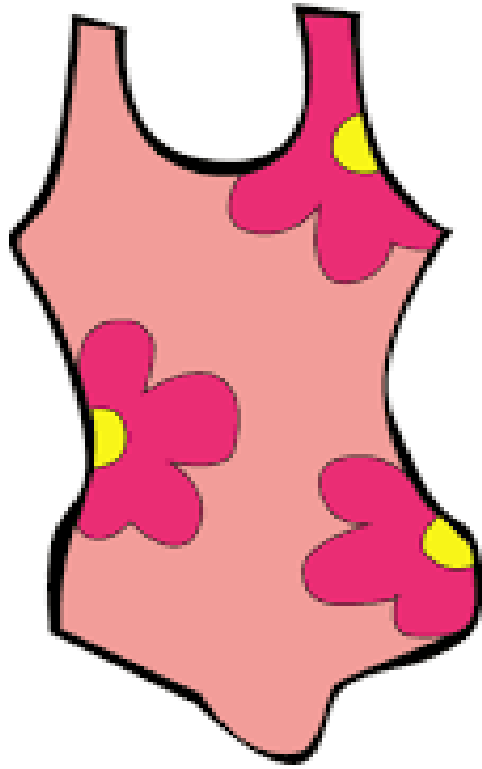
Moon



Stars

APPENDIX D6



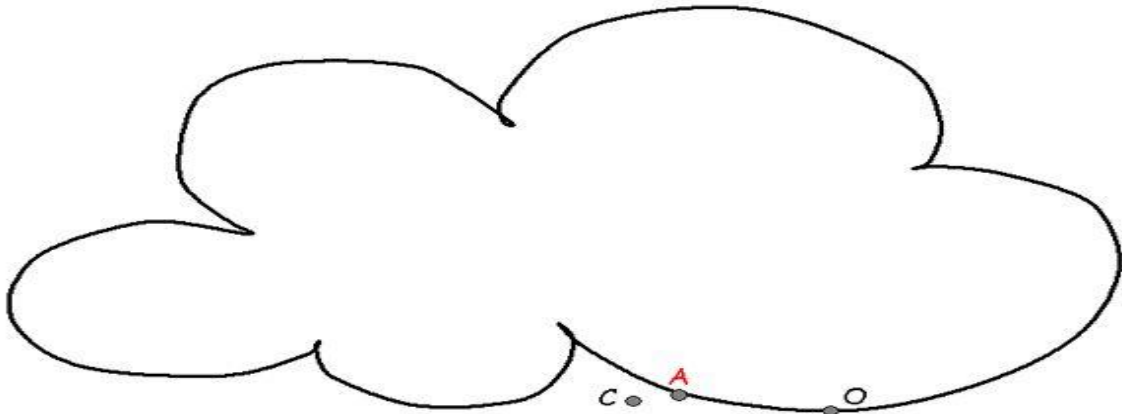


APPENDIX D7

The season story

There were once four seasons in the year called spring, summer, autumn and winter. Each season was very different, but two of them did not get on very well at all. Which two were they? I hear you asking. Well, winter and summer, that's who. From the moment they met, winter and summer had clashed, for winter liked the cold, rain and snow, but summer preferred sunshine, dryness and heat. In fact, they were opposites polar. So one day the seasons got together to resolve the problem. At their meeting, spring and autumn tried to explain to winter and summer that they should get along, for all four of them are needed to complete the circle of life on Earth. Spring said: "winter, it is because of you that all living creatures are able to live for there is water when the frozen ice melts and the rivers fill up, and summer, its because of you and your splendid summer sunshine that there is life on the planet and a climate that lets the fields flourish to give us food. So you see, you are not so different after all. Winter and summer paused to think about this for a few minutes and then, winter said: "That's true, spring. Now I understand we must be united, for each of us performs a function throughout the year and this means there can be life on this planet. And that was how spring and autumn made winter and summer see that it is only by being united, and not standing against one another that they can maintain balance on earth.

