



**PENÍNSULA OF SANTA ELENA STATE UNIVERSITY
FACULTY OF SCIENCES OF EDUCATION AND LANGUAGES
ENGLISH LANGUAGE TEACHING CAREER**

TOPIC:

**“DIDACTIC MATERIALS TO TEACH ENGLISH VOCABULARY TO
THE FIRST YEAR PRESCHOOL STUDENTS AT UNIDAD EDUCATIVA
“CARRERA SÁNCHEZ BRUNO”, BALLENTA, SANTA ELENA
PROVINCE, 2015 - 2016”**

RESEARCH PAPER

**AS A PREREQUISITE TO OBTAIN A:
BACHELOR’S DEGREE IN ENGLISH**

AUTHOR:

CIELO NORMA PEÑAFIEL VITERI

ADVISOR:

LCDA. SARA GONZÁLEZ REYES, MSc.

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2016



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS
CARRERA DE LICENCIATURA EN INGLÉS**

TEMA:

**“DIDACTIC MATERIALS TO TEACH ENGLISH VOCABULARY TO
THE FIRST YEAR PRESCHOOL STUDENTS AT UNIDAD EDUCATIVA
“CARRERA SÁNCHEZ BRUNO”, BALLENTA, SANTA ELENA
PROVINCE, 2015 - 2016”**

TRABAJO DE TITULACIÓN

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LICENCIADA EN INGLÉS**

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La Libertad, July 15th 2016

ADVISOR' S APPROVAL

In my role as advisor of the research paper under the title **“DIDACTIC MATERIALS TO TEACH ENGLISH VOCABULARY TO THE FIRST YEAR PRESCHOOL STUDENTS AT UNIDAD EDUCATIVA “CARRERA SÁNCHEZ BRUNO”, BALLENTA, SANTA ELENA PROVINCE, 2015-2016”** prepared by **CIELO NORMA PEÑAFIEL VITERI** undergraduate student of the English Teaching Career, Faculty of Education and Languages at Península of Santa Elena State University, I declare that after having guided, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,

Lcda. Sara González Reyes, MSc.
Advisor

La Libertad, July 15th 2016

STATEMENT OF AUTHORSHIP

I, **CIELO NORMA PEÑAFIEL VITERI**, with ID number 092020869-1, undergraduate student from the Península of Santa Elena State University, Faculty of Sciences of Education and Languages, as a prerequisite to obtain a Bachelor's degree in English, in my role as author of the research paper **“DIDACTIC MATERIALS TO TEACH ENGLISH VOCABULARY TO THE FIRST YEAR PRESCHOOL STUDENTS AT UNIDAD EDUCATIVA “CARRERA SÁNCHEZ BRUNO”, BALLENTA, SANTA ELENA PROVINCE, 2015-2016”** certify that this research is of my authorship, except for the quotes and reflections used in this research paper.

Sincerely,

Cielo Norma Peñafiel Viteri

ID 092020869-1

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DEDICATION

This work is dedicated with love to my heavenly parents and kings, God and the Virgin because they knew how to guide my way, giving me the strength and all I need for not giving up in adversity as presented in this long and difficult path of my life. Furthermore, I dedicate this investigative work to my family since they have been my support all the time and through all the difficulties that we had to live during these years of hard studying.

To my daughters: they are very important parts in my life, since each one gave me the support I needed to continue; they were always there for me. I have never missed a word of encouragement or motivation from them. To my sister Jazmin Lara, despite of our physical distance, the feeling is always with me, for their love and advice I know that this moment is so special for me and for them. To my friends and colleagues from the university, thank you for their advice. To a special person who eased my hard times; I am still in his thoughts and as part of his life.

Cielo Peñafiel

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God and the Virgin are always first; they are the foundation that must be present in my life. Thanks to them I have been able to rise out from many falls, because life is full of them. Moreover, thanks for empowering me each passing day, thanks for their magnificent power. That helps me to succeed in every one of my goals.

Thanks to Península of Santa Elena State University that opened its door to start my first steps in my professional life.

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Finally, I want to thank to Unidad Educativa “Carrera Sánchez Bruno” and all authorities, especially to my dear headmistress, Dra Verónica Chavarria Tomalá for providing the necessary conditions to finish my research paper.

Cielo Peñafiel

DECLARATION

The content of the following graduation work is my responsibility; the intellectual property belongs to Peninsula of Santa Elena State University.

Cielo Norma Peñafiel Viteri

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FACULTY OF SCIENCES OF EDUCATION AND LANGUAGES
ENGLISH LANGUAGE TEACHING CAREER**

TOPIC:

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Author: Cielo Norma Peñafiel Viteri

Advisor: Lcda. Sara González Reyes, MSc.

ABSTRACT

The research paper “Didactic teaching materials to improve English vocabulary in preschool students” is divided into the theoretical and the practical part. The theoretical part provides a general aspect in teaching languages to children and their development. It also explains the basic terms and principles of teaching students and methods for children, suitable for these activities at this age. Recreational activities denote an important motivation for learning, because when the child plays, at the same time are learning or acquiring new information, experimenting, exploring and discovering their environment, and introducing them into games as teaching strategies provides them fun to stimulate the development of communicative competence. For the development of this investigation, it was important the application of different methods, such as, qualitative, quantitative, and deductive-inductive. For each method previously mentioned, different instruments were applied in order to collect information. The application of the qualitative method allowed the implementation of surveys; therefore, the principal from Unidad Educativa “Carrera Sánchez Bruno” and one English language teaching expert were interviewed providing current information about the vocabulary instruction and the importance of using didactic resources during this process. Moreover, the quantitative method allowed the application of surveys to the fourteen preschool students’ parents and English teachers; this collected information was included in this research paper by using charts and statistical graphics in order to present parents and teachers’ responses.

Keywords: Methodology and strategies, skills education, teaching materials for learning English vocabulary.

INTRODUCTION

The encouraging force and inherent interest in children for learning include games and ludic activities which constitute their own epistemological nature of human beings. Children's play is considered as an activity of great potential in their social development and academic learning. It is also important to point out that child's play is a psychological scenario where they can communicate with their peers; this process allow children inquire into their own thinking, test their knowledge and develop progressively in the interactive use of actions and conversations among equals.

Ludic activities refer to dynamic strategies that promote active learning involving students in doing things out of the routine and thinking about what they are doing. A ludic activity is a pedagogical task designed and applied in order to provide fun, enjoyment, and self-confidence, while attempting to increase learners' motivation in a language learning experience. However, the application of ludic or recreational activities requires the application of certain didactic resources. Didactic resources are those teacher can use in order to improve the teaching process facilitating students' comprehension and increasing their motivation in an objective way. The application of didactic materials, as pedagogical instruments or tools, contributes teachers to achieve any goal and students to develop their knowledge.

Therefore, one of the main goals of this research paper is to establish the importance of using didactic resources during the development of recreational exercises or ludic activities in order to acquire new English vocabulary. It also known that young learners are more able to acquire new knowledge and information by playing and by using a concrete and specific material, as a poster or flashcard for example, which illustrate vocabulary they need to know.

The implementation of didactic materials significantly improved the vocabulary knowledge of preschool students from Unidad Educativa “Carrera Sánchez Bruno” since they were applied during the vocabulary instruction. The design, creation and application of didactic resources mainly benefit preschool students since their application facilitate the understanding and assimilation of information and didactic resources motivate everyone involved in this process by implementing creativity that favors the emergence and formation of preschool students from the educational institution previously mentioned.

This research is structured in five chapters, which are divided into:

Chapter I – The Problem: In this chapter, the problem is described with its causes and consequences, it is also established its importance and it also indicated the objectives of this research paper.

Chapter II – The Theoretical Framework: It provides details about previous studies about vocabulary instruction, legal basis and philosophical basis.

Chapter III – Methodology: This chapter explains the methodological strategies in order to make a successful investigation. This chapter also contains the levels of research, population, samples, techniques and tools for data collection, with graphical and statistical description of the results of the survey of teachers and preschool students’ parents of the Unidad Educativa "Carrera Sanchez Bruno" with the analysis and interpretation.

Chapter IV – The Proposal: In the proposal is detailed the didactic resources and activities implemented in order to improve the vocabulary instruction and knowledge of preschool students. Moreover, it provides the improvement results of students once the proposal was applied.

Chapter V – Administrative Framework: This last chapter describes details of the resources, budget and timetable.

CHAPTER I

STATEMENT OF THE PROBLEM

1.1 Title

“DIDACTIC MATERIALS TO TEACH ENGLISH VOCABULARY TO THE FIRST YEAR PRESCHOOL STUDENTS AT UNIDAD EDUCATIVA “CARRERA SÁNCHEZ BRUNO”, BALLENTA, SANTA ELENA PROVINCE, 2015-2016”.

1.2 Statement of the Problem

1.3 Context

English is an important language for international communication. English is the world’s common language; it is spoken by more people around the world than any other language, and it is regularly defined as a really ‘global’ language. English has been established in different areas, such as, social, political and cultural factors which have influenced in its development. Furthermore, English has acquired a great place for lots of people around the world since it is necessary to communicate with people from other nations where English is the official or second spoken language.

Ecuador is a country that is growing thanks to the rich culture and infinitely different regions. It is the owner of a part of Andes, the coast line, and the rainforest; its culture is warm and welcoming. Ecuador adopted the US dollar as its currency many years ago, which largely stabilized the economy. Ecuadorians know that in order to enter to the globalizing competition needs to learn English as a foreign language. Ecuador is looking for the ways to improve the teaching of this language. Therefore, authorities from the Education Ministry are working on the improvement of the English language instruction for secondary schools.

Currently, the province of Santa Elena is not being left behind learning English as a foreign language. This province has a state university which bears its name and it has specialized in the English language career, where students develop their general ability to listen, speak, read and write in English. In private and public schools, the teaching of English is improving due to the necessity of share information with foreign people.

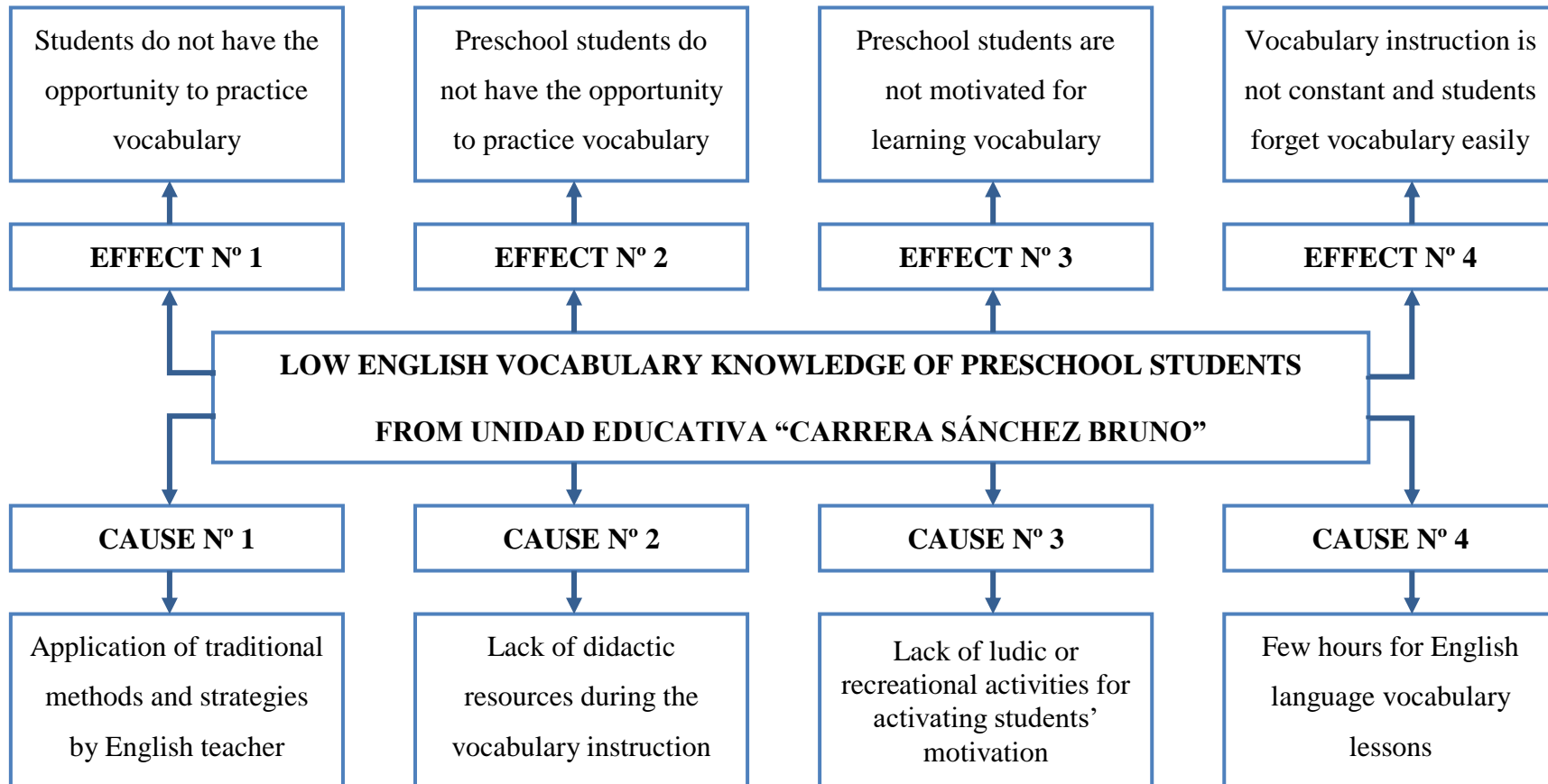
Unidad Educativa “Carrera Sánchez Bruno” is an institution that is upgrading its teaching methods and techniques. The various English presentations provide people a general knowledge about the advances of their students. Excellence in early childhood education is a wonderful goal that all teachers and authorities would like to achieve for all young children but, unfortunately, students from first basic year do not have enough didactic materials to work on their classes. The lack of didactic resources make teachers have to prepare their classes and try to find the adequate materials to use in the classroom, even by using their own things. It is real that there is not a specific guide or book for this level of education. Therefore, the design of didactic resources may allow students to facilitate their English learning.

In brief, this research intends to describe the most appealing and adequate didactics resources for teaching young students with fine and gross motor skills which are involved in smaller movements that occur in the wrists, hands, fingers, and the feet and toes. They participate in smaller actions, such as, picking up objects between the thumb and finger, writing carefully, and even blinking. These two motor skills work together to provide coordination.

1.4 Critical Analysis

Preschool students from Unidad Educativa “Carrera Sánchez Bruno” have faced serious problems at the moment of learning new vocabulary. They have low English vocabulary knowledge as a consequence of different reasons which were illustrated in the following problem tree:

Illustration N° 1: Problem Tree Analysis



Source: Unidad Educativa “Carrera Sánchez Bruno”
Author: Cielo Peñafiel Viteri

As it was previously established in the problem tree, there are different reasons for the low level of English vocabulary knowledge of preschool students from Unidad Educativa “Carrera Sánchez Bruno”. One of the main reasons is the application of traditional methodologies and strategies by English teacher. Consequently, preschool students were being instructed in a non-didactic way.

Furthermore, the lack of didactic resources also affects the acquisition of new vocabulary since preschool students do not have suitable materials for working on English classes. Therefore, students may not feel engaged with the various topics that teacher introduces them; additionally, students do not have the opportunity to practice and they will not assimilate vocabulary. Didactic materials have an immense educative value since it gives students the opportunity of practicing and reinforcing what they have learnt in class.

A different reason for this problem is that teachers do not find interesting activities to encourage students practice vocabulary. Some English books do not include additional activities which promote the constant practice of vocabulary. As a consequence, preschool students are not engaged during the vocabulary instruction because oral or written drilling exercises are not the most appropriate exercises for preschool students; they do not want to learn new vocabulary and they are not participative.

Unidad Educativa “Carrera Sánchez Bruno” is an institution located in a touristic place called Ballenita. It has the desire of giving to its scholars an education of high level in order to achieve the academic excellence required by the government authorities. However, in this educational institution, English is taught just one hour per week in the preschool level. Consequently, the vocabulary instruction is not permanent and vocabulary teaching process has to be constant since students can forget vocabulary if they do not practice or recognize vocabulary words.

To conclude, preschool students need to learn the more words they can since they have the ability to remember easily what they have heard before and obviously, it will be more practical for them when they have to use words in other aspects. Unidad Educativa “Carrera Sánchez Bruno” is open to receive new ideas or solutions for the problems that affect negatively in the English language learning of its students. Children love learning by working on interesting and educative tasks, but they do not have a special material designed for them. Therefore, the creation of activities and exercises will contribute preschool learners to increase their knowledge in this second language.

1.5 Formulation of the Problem

How can the learning of English vocabulary be improved to help preschool students at Unidad Educativa Carrera Sánchez Bruno?

1.6 Guideline Questions

- What activities are preschool teachers applying to develop vocabulary?
- How do preschool students learn a foreign language?
- What are the activities that will allow preschool students to practice English vocabulary?

1.7 Delimitation of Research Object

- **FIELD:** Education.
- **AREA:** English.
- **ASPECT:** Didactic Material for teaching English.

- **TITLE:** “DIDACTIC MATERIALS TO TEACH ENGLISH VOCABULARY TO THE FIRST YEAR PRESCHOOL STUDENTS AT UNIDAD EDUCATIVA “CARRERA SÁNCHEZ BRUNO” OF BALLENTA, SANTA ELENA PROVINCE. SCHOOL YEAR 2015-2016”.
- **PROBLEM:** Low English vocabulary knowledge of preschool students from Unidad Educativa “Carrera Sánchez Bruno”
- **TIME LIMITATION:** The research will be held during the academic year 2015-2016.
- **POPULATION LIMITATION:** First Year Preschooler Students from Unidad Educativa Carrera Sánchez Bruno
- **SPACE LIMITATION:** Unidad Educativa Carrera Sánchez Bruno
- **CONTEXT LIMITATION:** This research will be focused on the influence of the creation of didactic materials for teaching English to the first year of Preschool students from Unidad Educativa “Carrera Sánchez Bruno”.

1.8 Significance

Watts (2014) states that “Pre-school and young school ages represent a unique time for a child to acquire a foreign language naturally, similarly to the mother tongue”. The vocabulary is the first thing that children learn from home, but in their native language. Children do not learn grammar to express themselves; they just use words they need to use according to their needs.

Preschoolers urgently need to learn as many words progressively as possible because in this period of life children are like a sponge who absorb all what they learn at home or at school. Therefore, it must taken advantage of this to make them to learn new English vocabulary and help them to hear and practice the

language by working either through games, worksheets or any didactic material that is entertaining for them. As a result of this, children will learn quickly and effectively.

This study will have a big impact on the improvement of English language teaching to preschool students who do not have specific material for practicing and updating their English knowledge. Children from the preschool level at Unidad Educativa “Carrera Sánchez Bruno” are going to benefit thanks to the development of this proposal since they will have the opportunity to work with special didactic material including a lot of didactic exercises.

These exercises will have different contents which will be very significant for the beneficiaries. It is known that kids have the power of learning all what adults teach them; words, phrases, expressions, and even attitudes. Through this investigation students will acquire new words of the English language which for sure will be useful for them when they learn to develop the other English skills; speaking, listening, reading and writing.

This research is possible since it has the approval of the principal of Unidad Educativa “Carrera Sánchez Bruno” and because the investigator has the desire of working on this assignment carefully and very motivated hoping that it has excellent results for children. Moreover, there are enough material, resources, and tools to achieve and develop this task.

1.9 Objectives

1.9.1 General Objective

To analyze the impact of the creation and application of didactic resources in the English language instruction in order to improve the vocabulary knowledge of preschool students from Unidad Educativa “Carrera Sánchez Bruno” from Ballenita, Santa Elena Province, school year 2015-2016.

1.9.2 Specific Objectives

- 1.** To establish the most outstanding author's investigations from different books, journals, and online publications for the development of the theoretical framework
- 2.** To collect important information about the investigated topic by using surveys and interviews in order to present this information in charts and statistical graphics
- 3.** To design a teaching manual with didactic resources in order to improve the teaching and learning process of English vocabulary to preschool students from Unidad Educativa "Carrera Sánchez Bruno"

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Previous Research

The impact of a child's early years on later development is widely recognized by early childhood educators and researchers. Economic, politic, and social forces are all focusing attention on the importance of these years for the child's physical, emotional, language, cognitive, and cognitive development. Recreational learning has a significant power in the development of the foreign language learning in early education of children and in this process of starting school studies it is where it is required to find ways and alternatives to implement and strengthen interest in this learning. As a consequence of that, different investigations have carried out in order to determine the way in which preschool students acquire a language in a didactic way.

The teaching of English to young children has become especially important during the recent years. One reason for this has been the introduction of primary English as a Foreign Language teaching in a number of countries around the world becoming in a worldwide phenomenon. Scott and Ytreberg (1990) establish that some children develop early, some later: some children develop gradually, others in leaps and bounds.

According to Scott and Ytreberg (1990), it is not possible to say that children at certain ages can do certain actions. However, it is possible to point out certain young children's characteristics which preschool teachers should be aware and take into consideration in their teaching process.

Likewise, Pinter (as cited in Nunan, 2011) stresses that all children are unique, and two children at the same chronological age can demonstrate markedly

different characteristics and identifies “younger” and “older” learners; these features are described in the illustration below:

Chart N° 1: Characteristics of Young and Old Learners

Young Learners	Old Learners
Children are at pre-school or in the first couple of years of schooling.	Children are well established at school and feel comfortable with school routines.
Generally, they have a holistic approach to language, which means that they understand meaningful messages but cannot analyzed language yet.	They show growing interest in analytical approaches, which means that they begin to take an interest in language as an abstract system.
They have lower levels of awareness about themselves as well as about the process of learning.	They show a growing level of awareness about themselves as language learners and their learning.
They have limited reading and writing skills, even in their first language.	They have well-developed skills as writers and readers.
Generally, they are more concerned about themselves than others.	They have a strong awareness of other people and their points of view.
They enjoy fantasy, imagination and movement.	They begin to show interest in real-life issues.

Source: Adapted from Nunan (2011)

Author: Cielo Peñafiel Viteri

Furthermore, Bland (2015) establishes that young learners have the innate ability to construct meaning and interact on meaning which means developing their oracy; young children have the innate ability to learn playfully which means developing their holistic learning; furthermore, young learners have interest in the world around them and respect for self and others (intercultural understanding).

Therefore, language learning is understood as a major opportunity for the widening of children's horizons.

Nunan (2011) claims that the term "young learner" covers a large chronological age span: from around three years of age to five and mentions that these learners have special characteristics and necessities. Nunan, in his same 2011 publication, manifests that the aim of teaching English to young learners (TEYL) is to provide them knowledge and skills in order for preschool learners to begin the acquisition process of a new language.

Weiss (2008) carried out an investigation about the learning process of preschool students from a public school in South Florida in which it was identified that 92% of preschool language-delayed students at the host facility did not make significant learning gains in receptive, expressive and overall language to master appropriate communication skills. This applied research aimed to increase receptive, expressive and overall language by implementing a multimodal program which involved the application of music. Such an intervention program supported preschool students mitigate their lack of expressions for communicating with their peers. As a result, preschool students were more motivated when engaging in the musical activity and then using words or expressions in short conversations, increasing overall language for later cognitive development.

