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DIRECCIÓN DE POSGRADO

MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

**TEMA: VERBAL GAMES FOR LEXICAL RETENTION IN 3 AND 4
YEARS OLD CHILDREN**

Trabajo de Investigación, previo a la obtención del Grado Académico de
Magíster en la Enseñanza del Idioma Inglés como Lengua Extranjera

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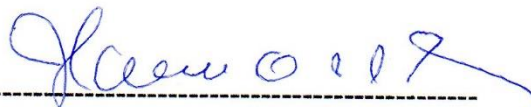
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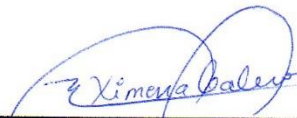
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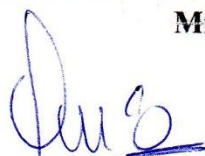
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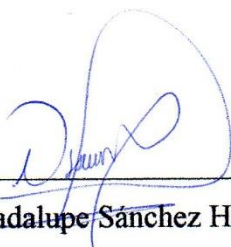
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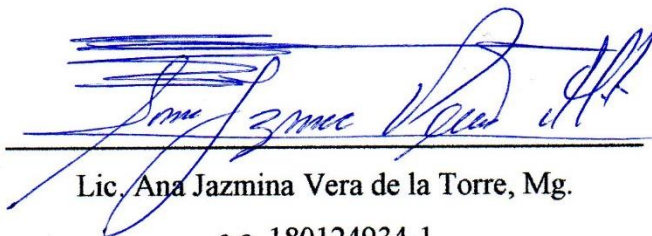
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Dedico este trabajo a Dios quien guía cada uno de mis pasos cada día, a mis padres y hermano que siempre han sido el pilar de mis aspiraciones y cuyo ejemplo me ha servido para salir adelante y enfrentar cualquier adversidad, a mi esposo e hijos en quienes encuentro la inspiración necesaria para alcanzar mis objetivos y a mis maestros, forjadores de mi formación académica y también humana.

Lic. Elisa Guadalupe Sánchez Hernández

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TEMA:

“VERBAL GAMES FOR LEXICAL RETENTION IN 3 AND 4-YEAR-OLD CHILDREN”

AUTORA: Licenciada Elisa Guadalupe Sánchez Hernández

DIRECTORA: Licenciada Ana Jazmina Vera de la Torre Magíster

FECHA: 19 de junio del 2018

RESUMEN EJECUTIVO

El aprendizaje del inglés como lengua extranjera a temprana edad requiere de un trabajo muy prolijo por parte del docente tomando en cuenta que la lúdica juega un papel primordial para el desarrollo de habilidades cognitivas y sociales. En esta investigación se consideran factores teóricos y metodológicos sobre el aprendizaje del léxico a través de juegos verbales como una actividad que se aplica en el aula; los cuales permiten a los niños desarrollar estrategias de aprendizaje cognitivas y meta cognitiva y evaluar su utilidad. Por lo tanto, se llevó a cabo una investigación de tipo descriptivo, en el Centro de Educación Inicial Romina en la ciudad de Ambato con niños de educación inicial 1 (n=74). El propósito de dicho estudio es probar la incidencia de los juegos verbales en la retención léxica de niños de tres a cuatro años de edad. El proceso incluye el desarrollo de actividades basadas en los juegos verbales, las cuales se desarrollan a través de planificaciones con temas cuidadosamente seleccionados los mismos que forman parte del Currículum para niños de 3 a 4 años y que con su aplicación contribuyeron a mejorar la retención léxica, así como varias habilidades secundarias como: la pronunciación, el vocabulario y comunicativas-sociales.

Se aplicaron un pretest y un postest a los grupos control y experimental para probar la hipótesis. Los resultados determinaron que los juegos verbales sí influyen en la retención léxica de niños de tres a cuatro años. Además, se aplicó una encuesta con 10 preguntas a 2 profesores de la asignatura de inglés, 2 profesores de aula y 74 niños de educación Inicial 1; encuesta guiada por sus padres, después de haber sido validada por tres expertos. Esta encuesta permitió obtener información del trabajo realizado por el docente en el aula y el impacto que

este tiene en el desarrollo del niño; aun cuando no se cuantifican sus aprendizajes. Con esta premisa se establecieron las siguientes conclusiones: es necesario que exista una selección muy prolija de las técnicas y metodologías para mejorar la retención léxica en los niños de tres y cuatro años. Como una aplicación de las actividades se desarrolló un cuadernillo para que pueda ser utilizado por los profesores de inglés. Este manual contiene actividades lúdicas para desarrollar la retención léxica, cada una de ellas enmarcadas en los contenidos a ser enseñados en los años de educación inicial, así como hojas de trabajo para ser utilizadas en el desarrollo de la clase.

Descriptores: Actividades lúdicas, adquisición del idioma, Currículo de educación inicial, educación inicial, estrategias de aprendizaje, factores metodológicos, habilidades secundarias, juegos verbales, retención léxica, técnicas de aprendizaje.

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THEME:

“VERBAL GAMES FOR LEXICAL RETENTION IN 3 AND 4-YEAR-OLD CHILDREN”

AUTHOR: Licenciada Elisa Guadalupe Sánchez Hernández

DIRECTED BY: Licenciada Ana Jazmina Vera de la Torre Magíster

DATE: June 19th, 2018

ABSTRACT

Learning English as a foreign language at an early age requires a very tedious work by the teacher, taking into account that the ludic games a key for the development of cognitive and social skills role. In this investigation, it was considered theoretical and methodological learning vocabulary through verbal games as an activity that is applied in the classroom; which allowed children to develop strategic cognitive and metacognitive learning and evaluate their usefulness. Therefore, a descriptive investigation was carried out, at the Early Education Center Romina in the city of Ambato with children in early childhood education 1 (n = 74). The purpose of this study is to test the impact of verbal games in lexical retention in children from three to four years old. A pretest and posttest to control and experimental groups to test the hypothesis were applied. The results showed that verbal games do influence the lexical retention in 3 and 4 years old children. In addition, a survey within 10 questions for 2 teachers of English as a subject, 2 classroom teachers and 74 Initial Education children guided by their parents, after being validated by three experts was applied. This survey yielded information on the work done by the teacher in the classroom and the impact this has on children development; although not quantified their learning. With this premise, the following conclusions were established: there must be a very meticulous selection of techniques and methodologies to improve the lexical retention in three and four years old children. As an

application of the activities developed a handbook for it can be used by English teachers. This manual contains playful tasks to develop lexical retention, each framed in the content to be taught in the years of early childhood education and worksheets to be used in the development of class activities.

KEY WORDS: Ludic activities, language acquisition, initial education, initial education curriculum, learning strategies, methodological factors, verbal games, lexical retention, learning techniques, secondary skills.

INTRODUCTION

The teaching of English as a foreign language to very young children has increased in recent years. As a consequence, teachers are more interested in learning how to teach preschool children. Also, parents want their children to receive an adequate education which will prepare them to be competitive in future years.