APPENDIX D8



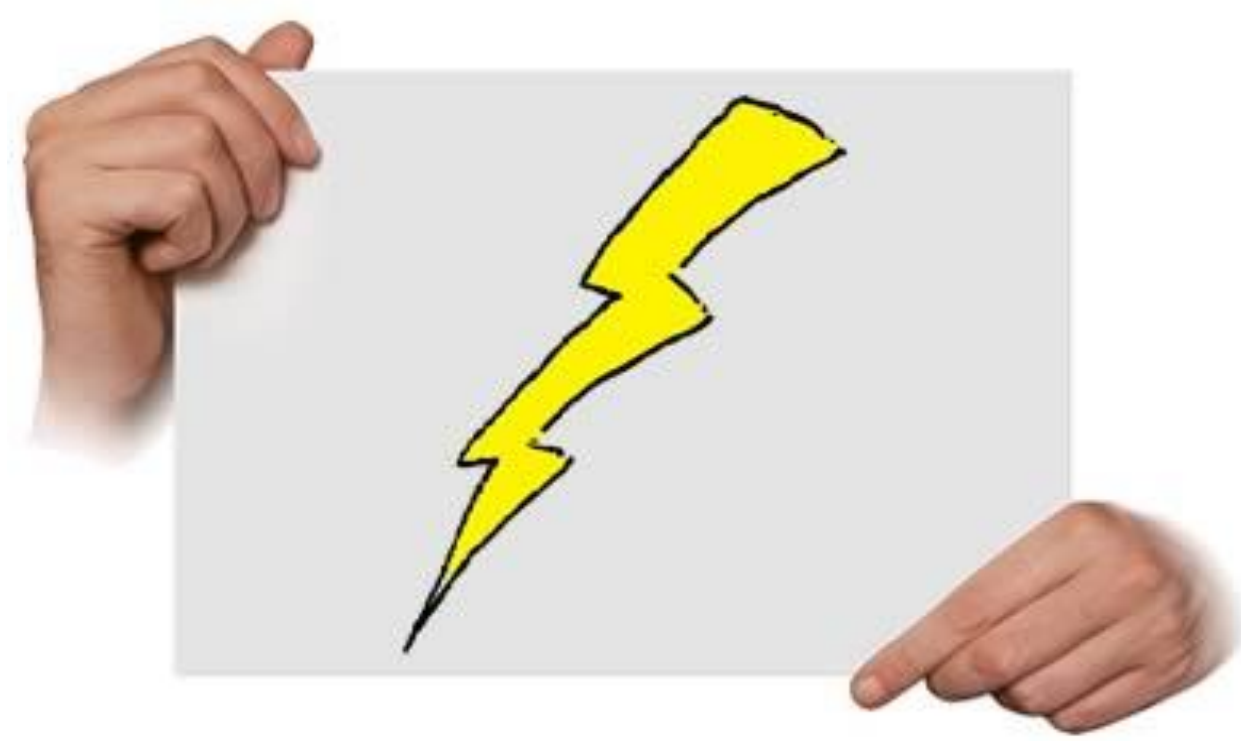
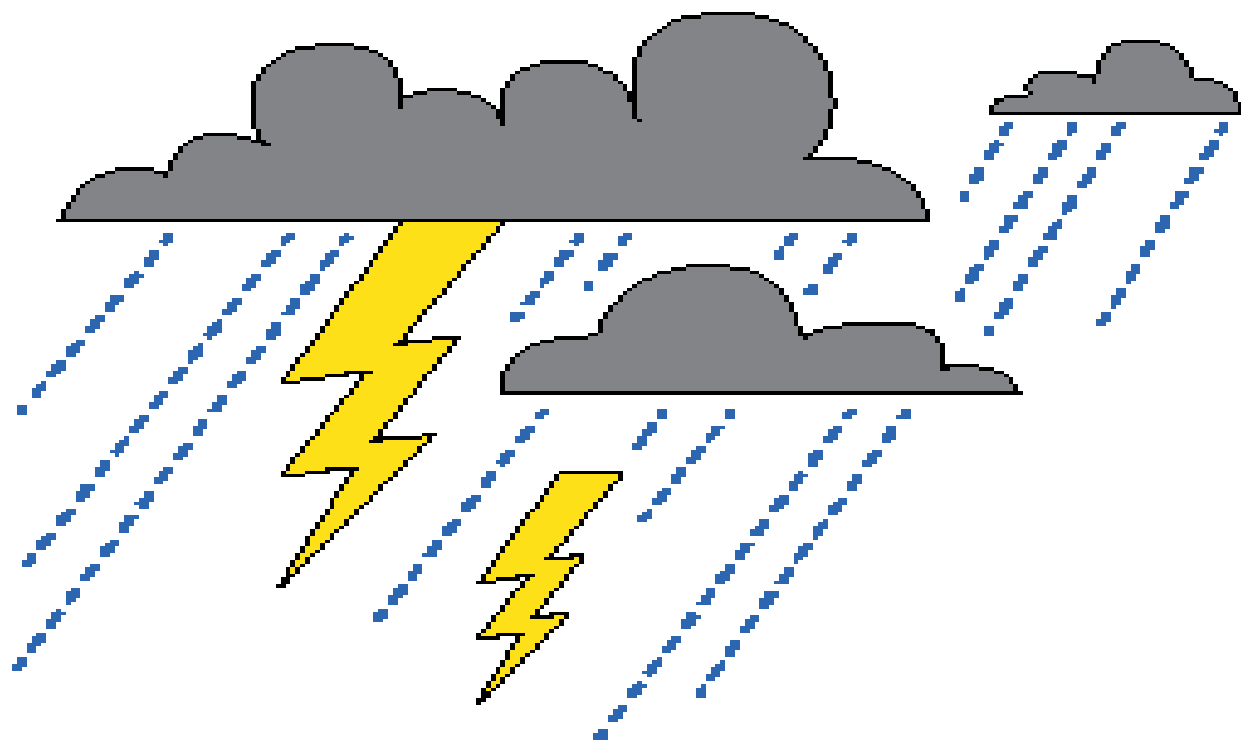
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CONNECT THE DOTS LIGHTNING