2.2 PHILOSOPHICAL BASIS

2.2.1 Preschool Children

When organizing an English course for preschool children, it is vital to know who preschool children are and to be aware of their characteristics. Preschool children are very exact language learners and they change behavior, development and reaction to teaching procedures to older learners. Teachers should understand the way of their thinking and follow their explicit needs.

There are several definitions explaining the term preschool child in the context of the learning language. The term frequently relates to a very young learner corresponding to the children at the age of three to six, usually appearing in a kindergarten.

2.2.1 Characteristic of a Preschool Child

Although the average age of a very young learner has been defined, it is a big difference among children who are the same years old and those who are six, even older. Every child is different and develops a different method and pace. Phillips (1993) points out that it is the maturity of children that is more significant than their age. She also remarks a lot of issues that can influence how mature they are, including culture, environment, sex, expectation or their parents, and others. However, teachers should be aware about some specific characteristic of preschool children as they can significantly affect the learning process. The following characteristic can be considered as characteristic of the regular preschool child.

First, the most evident is the children's request for individual attention. Children at this age try to get the teacher's attention as much as possible by using numerous means; talking them, touching them or hugging them. Moreover, they are not able to pay attention for a long time and they get bored easily. It is supposed that they have a very short attention span. This fact should be taken into consideration when planning a class, and preparing activities for children for these ages.

Teachers should use short activities according to the step, i.e. moving followed by calming activity such as drawing or craft. Finally, it is important to understand that children need more time for absorbing language, and so it may take longer before they actually start producing something. At this point, it is important for teachers not to force them to speak and rather allow them to speak in their mother language. This period is known as the silent period and it may even occur that

children do not say anything during lessons, but start speaking or saying something in the target language at homes. Teachers should admit it as a normal thing.

Therefore, two different kinds of skills have to be separated receptive skills and productive skills. During the preschool period the focus is mainly on receptive skills (something known as passive skills) i.e. listening, because children do not need to produce the language, they receive and understand it with the help of their teachers.

On the other hand, main productive or active skills during preschool period are speaking; a lot of activities contain both receptive and productive skills. Children are regularly able to produce words by doing repetitive activities, such as, songs, rhymes, games, and plenty of choral work. However, when children do not want to produce anything, it is right to remain silent without teachers putting pressure on them.

Other characteristics of preschool children are defined by Scott and Ytreberg in their 1990 investigation. These features are listed below:

- a) Children at this age are self-centered and cannot see things from someone else's point of view. This usually results in unwillingness to play in a group or to share; they choose playing alone. Especially because they have their own playing habits and do not understand how others play and want them to do.
- b) They can have difficulties to separate between what is fact and what is fiction. Because of that, they consider things they have heard, seen somewhere (on TV) or dreamt about real or true. Teachers should be aware of that and do not admonish them for lying or making up stories.

- c) They know that there are some rules that they have to obey and even if they may not understand some of them, it gives them the feeling of security.
- d) For understanding children, they mainly use their hands, eyes and ears, which determine the physical world as leading.
- e) Children generally love playing games. Learning process is more successful when children are enjoying themselves. On the other hand, they also like when something is done seriously since it gives them the sense of real work.
- f) Children are positive about learning and want to learn. Therefore, teachers should encourage them and praise them all the time. It develops their enthusiasm and creates a good relation to learning.

2.2.2 Development of Preschool Children

This age is very important for children since it is the age of an enormous development in all the areas of their personality. It is both physical and mental development that should be considered when preparing teaching and practice materials for preschool children.

Children develop differently; some of them develop early, some later. There are also different types of development; children can develop gradually, in leaps or bounds. Dunn (2011) mentions that periods of rapid and focused development and limited advanced periods can appear at this age. Although it is a period of great changes, it is not possible to define exactly when the changes occur.

Every child is individual and only teachers are those who are able to find “how far up the ladder individual pupils are”. At the age of seven or eight children’s world stars like the one of adults. Children understand what adults mean by their words or actions and things are much more meaningful for them. Scott and Ytreberg

(1990) present the difference between five year old children and seven year old or older children on an example of joke as it is shown below:

Dad: “did you get a good place in the exams, Julie?”

Julie: “Yes, Dad, next to the heater.”

Five year old children would possibly laugh even when they do not understand the point of the joke. The reason why children laugh is because other people laugh as well. On the contrary, seven year old children find the jokes funny, but may not understand the point. Older children (about ten years old) are able to understand the point pretty easily.

2.2.3 Physical Development

Physical growth is connected with typical activeness and liveliness of children of this age. O’Connor and Daly (2016) determine that physical development is clearly about the development of movement and all the relevant stages contributing to locomotion, but it also includes the development of the brain, which is inextricably linked with the body development and vice versa. Children are dynamic; they run, jump and explore the world around them, which results from children’s natural interest.

Likewise, Meggitt (2006) establishes that children across the world pass for the same sequences of development, and within the same brad of time. Although the pattern is generally the same, it is important to point out that every child is unique. However, it is relevant to understand these patterns of change in order to promote children’s health and stimulate their all-around or holistic development.

The different areas of children’s development are interrelated; ideas, language, communication, feelings, relationships and other cultural elements among which each child is brought up influence his or her development profoundly. Because of

that, Dunn (1988) suggests that teachers should let children move during lessons and so prepare some motored activities. On the other hand, Dunn (1988) also states that some activities may be difficult without development of muscular control. The quality of their motored coordination is improving and children are able to swim, ride a bike, ski and do other activities without problems.

Physical development is linked with children's health and their ability to thrive and flourish. It is also important to point out that physical development has a fundamental role to play in all the other areas of learning. Preschool children's fine motor skills are developing as well, including the development of eye-hand coordination. Children are able to use objects such as a pencil, scissors, spoon fork, knife, and toothbrush. Then, they can do simple actions, i.e. cutting and sticking. They can draw from simple animals or creatures to producing a very creative and meticulous work.

2.2.4 Cognitive development

Piaget (1977) identifies four developmental stages through which children demonstrate progress from their birth to adolescence. These stages are: sensori-motor, pre-operational, concrete-operational, and formal-operational. At the initial stage (sensori-motor), the child learns to interact with the environment by manipulating objects. Linguistically, this stage is characterized by the rapid growth of the child's vocabulary. At the pre-operational stage, which extends from two to seven years old, children are egocentric and think the world revolves around them. Linguistically, at this stage children consolidate their grammar knowledge and acquire more vocabulary for the language production.

The concrete-operational period goes from seven to eleven years old. Intellectually, the child begins developing the ability to separate the self from the environment and to think logically. Finally, the last stage, formal-operational,

marks the end of the developmental process of children. At this period, children develop abstract thinking; this stage also marks the onset of puberty.

As it was established, learners go through significant developmental changes in their journey from childhood to adulthood. These stages and their psychological and social characteristics need to be taken into account at the moment of designing learning experiences and creating tasks and materials for learners at different stages. Nunan (2011) mentions that word-play activities, such as, rearranging unscrambled letters to make words are excellent for motivating children to learn vocabulary. Learning new vocabulary with a great agility and speed is one children's feature, but their learning is dependent on the range of words they are exposed to. Teachers can naturally facilitate children's vocabulary using a variety of tactics, including making conversations, role plays, simulations, and others using appropriate material.

Furthermore, it is important to encourage children's vocabulary development since it is required to develop the language and knowledge in order to succeed in school. In fact, the number of words a child is exposed by their parents, relatives, or peers directly relates to the magnitude of the child's vocabulary. Preschool English language learners arrive in school with a very limited vocabulary. According to Graves, August, and Mancilla-Martinez (2012), preschool students need to acquire oral vocabulary since they are not able to produce the language in its written way and, for such children, building a basic oral vocabulary of the most frequent words is of utmost importance, and they need to acquire this vocabulary as soon as possible.

Examining children's memory at this age, it is rather unintentional than intentional. Intentional memory appear when children are about five years old, otherwise, mechanical memory is dominant. Children are better at remembering concrete events. If those events are emotionally manifested, long-term memory

starts to play an important role. Thus, it is important to support mental development by constant repletion.

Social development includes the growth of children's relationships with other people. Meggitt (2006) states that "Socialization is the process of learning the skills and attitudes that enable the child to live easily with other members of the community".

2.2.5 Language Development

Children are born with the inherent ability of learning a language by listening to it in their environment. Parents are the first language instructors since they provide their kids basic words and thus children start developing the language. Soon, children move from using language to state needs and identify objects and people to express opinions, ideas, questions, and answers.

According to the general idea of language development, children should be capable of understanding the major grammar rules and syntax in their own language at the preschool age. Scott and Ytreberg (as cited in Cameron, 2001) mention that preschool children have several skills about general language development, namely "to understand abstract, understand symbols and generalize and systematize". Likewise, when young learners begin producing texts, it is motivating, engaging, and fun to get them copy and replicating a wide range of words since they are likely to encounter those words in the world outside the classroom.

In fact, communication in the children's mother tongue is important in order to achieve the goal of language development successfully. The better children are able to use their first language, the better they are able to learn the second language. On the other hand, when children start learning a foreign language, it undoubtedly depends not only on what degree of the awareness they have, but

also which mother tongue the children speak as well as some emotional and social influences should be involved.

Besides, children are able to recognize what is similar and what is different; they also understand how to sort, classify and match things. Teachers can include jigsaw, puzzles, pair, and “odd one activity”. They are able to follow a story, predict what might come next and ask questions about it. They can use imagination to invent their own stories”.

2.3 PSYCHOLOGICAL BASIS

2.3.1 Development Psychology Theories

One of the most important psychologists who have dedicated his life studying children’s cognitive development is Jean Piaget (1896 – 1980). His constructivist theory was completed after long observations of children doing activities and exercise prepared for them. Children face a problem that they have not met before. Cameron (2011) arguments that knowledge after solving the problem is “actively created” by the children. Piaget was worried especially with “how young children function in the world that surrounds them, and how this influences their mental development”.

Piaget (as cited in Charlesworth, 2010) believed that dramatic play is fundamental to cognitive development. Through pretending to be someone else and through the use of objects or resources for purposes other than original intended, children have their first symbolic experience. These experiences are the basis for more abstract symbolic learning, such as, when children learn to use letters, and words as symbols. Piaget’s findings show that, firstly, some actions involving concrete objects are needed to solve the problems. In other words, “what happened with concrete objects is preceded by what happens in mind and thought is seem as deriving from actions”. In that context, a child is seemed as an active thinker.

Piaget (1977) distinguishes four stages in which thinking is developed. It is a process of gradual growth during which children experience some changes. “At every stage the child is capable of some type of thinking but still incapable of others.”

The most famous representative of social constructivism is Lev Vygotsky (1896-1934), a famous Soviet psychologist as contradictory to Piaget, he considered the role of language is more important in children’s cognitive development. The main difference between Piaget’s and Vygotsky’s opinion is that Piaget emphasized children’s own actions and the way they solve new problems, but Vygotsky found that the company of other people is crucial for the learning of children. According to Vygotsky’s theory, every child is different and so he/she learns certain skills in different ways when compared to another, depending on their intelligence; their intelligence then cannot be measured when the child is alone, but when he/she is accompanied by other people.

Vygotsky (as cited in Charlesworth, 2010) emphasized learning self-regulation through play; that is, children learn rules of social interaction through play. Vygotsky (1980) states that “Scaffolding is a process through which an adult supports the child’s language development reinforcing the child’s efforts at verbal expression”. On other words, Vygotsky (1980) sees the role of other people as an essential part of children’s development. Such people adopt the role of educators and help children to do actions they are not able to do alone until they are capable of doing them on their own. Vygotsky’s ideas can significantly influence teachers, especially in the question of lesson planning since they should understand that they are those who are in charge of a very important decision “what next the child can learn”.

In addition to above, Vygotsky (1980) defines the zone of proximal development. It can be explained as “the difference between what a child can do independently and what he or she is capable of doing with targeted assistance (scaffolding)”.

This concept divides the knowledge which is achieved by their own and that achieved with the help of other people or educators. Both agree that children are learners who actively construct knowledge.

2.3.2 The Theory of Learning versus Language Acquisition

Krashen (2013) claims that there is a difference between learning and acquisition: While acquisition is a subconscious process that is identical to the process used in the first language acquisition, learning is conscious knowledge, or knowing about language. According to Krashen (2013), there are two separate systems of second language acquisition; the acquired system and the learnt system. The acquired system is the result of a subconscious procedure, almost identical to the procedure children follow when they acquire their first language. It requires the natural communication and interaction with native-speakers. The learnt system is the result of a formal guidance and it involves a conscious process resulting in deliberated knowledge about the language.

Taking into account assumptions from this theory, Harmer (2012) arguments that language which is acquired subconsciously, it is language we can easily use in spontaneous conversation since it is instantly available when we need it. Language that is learnt, on the other hand, taught and studied as grammar and vocabulary is not available for spontaneous use.

Very young children are not able to learn foreign languages, acquisition is applied there. Krashen (2013) considers the results of acquisition more permanent than results achieved by learning. Although the differences between natural acquisition and formal learning are not reflected, a lot of people are convinced that children are better at learning language than adults.

2.3.3 Language Input

In the area of foreign language acquisition, it is more relevant the concepts of language input (reception) and language output (production) than speech skills. Experts are debating an empirical answer on the question about which role is more important, whether the one of language input or output.

The main language input that children are exposed is maternal speech – the speech of mothers communicating with children. Mother usually speaks slower, use shorter words and simple structures, repeat questions and there is also frequency of diminutives. Moreover, mothers are supposed to have a very important ability to adapt their speech to a phase of children’s language development which they can recognize. Therefore, teacher’s speech should be like mothers’ speech in order to achieve successful acquisition.

2.3.4 Preschool child as a learner

Very young learners are generally known as adaptive learners. However, this is achieved only when optimal conditions for learning are established. It means that children should be allowed to learn in their own way and step and they should give opportunity to follow their natural curiosity and need of exploring the world.

Slattery and Willis (2003) give a description of children as learners:

- a) They develop very fast as individuals.
- b) There are various ways in which they learn, such as, observation, listening or actions.
- c) They are not able to understand grammar rules.

- d) They try to understand the given situation by the practice of non-verbal means.
- e) They use their mother language to speak about things they understand and about what they are doing.
- f) They are usually able to imitate sounds they hear.
- g) They are naturally curious.
- h) They involve their imagination in learning,
- i) They accept known and repeated activities well, they like routine,
- j) They are able to pay attention for a very short period of time, they need variability in learning.

As it was already mentioned, every child is unique. Teachers should realize that every learner acquires information or knowledge in different ways; children have their own learning style. The teaching approach that incorporates all types of learning styles (visual, auditory and kinesthetic) is known as multisensory approach. It is based on the belief that learners learn best when the given information is presented in different modalities, such as, hearing, seeing, touching or tracing. Thus, children can use their hands, eyes and ears to learn and understand.

2.4 PEDAGOGICAL BASIS

2.4.1 Various Conditions of Learning English

There is a difference between learning English as a second language (ESL) and a foreign language (EFL). The terms seem very similar, but they “need very

different teaching strategies to meet the aims and objectives of the learners”. In the Republic of Ecuador, children can learn English in several environments and attend various courses. Most of the courses take place in kindergartens.

Learning English language at preschool age is very common, nowadays; a lot of English teachers who are teaching older learners or adults have become teachers of very young children. They may be well trained and aware of specific teaching methods since children learn in a different way than adults. However, they usually see their learners once per week (for 45 minutes) and so there is not enough time to know them properly; the teaching process is not the adequate and learning process is not constant. Additionally, the time of the lesson is determined and children have participated even if they are not in the right mood for learning, or they are even forced by their parents.

This kind of learning has to be contrasted with activities done in an abstract level and out of context. In order to achieve a successful learning, children need to develop their thinking and critical skill since they need to solve problems using their critical reflection; as an active process, learning is most effective and efficient when learners are engaged in learning by doing.

2.4.2 Early Language Learning

Early language is the precursor to literacy. Language experiences help children acquire the auditory discrimination skills they need to identify speakers and then to discriminate between specific sounds. Gunzenhauser and Fisch (2012) state that “Children learn sentence structure, vocabulary, and meaning through oral language. They then look for and apply these conventions as they acquire literacy”. Hence, the more meaningful language experience preschoolers have, the more easily they strengthen their communicative skills.

Nowadays, learning foreign languages by very young learners is very common. Donaldson (as cited in Humlíčková, 2015) considers that the best age to learn a

foreign language is about ten years old or even before those years. The reason is because very young children have not developed their communication skills yet, and they always need to be given the most attention, which can significantly spoil the learning process. She also thinks that they are not able to pay attention to a foreign language and so cannot use it properly.

Nevertheless, Pinter (2011) claims that although children in non-English environments have limited opportunities to practice the language outside school and do not have an immediate need or clear motivation to use and learn English, introducing children to a new language offers opportunities to extend their horizons and awaken their early enthusiasm and curiosity about languages.

Bland (2015) claims that it has often been stated that one of the principal advantages of learning languages at early ages is the high level of motivation for engaging in enjoyable and new experiences that children have. It is important to emphasize on the relevance of balancing enjoyment with cognitive engagement of the activity in order to stimulate motivation. This argument is related to the role of play in early childhood as part of the developmental process of children.

2.4.3 Advantages of Early Language Learning

Bland (2015) determines that early foreign language learning can have an important educational outcome: there can be a positive influence on children's educational development, such as, cognitive, emotional, and cultural, and on the formation of a multilingual and intercultural identity. There are some advantages for learning a new language at this age. Three year old children have already acquired basic rules of their mother tongue. Hence, it is the most appropriate and effective time for starting learning the second language and acquiring a basic knowledge of it. It is also a period when the capacity of brain is highly developing.

Dunn (2011) states that “children learn language naturally and unconsciously”. For an effective language development, children need to be stimulated: Children at this age are very good at imitating, which enables them to catch and produce intonation and pronunciation very well. As a result, children can develop their skills and abilities at the level of a native speaker when they are given the opportunity to experience. Dunn (2011) lists the main advantages of learning a new language from early ages. These advantages are listed below:

- a) It has a great impact on improvement of their study skills.
- b) Children learn how to learn.
- c) Children become more adaptable and tolerant.
- d) It helps them to see their mother tongue from different points of view, i.e. by means of different grammar.

2.4.4 Disadvantages of Early Language Learning

On the contrary, there are several authors and experts who point out that learning a new language from early ages has some disadvantages. It is known that children, in some cases, are not cooperative since they want to do what they want; this may be followed by common changes of mood; this is because children are emotionally unstable. Sometimes it might even happen that children are misbehaving and angry in order to achieve what they want. For this reason, their behavior can significantly spoil the lesson and children’s strong emotiveness can affect the development of classes and teachers may loss the control over children’s activity.

Children react immediately to everything, they want to try, see and touch everything and they show their feelings without restraints. Thus, it can be

concluded that all teachers of preschool children must be patient enough even if it means that they spend a lot of time just organizing children.

Humlíčková (2015) mentions that early language learning does not always have positive results. It depends mostly on teachers and quality of their teaching methods. Although teachers may have a great deal of enthusiasm and they may love young children, they are usually not well-trained in the methodology of preschool teaching. Unfortunately, there some teachers who do not apply didactic strategies during the development of their lessons. Moreover, it is important to emphasize that teachers are the main responsible for children's success since it depends on his/her ability to set up positive and friendly learning environment for children.

Krashen (2013), who is famous for his theory of language acquisition, also hesitates whether early language learning (i.e. English in this case) brings benefits. He thinks that when children do not live in English environment e.g. an English speaking country, they are not given many opportunities to speak English and the intended effect is not achieved, as well as native accent that is not acquired.

2.4.5 Teaching English to Preschool Children

Teaching preschool children is very specific and sometimes difficult. However, according to Cameron (2001), teaching children is seen as an extension of mothering rather than as an intellectual process. Teachers from preschool students are often given less training and lower status than their colleagues in the same educational system who teach older children or teenagers.

As it has been established, preschool children have a less complicated view of the world than older children, but this fact does not imply that teaching children is simple or straightforward. On the contrary, teachers of preschool students need to be highly skilled to reach into children's worlds and lead them to develop their

understandings towards more formal, more extensive and differently organized concepts. Cameron (2001) stresses that preschool teachers need to understand how children make sense of the world and how they learn.

Therefore, it brings some advantages as well as difficulties for teachers. Teachers in primary and secondary educational institutions follow syllabuses, written tests, and assign homework to their students very often. As opposed to that, teachers of preschool children can enjoy the lessons more. They are not forced to include particular activities and follow severe curriculum, therefore, children's favorite game or activity can be repeated several times, even every lesson. Reilly and Ward (1997) establish that children are also less shy and so they are not afraid to be imaginative and they are not yet bound by the constraints that demand that adults be logical.

Teaching young children depends on their development stage. Activities that demand some skills that are not yet developed cannot be included. For those reasons, teachers should choose activities that are appropriate for the group not below their intellectual level or too childish for them (Phillips 1993). Preschool children have also typical characteristics that have to be followed.

Children are not in a good mood every lesson, but they can be selfish and uncooperative. The most important fact that teachers should know about teaching preschool children are summarized by Phillips (1993):

- a) The activities should be simple enough for children to understand what is expected from them.
- b) The task should be within their abilities: it needs to be achievable but at the same time sufficiently stimulate for them to feel satisfied with their work,
- c) The activities should be largely orally based.

2.4.6 Principles of Preschool Teaching

Teaching preschool children should be done in an enjoyable way, because it determines their attitude towards language learning. Children should feel safe and do not be afraid of participating in all activities and games. Teachers' task is to set up a friendly atmosphere and prepare activities suitable for them, such as, games, songs, chants, and others. According to Hennovà (as cited in Humlíčková, 2015), at the moment of teaching preschool children and preparing lessons, several principles have to be followed:

- a) Adapt activities to current situation and atmosphere in the classroom.
- b) Revise and repeat everything children have already learnt, it gives them sense of security and develops their self-confidence.
- c) Change activities very quickly, calming activities are followed by dynamic, and creative.
- d) Do not include grammar rules, children do not understand them.
- e) Do not be angry when children use their mother tongue, but encourage them to use the target language.
- f) Use authentic songs, rhymes, poems, stories, and others.
- g) Use gestures, mimes and non-verbal expressions that children understand easily.
- h) Make the lesson entertaining; use fantasy to develop natural curiosity of children.
- i) Do not force children to participate if they do not want.

j) Use familiar topics based on children’s experiences, family and home.

k) Repeat activities and games that children know and like.

Chart N° 2: Principles of Preschool Teaching

COMPETENCE	ACTIVITIES
Learning Competence	Vocabulary tool, Activities focused on both gross and fine motor Skills (especially eye-hand coordination), introduction to the foreign language learning and its motivation, revision of vocabulary and things they learn, using visual and other aids
Communication competence	Drama and story acting, development of pronunciation and intonation using songs, chants etc., giving the foreign language in the same way as the mother tongue, imitation
Problem-solving competence	Working with worksheets, using gestures and movements to express the meaning, finding out the differences (i.e. two pictures). Categorization of terms
Social and personal competence	Communication in the classroom (groups, pairs), expressing own feelings or feelings characters from stories, using puppets or other characters from stories, praising and evaluating children`s results, reminding children`s birthday and national festivals (i.e. Christmas)
Civil and professional competence	Working with different materials, using gestures, signals and other symbols in order to change an activity, beginning and ending the lesson

Source: Taken from Humlíčková (2015)

Author: Cielo Peñafiel Viteri

2.4.7 The Role of Teacher

Preschool children, who are at their beginnings of learning, are not responsible for their own learning it is the teacher who children depend on. Teacher's task is to apply methods in order to develop children's English language knowledge. There is a kind of personal relationship that is necessary for successful learning process. According to Dunn (2014), teachers present not only language but also culture that is associated with learning foreign languages

According to Horkà and Syslavà (as cited in Humlíčková, 2015), there are certain qualities that preschool teachers should possess, and they are necessary for the development of each individual:

- a) Acceptance (to tolerate others and accept everyone positively).
- b) Empathy (to be able to identify other people's feelings and try to understand them).
- c) Authenticity (to behave truly, naturally, do not hide emotions and be yourself)

Other qualities of preschool teachers are methodology competences and good attitude to the target language and motivation to its studying.