In Ecuador Ministry of Education is responsible for the provision of early childhood education to children from 3 to 5 years old, which aims to enhance learning and promote their welfare through meaningful and timely experiences that occurs in entity stimulating, healthy and safe environments. Thus updating the national curriculum was conducted in 2016; since early education programs 1 and 2 no longer had the subject of foreign language - English. This regulation was applied in all public institutions in the country; not only at private institutions where children of preschool age have the opportunity to study in bilingual environment.

These changes in national curricula reverberated in the proper process that had been made in public institutions for the acquisition of a foreign language. At present, private institutions have been forced to hire teachers to continue the programs offered by these institutions in addition to reducing class time given in the week.

In this regard the teacher has the great task of planning their classes as the time limitations and contents cover. The strategies used by teachers today are part of the basic strategy of traditional education which affects the way in which the child develops skills as lexical retention limited to a mere recreational activity without significant cognitive processes.

The Centro Educativo de Educación Inicial ROMINA, located in Ambato is an institution where English is taught, and the results are not as expected. Then a descriptive – quasi experiment was designed. Specific activities were assigned to the control and experimental groups. The experimental group received lessons on vocabulary which included the verbal games activities. A pretest and a posttest were applied to the groups and the results confirmed the positive incidence of the proposed activities. The general structure of this

thesis includes six chapters; each one contains information related to the research topic and it is presented as follows:

In CHAPTER I.- The problem, its contextualization and critical analysis. It entails the prognosis, the formulation of the problem, the questions, the research problem formulation, the justification and the objectives.

In CHAPTER II.- The facts related with the problem were established and include the research background, philosophical and legal foundation. It gives all information about the fundamental categories (dependent and independent variables). It also mentions the hypothesis, which will be later accepted or rejected.

In CHAPTER III.- The methodology of the research from the qualitative aspect, level of research descriptive, also the population, the operationalization of variables, and the tools and techniques used for the data collection.

In CHAPTER IV.- The analysis and the interpreting of the results are presented from the pretest and posttest, which were applied to two groups, as well as the hypothesis verification.

In CHAPTER V.- The conclusion and recommendations are presented based on the results.

In CHAPTER VI. -The proposal and its components such as the topic, justification, objectives, methodology, its administration and evaluation.

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CHAPTER I

THE PROBLEM

1.1 Research Topic

“Verbal games for lexical retention in 3 and 4-year-old children”.

1.2 Problem Statement

How will the application of verbal games affect the lexical retention in 3 and 4-year-old children?

1.3 Contextualization of the problem

1.3.1 Context of the problem

Ecuador has public and private education. In the public education, the curriculum states that English will not be taught to children from 3 years old to 6 years old, which means the whole pre-school until the first year in the elementary section. These changes in national curricula reverberated in the proper process that had been made in public institutions for the teaching of English. At present, private institutions have been forced to hire teachers to continue the programs offered by these institutions in addition to reducing class time given in the week. That is the principal reason why children do not have any knowledge about a new language, so only a few take care centers offer programs to involve children in workshops that support techniques to facilitate the retention of English vocabulary in order to incorporate children into a qualified early education without leaving aside the potential they have for learning in different areas and even more in managing a foreign language such as English.

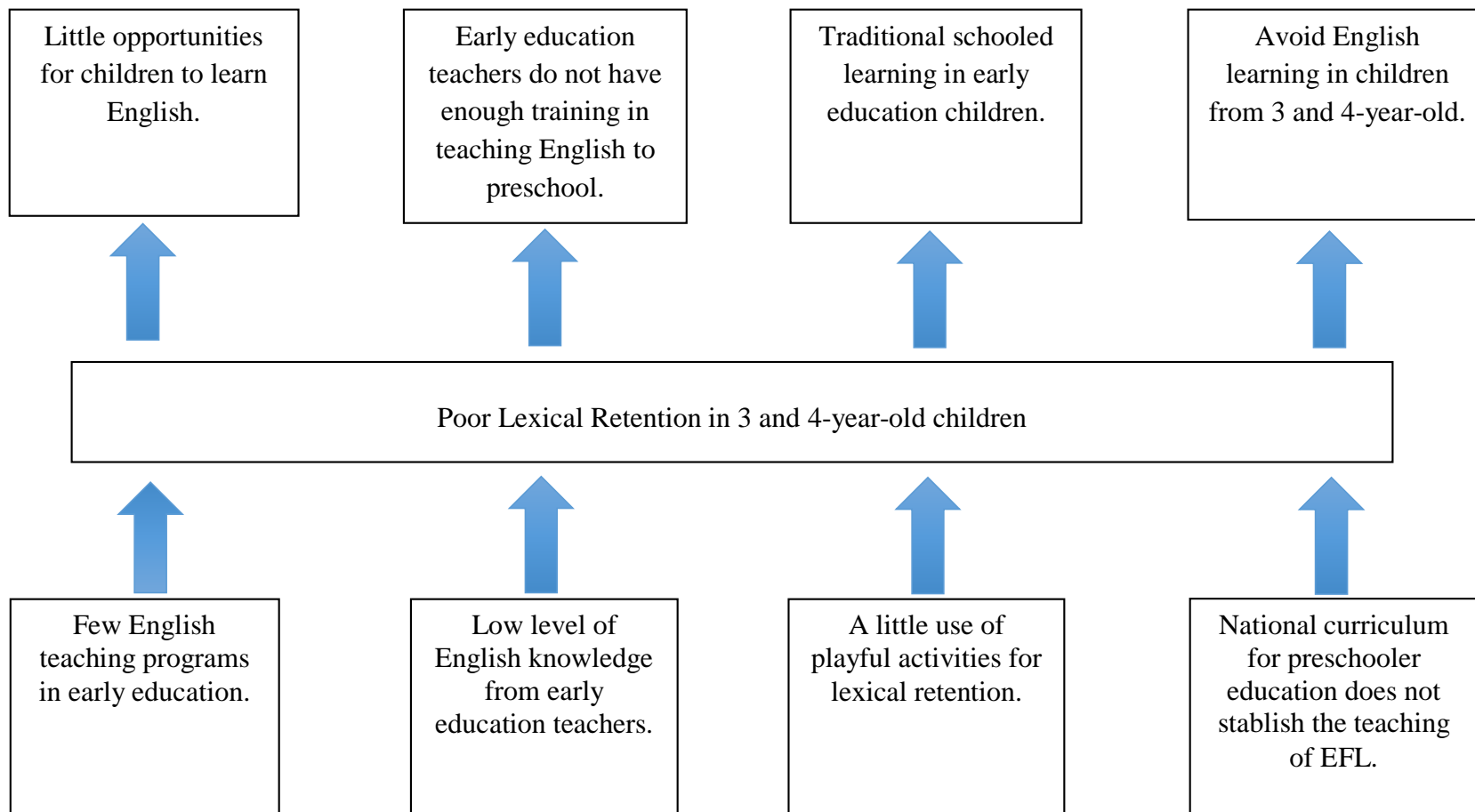
Most early education centers in Tungurahua offer caring programs, nutrition and schooled learning to children at these ages, neglecting to provide spaces for recreational learning which enable children to be inserted into a new knowledge to discover other forms of learning and communicating in a new language as it is the English language, in an ideal

age like they are where it allows the children to explore and develop easily new skills. According to Cook, 1986; learning a foreign language at early ages is a positive advantage in language learning and also children are open and willing to learn. The kinds of activities that work well with young learners are games and songs with actions, rhymes, Total Physical Response (TPR) activities, tasks that involve coloring, cutting, and sticking; repetitive stories and simple, repetitive activities that have an obvious communicative value. If children are involved in a practical and enjoyable task it will be memorable for them and the language involved will "stick". (Phillips, 1997)

In the preschool Educational Centers in Ambato teachers have the great task of planning their classes as the time limitations and content which they have to cover during the school year. The strategies used by teachers today are part of the basic strategy of traditional education which affects the way in which the child develops skills as lexical retention limited to a mere recreational activity without significant cognitive processes.

