The Impact of Audiovisual Aids on Vocabulary Learning of Kindergarten Students in a Private

School in Armenia

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Abstract

This project is about students' vocabulary learning and listening skills development under the use of audiovisual aids. A teacher's journal, a non-participant observation form, a students' questionnaire and a language measurement report were used to identify the lack of vocabulary and a low listening comprehension of kindergarten learners. Six workshops were implemented and the same instruments used to intervene the situation under an Action Research approach. Findings reported that students made significant progress in the vocabulary recognition, had a good oral performance and a good listening comprehension, and showed a high preference for audiovisual aids, although some learners still reported weak listening comprehension and poor vocabulary. Conclusions state that audiovisual aids foster and improve vocabulary recognition, listening and speaking performance, and motivation among kindergarteners. Pedagogical implications for the promotion of audiovisual aids are presented for teachers, administrators, and policy makers.

Key words: audiovisual aids, vocabulary learning, listening skills.

Resumen

Este proyecto trata sobre el aprendizaje del vocabulario de los estudiantes y el desarrollo de las habilidades auditivas mediante el uso de ayudas audiovisuales. Se utilizó un diario del maestro, un formulario de observación no participante, un cuestionario de los estudiantes y un informe de medición del lenguaje para identificar la falta de vocabulario y la baja comprensión auditiva de los estudiantes de jardín de infantes. Se implementaron seis talleres y se utilizaron los mismos instrumentos para intervenir la situación bajo un enfoque de Investigación Acción. Los resultados informaron que los estudiantes lograron un progreso significativo en el reconocimiento del vocabulario, tuvieron un buen desempeño oral y una buena comprensión auditiva, y mostraron una alta preferencia por las ayudas audiovisuales, aunque algunos estudiantes aún informaron una comprensión auditiva débil y un vocabulario deficiente. Las conclusiones afirman que las ayudas audiovisuales fomentan y mejoran el reconocimiento del vocabulario, la escucha y el habla y la motivación entre los niños de kindergarten. Se presentan las implicaciones pedagógicas para la promoción de ayudas audiovisuales para profesores, administradores y responsables políticos.

Palabras clave: ayudas audiovisuales, aprendizaje de vocabulario, comprensión auditiva.

Introduction

This research project was about kindergarten students' vocabulary and listening skills development on the basis of audiovisual aids. The diagnostic stage was recorded and analyzed through a teacher's journal, a non-participant observation form, a student's survey and a language measurement report; this first stage of the study reported that some students had shortcomings with vocabulary learning recognition and with listening skills. After identifying these deficiencies, the purpose of this research arose: to determine the effect of language learning strategies and audiovisual aids on the vocabulary learning process of little kids.. This study provides new ideas to the National Bilingual Program for teaching EFL at the early childhood level; it also enriches the school curriculum and local bilingual initiatives because it will raise the standards for the teaching of English to children complying with Ministry of Education policies. The EFL literature will also benefit from this research since it will contribute to give a wider view of how audiovisual aids with some specific strategies promote and develop in kids their vocabulary learning process and listening skills in a meaningful way. The study is supported by theories proposed by García Conesa and Juan Rubio (2015), Ellis and Brewster (2014), Fountas and Pinnell (1996), and Joklová (2009), among other authors who highlight the benefits of audiovisual aids and teaching learning strategies for the EFL class.

This research report is intended to provide school teachers and administrators with insights about recent tendencies and trends to be implemented in terms of the use of audiovisual aids to raise more consciousness about the positive impact they have on the learning process of kids. The report starts with the rationale in which the purpose and importance of the research

project are discussed to help the reader understand the research question *To what extent do audiovisual aids impact the vocabulary learning of kindergarten students in a private school in Armenia?*. Then, the context and the problem are described highlighting the weaknesses identified in the diagnostic stage.

The methodology implemented in this study was action research since this approach is designed to develop and improve teaching and learning processes. The action stage of this study consisted of six workshops in which kindergarten students were exposed to varied language learning strategies in which audiovisual aids were used to provide them with comprehensible input to enrich their vocabulary inventory. Each workshop lasted 5 lessons per week and they were designed following the school lesson planning format stated for pre-school with the stages warm-up, main activity, and wrap-up. Findings reported that students made significant progress in the vocabulary recognition, they had a good oral performance and a good listening comprehension, they evidenced positive affective factors, and they showed a high preference for audiovisual aids, although some learners still reported a lack of listening comprehension in a minimum way and a lack of vocabulary as well.

Conclusions state that the use of audiovisual aids fosters and improves the vocabulary recognition, they contribute to improve learners 'oral performance, they allow students to develop good listening comprehension abilities, and they increase motivation towards the English class. Pedagogical implications are presented to promote the use of audiovisual aids in the teaching of English at the early childhood level.

1. Justification/Rationale

The purpose of this research is to make teachers aware of the appropriate ways of implementing successful strategies in combination with audiovisual aids for the vocabulary learning process with little kids. Teachers could have the opportunity to reflect on their methodologies to teach vocabulary and see if their teaching and learning process is reaching the goals according to the students' level, student's communicative competences, specifically, in listening and vocabulary. This research also provides new ideas to the National Bilingual Program for teaching EFL at the early childhood level since the students' competences that were developed are intended to prepare the students to start the formal EFL learning process stated in Guia 22 (MEN, 2006) at the elementary school level. With this research report, teachers will have the opportunity to learn how to teach vocabulary and will have in detail each step by step development of the strategies involving audiovisual aids; additionally, this study enriches the school curriculum because its pedagogical design can be adopted and adapted for future groups whose teachers can innovate their practice.

Furthermore, local schools will raise the standards for the teaching of English to children complying with Ministry of Education policies because teachers will gain insights on how to implement successful strategies in combination with audiovisual aids and kids will develop accurately their communicative competences. In terms of EFL literature, this research will contribute and give a wide view of how audiovisual aids with some specific strategies promote and develop in kids their vocabulary learning process and listening skills in a meaningful way. School teachers and administrators will have clear what the different tendencies and trends were implemented in terms of the use of audiovisual aids and there will be more consciousness about the positive impact they have on the learning process of kids.

2. Context of the research, setting and description of the problem

2.1 Description of the context of research

The research carried out in this thesis was developed in a private school called San Jose which is located in Armenia, Quindío, in the Colombian Coffee Region; the school has a student population of 600 students who come from three and four social strata. The school is located in the west of the city. The kindergartner students are placed in a different facility from primary and secondary students. All the classrooms have a video beam or a television set. There are 22 students in the classroom where the research was conducted. Kids have a classroom with a big blackboard and some hexagonal tables so they can communicate among themselves. They also have their own small bathrooms in the same classroom, so kids can go by themselves. Apart from the classroom, there is another big one which has a video beam and sound system; in this room there are no chairs or tables, so different activities can be carried out such as watching videos, dancing and listening to music.

In the IEP of the school, English is an important subject that intends to develop communicative skills from the very beginning, so when students get to secondary school they will have developed the four skills with a good proficiency level. The syllabus of the school states that students have six English hours per week, all the materials implemented are created and done by the teacher taking into account the different topics that should be seen in each term and the different topics proposed in the Guia 22 for first grade and adaptations are encouraged. For the pre-school level, the teachers are instructed to take as a referent the standards for first grade. The library offers varied types of books for little kids and there are also big books to be worked in classes. The English classes must be articulated with the Constructivist model where teaching is based on the belief that learning occurs as learners are actively involved in a process

of meaning and knowledge construction as opposed to passively receiving information, that is, "constructivism is basically a theory which is based on observation and scientific study, about how people learn. It says that people construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences" (Bereiter, 1994, p. 1). Learners are the makers of meaning and knowledge. The approach adopted by the school to teach English as a foreign language is the communicative approach. Classes are characterized by trying to produce meaningful and real communication. As a result, classes are emphasized in the development of listening and speaking skills, lessons are supposed to be learner-centered and there is use of authentic materials. To assess the students' progress the school curriculum states that teachers are to follow an on-going assessment approach so that learners can have the opportunity to make the necessary changes and improvements in the strategies implemented when students' goals are not being achieved.

2.2 Description of the problem

After implementing the different data collection instruments and making a triangulation in the diagnostic stage, analysis showed that despite of the fact that kids had the ability to identify some vocabulary and were so eager to learn L2, they had difficulties with the vocabulary recognition and a low listening comprehension level since some students sometimes did not recognize when English was spoken and did not react verbally or non-verbally, they did not graphically represent messages heard from the teacher, students saw the flashcards or drawings on the board, and they neither identified the meaning nor were able to express the vocabulary with combined words or expressions. After going through these data collection and triangulation to solve the problem

of listening comprehension and vocabulary, some audiovisual aids and language learning strategies were implemented to make students improve and learn in a more meaningful way. Implementation of such proposal is described in section 6.2.

3. Research question and objectives

3.1Research question:

To what extent do audiovisual aids impact the vocabulary learning of kindergarten students in a private school in Armenia?

3.2 Objectives**:**

3.2.1 General objective (s).

To determine the effects of audiovisual aids on the vocabulary learning of kindergarten students.

3.2.2 Specific objectives.

- To determine if audiovisual aids increase the vocabulary of kindergarten students (KS).

- To explain how audiovisual aids affect the listening comprehension skill of KS.

- To examine the attitudes of KS towards the use of audiovisual aids in the English class.

4. Theoretical Framework

This research project follows principles for teaching a second language using audiovisual aids and how they influence the learning of vocabulary. The theory supporting the study is discussed in this section, first, with a description of the main concepts of vocabulary, then the main principles of audiovisual aids and their application to assess listening and speaking skills in the classroom. Next, a brief discussion on the role of affective factors in the learning process. Lastly, a review about how to teach English to children.

4.1 Vocabulary

Vocabulary plays a great role regarding language learning process. According to Diamond y Gutlohn (2006), vocabulary is the knowledge of words and their meanings. Moreover, Hornby (1995), defines vocabulary as the compilation of words of a language with their meaning. In effect, through vocabulary acquisition, learners can establish relationships between words and different contexts which gives them important tools in communicative competences achieving comprehension and use of the target language (Fortes Ferreira, 2007). Alqahtani (as cited in Ur, 1998) notes that "Vocabulary can be defined, roughly, as the words we teach in the foreign language" (p. 34), While Neuman and Dwyer (2009) define vocabulary as those words a person uses to communicate assertively with others not only by speaking but by listening, therefore, in a language learning process, it is important to acquire vocabulary to communicate and to express meaning as evidence of success. Furthermore, Henriksen (1996) has defined vocabulary as the ability to translate lexical input into L1 which means to use words in a proper way. So, learners have the skills to translate words from the target language wisely. This means that in a multiple-

choice task students can easily interpret the main of words and do not take much time thinking of a word. For vocabulary knowledge, specifically, Nation (as cited in Fortes, 2007) states that "vocabulary knowledge implies knowing a word in the spoken form of the word and the spoken form can be recognised and understood it in and out of context rather than guessed it" (p. 11); in other words, vocabulary is not just the use of words equally because it requires not only knowing the meaning of words, but also the appropriate context for using them and their connection with previous knowledge.

Researchers have taken notice of the complication of word vocabulary,   suggesting that two relevant concepts exist: receptive and productive vocabulary, both of which have to do with communicative competences in a learning process. Receptive vocabulary involves all those words the students can recognize but they do not use in writing or speaking (Webb, 2005) while productive vocabulary concerns all those words the students identify and use to express their thoughts in an active process (Webb, 2008).

In the same line, Harmer (2007), distinguishes between active and passive vocabulary. The first type refers to the one that the students learnt previously and hence recognize, use, and pronounce correctly in an ordinary communicative situation. Meanwhile, the second one refers to the words students identify but do not use frequently because of their pronunciation or complex contexts for using them. Moreover, Fortes Ferreira (2007) notes that vocabulary is divided in two parts: oral vocabulary and reading vocabulary. Oral vocabulary refers to speaking and listening factors used in spoken scenarios, while reading vocabulary is broken down into reading and writing which concerns words the learners identify or use in print.

4.1.1 The process to teach vocabulary.

Vocabulary acquisition is a continuous process. According to Faerch and Phillipson (as cited in Fortes, 2007) teachers should think of vocabulary knowledge as a continuum line between the ability to recognize the sense of a word and the ability to use it for productive purposes. Additionally, Melka (1997) and Palmberg (1987), state that word knowledge is the line between receptive and productive vocabulary.

Taking into account that learning vocabulary is a continuous process, Henriksen (1996) (as cited in Fortes, 2007) describes a model of vocabulary development acquisition based on three hierarchical stages:

Table 1. Stages in vocabulary learning according to Fortes (2007)

STAGE	PROGRESS
1. Partial-precise continuum	In this stage the student begins to recognize the words used by the teacher or while reading a text, but he/she does not know their meanings and how to use them.
2. Receptive – productive continuum	In this level as the student moves along he/she begins to understand word meanings and they know how to use them in some contexts; the student begins to have a precise understanding of the words.
3. Depth- of-knowledge continuum	In this stage students finally understand words in different contexts and they use

	those words as well. This is to say that this stage measures how well a word is known.

Own elaboration based on Fortes (2007)

Considering this process, vocabulary instruction is a very important way to ensure the continuous improvement of students communicative abilities. Thus, the teachers need to develop three strategies for increasing students' vocabulary over time: explicit/direct vocabulary instruction, implicit/indirect vocabulary and independent vocabulary instruction (fortes, 2007); first, explicit vocabulary instruction is presented directly to students through some examples to illustrate the contexts of use. Therefore, learners can determine the words meaning and their use in different situations. In this way, direct vocabulary instruction is highly effective as the students gradually learn and work on their weaknesses (Fortes, 2007). Secondly, for Swerling (2016) implicit vocabulary instruction encourages deducing word meanings from context. In this way, students are encouraged to take part in oral language experiences either having conversations at home and at school, or reading books. Alan and Beglar (1998), for their part, state that implicit vocabulary takes advantage of students' interest and curiosity because instruction is principally student-centered. In this view, students concerns and desires are taken into account for teaching. Thirdly, independent vocabulary instruction is a major challenge for learners, not only because they need motivation to do it, but also because it is important to know how to look words up from a dictionary or how to guess the meaning of unknown vocabulary.

4.1.2 Assessment of vocabulary.

Assessing vocabulary is an important part in a language acquisition process because it allows teachers to determine the children's progress. Besides, parents want to know how their children are doing. For assessing vocabulary it is important to take into account some important aspects such as: how to assess vocabulary, which kind of vocabulary to assess, which format to use and how many items teachers should include (Coombe, 2010). In first place, most teachers today do not recommend students to simply memorize long lists of vocabulary, but instead they try to present vocabulary in context; context-dependent students need to make use of contextual clues to complete the tasks. Nevertheless, some assessing formats are context-independent, which present words in isolation and require from students to select the meaning of words without reference to any linguistic context (Read & Carol, 2011). When assessing vocabulary, teachers have to decide whether to test vocabulary discretely or embedded in other skill areas; the discrete testing assesses a word as an independent construct, while testing vocabulary in an embedded way presents vocabulary as part of a larger construct such as a written essay or spoken dialogue.

In the second place, deciding which kind of vocabulary to test is another important choice for language teachers. Learners can recognize more words than they can actually use, so educators have to decide which words expect students to recognize and use (Heaton, 1990). Another dichotomy for teachers is whether to test high frequency words or more specialized technical vocabulary.