2.4.8 Languages in the Classroom

Phillips (1993) claims that teaching languages to preschool children needs all the skills of the good preschool teacher in managing children and keeping them on task, plus certain knowledge of the language, of language teaching, and of language learning. In order to teach English to preschool children, teachers have to face an important issue, which language to use in the classroom. However,

some authors dealing with preschool language learning agree that it is essential to use English as much as possible.

On the other hand, Phillips (1993) mentions that there are also times when the use of English is counter-productive: children may feel stressed and frustrated when they do not understand, i.e. when teachers give instructions of complicated activity in English. In such situation, it is inevitable to use a couple of words in the mother tongue, which can help to explain how to make something. Reilly and Ward (1997) stressed the importance of using the mother tongue while preschool learners are being instructed. These reasons are described below:

- 1. Security:** Since for some children learning English can be a very traumatic experience, compared to winners being thrown at the deep, teachers should start speaking in the mother tongue and slowly including more English during the course.
- 2. Need for communication:** Some children are eager to speak, especially about their toys, parents, friends, and other topics; teachers should not forbid them to speak in their mother tongue since it may lead to failure in their relationship.
- 3. Giving instructions:** Sometimes giving instructions in English may be complicated and time consuming since children may not understand teachers' instructions and consequently the activity may be spoiled. Therefore, it is better to give instructions first in English and translate them into the mother tongue; later when the children are more confident and aware of games, activities and routines of the lessons, the mother tongue can be omitted.

There are a lot of possibilities of making easier the communication into the classroom; therefore, Dunn (2014) mentions that body language, different tone of voice, movements, pictures, authentic materials like objects, books, and others

allow the comprehension of students. Slattery and Willis (2003) make a list in order to advise how languages should be used in the classroom.

1. Use English as the main language for communication.
2. Use gestures, pictures and actions for better understanding
3. Let children use their mother tongue, especially at their beginnings.
4. Translate what children say in their mother tongue.
5. Try to answer children's question in English as much as possible.
6. Use the mother tongue when explaining new activities and games or when they do not understand.
7. Try to use English as much as possible, try to describe pictures or objects from the classroom, activities you do, and others.

2.4.9 Assessing Very Young Learners

According to Brassard and Boehm (2007), the term *preschool assessment* covers a broad range of procedures used in order to collect significant information about understanding the functioning of young children. This range of procedures involves standardized testing, such as, observation sessions, parent and teacher interviews, and ratings; evaluation of work samples, recordings, and environmental factors.

Hahn (2005) establishes that although it may seem unnecessary to assess children at preschool age, it is usually useful for teachers to think about the children's progress and language improvement. Teachers can make some notes, inform parents and tell the children regularly about their improvement (i.e. that they

know a lot of words and they are doing very well). Assessment can be also a good tool for monitoring teachers' performance and planning their future work. The ways of assessing children's performances and progress are described in the following three items.

2.4.9.1 Observations

Observations, as an assessment, contain more than just watching kids' development into the classroom. Anecdotal notes should be taken during the observation. This type of evaluation is easy to do and does not affect in child's activities. However, it should take extra steps to make observations since anecdotal notes are effective and reliable assessments. Results of the observation session must be associated with milestones or other markers of progress. Other tools used to make a point are checklists and rating scales. It is important for the maintenance of records that preschool teachers maintain control of when and where the observation happened and how long the child was observed.

2.4.9.2 Portfolio

Portfolio assessments are a representative collection of students' class works, home works, projects, and others used to make a judgment about their growth and progress. Portfolios are a good way to share the progress of children with their parents. Furthermore, they usually include drawings and writings by the child as well as photos and other materials provided by teachers. Children must have some control over the material that goes into their portfolio since this fosters a sense of belonging and self-reflection. It is important that portfolios include reflective materials that show students' growth, rather than just a collection of their works.

2.4.9.3 Assessment by parents

A relatively new evaluation method of preschool students is the use of reports and observations of parents. Scores of parents are often made pauses or completing a

standard inventory. Scores of parents can be useful in detecting disabilities and can alert parents about the kinds of milestones to which their children should be coming. Moreover, they encourage parents to observe their children, collect data and then report the data to the teacher. This information may be used by teachers in order to identify students' learning problems and then look for a didactic alternative to solve it and, thus, facilitate students' academic and behavioral growth.

2.4.10 What Is Vocabulary?

(Graves et al., 2012) defines vocabulary as the whole stock of words belonging to a branch of knowledge or known by an individual. He also states that the lexicon of a language is its vocabulary, which includes words and expressions. Harmer (2011) extends Graves' definition further by stating that lexicon organizes the mental vocabulary in a speaker's mind.

Hatch and Brown (1995) state that vocabulary is a list of set of words for a particular language or a list or set of words that individual speakers of a language might use. The other definition is that vocabulary refers to the sum of words used by, understood by, or at the command of particular person or group. It means vocabulary is all words of particular language which is understood and used by the speakers of the language. It means vocabulary is the skill in identifying words and its meaning.

2.4.11 Teaching Vocabulary

Boers and Lindstromberg (2008) point out that the gradual development of vocabulary is fundamental part of the process of learning a foreign language. Therefore, children who are learning English as a foreign language need to be exposed to the major number of vocabulary words as possible since they are able to acquire new information more easily.

Although it is known that children are quick to learn words, preschool children can find it problematic as they still cannot read and write. Therefore, teachers should be aware of applying suitable methods for teaching vocabulary. Phillips (1993) points out that “vocabulary is best learnt when the meaning is illustrated, for example by pictures, actions or real object”. Then fix the words in their minds easily, because they can connect them to a particular context and it helps them to establish their relationship with the words. It means that they do not just learn the word, but put it into practice.

According to Harmer (2007), during the process of vocabulary learning, students need to be continually assessed in order to find out their level of vocabulary knowledge improvement. Moreover, vocabulary acquirement not only upgrades learners’ spelling but also their writing and oral proficiency and their ability to comprehend what they read or listen. In other words, without some knowledge of vocabulary, neither the production of language nor comprehension of language would be possible.

Gunzenhauser and Fisch (2012) determine that preschool teachers and child-care workers have to encourage children to use clear speech and appropriate vocabulary; apply correct syntax and grammar; engage in pretend play; hold conversations; and enjoy stories, songs, chants, poems, finger plays, and idioms. Therefore, it is important to apply a variety of activities which involve the use of vocabulary; this will allow children to acquire new vocabulary words.

2.4.12 Ludic Activities

Meggitt (2006) mentions that one way to support children’s development is the application of ludic activities which involve games or any other recreational activity. She determines some benefits of implementing ludic activities; they are listed below:

- a) Ludic activities develop confidence, self-esteem, and sense of security.

- b) Through the application of recreational exercises, children realize their potential and feel competent.
- c) Children can use their creativity and imagination during the activities.
- d) Furthermore, ludic activities provide opportunities for children to develop reading, thinking, and problem-solving skills as well as motor skills.
- e) Ludic exercises allow children learn how to control their emotions, and understand and interpret the world around them.
- f) Children develop relationship and social skills, and develop values and ethics by playing.

2.4.13 Flashcards

An invaluable way of introducing and revising vocabulary is definitely flashcards (pictures cards). Blachowicz and Cobb (2007) point out that the visualization of words is necessary for a better understanding of students; this allows learners to expand their word knowledge. Using flashcards helps children relate words and images. Flashcards should be colorful and bright so as they can attract children's attention. However, teachers should not depend only on flashcards as children get bored of them easily. It also a good idea to teach vocabulary with the help of real objects like toys, tools, small models, pieces of fruit and vegetable, pieces of clothes etc., depending on the topic. Finally, it is suggested teaching vocabulary in groups of relate words (word families) and creating so called mind maps.

2.4.14 Using Rhymes, Songs and Chant

Antonaros and Couri (2003) establish that rhymes, songs and chants can be categorized into listening and drilling activities; they are dynamic activities applied for developing or practicing different topics. These activities are aimed to

provide students different aspects of the language, such as, pronunciation, stress, rhythm and intonation. Scott and Ytreberg (1990) claims that when songs, chants or rhymes are combined with movements, pictures or objects, they also contribute children establish the link between words and meaning. Music and rhythm are essential parts for the language learning, especially for young learners who usually enjoy singing songs.

2.4.15 Rhymes

Scott and Ytreberg (1990) state that “Rhymes are repetitive, they have natural rhythm and they are provider of fun, and allow children to play with the language”. Moreover, rhymes are familiar to children as they usually like them in their mother tongue. Reilly and Ward (1997) point out that through the application of rhymes, children are able to learn something new in an easier way and in a more relaxing environment.

2.4.16 Songs

Likewise, Reilly and Ward (1997) mentions that songs are usually very rich in language and they are a good strategy for extending children’s vocabulary. The application of songs gives children emotional security and confidence since they feel immersed in an atmosphere of support, collaboration and mutual respect. Songs allow children to improve their speech and understand the meaning of each word; they contribute to develop children’s memory and the body language of the child is stimulated.

2.4.17 Using Games

Nowadays, games are considered the main children’s activity. Game variety, which is characteristic for children’s age, is probably related with the fact that it discharges the function of learning. When playing games, the point is not only to

achieve some external results, but is primarily about doing an activity as much as possible that is not just a result that satisfies children, but the process of playing.

Horká and Syslová (as cited in Humlíčková, 2015) consider that through the application of games, children can get information and then develop various skills in a completely spontaneous environment, working voluntarily according to their own knowledge and abilities.

2.4.18 Art and Craft Activities

Phillips (1993) states that “Art and craft activities are an important part of the pre-school curriculum and need to be a common feature in the development of classes”. They are usually very enjoyable and motivating, but they also stimulate children’s imagination and develop various skills, especially hand-eye coordination. When planning an activity, teachers have to consider children’s abilities and think about suitable tools children can use.

2.4.19 Methodology

The methodology or procedure for teaching preschool learners is based on four main principles:

- a) **Repeated hearing:** Children are supposed to hear the designated CD or audio tracks, optimally twice a day for 15-25 minutes),
- b) **Positive reinforcement:** Children are given positive feedback and encouragement by their teachers),
- c) **Small group learning:** Courses are taught in small groups from 4-8 learners, since children enjoy the advantage of group interaction and it allows for personal attention and plenty of practice in English),

d) Make learning fun: There are games, movement, music and a lots of fun)

2.5 FUNDAMENTAL CATEGORIES

Activity: Activities are used during the teaching and learning process in order to affiance students' knowledge. There are exercises to practice a determinate subject to improve the learning process in students.

Didactic Resources: Tomlinson (2014) defines didactic materials as “anything which can be used to facilitate the learning of a language”. Didactic resources are those teacher uses to enhance the teaching process facilitating the comprehension and motivation of students in an objective way.

Early language: It refers to the language that children use during their first years in order to communicate. Gunzenhauser and Fisch (2012) mention that early language usually starts with nonverbal attempts to communicate. When teachers support, facilitate and redirect nonverbal communication, students move toward using own words.

English language learners: According to Silverman and Hartranft (2014), English language learners (ELLs) are “learners who are non-native English speakers and who have difficulties at listening, speaking, reading, and/or writing in English”. They also make the point that ELLs may have problems at learning English vocabulary, particularly academic English vocabulary. Likewise, Hang Khong and Saito (2014) establish that these learners are from non-English-speaking countries and require specialized instruction.

Learning process: The process of learning is a specific activity using the cognitive resources to obtain a representative learning.

Ludic Activities: Ludic or recreational activities refer to dynamic strategies that promote active learning involving students in doing things out of the routine and

thinking about what they are doing. A ludic task is a pedagogical activity designed to provide fun, enjoyment, self-confidence, while attempting to increase the motivation of students in a language learning experience.

Preschool students/learners: A preschool student is a child between about three or five years old and who it is not ready for starting school. However, in this period, preschool learners can receive basic training about basic aspects they should know in order to attend their scholar period. Children are active thinkers as well as active learners who learn from exploring the world.

Vocabulary: Nelson (2008) defines vocabulary as the knowledge of words that students must know for listening, speaking, reading, and writing. She also claims that the main goal of developing students' vocabularies is to improve their ability to succeed in school, not simply to impress their audiences, get by in life, or improve their standardized test scores.

Skill: Skill is an ability and capacity acquired through deliberate, systematic, and sustained effort by a person and it adaptively carries out complex activities or job functions involving ideas (cognitive skills), things (technical skills), and/or people (interpersonal skills).

2.6 LEGAL BASIS

This research paper is legally based on the articles below:

Article 26 from the Constitution of Ecuador: This article indicates that the government has to guarantee the access for Ecuadorians to an education of high-quality in the elementary and secondary levels.

Article 27 from the Constitution of Ecuador: This article is focused on the development of human beings, respect of human rights, and the environment. People must be educated without any kind of discrimination, taking into account

justice, solidarity and peace; stimulating critical thinking, art and development of intellectual abilities and capabilities.

Article 28 from the Constitution of Ecuador: In this article, it is established that public education must be universal and free for the whole educative period of Ecuadorian citizens. People have the right to be involved in the educative process interchanging ideologies of different cultures.

Article 29 from the Constitution of Ecuador: This article was analyzed; it mainly refers to the right that all people who live in Ecuador have the right to get an education of high level standards. Learners also have the right to study according to their language and culture.

Article 343 from the Constitution of Ecuador: According to this article, the main objective that education has to achieve is the development of individual and collective abilities of all learners. Furthermore, this article determines that these abilities have to be developed and enhanced through a well-qualified teaching process. Finally, this article promotes the integration of all cultural groups at any part of the teaching and learning process in order to provide students an intercultural education.

Article 37 from the Childhood and Adolescence Code: This article establishes that all children and adolescents from the country have the right to receive a good and appropriate education. The code of childhood and adolescence mentions that the educative authorities have the obligation to guarantee the access to an education for all children and teenagers; promoting and respecting their cultural and national identity. Furthermore, the State is responsible to ensure that educational institution offer good educative services.

Article 4 from the Educational and Intercultural Law: In this article, it is determined that the Constitution of Ecuador will guarantee the necessary

condition for the realization of human rights, holding a quality education secular, free and available in the initial, basic and high school level.

Article 5 the Educational and Intercultural Law: This article also establishes that authorities and the State have to ensure that all Ecuadorians have access to a good education: it mentions that education is a universal right and everybody has the right to attend to any educational institution without being discriminated.

2.7 HYPOTHESIS

The application of didactic materials will improve English vocabulary teaching to preschool students at Unidad Educativa “Carrera Sánchez Bruno”

2.7.1 Independent variable

Didactic materials

2.7.2 Dependent variable

English vocabulary

CHAPTER III

METHODOLOGY

3.1 Research Approach

The development of this research paper was based on the application of some methods. They were; qualitative, quantitative, and deductive-inductive. In order to provide more detailed explanation of each method, they are described in the following items.

3.1.1 Qualitative Method

This method was used for the development of this investigation since it allowed the investigator to apply interviews to different people, such as, principal of Unidad Educativa “Carrera Sánchez Bruno” Lcda. Mónica Tomalá Chavarría, MSc. Moreover, one English language teaching expert was interviewed; she was Dr. Claire K. Archer. She is a PHD in Linguistics. Both interviewed people provided significant information and this data was analyzed, contrasted and included in this research paper.

3.1.2 Quantitative Method

The Quantitative Method was applied since it allowed the implementation of surveys to the fourteen parents of preschool students from Unidad Educativa “Carrera Sánchez Bruno”. Additionally, three English teachers from the educational institution previously mentioned were surveyed in order to collect information about the importance of developing vocabulary in students and the influence of didactic resources during this process. The collected information was included in this research by using charts and statistical graphics which represent the way in which parents and English teachers responded survey questions.

3.1.3 Deductive-Inductive Method

These methods were used for different purposes: Deductive Method was applied since it allowed researcher to look for relevant information (theories, assumptions, investigations from different authors) about the vocabulary instruction and the application of didactic materials. Then, this information was analyzed and summarized in this investigative paper. Inductive method was applied since the researcher observed the phenomena in order to identify and analyze the different reasons of students' low vocabulary knowledge.

3.2 Type of Research

3.2.1 Descriptive Research

This type of research was applied by the researcher in order to describe the aspects or causes for the low vocabulary knowledge of preschool students at Unidad Educativa "Carrera Sánchez Bruno". It also allowed the researcher describe the influence of using didactic resources during the vocabulary instruction.

3.2.2 Bibliography Research

Bibliographical research allowed the investigator look for and chooses the most relevant information from diverse theories and investigations of distinguished researchers, such as, Lev Vygotsky, Jean Piaget, Jeremy Harmer, and others.

3.2.3 Field Research

This investigation is a field research since it allowed the collection of important information from preschool students, parents and authorities from Unidad Educativa "Carrera Sánchez Bruno". Through the application of this research, surveys and interviews were applied.

3.2.4 Applied Research

Once a didactic solution for the poor English vocabulary knowledge of students was defined and designed, it is important to implement this proposal. Therefore, the application of didactic resources is a proposal for improving the vocabulary teaching process and, thus, improving the vocabulary knowledge of preschool students at Unidad Educativa “Carrera Sánchez Bruno”

3.3 Population and Sample

3.3.1 Population

The population of this investigation is described in following chart:

Chart N° 3: Population of the Research

N°	DESCRIPTION	QUANTITY	%
1	Principal	1	3%
2	English teachers	3	10%
3	Preschool students	14	42%
4	Parents of preschool students	14	42%
5	English language expert	1	3%
TOTAL		33	100%

Source: Unidad Educativa “Carrera Sánchez Bruno”

Author: Cielo Peñafiel Viteri

3.3.2 Sample

Since the size of the population was manageable, the 100% of the population was included in this research. It means that no sample size formula was applied.

3.4 Operationalization of Variables

3.4.1 Independent Variable: Didactic Materials

Chart N° 4: Independent Variable Operationalization

CONCEPTUALIZATION	CATEGORIES	INDICATORS	ITEMS	THECHNIQUES AND INSTRUMENTS
Didactic materials are all kind of material or resources used by the teacher in class. It is an essential part of the learning process (they could be physical objects or not), they are used by the teacher's own creative technique to improve the learning of the students.	Tools	Classroom	- Do you consider that the application of didactic materials facilitates the learning process of your students?	Survey
		Didactic Material	- How frequent do you use didactic resources for teaching vocabulary to your students?	Interview
	Actions	Games	- Which of the following list of didactic resources do you use for teaching vocabulary to your students?	Questionnaire
		Songs	- Do you consider that the application of didactic materials facilitates the learning process of your students?	Video-camera
	Result	Art and Craft		
		Rhymes		
		Flashcard		
		Worksheets		

Source: Unidad Educativa "Carrera Sánchez Bruno"

Autor: Cielo Peñafiel Viteri

3.4.2 Dependent Variable: English Vocabulary

Chart N° 5: Dependent Variable Operationalization

CONCEPTUALIZATION	CATEGORIES	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
English vocabulary is all the set of words that English language learners need to know in order to produce and understand the target language.	Teaching and learning process	Didactic resources	- Do you consider that learning vocabulary contributes to learn English language to your students?	Survey
	Acquisition process	Analysis	- Which of the following activities do you use for encouraging your students learn or practice new vocabulary?	Interview
	Vocabulary comprehension	Rethinking Understanding of new information	- According to your criteria, what are the most appropriated techniques for teaching vocabulary to preschool students?	Questionnaire
	Vocabulary use	Oral language production Language comprehension	- What are the benefits of using didactic resources during the vocabulary instruction?	Video-camera

Source: Unidad Educativa “Carrera Sánchez Bruno”

Autor: Cielo Peñafiel Viteri

3.5 Data Collection Techniques

3.5.1 Survey

This technique was applied to the fourteen parents of preschool students from Unidad Educativa “Carrera Sánchez Bruno” in order to obtain information about the vocabulary instruction and the application of didactic resources during this process.

3.5.2 Interview

The interview was applied as a technique in order to get information from the principal of Unidad Educativa “Carrera Sánchez Bruno” Lcda. Mónica Tomalá Chavarría, MSc. and English teachers from the same educational institution.

3.5.3 Evaluation

This technique was applied in order to know the vocabulary proficiency of preschool students from Unidad Educativa “Carrera Sánchez Bruno” and then determine the vocabulary improvement of students.

3.6 Instruments for Collecting Information

Different instruments were designed and then applied in order to collect information from different people who are member of the population sample of this research. They listed and described below:

3.6.1 Video – camera

Video – camera was used in order to take pictures and record videos of preschool students’ performances during the proposal implementation; it was also useful for having evidences of survey application and interviews.

3.6.2 Questionnaire

The questionnaire was used in the survey; this questionnaire had some questions about different aspects of vocabulary instruction, importance of learning vocabulary, application of didactic resources, and others. Parents of preschool students guided by the investigator, had to read each question and then select the alternative that describes in the most appropriated way their responses.

3.6.3 Written tests

In this case, it was necessary the design and application of a test in order to evaluate students' vocabulary knowledge before the proposal was implemented. At the end of the proposal implementation a different test was designed and applied in order to determine the improvement of students' vocabulary.

3.7 Data Collection Plan

The data collection plan was designed according to surveys, interviews. Statistical charts and graphics were elaborated in order to present them in this investigation; the following chart provides a more detailed description:

Chart N° 6: Data Collection Plan

BASIC QUESTIONS	EXPLANATION
1. What for?	To reinforce English vocabulary of students.
2. From which people or objects?	Students of eighth grade at Unidad Educativa “Carrera Sánchez Bruno”.
3. About what aspects?	Didactic Strategies
4. Who?	Cielo Norma Peñafiel Viteri (UPSE-English Language Teaching Career).
5. To Whom?	Students and professors.
6. When?	2015-2016
7. Where?	At Unidad Educativa “La Libertad”.
8. How many times?	Once a year during the academic year 2015-2016.
9. How?	Individually and by group
10. What data collection techniques?	Observation, interviews, and surveys
11. With what?	Lists, questionnaires, observation guide and cameras.