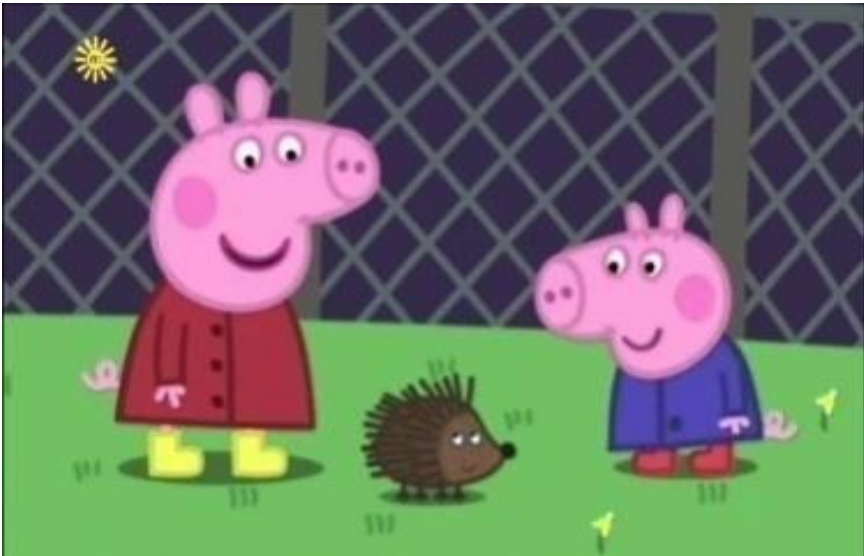
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APPENDIX D9