In the third place, regarding formats for assessing, teachers have to take into account important aspects such as test validity and content validity. According to CEF, a test or assessment ~~procedure~~ is valid when "it can be demonstrated that what is actually assessed (the construct) is what, in the context concerned, should be assessed, and that the information gained is an accurate representation of the proficiency of the candidates(s) concerned" (CEF, YEAR,

PAGE), thus, educators should select formats that are easy to mark and which give results that are easy to interpret. In that way, they should select only those formats that students have had experience with (Coombe, 2010). Students should not find a new format in a testing situation because it would mean a serious violation of test validity. Finally, for deciding on the number of items to include, it is important to clarify the concept of reliability. The CEF states that "it is basically the extent to which the same rank order of candidates is replicated in two separate (real or simulated) administrations of the same assessment". In the same way, Coombe (2010) suggests reliability is related to the density of the test scores. However, teachers have to consider the students fatigue factor. Therefore, the number of items could depend to a certain extent on the format educators choose.

4.2 Audiovisual aids

Teachers need a set of tools for teaching vocabulary to children in a foreign language. Several theories address the importance of visual aids as a powerful instrument to teach vocabulary explicitly. For instance, Yella (2013) defines "audiovisual aids are all those devices that assist the instructor to transmit to a learner facts, skills, attitudes, knowledge, understanding and perceptions". In this manner, a visual aid is any instructional device through which message can be seen but not heard, whereas audio aid is any instructional device through which a message can be heard but not seen. Burton (1955) considers audiovisual aids as all those sensory objects or images which initiate or stimulate and reinforce learning. Hence, audiovisual aids are very practical methods to acquire a second language; according to Fortes (2017) students should be able to retain word meanings more easily from an image; Yella (2013), on the other hand, takes four main groups of audiovisual aids into account: visual aids non-projected, visual aids projected, audio aids and audiovisual aids. At first, visual aids non- projected include

chalkboard, bulletin boards, flannel boards, plastigraphics, magnetic boards, wall newspapers, pictures, models, specimen, real objects, exhibits/displays, flash cards, posters and charts. For visual aids projected are considered all those sound and slide presentations using a projector; regarding audio aids, they include the use of radio, public address equipment, and cassette tape recorder. And finally, for audiovisual aids, Yella (2013) suggests motion picture projector, television, and video technology.

Canning (1999) suggests the existence of different abilities and functions in two hemispheres of the brain. The right side is more creative and visually imaginative and the left side is more verbally oriented. This means that the right and left sides of the brain join and this improves learning by associating the vocabulary (in the left side) with the visual aid (in the right side). Thus, vocabulary learning will be facilitated when the two sides of the brain work together (fortes, 2017). Now, different types of intelligence are categorized. One of them is called visual-spatial intelligence. According to this theory, all those learners having a strong visual-spatial intelligence are usually very good at visualizing and mentally manipulating objects. In this way, for students having powerful visual memory, audiovisual aids will be a very useful tool in teaching having a message that can be heard as well as seen. Even for those learners whose intelligence is not visual-spatial, the auditory aspect of this aids can help to learn vocabulary listening the words pronounced by their teacher.

Likewise, the concept of Thinking Eye arises meaning how the brain and eye are not separated from each other. This fact demonstrates that when students visualize the visual aids, they will help them to retain successfully the meaning of words faster and "improve learning by associating the vocabulary with the visual aids" (Fortes, 2017, p. 19). In this way learners connect easily words with the images. Differently, when students hear a word, the information takes

longer path to reach the brain than the information learned through seeing. So, the learning process is more efficient by seeing and teacher will not need to teach the vocabulary many times.

4.3 The teaching and learning of the listening and speaking skills

Due to the importance of audiovisual aids in the teaching of language skills, each one of them are discussed in brief. To start, several authors have defined listening throughout years. Wolff et al. (1983) define listening as a unitary-receptive communication process of hearing and selecting, assimilating and organizing, and retaining and covertly responding to aural and nonverbal stimuli. In turn, for Cooper (1997) listening competency means behavior that is appropriate because the content is understood and effective because it achieves specific aims. Brown (2004) states that "listening performance is the invisible, inaudible process of internalizing meaning from the auditory signals being transmitted to the ear and brain" (p. 118), and more recently, listening was defined as the acquisition, process, and retention of information in the interpersonal context.

As of speaking, Sorez (1995) states that to express something orally is to transmit a message through out dialogue as a mean of communication. Thus, in order to express meaning in a second language, students must overcome obstacles to get oral performance which is the main function of communication (Sorez, 1995). Bygate (2003), for his part, defines   the oral performance as ~~is~~ the ability to elaborate abstract and adequate sentences in the context where oral communication takes place. On the other hand, Bañuelos (1996), suggests oral performance as the negotiating meaning capacity in the context a conversation is developed. In a similar way, oral performance is proposed as the act of creating, the receiving and processing information between the parties concerned in a dynamic spoken dialogue. Therefore, students proficiency in oral expression should be an important aim in teaching a foreign language. Its relevance is

such, that Gérard Beaulieu (as cited by Abbés, 2014) states that one of the most important skills to success in real communication is the oral one while lacking of it evidences failure.

4.5 Teaching English to children

Regarding teaching English vocabulary to children, it is important to know what they can and what they cannot do according with their age. Scott and Ytreberg (1990) divide children in two main groups: from five to seven years old, and from eight to ten years old. On one hand, the children from five to seven years old can talk about what they are doing, plan activities, and understand direct human interaction. They are enthusiastic and positive about learning specially through games. However, it is important to note that they do not separate the real world from the imaginary one. Even, they understand situations more quickly than understand the language used. For this reason, teachers need to use body language, objects and pictures to work with. Indeed, teachers should include movement and involve the senses in the activities. The children do not know what to learn themselves, so teachers should choose carefully the content of their classes. On the other hand, the children from eight to ten years old can differentiate fact and fiction. They have views about what they like and do not like doing and asking questions all time. At this age, children are aware of the main rules of their mother tongue. Consequently, educators should take advantages of all the elements at school and surroundings. Through activities such as making rhymes, singing songs and telling stories, teachers will develop a natural atmosphere in the classrooms, thus favoring the learning process.

Considering that children cannot concentrate for long periods, variety in the classroom is a necessity. Thus, teacher should use a wide variety of voices, classroom organization and activities. Collaborative work is an important strategy for working with children. They like being

surrounded with other children, nevertheless, this does not mean they have to work together all the time, but working in groups facilitates a natural way to learn.

Teaching English to children has relevant considerations that can be taken into account when teaching vocabulary. All those important aspects can increase the effectiveness of vocabulary instructions. In language learning and teaching, sense relations are of vital importance; for relating meaning between new words and learned words, teachers need to consider aspects such as polysemy, denotation, synonymy and antonymy (Fortes, 2007). Firstly, denotation or hyponymy refer to the category a word belongs to. Teaching the vocabulary "bird" students have to know that bird is an animal. In the same way "orange", "banana", "watermelon" are fruits. Secondly, polysemy has to do with the different meanings a same word may have in different contexts or the different denotations (Barra, 2005). Additionally, Gairns and Redman (1986) use the term polysemy to describe a single word form with several different that can have closely related meanings. For example, in English, using the word *man* can mean all the human species, the males of human beings or an adult male. Therefore, students need to know the word meanings in context. Thirdly, according to Mora (2001) synonymy is a powerful tool to teach words that have multiple meanings. Students can convey the meaning of words using other words that have the same meaning, particularly defining adjectives and adverbs. The last aspect to consider is antonyms. To convey meaning in a foreign language, it is necessary to use words that have opposite meanings. Teachers should give students opportunities to use them through different activities in order to facilitate the learning process (Fortes, 2017).

Another factor teachers should consider when planning vocabulary instruction is which words should be taught. In this way, it is important to know how much vocabulary a learner needs for developing a fluent speech. Forte (2017) states there is a high frequency vocabulary and a low frequency vocabulary. It is therefore important that teachers have clear the goals for

vocabulary instruction and develop strategies to encourage student to learn low frequency vocabulary.

4.6 Teaching strategies or approaches

Throughout history many controversies have taken place about the usefulness and appropriateness of language teaching approaches and methods. The most influential teaching approaches and methods for kindergarden have been: Direct Method (DM), the Total Physical Response Method (TPR) and the Natural Approach (NA) According to Qing-xue and Jin-fang (2007), these methods were taken from social, economic, political, or educational circumstances. Therefore, they represent a combination of language teaching beliefs considered as essential in teaching and learning.

The DM meant a radical change from Grammar-Translation Method using the target language as a means of instruction and communication in the language classroom. Thus, the use of the first language and of translation as a technique was stopped using. Making use of second language for instruction becoming increasingly, so that teachers had to create new techniques for teaching. This fact required native teachers resulting in difficulties to meet these requirements. In this way, Tugrul, (2013) suggested that the DM was a good start for teaching oral language, that means that the oral skill has always played an important role in language learning processes. Indeed, children from kindergarten need to develop communicative oral skills that will help them to interact in a better way with others and use the language in their real contexts. As Tugrul (2013) mentions,

The Direct Method will enable students to understand the language which will help them to use the language with ease; moreover, as L1 is not allowed students learn the language through demonstration and conversation which will lead them to acquire fluency. (Tugrul, 2013)

In this sense, the words of Tugrul (2013) demonstrate that when the teacher gives the students the opportunity to communicate in the classroom, they start learning more about the language they are learning, they feel freer to express and interact with their classmates and they recognize in oral communication, a good way to learn a second language. However, this method was also criticized because it required native speakers teachers so that the oral competences were almost perfect to teach students with accuracy, but, at the end, experts agreed that the DM teacher not only had to be good at oral proficiency but, some other aspects such as energy, imagination, facial expression, and resourcefulness.

On another side, although the DM did not teach listening strategies in a systematic way, there is proof that through oral communication, students improve their listening skills and start understanding better the target language, and, that is the point in the DM, it is an opportunity for students from kindergarten (in this case) to acquire a good oral proficiency and be involved in a communicative environment that will help them not only to speak better the L2 but to know it, to value it and to increase their communicative abilities through interaction.

On the other hand, Sühendan (2013) defines the TPR method as a teaching method that aims to teach language through speech and physical activity at the same time, this method was created by psychology and professor James Asher. Likewise, the TPR method is a very used method for kindergarten because it allows children to move, as they have lots of energy in the classroom; that is why, using this method contributes to the development of many abilities in students, such as the kinaesthetic improvement, as this method connects to memory through specific actions. Also, students should be very attentive, as the teachers say all the instructions during the class.

Another important aspect of the TPR method, is the fact that it does not use a basic text, Sühendan (2013) mentions that at the very beginning of the implementation of this method, the teacher does not require materials, it requires only the voice, actions and gestures that guide the class to its goal. In this approach, the students experiment with the learning of a language through the use of common objects of the classroom, furniture, toys, posters or books they use. In the same way, TPR is seen as an enjoyable, fun and interesting method, which allows the learner to feel comfortable not under stress, and, as Sühendan (2013) says, it is specially designed for little kids, who are not anxious while learning.

Similarly, as Asher (1997) mentions TPR is a bilateral method, as it involves both, the right and the left brain coordinatedly. Although it is known that language learning is carried out in the left brain, TPR can stimulate both brains because it focuses on movements while learning (As cited in Sühendan, 2013, p. 1767). Now, it is important to mention what type of activities are easily carried out through TPR, for example, Sühendan (2013) footnoted that this method can be used in daily routines of the classroom, since it helps children to recognize and respond to different types of instructions the teacher asks for; also, the teacher can prepare visual activities that contribute to the development of abilities such as association, memory, and retention.

Likewise, mimicry is one of the main activities TPR uses, the teacher shows the student a picture and he/she must recreate what the picture represents; it can be done with descriptive words too, for example: happy, small, big, sad. Moreover, games play a fundamental role in TPR courses, one example of them is the popular "Simon says" in which students listen to instruction and act or mime. Songs are also relevant when using TPR in a classroom, children from kindergarten love them; Sühendan (2013) notices that "Songs are also precious while dealing with young learners. When songs accompany actions in a foreign language classroom they will

build up the TPR element and make children understand the meaning of the songs better" (p. 1767).

Finally, Pinter (2006) footnotes that storytelling and action stories are authentic activities that help children to acquire language in an easier way as they are full of linguistic input that will help them learn through mime of a story, repetition of a sentences of the story, performance of the actions of the characters, listening, watching or imitating. At this point, it can be said that TPR is a method that allows children to learn a language in a holistic way, pointing to the integration of many abilities and developing both, the right and the left brain at the same time.

Now, there is another approach that is required in a kindergarten classroom, and, it is the "natural approach" (NA). Krashen and Terrel (1995) cites that the NA is a method that states that language acquisition only occurs by understanding messages in the target language, that means, we obtain comprehension of the L2 when we listen or read a language and it is completely understood; "Language is best taught when it is being used to transmit messages, not when it is explicitly taught for conscious learning" (Krashen and Terrel, 1995, p. 56). In this sense, the NA is a method that allows children to be exposed to written or oral messages through which they give meaning to the learning process, that is why, vocabulary plays an important role in this approach, although Krashen and Terrel (1995) mention that vocabulary is not enough to comprehend a language, it is indeed, very important that children from kindergarten acquire it because the more vocabulary they have, the more comprehensible input they will get.

Therefore, the aim of the NA as, TPR and the DM is to develop communicative skills, that is why these three approaches and methods are perfect for kindergarten children who are learning a second language. Now, according to Krashen and Terrel (1995) when teachers use the NA, they obtain comprehension from their children and so they get production; this is important when teaching an L2, because when children produce, there is a sample of advancement and

improvement in speech and writing, that means, children start to have fewer errors. For that purpose, it is important to set some acquisition activities as the central part of the class, which indicates that the teachers must create activities that lead the students to input acquisition.

Equally, Krashen and Terrel (1995) mention that the NA as a communicative approach is led by three stages: the personal identification stage, the experiences, and opinions. In the first stage, which is the one that concerns kindergarten children, students learn to introduce themselves, their family members or friends, they also describe them, describe themselves and they can talk about their likes or dislikes, their interests, desires, plans, routines. In the second stage, some kindergartens can talk about their experiences when traveling with their families, vacation facts and different kind of situations they face in their daily life. Finally, in the third stage, students give their opinions about family, politics and, can communicate a recipe or a trip to the doctor. According to Krashen and Terrel (1995), all these activities enhance listening comprehension through the development of speech and writing skills.

According to the last paragraphs and, regarding teaching English to children, teachers can help students by using reading aloud, storytelling, songs and rhymes, wall pictures, and   map drawing. In this way, students can associate words with their pronunciation, exercise their imagination, and increase their motivation. First, reading aloud allows teachers to work communicative skills providing a model of pronunciation. Thus, students can listen on a higher language level than they can read, so reading aloud makes complex ideas more accessible to students and exposes them to vocabulary and language patterns that are not part of their everyday speech (Fountas & Pinnell 1996). In the same direction, Ellis and Brewster (2014) state that listening to stories helps children become aware of the rhythm, intonation and pronunciation of language, and at the same time, teachers can introduce or revise new vocabulary. Second, storytelling has always been seen as an aid in the teaching of foreign languages because it can

link English with other subject areas across the curriculum, providing for individual interests and working on diverse learning needs. Ellis and Brewster (2014) consider storytelling very important since it encourages the development of listening skills, the acquisition of new vocabulary, and the development of the child's literary competence. In the same way, the authors state that storytelling promotes   the communicative exchange, interaction, and collaboration between the storyteller and the audience.

Third, *songs and rhymes* belong to the natural environment where children can learn without even realizing. García Conesa and Rubio (2015), state that by nature, children really enjoy learning and singing songs and have fun doing activities while reciting rhymes. Rhymes give children an intimate feeling, a relevant and special link with their human environment and as such influence the acquisition of their first language in a quite notorious and important way. Songs and Rhymes introduce new vocabulary, culture, and focus on pronunciation and intonation in a way that is quite easy for the children to follow and learn steadily. Fourth, *wall pictures* meet with a wide range of use not only in acquiring vocabulary, but also in many other aspects of foreign language teaching. Pictures bring not only images of reality, but can also function as a fun element in the class (Joklová, 2009). Even though wall pictures are in the main focus, they might be used just as a Hill (1990) mentioned, as a stimulus for writing, speaking and representate something that can be discussed or read. Sometimes it is surprising, how pictures change a lesson and provides a friendly atmosphere in a classroom.