Source: Unidad Educativa “Carrera Sánchez Bruno”

Author: Cielo Peñafiel Viteri

3.8 Data Processing Plan

Chart N° 7: Data Processing Plan

DETERMINATION OF A SITUATION	DATA SEARCH	DATA COLLECTION AND ANALYSIS	DEFINITION AND FORMULATION	STATEMENT OF SOLUTIONS
<p>The low level of English vocabulary knowledge was determined through the application of a diagnostic test directed to preschool students from Unidad Educativa “Carrera Sánchez Bruno”.</p>	<p>Once the problem was established, the investigator started by looking for relevant information or assumptions of different investigators and thus find a solution for the low level of preschool students’ vocabulary knowledge. Besides an interview with the principal of Unidad Educativa “Carrera Sánchez Bruno” and one English language specialist.</p>	<p>Data collection was done through the application of different techniques and instruments, such as, surveys, interviews, and questionnaires; these techniques and instruments were applied to principal, English teachers, at Unidad Educativa “Carrera Sánchez Bruno”, parents of preschool students, and others. Once all this information was collected, it was analyzed summarized, contrasted and included in this investigation.</p>	<p>Using all the gathered information that proved the low English vocabulary knowledge of preschool students at Unidad Educativa “Carrera Sánchez Bruno”, it was important to involve the Principal, English teacher and the group of students in order to solve this problem.</p>	<p>The use of didactic materials will improve English vocabulary instruction and practice of preschool students at Unidad Educativa “Carrera Sánchez Bruno”, Ballenita, Santa Elena Province, 2015-2016.</p>

Source: Unidad Educativa “Carrera Sánchez Bruno”

Author: Cielo Peñafiel Viteri

3.9 Analysis and Interpretation of Results

3.9.1 Interview directed to the principal

Question N° 1: Do you consider that learning English is important in the globalized society people are living now?

Interpretation: The principal of Unidad Educativa “Carrera Sánchez Bruno”, Lcda. Mónica Tomalá Chavarría, MSc. mentioned that English is a very important language to learn nowadays since it provides lots of professional and personal benefits to those who speak English language.

Question N° 2: What is the role of vocabulary in the English language acquisition process?

Interpretation: MSc. Mónica Tomalá considered that vocabulary is the most essential part at the moment of learning a new language and English language is not the exception. The interviewee also mentioned that words are the basis for the production and understanding of the language.

Question N° 3: Do you think students can learn English vocabulary through the application of games, songs, dialogues, readings and others?

Interpretation: The principal answered that these activities are very motivating for children and teachers should apply them more frequently in the vocabulary instruction.

Question N° 4: Does English teacher help students to learn vocabulary easily?

Interpretation: The interviewed principal mentioned that teachers are the source of information in a classroom and they have to be qualified in order to share worthwhile and useful knowledge to students.

Question N° 5: Do you consider that English teachers should reinforce vocabulary learning through the application of complementary activities?

Interpretation: In this question, MSc. Tomalá responded that teachers, as guides and tutors, have the responsibility to encourage students learn as much vocabulary as they can through the application of activities that promote the permanent practice of vocabulary.

Question N° 6: According to your criteria, what techniques can be used to increase the vocabulary knowledge of students?

Interpretation: The interviewee mentioned that children love learning by playing different games; games have a great power of motivation for any student. The use of pictures is also useful for introducing new vocabulary.

Question N° 7: How do you describe the use of didactic materials applied in the teaching and learning process of English language in the educational institution you manage?

Interpretation: According to MSc. Mónica Tomalá, the application of didactic materials gives students the opportunity to practice and remember any topic. Didactic resources also promote students practice through diverse activities or exercise.

Question N° 8: According to your criteria, what factors limit the learning process of the English language?

Interpretation: Lcda. Mónica Tomalá responded that the main reason for the poor English language proficiency is the application of boring strategies; teachers need to innovate their methodologies and thus encourage them to learn this language.

3.9.2 Interview to the English language teaching specialist

Chart N° 8: English Language Expert's Information

PERSONAL INFORMATION OF ENGLISH LANGUAGE SPECIALIST	
Full name	Dr. Claire K. Archer
Degree and qualifications	<ul style="list-style-type: none">• PHD in Linguistics – University of Surrey, 2011
Current job	<ul style="list-style-type: none">• Instructor in ESL and Applied Linguistics in the University of the West Indies, Cave Hill.

Source: Dr. Claire K. Archer

Author: Cielo Peñafiel Viteri

Question N° 1: Do the teachers use appropriate materials in their English lessons?

Interpretation: The specialist answered that teachers as individuals have the option to select the materials they consider are the most appropriated for using in the development of their English lessons.

Question N° 2: Do teaching resources facilitate learning vocabulary?

Interpretation: The interviewed specialist assured that any teaching resource facilitates the vocabulary learning of students since they include vocabulary that students will need for the production and comprehension of the target language. However, she also considered that the most important thing is the activities that are included in the teaching resources because they need to be motivational.

Question N° 3: Do you think children learn English better with games, songs, dialogues, and others?

Interpretation: Miss Archer considered that these strategies are excellent for increasing the motivation of students from different ages; she also said that it is

always necessary to implement these strategies into the vocabulary instruction as a dynamic and a different way to teach and practice vocabulary.

Question N° 4: Do you think communication is better if students know English vocabulary?

Interpretation: She claimed that students or learners need to have a large number of vocabulary knowledge in order to produce accurate messages and comprehend people's messages.

Question N° 5: Do you think the use of materials improves teaching vocabulary?

Interpretation: The interviewed English language teaching specialist considered that the application of any teaching material is useful and encourage students to follow practicing vocabulary. She also considered that in these materials, teachers can also add more vocabulary in order to increase vocabulary of students.

Question N° 6: Do you choose the instructional materials you apply in your teaching practice?

Interpretation: The interviewee mentioned that children love learning by playing different games; games have a great power of motivation for any student. The use of pictures is also useful for introducing new vocabulary.

Question N° 7: Do you consider that English teachers have to use extra material to reinforce the English language knowledge?

Interpretation: The specialist argued convincingly that teachers definitively have to use extra materials for the development of their English classes. She also stressed that textbooks in some cases, do not include enough activities that permit students to practice vocabulary and therefore, it has the necessity to look for

different activities that being adapted to the content and students' necessities encourage students to learn more vocabulary in a varied form.

Question N° 8: Do you consider that practice spelling activities contribute to assimilate new vocabulary?

Interpretation: Miss. Archer considered that spelling is really important for learning vocabulary because words can be used in a written message. However, she also considered that there is another important aspect, pronunciation, this is very important to be understood; students need to write and pronounce words correctly.

Question N° 9: What would be the problems that students would face if they do not know vocabulary?

Interpretation: Finally, the specialist answered that words are used for producing the language written or orally and words also play an essential role in the comprehension of texts or messages so she claimed that all students need to develop or acquire much vocabulary as possible in order to be proficient in the English language.

3.9.3 Survey directed to Preschool Students' Parents

Question N ° 1: From the following scale, how important is learning English for the student you represent?

Objective: To determine the importance of learning English.

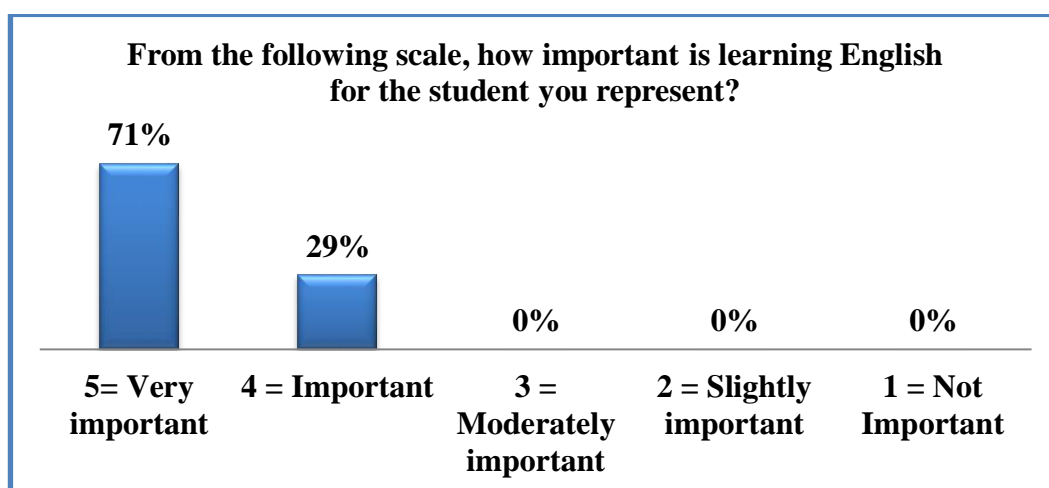
Chart N° 9: Importance of Learning English

N°	ALTERNATIVES	FREQUENCY	PERCENTAGE
1	Very important	10	71%
	Important	4	29%
	Moderately important	0	0%
	Slightly important	0	0%
	Not Important	0	0%
TOTAL		14	100%

Source: Survey directed to parents

Author: Cielo Peñafiel Viteri

Graphic N° 1: Importance of Learning English



Source: Survey directed to parents

Author: Cielo Peñafiel Viteri

Interpretation: According to results from surveys, most of preschool students' parents (71%) considered that learning English language is very important and 29 % considered that learning English is important.

Question N° 2: Do you consider that learning vocabulary contributes to learn English language to the student you represent?

Objective: To determine the importance of vocabulary for learning English.

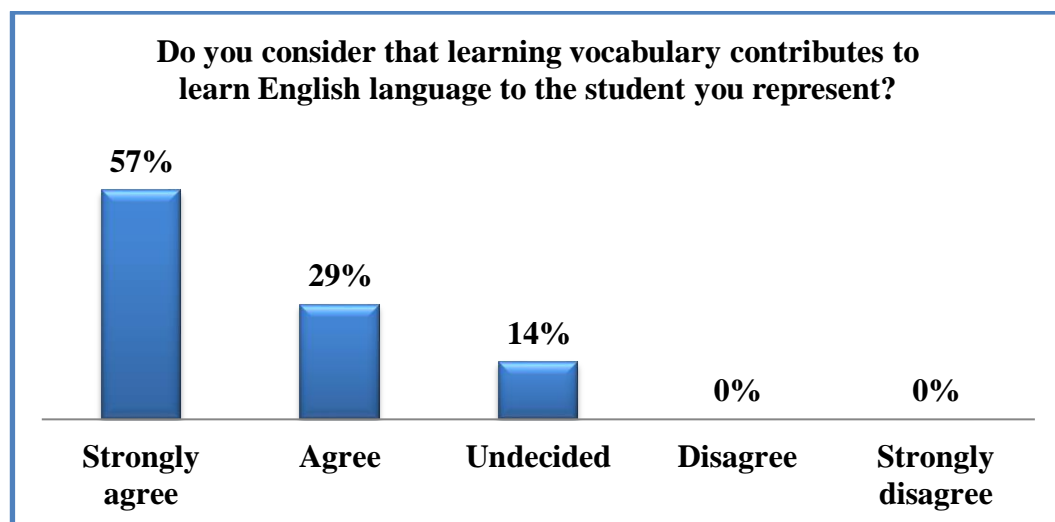
Chart N° 10: Vocabulary role in the English Language Acquisition

N°	ALTERNATIVES	FREQUENCY	PERCENTAGE
2	Strongly agree	8	57%
	Agree	4	29%
	Undecided	2	14%
	Disagree	0	0%
	Strongly disagree	0	0%
TOTAL		14	100%

Source: Survey directed to parents

Author: Cielo Peñafiel Viteri

Graphic N° 2: Vocabulary role in the English Language Acquisition



Source: Survey directed to parents

Author: Cielo Peñafiel Viteri

Interpretation: Most of preschool students' parents (57%) strongly agreed with the statement that vocabulary contributes to learn the English language; 29% agreed that vocabulary is important for learning English and 14% were undecided with this statement.

Question N° 3: Do you consider that English teacher must reinforce vocabulary learning with complementary activities?

Objective: To establish the application of complementary activities in the vocabulary learning process.

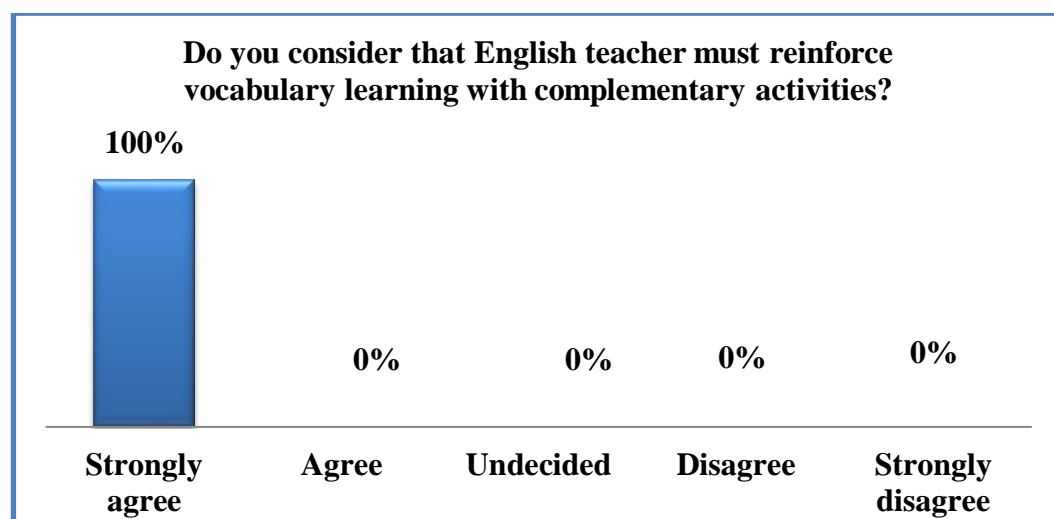
Chart N° 11: Application of Complementary Activities

N°	ALTERNATIVES	FREQUENCY	PERCENTAGE
3	Strongly agree	14	100%
	Agree	0	0%
	Undecided	0	0%
	Disagree	0	0%
	Strongly disagree	0	0%
TOTAL		14	100%

Source: Survey directed to parents

Author: Cielo Peñafiel Viteri

Graphic N° 3: Application of Complementary Activities



Source: Survey directed to parents

Author: Cielo Peñafiel Viteri

Interpretation: All the surveyed preschool students' parents (100%) considered that English teachers must reinforce vocabulary learning through the application of complementary activities.

Question N° 4: According to your point of view, which of the following activities contribute the most for learning or practicing vocabulary?

Objective: To establish parents' opinion about the application of activities for learning or practicing vocabulary.

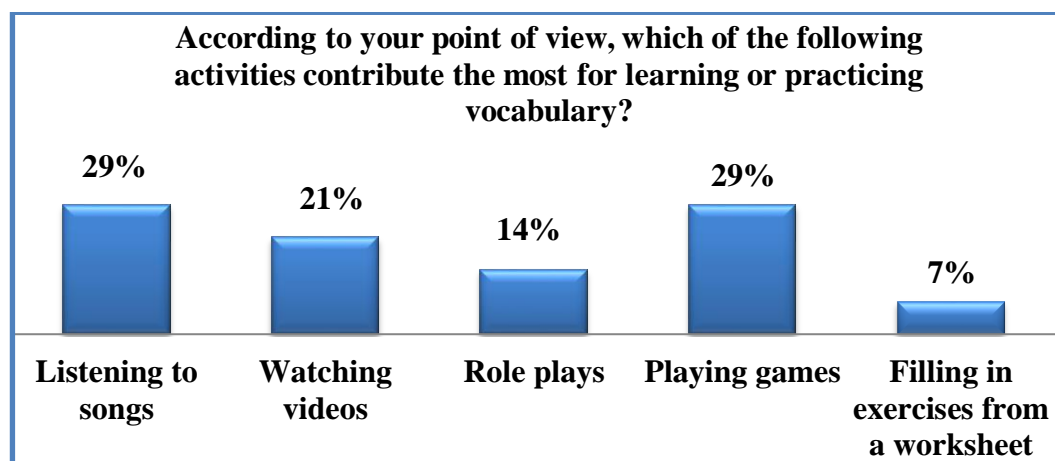
Chart N° 12: Activities for Learning or Practicing Vocabulary

N°	ALTERNATIVES	FREQUENCY	PERCENTAGE
4	Listening to songs	4	29%
	Watching videos	3	21%
	Role plays	2	14%
	Playing games	4	29%
	Filling in exercises from a worksheet	1	7%
TOTAL		14	100%

Source: Survey directed to parents

Author: Cielo Peñafiel Viteri

Graphic N° 4: Activities for Learning or Practicing Vocabulary



Source: Survey directed to parents

Author: Cielo Peñafiel Viteri

Interpretation: Parents who were surveyed (29%) considered that listening to songs and playing games are activities that contribute to learn or practice new vocabulary; 21% considered that watching videos support students' vocabulary learning; 14% role plays and 7% filling exercises from a worksheet.

Question N° 5: Which of the following list of didactic resources do you consider teacher should use for teaching vocabulary?

Objective: To establish parents' opinion about the application of didactic resources for teaching vocabulary.

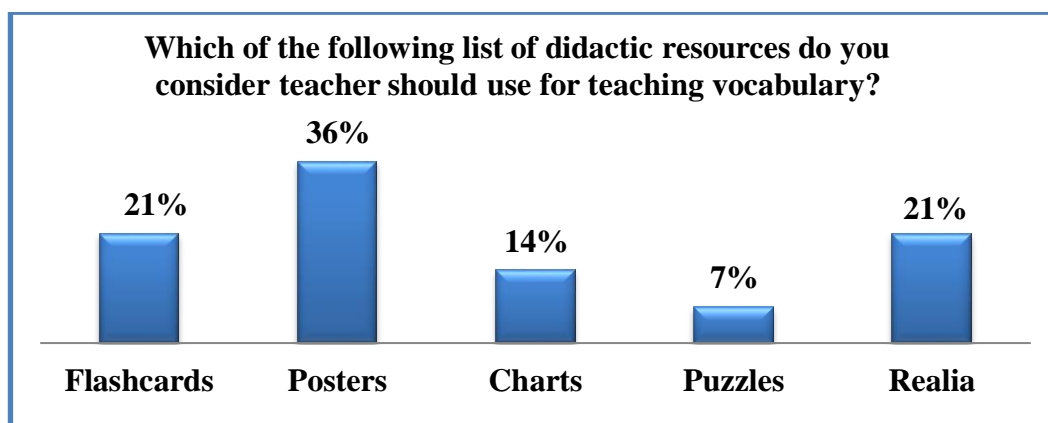
Chart N° 13: Didactic Resources for Teaching Vocabulary

N°	ALTERNATIVES	FREQUENCY	PERCENTAGE
5	Flashcards	3	21%
	Posters	5	36%
	Charts	2	14%
	Puzzles	1	7%
	Realia	3	21%
TOTAL		14	100%

Source: Survey directed to parents

Author: Cielo Peñafiel Viteri

Graphic N° 5: Didactic Resources for Teaching Vocabulary



Source: Survey directed to parents

Author: Cielo Peñafiel Viteri

Interpretation: Most of surveyed parents (36%) considered that posters are didactic resources that English teachers should use for teaching vocabulary; 21% considered that teachers should use flashcards and realia; 14% answered that charts should be used for teaching new vocabulary and 7% puzzles.

Question N° 6: Do you consider that the application of didactic materials facilitates the learning process of kid you represent?

Objective: To establish parents' opinion about the application of didactic resources for facilitating the vocabulary learning process.

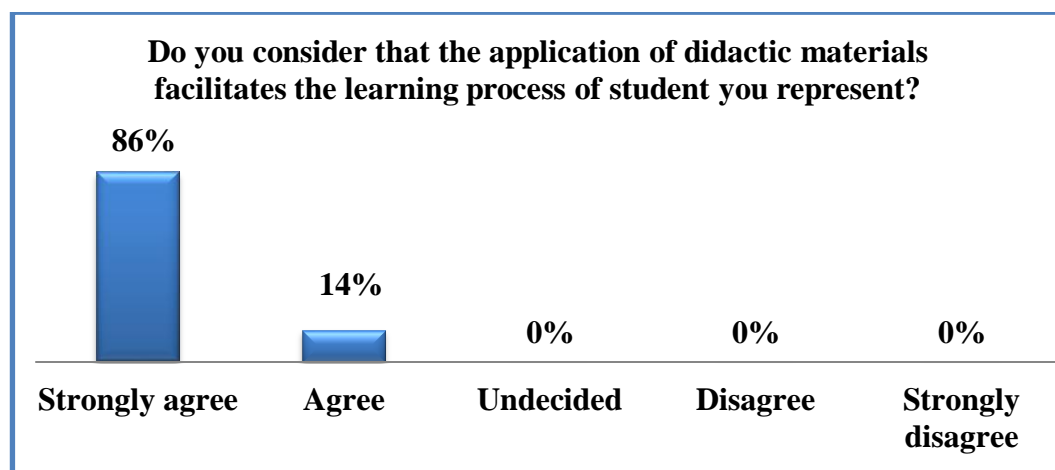
Chart N° 14: Didactic Resources to Facilitate the Vocabulary Learning

N°	ALTERNATIVES	FREQUENCY	PERCENTAGE
6	Strongly agree	12	86%
	Agree	2	14%
	Undecided	0	0%
	Disagree	0	0%
	Strongly disagree	0	0%
TOTAL		14	100%

Source: Survey directed to parents

Author: Cielo Peñafiel Viteri

Graphic N° 6: Didactic Resources to Facilitate the Vocabulary Learning



Source: Survey directed to parents

Author: Cielo Peñafiel Viteri

Interpretation: Almost all preschool students' parents (86%) strongly agreed with the idea of applying didactic resources in the vocabulary teaching process and practice and 14% agreed with this statement.

Question N° 7: Would you support the application of didactic materials for improving the vocabulary practice of the student you represent?

Objective: To establish parents' willingness about the application of didactic materials for improving the vocabulary practice.

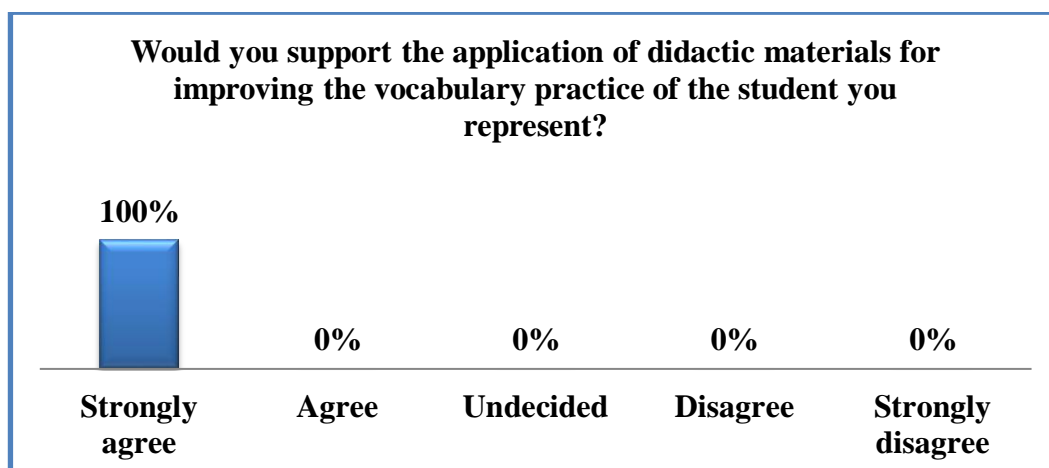
Chart N° 15: Parents' Willingness about Didactic Materials Application

N°	ALTERNATIVES	FREQUENCY	PERCENTAGE
7	Strongly agree	14	100%
	Agree	0	0%
	Undecided	0	0%
	Disagree	0	0%
	Strongly disagree	0	0%
TOTAL		14	100%

Source: Survey directed to parents

Author: Cielo Peñafiel Viteri

Graphic N° 7: Parents' Willingness about Didactic Materials Application



Source: Survey directed to parents

Author: Cielo Peñafiel Viteri

Interpretation: According to results from parents' survey, all (100%) supported the application of didactic materials during the vocabulary instruction in order to facilitate the comprehension of students.