APPENDIX D10



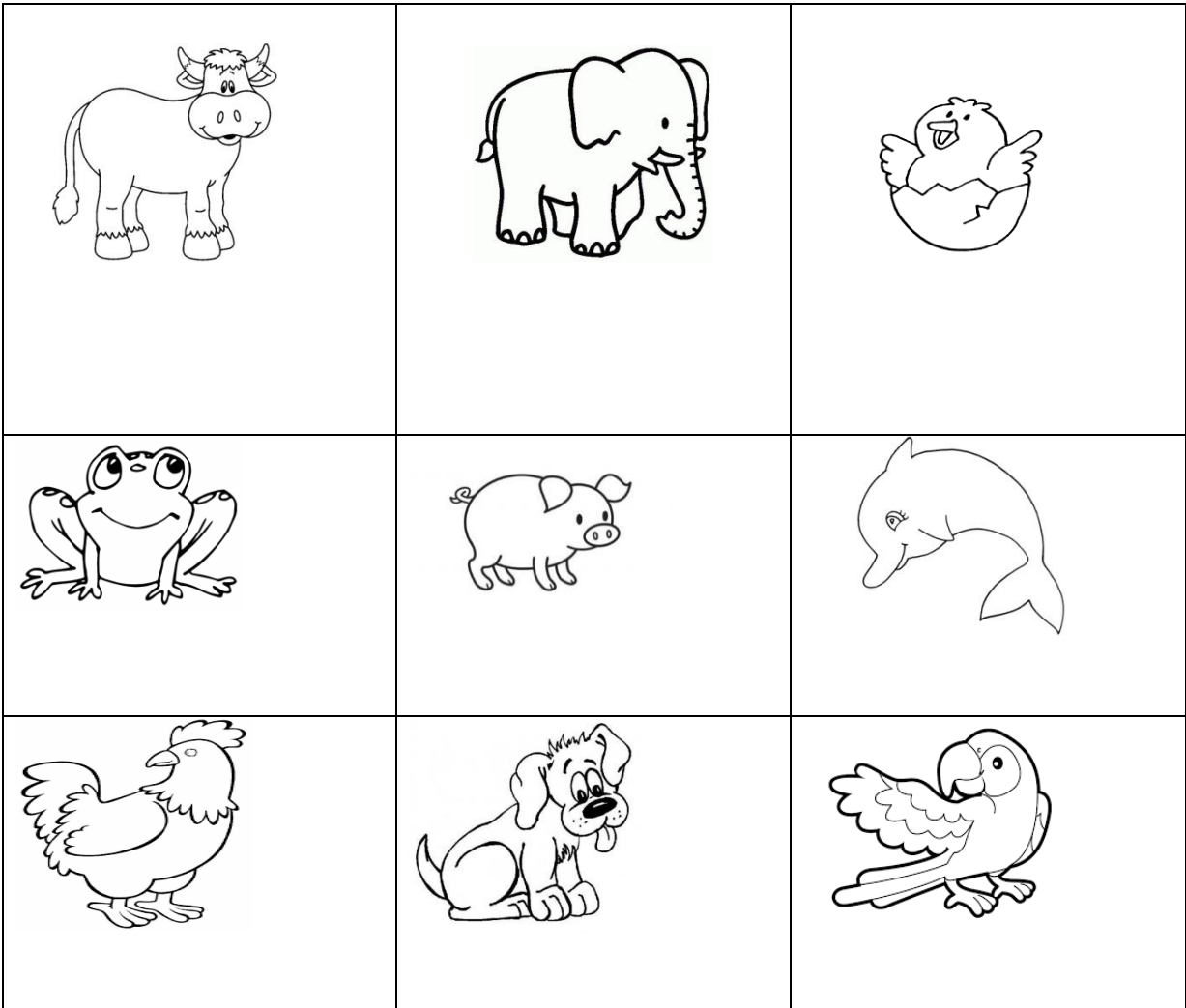


APPENDIX D11





APPENDIX D12



APPENDIX E: DIARY RESULTS

DIARY NUMBER 1

UNIVERSITY OF EL SALVADOR

WESTERN MULTIDISCIPLINARY CAMPUS

FOREIGN LANGUAGE DEPARTMENT



Diary criteria for six-year-old kindergarteners groups a, b, and c at Escuela de Educacion Parvularia de Santa Ana during 2016.

Researcher's name (s): Claudia Haydeé Ramírez Martínez

Place: Escuela de Educacion Parvularia Santa Ana

Date (s): august 18th, 2016.

Time to observe: 9:15am- 9:40am, 10:00am-10:25am, 2:00pm-2:25pm

Class Number: 2

Teacher in charge: Jose Carlos Siquenza Salazar

Objective: To gather information about students' progress after each class

Note: This information is going to be administered anonymously. Feel free to answer according to what you state

Aspects to observe:

6. Students learn the basic vocabulary in the time required.

Yes

No

7. Students ask for the meaning of the words they hear in the cartoon.

Yes

No

8. Students incorporate the basic vocabulary from the cartoon in their oral performance.

Yes

No

9. Students understand the basic vocabulary they find on the worksheet.

Yes

No

10. Students show any improvement in the meaningful learning of basic vocabulary in context through the development of TPR activities.

Yes

No

Comments: In this class, students had the opportunity to develop drillings, coloring activities and TPR activities in which they learned basic vocabulary related to space. Students were really excited; they were paying attention, and they repeated word by word. They played the memory game successfully and they acted enthusiastically. During the TPR activities children were really interested because they love to move. At the end, they were able to say the words when seeing the flashcards.

DIARY NUMBER 2

UNIVERSITY OF EL SALVADOR

WESTERN MULTIDISCIPLINARY CAMPUS

FOREIGN LANGUAGE DEPARTMENT



Diary criteria for six-year-old kindergarteners groups a, b, and c at Escuela de EducacionParvularia de Santa Ana during 2016.