4.7 Previous related studies

Much has been researched and written about audiovisual aids and the effects they have on vocabulary learning, since it is an important topic for learning and teaching English. Many researchers agree on the importance of learning vocabulary for an effective communication and

recognize the difficulty that teachers face when choosing the appropriate techniques. Thus, studies have focused on the impact that the use of audiovisual aids have on students, for example; Merdas, M. (2015) worked on a study :"Effects of Audio-Visual Aids on Teaching English Active Vocabulary to EFL Learners" that intended to show the effects of using audio visual aids on teaching EFL learners' active vocabulary, examine whether the implementation of audio visual aids inside the classroom can help EFL learners to use active vocabulary effectively and discover whether the use of teaching aids such A.V.A (Audio Visual Aids) boost learners' interest and motivation in the teaching of English active vocabulary. The sample of the study consisted of one group of fifty students of second year who were chosen randomly, and of five teachers who were teaching English to them in the oral expression course from the English Branch at Mohamed Kheider University of Biskra. The data collection techniques and instruments were a classroom observation, which intended to investigate the effectiveness of using audio-visual aids on teaching English active vocabulary to EFL learners and seek to discover the learners and teachers' attitudes and their behavior while teaching active vocabulary through using audio-visual aids in classroom. A student questionnaire which dealt mainly with the efficiency of using audiovisual aids in teaching English' active vocabulary to EFL learners and investigate the students' views about the current subject. A teacher questionnaire which gave a closer view on what the teachers thought about the use of audio-visual aids in teaching English active vocabulary. An important finding of this study was that the use of audio visuals was highly supported by both teachers and students. Remarkably, teachers and students' attitude towards integrating audio visual aids were encouraging. It was also found that the teacher always used audiovisual aids in the classroom where the students' achievements in language level and active vocabulary particularly had improved. It was also observed that students were so excited and interested in learning the language through all different types of audiovisual aids. Audiovisual

aids showed their influence on fulfilling the task of teaching active vocabulary also checking whether students effectively acquire them or not, so they could use them to enhance their speaking skill. Consequently, the use of audiovisual aids provided an easy way to teach difficult concepts. It was evident how audio visual aids had a positive and satisfactory effect on learners who were excited, and interested in implementing technological aids in oral sessions.

In another study, Nalliveettil, G. and Hammoud, A. (2013) carried out a studied entitled "A Study on the Usefulness of Audio-Visual Aids in EFL Classrooms: Implications for Effective Instruction". The research addressed and explored the EFL Students' perception about the use of audio-visual aids in the classroom and the EFL Students' approach to audio-visual resources in the classroom. The study was conducted with 15 undergraduate students at Aljouf University, Saudi Arabia. All the students were native Arabs and their major at undergraduate level is English Language and Literature. The prescribed course books for most of these courses were integrated with audio-visual materials. A combination of quantitative and qualitative method was used to address and explore the research questions. It was felt that EFL students may be more comfortable to express their opinions in writing that is why a questionnaire was designed to obtain information on the use of audio-visual aids in the EFL classroom. The findings of the study suggested that using audio-visuals as a teaching method stimulated thinking and improved the learning environment in the classroom. Therefore, students developed and increased personal understanding of the areas of learning when they experienced a successful and pleasant learning in the EFL classroom. Findings also suggested that students found audio-visual sessions useful and relevant when it had some direct relation to the course content. This study also gave insights on students' perception and opinions on the use of audio-visual aids and resources.

5. Methodology

5.1 Type of study

The methodology implemented in this study was action research. According to Mills (2003), action research is an approach designed to mainly develop and to improve teaching and learning processes. Based on the characteristics that action research features, this is the most suitable research method I can rely on. Furthermore, Mills (2003) states that the essence of action research is teacher's solving everyday difficulties in schools to improve both student learning and teaching effectiveness. Another key aspect that Mills (2003) reviews is that a good action research practice integrates theory, practice and meaningful applications. In this project, I examined carefully the available literature to understand the reasons why students could not recognize the vocabulary taught in class and I came up with a design to improve the problematic situation. Furthermore, Burns uses the four steps of Kemmis and McTaggart's (1988) cyclical action research model, plan, act, observe, and reflect, which are illustrated in Graph 1:
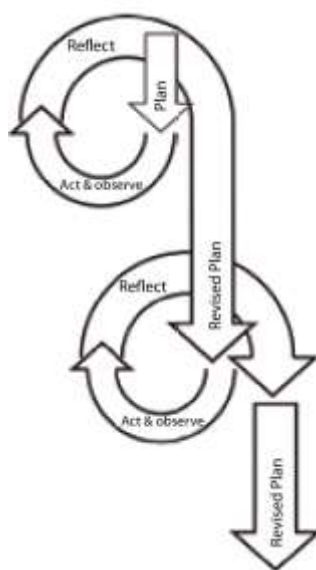
Graph 1. Kemmis and McTaggart Action Research Model (1988)

Action research lets teachers improve aspects of their own teaching practice for them to know better their own learners conduct rather than any outsider. Action research relies on other characteristics which adjust the necessities of this study. As an action-researcher, I was able to identify an issue related to any behavior that interferes with the learning process in the classroom. After that, I asked questions to gain information. Next, collect data, analyze the data already collected. Then, decide on future actions and finally start the process over again.

5.2 Participants

This research study was conducted at a private language institution in Armenia, Quindio, Colombia. Participants that were part of this research were five-year-old kids that belonged to middle class homes. The group corresponded to 22 students (12 boys and 10 girls) that belonged to the same kindergarten classroom. According to the observations and learners' testimonies, these students loved English classes and demonstrated motivation when learning this foreign language. They displayed an active role in the classes and made their best to express themselves in the L2 despite of the mistakes. They loved singing and watching videos and they seldom hesitated to participate in the different activities that were carried out in classes. At the time of the diagnostic stage of this study the majority of the students had an elementary level according to their age since they only used some words with simple expressions; according to the students' records they had just started they L2 learning process.

These participants were chosen according to Cozby (2008) convenience sampling considering that they were available for the teacher-researcher as part of her duty and the school provided her with the consent to carry out the research.

5.3 Data Collection and Instruments

The following techniques and instruments were used to guarantee varied data collection techniques in this research:

Table 2. Data collection instruments for diagnostic, action and evaluation stages

Data Collection Technique	Data Collection Instrument	Rationale
Diagnostic Stage		
Observation	Journal	Discover main issues and concerns: Methodology, teacher's role, students' role, a general environment view of the class.
Observations	Non-participant observation form	Discover main issues and concerns: Students' behavior, teacher's role, teaching strategies
Survey	Questionnaire	Discover main issues and concerns: students' perception about the class-learning process.
Action and evaluation stages		
Interviewing	Students' interview questionnaire	To know students' perceptions of the workshops

Observation	Teacher's journal	To identify reactions that students had along the workshop.
Observation	Non-participant observation form	Discover main issues and concerns: Students' behavior, teacher's role, teaching strategies while in the implementation.

As can be seen in Table 1, several instruments were used progressively during the different stages of the research in order to get a close look at the issue of the investigation. All the data were gathered and analyzed on a grounded-approach according to Freeman (1998), since the researcher was interested in discovering issues. for future intervention. Then, in the action stage, the researcher used an Apriori approach suggested by Freeman (1998) since some codes arose from the first workshop in the intervention and were then used in subsequent workshops. Those codes were labeled considering the information obtained and later the codes were grouped and analyzed. Finally, a triangulation was done as a way to claim validity to the investigation; the triangulation consisted of three different sources, one provided by the students, the teacher-researcher and the external observer.

6. Research stages / Phases of the study

6.1 Diagnostic stage

In the initial stage of this study to identify the problem participant and non-participant observations and a survey were used. The data collection instruments were a teacher journal (Appendix 1) which intended to discover main issues and concerns in terms of methodology, teacher's role, students' role and a general environment or view of the class. A non-participant observation form (Appendix 2) with the purpose of discovering the students' behavior, teacher's role and teaching strategies. Finally, a questionnaire which intended to identify the students' perception about the class-learning process (Appendix 3). A language measurement report was also included in this process (Appendix 4). After making an analysis by means of triangulation (Freeman, 1998), results reported the following categories with its frequencies:

A pie chart with the following legend:
- Good listening comprehension (254 frequencies) — 40%
- Lack of Vocabulary (121 Frequencies) — 20%
- Low listening comprehension (99 Frequencies) — 16%
- Effective vocabulary recognition (72 Frequencies) — 11%
- Students' L2 use (37 Frequencies) — 6%
- Possitive affective factors (35 Frequencies) — 5%
- Teacher's L2 use (13 Frequencies) — 2%
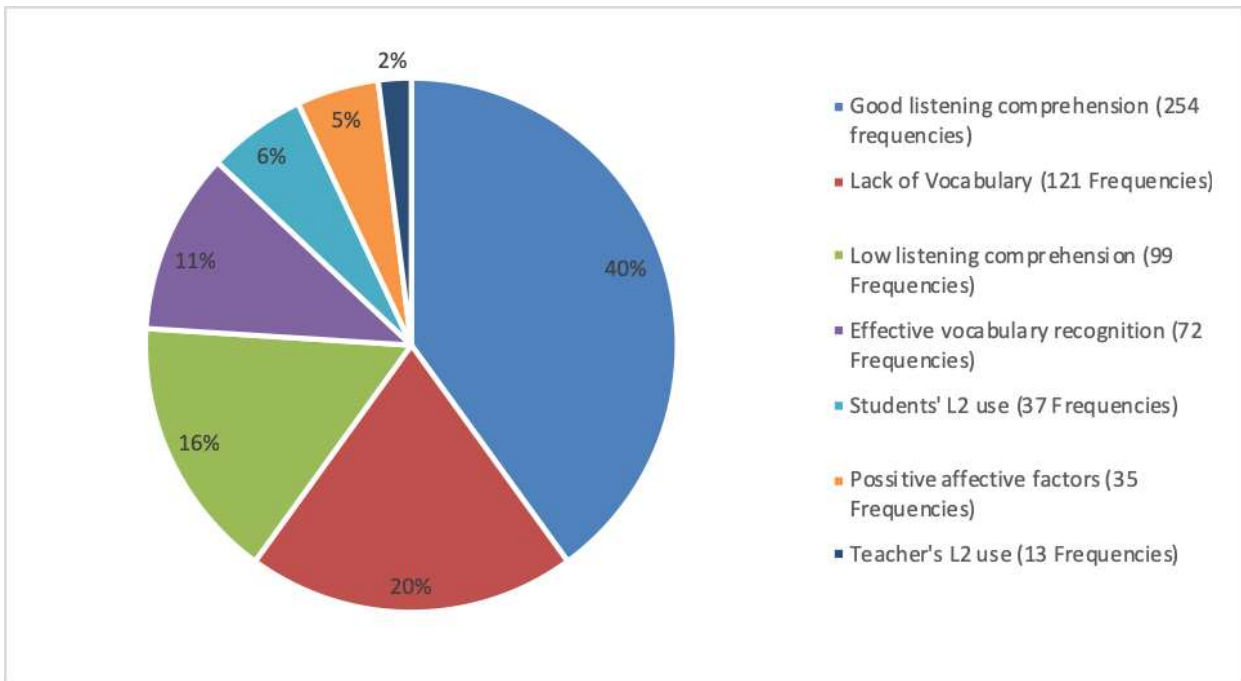
Graph 2. Results of data triangulation in diagnostic stage

The data analysis results show that in the good listening comprehension category 254 frequencies were obtained (40%). This was the category which obtained the highest number of frequencies. This means that students had good listening performance in the activities employed by the teacher. Students could learn and be accurate in the answers given in the listening activities. It means that these kinds of assessments showed and verified the good comprehensible input students were receiving and the good listening comprehension skills students have developed in the English classes.

The data also shows that in the lack of vocabulary category 121 frequencies were counted (20%). It can be seen from this measurement that students had difficulties when trying to identify the vocabulary since kids had difficulties when the teacher asked them to point out a flashcard she had mentioned, they also hesitated to answer some simple questions the teacher asked because they did not remember what the words were and which expressions had been used with the vocabulary. Despite of the fact that some students had the ability to understand what the teacher said, it was evident that there were some others who could not come up with the words the teacher had asked for and they also hesitated to answer since they did not remember what the words were.

The next category was the low listening comprehension where 99 frequencies were obtained (15%); in contrast with the first category, from this information I could see that some of the students had shortcomings in the listening activities carried out by the teacher since they could not get the right answers in the workshop. Besides, some students expressed that they did not understand when they listened to in L2, that is, this category contradicts what the first one mentioned since some students performed well when listening but there were also some others who could not follow what the teacher was asking for, they could not answer accurately to the

simple questions the teacher asked and they were not even able to draw short or simple descriptions.

In the effective vocabulary recognition category 72 frequencies were obtained (11%). From this information it is possible to see that some students, just a few of them, had learned different vocabulary words and they could also identify them by seeing or listening to them since they had the ability to point out the flashcard the teacher asked, learners recognized the flashcard vocabulary and said the word and they were also able to represent it with drawings according to the description given.

In the Students L2 use category 37 frequencies were gotten (6%). From this information we can see that students made use of the L2 in class through very simple phrases or words and it could be seen when the teacher asked students "how is it going" and they answered fluently and accurately, she also asked for the weather and students answered correctly and at the end of the class the teacher said to students "see you tomorrow" and they responded to this expression correctly. During the diagnostic stage it was observed that the students were enthusiastic and willing to use L2 and they constantly asked the teacher for more words to express themselves with daily routine expressions. This finding is confirmed by the next category about the positive affective factors (with 35 frequencies - 5%). From this information we can infer that students showed a positive attitude towards L2. They not only felt good when speaking but they also felt comfortable when listening to English because they carried out the different activities proposed by the teacher in an enthusiastic and good way, they showed happiness and joy when videos and songs were played and they felt motivated when singing the rhymes and songs.

The last category that obtained the lowest frequencies was the Teacher's L2 use with 13 frequencies (2%). We can see that the teacher used L2 to communicate and give basic instructions to students and used simple words in the vocabulary and this was seen when she

greeted and said bye to students, she asked for the weather, she pointed out to the flashcards and used *what's this?* Or *what are these?* Questions to make students guess the vocabulary, she gave simple commands and instructions to the kids.

After going through these data collection and triangulation, the data showed that despite of the fact that students had a good listening comprehension and positive attitudes towards L2 they displayed a lack of vocabulary that prevented them from expressing more fluently and accurately in varied class activities which was evidenced in the fact that in the different tasks carried out in class the learners had correct answers but there was a significant amount of wrong ones, too, which led to the design and implementation of an intervention based on the use of audiovisual aids to enrich the learners' vocabulary, taking advantage of their potential as young learners who always displayed their willingness to learn and to improve their language skills, especially listening and speaking.