3.9.4 Survey directed to English teachers

Question N ° 1: From the following scale, how important is learning English for your students?

Objective: To determine the importance of learning English.

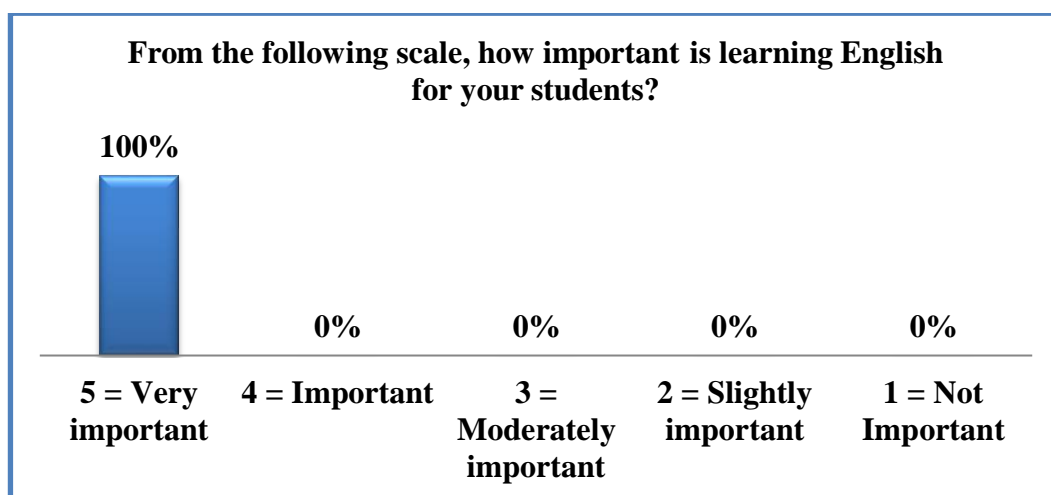
Chart N° 16: Significance of Learning English for Students

N°	ALTERNATIVES	FREQUENCY	PERCENTAGE
1	Very important	3	100%
	Important	0	0%
	Moderately important	0	0%
	Slightly important	0	0%
	Not Important	0	0%
TOTAL		3	100%

Source: Survey directed to English teachers

Author: Cielo Peñafiel Viteri

Graphic N° 8: Significance of Learning English for Students



Source: Survey directed to English teachers

Author: Cielo Peñafiel Viteri

Interpretation: All English teachers who were surveyed (100%) considered that learning English language is very important for students.

Question N° 2: Do you consider that learning vocabulary contributes to learn English language to your students?

Objective: To determine the importance of vocabulary for learning English.

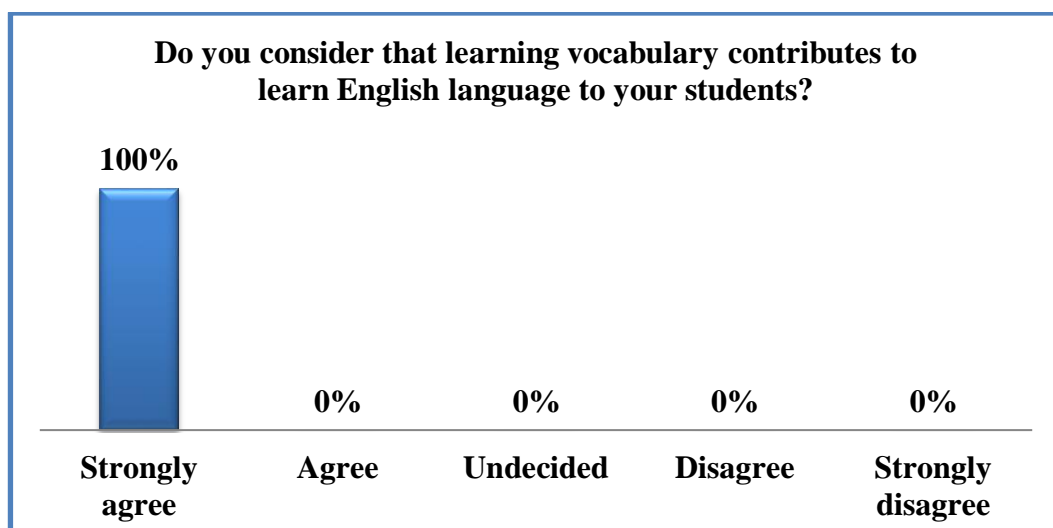
Chart N° 17: Vocabulary Significance for Learning English Language

N°	ALTERNATIVES	FREQUENCY	PERCENTAGE
2	Strongly agree	3	100%
	Agree	0	0%
	Undecided	0	0%
	Disagree	0	0%
	Strongly disagree	0	0%
TOTAL		3	100%

Source: Survey directed to English teachers

Author: Cielo Peñafiel Viteri

Graphic N° 9: Vocabulary Significance for Learning English Language



Source: Survey directed to English teachers

Author: Cielo Peñafiel Viteri

Interpretation: All English teachers who were surveyed (100%) strongly agreed with the significance of developing vocabulary knowledge of students for learning English language.

Question N° 3: Which of the following activities do you use for encouraging your students learn or practice new vocabulary?

Objective: To establish activities that English teachers apply for encouraging students practice new vocabulary.

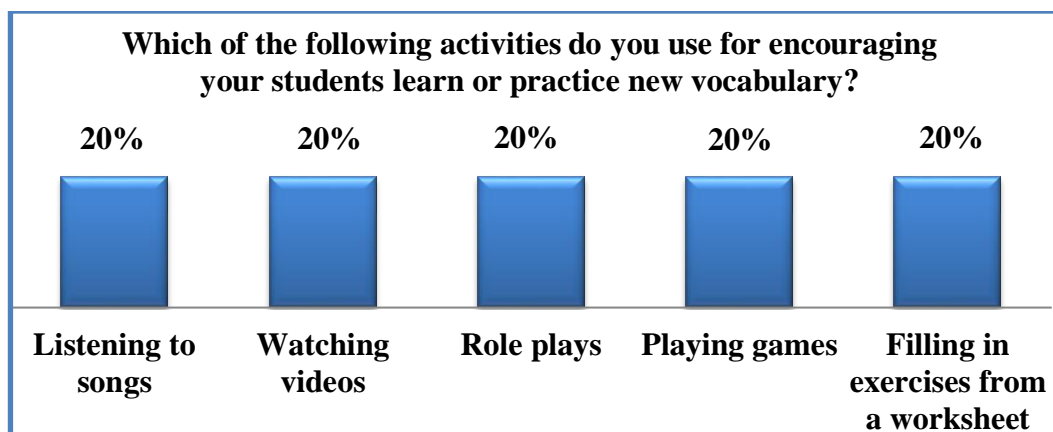
Chart N° 18: Activities Used for Practicing Vocabulary

N°	ALTERNATIVES	FREQUENCY	PERCENTAGE
3	Listening to songs	3	20%
	Watching videos	3	20%
	Role plays	3	20%
	Playing games	3	20%
	Filling in exercises from a worksheet	3	20%
TOTAL		3	100%

Source: Survey directed to English teachers

Author: Cielo Peñafiel Viteri

Graphic N° 10: Activities Used for Practicing Vocabulary



Source: Survey directed to English teachers

Author: Cielo Peñafiel Viteri

Interpretation: (In this question teachers had the possibility to choose more than one answer). All English teachers considered that the five listed activities contribute to the vocabulary practice of students.

Question N° 4: Which of the following list of didactic resources do you use for teaching vocabulary to your students?

Objective: To establish didactic resources that English teachers use during the vocabulary instruction.

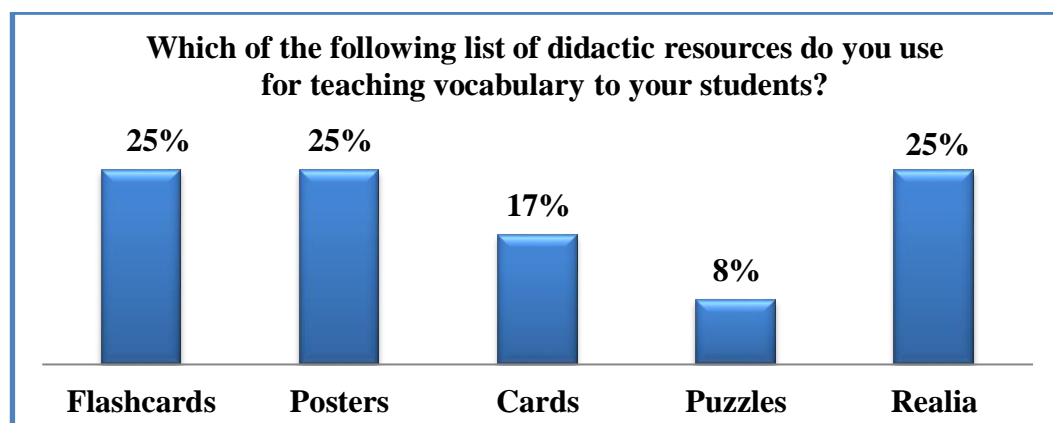
Chart N° 19: Didactic Resources Applied by English Teachers

N°	ALTERNATIVES	FREQUENCY	PERCENTAGE
4	Flashcards	3	25%
	Posters	3	25%
	Cards	2	17%
	Puzzles	1	8%
	Realia	3	25%
TOTAL		3	100%

Source: Survey directed to English teachers

Author: Cielo Peñafiel Viteri

Graphic N° 11: Didactic Resources Applied by English Teachers



Source: Survey directed to English teachers

Author: Cielo Peñafiel Viteri

Interpretation: (In this question teachers also had the possibility to choose more than one answer). From the three surveyed English teachers, three (25%) use flashcards, posters, and realia for teaching vocabulary to their students; two English teachers (17%) uses cards and one (8%) uses puzzles.

Question N° 5: Do you consider that the application of didactic materials facilitates the learning process of your students?

Objective: To establish English teachers' opinion about the application of didactic materials in the vocabulary instruction.

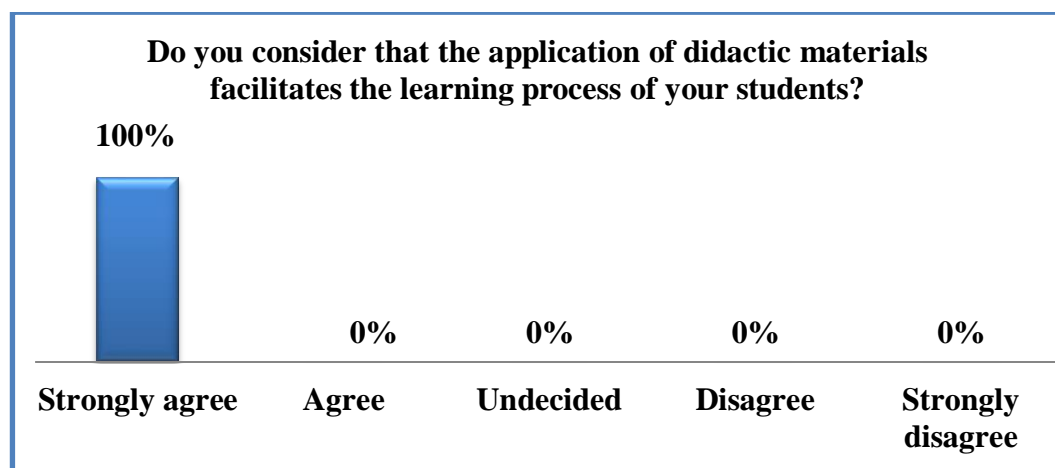
Chart N° 20: Application of Didactic Materials

N°	ALTERNATIVES	FREQUENCY	PERCENTAGE
5	Strongly agree	3	100%
	Agree	0	0%
	Undecided	0	0%
	Disagree	0	0%
	Strongly disagree	0	0%
TOTAL		3	100%

Source: Survey directed to English teachers

Author: Cielo Peñafiel Viteri

Graphic N° 12: Application of Didactic Materials



Source: Survey directed to English teachers

Author: Cielo Peñafiel Viteri

Interpretation: According to survey results, all English teachers (100%) totally agreed with the application of didactic materials during the vocabulary teaching and learning process.

Question N° 6: How frequent do you use didactic resources for teaching vocabulary to your students?

Objective: To establish the frequency in which English teachers apply didactic resources in the teaching process of vocabulary.

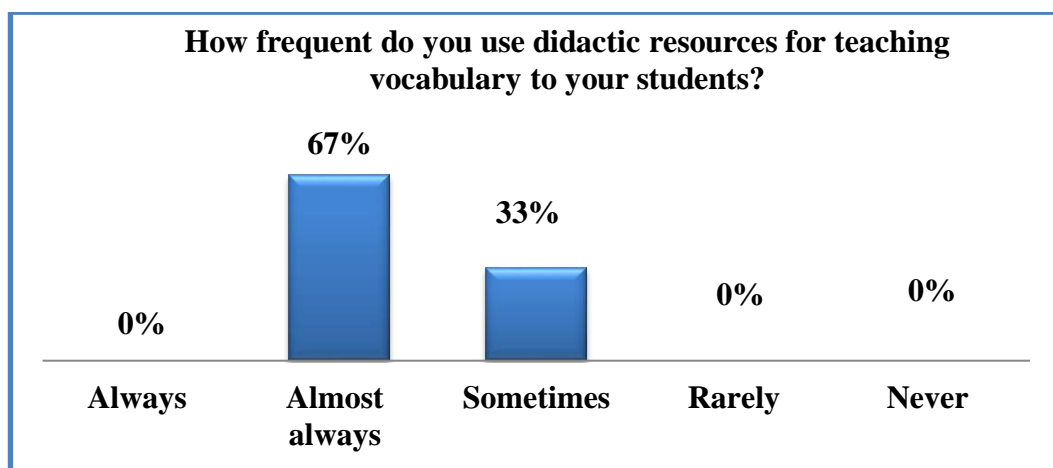
Chart N° 21: Frequency of Didactic Resources Application

N°	ALTERNATIVES	FREQUENCY	PERCENTAGE
6	Always	0	0%
	Almost always	2	67%
	Sometimes	1	33%
	Rarely	0	0%
	Never	0	0%
TOTAL		3	100%

Source: Survey directed to English teachers

Author: Cielo Peñafiel Viteri

Graphic N° 13: Frequency of Didactic Resources Application



Source: Survey directed to English teachers

Author: Cielo Peñafiel Viteri

Interpretation: According to survey results, 67% of English teachers almost always use didactic resources for teaching vocabulary and motivate students practice and 33% sometimes apply didactic materials.

Question N° 7: What are the benefits of using didactic resources during the vocabulary instruction?

Objectives: To determine the benefits of using didactic materials during the vocabulary instruction.

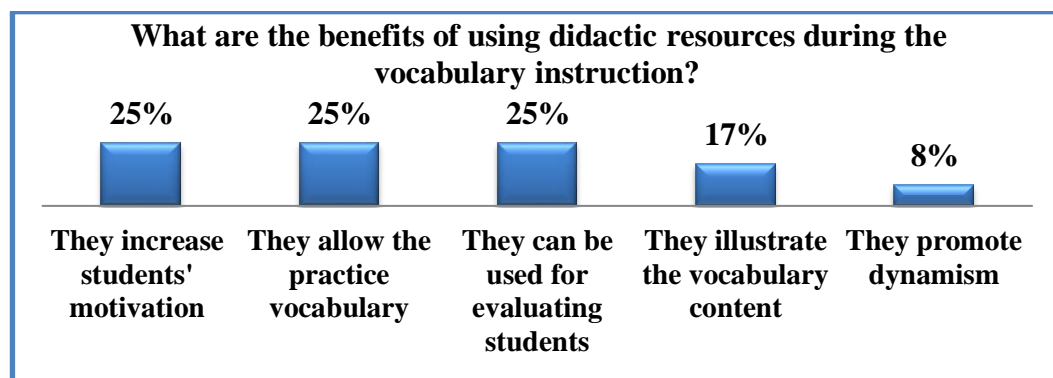
Chart N° 22: Benefits of Using Didactic Resources

N°	ALTERNATIVES	FREQUENCY	PERCENTAGE
6	They increase students' motivation	3	25%
	They allow the practice vocabulary	3	25%
	They can be used for evaluating students	3	25%
	They illustrate the vocabulary content	2	17%
	They promote dynamism	1	8%
TOTAL		3	100%

Source: Survey directed to English teachers

Author: Cielo Peñafiel Viteri

Graphic N° 14 : Benefits of Using Didactic Resources



Source: Survey directed to English teachers

Author: Cielo Peñafiel Viteri

Interpretation: (This question also had multiple options). Three of the surveyed teachers (25%) considered that didactic materials increase students' motivation, allow practice and can be used for evaluating students; two teachers (17%) considered that didactic resources illustrate vocabulary and 8% promote dynamism to vocabulary lessons.

3.9.5 Parents' Survey Result Chart

N°	QUESTION	ALTERNATIVES	FREQUENCY	%	TOTAL	TOTAL %
1	From the following scale, how important is learning English for the student you represent?	Very important	10	71%	14	100%
		Important	4	29%		
		Moderately important	0	0%		
		Slightly important	0	0%		
		Not Important	0	0%		
2	Do you consider that learning vocabulary contributes to learn English language to the student you represent?	Strongly agree	8	57%	14	100%
		Agree	4	29%		
		Undecided	2	14%		
		Disagree	0	0%		
		Strongly disagree	0	0%		
3	Do you consider that English teacher must reinforce vocabulary learning with complementary activities?	Strongly agree	14	100%	14	100%
		Agree	0	0%		
		Undecided	0	0%		
		Disagree	0	0%		
		Strongly disagree	0	0%		
4	According to your point of view, which of the following activities contribute the most for learning or practicing vocabulary?	Listening to songs	4	29%	14	100%
		Watching videos	3	21%		
		Role plays	2	14%		
		Playing games	4	29%		
		Filling in exercises from a worksheet	1	7%		

N°	QUESTION	ALTERNATIVES	FREQUENCY	%	TOTAL	TOTAL %
5	Which of the following list of didactic resources do you consider teacher should use for teaching vocabulary?	Flashcards	3	21%	14	100%
		Posters	5	36%		
		Charts	2	14%		
		Puzzles	1	7%		
		Realia	3	21%		
6	Do you consider that the application of didactic materials facilitates the learning process of student you represent?	Strongly agree	12	86%	14	100%
		Agree	2	14%		
		Undecided	0	0%		
		Disagree	0	0%		
		Strongly disagree	0	0%		
7	Would you support the application of didactic materials for improving the vocabulary practice of the student you represent?	Strongly agree	14	100%	14	100%
		Agree	0	0%		
		Undecided	0	0%		
		Disagree	0	0%		
		Strongly disagree	0	0%		
		Strongly agree	14	100%		

Source: Surveys directed to preschool students' parents

Author: Cielo Peñafiel Viteri

3.9.6 English Teachers' Survey Results Chart

N°	QUESTION	ALTERNATIVES	FREQUENCY	%	TOTAL	TOTAL %
1	From the following scale, how important is learning English for your students?	Very important	3	100%	3	100%
		Important	0	0%		
		Moderately important	0	0%		
		Slightly important	0	0%		
		Not Important	0	0%		
2	Do you consider that learning vocabulary contributes to learn English language to your students?	Strongly agree	3	100%	3	100%
		Agree	0	0%		
		Undecided	0	0%		
		Disagree	0	0%		
		Strongly disagree	0	0%		
3	Which of the following activities do you use for encouraging your students learn or practice new vocabulary?	Listening to songs	3	20%	3	100%
		Watching videos	3	20%		
		Role plays	3	20%		
		Playing games	3	20%		
		Filling in exercises from a worksheet	3	20%		
4	Which of the following list of didactic resources do you use for teaching vocabulary to your students?	Flashcards	3	25%	3	100%
		Posters	3	25%		
		Cards	2	17%		
		Puzzles	1	8%		
		Realia	3	25%		

N°	QUESTION	ALTERNATIVES	FREQUENCY	%	TOTAL	TOTAL %
5	Do you consider that the application of didactic materials facilitates the learning process of your students?	Strongly agree	3	100%	3	100%
		Agree	0	0%		
		Undecided	0	0%		
		Disagree	0	0%		
		Strongly disagree	0	0%		
6	How frequent do you use didactic resources for teaching vocabulary to your students?	Always	0	0%	3	100%
		Almost always	2	67%		
		Sometimes	1	33%		
		Rarely	0	0%		
		Never	0	0%		
7	What are the benefits of using didactic resources during the vocabulary instruction?	They increase students' motivation	3	25%	3	100%
		They allow the practice vocabulary	3	25%		
		They can be used for evaluating students	3	25%		
		They illustrate the vocabulary content	2	17%		
		They promote dynamism	1	8%		
		They increase students' motivation	3	25%		

Source: Surveys directed to preschool students' parents

Author: Cielo Peñafiel Viteri

3.10 Conclusions

1. Through the application of a test, it was concluded that preschool students at Unidad Educativa “Carrera Sánchez Bruno” had very poor English vocabulary knowledge since most of them were not able to fulfill with the exercises from the test.
2. Principal, English teachers, and preschool students’ parents from Unidad Educativa “Carrea Sánchez Bruno” and English language teaching expert considered that vocabulary should be taught by using different strategies and resources since vocabulary is an essential part in the English language acquisition.
3. Finally, through the collected information from surveys and interviews, it was concluded that the application of didactic materials is a good option for helping preschool students increase their motivation to learn vocabulary and thus improve their vocabulary knowledge.

3.11 Recommendations

1. English teachers should be more aware about the vocabulary teaching process and encourage their students to develop their vocabulary knowledge since it is required for writing or speaking and reading and listening.
2. It is suggested that English teachers implement a variety of strategies and activities using diverse resources in order to develop more dynamic and active English vocabulary lessons.
3. It is also recommended the application of didactic resources during the vocabulary instruction of preschool students since they are the medium in which they practice and develop their vocabulary knowledge.