Researcher'sname (s): Reina Aldana

Place: Escuela de EducacionParvularia de Santa Ana

Date (s): August 23, 2016

Time to observe: From: 9:15 **to:** 9: 40

10:0010:25

2:00 2:25

Class Number: 3

Teacher in charge: Sughei Flores

Objective: To gather information about students' progress after each class

Note: This information is going to be administered anonymously. Feel free to answer according to what you state

Aspects to observe:

11. Students learn the basic vocabulary in the time required.

Yes

X

No

12. Students ask for the meaning of the words they hear in the cartoon.

Yes X

No

13. Students incorporate the basic vocabulary from the cartoon in their oral performance.

Yes

No

14. Students understand the basic vocabulary they find on the worksheet.

Yes

No

15. Students show any improvement in the meaningful learning of basic vocabulary in context through the development of TPR activities.

Yes

No

Comments: At the beginning of the class some students were not actively participating. They seem to be a little shy since this is the first time they are having class with teacher Sughei. However, they show interest in learning the new words and were repeating as the teacher asks them; some were even trying to say the words by themselves. Before playing the video, some students showed dislike to the cartoon. Others were getting distracted by the items being used, the computer and LCD projector. After the video, they develop an activity in which they had to paste a figure shape like moon and other like a star over other piece of paper. Children seem to be enjoying this activity.

DIARY NUMBER 3

WESTERN MULTIDISCIPLINARY CAMPUS

FOREIGN LANGUAGE DEPARTMENT

Diary criteria for six-year-old kindergarteners groups a, b, and c at Escuela de EducacionParvularia de Santa Ana during 2016.

Researcher'sname (s): Karen García

Place: Escuela de Educación Parvularia Santa Ana

Date (s):September 1st, 2016

Time to observe: From:9:15 to: 9:40

10:00 - 10:25

2:00 - 2:25

Class Number: 6

Teacher in charge: Claudia Martinez

Objective: To gather information about students' progress after each class

Note: This information is going to be administered anonymously. Feel free to answer according to what you state

Aspects to observe:

16. Students learn the basic vocabulary in the time required.

Yes

No

17. Students ask for the meaning of the words they hear in the cartoon.

Yes

No

18. Students incorporate the basic vocabulary from the cartoon in their oral performance.

Yes

No

19. Students understand the basic vocabulary they find on the worksheet.

Yes

No

20. Students show any improvement in the meaningful learning of basic vocabulary in context through the development of TPR activities.

Yes

No

Comments: At the beginning of the class the teacher made a feedback about the last class and most of the students remembered the vocabulary. After that, the teacher made a memory game with the vocabulary of the previous class and students enjoyed that activity so much. Moreover, they show interest in learning the new words; the teacher divided the class in four groups and assigned a word (from the target vocabulary) to each group. Then she started to read a story and any time she said a word that students were already given they had to stand up at the end they did a good job in this activity. To end up with the class the teacher made students repeat the words and very enthusiastic they were repeating as the teacher asked them; some were even trying to say the words by themselves.

DIARY NUMBER 4

UNIVERSITY OF EL SALVADOR

WESTERN MULTIDISCIPLINARY CAMPUS

FOREIGN LANGUAGE DEPARTMENT



Diary criteria for six-year-old kindergarteners groups a, b, and c at Escuela de EducacionParvularia de Santa Ana during 2016.

Researcher'sname (s):José Carlos Siguenza Salazar

Place: Escuela de Educacion Parvularia Santa Ana

Date (s): Sep, 6th, 2016.

Time to observe: 9:15am- 9:40am, 10:00am-10:25am, 2:00pm-2:25pm

Class Number: 7

Teacher in charge: Karen Garcia

Objective: To gather information about students' progress after each class

Note: This information is going to be administered anonymously. Feel free to answer according to what you state

Aspects to observe:

21. Students learn the basic vocabulary in the time required.

Yes

X

No

22. Students ask for the meaning of the words they hear in the cartoon.

Yes X

No

23. Students incorporate the basic vocabulary from the cartoon in their oral performance.

Yes X

No

24. Students understand the basic vocabulary they find on the worksheet.

Yes

No

25. Students show any improvement in the meaningful learning of basic vocabulary in context through the development of TPR activities.