6.2 Action stage:

The action stage of the present research project about the implementation of audiovisual aids to foster the vocabulary learning of preschool kids consisted of the implementation of six workshops in which different teaching-learning strategies were put into practice. Each workshop had a five-hour planning that was carried out day by day according to the school curriculum. Each lesson plan was divided in three stages: the warm up, the main activity, and the wrap up. During the whole week varied audiovisual aids such as flashcards and videos were used; according to the plan, in the fourth session of the week students were assessed through a specific language learning strategy in combination with audiovisual aids. This strategy was measured to check students' vocabulary learning. In order to collect the information for the research, three different instruments were implemented throughout the project implementation: a teacher´s

journal (Appendix 5) that was kept by the researcher; an observation form (Appendix 6) carried out by an external observer during the implementation of the workshops; a student interview (Appendix 7) was conducted in which the infants were asked about their perceptions and insights about how they had felt during the learning process and the different strategies they had liked the most. Once every workshop was implemented, data were submitted to analysis according to Freeman's (1998) grounded approach and results were systematized in triangulation tables including the data collection instruments used, the categories of analysis found, and their operationalization, the number of occurrences per category, and their corresponding percentage in the whole data analysis. In the following sections, results are discussed on the basis of such analysis.

6.2.1 Workshop 1: Drawing maps and describing pictures.

   Workshop number 1 consisted of map drawing and picture description as the language elicitation strategies based on audiovisual aids to improve the learners' vocabulary learning. Before implementing the specific strategies the teacher used videos and flashcards to teach the new vocabulary. Students learnt to describe the animals in simple sentences and could also identify the teacher's description of the animals and draw them. Different flashcard were used to reinforce simple questions and answers related to the animals. In the fourth session, the map drawing and picture description instrument was used. The teacher described the animals and instructed the students in which box number they should place their drawing. Students' answers are measured with a measurement result protocol where good answers, wrong answers and no responses (NR) totals were placed.

        From the first implementation different categories were identified and systematized in the following triangulation table:

Table 3. Workshop 1 triangulation table

No.	Code/category	Operationalization	Teacher's jornal	Class observation	Student interview	Frequency Totals	Percentage
1	Effective Vocabulary recognition	Category describes that students can recognize the vocabulary when English is spoken, in visual aids or in listening activities.	40	83	7	130	31%
2	Preferences for audiovisual aids	Category describes that students prefer learning English through the different audio visual aids such as videos, song, drawings and painting	22	22	25	69	16%
3	Good listening comprehension	Category describes the students understanding when listening to the teacher, classmates, songs or videos.	34	25	7	66	16%
4	Positive affective factors	Category describes that students feel good in the English class and enjoy learning English and the English classes.	21	22	20	63	15%
5	Lack of listening comprehension	Category describes that students cannot recognize the vocabulary when English is spoken, in visual aids or in listening activities.	32	15	3	50	12%
6	Good oral performance	Code shows that learners use vocabulary to describe things in an oral way.	19	15	10	44	10%
	TOTALS		168	182	72	422	100%

As Table 2 shows, in the effective vocabulary recognition category 130 frequencies were obtained (31%). This was the category which got the highest number of frequencies meaning that the students had the ability to identify and recognize the new vocabulary taught in the different activities implemented in the class; in some of the instrument, comments like the following were found: *"The majority of the students* recognize *the new vocabulary and match the picture with the correct name of the animal"* (Teacher observation form) *"they could identify some of the vocabulary mentioned by the teacher to be mimed"* (Researcher journal).

In the preferences for audiovisual aids category, 69 frequencies were obtained (16%). From this information I could see that students have a tendency to learn through audiovisual aids because the exposure to this input in combination with the vocabulary taught in the lesson helped them recall the new words more easily; some of the learners' comments can be described as follows: "*Me gusta que la profe me enseñe con videos*" and "*Me gusta que la profe me enseñe con canciones y videos*" (Student interview) and the observer and the researcher confirmed this finding with recordings like "the kids seem to use the words more confidently when they see the pictures" (Teacher's journal)

In the good listening comprehension category, 66 frequencies were obtained (16%). This category provided evidence that the young learners developed the ability to understand from the different listening activities in which audiovisual aids were involved such as songs, videos, and flash cards representing or matching audio language material, for example, they were able to point out the correct animal when the teacher mentioned it, for example, the observer recorded that "Learners graphically represent the wild animal being described" and my journal included comments like "the majority of the students show understanding when an animal is described by the teacher and draw them on their notebooks".

In contrast with the good listening performance, the lack of listening category reported that 50 frequencies were obtained (12%) in this matter. From this information I could establish that in spite of the fact that most students listened comprehensively and were able to respond to audiovisual aids effectively, some of them still presented difficulties in the listening skill; for example, some children failed to match some of the words with the flashcards or requested repetition of the spoken language to complete the given task, for instance, the observer wrote that: "*some students were confused with the description, they needed support and repetition of the descriptions*".

The next category is the positive affective factors in which 63 frequencies were gotten (15%). I infer from these results that students felt good when learning through audio visual aids and felt motivated to learn English during the implementation of the workshop; evidence of this finding is the fact that the learners were excited to complete the tasks in the handouts, they volunteered to make the descriptions of the animals and some of them rushed to give the answers or show the teacher their drawings or describe the flashcards; additionally, in the student interview some of the kids displayed enthusiasm when describing animals in English and the observer pointed out that the "s*tudents showed good attitude towards the class and the topic*".

In the last category, good oral performance, 44 frequencies were counted (10%). this information allowed me to affirm that students were able to communicate and describe the animals in an oral way; the data showed that they reacted effectively to the audiovisual input having chosen and described the correct flashcard when listening to the teacher and answering her questions about the animals; in addition, the students' answers reflected their retention of the vocabulary taught in the lesson, especially nouns and adjectives related to animals and their

characteristics, as commented by the observer in the following excerpt: "*Students used appropriate words to describe the wild animals in an oral way"*.

6.2.2 Workshop 2: Vegetables Storytelling.

Workshop number 2 consisted of a storytelling and picture description as the language elicitation strategies based on audiovisual aids to improve the learners' vocabulary learning. Before implementing the specific strategies, the teacher used videos and different flashcards activities to teach the new vocabulary to the infants. Students were expected to describe the vegetables in simple sentences and also identify the teacher's description of the vegetables and draw them. Different flashcards were used to reinforce simple questions and answers related to the vegetables. In the fourth session of the workshop, storytelling was used. The teacher projected the storytelling pictures on the wall through the video beam. The story was about daddy rabbit and baby rabbit. In the story baby rabbit expressed his dad he was starving so daddy showed his baby different vegetables with their names. He also told his baby the ones he liked and asked his baby what he preferred as well. This story was projected on the wall and the teacher told it using different tones of voices to represent each character. She also used body language such as face expressions, gestures and body movements. To assess the listening comprehension and vocabulary recognition a measurement result protocol was implemented where good answers, wrong answers and no responses (NR) totals were placed.

From the second implementation data collection and analysis procedures different categories were identified and systematized in the following triangulation table:

Table 4. Workshop 2 triangulation table

No.	Code/category	Teacher's journal	Class observation	Student interview	Frequency Totals	Percentage
1	Effective Vocabulary recognition	101	64	8	173	34%
2	Positive affective factors	45	15	37	97	19%
3	Preferences for audiovisual aids	52	22	16	90	18%
4	Good oral performance	13	27	20	60	12%
5	Good listening comprehension	15	37	6	58	11%
6	Lack of listening comprehension	15	11	4	30	6%
	TOTALS	241	176	91	508	100%

As Table 3 shows, in the effective vocabulary recognition category, 173 frequencies were obtained (34%). This was the category which revealed the highest number of frequencies meaning that   the students were able to identify and recognize the new vocabulary taught in the different activities implemented in the class with the support of varied audiovisual aids (flashcards, posters, videos, songs); in some of the instruments, comments like the following were found: "*students identify vegetables and numbers as the teacher asks the simple questions with the visual support of the flashcards*" (Teacher observation form) and "*Students are able to count and identify the vegetable that is asked by the teacher using the expression how many _____ are there?*. It is clearly seen that when students were exposed to the story on the screen, the pictures of the rabbits and the colorful vegetables elicited their use of the vocabulary and they spontaneously started to point out and mention the names of the different characters and objects

on the screen; this visual support made them recall and communicatively use the vocabulary in sentences that represented their understanding of the meaning of the story, for example, some kids spoke out complete sentences like "this is Daddy rabbit" and " baby rabbit like lettuce and cucumbers".

In the positive affective factors category, 97 frequencies were gotten (19%). From these results I could see that students enjoyed the different activities that were carried out in the 5 day planning. Students showed motivation and volunteered to participate when describing the vegetables; they displayed enthusiasm and eagerness to answer questions and make descriptions based on the different audiovisual aids letting their vocabulary flow in the proposed activities; this was ratified in the interview in which the students expressed that: "*I felt good learning the vegetables*"; the observer also pointed out that the: "*students were motivated, liked and enjoyed the videos and songs from which they were learning and using new vocabulary*".

The next category that got a high number of frequencies was the preferences for audiovisual aids with 90 frequencies (18%). I infer from this information that students had the tendency to learn through audiovisual aids and they evidenced learning when recalling the vocabulary in an easy way, because the audio and visual support provided by flashcards, songs, posters, etc. made them associate images or sounds with words, sentences or expressions needed to describe the objects or characters involved in the lesson. Some of the learners' comments reveal that "what I liked the most during the whole week were the videos", "I think the story pictures/images were nice and they helped me remember the words" or "Me parecio chevere la historia con todas esas imágenes" (Student interview). And the observer and the researcher confirmed this finding with recordings like "they showed motivation in the different activities because the audiovisual support seemed to help them recall the vocabulary" (observation form).

The next category was the good oral performance with 60 frequencies (12%). This information allowed me to confirm that students were able to communicate and describe the vegetables orally because they were exposed to audiovisual support permanently; the data showed that they reacted effectively to the audiovisual input having chosen and described the correct flashcard when listening to the teacher and answering her questions about the vegetables every time they were addressed by the teacher. Besides, they could identify which vegetables the baby rabbit had preferred to eat in the story and they described them in a proper way with the correct vocabulary. Instruments showed the evidence of the good oral performance when they stated that "*nada me pareció difícil en todo lo que hicimos esta semana para hablar sobre los vegetales*" (Student interview); "*Students listened, drew and orally described the different vegetables that were* taught" (Teacher's journal) and "*Students used appropriate words to describe the vegetables in an oral way*" (observation form).

In the good listening comprehension, 58 categories were gotten (11%). This category provided evidence that the young learners developed the ability to understand from the different listening activities in which audiovisual aids were involved such as songs, videos, and flashcards, representing or matching audio language material with its visual representation. For example, the observer reported that: "*Learners understood the vegetables songs and showed it with gestures and movements*". My journal also had comments like "*they described the vegetables they were listening about with the right words*".

In contrast with the good listening performance, the lack of listening category reported that 30 frequencies were obtained (60%). Even though students had a good performance in the different listening activities, there were some kids who had difficulties when listening and recognizing the vegetables' vocabulary. For instance, some of them were not able to describe or answer the questions asked neither in the flashcards nor in the storytelling about the rabbit. These

could be seen in the different instruments where it was stated that "there were some students who needed help because they did not understand the description" (Teacher's journal); "there were eleven students who were confused in the different activities because they did not understand what the teacher was saying" (observation form); and "*La historia la entendi poco*" (Student's interview).

To conclude, it is showed and evidenced in the different instruments in this implementation that audiovisual aids do affect the learning process of the vocabulary learning in kids. Moreover, with the support of audiovisual aids, input is acquired more easily and students are able to use the language meaningfully, and the level of motivation is high having a positive impact in the assimilation of a second language; nevertheless, in the next workshop the listening comprehension challenges needed to be addressed in order to help students better learn vocabulary.

6.2.3. Workshop 3: Learning vocabulary through songs.

Workshop number 3 consisted on songs as a language elicitation strategy based on audiovisual aids to improve the learners' vocabulary learning. Before implementing the specific strategy that consisted on a number's song where students learnt the numbers from one to fifteen, the teacher used varied videos and flashcards activities to teach the new vocabulary to the kids where simple questions and answers about numbers were taught. The teacher also used the board to draw vegetables and shapes to have students count using the expression there is and there are. They also listened and drew the different numbers on their notebooks. In the fourth session of the workshop, the numbers' song was used. First, they listened to the song. After that, they practiced it doing the different movements the song has with the help of the teacher. After the kids learnt

the song vocabulary, an evaluation of the workshop was implemented. It consisted of a sheet of paper where different groups of shapes are drawn. Learners were expected to listen to the teacher and complete the quantity of shapes, write the number of the quantity and color. A rubric was used to assess listening comprehension and vocabulary recognition where good answers, wrong answers and no response (NR) totals were placed.

In the third implementation data collection and analysis procedures, different categories were identified and systematized in the following triangulation bar graph:
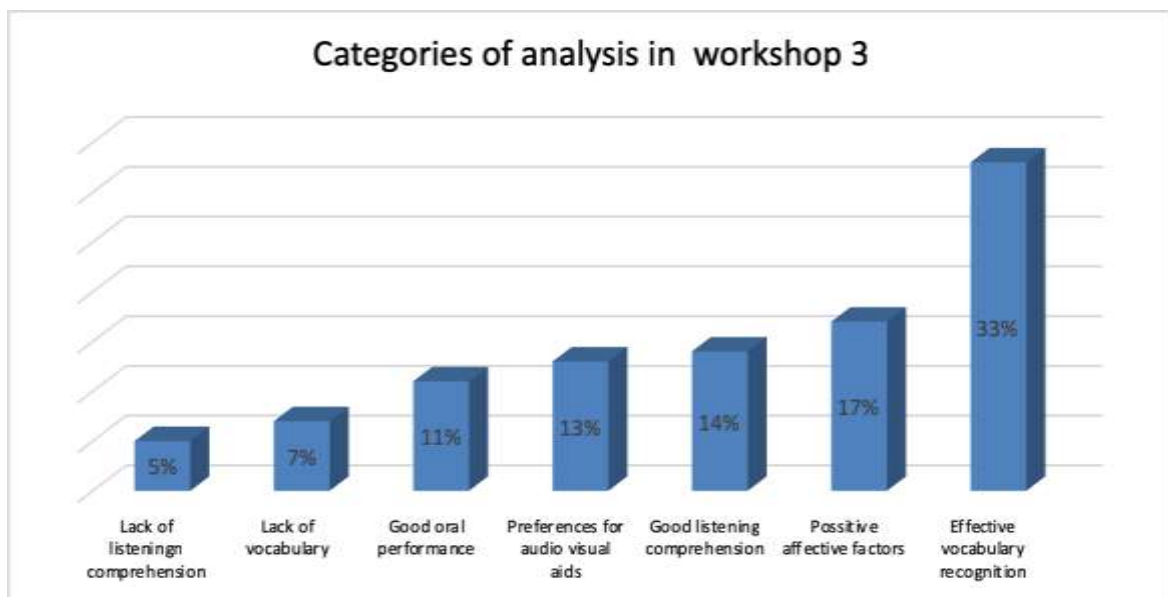
Graph 3. Categories of analysis in workshop 3

As graph 3 shows, in the effective vocabulary recognition category, 162 frequencies were obtained (33%). This was the category which got the highest number of frequencies meaning that students were able to identify and recognize the new vocabulary taught in the different activities implemented in the class with the support of audio visual aids (flashcards, posters, videos, songs); in some of the instruments comments like "*The majority of the students can circle the number*

that is said by the teacher" (teacher's journal); *"Students effectively point to the numbers the teacher mentions in games"* (Observation form); *"Nada me parecio dificil de lo que hicimos durante la semana sobre los números"* (Student interview questionnaire). Students showed through the different activities implemented that they could develop the ability to count aloud the different objects drawn on the board. Besides, they were able to recognize and pronounce the number the teacher showed them and they were also able to answer to how many questions using the expression there is or there are.