On the other hand, teachers stand for training courses to attend this group of children and their needs, so it's necessary to create a proposal to enhance the community with a new service such as the English area for 3 and 4 years old children, by which teachers can perform interesting workshops using oral expression processes in the foreign language through songs, rhymes, stories of their own age to help them to hold back the English vocabulary optimally.

Problem Tree



Source: own

Graph N°: 1 Problem Tree Analysis

Created by: Lic. Sánchez, E (2018)

1.3.2 Critical Analysis

Based on this experience certainly the playful activities will improve the creative ideas related to the English language. It will enable the development of thinking and lexical retention in children of this age.

Therefore, it is really useful to keep on mind the challenge of attending the early childhood education and provide as well as satisfy parents, teachers and children with appropriate knowledge of English language experiences, which will guide them to set new hopes to new generations.

In Ecuador the Ministry of Education setting the levels of education from the Initial period to Superior Basic Education. The Initial Education is divided into two sublevels: 1. Initial 1, this is not scholarized and receives children until three years; 2. Initial 2, for children from 3 to 5 years.

The document “ (MINEDUC, 2016) makes emphasis on the main objective of the sub-level EGB Elemental. The level of education established by the currently regulation is not limited to initial literacy, it means it is not traditional neither its curriculum as learning the basics of a language system. The objective is to lead in students in readers and writers’ habits.

If the environment is full of joy it makes learners feel engage with the class where EFL Learning is taken place. Traditional practices force teachers use methodic resources like long verb lists to memorize as well as teacher must write long lesson plans.

Making a meaningful, and authentic context is giving learners the chance to express and develop language in an innate way even if the teacher has to plan the activities with full of resources like: songs, dancing, art, crafts, music, and other subject. Learners must face lesson like a native speaker because it let them the chance to produce the language in a most effectively style. Learners’ interest and motivation are carried out through the use of adapting materials.

To end this, I make emphasis on the fact that learners need to develop the language on a freely environment where the respectful is an evidence of a real learning process to make language arise naturally. Each classroom need a method center on students where teacher become a guide of the learning process.

The new revision that Ecuador made to its Curriculum affects children's learning of a foreign language become a headache for teachers from upper education levels.

So, teachers have to look for the training courses where they can learn some strategies for teaching children in order to make their learning more meaningful. Based on this information, there should be some considerations about teacher professional training because in the university they do not have a specific training program in teaching ESL (English as a Second Language) to preschool children, so the teacher's level in English knowledge is not appropriate for teaching children the main process of language acquisition.

Another fact is the influenced of traditional practices in early education. A little use of playful activities for lexical retention in class make children facing real environments and develop language appropriately. Most of the strategies used by teachers today are part of the basic strategy of traditional education which affects the way in which the child develops skills as lexical retention limited to a mere recreational activity without significant cognitive processes

At present, private institutions have been forced to hire teachers to continue the programs offered by these institutions in addition to reducing class time given in the week.

1.3.3 Prognosis

If verbal games are not used for lexical retention in the 3 and 4-year-old children, a traditional learning will continue which will avoid the apprehension of meaningful knowledge. Intersectoral National Strategy for Early Childhood: Children Plena, led by the Coordinating Ministry of Social Development runs from 2012 through intersectoral and comprehensive vision. It is a national commitment to promote the integral development of children under 5 years, considering that the conditions of life, early stimulation, education, nutrition and affection during infancy, determine the future of people. The overall objective of the National Childhood Full Strategy is to provide comprehensive care for early childhood (from 3 to 5 years old), from the rights approach, considering the various territorial contexts, multiculturalism and gender, through the implementation of a model of inter-sectoral coordination to ensure access, coverage and quality of services targeted at girls and boys aged 0 to 5 years old.

The Ministry of Education is responsible for the provision of early childhood education for children from 3 to 5 years old entity, which aims to enhance learning and promote their welfare through meaningful and timely experiences that occur in stimulating, healthy and safe environments. Thus updating the national curriculum was conducted in 2016; since early education programs 1 and 2 no longer had the subject of foreign language - English. This regulation was applied in all public institutions in the country; not in private institutions where children of preschool age have the opportunity to study in bilingual environments.

All of the regulation made by the Ministry of Education affects in some ways the curriculum for private institution where English was teaching since preschool programs. Nowadays, these institutions have to hire teachers to continue with this program but with less academic hours a week.

In this regard the teacher has the great task of planning their classes as the time limitations and contents cover. The strategies used by teachers today are part of the basic strategy of traditional education which affects the way in which the child develops skills as lexical retention limited to a mere recreational activity without significant cognitive processes.

1.3.4 Research Problem Formulation

How verbal games will help in the lexical retention development in 3 and 4-year-old children?

1.3.5 Questions

- How do verbal games improve the lexical retention in children?
- What is the outcome of applying the verbal game activities to child who is learning EFL?
- What verbal games are English teachers using to improve the capacity of lexical retention?

1.3.6 Delimitation of the Reasearch Problem

- **Field:** Education
- **Area:** Pedagogy
- **Specific Field:** Lexical retention

1.3.7 Temporal Delimitation

The development of the research took place between November 2017 and March 2018; school year 2017 – 2018.

1.3.8 Spatial Delimitation

The research took place at Centro de Educación Inicial “Romina” in Initial Education in the neighborhood of Bellavista: Address: José Mires y Pichincha Streets (Bellavista). Telephone: 2400666.

1.4 Justification

Most people are willing to learn a foreign language every day, so it is important that children learn it since their pre-school stage, with the help of an active method. The playful activities, widely used nowadays in Pedagogy, will be considered as instruments that will guide the retention of vocabulary in children, and in the same way they will help to detect the shortcomings in this process and based on them pose innovative verbal games that will allow children to develop the retention of vocabulary and the verbal communication that will help them to increase their lexical background. These communicative activities will facilitate the acquisition of the new vocabulary using the game and not the dogmatic and traditional form.