Yes

No

Comments:During this class students had the opportunity to watch a video in which they learn basic vocabulary related to the weather. They were interested in the video since they were paying attention to all the things that happened on it. Students were really excited that they repeated word by word. They also asked some questions and related the words to the real weather at that time. After that, they had a time to show their ability on drawing. They put into practice the vocabulary practiced with paper and pencil. At the end of the class students presented their drawing trying to use as much vocabulary as possible.

DIARY NUMBER 5

UNIVERSITY OF EL SALVADOR

WESTERN MULTIDISCIPLINARY CAMPUS

FOREIGN LANGUAGE DEPARTMENT



Diary criteria for six-year-old kindergarteners groups a, b, and c at Escuela de EducacionParvularia de Santa Ana during 2016.

Researcher'sname (s):Reina Aldana

Place: Escuela de EducacionParvularia de Santa Ana

Date (s): September 20, 2016

Time to observe: From: 9:15 to: 9: 40

10:00 - 10:25

2:00 - 2:25

Class Number: 10

Teacher in charge: Karen Garcia

Objective: To gather information about students' progress after each class

Note: This information is going to be administered anonymously. Feel free to answer according to what you state

Aspects to observe:

26. Students learn the basic vocabulary in the time required.

Yes

No

27. Students ask for the meaning of the words they hear in the cartoon.

Yes

No

28. Students incorporate the basic vocabulary from the cartoon in their oral performance.

Yes

No

29. Students understand the basic vocabulary they find on the worksheet.

Yes

No

30. Students show any improvement in the meaningful learning of basic vocabulary in context through the development of TPR activities.

Yes

No

Comments: In this class students were tested through the use of a memory game in which, besides looking for pairs, students had to remember all the words they have learned during this process. As the game continued, the students seemed to be having a really good time working in groups and learning at the same time. However, it could be seen that still at least one student was not participating as the rest of the group. On the other hand, the students who were been part of the game were very enthusiastic and competitive; they were even trying to beat the other group and be the winners. After this game, they continued with a different activity in which they were given a worksheet with a series of animals and the students were asked to color the ones learned in class. The majority of students did it successfully.

APPENDIX F: VIDEO GUIDES RESULTS

VIDEO GUIDE NUMBER 1

UNIVERSITY OF EL SALVADOR

WESTERN MULTIDISCIPLINARY CAMPUS

FOREIGN LANGUAGE DEPARTMENT

Video analysis' guide for Kindergartener students of Escuela de Educacion Parvularia de Santa Ana.

Researcher's name: José Carlos Siguenza Salazar

Place: Escuela de Educación Parvularia de Santa Ana.

Date: 08/16/2016

Class Number: 1

General Objective: To verify how students replay to the use of video clips in classes.

General Objective: To verify students' performance while using video clips in classes.

1. Do students repeat the words taught in the class?

Yes

No

2. Do students have an active participation during all the activities developed in the class?

Yes

No

3. Do students improve the usage of vocabulary through the use of video clips?

Yes

No



4. Are students able to understand some words from the video?

Yes

No

5. Do students point out the pictures that represent the vocabulary taught?

Yes

No

Comments: Even though students did not understand the whole script, they did understand some words, due to the easiness to comprehend the context of the video. Students just related the words to some of their personal experiences. However, some of the students did not know some words shown on the video. Every time students were shown some pictures from the video, they started thinking and then they repeated the word.

VIDEO GUIDE NUMBER 2

UNIVERSITY OF EL SALVADOR

WESTERN MULTIDISCIPLINARY CAMPUS

FOREIGN LANGUAGE DEPARTMENT



Video analysis' guide for Kindergartener students of Escuela de Educacion Parvularia de Santa Ana.

Researcher's name: Edith Sughei Flores Alas

Place: Escuela de Educación Parvularia Santa Ana

Date(s): August 25th, 2016

Class Number: 4

General Objective: To verify students' performance while using video clips in classes.

1. Do students repeat the words taught in the class?

Yes

No

2. Do students have an active participation during all the activities developed in the class?

Yes

No

3. Do students improve the usage of vocabulary through the use of video clips?

Yes

No

4. Are students able to understand some words from the video?

Yes

No

5. Do students point out the pictures that represent the vocabulary taught?

Yes

No

Comments:Students showed an improvement in this class since they were really interested in the activities the teacher carried out. Indeed, the teacher made a big effort since she tried to carry out really appealing activities to students; that's why, they participated actively. For example, the teacher made a warm up in which students should pick a piece of paper which contained an image and when the teacher said the name of the image they were assigned, they had to stand up. The majority of students were really attentive to this activity and enjoyed following teacher's instructions. Then, by using flashcards the teacher asked them to repeat the words they had studied in the previous class and most of them not only repeated the words but also remembered the meaning of the words. So that, it can be said that students acquired the target vocabulary successfully.