CHAPTER IV

THE PROPOSAL

4.1 INFORMATIVE DATA

4.1.1 Title of the Proposal

“IMPLEMENTATION OF A TEACHING MATERIAL MANUAL TO INCREASE THE ENGLISH VOCABULARY KNOWLEDGE OF PRESCHOOL STUDENTS FROM UNIDAD EDUCATIVA “CARRERA SÁNCHEZ BRUNO”, BALLENITA, SANTA ELENA PROVINCE, 2015-2016”

4.1.2 Executing Institution

Unidad Educativa “Carrera Sánchez Bruno”

Illustration N° 2: Unidad Educativa “Carrera Sánchez Bruno”



Source: Unidad Educativa “Carrera Sánchez Bruno”

Author: Cielo Peñafiel Viteri

4.1.3 Beneficiaries

Preschool students

Illustration N° 3: Preschool Students



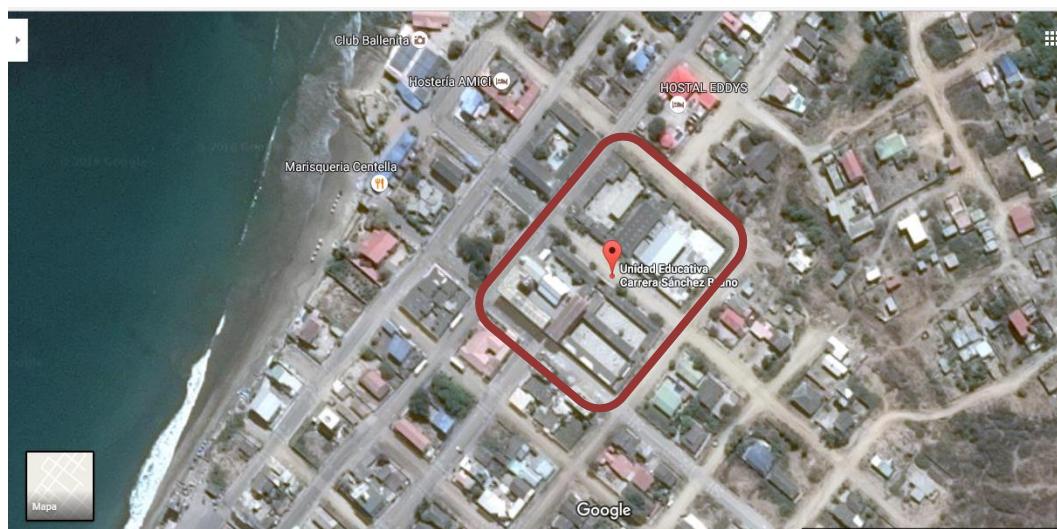
Source: Unidad Educativa “Carrera Sánchez Bruno”

Author: Cielo Peñafiel Viteri

4.1.4 Location

Ballenita, Santa Elena Province

Illustration N° 4: Location of Unidad Educativa “Carrera Sánchez Bruno”



Source: <https://www.google.com.ec/maps/place/Unidad+Educativa+Carrera+S%C3%A1nchez>

4.1.5 Estimated Time for Execution

Two months

4.1.6 Responsibles

Author: Cielo Norma Peñafiel Viteri

Advisor: Lcda. Sara González Reyes, MSc.

4.1.7 Budget

\$ 2,038.75

4.2 Proposal Background

The application of traditional methodologies has negatively affected the teaching and learning process and the acquisition of new knowledge or information of students. However, currently, education field has faced vast changes in terms of methodologies and strategies. Therefore, the implementation of creative resources and dynamic activities is required for the activation of students' motivation for learning.

This research project aims to show that students are intelligent by nature and preschool students have the capacity of learning a new language easier than students from advanced educational levels. Moreover, students have the self-sufficient power to create a new learning itself, according to the social reality and situations that are present in their daily lives. In the teaching and learning process of English Language, students should be exposed to real situations either in interaction with the teacher, with their colleagues, with family members or social environment communicating each others in order to achieve a natural acquisition of new language skills.

The main objective of developing this research is to improve the teaching and learning process of English Language providing students with the opportunity to practice one of the most important parts of this language; vocabulary and thus, increase communication skills. Therefore, it is proposed a manual with didactic resources that favors both teachers and students in the teaching-learning process.

4.3 Justification

Nowadays, English Language knowledge in the world has been seen as a fundamental tool in order to progress in the education, professionally and business level. However, for the correct acquisition of English language, it is necessary that learners acquire a considerable number of words in order to be able to communicate and understand the target language.

Moreover, it is important to emphasize that in our country the teaching and learning of English Language has not been considered very relevant: especially, in educational institutions which have been teaching English without professionals in the English Language teaching. As a consequence of the low level of understanding that preschool students have in learning this language, it has increased the necessity to carry out a research in the field at Unidad Educativa “Carrera Sanchez Bruno” in order to determine the possible causes of low achievement of preschool students in the English Language each year.

For this reason, this project has as main objective to enhance the vocabulary instruction through the implementation of a manual with didactic resources. The application of didactic materials, such as, posters, flashcards cards, are required for providing students a graphic representation of vocabulary words; puzzles, picture book, realia can be used for practicing or evaluating students’ vocabulary knowledge. This proposal benefits English teachers and students from Unidad Educativa “Carrera Sánchez Bruno”.

Finally, this proposal aims to arouse the interest and motivation of both teachers and students in order to achieve the objectives of English vocabulary lessons and improve the teaching and learning process of English language of preschool students.

4.4 Objectives of the Proposal

4.4.1 General Objective

To improve the English vocabulary knowledge of preschool students at Unidad Educativa “Carrera Sanchez Bruno” through the implementation of a manual with didactic resources.

4.4.2 Specific Objectives

1. To establish the vocabulary knowledge level of preschool students through the application of a test.
2. To determine the most appropriate teaching resources for increasing English vocabulary to pre-school students.
3. To design and implement a teaching resources manual to increase the vocabulary in English Language of pre-school students at Unidad Educativa “Carrera Sanchez Bruno”.
4. To establish the English vocabulary improvement of preschool students through the application of a test.

4.5 Design and Development of the Proposal

4.5.1 Didactic Resources

Tomlinson (2014) defines didactic resources as “anything which can be used to facilitate the learning of a language”. Didactic resources are the support teacher uses to enhance the teaching process facilitating the comprehension and motivation of students in an objective way. Didactic materials can also be called as teaching resources since they can be used during the teaching and learning process. Montessori (2012) establishes that didactic materials are used in order to catch students’ curiosity and attention. Furthermore, they can be applied for introducing a new class topic, practicing, or evaluating students’ knowledge. These instruments help teachers to achieve any goal and students to develop their learning process.

4.5.2 Benefits of Using Didactic Resources

The application of didactic resources during the teaching and learning process provides some benefits for teachers and mainly for students. In the vocabulary instruction, didactic materials are necessary because they are a medium to facilitate the vocabulary practice and comprehension. Some benefits of didactic resources benefits are listed below:

- 1.** Didactic resources are designed and applied for students who are acquiring or revising their knowledge with their support, these materials are learning materials or learning sources.
- 2.** Didactic resources increase students’ motivation.
- 3.** Didactic resources allow students practice vocabulary.
- 4.** Furthermore, didactic resources can be used for evaluating students’ knowledge.

5. Didactic resources illustrate the vocabulary content.

6. Didactic resources promote dynamism during vocabulary lessons.

4.5.3 Didactic Resources for the Proposal Implementation

For the development of this proposal, it was necessary the implementation of different didactic materials for engaging students during the vocabulary instruction. Some of the didactic resources applied for each activity of this proposal are described below:

4.5.3.1 Flashcards

Flashcards were used in order to provide students the graphic representation of vocabulary words. Flashcards were elaborated by using cardboard of different colors which gave them a more interesting presentation.

Illustration N° 5: Flashcards



Author: Cielo Peñafiel Viteri

4.5.3.2 Posters

Posters are resources applied during the vocabulary instruction since they allow the visualization of vocabulary content for all students. Posters were used for introducing new vocabulary, practicing or evaluating students' vocabulary knowledge.

Illustration N° 6: Posters

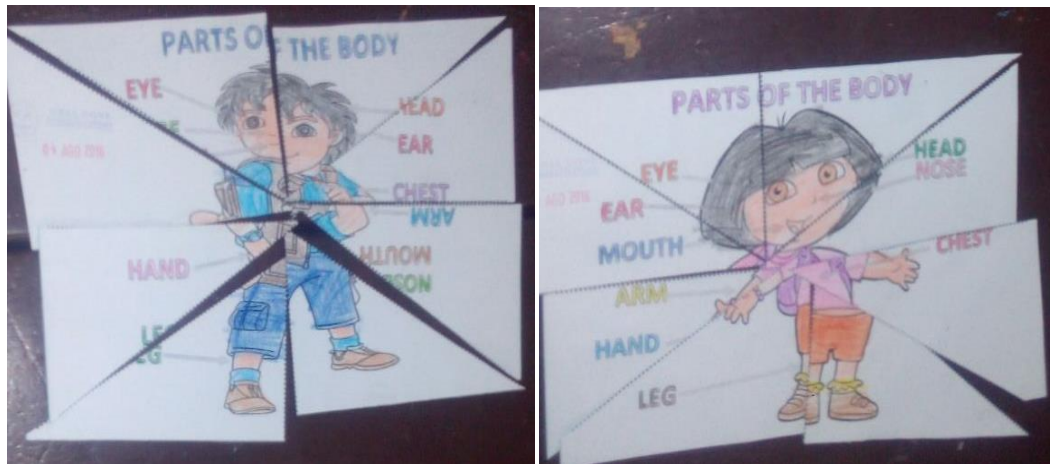


Author: Cielo Peñafiel Viteri

4.5.3.3 Puzzles

A puzzle is a game or problem that tests knowledge. They are different kinds of them crossword puzzles, word-search puzzles, number puzzles, or logic puzzles. Puzzles are a form of entertainment and often need the recognition of patterns or words.

Illustration N° 7: Puzzles



Author: Cielo Peñafiel Viteri

4.5.3.4 Cards

The application of cards is useful for students since they are didactic resources that catch their attention. Cards can be used in different activities and for different purposes, such as, reinforcing spelling and pronunciation of words. Teachers can use a variety of materials for elaborating cards, such as, cardboard, paper, foamy, and others.

Illustration N° 8: Cards



Author: Cielo Peñafiel Viteri

4.5.3.5 Picture books

Picture books are used for categorizing vocabulary words according to different topics, such as, animals, fruits, family members, and others. This didactic material motivates students to practice and remember vocabulary by watching its graphic representation.

Illustration N° 9: Picture Books



Author: Cielo Peñafiel Viteri

4.5.3.6 Realia

Real objects are useful and effective show to meaning practically. They realia are things and objects from real life used for classroom instruction to enhance students' comprehension and understanding of real life used in language teaching to associate words of real life.

Illustration N° 10: Realia

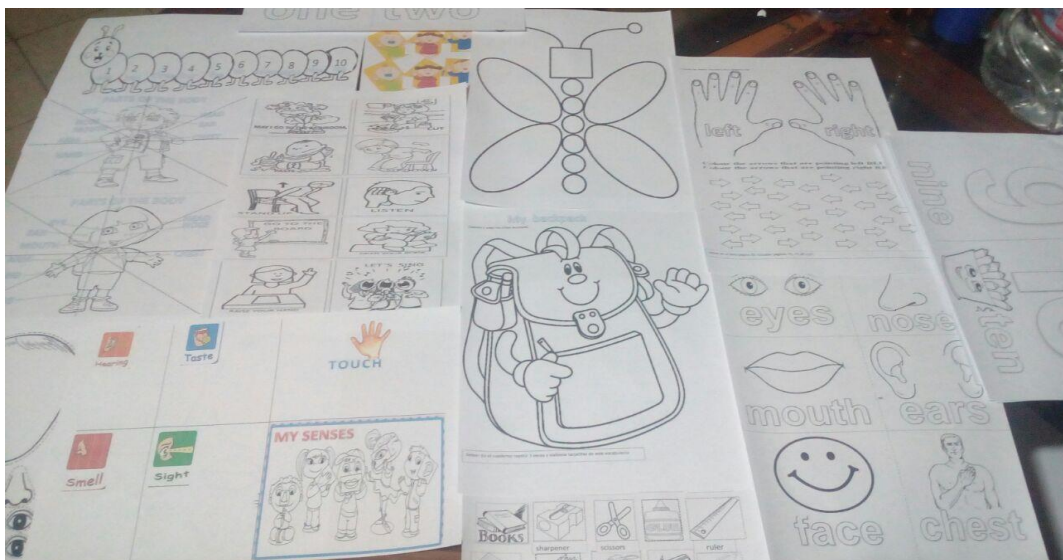


Author: Cielo Peñafiel Viteri

4.5.3.7 Worksheets

A worksheet is an instructional tool that allows children to put concepts and ideas into practice. A worksheet may be used by the teacher in order to help students practice certain topics; connect ideas, review key points from a reading passage and more.

Illustration N° 11: Worksheets



Author: Cielo Peñafiel Viteri

4.5.4 Implementation of a Teaching Material Manual



**PENÍNSULA OF SANTA ELENA STATE UNIVERSITY
FACULTY OF SCIENCES OF EDUCATION AND
LANGUAGES
ENGLISH LANGUAGE TEACHING CAREER**

TOPIC:

**“IMPLEMENTATION OF A TEACHING MATERIAL
MANUAL TO INCREASE THE ENGLISH
VOCABULARY KNOWLEDGE OF PRESCHOOL
STUDENTS FROM UNIDAD EDUCATIVA “CARRERA
SÁNCHEZ BRUNO”, BALLENITA, SANTA ELENA
PROVINCE, 2015-2016”**

AUTHOR:

CIELO NORMA PEÑAFIEL VITERI

ADVISOR:

LCDA. SARA GONZÁLEZ REYES, MSc.

2016

4.5.5 Activities of the Proposal


Activity N° 1: Numbers from 1 to 10

Activity: Elaboration of an Accordion with Numbers	Course: First grade
Resources: Cards, animal accordion, computer, speakers	Time: 40 minutes
Vocabulary: Numbers from 1 to 10	
Objective: To recognize numbers from 1 to 10 by listen to the “Ten little Indians” song and cards in order to elaborate a number accordion.	
<p>Illustration N° 12: Students recognizing numbers from 1 to 10</p> 	
Introduction	<ul style="list-style-type: none"> ▪ Teacher introduces numbers from 1 to 10 by pasting cards on the board. ▪ Teacher encourages students to repeat the pronunciation of each number.
Activity	<ul style="list-style-type: none"> ▪ Teacher plays the song “Ten Little Indians” and encourages students to report numbers they listen to. ▪ Students are encouraged to elaborate an accordion with numbers from 1 to 10 suing cardboard, colored pencils, markers, and others.
Evaluation	<ul style="list-style-type: none"> ▪ Students are asked to report numbers from 1 to 10 using their accordions.

Source: Implementation of the Proposal

Author: Cielo Peñafiel Viteri


Activity N° 2: Means of Transportation

Activity: Poster with means of transportation	Course: First grade
Resources: Flashcards, posters	Time: 40 minutes
Vocabulary: Airplane, bus, car, train, boat	
Objective: To recognize means of transportation by using flashcards and posters.	
<p>Illustration N° 13: Students recognizing transportation means</p> 	
Introduction	<ul style="list-style-type: none"> ▪ Teacher introduces new vocabulary about means of transportation by using flashcards. ▪ Teacher encourages students to repeat the pronunciation of each vocabulary word.
Activity	<ul style="list-style-type: none"> ▪ Teacher gives students a poster of a city and cards with pictures of transportation means. ▪ Students color pictures from cards and then cut out them. ▪ Students paste the pictures of transportation means on the poster and report their names. ▪ Students play each other with their city posters and means of transportation.
Evaluation	<ul style="list-style-type: none"> ▪ Students are evaluated by reporting the transportation mean they see in a flashcard.

Source: Implementation of the Proposal

Author: Cielo Peñafiel Viteri


Activity N° 3: Association of Occupations with Pictures

Activity: Association of words with images	Course: First grade
Resources: Posters, cards	Time: 40 minutes
Vocabulary: Cook, doctor, teacher, bus driver, police officer, baker	
Objective: To recognize occupations through the application of posters.	
Illustration N° 14: Students recognizing occupations	
	
Introduction	<ul style="list-style-type: none"> ▪ Teacher introduces vocabulary about occupations using posters and cards. ▪ Teacher encourages students to repeat the pronunciation of vocabulary.
Activity	<ul style="list-style-type: none"> ▪ Teacher gives students some cards with vocabulary about occupations. ▪ Teacher shows posters of different occupation. ▪ Students paste the correct card with occupation vocabulary next to the poster.
Evaluation	<ul style="list-style-type: none"> ▪ Students are evaluated by asking them to report the name of occupations using posters.

Source: Implementation of the Proposal

Author: Cielo Peñafiel Viteri


Activity N° 4: Colors

Activity: Classification of balloons by colors	Course: First grade
Resources: Worksheets, balloons, computer	Time: 40 minutes
Vocabulary: Yellow, blue, red.	
Objective: To identify geometrical shapes through the application of realia and puzzles.	
<p>Illustration N° 15: Students identifying colors</p> 	
Introduction	<ul style="list-style-type: none"> ▪ Teacher introduces vocabulary about colors by using a video and cards. ▪ Teacher encourages students to repeat the pronunciation of colors.
Activity	<ul style="list-style-type: none"> ▪ Teacher gives students a worksheet and gives instructions for the activity. ▪ Students look at the pictures of transportation means and color them according to teacher's instructions.
Evaluation	<ul style="list-style-type: none"> ▪ Students are evaluated by playing a game: teacher blows balloons of different colors and gives one to each student. ▪ Students report the color of their balloons and then classify them into different baskets according to different colors.

Source: Implementation of the Proposal


Author: Cielo Peñafiel Viteri

Activity N° 5: Geometrical Shapes

Activity: Puzzles of Geometrical Shapes	Course: First grade
Resources: Cards, realia, puzzles	Time: 40 minutes
Vocabulary: Circle, square, rectangle, triangle, oval	
Objective: To identify geometrical shapes through the application of realia and puzzles.	
<p style="text-align: center;">Illustration N° 16: Students identifying geometrical shapes</p> 	
Introduction	<ul style="list-style-type: none"> ▪ Teacher introduces vocabulary about geometrical shapes using cards and realia. ▪ Teacher encourages students to repeat the pronunciation of geometrical shapes. ▪ Teacher uses real objects from the classroom and asks students to report the geometrical shape orally.
Activity	<ul style="list-style-type: none"> ▪ Teacher gives students some cards with geometrical shapes. ▪ Students follow teacher's instructions and color geometrical shapes. ▪ Students cut out geometrical shape cards.
Evaluation	<ul style="list-style-type: none"> ▪ Students unscramble the pieces of puzzles and report the name of geometrical shapes.

Source: Implementation of the Proposal
Author: Cielo Peñafiel Viteri


Activity N° 6: Commands

Activity: Identifying Commands - Simon says Game	Course: First grade
Resources: Flashcards, picture book	Time: 40 minutes
Vocabulary: Raise your hand, open/close your book, stand up, sit down, go to the board.	
Objective: To identify commands by using flashcards, picture book, and the game ‘Simon says’.	
<p>Illustration N° 17: Students recognizing commands</p> 	
Introduction	<ul style="list-style-type: none"> ▪ Teacher introduces new vocabulary about commands to students using flashcards. ▪ Teacher asks students to do oral drilling exercises focusing on the correct pronunciation. ▪ Teacher motivates students to play the ‘Simon Says’ game and follow instructions.
Activity	<ul style="list-style-type: none"> ▪ Students cut out pictures related to the vocabulary from magazines or newspapers and paste them in a piece of cardboard or foamy. ▪ Students write the vocabulary word at the back of the card; join each card and form a picture book.
Evaluation	<ul style="list-style-type: none"> ▪ Students work in pairs and use their picture books in order to report commands each other.

Source: Implementation of the Proposal

Author: Cielo Peñafiel Viteri


Activity N° 7: Classroom Objects

Activity: Labeling cards to Objects	Course: First grade
Resources: flashcards, cards, realia, worksheets	Time: 40 minutes
Vocabulary: Table, board, marker, door, window, wastebasket.	
Objective: To recognize objects from the classroom using realia, flashcards, and cards.	
<p>Illustration N° 18: Students recognizing objects from the classroom</p> 	
Introduction	<ul style="list-style-type: none"> ▪ Teacher introduces vocabulary about objects from the classroom using flashcards. ▪ Teacher encourages students to repeat the pronunciation of objects from the classroom.
Activity	<ul style="list-style-type: none"> ▪ Teacher gives students some cards with words about the vocabulary (objects from the classroom). ▪ Students label cards on the real objects from the classroom. ▪ Students are asked to report the name of classroom objects loudly while they are pasting the card.
Evaluation	<ul style="list-style-type: none"> ▪ Students receives a worksheet and circle the picture of the object from the classroom that teacher says. ▪ Students give their worksheets to the teacher.

Source: Implementation of the Proposal

Author: Cielo Peñafiel Viteri

Activity N° 8: School Supplies

Activity: Elaboration of a Picture Book	Course: First grade
Resources: Realia, cards, pictures	Time: 40 minutes
Vocabulary: Book, notebook, pencil, pen, colored pencils, sharpener, markers, ruler.	
Objective: To identify school supplies using realia and cards.	
<p>Illustration N° 19: Students recognizing school supplies</p> 	
Introduction	<ul style="list-style-type: none"> ▪ Teacher introduces vocabulary about school supplies using realia and cards. ▪ Teacher encourages students to repeat the pronunciation of each vocabulary word. ▪ Teacher uses real objects from the classroom and asks students to report school supplies.
Activity	<ul style="list-style-type: none"> ▪ Teacher gives students a worksheet: Students color the picture of school supplies and then cut out each picture. ▪ Students paste the pictures in a piece of cardboard or foamy. Then, students write the vocabulary word at the back of the card; join each card and form a picture book.
Evaluation	<ul style="list-style-type: none"> ▪ Students work in pairs and use their picture books in order to report school supplies each other.

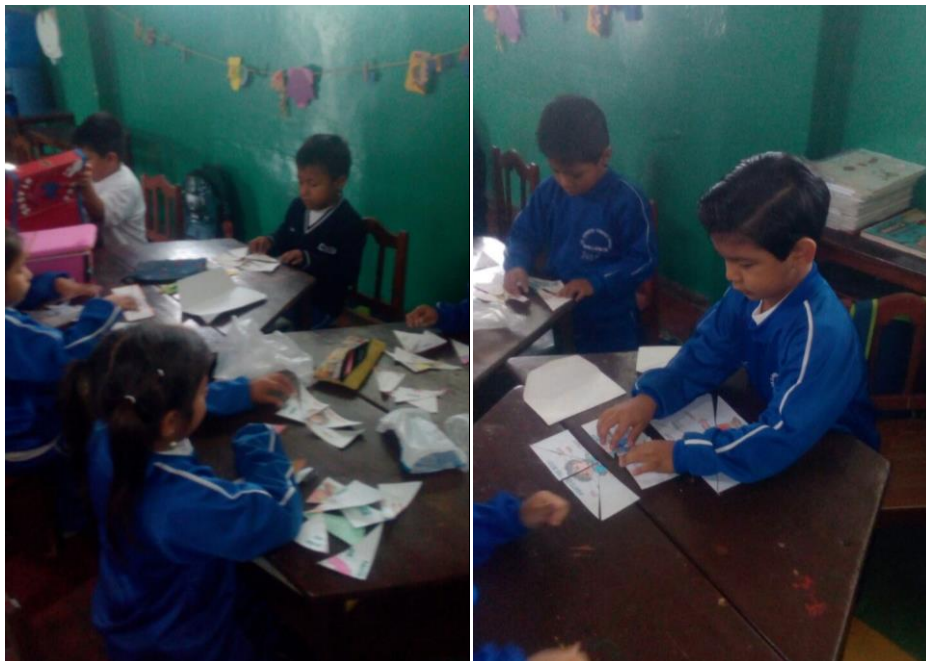
Source: Implementation of the Proposal

Author: Cielo Peñafiel Viteri

Activity N° 9: Parts of the Body

Activity: Puzzles of the Body Parts	Course: First grade
Resources: Flashcards, cards, realia, puzzles	Time: 40 minutes
Vocabulary: Head, shoulders, knees, foot (feet), arm, leg, hand, fingers.	
Objective: To recognize the parts of the body by using flashcards, cards and realia.	