It has been observed two groups of children between 3 and 4 years old, 35 students in group A and 39 students in group B, that it is possible to emphasize the importance of the application of a playful methodology based on the enrichment of their knowledge through the continuous and natural repetition, speaking to them clearly and slowly and with a correct

pronunciation will allow them to acquire new vocabulary. Piaget, Vygotsky and Krashen's theories are connected to each other because they base their theories of learning a language since early ages will help children to learn in a natural and faster way. Piaget (1930), states "that children at a young age develop cognitively through the game", Vygotsky (1932) "considers the game as the fundamental basis of the pedagogical style of learning other languages" and Krashen (1977), in the Acquisition Theory states "that everything must always be done in a natural order in each child's psyche so its progress is marked to the capacity and preparation of a custom process". All of the above marks are full justification for pretending to investigate how verbal games can influence in the retention of vocabulary as a mechanism to learn a foreign language.

1.5 Objectives

1.5.1 General Objective

To determine the influence of using verbal games for lexical retention

1.5.2. Specific objectives

1. To analyze the main teacher's activities and strategies used to develop lexical retention.
2. To identify the best verbal games used to help children in lexical retention.
3. To recognize the effectiveness use of verbal games for lexical retaining.

CHAPTER II

THEORETICAL FRAMEWORK

2.1. Research Background

After examining through the repository of a couple of universities, it was concluded that several researchers are related with the topic, which are somehow connected to this current area of investigation. So, I have selected the ones that are mostly related to the topic proposed in this thesis.

According to Castillo M. (2014), in her thesis presented at Psychology Faculty from Cuenca University: “The child game and its pedagogical value to develop language” states; the child game is presented with us from the beginning of our lives, everybody remembers the games with their family, father, mother, brothers and sisters. The author states that there is a relationship between the Acquisition of a second language and the ludic strategies teachers use to conduct that learning. The project describes and apply some types of games such as, addressed games, spontaneous and free, to demonstrate how it can stimulate language production.

Through child games got a plan pedagogy strategy to apply to 3 to 5 years old children. A test was applied to analyze the level of language, then a teaching strategy was used over a period of 15 weeks, when that process ended the results were analyzed and it showed that the child games are useful to develop language.

This thesis came to these conclusions:

- The child games influence in a positive way to the language development in 3-4 years old children because it allows them to enjoy a happy life.
- The game has vital importance in the evolution of the child, because you can determine the stage through their intellectual, emotional and social development; in the same way, every area of development can be followed up, if you have any difficulties.
- Implement the proposed strategies with each age group was very rewarding, we managed to support the development of language, with activities involving children

as singing, playing, storytelling; It was a way to boost growth in their language, because every day the children had the opportunity to do all the activities in a different way through the game, which was the goal of this research.

- Proposing teaching strategies as a tool to develop the area of language is very useful, as it allows the educator to have planned activities not improvise when performing the activity.
- Language development is an important stage in the life of children since it is the media, using the same can be expressed, orally, body, etc.; That is why you need adequate stimulation.

As the research shows, it is important to motivate children any time that learning occurs because it can give them the enough confidence required to develop the language through verbal games to promote lexical retention

Aucancela, (2015) presents another closest project which is: "Application of a methodological guide of linguistic strategies: listening, *I learn and communicate*, to develop the oral language of the children from 3 to 4 years of the CEI "the Retoñitos", at the Rosario, Guano town, province of Chimborazo" by Sandra del Rocio Aguilera Aucancela (2013-2014) at the National University of Chimborazo. The study was applied at "Retoñitos" School located in Rosario, Guano, Chimborazo, during the term 2013-2014 in order to develop the skills of understanding, articulatory expressive language based on the results of an assessment of substantiated rhymes, poems, listening exercises and audiovisual activities.

The form of this project is feasible supported by a field research design, with an exploratory, descriptive and bibliographic level base. The population and research sample consist of 25 children aged 3 and 4 years old. Technical and observation sheets, score sheets and rubrics as an instrument were applied. After analyzing the results, the author states that the ludic encourages the psychosocial development, the shape of the personality, evidence values, can be oriented to the knowledge's acquisition, directed to a wide range of activities where there interact the pleasure, the creativity and the knowledge (Miretti M, 2003, pág.

43). In conclusion, the ludic skills serve like tool to work the cognitive memory to develop the language.

This Methodological Guide language strategies "Listening, learn and communicate," has allowed the development, oral language in children by strengthening a range of skills and abilities that will be applied in later years.

- The rhymes and poems, have strengthened the way of expressing ideas, thoughts and feelings, surpassing the percentage of production of new knowledge about oral expression, to increase the memory capacity of students, improving pronunciation, diction and articulation.
- Audiovisual resources have improved expressive and creative abilities for children, as these greatly attract attention, which has helped increase the vocabulary by repeating the words as praxis managed to articulate difficult phonemes such as; "Br", "r", "rr", "pr", "do", "au".
- Hearing playful exercises have served to develop bucolinguo facial motor skills, enhance the tone of the phono-articulators organs, achieve adequate mobility and strength in the phonatory organs, developing the capacity of vocalization for proper pronunciation.

In this sense the rhymes, poems and memory games have strengthened the way of expressing ideas, thoughts and feelings, overcoming the percentage of production of new knowledge with regard to the oral expression, to increase the capacity of memory of the children, improving the pronunciation, diction, articulation and retention.

According to the previous background, I considered important to offer children necessary stimulus to develop lexical retention through the appropriate use of strategies such as essential tools of learning.

This thesis presented by Revelo, A. (2014) at Pontificia Universidad Católica del Ecuador about “The acquisition of vocabulary by preschoolers at ISM Kindergarten: Assessing the effectiveness of vocabulary learning activities within a framework of multiple

intelligences”, was closest to the present project. It states the test two different approaches to the teaching of EFL to Kindergarten students. By contrasting traditional teaching methods of EFL with the Phonics approach, the thesis shows that the results obtained with Phonics are far superior to those of the traditional methods: with a little additional training in Phonics, teachers can start producing much better results in EFL with beginning Kindergarten students.

Basically a testing universe was defined composed of an Experimental (38 children) and 4 Control Groups (136 children), which were used to test the results that can be obtained from using Phonics, versus those of using the traditional approach. In the end, the results of the testing amply justified the research questions of the goodness of the Phonics approach.

The conclusions mention in the thesis were:

- If the Pronunciation Section is taken into account, the Experimental Group got higher results than the Control Groups. The grade obtained from the post-tests was higher than the pre-tests.
- The grades obtained from the pre and post-tests showed that the Experimental Group got higher grades in their pronunciation skills, than the four Control Groups. The Experimental Group improved their pronunciation skills at a higher rate than their writing skills.
- The specific objectives stated at the beginning of this dissertation were accomplished; that is, the observer designed and applied the activities, which were under Phonics and the Multiple Intelligences framework, on the Experimental Group students. These activities focused on vocabulary, the development that involved appropriate pronunciation and recognition.
- The application of the activities was assessed by means of two tests: a pre-test, to determine a base line, and, a post-test to evaluate improvement. As the results show, the ‘vocabulary activities’ proved their effectiveness. It is safe to say that if applied for a longer period the results would have same the same positive variation.
- In spite of the students’ age, the teacher must be a facilitator. The main role is giving clear instructions, developing skills and increasing knowledge by means of providing tasks, which can be performed by children without too much surveillance. Without fear of being mistaken, it can be stated that if the approach used brought positive and

high results in a relatively short time, the application of these activities would undoubtedly achieve even better results by the end of a school year.