In contrast with the effective vocabulary recognition, the lack of vocabulary got 34 frequencies (7%). Despite the fact that most of the students had the ability to recognize vocabulary in the different activities, some of them went through some trouble when identifying the numbers and putting them into practice in the varied activities implemented during the lesson. In some cases they confused numbers from eleven to fifteen and they mismatched words and pictures when asked about their names; for instance, the teacher draw twelve carrots and where they started counting they could not remember the eleven or twelve number to finish the counting activity. These could be seen in the different instruments where it was stated that "*Some students needed support when telling the number they have got in the bag game*" (Teacher's journal); "*There were some students who had difficulties when understanding the activities*" (Teacher's observation form); "*El taller de los números me pareció dificil*" (Student interview questionnaire).

In the positive affective factors category 83 frequencies were gotten (17%). These results revealed that audiovisual aids attracted and motivated learners in the learning process making them have an active role through constant participation and no hesitation when expressing their different contributions in the class. The learners' excitement when the teacher played the song was displayed in their dancing and singing. They clapped and patted on their thighs while

numbers where said and they also did the different movements the song mentioned such us jump and spin. This information is ratified in the different instruments like "*The students who wanted to show their classmates what they have drawn felt comfortable and secure*" (Teacher's journal); "*The students behavior is good, they participated, they sang the songs, followed instructions and did the actions*" (Teacher's observation form); "*Me senti muy bien durante la clase aprendiendo los números*" (Student interview questionnaire).

The next category, the good listening comprehension, 70 frequencies were obtained (14%). This category provided evidence that students understood and developed the ability to understand the input given in the different activities done in the class through audiovisual aids (videos, songs, and flashcards). For instance, they were able to answer to what number is it, how many and what color questions in an easy way. Therefore, they were able to count aloud the different group drawings they had done on their notebooks. Evidence of this result can be seen in the different instruments; for example, "The majority of the students were able to identify the number said by the teacher and were able to complete the shape groups" (Teacher's journal); "*Students understood the numbers songs and showed it with gestures and movements*" (Teacher′s observation form); "*Nada me parecio dificil de todo lo que hicimos en la semana sobre los numeros*" (Student interview questionnaire).

In contrast and in spite of the good listening performance, the last category with the lowest number of frequencies, Lack of listening comprehension with 25 frequencies (5, 1%) shows that although the majority of the kids had a good performance when listening, there were some who still presented difficulties in this skill since they expressed misunderstanding when counting or answering the simple questions asked in the activities. This can be evidenced in the different instruments; for example: "*there were some students who needed support to identify the*

number said" (Teacher's journal); "*There were some students who had difficulties when understanding the number activities*" (Teacher's observation form); "*Lo que me parecio mas dificil de todo lo que hicimos esta semana fue los números del 1 al 11*" (Student interview questionnaire).

The next category which also got a high level of frequencies was Preferences for audiovisual aids, with 62 frequencies (13%). It can be inferred that kids had a tendency to learn through audiovisual aids such as songs, videos, flashcards because they evidenced learning when recalling the vocabulary in an easy way due to the fact that they made associations with the images or sounds with words, sentences or expressions needed to count the different objects involved in the lesson, for example, when the children were completing the handout they could listen, count the groups of shapes and complete the ones who did not have the quantity the teacher had said in an easy way. In some of the instruments, comments like the following were identified: "*They enjoyed videos and liked to pronounce the new words learnt*" (Teacher's journal); "*Students really enjoyed the videos*" (Teacher's observation form); "*Me gusta que en en clase veamos videos en la ludoteca*" (Student interview questionnaire).

In the good oral performance 52 frequencies were gotten (11%). Kids were able to ask and answer questions in a simple way when elicited with the audiovisual aids; for instance, they were able to count out loud and answer to the how many questions using the expressions there is and there are. They could also see any number from one to fifteen and say the correct numeral to the corresponding number. They could identify the different numbers and associated them with the correct quantities shown in the different audio visual aids. This information could be ratified in the different instruments; for example: "*They could use the expression there is and there are*" (Teacher's journal); "*Students used appropriate words to count objects around from one to*

fifiteen in an oral way" (Teacher's observation form); "*El estudiante se siente bien y muestra entusiasmo por poder expresarse en Inglés*" (Student interview questionnaire).

As it has been seen in the different workshop analyses that audio visual aids impact positively the process of learning vocabulary and developed the ability to communicate meaningfully in different contexts; in this particular workshop some progress was achieved concerning listening, but there were some difficulties such as not recognizing the numbers and counting them out loud from eleven to fifteen, therefore in the next workshop a different strategy was implemented in order to improve the weaknesses some students were having in vocabulary recognition, listening comprehension and oral performance.

6.2.4 Workshop 4: learning vocabulary through rhymes.

Workshop number 4 consisted on rhymes as the language elicitation strategy based on audiovisual aids to improve the learners' vocabulary learning. Before implementing the specific strategy that consisted on a rhyme where students learnt the face parts, the teacher used varied videos and flashcards activities to teach the new vocabulary to the kids where simple questions and answers about face parts were taught. The teacher also used the board to draw the face parts of a monster and use the expression *I have*. They also listened and drew the different face parts on their notebooks. In the fourth session of the workshop, the face parts' rhyme was used. First, they listened to the rhyme. After that, they practiced it doing the different movements the song has with the help of the teacher. After the kids learnt the rhyme vocabulary, an evaluation of the workshop was implemented. It consisted of a sheet of paper where a monster head was drawn. Learners were expected to listen to the teacher and complete the face parts of the monster. After completing the workshop data collection and analysis, the following triangulation was stated:
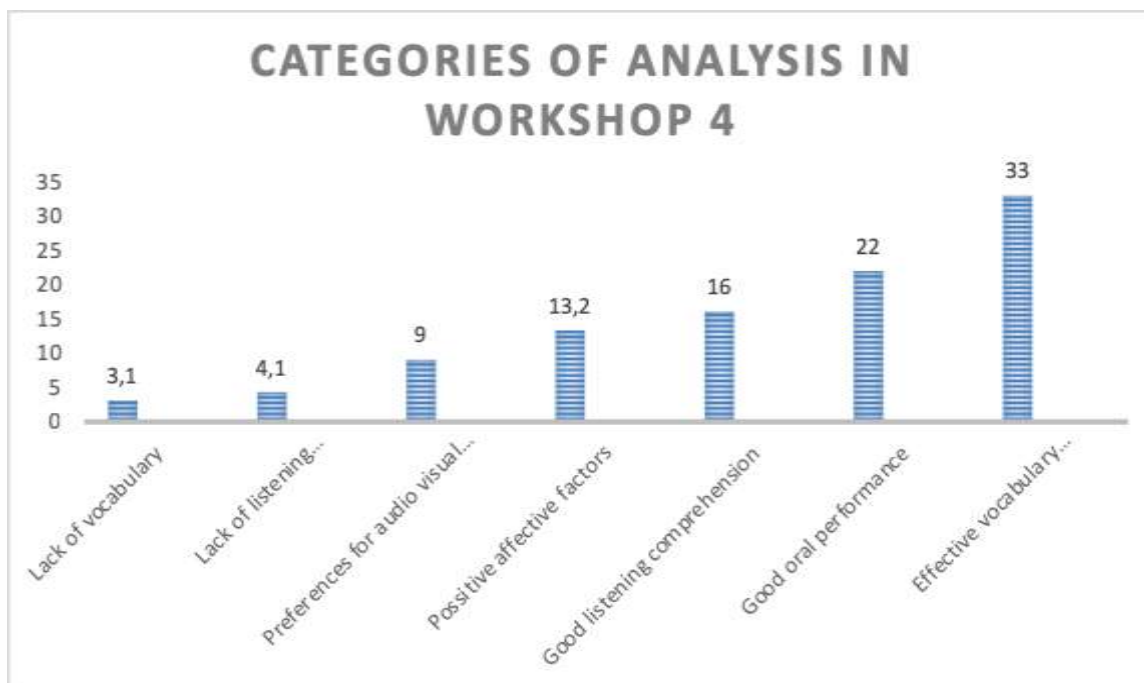
Graph 4. Categories of analysis in workshop 4

As graph 4 shows, in the effective vocabulary recognition category, 241 frequencies were obtained (33%). This was the category which got the highest frequencies meaning that students had the ability to recognize and identify the new vocabulary taught during the whole week implementation with the additional support of audio visual aids such as videos, flashcards, posters, rhymes and songs. In some of the instruments, comments like *"Students can identify some of the monster's face parts and can count them as well"* (Teacher's journal); *"Students recognize vocabulary about the face parts when English is spoken and they react verbally or non-verbally"* (Observation form); *"Todo me parecio facil"* (Student interview questionnaire). In fact, they could draw the monster when the teacher described it using the expression *I have three noses* and so on. Besides, they could describe their monster drawn on their notebooks in an easy way. This was confirmed with the good oral performance category (22%). Kids were able to ask and answer questions in a simple way when elicited with the audiovisual aids; for instance, they

were able to describe the monster's face parts and they could also answer to *what-part-of-the-face-is-it* question. This information can be ratified in the different instrument; for instance, *"The majority of the students are able to express what part of the face parts they have using the expression I have"* (Teacher's journal)¸*"Students ask in an oral way simple questions and answers about the face parts"* (Observation form)¸*"El estudiante muestra entusiasmo por porder expresarse en Inglés"*(Student interview questionnaire).

The good listening comprehension category (16%) also provided evidence of the positive impact of the visual aids because students understood the input given in the different activities done in the class through audiovisual aids (videos, songs, and flashcards). For instance, kids were able to draw the monster's face part while listening to the teacher's description. They were also able to point out the flashcards face parts the teacher mentioned. They could also touch the face part the rhyme was indicating. Evidence of this result can be seen in the different instruments; for example, *"Students followed easily the drawing activity where they have to draw the face part the teacher said"* (Teacher's journal); *"Students understood the face parts rhymes and showed it with gestures and movements"* (teacher's observation).

The positive affective factors (13, 2%) revealed that audiovisual aids attracted and motivated learners in the learning process making them have an active role through constant participation and no hesitation when expressing their different contributions in the different activities implemented. They were so happy when singing the rhyme and touching their body parts at the same time. They felt comfortable when saying what face parts they had in front of the classmates and loved showing their monster drawing as well. This information is ratified in the different instruments like *"Students really liked to show what they drew and pasted it on a wall where people could see their works."* (Teacher's jorunal); *"Students loved audio visual aids to*

learn" (Teacher's observation); *"Lo que más me gusto de las clases esta semana fueron los videos y las canciones con esas rimas"* (Student interview questionnaire).

The preferences for audio visual aids, category (9%) showed that kids made associations with the images or sounds with words, sentences or expressions needed to describe the face parts involved in the different activities of the lesson; for example, when the visual were shown the students reacted enthusiastically like shown in these excerpts: *"Students felt interested in the face parts videos"* (Teacher's journal); *"Students loved audio visual aids to learn"* (Teacher's observation form); *"Lo que mas me gusto de la semana fue dibujar el monstruo y los videos"* (Student interview questionnaire).

Despite of the fact that students showed understanding in the different listening activities in the lesson, there were some who showed to be confused and could not understand the monster's description by the teacher as shown by the lack of listening comprehension (4,1%). This weakness is reflected in comments like *"In the listening activity there are some students who felt confused wince they did not understand what the teacher said"* (Teacher's journal); *"There were just four students who felt confused in some of the activities"* (Teacher's observation); *"Cuando dibujamos el monstruo no entendi bien lo que el professor decía"* (Student interview questionnaire).

The last category with the lowest frequencies was the lack of vocabulary with 3.1% of the data. Despite the fact that most of the students had the ability to recognize vocabulary in the different listening activities, some of them went through some trouble when drawing the monster's description said by the teacher; the data reported that *"In the listening activity there are some students who felt confused wince they did not understand what the teacher said"* (Teacher's journal); *"There were just four students who felt confused in some of the activties"*

(Teacher's observation) ; *"Lo que me parecio mas dificil de la semana fui dibujar el monstruo porque no entendi"* (Student interview questionnaire).

In this workshop it can be observed how audio visual aids impact positively the process of learning vocabulary, but there are some students who still experienced some difficulties. In the next workshop the reading aloud strategy would be implemented to improve the vocabulary deficiencies some students still have.

6.2.5 Workshop 5: Learning vocabulary through reading aloud.

Workshop number 5 consisted on reading aloud as the language elicitation strategy based on audiovisual aids to improve the learners' vocabulary learning. Before implementing the specific strategy that consisted on a reading aloud activity where kids learned sports, the teacher used different videos and flashcards to teach the new vocabulary expressing what sport they liked or loved. Besides, they were taught to ask *do you like* questions and *Yes, I do* and *No, I don't* answers. The blackboard was another tool used in the class; the teacher drew the different sports to make students identify them and use the vocabulary in context through the simple questions and answers explained before. They also did a listening activity that consisted on listening to the teacher's favorite sports to be drawn on their notebooks. In the fourth session of the workshop, the reading aloud strategy was implemented. First, the teacher pasted four flashcards on the board, where a story of a boy was going to be told. Students listened to it and then the teacher had them practice it with her support. After the students listened to the story a few times, they had the chance to say it to the teacher individually. To assess their performance, a rubric was used to see how many correct and incorrect pictures they would say. While each students said the story

aloud, the other kids practiced it with a partner. After completing the workshop data collection

and analysis, the following triangulation was stated:
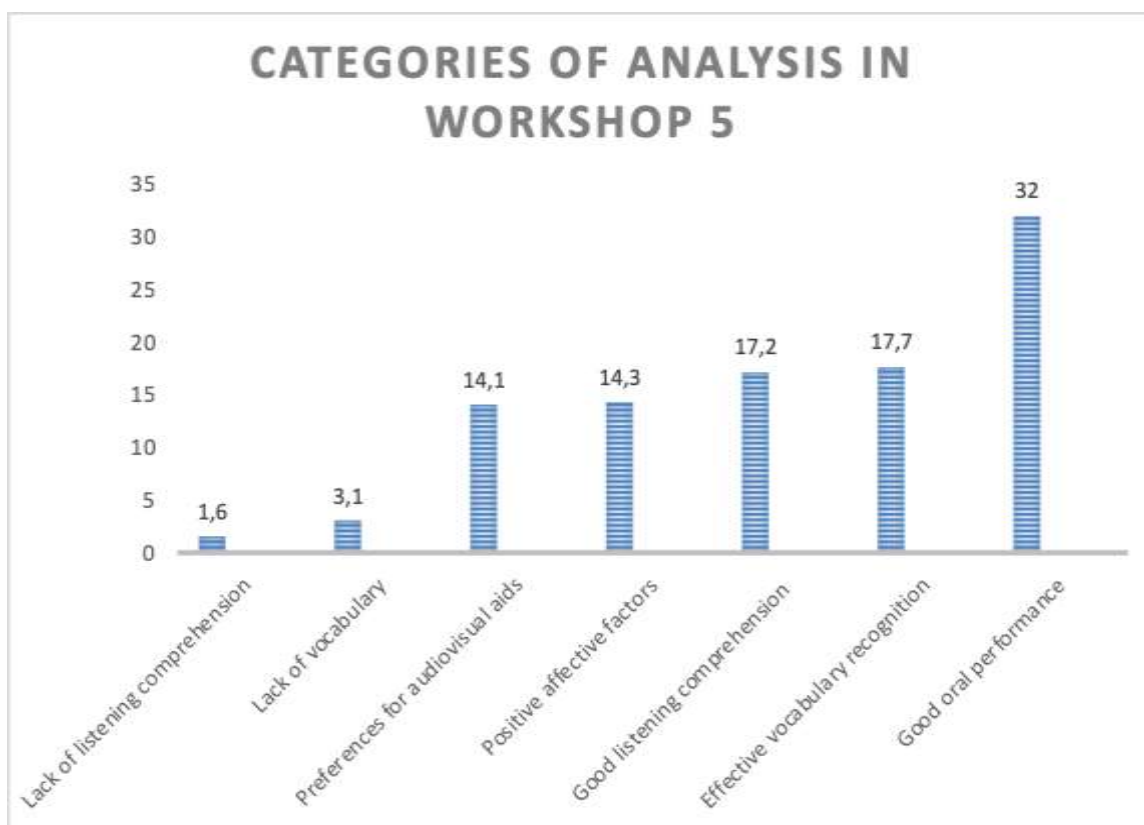
Graph 5. Categories of analysis workshop 5

As graph 5 shows, the good oral performance category corresponded to 32% of the data.