Illustration N° 20: Students identifying parts of the body



Introduction	<ul style="list-style-type: none"> ▪ Teacher introduces new vocabulary about parts of the body by using flashcards and cards. ▪ Teacher encourages students to repeat the pronunciation of the new vocabulary words.
Activity	<ul style="list-style-type: none"> ▪ Teacher gives students some cards with a human body. ▪ Students cut out the pieces of the puzzle following the lines. ▪ Students play unscrambling the pieces of puzzles and reporting each other the names of the body parts.
Evaluation	<ul style="list-style-type: none"> ▪ Students are evaluated by asking them to touch the parts of their bodies and report their names.

Source: Implementation of the Proposal

Author: Cielo Peñafiel Viteri

Activity N° 10: Parts of the Face

Activity: Matching parts of the face in a poster	Course: First grade
Resources: Posters, flashcards, cards	Time: 40 minutes
Vocabulary: Circle, square, rectangle, triangle, oval	
Objective: To identify the parts of the face by using posters, flashcards and cards.	

Illustration N° 21: Students identifying parts of the face




Introduction	<ul style="list-style-type: none"> ▪ Teacher introduces vocabulary about parts of the face using a poster. ▪ Teacher pastes cards next to the parts of the face and encourages students to repeat the pronunciation of each vocabulary word. ▪ Teacher shows students flashcards and asks them to report the part of the face they see in the flashcard.
Activity	<ul style="list-style-type: none"> ▪ Students work with a poster and paste the parts of the face ▪ Teacher monitors the activity moving around the classroom and asking students report the parts of the face.
Evaluation	<ul style="list-style-type: none"> ▪ Students go in front of the classroom and show their poster to their classmates and report the face parts.

Source: Implementation of the Proposal

Author: Cielo Peñafiel Viteri

Activity N° 11: Left and Right (Laterality and Coordination)

Activity: Color the Arrows - Hopscotch	Course: First grade
Resources: Hopscotch board, worksheet	Time: 40 minutes
Vocabulary: Left and right	
Objective: To recognize laterality and coordination (right and left) through the application of a worksheet and a hopscotch board.	
<p>Illustration N° 22: Students identifying geometrical shapes</p> 	
Introduction	<ul style="list-style-type: none"> ▪ Teacher explains laterality and coordination (right and left) to students using their hands. ▪ Teacher plays a video about laterality and then asks students to raise their right hand and then their left hand.
Activity	<ul style="list-style-type: none"> ▪ Teacher gives students a worksheet and gives instructions for the activity. ▪ Students color the arrows that are pointing left blue and arrows that are pointing right red. ▪ Students give their worksheets to their teacher.
Evaluation	<ul style="list-style-type: none"> ▪ Teacher places a hopscotch board on the floor and encourage students to play the game. ▪ Students follow teacher's instructions and go to the right or left square from the hopscotch board.

Source: Implementation of the Proposal

Author: Cielo Peñafiel Viteri

Activity N° 12: Family Members

Activity: Finger puppets of family members	Course: First grade
Resources: Finger puppets, poster.	Time: 40 minutes
Vocabulary: Grandfather, grandmother, father, mother, sister and brother.	
Objective: To identify family members through the visualization of a poster and using finger puppets.	
Illustration N° 23: Students playing with their finger puppets	
	
Introduction	<ul style="list-style-type: none"> ▪ Teacher introduces vocabulary about family members using a poster. ▪ Teacher encourages students to do drilling exercises.
Activity	<ul style="list-style-type: none"> ▪ Teacher shows students a picture of a family and asks some questions e.g. <i>who is he/she?</i> ▪ Teacher encourages students to report the correct vocabulary word. ▪ Students receive some cards with finger puppet templates about family members and cut out them. ▪ Students color the picture of each family member puppet and fit them into their fingers.
Evaluation	<ul style="list-style-type: none"> ▪ Students are evaluated by singing the “Finger Family” song and playing with their finger puppets.

Source: Implementation of the Proposal

Author: Cielo Peñafiel Viteri

Activity N° 13: My Senses

Activity: Cutting out pictures about senses	Course: First grade
Resources: Flashcards, cards, computer, speakers	Time: 40 minutes
Vocabulary: Touch, sight, smell, taste, hearing	
Objective: To recognize senses by using flashcards, cards and watching a video in order to elaborate a sense accordion.	

Illustration N° 24: Students recognizing senses



Introduction	<ul style="list-style-type: none"> ▪ Teacher introduces new vocabulary about senses using flashcards and cards. ▪ Teacher plays an audio with vocabulary words and encourages students to do oral drilling exercises focusing on the correct pronunciation. ▪ Teacher motivates students to report senses by watching digital pictures.
Activity	<ul style="list-style-type: none"> ▪ Teacher gives students a worksheet and encourages them to color the pictures. ▪ Students cut out the pictures and paste them on the correct square with each sense. Then, students give their worksheets to the teacher.
Evaluation	<ul style="list-style-type: none"> ▪ Teacher shows students some cards and students are encouraged to report senses they see in the card.

Source: Implementation of the Proposal

Author: Cielo Peñafiel Viteri

Activity N° 14: Clothes

Activity: Color clothes you use	Course: First grade
Resources: Worksheets, realia, flashcards	Time: 40 minutes
Vocabulary: T-shirt, pants, shirt, shorts, dress, blouse, socks, skirt	
Objective: To identify clothes for boys and clothes for girls through the visualization of flashcards and realia in order to color clothes.	

Illustration N° 25: Students coloring clothes




Introduction	<ul style="list-style-type: none"> ▪ Teacher introduces new vocabulary about clothes using flashcards and cards. ▪ Teacher encourages students to repeat each vocabulary word focusing on their correct pronunciation. ▪ Teacher pastes pictures of a boy and a girl and asks students to paste clothes on each picture.
Activity	<ul style="list-style-type: none"> ▪ Teacher gives students a worksheet and gives instructions to students for the activity. ▪ Students identify clothes for boys and clothes for girls and then color the picture of clothes they wear.
Evaluation	<ul style="list-style-type: none"> ▪ Teacher asks for two volunteers (one girl and one boy) and encourages students to report clothes for boys and clothes for girls.

Source: Implementation of the Proposal

Author: Cielo Peñafiel Viteri

Activity N° 15: Animals

Activity: Acting like animals	Course: First grade
Resources: Flashcards, dice, worksheets	Time: 40 minutes
Vocabulary: Dog, cat, chicken, bird, sheep, cow	
Objective: To recognize animals through the visualization of flashcards and playing a game with a die.	
Illustration N° 26: Students identifying animals	
	
Introduction	<ul style="list-style-type: none"> ▪ Teacher introduces vocabulary about animals using flashcards and cards. ▪ Teacher encourages students to repeat the pronunciation of each vocabulary word. ▪ Teacher uses real objects from the classroom and asks students to report the geometrical shape orally.
Activity	<ul style="list-style-type: none"> ▪ Teacher gives students a worksheet and provides instruction to students for working on the activity. ▪ Students color the picture of animals and then cut out them; Students paste animal pictures on a piece of cardboard and report animal names to their classmates.
Evaluation	<ul style="list-style-type: none"> ▪ Students are evaluated by playing a game; Students throw a die and act like the animal that die indicates.

Source: Implementation of the Proposal

Author: Cielo Peñafiel Viteri

4.6 Strategies of Improvement

BEFORE THE PROPOSAL	AFTER THE PROPOSAL
English vocabulary lessons were developed by using traditional methodologies and strategies which conducted to the low motivation of preschool students at Unidad Educativa “Carrera Sánchez Bruno”	Once the proposal was implemented, preschool students from Unidad Educativa “Carrera Sánchez Bruno” increased their motivation since vocabulary lessons became more dynamic.
The lack of teaching resources during the vocabulary instruction was a reason for the low interest of preschool students to learn English vocabulary.	Preschool students were able to practice English vocabulary through the application of different didactic resources, such as, posters, flashcards, cards, realia, dice, puzzles, and others.
Students evidenced low English vocabulary knowledge through the application of a pre test.	After the proposal implementation, students improved their vocabulary knowledge.

Source: Implementation of the Proposal

Author: Cielo Peñafiel Viteri

4.7 Evaluation

Before the proposal implementation, it was necessary to determine the English vocabulary knowledge of preschool students from Unidad Educativa “Carrera Sánchez Bruno”. Therefore, a test was taken in order to evaluate students and thus identify the aspects that students need to improve. This pre test was designed taking into account the level of students and it contained different activities in which students had to recognize and use basic vocabulary.

At the end of the proposal implementation, a different test was taken in order to establish the English vocabulary improvement of preschool students. Furthermore,

this post test was designed taking into account the vocabulary content of this proposal and it contained exercises in which students had to identify numbers, colors, geometrical shapes, and others.

4.8 Results of Proposal Implementation

Chart N° 23: Results of Proposal Implementation

N°	PRESCHOOL STUDENTS' NAMES	PRE TEST RESULTS	POST TEST RESULTS
1	Aquino Solano Génesis Patricia	4	8
2	Balda Santiago Eduardo Andrés	4	9
3	De La Rosa Herrera Brithany Alejandra	4	8
4	Nieto Tomalá Favio Alexander	5	9
5	Orrala Rodríguez Doménica Maité	6	9
6	Padilla Tumbaco Angélica Valeria	4	9
7	Pozo Lino Justin Stalin	7	10
8	Suárez Solano Brenda Valentina	5	9
9	Tomalá Vera Jason Alexander	5	7
10	Tomalá Yagual Cristina Jamileth	5	9
11	Villarroel Suárez Juliana Belén	6	9
12	Yagual Balón Niurka Jasblady	6	8
13	Yagual Escalante Nicolás Gabriel	4	9
14	Yagual Salinas Diego Alexander	4	9

Source: Pre and post test to preschool students at Unidad Educativa “Carrera Sánchez Bruno”

Author: Cielo Peñafiel Viteri

4.9 Preschool Students' Improvement

Once the proposal was implemented, preschool students from Unidad Educativa “Carrera Sánchez Bruno” evidenced a significant improvement in their vocabulary knowledge. This improvement is described in the chart below:

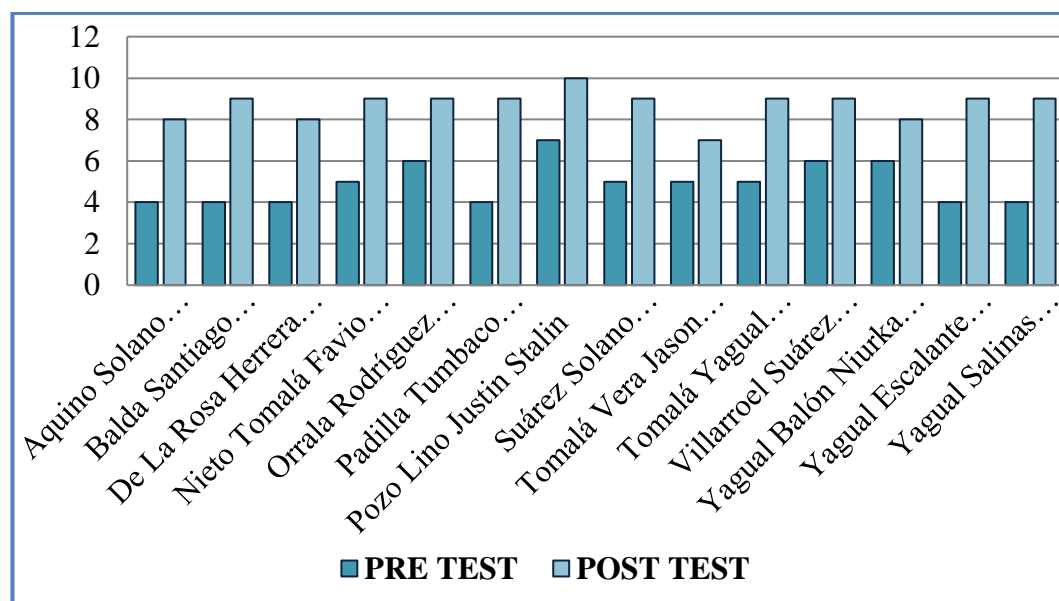
Chart N° 24: Preschool students' improvement

N°	PRESCHOOL STUDENTS' NAMES	PERCENTAGE OF IMPROVEMENT
1	Aquino Solano Génesis Patricia	40%
2	Balda Santiago Eduardo Andrés	50%
3	De La Rosa Herrera Brithany Alejandra	40%
4	Nieto Tomalá Favio Alexander	40%
5	Orrala Rodríguez Doménica Maité	30%
6	Padilla Tumbaco Angélica Valeria	50%
7	Pozo Lino Justin Stalin	30%
8	Suárez Solano Brenda Valentina	40%
9	Tomalá Vera Jason Alexander	20%
10	Tomalá Yagual Cristina Jamileth	40%
11	Villarroel Suárez Juliana Belén	30%
12	Yagual Balón Niurka Jasblady	20%
13	Yagual Escalante Nicolás Gabriel	50%
14	Yagual Salinas Diego Alexander	50%

Source: Pre and post test to preschool students at Unidad Educativa “Carrera Sánchez Bruno”

Author: Cielo Peñafiel Viteri

Graphic N° 15: Preschool students' improvement



Source: Pre and post test to preschool students at Unidad Educativa “Carrera Sánchez Bruno”

Author: Cielo Peñafiel Viteri

4.10 Conclusions

- 1.** Once the proposal was implemented, it has been concluded that learning vocabulary is essential for the English language acquisition of preschool students at Unidad Educativa “Carrera Sánchez Bruno” since vocabulary is the basis for the oral and written language development.
- 2.** Furthermore, it is concluded that the design and creation of didactic materials is necessary for the development of vocabulary lessons since through their application, students are more engaged during the teaching process and consequently they had the possibility to assimilate vocabulary content easily.
- 3.** Finally, preschool students from Unidad Educativa “Carrera Sánchez Bruno” were able to practice English vocabulary through the application of different didactic resources, such as, posters, flashcards, cards, realia, dice, puzzles, and others. These didactic materials allowed students practice vocabulary in a more didactic way.

4.11 Recommendations

- 1.** As a recommendation, vocabulary should be taught from elementary levels since children are more able to acquire new words than older students by listening or watching pictures. Therefore, preschool students should learn as much vocabulary as they can in order to be able to produce the oral and written language in their future academic levels.
- 2.** It is also recommended that teachers develop their own didactic resources since books do not include additional didactic materials to teach and practice English vocabulary. Didactic resources are facilitators for the students' comprehension. That is why; it is recommended didactic materials design, creation and application.
- 3.** Vocabulary learning is an arduous process: therefore, preschool students need to be engaged during the vocabulary instruction by using a variety of didactic materials, such as, posters, flashcards, cards, puzzles, picture books, worksheets, and others.

CHAPTER V

ADMINISTRATIVE FRAMEWORK

5.1 Budget

INSTITUTIONAL RESOURCES				
Nº	DESCRIPTION	TIME	UNIT COST	TOTAL
1	Unidad Educativa “Carrera Sánchez Bruno”		\$0.00	\$0.00
SUBTOTAL				\$0.00

MATERIAL RESOURCES				
Nº	DESCRIPTION	QUANTITY	UNIT COST	TOTAL
3	Paper ream	3 reams	\$5.00	\$15.00
4	Copies	100	\$0.05	\$5.00
5	Prints	600	\$0.30	\$180.00
6	CDs	5	\$0,75	\$3.75
SUBTOTAL				\$203.75

TECHNOLOGICAL RESOURCES				
Nº	DESCRIPTION	QUANTITY-TIME	UNIT COST	TOTAL
14	Internet	4 months	\$25.00	\$100.00
15	Laptop	1	\$1200.00	\$1200.00
16	Camera	1	\$300.00	\$300.00
17	Flash memory	1	\$15.00	\$15.00
SUBTOTAL				\$1,615.00

OTHERS				
Nº	DESCRIPTION	TIME	UNIT COST	TOTAL
18	Communication	4 months	\$10.00	\$40.00
19	Transportation	4 months	\$10.00	\$40.00
20	Lunch and Snacks	4 months	\$10.00	\$40.00
21	Unexpected expenses		\$100	\$100.00
SUBTOTAL				\$220.00

TOTAL SUMMATORY				\$2,038.75
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Author: Cielo Peñafiel Viteri

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Appendix

Appendix N° 1: Survey Applied to Preschool Students' Parents



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS
CARRERA LICENCIATURA EN INGLÉS**

Objective of the survey: To determinate the opinion of parents of preschool students at Unidad Educativa “Carrera Sánchez Bruno” about the importance of the learning vocabulary in the English language acquisition process and the influence of using didactic materials during this process.

Instructions: Read each question with its alternatives of answer; then, choose the alternative that describes in the most appropriated way your response.

Question N ° 1: From the following scale, how important is learning English for the student you represent?

N°	ALTERNATIVES	RESPONSES
1	Very important	
	Important	
	Moderately important	
	Slightly important	
	Not Important	

Question N° 2: Do you consider that learning vocabulary contributes to learn English language to the student you represent?

N°	ALTERNATIVES	RESPONSES
2	Strongly agree	
	Agree	
	Undecided	
	Disagree	
	Strongly disagree	

Question N° 3: Do you consider that English teacher must reinforce vocabulary learning with complementary activities?

N°	ALTERNATIVES	RESPONSES
3	Strongly agree	
	Agree	
	Undecided	
	Disagree	
	Strongly disagree	

Question N° 4: According to your point of view, which of the following activities contribute the most for learning or practicing vocabulary?

N°	ALTERNATIVES	RESPONSES
4	Listening to songs	
	Watching videos	
	Role plays	
	Playing games	
	Filling in exercises from a worksheet	

Question N° 5: Which of the following list of didactic resources do you consider teacher should use for teaching vocabulary?

Nº	ALTERNATIVES	RESPONSES
5	Flashcards	
	Posters	
	Charts	
	Puzzles	
	Realia	

Question N° 6: Do you consider that the application of didactic materials facilitates the learning process of kid you represent?

Nº	ALTERNATIVES	RESPONSES
6	Strongly agree	
	Agree	
	Undecided	
	Disagree	
	Strongly disagree	

Question N° 7: Would you support the application of didactic materials for improving the vocabulary practice of the student you represent?

Nº	ALTERNATIVES	RESPONSES
7	Strongly agree	
	Agree	
	Undecided	
	Disagree	
	Strongly disagree	

Thanks for your collaboration!

Appendix N° 2: Survey Applied to English teachers



UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS
CARRERA LICENCIATURA EN INGLÉS

Objective of the survey: To determinate the opinion of English teachers at Unidad Educativa “Carrera Sánchez Bruno” about the importance of the learning vocabulary in the English language acquisition process of preschool students and the influence of using didactic materials during this process.

Question N ° 1: From the following scale, how important is learning English for your students?

N°	ALTERNATIVES	RESPONSES
1	Very important	
	Important	
	Moderately important	
	Slightly important	
	Not Important	

Question N° 2: Do you consider that learning vocabulary contributes to learn English language to your students?

N°	ALTERNATIVES	RESPONSES
2	Strongly agree	
	Agree	
	Undecided	
	Disagree	

	Strongly disagree	
--	-------------------	--

Question N° 3: Which of the following activities do you use for encouraging your students learn or practice new vocabulary?

N°	ALTERNATIVES	RESPONSES
3	Listening to songs	
	Watching videos	
	Role plays	
	Playing games	
	Filling in exercises from a worksheet	

Question N° 4: Which of the following list of didactic resources do you use for teaching vocabulary to your students?

N°	ALTERNATIVES	RESPONSES
4	Flashcards	
	Posters	
	Cards	
	Puzzles	
	Realia	

Question N° 5: Do you consider that the application of didactic materials facilitates the learning process of your students?

N°	ALTERNATIVES	RESPONSES
5	Strongly agree	
	Agree	
	Undecided	
	Disagree	
	Strongly disagree	

Question N° 6: How frequent do you use didactic resources for teaching vocabulary to your students?

N°	ALTERNATIVES	RESPONSES
6	Always	
	Almost always	
	Sometimes	
	Rarely	
	Never	

Question N° 7: What are the benefits of using didactic resources during the vocabulary instruction?

N°	ALTERNATIVES	RESPONSES
7	They increase students' motivation	
	They allow the practice vocabulary	
	They can be used for evaluating students	
	They illustrate the vocabulary content	
	They promote dynamism	

Appendix N° 3: Interview Applied to the Principal



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS
CARRERA LICENCIATURA EN INGLÉS**

Objective of the interview: To determinate the opinion of principal from Unidad Educativa “Carrera Sánchez Bruno” about the importance of the learning vocabulary in the English language acquisition process of preschool students and the influence of using didactic materials during this process.

Question N° 1: Do you consider that learning English is important in the globalized society people are living now?

Question N° 2: What is the role of vocabulary in the English language acquisition process?

Question N° 3: Do you think students can learn English vocabulary through the application of games, songs, dialogues, readings and others?

Question N° 4: Does English teacher help students to learn vocabulary easily?

Question N° 5: Do you consider that English teachers should reinforce vocabulary learning through the application of complementary activities?

Question N° 6: According to your criteria, what techniques can be used to increase the vocabulary knowledge of students?

Question N° 7: How do you describe the use of didactic materials applied in the teaching and learning process of English language in the educational institution you manage?

Thanks for your collaboration!

Appendix N° 4: Interview Applied to the English Language Expert



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS
CARRERA LICENCIATURA EN INGLÉS**

Objective of the interview: To determinate the opinion of an English language expert about the importance of the learning vocabulary in the English language acquisition process of preschool students and the influence of using didactic materials during this process.

Question N° 1: Do the teachers use appropriate materials in their English lessons?

Question N° 2: Do teaching resources facilitate learning vocabulary?

Question N° 3: Do you think children learn English better with games, songs, dialogues, and others?

Question N° 4: Do you think communication is better if students know English vocabulary?

Question N° 5: Do you think the use of materials improves teaching vocabulary?

Question N° 6: Do you choose the instructional materials you apply in your teaching practice?

Question N° 7: Do you consider that English teachers have to use extra material to reinforce the English language knowledge?

Question N° 8: Do you consider that practice spelling activities contribute to assimilate new vocabulary?

Question N° 9: What would be the problems that students would face if they do not know vocabulary?

Thanks for your collaboration!