The contrast presented between Phonics and Traditional approaches show clearly that if teacher uses a variety of activities focusing on making children participate actively in their own process, they can feel motivated and acquire language much better. Also, it is important to include activities to develop cognitive model in children and it lets to remember more words every time.

The closest topic found is: “Memory and vocabulary development in children” at Aristotle University of Thessaloniki (2015), this thesis was carried out at the 3rd Model Experimental School of Evosmos in Thessaloniki, where children are introduced to English from Grade 1, a total of 38 children, 18 boys and 20 girls.

In an attempt to explore the contribution of memory to vocabulary development, the constructs of short-term memory (STM) and working memory (WM) are related to vocabulary in both the L1 and L2 domains. The main hypothesis of the thesis is that memory constructs are related to both L1 and L2 vocabulary development. In order to obtain the results, assessment of memory constructs was achieved through the Working Memory Test Battery for children (Pickering and Gathercole, 2001). Moreover, vocabulary in the L1 was assessed through a Word Finding Vocabulary Test (Vogindroukas et. al, 2008). As regards vocabulary in the L2, both a receptive and a productive vocabulary test were given to children prepared by the English teacher.

Based on the above research tools the study investigated three research questions. The first one explores the contribution of memory to vocabulary development. The second research question wishes to determine the relation between short-term memory and L1 vocabulary development. Finally, the last question of the study explores the contribution of WM to vocabulary development in the L2 domain.

The findings shed more light to the complex relations between memory and vocabulary. In more detail, results showed that Short Term Memory is not related to L1 vocabulary, which may be attributed to a number of reasons such as the size of the sample, the developmental stage of children and the language itself. Nevertheless, STM is related to

receptive vocabulary in the L2. In addition, L2 productive vocabulary was marginally related to Working Memory.

The following conclusions were done:

- Working Memory is responsible for regulating the attention resources towards the completion of a task that requires active cognitive processing. The fact that learning takes place through the act of noticing which, in turn, requires attention, constitutes WM and learning two highly related elements. Noticing is very crucial in learning especially in the early years during which the mental lexicon is compiled.
- In addition, STM embodied in WM, contributes to learning, too. Once a word is noticed, it has to be kept long enough in STM for a phonological representation to be formed and transferred in LTM.
- Taken together, these two constructs, WM and STM, are indispensable when language learning is at stake. Such a fact inspired the initiation of the present study.

In my view, the times when children were judged based on their weaknesses to memorize or regulate their attention without any help are over, a fact which should be grasped and subsequently, embraced by all educators.

Another associated topic is: “Thinking in words: Implicit verbal activation in children and adults” by Manizeh Khan, as a part of his dissertation at Harvard University Cambridge (2013). Language has been a topic of interest and controversy in cognitive science. This paper also states that the internal thoughts are presented in the developing of language. An analytic reflection shows that we sometimes use innate speech, but is this the exception? Using observations, we investigated when preschoolers and adults implicitly activate verbal labels while they are just looking at pictures of objects. In the first study, 4-year-olds, 7-year-olds and adults completed a working memory task. The second study, could demonstrate as its conclusion that infants spontaneous implicit verbal activation during free-viewing of images which were familiar for them. The final study provides detailed information about of the nature action of the implicit verbal symbols that are activated in adults during visual image processing. Contrasting the infants, and adults are involved in a working memory activities, adults in this visual image processing task did not activate phonological representations

appropriately than infants. Also the results did not show any evidence of lexical activation. In general, I can say that the studies and the dissertations illustrate how the application of property activities to children in order to improve their lexical retention can internal verbs representations in paradigms.

2.2. Philosophical Foundation

“It refers to the need for research to have a paradigmatic location or particular approach” (Herrera, L. p.102).

This research is oriented in the critical purposing principles with a social constructionist approach on the epistemological, axiological, socio-economic and psychopedagogical approach.

On the other hand, the Cognitive psychology proposed by Anderson (1983,1985) validates the existence and use of demonstrating concrete strategies that support the cognitive processes of the mind necessary for learning a language. The acquisition of a second language is a process constrained by many factors; with the purpose of understanding the nature and functions of learning strategies is necessary to define the most suitable strategies.

Carter and M. Carthy (1987: 4) believe that the lexicon acquired by speakers of a foreign language is very similar to their mother tongue. We believe this is based on emotional, psychological and occupational ties; like a businessman should hold discussions in English for labor reasons, will dominate the economic vocabulary of the two languages. So contact between two languages produce exchanges and reciprocal influences. Traditionally, the vocabulary is learned through students listing and repeating to themselves same automatically to internalize the concepts, since this was the central theme of language learning. Between 60s and 80s, the role of terminology became less important to focus on morphology and syntax; communicative competence later became fashionable through Notional-functional approach to providing the tools and skills for oral development in various situations of everyday life. The question of how students learn the vocabulary is the most difficult to measure by constituting a highly individualized factor.

Students have a cognitive level knowledge of how the language works and comes to the classroom with a wealth of language skills, experiences and individual motivation. As Krashen (1989: 26) suggests, understanding increases students taking into account their previous knowledge and experience. Associative frames are usually the most common system for mental organization vocabulary; so it is categorized into axiological fields, synonyms, antonyms. Stevick (1989) asserts that learning strategies vocabulary are personal. Knowledge of vocabulary and consider learning as an intellectual game, will make the kind of language a tool valuable for personal and intellectual development of students.

2.2.1. Epistemological Foundation

This research will be critical purposing through the researcher direct interaction with the object of study because it will look for all the necessary information to define the knowledge and the related concepts.

2.2.2. Axiological Foundation

The values in which this research will be focus on are: the commitment, the responsibility, the quality, and ethics. Through the mixture of these elements it will possible to reach the purposed objectives.

2.2.3. Socio-Economic Foundation

The human being is member of the society that is why every person must work according to it in order to innovate and create everything to its social transformation.

2.2.4. Psychopaidagogical Foundation

It helps to create a psychological environment to work on the pedagogical aspects and in this way it could be possible to believe, appreciate, be glad of the work done.

2.3 Legal Foundation

This research is sheltered in its legal part for the Educational Law, N°.127.RO/ 484 on May 3, 1983 that in its Article 2 says: "Education is governed by the following principles:

- a. Education is mandatory to the state, which achieve through the Ministry of Education and the universities and polytechnic institutions of the country;
- b. All Ecuadorians have the right to integral education and the obligation to participate actively in the national educational process;

- c. Parents must consider The State monitors compliance with this duty and facilitates the exercise of this right "

Also, there are some legal basis which are mentioned as follows:

- The Constitution of the Republic of Ecuador (2008), Article 26 stipulates that education is the right of people throughout his life and inexcusable duty of the State and in Article 344 its first recognized in the country to early childhood education as part of the national education system.
- In addition, the Constitution states that the national education system will integrate a consistent intercultural vision with geographic, cultural and linguistic diversity of the country and respect for the rights of communities, people and nationalities, as stipulated in the second paragraph Article 343. in this context, the right of people to learn in their own language and cultural spheres as determined in Article 29 is recognized.
- The National Plan for Good Living 2013 - 2017, raises the "politics of early childhood for the integral development a priority of public policy [...] The challenge is to strengthen the comprehensive development strategy for early childhood, both prenatal care and early development (up to 36 months of age) and early childhood education (3 to 4 years), which are the stages that determine the future development of the person. "
- The Intersectoral National Strategy for Early Childhood, considers the objective of consolidating an integrated and intersectoral model of caring for early childhood territorial approach, intercultural and gender, to ensure access, coverage and quality of services, promoting the responsibility of the family and community. To fulfill this goal several axes raised, the reference to Service Quality evidence curriculum as an important element, so that the Ministry of Education, as a member of the Intersectoral Committee of the Early Childhood contributes to meeting the objective the Intersectoral National Strategy, with the formulation of the National Curriculum Early Childhood education that seeks to achieve quality education.
- The Organic Law of Intercultural Education (LOEI) guarantees the right to education and determines the general principles and purposes that guide the Ecuadorian education under the Good Life, intercultural and plurinational. In this context the Ministry of Education, aware of its responsibility, is committed to developing the early education curriculum in accordance to what is determined in Article 22, paragraph c) indicating that the National

Education Authority will formulate and implement the compulsory national curriculum at all levels and modalities.

- Similarly, Article 40 of the LOEI defined at the level of early childhood education as the process of "accompaniment to integral development that takes into account the cognitive, affective, psychomotor, social issues, identity, autonomy and community membership region and children from three years to five years, guarantees and respects their rights, cultural and linguistic diversity, growth and self-paced learning, and enhances their abilities, skills and abilities [...]. Education of children from birth to age three is the primary responsibility of the family, notwithstanding that this decides to opt for various forms duly certified by the National Education Authority ".

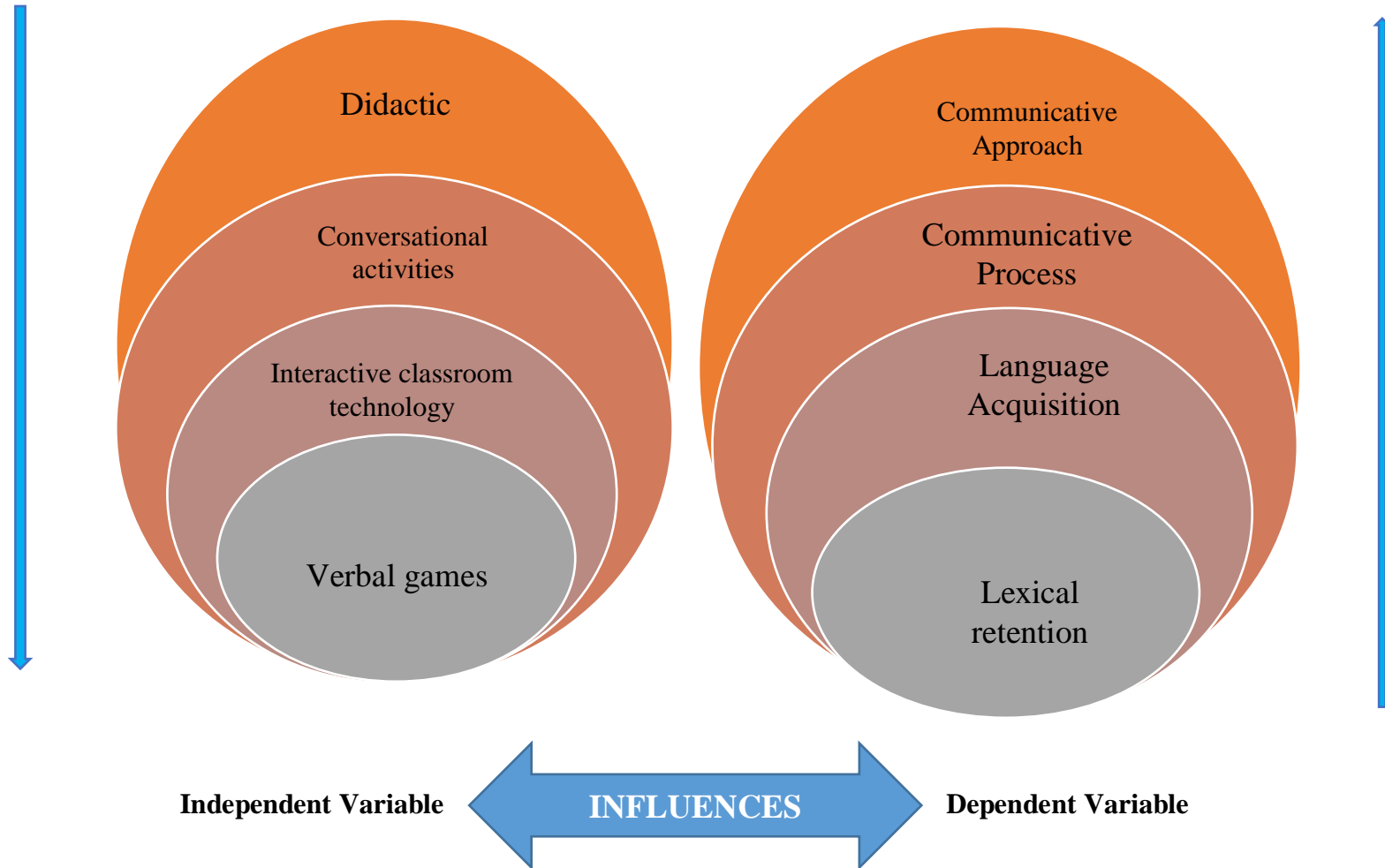
- The General Regulations of the LOEI in its third Chapter, Article 27 determines that the level of initial education consists of two sublevels: Initial 1 comprising infants up to three years old; Initial and infants 2 comprising three to five years, allowing learning in curriculum design is explicit according to the characteristics of children in each of the sublevels, considering the linguistic and cultural diversities.

- The Code of Children and Adolescents (2003) states in Article 37 paragraph 4 that the State must guarantee effective access to early childhood education from zero to five years so that programs and flexible and open projects will be developed, appropriate to the cultural needs of learners.

The pedagogical games were created in the year 1919 by Rudolf Steiner (1861-1925). It was developed at a school for children of factory workers Waldorf -Astoria. In the learning process the child goes from birth to seven years of life, through experience and not in an intellectual way.

At about three to four years the child appears the ability of imagination and fantasy, developing through play. The game is the activity more important that the child should do. It also promotes prolonged attention and concentration in a particular activity, using simple toys.