This category was the one with the highest number of frequencies. From this results I can infer

how audiovisual aids could impact the learning process of the kids since they were able to ask and answer simple questions related to the sports and could also express what sports they liked, did not like or loved. Therefore, they had a good performance when telling the story aloud to the teacher in a spontaneous way. . Evidence of this result can be seen in the different instruments; for example, *"they expressed what sports they liked and do not like using the expression I like, I don't like or I love"* (Teacher's journal); *"Students asked in an oral way simple questions about sports and likes"* (Teacher's observation); *"El estudiante muestra entusiasmo por poder expresarse en Inglés"* (Student interview questionnaire).

Effective vocabulary recognition (17.7%) also provided evidence of the positive impact of audiovisual aids because kids had the ability to identify and recognize the vocabulary in the different flashcard games, in the reading aloud story strategy and in the listening and drawing activity; for instance, *"Students are able to identify the different sports the students mime"* (Teacher's journal); *"Students effectively identify sports in visual aids saying a story in a reading aloud task"* (Teacher's observation); *"Lo que hicimos durante la semana sobre los deportes me parecio facil"* (Student interview questionnaire).

The good listening comprehension category (17.2%) can be evidenced in how students had the ability to understand the listening input given in the different activities such as pointing to the flashcard the teacher asked for, saying the story spontaneously after the teacher had already told it, miming the sport said by students or the teacher, answering to the sports questions and singing sport songs reacting verbally and non-verbally. Evidence of this result can be seen in the different instruments: *"The majority of the students were able to listen to the different sports the teacher liked and drew them on the notebook"* (Teacher's journal); *"Students understood the sports reading aloud activity and showed it with gestures and movements"* (Teacher's

observation); *"Todo lo que hicimos esta semana me parecio facil"* (Student interview questionnaire).

The positive affective factors (14.3%) reported that the students felt motivated and comfortable when learning L2 through audiovisual aids since kids participated constantly in the different activities showing happiness and security. Therefore, they loved singing, dancing songs and telling the story to the teacher automatically. The positive affective factors were reflected in the different instruments with comments such as *"kids really felt comfortable learning with audiovisual aids"* (Teacher's journal); *"They participated in games and the story"* (Teacher's observation); *"El estudiante muestra entusiasmo por poder expresarse en Inglés"* (Student interview questionnaire).

The preferences for audiovisual aids (14.1%) showed that kids were able to associate the flashcards with the story easily, they enjoyed the songs and videos and could learn them in an easy way. This was reflected in comments like: *"Students enjoyed singing and watching the videos"* (Teacher's journal); *"They participated flashcard games and the story"* (Teacher's observation); *"Me gusta que la profe me enseñe con videos, dibujos y canciones"* (Student interview questionnaire).

In contrast with the effective vocabulary recognition, the lack of vocabulary category with only 3.1% showed that there were some students who had trouble identifying the new vocabulary taught due to the fact that they were not able to tell the story aloud, they felt confused when they had to draw on their notebooks the sports mentioned by the teacher and kids were not able to express what sports they liked, did not like or loved; the data reported that *"Some students needed support in the reading aloud activity"* (Teacher's journal); *"There were some students who were a little lost and needed support from the teacher"* (Teacher's observation); *"Cuando*

conte la historia no recordaba algunas cosas ni entendi las imagines que la teacher dice" (Student interview questionnaire).

The lack of listening comprehension was the category with the lowest percentage (1.6%). Although there were a high percentage of the kids who got a good performance in the good listening comprehension category, there were some others who had trouble in the listening skill since they could not understand what the teacher was saying or asking, they could not draw the different sports mentioned by the teacher and they could not tell the story after the teacher had already told it as shown in the following excerpts: *"There are five students who needed support because they did not understand what sports the teacher likes"* (Teacher's journal); *"There were some students who were lost and needed support from the teacher"* (Teacher's observation); *"Cuando conte la historia no recorde algunas cosas ni entendi las imagines que la teacher dijo"* (Student interview questionnaire).

In this workshop the results showed that there were still some students who continued having trouble when identifying and recognizing the vocabulary. In the next workshop the wall pictures strategy would be implemented to solve the lack of vocabulary.

6.2.6 Workshop 6: learning vocabulary through wall pictures

Workshop number 6 consisted on wall pictures as the language elicitation strategy based on audiovisual aids to improve the learners' vocabulary learning. Before implementing the specific strategy that consisted on wall pictures where students learnt the Christmas vocabulary, the teacher used varied videos and flashcards activities to teach the new vocabulary to the kids where simple questions and answers about Christmas were taught. The teacher also used the board to draw the Christmas symbols and use the expression *I have*. They also listened and drew

the different Christmas pictures on their notebooks. In the fourth session of the workshop, the wall pictures was used. First, all the vocabulary was pasted on a specific wall of the classroom where kids had the opportunity to observe them every day. The teacher made the learners practice the new vocabulary using the pictures on the wall; for instance, the teacher pointed to any flashcard and asked *what's this* questions. She also made students pronounce the vocabulary in the order it was pasted and it was pronounced slowly or fast with different rhythms. After the kids learnt the vocabulary, an evaluation of the workshop was implemented. It consisted of a sheet of paper where there were six charts and students had to draw what the teacher said there was in each chart. After completing the workshop data collection and analysis, the following triangulation was stated:
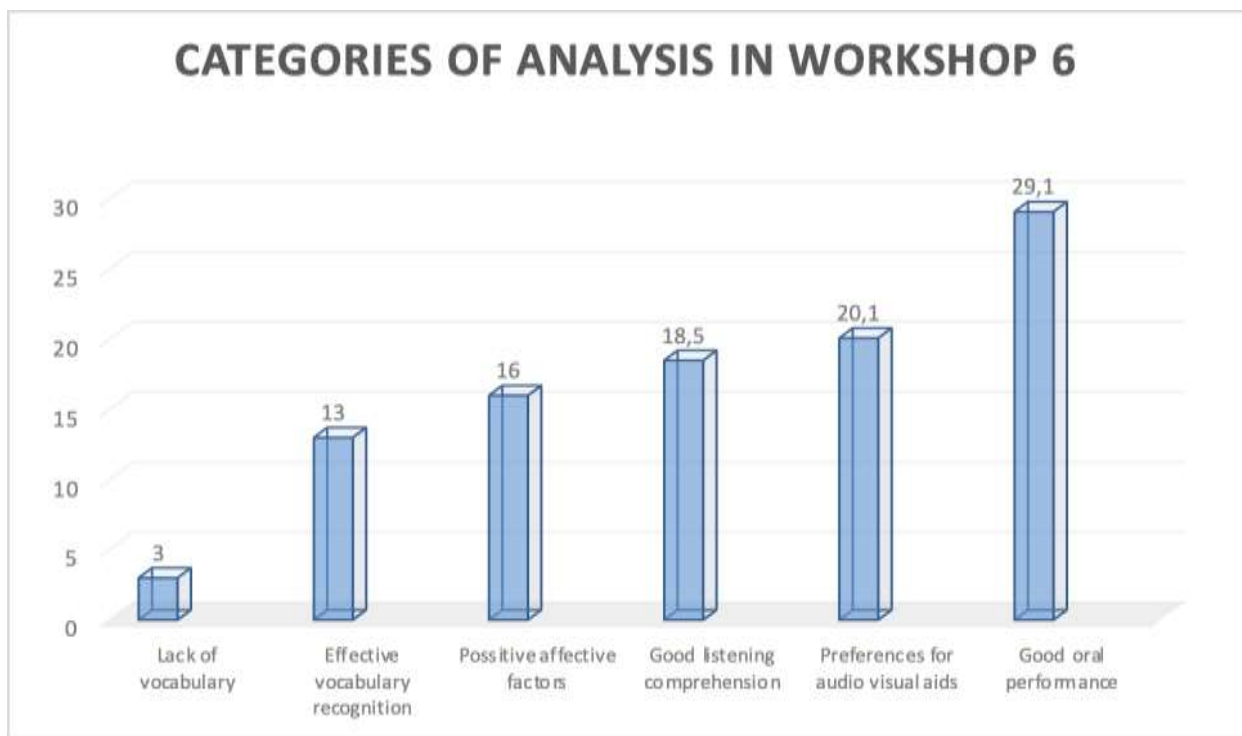
Graph 6. Categories of analysis in workshop 6.

As graph 6 shows, the good oral performance was the category with the highest percentage (29.1). It means that students had the ability to use the Christmas vocabulary expressing what things they liked, did not like and loved. Besides, it showed that they were able to say what Christmas objects they had at home using the expression *I have.* This information can be reflected in comments like: *"Students are able to express what Christmas things they have at home"* (Teacher's journal); *"Students ask in an oral way simple questions about Christmas and their likes"* (Teacher's observation); *"El estudiante muestra entusiasmo por poder expresasr en Inglès"* (Student's interview questionnaire).

The preferences for audiovisual aids (20.1) showed that kids made associations with the images or sounds with words, sentences or expressions needed to mention the Christmas things involved in the different activities of the lesson. They liked learning through the different videos, flashcards and wall vocabulary. It can be seen in the following instruments: *"Students enjoyed the Chritmas song"* (Teacher's journal); *"They liked the activity with the wall vocabulary"* (Teacher's observation); *"Lo que mas me gusto de la clase fueron los videos y las canciones"* (Student's questionnaire).

The good listening comprehension category (18.5) also provided evidence of the positive impact of the visual aids because students understood the input given in the different activities done in the class through audiovisual aids (videos, songs, flashcards and wall vocabulary). For example, the kids were able to answer to the what-is-this questions when the teacher pointed to the different vocabulary pasted on the wall. They were also able to draw what Christmas things the teacher had at home in their notebooks. It can be supported in the different instruments: *"Students listen to the teacher and draw the Christmas things she has at home"* (Teacher's journal); *"Students reply with appropriate vocabulary to information and listeing comprehension*

question about Christmas and Christmas preferences" (Teacher's observation); *"Nada me parecio dificil de todo lo que hicimos sobre la navidad esta semana"* (Student's questionnaire).

The positive affective factors (16%) evidenced that students felt attracted and motivated in the learning process since they felt happy and comfortable with the different videos, flashcards and songs implemented during the whole week implementation. They did not hesitate when participating in class making their contributions in the different class activities and could have fun when learning. This information is ratified in the different instruments like: *"They enjoyed the Christmas songs and like singing"* (Teacher's journal); *"They felt comfortable"* (Teacher's observation); *"Los materiales usados en clase son cheveres y me hacen aprender"* (Student's questionnaire).

The effective vocabulary recognition (13%) showed that students had the ability to recognize and identify the new vocabulary taught during the whole week implementation with the additional support of audio visual aids such as videos, flashcards, posters and wall pictures. kids stood up in front of the wall vocabulary, they pointed to any flashcard and asked their classmates what is this questions and students could answer correctly. They also had the ability to listen and represent graphically what Christmas items the teacher had at home . This can be supported in the following comments: *"The majority of the students could read the teacher's mouth and recognize the word on the wall vocabulary"*(Teacher's jornal); *"Students recognize vocabulary about Christmas when English is spoken and they react verbally and non-verbally"* (Teacher's observation); *"Nada de lo que hicimos en la semana me parecio dificil"*(Student's questionnaire).

Despite of the fact that students had the ability to recognize the Christmas vocabulary there were some who still lacked vocabulary (3%) since they could not identify the Christmas items on the wall and there were some children who could not draw the Christmas things they

were listening to. It can be ratified in the following instruments: *"There were five students who needed help because they did not understand the Christmas things the teacher had at home"* (Teacher's observation); *"There were three students who did not point to the flashcard the teacher mentioned"* (Teacher's observation); *"Algunas veces se me olvidaba los dibujos de la pared y no entendia la pregunta"* (Student interview questionnaire).

In this last workshop once more it can be ratified how audiovisual aids impact positively the vocabulary learning process of the kids. The results of the study as a whole are presented and discussed in the following section.

6.3 Evaluation stage

After the implementation stage of this proposal about the impact of audiovisual aids in the vocabulary learning of kindergarten students, the evaluation stage is presented with a summary of the results of the implementation of all workshops together. As presented in the diagnostic stage of this study, some categories reported that the shortcomings identified among kindergarten kids were the lack of vocabulary and low listening comprehension.

Once the six workshops described in the previous sections were conducted, data were analyzed from a holistic perspective; Table (5) below presents the summary of the frequencies of all the categories of analysis that served the interpretation of the data in such analysis, indicating that the strategies implemented through the audiovisual aids positively impacted the listening skill and vocabulary recognition of the kids.

Table 5. Triangulation of data in the evaluation stage.

Code/Category	W.1	W.2	W.3	W.4	W.5	W.6	%

	Map drawing and picture description	storytelling	Learning vocabulary through songs	Learning vocabulary through rhymes	Reading aloud strategy	Learning vocabulary through wall pictures	
Effective vocabulary recognition	130	173	162	241	108	122	27.3%
Good oral performance	44	60	52	159	195	192	20.5%
Good listening comprehension	66	58	70	114	105	122	15.6%
Positive affective factors	63	97	83	96	87	84	14.9%
Preferences for audiovisual aids	69	90	62	64	86	133	14,7%
Lack of listening comprehension	50	30	25	30	10	X	4.2%
Lack of vocabulary	X	x	34	23	19	20	2,8%
TOTALS	422	508	488	727	610	673	100%

The data showed that the main category was the *effective vocabulary recognition* with the highest percentage (27.3%) throughout the implementation. This category revealed that the different audiovisual strategies implemented in the workshops impacted positively the vocabulary learning process in the kids. It can be seen how from the first workshop to the second one there was a significant increase in the frequencies. In the third one there was a slight decrease due to the fact that the topic was more complex in terms of word and expression combination, that is, the expressions There is and There are were highly cognitively demanding. It can be inferred that the three strategies made students have a better performance when recognizing the vocabulary taught. In the fourth workshop (Learning vocabulary through rhymes) frequencies went up

notoriously; meaning that learning vocabulary through rhymes was the strategy which better worked for kids. In workshops five and six, frequencies went down but they still show a good performance and effectiveness in vocabulary recognition.

Through the implementation of the different audiovisual strategies the *good oral performance* evidenced positive outcomes, too. In workshop one, kids had a low performance in the oral skill, there was a small improvement in the second one, but again in the third workshop a decrease occurred. It was in the fourth workshop that kids had a remarkable oral performance, meaning that rhymes strategy had a high impact in the oral skill. In the fifth and sixth workshop, there was another significant increase in the frequencies, in other words, the reading aloud strategy and learning vocabulary through wall pictures were the ones with the highest frequencies meaning that these two strategies gave students the tools to develop and improve their oral skill.

Kids could also develop *good listening comprehension* skills (15.6% of the data) with the audiovisual strategies implemented. In the first three workshops, learners developed the ability to listen and understand the different vocabulary taught in context in an average way, but it was in the fourth, fifth and sixth workshop that their performance increased notably. It was through rhymes, reading aloud and wall picture strategies that they reached higher listening performance.