VIDEO GUIDE NUMBER 3

UNIVERSITY OF EL SALVADOR

WESTERN MULTIDISCIPLINARY CAMPUS

FOREIGN LANGUAGE DEPARTMENT



Video analysis' guide for Kindergartener students of Escuela de Educacion Parvularia de Santa Ana.

Researcher's name: Claudia Haydee Ramírez Martínez

Place: Escuela de Educacion Parvularia Santa Ana

Date(s) August 30th, 2016

Teacher: Karen Garcia

Class Number: 5

General Objective: To verify students' performance while using video clips in classes.

1. Do students repeat the words taught in the class?

Yes

No

2. Do students have an active participation during all the activities developed in the class?

Yes

No

3. Do students improve the usage of vocabulary through the use of video clips?

Yes

No

4. Are students able to understand some words from the video?

Yes

No

5. Do students point out the pictures that represent the vocabulary taught?

Yes

No

Comments: Students were eager to participate during the warm up; they tried to guess the pictures the teacher was drawing; after that, during the viewing activity they were paying attention to the video. It seemed like if they understood at least the main idea because they were laughing of the funny things on the video. Moreover, they participated actively in the other activities the teacher presented and repeated the vocabulary taught in the class by the drills. At the end of the class, they fulfilled the coloring task successfully. Furthermore they were able to say the words by themselves and to recognize them through the flashed cards.

VIDEO GUIDE NUMBER 4

UNIVERSITY OF EL SALVADOR

WESTERN MULTIDISCIPLINARY CAMPUS

FOREIGN LANGUAGE DEPARTMENT



Video analysis' guide for Kindergartener students of Escuela de Educacion Parvularia de Santa Ana.

Researcher's name: Claudia Haydee Ramirez Martínez

Place: Escuela de Educacion Parvularia Santa Ana

Date(s) September 8th, 2016

Teacher: Edith Sughei Flores

Class Number: 8

General Objective: To verify students' performance while using video clips in classes.

1. Do students repeat the words taught in the class?

Yes

No

2. Do students have an active participation during all the activities developed in the class?

Yes

No

3. Do students improve the usage of vocabulary through the use of video clips?

Yes

No

4. Are students able to understand some words from the video?

Yes

No

5. Do students point out the pictures that represent the vocabulary taught? Yes

No

Comments: Students had an active participation during the class; even though in the warm up they had some troubles when creating the groups assigned by the teacher. But then, they answered actively and correctly when the teacher showed the flashcards that contained the vocabulary taught in the previous class. After that they developed some TPR activities and they looked enthusiastic. Furthermore, they completed the coloring activity and the drawing activity successfully. At the end of the class they were able to recognize and produces the words when seeing the flash cards.

VIDEO GUIDE NUMBER 5

UNIVERSITY OF EL SALVADOR

WESTERN MULTIDISCIPLINARY CAMPUS

FOREIGN LANGUAGE DEPARTMENT



Video analysis' guide for Kindergartener students of Escuela de Educacion Parvularia de Santa Ana.

Researcher's name: José Carlos Siguenza Salazar

Place: Escuela de Educacion Parvularia de Santa Ana.

Date: Sep, 13th, 2016.

Class Number: 9

Teacher in charge: Reina Aldana

General Objective: To verify how students replay to the use of video clips in classes.

1. Do students repeat the words taught in the class?

Yes

No

2. Do students have an active participation during all the activities developed in the class?

Yes

No

3. Do students improve the usage of vocabulary through the use of video clips?

Yes

No

4. Are students able to understand some words from the video?

Yes

No

5. Do students point out the pictures that represent the vocabulary taught?

Yes

No

Comments: After listening to the words many times, students started to repeat them. Doing so, they felt more secured when using the words and asking question about the topic taught in the class. The majority of students had a positive attitude toward the class and its contents; they were actively answering any question and willing to take the chance to show their knowledge. It was really useful for students to have the audio visual help, since this activity helped students to improve their understanding and they felt more secure when repeating a word.

APPENDIX G: PICTURES