Fundamental Categories

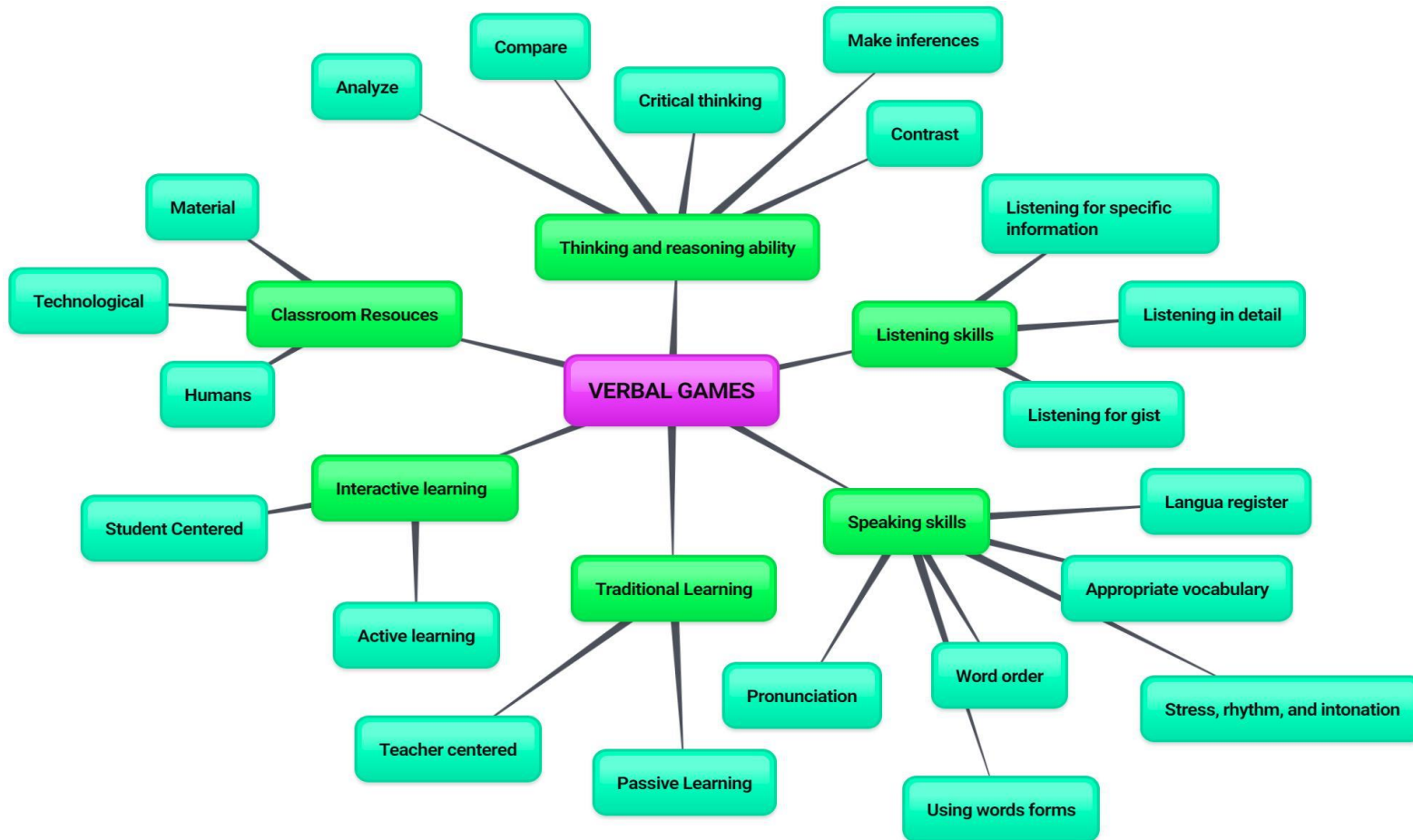


Source: Own

Graph N°: 2 Fundamental Categories

Created by: Lic. Sanchez E (2018)

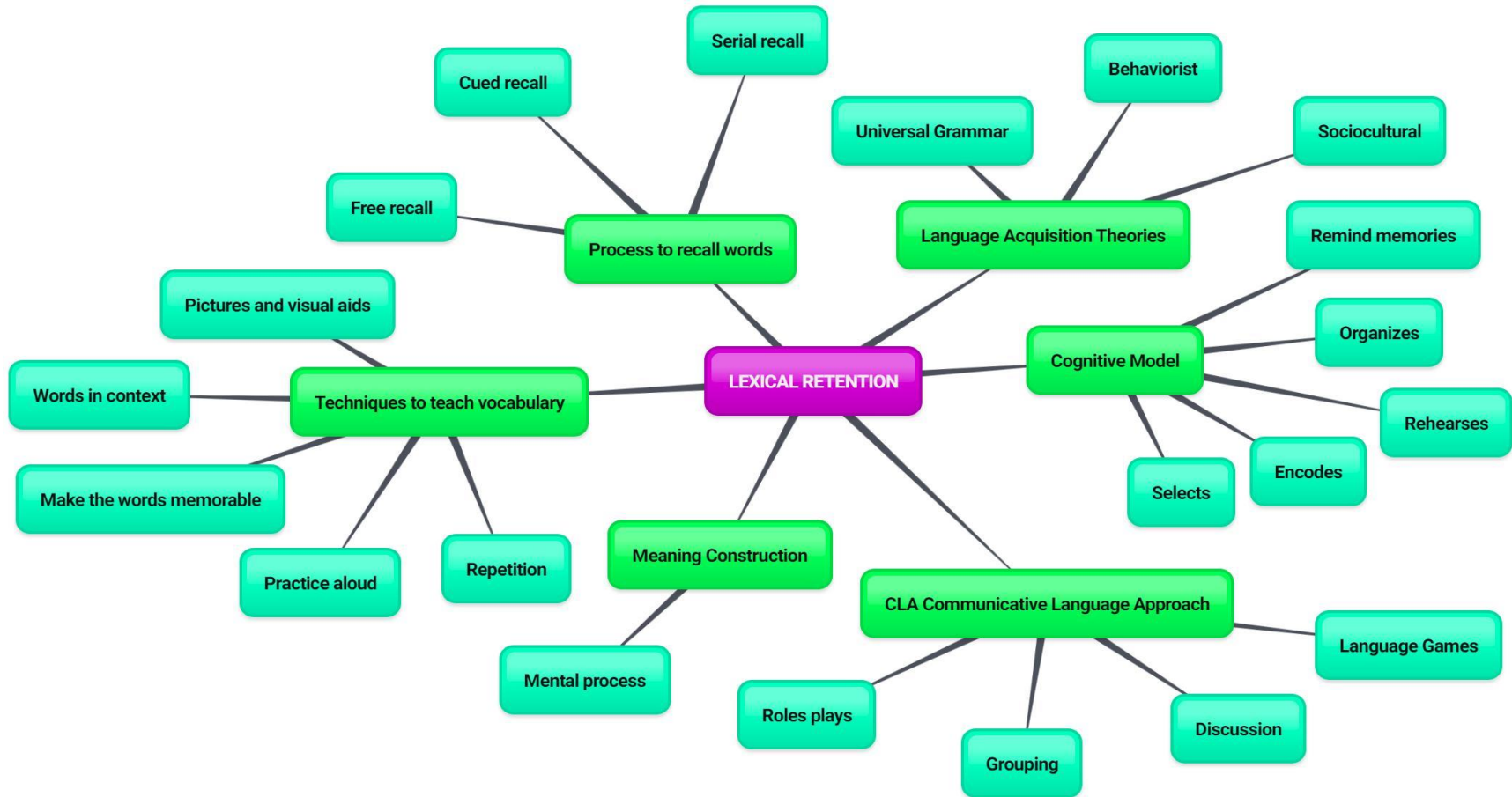
Independent Variable Interrelated Graphic



created with www.bubbl.us

Graph N°: 3 Fundamental Categories VI
Created by: Lic. Sanchez E. (2018)

Dependent Variable Interrelated Graphic



created with www.bubbl.us

Graph N°: 4 Fundamental Categories VD
Created by: Lic. Sanchez E. (2018)

2.3.1 Dialectical View of Conceptualizing Variables

2.3.2 Independent Variable Framework

Didactic

According to Stöcker (1964) the word didactic comes from the Greek language “didaskain”. It means teaching and “tékne” suggests art; “art of teaching”. Didactic refers to the principles, phenomena, forms, precepts, and laws of teaching with no subject in particular Medina (2003, p.7), defines didactic as: A discipline of pedagogical nature that focuses on the teaching goals and compromise with the aim of better human beings through the understanding and permanent change of the social communicative.