Positive affective factors (14.9) were always present in the six workshops. In the first, third, fifth and sixth they felt comfortable and excited during the learning process but it was in workshops two (storytelling) and four (Learning vocabulary through rhymes) that kids expressed more happiness, comfort and fun. Through the different strategies developed in the workshops, kids always showed willingness to learn and participate in the varied activities done in the classes. It is clear to see how positive affective factors affected the learning process of the kids

since they could get good performance in the vocabulary recognition, oral performance and listening comprehension skills.

The *preferences for audiovisual aids* category which got 14.7% of the data was always present in the six workshops. Kids always felt attracted by the different audiovisual aids used in the classes such as videos, flashcards, songs, rhymes, wall pictures and stories. I could see in the different classes the big tendency kids had for the audiovisual aids. They always expressed how much they liked learning using these tools.

The lack of listening comprehension was present from the first to the fifth workshop; it did not appear in the sixth one. In the first workshop some kids had difficulties in the listening skills, but in the second, third, fourth and fifth workshops it can be seen how these difficulties gradually reduced. It can be said that through the other strategies kids could overcome the listening shortcomings they were having and could improve notoriously their listening skills.

This overall evaluation also shows that the lack of vocabulary was seen in four of the six workshops. In the first and second workshop no frequencies of lack vocabulary were identified. Despite of the fact that the majority of the students could develop effective vocabulary recognition, there were some who still presented lack of vocabulary in the third, fourth, fifth and sixth workshops. But if we go in detail, at the end of the workshops students increased their active vocabulary.

After having analyzed the triangulation gathered from the six workshops; I found meaningful and relevant to state that these results are the evidence of the achievement of the objectives proposed in the research project and to emphasize these findings through the analysis of the continuous assessment of the students' vocabulary learning, for which a rubric was used in each workshop and whose results are summarized in the following table:

Table 6. Results from vocabulary learning rubric in each workshop

CRITERIA			
Listening skills and vocabulary recognition	**Points achieve per workshop**		
	GOOD ANSWERS TOTALS	**WRONG ANSWERS TOTALS**	**NO RESPONSES TOTALS**
WORKSHOPS	Effective vocabulary recognition/ Good listening comprehension	Lack of vocabulary/ Lack of listening comprehension	Lack of vocabulary/ Lack of listening comprehension
W.1	329	57	10
W.2	171	34	36
W.3	235	6	23
W.4	147	15	11
W.5	317	14	62
W.6	116	5	5

As it is seen in Table 6, kids got higher scores in the good answers totals compared to the wrong answers and no responses totals. Despite of the fact that some students still presented difficulties in the listening skill and vocabulary recognition they had a considerable positive performance in the different workshops showing ability to recognize effectively vocabulary and to listen accurately in the vocabulary measurement.

7. Findings

The evaluation stage of this proposal about the impact of audiovisual aids on the vocabulary learning of kindergarten students of a private school showed that the general and specific objectives stated in this action research study were achieved; children evidenced that the

vocabulary learning process was more meaningful and they improved the ability to recall words in an easy way and also improved their listening skills. Also, they increased the use of active vocabulary, retention of words, listening and communicative skills. Furthermore, kids kept displaying positive feelings and attitudes towards the different activities carried out in the implementation stage and felt comfortable during the learning process; detailed discussion of these findings is presented below:

Effective vocabulary recognition

Through the implementation of the six workshops about audiovisual aids strategies this proposal reported that students made significant progress in the vocabulary recognition and listening skills, this was evident during the observation of the activities, through which they started to use the vocabulary learnt in a natural way and they also felt more confident when the teacher spoke in the L2, because they understood what it meant in context. This result was consistent with Fortes (2017) who states that students should be able to retain word meanings more easily from an image. In fact, this happened during the six workshops since students had the ability to recognize the different words in an easy way. Also, the effective vocabulary recognition category was the one who got the highest frequencies (27, 3%) all over the implementation. It is showed through this category that the different strategies implemented had a positive impact on the kids' vocabulary learning and listening skills. At the beginning (workshop 1) they had a good performance (130 frequencies) but it was in the second (173 frequencies), third (162 frequencies) and fourth (241frequencies) workshops where this category achieved higher levels of frequencies because they effectively identified and matched visuals and words; for example, the students could identify the different words about animals or vegetables with the help of the flashcards, and efficiently reacted to audiovisual input in varied learning tasks, because they gained the ability to recognize all the vocabulary with the correct flashcard, they could make drawings according to

the oral description given and rhymes were well-connected with gestures and movements. Besides, when carrying out the different activities students answered orally or with gestures or body language with no difficulties and they were also able to answer to the teacher's questions accurately.

Thus, the use of active vocabulary in this classroom increased, children started to use the words they need in daily life activities, to communicate with their classmates. Students began to pronounce daily class commands and words. This helped students to avoid memorization and led them to use words in communicative tasks that permitted them to build their active vocabulary. As time passed, it was observed that children started to feel more confident when using and pronouncing active vocabulary, which means that they could also improve their speaking and writing skills since the use of active vocabulary helped them become more proficient according to their level.

Good oral performance

Not only the effective vocabulary recognition had a high level of frequencies, but also the good oral performance was followed by it. In the first three workshops students had an acceptable performance (W1: 44 frequencies; W2: 60 frequencies; W3: 52), but it was in the last three ones (learning vocabulary through rhymes strategy, reading aloud strategy, learning vocabulary through wall pictures) where students could evidence how the oral skill had improved significantly as a result of their vocabulary learning. Rhymes made kids learn vocabulary without even realizing confirming García Conesa and Juan Rubio (2015) who state that by nature, children really enjoy learning and singing songs and have fun doing activities while reciting rhymes; in fact, in this project rhymes gave kids the opportunity to learn new vocabulary while having fun and let them improve the oral skill with good intonation and pronunciation. In this way, the streghtening of the listening skills was evident during each of the sessions and at the

same time, through observation, an improvement on the ability to communicate in the L2 was revealed. Students started to communicate effectively, using simple commands and words they need during the classes, this, was not only with their classmates but also, with the teacher. The same happened with the reading aloud strategy and learning vocabulary through wall pictures, due to the fact that both strategies promoted communicative skills and permit students be better when pronouncing. All in all, the achievements this research obtained point to the fact that students improved their oral performance through the use of activities related to the TPR, DM and NA approaches and methods, which definitely means that the language learning process of kindergarten students should be oriented by means of interaction, communication, mimicry, storytelling and many activities that can help children to be better at speaking and writing, as they are the productive skills. It is also necessary to mention that through the implementation of action activities, chants, rhymes, songs, mime and stories, all the students participated actively, respecting each other and enjoying learning.

Good listening comprehension

The same as the good oral performance category, the good listening comprehension category had similar results since in the first three workshops students had an adequate performance in terms of vocabulary use (W1: 66 frequencies; W2: 58 frequencies; W3: 70 frequencies) but it was the last three categories where kids displayed an even more satisfactory achievement (W4: 114; W5: 105; W6: 122). At the beginning, students could understand some words and their meaning in English, however, they did not understand many daily expressions needed to communicate in the classroom. However, when finishing the two lasts workshops, they completely could understand what the teacher said and follow the instruction or command that was mentioned; that, demonstrated that through the improvement of listening skills, students felt more confident when trying to comprehend expressions in the L2.

These results ratified what Fortes (2017) claims about class events in which students visualize word and meaning through visual aids; in fact, these resources helped them to retain successfully the meaning of words faster and "improve learning by associating the vocabulary with the visual aids" (p. 14). It is evident how kids improved their listening as described above, for example, they managed to reply to questions based on the images displayed in flashcards, learners graphically represent the vocabulary being described, they replied with appropriate vocabulary to information questions and kids also understood songs and showed it with total physical response; another example of the storytelling implementation kids had the ability to color the different vegetables the rabbit preferred according to what they had heard. Besides, they had the competence to draw animals and color precisely taking into account what the instruction said. In the wall picture students were accurate when pointing out to the words mentioned by the teacher.

Furthermore, it was observed that, as it was stated in the theoretical framework, the listening comprehension is directly related to oral production, which was evidenced during the workshops. Students produce a word sometimes without knowing its meaning, and some days later, they started to use it in context, now knowing what it was and in what context it was better to use it. In that way, there was an improvement in the retention of words that was increasing through each of the workshops applied. Retention of words, help students to feel more confident when speaking to others and permitted them to build basic phrases to communicate with their classmates.

Positive affective factors reinforced

Through the analysis of this category, it was demonstrated that students from preschool do not have these positive or negative affective factors, they just enjoy every single activity or workshop the teacher presents them. So, it was evident that students were very motivated to learn, when activities such as map drawing and picture description, storytelling, songs and rhymes were displayed. In that sense, as Krashen (1982) states "affective filters" as he called affective factors, were not observed in this group of kids, so it was demonstrated that for preschool students, emotions, motivation, self-confidence and anxiety do not play an important role to learn because they do not affect them as it happens in adults, on the contrary, kids are always in a good attitude to learn and participate actively of every learning situation. However, for this research it was important to analyze how affective factors acted in this group of preschool children, so that the teacher could support with evidence what authors such as Krashen (1982) claims and be more conscious of the importance these affective factores have in older students.

Preferences for audiovisual aids

Taking into account the implementation and evaluation stages, it was found that during the development of the workshops, kids always evidenced a high level of preference for audiovisual aids, that is very related to what the TPR method presents for language teaching. Workshop 1: Map drawing and picture description (69 frequencies), workshop 3: learning vocabulary through songs (62 frequencies) and workshop 4: Learning vocabulary through rhymes (64 frequencies) had a slight difference in the frequencies. Then, in workshop 5: reading aloud strategy had an increase with 86 frequencies. But it was in workshop 2: storytelling (90 frequencies) and in workshop 6: learning vocabulary through wall pictures (133 frequencies) where participants indicated the highest level of preference for these two strategies; these strategies along with audiovisual aids, suggested by the TPR method encouraged the students to

identify the ~~vocabulary~~ words as the teacher asked simple questions, listen to and draw the

different ~~vocabulary~~ words that had been described, recognize and answer questions about any

vocabulary that was on the wall, present orally to their classmates the vocabulary things that had

been taught and put into practice the simple expressions with the new vocabulary in context; to

illustrate this finding, in the storytelling activities, kids loved listening to the story while they

were concentrated paying attention to the teacher's voices and movements. They also enjoyed

watching the Christmas videos and singing at the same time. Findings in this category

demonstrate the importance of the use of methods such as the TPR, because it allowed these

students to learn through movements and actions that motivated them to learn a second language;

also, and without them even knowing about it, students developed both brains, the left, and right

brain, because they not only were learning to be proficient in a language, but, they were

stimulating their kinesthetic dimension and abilities such as attention, perception, memory,

retention.

Lack of listening comprehension

Despite the big advancement students had in the listening skill during the whole

implementation, just a few students manifested a lack of listening comprehension. It was in the

map drawing and picture description where these kids had more difficulties (50 frequencies).

Followed by the storytelling strategy and learning vocabulary through rhymes with 30

frequencies. It was through vocabulary learning, through songs and the reading aloud strategy

where kids evidenced a low lack of listening comprehension with 25 and 10 frequencies. The

only strategy which did not obtain any frequency was the vocabulary learning through wall

pictures; all students were able to learn the new vocabulary and understand the listening activities

implemented in this stage. These difficulties were evidenced in different instruments when

students could not say what the name of the animals were or were confused in the different activities because they did not understand what the teacher was saying; in other instances, some students had trouble when circling the number that the teacher mentioned and had difficulties when completing the shape groups since they did not understand the numbers the teacher said.

Lack of vocabulary

Similar to the lack of listening comprehension category, few students revealed lack of vocabulary had a few students that revealed difficulties to remember the words learned during some of the strategies implemented. In workshop 1: map drawing and picture description strategy and in workshop 2: storytelling, none of the students had to struggle when identifying the vocabulary. But it was in workshop 3: learning vocabulary through songs, where participants indicated having difficulties when identifying the words that were taught (34 frequencies). Despite of this insufficiency, in workshop 4: learning vocabulary through rhymes (23 frequencies) kids could overcome this obstacle and could make a decrease of 11 points in this strategy. The same happened in workshop 5: reading aloud strategy and in workshop 6: learning vocabulary through wall pictures where categories decreased to 19 and 20 frequencies. It means, that through the reading aloud strategy and learning vocabulary through wall pictures made students embrace the new words in a more accessible manner since students were able to recognize the vocabulary taught when English was spoken and they reacted verbally and non-verbally, they pointed to the vocabulary flashcard the teacher mentioned in games and expressed their preferences with *I like*; additionally, kids effectively identified the vocabulary in visual aids saying a story in the reading aloud task, students were able to repeat the vocabulary with rhythm and in a fast way and the majority of kids could read the teacher's mouth and recognize the word on the wall vocabulary. This lack of vocabulary can be associated with the cognitive development of the students who are very little and do not have long periods of attention, for that reason, it is

important to design short activities that allow kindergarten students to solve them without forcing them in terms of attention and concentration, which are two abilities that will be developed in an older age.

8. Conclusions / pedagogical implications / Recommendations

After the implementation of this proposal, the analysis of the data and the discussion of the findings, some conclusions and some pedagogical implications can be made in order to provide English teachers with some recommendations if they intend to use audiovisual aids in their classes to improve the vocabulary learning in kids.

The use of audiovisual aids fosters and improves the vocabulary recognition since kids develop the ability to memorize and recall the different words in an easy way. Kids do not need help or support when recognizing the different vocabulary in varied activities considering that audiovisual aids reinforce and make students keep in their minds the new words; with audiovisual aids learners become more independent and accurate when identifying vocabulary. All the different strategies involving audiovisuals really improve the vocabulary learning process and have a positive impact in the learning as well, kids learn faster and learn the words in a meaningful way since they are contextualized. Teachers are suggested to use audiovisual aids in their class activities so students will have the ability to learn vocabulary in a purposeful and entertaining way.

The use of audiovisual aids also contribute to improve learners 'oral performance due to the fact that students can develop their communicative skills through the different strategies used to learn the language skills; with the support of audiovisual learners are more secure, autonomous and accurate when answering simple questions or describing the new words expressing their

different characteristics such as color, shape and quantity. Students also acquire the ability to talk with a good intonation and pronunciation, they are able to sing songs and rhymes and use the vocabulary in a meaningful and contextualized way. Teachers should take into considerations these strategies to increase communicative skills in the class to raise the proficiency of learners.

Using audiovisual aids in the class allows students to develop good listening comprehension abilities because they get the talent to answer accurately to different simple questions, they are able to sing songs and rhymes while being aware of what they are saying since they connect them with body movements and gestures, learners can also represent the vocabulary being described through drawings adding the characteristics of the words described through color, shape and quantity. Students are capable of pointing out to the pictures the teacher is asking for and also answer specific questions related to the words mentioned before. Therefore, teachers are recommended to implement the use of audiovisual aids in their classes to enhance and improve their learners' listening skills.

Positive attitudes towards the use of audiovisual aids are the evidence of the good effect that they have on vocabulary learning; in fact, audiovisual aids improve and increase motivation towards the English class, inspiring students to learn and practice L2 in all the activities that are carried out in classes; audiovisual aids make learners feel happy, comfortable and confident when they are used in combination with varied strategies adopted in class. Learners are receptive and open-minded to the different strategies which facilitate not only to the teacher but also to the students implement diverse activities avoiding students' boredom. Thus, teachers are strongly suggested to implement the different teaching strategies supported by audiovisual aids in order for them to help their students to get and retain more vocabulary in a dynamic and joyful manner.