Appendix N° 5: Pre Test Applied to Preschool Students



**Unidad Educativa “Carrera Sánchez Bruno”
Hermanas del Buen Pastor**

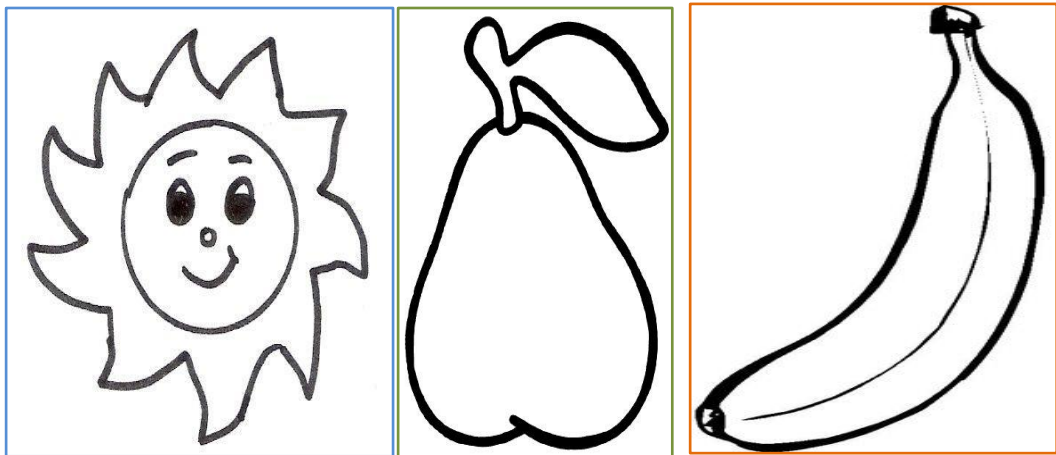
Avenida Segunda entre calle Sexta y Séptima: Teléfono 2953055
Ballenita - Ecuador

NAME: _____ **DATE:** ____-05 -2015

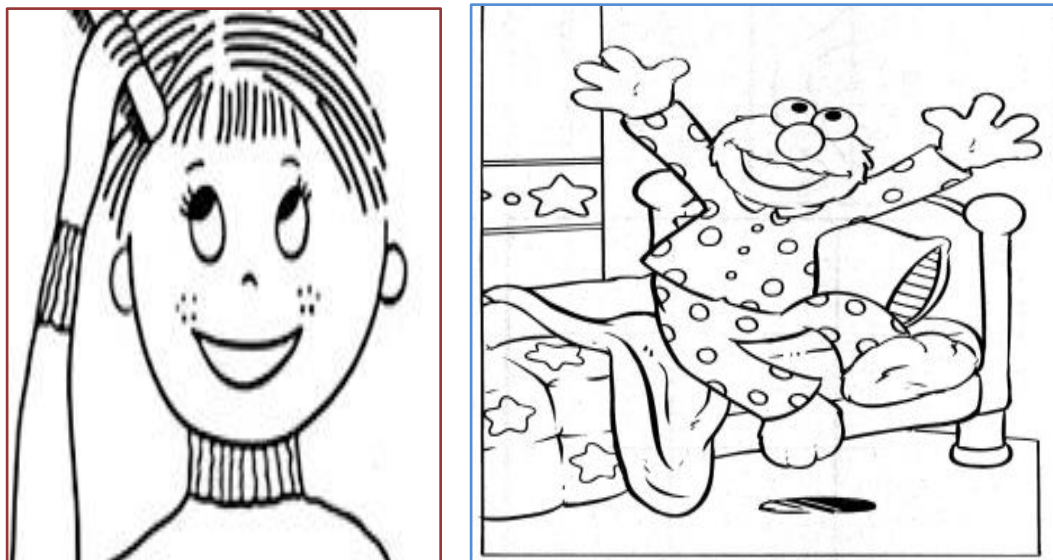
GRADE: 1° FIRST YEAR OF BASIC EDUCATION

TEACHER: CIELO PEÑAFIEL

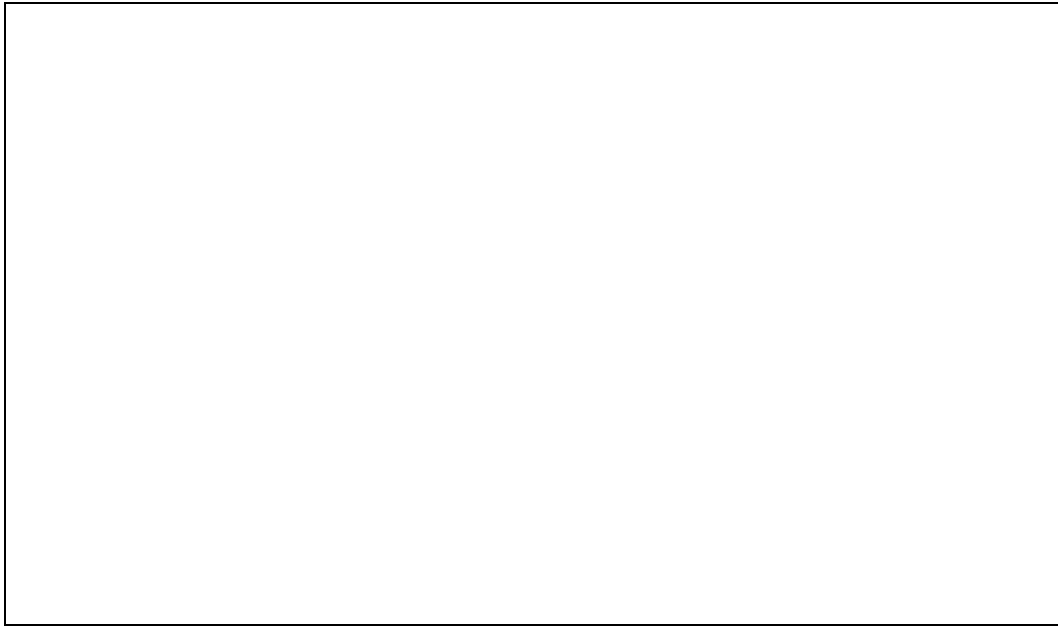
1. Paste little papers on objects that are colored yellow



2. Color the picture that says ‘good morning’



3. Draw your teacher



4. Circle the picture that says 'good-bye'



5. Cross out the image that says 'hello'



Appendix N° 6: Post Test Applied to Preschool Students



Unidad Educativa “Carrera Sánchez Bruno”
Hermanas del Buen Pastor

Avenida Segunda entre calle Sexta y Séptima: Teléfono 2953055
Ballenita-Ecuador

NAME: _____ DATE: ___-05 -2015

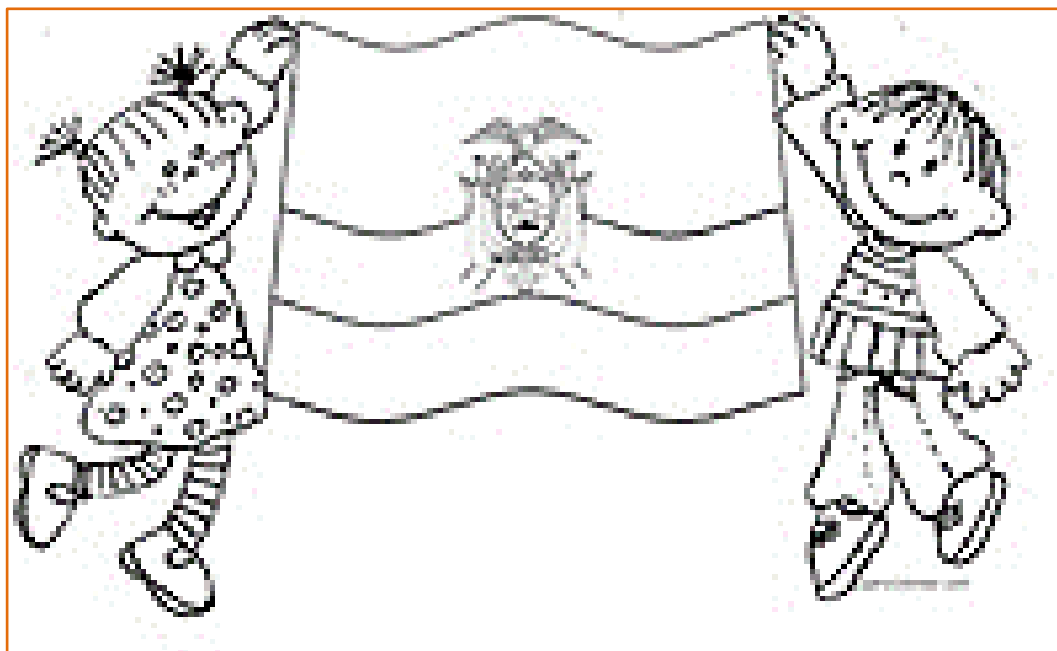
GRADE: 1° FIRST YEAR OF BASIC EDUCATION

TEACHER: CIELO PEÑAFIEL

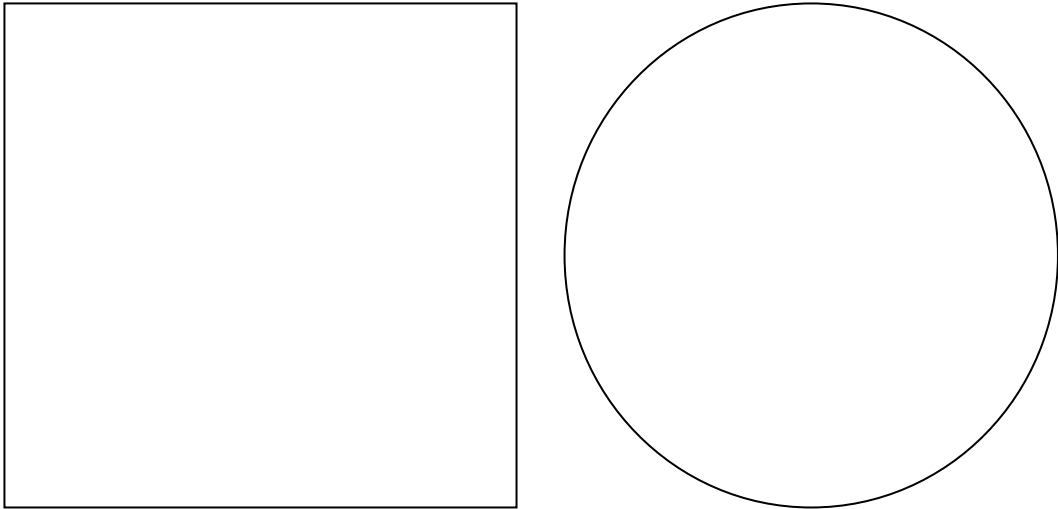
1. Cross out the number that teacher says



2. Color our flag



3. Cut little pink papers and paste them in the square and black papers in the circle.



4. Draw what is indicated in the box below

EYES	NOSE

5. Complete the missing vowels

F ___ v ___

S ___ x

S ___ v ___ n

Appendix N° 7: Laws from Constitution of Ecuador

Chart N° 26: Laws from Constitution of Ecuador

ARTÍCULO	DESCRIPCIÓN
Constitución del Ecuador, 2008- Artículo 26	“La educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de la política pública y de la inversión estatal, garantía de la igualdad e inclusión social y condición indispensable para el buen vivir. Las personas, las familias y la sociedad tiene el derecho y la responsabilidad de participar en el proceso educativo”
Constitución del Ecuador, 2008- Artículo 27	“La educación se centrará en el ser humano y garantizará su desarrollo holístico, en el marco del respeto a los derechos humanos, al medio ambiente sustentable y a la democracia; será participativa, obligatoria, intercultural, democrática, incluyente y diversa, de calidad y calidez; impulsará la equidad de género, la justicia, la solidaridad y la paz; estimulará el sentido crítico, el arte y la cultura física, la iniciativa individual y comunitaria, el desarrollo de competencias y capacidades para crear y trabajar. La educación es indispensable para el conocimiento, el ejercicio de los derechos y la construcción de un país soberano, y constituye un eje estratégico para el desarrollo nacional”
Constitución del Ecuador, 2008- Artículo 27	<p>“La educación responderá al interés público y no estará al servicio de individuales y corporativos. Se garantizará el acceso universal, permanencia, movilidad y egreso sin discriminación alguna y la obligatoriedad en el nivel inicial, básico y bachillerato o su equivalente.</p> <p>Es derecho de toda persona y comunidad interactuar entre culturas y participar en una sociedad que aprende. El Estado promoverá el diálogo intercultural en sus múltiples dimensiones.</p> <p>El aprendizaje se desarrollará de forma escolarizada y no escolarizada. La educación pública será universal y laica en todos sus niveles, y gratuita hasta el tercer nivel de educación superior inclusive”.</p>

ARTÍCULO	DESCRIPCIÓN
Constitución del Ecuador, 2008- Artículo 27	<p>“El Estado garantizará la libertad de enseñanza, la libertad de cátedra en la educación superior, y el derecho de las personas de aprender en su propia lengua y ámbito cultural.</p> <p>Las madres y padres o sus representantes tendrán la libertad de escoger para sus hijas e hijos una educación acorde con sus principios, creencias y opciones pedagógicas”.</p>
Constitución del Ecuador, 2008- Artículo 343	<p>“El sistema nacional de educación tendrá como finalidad el desarrollo de capacidades y potencialidades individuales y colectivas de la población, que posibiliten el aprendizaje, y la generación y utilización de conocimientos, técnicas, saberes, artes y cultura. El sistema tendrá como centro al sujeto que aprende, funcionará de manera flexible y dinámica, incluyente, eficaz y eficiente. El sistema nacional de educación integrará una visión intercultural acorde con la diversidad geográfica, cultural y lingüística del país, y el respeto a los derechos de las comunidades, pueblos y nacionalidades”</p>

Source: Constitution of Ecuador (2008)

Appendix N° 8: Law from Childhood and Adolescence Code

Chart N° 27: Laws from Childhood and Adolescence Code

ARTÍCULO	DESCRIPCIÓN
<p>Código de la Niñez y Adolescencia -Artículo 37</p>	<p>“Los niños, niñas y adolescentes tienen derecho a una educación de calidad. Este derecho demanda de un sistema educativo que:</p> <ol style="list-style-type: none"> 1) Garantice el acceso y permanencia de todo niño y niña en la educación básica, así como del adolescente hasta el bachillerato o su equivalente; 2) Respete las culturas y especificidades de cada región y lugar; 3) Contemple propuestas educativas flexibles y alternativas para atender las necesidades de todos los niños, niñas y adolescentes, con prioridad de quienes tienen discapacidad, trabajan o viven una situación que requiera mayores oportunidades para aprender; 4) Garantice que los niños, niñas y adolescentes cuenten con docentes, materiales didácticos, laboratorios, locales, instalaciones y recursos adecuados y gocen de un ambiente favorable para el aprendizaje. Este derecho incluye el acceso efectivo a la educación inicial de cero a cinco años, y por lo tanto se desarrollarán programas y proyectos flexibles y abiertos, adecuados a las necesidades culturales de los educandos; y, 5) Que respete las convicciones éticas, morales y religiosas de los padres y de los niños, niñas y adolescentes. <p>La educación pública es laica en todos sus niveles, obligatoria hasta el décimo año de educación básica y gratuita hasta el bachillerato y su equivalencia.</p> <p>El Estado y los organismos pertinentes asegurarán que los planteles educativos ofrezcan servicios con equidad, calidad y oportunidad y que se garantice también el derecho de los progenitores a elegir la educación que más convenga a sus hijos y a sus hijas”</p>

Source: Childhood and Adolescence Code

Appendix N° 9: Articles from Educational and Intercultural Law


Chart N° 28: Articles from Educational and Intercultural Law

ARTÍCULO	DESCRIPCIÓN
<p>Ley de Educación Intercultural- Artículo 4</p>	<p>Right to Education is an Education.- Fundamental human right guaranteed by the Constitution of the Republic and condition necessary for realization of other human rights. They hold the right to quality education, secular, free and available in the initial, basic and high school levels, and a permanent over life education formal and informal, and all the inhabitants of Ecuador. The national education system and deepen will ensure the full exercise of the rights and guarantees constitutional.</p>
<p>Ley de Educación Intercultural- Artículo 5</p>	<p>Education as the obligation to State.- States have the undeniable and inescapable obligation ensure the right to education, the inhabitants of Ecuadorian territory and universal access throughout the life, which will create the conditions to ensure the equal opportunities to access, stay, mobilize and graduate education services. The state It provides leadership on the education system through National Education Authority in accordance with the Constitution of the Republic and the law. The State will ensure quality public education, free and secular.</p>

Source: Educational and Intercultural Law

Appendix N° 10: Preschool students' names

Chart N° 29: Preschool students' names

 UNIDAD EDUCATIVA “CARRERA SÁNCHEZ BRUNO” <i>Hermanas del Buen Pastor</i> Avenida Segunda entre calle Sexta y Séptima: Teléfono 2953055 Ballenita - Ecuador						
SUBJECT: ENGLISH			COURSE: First Year (Preschool)			
N°	STUDENTS' NAMES					
1	Aquino Solano Génesis Patricia					
2	Balda Santiago Eduardo Andrés					
3	De La Rosa Herrera Brithany Alejandra					
4	Nieto Tomalá Favio Alexander					
5	Orrala Rodríguez Doménica Maité					
6	Padilla Tumbaco Angélica Valeria					
7	Pozo Lino Justin Stalin					
8	Suárez Solano Brenda Valentina					
9	Tomalá Vera Jason Alexander					
10	Tomalá Yagual Cristina Jamileth					
11	Villarroel Suárez Juliana Belén					
12	Yagual Balón Niurka Jasblady					
13	Yagual Escalante Nicolás Gabriel					
14	Aquino Solano Génesis Patricia					

Source: Secretary Department from Unidad Educativa “Carrera Sánchez Bruno”

Appendix N° 11: Investigator during the interview with the principal



Author: Cielo Peñafiel Viteri

Appendix N° 12: Students working on class



Author: Cielo Peñafiel Viteri

Appendix N° 13: Students working on the proposal



Author: Cielo Peñafiel Viteri

Appendix N° 14: Preschool Students working in class



Author: Cielo Peñafiel Viteri

Appendix N° 15: The investigator during the proposal application



Author: Cielo Peñafiel Viteri

Appendix N° 16: The investigator working with students



Author: Cielo Peñafiel Viteri

Appendix N° 17: Request letter to apply the proposal

 **UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA**
Creación: Ley No. 110 R.O. No.366 (Suplemento) 1998-07-22
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS
CARRERA DE LICENCIATURA EN INGLÉS

Oficio n. °: CLI-UPSE -2016-054-OF
La Libertad, 01 marzo del 2016

Licenciada
Mónica Tomalá Chavarria, MSc.
UNIDAD EDUCATIVA CARRERA SÁNCHEZ BRUNO
En su despacho.

De mis consideraciones:

La Srta. CIELO NORMA PEÑAFIEL VITERI, con C. I # 092020869-1, egresada de la Carrera Licenciatura en Inglés, se encuentra desarrollando el trabajo de titulación previo a la obtención del título de Licenciado en Idioma Inglés de acuerdo a la información que se detalla a continuación:

TRABAJO DE TITULACIÓN	TUTOR ASIGNADO	RESOLUCIÓN
DIDACTIC MATERIALS TO TEACH ENGLISH VOCABULARY TO THE FIRST YEAR PRESCHOOL STUDENTS AT UNIDAD EDUCATIVA CARRERA SANCHEZ BRUNO, BALENITA, SANTA ELENA PROVINCE 2015-2016.	MSc. Sara González Reyes	RCA-SE-003-2016 del 11 febrero 2016.

Solicito a usted se le dé las facilidades para realizar la investigación de campo y otras actividades pertinentes.

Gracias por su atención.




Atentamente,


Glenda Pinoargote-Perra, MA, Ed.
DIRECTORA CARRERA LICENCIATURA EN INGLÉS


Cc Archivo




Appendix N° 18: Acceptance letter to apply the proposal

	Unidad Educativa "CARRERA SANCHEZ BRUNO" Hermandades del Buen Pastor Avenida Segunda entre calle Sexta y Séptima: Teléfono 2953055 Ballenita- Ecuador
Ballenita, 4 de Septiembre del 2015	
<p>MAD Glenda Pinoargote Parra DIRECTORA DE LA CARRERA LICENCIATURA EN INGLÉS UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA Presente</p>	
<p>Distinguida Directora:</p> <p>Tengo a bien dirigirme a usted para enviarle un cordial y afectuoso saludo, de parte de la institución que me honro en dirigir, a la vez para comunicar lo siguiente:</p> <p>La Sra. CIELO NORMA PEÑAFIEL VITERI portadora de la cédula No. 0920208691, ha solicitado realizar la investigación y ejecución de la tesis en este plantel con el Tema: "DIDACTIC MATERIALS TO TEACH ENGLISH VOCABULARY TO THE FIRST YEAR PRESCHOOL STUDENTS AT UNIDAD EDUCATIVA "CARRERA SANCHEZ BRUNO", BALLEENITA, SANTA ELENA PROVINCE, 2015-2016", por lo que no tengo ningún inconveniente en dar mi debida aceptación.</p> <p>Particular que comunico a usted, para los fines pertinentes.</p>	
<p>Atentamente:</p>	
 Msc. Mónica Tomalá Chavarria. RÉCTORA	

Appendix N° 19: Certification of the proposal application

	Unidad Educativa "CARRERA SÁNCHEZ BRUNO" Hermanas del Buen Pastor Avenida Segunda entre calle Sexta y Séptima: Teléfono 2953055 Ballenita- Ecuador
Ballenita, 5 de Octubre del 2015	
CERTIFICO	
<p>Yo, MÓNICA TOMALÁ CHAVARRIA, certifico que la Sra. CIELO NORMA PEÑAFIEL VITERI, con cédula de identidad N° 0920208691, Egresada de la Universidad Estatal Península de Santa Elena, Facultad de Ciencias de la Educación e Idiomas, Carrera de Licenciatura en Inglés, ha desarrollado e implementado el tema de investigación, desde el 4 de Septiembre hasta el presente, en esta Institución Educativa, la asignatura de Inglés, programa titulado: "DIDACTIC MATERIALS TO TEACH ENGLISH VOCABULARY TO THE FIRST YEAR PRESCHOOL STUDENTS AT UNIDAD EDUCATIVA "CARRERA SÁNCHEZ BRUNO", BALLEINITA, SANTA ELENA PROVINCE, 2015-2016".</p> <p>Se expide la presente solicitud de la interesada, para los fines que crea conveniente.</p>	
Atentamente:	
 Msc. Mónica Tomalá Chavarria. RECTORA	

Appendix N° 20: Urkund report



UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

La Libertad, 14 de Julio de 2016

CERTIFICADO ANTIPLAGIO

002-TUTOR SGR-2016

En calidad de tutor del trabajo de titulación denominado "DIDACTIC MATERIALS TO TEACH ENGLISH VOCABULARY TO THE FIRST YEAR PRESCHOOL STUDENTS AT UNIDAD EDUCATIVA CARRERA SÁNCHEZ BRUNO, BALLENITA, SANTA ELENA PROVINCE. 2015 - 2016", elaborado por la estudiante CIELO NORMA PEÑAFIEL VITERI , egresada de la Carrera de Licenciatura en Inglés, de la Facultad de Ciencias de la Educación e Idiomas de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de Licenciada en Inglés, me permito declarar que una vez analizado en el sistema antiplagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con 5% de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud.

Atentamente,


GONZÁLEZ REYES SARA
C.I.: 0909710865
DOCENTE TUTOR

REPORTE URKUND

URKUND

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<input type="checkbox"/>		http://ojs.u-digital.collections.sit.edu/og/viewcontent/og?article=15038&amp;context=og_collection	<input checked="" type="checkbox"/>
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<input type="checkbox"/>		Urkund.docx	<input checked="" type="checkbox"/>
<input type="checkbox"/>		CHAPTER II lista.docx	<input checked="" type="checkbox"/>
<input type="checkbox"/>	Alternative sources		<input type="checkbox"/>

Appendix N° 21: Certification of thesis advisor

La Libertad, 14 de Julio del 2016

CERTIFICACIÓN DEL DIRECTOR DE TESIS

LCDA. SARA GONZÁLEZ REYES, MSc. TUTORA DEL TRABAJO DE TITULACIÓN DE LA EGRESADA CIELO NORMA PEÑAFIEL VITERI

CERTIFICA

Que una vez revisados los convenios de la investigación y desarrollo del Borrador del Informe Final del Trabajo de Titulación, éstos guardan relación con lo estipulado en la reglamentación prevista por la Universidad, los mismos que cumplen con los parámetros del método de investigación y su proceso; por lo tanto solicito se dé el trámite legal correspondiente.

Lcda. Sara González Reyes, MSc.
DOCENTE TUTOR