Constant and frequent use of audiovisual aids makes students strongly prefer these tools when learning a second language; they love watching colorful flashcards, wall pictures and

videos and enjoy the different rhythms and songs. Amenity and comfort are the traits learners experience through the implementation of strategies that involve audiovisual aids. They really feel happy and comfortable since they learn easily and are capable of using the language in a meaningful way. All the strategies and audiovisuals implemented in this project are highly recommended due to kids will have the favorable circumstances to learn vocabulary accurately while having a good time in their learning process.

Despite all the positive aspects audiovisual aids have on ~~the~~ vocabulary learning, there could be ~~great~~some language learning strategies that may prevent the process of learning to some students, ending up in low listening comprehension; for example, map drawing and picture description need extra efforts and attention on the part of teachers because with them kids might experience confusion or show misunderstanding when exposed to a great amount of vocabulary in the same lesson. Regardless of these , the other strategies used in this study: storytelling, learning vocabulary through songs, learning vocabulary through rhymes, reading aloud strategy, learning vocabulary through wall pictures can compensate and fulfill the needs and the different deficiencies students face. Teachers must take into account that it is really important to understand that students learning styles are diverse so teachers should carefully select the strategies that best fit the learners' needs and characteristics.

As it was mentioned, some strategies might be challenging for little kids because they make listening comprehension difficult and, on the contrary, they prevent learners from recognizing vocabulary in some cases, having as a consequence lack of vocabulary, that is why teachers need to be cautious when selecting the audiovisual aids for their lessons; the audiovisual diversity available for teachers in the EFL field permits to repair students' weaknesses and also

guarantees to reinforce and improve the vocabulary that has not been internalized and understood.

In general, the use of audiovisual aids in combination with language teaching-learning strategies significantly affects students' level of motivation, fosters vocabulary recognition, and improves good listening skills and good oral performance. Future studies need to be conducted to improve the vocabulary learning process of kids, because teacher researchers need to continue reflecting on relevant ideas and carry out action research on this topic and enrich the repertoire of the EFL teacher academic community.

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Appendices

Appendix 1. Class Observation

CLASS OBSERVATION

OBSERVER: Patricia Martinez Salazar **TEACHER:** Patricia Martinez Salazar   **DATE:** March 04th, 2016.   **GROUP:**

Preschool (5 year old kids)

DESCRIPTION	INTERPRETATION	REFLECTION

The class starts by greeting in English. The teacher says "how is it going" and the some of the students answer: "it's going well" but some do not.*lack of vocabulary 8* The teacher asks students "how's the weather", and the some of the students say "it's sunny" but some do not answer. **lack of vocabulary 8** Then, the teacher draws a sun with sunglasses in the corner of the blackboard.

The teacher has some face flashcards and starts showing them to students while asking them *what's this?* Or *what are these?* Students answer to the question in Spanish saying *boca, ojos, orejas, nariz, dientes*. When they have already seen all the flashcards,

The teacher uses English since the beginning of the class and engages students with common daily questions related to their real life.

The teacher introduces the topic asking simple questions and making a simple warm up about the topic using the native language. The use of visual aids reinforce and guarantee students' understanding and learning meaningfully. Besides, the teacher reinforces pronunciation and

Learners answers the questions naturally showing understanding.

Different class activities allow students to have an active role in the class, reinforce the topic through meaningful learning.

The use of different skills during the class will assure students better understanding and improvement in the different competences that must

the teacher starts again showing the flashcards, but this time she says the part of the face in English and students repeat after her. After that, the teacher says to students that they will touch the part of the face the teacher says in English while she also shows the picture at the same time. Moreover, she pastes all the flaschcards on the board, point each one and say the word in English. Then, she points one picture, and ask what's this? To any student. Some of the students give the right answers, bu<u>t the majority of the students hesitate to answer</u> *lack of vocabulary 16*so the teacher helps them by giving the answer and the student repeats it. Moreover, she says to students *"listen and point" (when she says "listen" the teacher touches her ear, when the teacher says "point", she points out with her finger).* She calls one student and says the word *mouth*, the student listens and touches the flashcard that

vocabulary through simple activities that students enjoy and are understandable. Using their own body to learn the face vocabulary makes it more real and reinforces the topic too. During the simple activities the teacher is always assessing learners' understanding and comprehension of the topic and gives feedback when necessary. These activities allow students to have an active role in the class while learning.

The video reinforces the topic and the use of native input assure good pronunciation.

be developed in second language learners (Linguistic competence).

Authentic material (video) let students know native speaker pronunciation. The material was selected according to the students' level and interests.

Students love drawing, so the teacher takes advantage of it to

indicates the word. This activity is done with different parts of the face and different students, <u>some of the students can identify the words but some others do not point the correct flashcards.</u>**lack of vocabulary 10** A video song is played about the part of the face parts. In addition, she hands out some sheet of papers to each student and make them draw and color a face with all the parts that were already explained. <u>While students are drawing the part of the faces the teacher asks to some students about the parts of the faces they already drew and ask them: "what is this?" some students answer, but some hesitate to answer and seem that they do not remember the words.</u> **lack of vocabulary 9**	Through this activity learners reinforce the topic. The use of rewards will increase students' motivation and self-stem in the English class. Affective factors are taking into account by the teacher in her class. Until the end of the class the L2 is practiced in context.	strengthen vocabulary and pronunciation. The linguistic competence is one of the issues teachers are mainly concerned, but making students love English classes make us recognize students' efforts and reward them, letting the learners know that they are doing well and that they have all the abilities to learn an L2 and accomplish the teacher's tasks.

Finally, the teacher picks out the students' activity and with a marker she draws a happy face in their hands and congratulate them for their excellent job in the class. She says to students "*see you tomorrow*" and they also answer the same.		

Appendix 2. Observation Form

CLASS OBSERVATION

Investigator: Patricia Martinez Salazar

Telephone: 310 827 2323

Observer: Laura Sofia Delgado - Modern Languages teacher

Date:

The purpose of this class observation is to examine different aspects that you identify in the class. The information collected in this

form will be used with the purpose of finding different issues and concerns related to Second Language Learning.

ASPECTS TO TAKE INTO ACCOUNT	OCCURENCES OF EVENTS	TOTAL OF TALLIES	COMMENTS BY THE OBSERVER
SPEAKING SKILL			

Students recognize when English is spoken and they react verbally or non-verbally.			
Students use expressions to say their needs in the classroom.			
Students answer simple questions about people, things or places.			
Students answer questions about how they feel.			
LISTENING SKILL			
Students react to TPR			
Learners follow instructions about daily class routine			
Students understand songs and show it with gestures and movements.			

Students understand when they are greeted or said good bye.		
WRITING SKILL		
Learners graphically represent messages heard from the teacher		
READING SKILL		
Students see the flashcards or drawings on the board and identify the meaning and are expressed in single words or expressions		
VOCABULARY		
Learners recognize flashcard vocabulary and say the word.		

What kind of materials are implemented and how are used in the class?

_____
_____
_____
_____

_____
_____

How is the students' behavior in the class concerning their use and understanding of the English language?

_____
_____
_____
_____
_____
_____

How is the interaction among the students and the teacher?

_____
_____
_____
_____
_____
_____

How do students react to the lesson plan the teacher brings to class?

_____
_____
_____
_____
_____
_____

OBSERVATIONS AND COMMENTS

There were some times when the teacher asked students about the drawings in the blackboard and 8 students did not know the answer **lack of vocabylary 8**. There were some kids who did not point the flashcard the teacher said. **Lack of vocabylary 10** The teacher used the video of the parts of the house and stopped it to ask students what place of the house it was and just a few students answered, the majority did not . **Lack of vocabulary 14**

Appendix 3. Student's Survey

	STUDENTS' SURVEY PRESCHOOL A DATE:	COLEGIO SAN JOSÉ HERMANOS MARISTAS

The purpose of this survey is to examine what 10 five-year old students think about the foreign language learning process. The information collected in this form will be used with the purpose of finding different issues and concerns related to Second Language Learning. The teacher will accompany students in the development of the survey. Student's responses will be anonymous and their participation is entirely voluntary.

The student will cross out the face that better represents his/her answers. The open-ended questions will be done with the teacher.

1. Cómo te parece la clase de inglés?

2. ¿Cómo te sientes cuando la profesora habla inglés?

3. ¿Cómo te sientes cuando hablas en inglés?

4. Colorea los cuadros que representen qué tanto entiendes de lo que la profesora te habla en inglés?

5. Qué te gusta de la clase de Ingles? Explícame porqué.

_____

_____

_____

_____

6. Cómo aprendes las palabras que la profesora te enseña?

_____

_____

_____

_____

7. ¿Qué te gustaría que la profesora hiciera en la clase de inglés para enseñarte este idioma?

_____

_____

Appendix 4. Measurement Result Protocol

LISTENING, SPEAKING, DRAWING AND PRONUNCIATION LANGUAGE SKILLS TASKS

MEASUREMENT RESULT PROTOCOL

A tick (✔) will be written if the answer is right, if not, it will be written a cross (X), NR to no response.

Student	PART 1					PART 2											PART 3					Total good answers	Total bad answers	NO Response
	bathroom	#2: kitchen	#3: living room	#4: bedroom	#5: dining room	Dining room	Two	Bedroom drawing	A lamp	Kitchen	A table	Living	A TV	Bathroo	A cat	the word	the word	the word (living)	the work	the word (dining)			
1	✔	✔	✔	NR	✔	✔	✔	✔	NR	✔	✔	X	X	X	X	✔	NR	NR	X	NR	10	5	5
2	✔	✔	✔	✔	✔	X	X	✔	X	✔	X	✔	✔	X	X	✔	✔	NR	NR	NR	11	6	3
3	✔	✔	✔	NR	NR	✔	✔	✔	✔	X	NR	✔	NR	✔	✔	✔	✔	NR	NR	NR	12	1	7
4	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	X	✔	✔	✔	✔	✔	✔	X	✔	X	17	3	0

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Correct	X	NR
5	✓	✓	✓	✓	✓	✗	✗	✗	✗	✗	✗	✗	✗	✗	✓	✓	✓	✓	✗	✓	10	10	0
6	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	20	0	0
7	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	20	0	0
8	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗	✗	✓	✓	✓	✓	✓	✓	✓	18	2	0
9	✓	✓	✓	✓	✓	✓	✓	✓	NR	✗	✗	✗	✗	✗	✗	✓	✗	NR	✗	✓	10	8	2
10	✓	✓	✓	✓	✓	✓	✓	✓	NR	✓	NR	✓	✓	✓	NR	✗	✗	✗	✗	✗	12	5	3
11	✓	✓	✓	✓	✓	✓	✓	✓	NR	✓	NR	✓	NR	✓	✓	✓	NR	✓	NR	✓	15	5	0
12	✓	✓	✓	✓	✓	✓	✓	✓	NR	✓	✓	✓	✓	✓	✓	✓	✓	✓	NR	NR	17	3	0
13	✓	✓	✓	✓	✓	✓	✓	✓	NR	✓	NR	✗	✗	✓	NR	✓	✓	NR	NR	✗	12	3	5
14	✓	✓	✗	✓	✗	✓	✓	✓	NR	✓	NR	✓	✓	✓	NR	✓	✓	✗	NR	NR	12	3	6

#	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20			
15	✓	✓	✓	N R	✓	✓	✓	✗	✗	✓	N R	N R	N R	N R	N R	✓	✓	✓	N R	N R	10	2	8
16	✓	✓	✗	✓	✗	✓	✓	✗	✗	✓	N R	✗	✗	N R	N R	✓	✓	N R	N R	N R	8	6	6
17	✓	✓	✓	✓	✓	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✓	✓	✓	✓	✓	10	10	0
18	✓	✓	✓	✓	✓	✓	✗	✗	✓	N R	✓	✓	✓	N R	✓	✓	✓	✓	✓	✓	16	2	2
19	✓	✓	✓	✓	✓	✓	✓	N R	N R	N R	N R	N R	N R	N R	N R	✓	✓	✓	✗	✗	10	2	8
																			Total good answers	250	76	54
																			total bad answers			
																			To			

																	tal NR			

Appendix 5. Teacher's journal

THE IMPACT OF AUDIO-VISUAL AIDS ON THE VOCABULARY LEARNING OF KINDERGARTEN STUDENTS IN A

PRIVATE SCHOOL IN ARMENIA

TEACHER'S JOURNAL – 2nd IMPLEMENTATION

DAY	DESCRIPTION
1	Students enjoy videos and have fun. They like repeating the names of the vegetables. They identify colors easily. Students are able to count and identify the vegetable that is asked by the teacher using the expression *how many* _____ *are there?*
2	Students identify vegetables and numbers as the teacher asks the simple

	questions. Students identify the vegetables' color.
3	Students identify the vegetables, colors and shapes as the teacher asks them using the flashcards. Students listen and draw the different vegetables that were described but there were some students who needed help because they did not understand the description.
4	Students enjoy listening to the story. The majority show confidence when answering the workshop. Some were a

	little confused with the questions so they needed help and extra clarification.
5	All the students answer correctly to the flashcard the pick from the bag. They enjoy the game.

Appendix 6. Class Observation

CLASS OBSERVATION

Investigator: Patricia Martinez Salazar

Observer: Laura Sofia Delgado - Modern Languages teacher

Date:

RATIONALE: The purpose of this class observation is to explore the way students learn vocabulary about vegetables, how they describe them with basic language forms, and how the react to listening comprehension tasks.

ASPECTS TO TAKE INTO ACCOUNT	OCCURENCES OF EVENTS	TOTAL OF TALLIES	COMMENTS BY THE OBSERVER
SPEAKING SKILL			
Students recognize vocabulary about vegetables when English is spoken and they react verbally or non-verbally.			
Students use appropriate words to describe the vegetables in an oral way.			

Students ask in an oral way simple questions about vegetables. (Color and shape).			
Students reply with appropriate vocabulary to information and listening comprehension questions about vegetables.			
LISTENING SKILL			
Students recognize vocabulary they hear about vegetables.			
Students effectively point to the vegetables the Tc mentions in games and storytelling task.			
Students understand the vegetables songs and show it with gestures and movements.			
WRITING SKILL			
Learners graphically represent the vegetables being described.			
READING SKILL			

Students effectively identify vegetables characteristics in visual aids.			

How were the audio-visual aids used in the class?

_____
_____
_____
_____
_____
_____
_____
_____

How is the students' behavior in the class concerning their use and understanding of the vocabulary taught in the lesson?

_____
_____
_____
_____
_____
_____
_____

ADDITIONAL OBSERVATIONS AND COMMENTS

_____
_____
_____
_____

Appendix 7. Student's Interview Questionnaire

THE IMPACT OF AUDIO-VISUAL AIDS ON THE VOCABULARY LEARNING OF KINDERGARTEN STUDENTS IN A PRIVATE

SCHOOL IN ARMENIA

STUDENT INTERVIEW QUESTIONAIRE

RATIONALE: the purpose of this interview questionnaire is to know what students think about the 2nd implementation week and know their personal opinions about the learning of vocabulary in L2. Questions will be given by the teacher in Spanish and the answers will be written in Spanish as well.

1. ¿Cómo te sentiste durante la clase aprendiendo los vegetales?

_____

_____

_____

_____

_____

2. ¿Qué fue lo que más te gusto de las clases esta semana?

_____

_____

_____

_____

_____

3. ¿Cuál fue la parte que te pareció más difícil de todo lo que hicimos esta semana sobre los vegetales?

_____

_____

_____

_____

_____

4. ¿Cómo te parecen las actividades en que describes las láminas?

_____

_____

_____

_____

5. ¿Cuál es tu opinión de la historia que la profesora contó?

_____

_____

_____

_____

_____

_____

6. ¿Cómo prefieres que la profesora te enseñe? Cuéntame que te gusta que hagamos en clase y qué materiales
    prefieres para la clase.

_____

_____

_____

_____

_____