Didactic strategies

Torino (2011) states that A Didactic Strategy is the integration of several didactic methods within an Educational Action or one part of it. The didactic strategy requires the identification and characterization of two components: the task of teaching and learning situation both focused on creating an optimum environment designed to offer children the opportunity to achieve a specific operational objective. Thus, in the didactic strategy for teaching and learning pre-mathematical operations, we have shown, as a didactic method, the exercise, which by motor and intellectual action allows the formation of skills, abilities and automation. (Issues, 2013).

Obviously, is not the only possible definition of a Didactic Strategy, but we think that it is more appropriate in order to avoid the confusion between “strategy” and “methodology”. Finally, the integration of Didactic Methods can be achieved in a number of different ways and this integration can concern either the development of a part of the Didactic Action or can be used as a unitary strategy for the entire training path. Here are some examples of Didactic Strategy (for each we indicate one possible sequence of Didactic Methods).

Vadillo and Klingler (2005), affirms that didactic strategies point to the group of developed activities considering not only students’ understanding of ideas but also a mutual relationship among specific information and a particular activity, as general norm of input. With the

application of strategies in the process of teaching English, the teacher looks for a common project.

In a collaborative group, all students make the duties together, that means that they construct the knowledge mutually. According to Brufee “The basis of collaborative learning is the construction of agreement through group cooperation.” (cited in Arcos, 27).

Didactic strategies should be seen as: on purpose organization of the teaching and learning process structure to achieve goals, in which students not only learn a subject matter, but also gain knowledge of other forgotten contents as the capacity of cooperation, respect for oneself and the others“ differences, and value of people as human beings.

Frabonni (1998, p. 60), asserts that regarding school curriculum, didactic is in charge of elaborating the ideal teaching procedures to promote the alphabetization process or the acquisition of knowledge of subject matters; it refers also to meta cognition strategies, such as being able to understand, to apply, to analyze, to make synthesis, to perceive, and of course to create.

(Ainsworth, 1982; Bowlby, 1969), positive teacher-student relationships enable students to feel safe and secure in their learning environments and provide scaffolding for important social and academic skills.

When teachers form positive bonds with students, classrooms become supportive spaces in which students can engage in academically and socially productive ways (Hamre & Pianta, 2001).

Cox J. (2016) When you create a real-world connection to what students are learning, it will give them a greater understanding of why they need to learn it. If your students are constantly asking you why they need to learn something, and you always are answering with “because you have to,” you will lose credibility with your students, and they will continue to not be interested in what you are teaching them. Instead, give them a real answer. This will help them connect why they must learn what they are learning for their future.

But when the teacher does not use appropriate instructional strategies may have a low performance and one of the reasons is the anxiety and fear in the student at the time of attending class.

According Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986) Teacher and students generally feel strongly that anxiety is a major obstacle to be overcome in learning to speak another

language, and several recent approaches to foreign language teaching, such as community language learning and suggestopedia, are explicitly directed at reducing learner anxiety.

Didactic strategies for English language learning

According to Feo, R. (2010) the teaching strategies are shaped by the affective processes, cognitive and procedural requirements that allow you to build the learning on the part of the student and carry out the instruction by the teacher.

During the learning process, the teacher can use multiple teaching strategies. Since English is the lingua franca and is studied by many people around the world for this reason it is necessary to use several strategies to ensure that the programming is correct and these are described below:

Strategy 1.- JIGSAW

As “each member of a group has a piece of information needed to complete a group task” (Longman Dictionary of Language Teaching and Applied Linguistics, 1998) in the EFL classroom, jigsaw is a cooperative learning technique that requires everyone’s cooperative effort to produce the final product. Just as in a jigsaw puzzle, each piece each student’s part is essential for the production and full understanding of the final product. If each student’s part is essential, then each student is essential. That is precisely what makes this strategy so effective. Jigsaw is said to be able to increase students’ learning since “a) it is less threatening for many students, b) it increases the amount of student participation in the classroom, c) it reduces the need for competitiveness and d) it reduces the teacher’s dominance in the classroom” (Longman Dictionary, 1998). Consequently, jigsaw strategy can successfully reduce students’ reluctance to participate in the classroom activities and help create an active learner centered atmosphere.

Studies showed that it was only under certain conditions that cooperative efforts may be expected to be more productive than competitive and individualistic efforts. Johnson, Johnson and Holubec (1993) put forward five principles for jigsaw strategy:

- a. Positive interdependence
- b. Face-to-face promotive interaction
- c. Individual and group accountability

- d. Interpersonal skills
- e. Group processing

Strategy 2.-BINGO GAME

According to Finch, K. (2014). Bingo has thus entered the western cultural consciousness as a competitive game, usually played for money or prizes. It is in essence an extremely simple game of chance that requires the participants to listen-and-find simple information and to mark it on their card, without transformation of the information or use of cognition (problem-solving, critical thinking, etc.).

In the light of these characteristics, we might well ask how Bingo can be effectively used to teach (and learn) English. In order to answer this question, the following sections explore Bingo and its application in ELT (English Language Teaching) in greater depth.

Types of Bingo

Whereas Ito & Berry (2001, p. viii), have four classifications (Traditional Bingo games; Task Bingo games; Talking Bingo games; and Testing Bingo games), this presentation prefers to employ three main types as a primary means of classification, based on the perspective of the participant (cf. Hyun, 2000; 2001):

1. Listening Bingo games (passive, static, one-way, instructional, individual, receptive, information gap activities);
2. Speaking Bingo games (active, dynamic, two-way, communicative, group, cognitive, language-performance and information transfer activities);
3. Self-made Bingo games (active, dynamic, two-way, interactive, group, cognitive, collaborative, language-performance, problem-solving and critical thinking). The second means of classification is by the type of activity:

- Picture Bingo
- Word Bingo
- Synonym Bingo
- Antonym Bingo
- Translation Bingo
- Matching Bingo

- 20 Questions Bingo
- Riddle Bingo
- Pyramid Bingo
- Idiom Bingo

These various types and classifications can be employed in various situations and transformations.

Bingo can be used in one form or another for most purposes, according to the language content and the characteristics of the learners (age, proficiency, affective variables, etc.).

The activities contained in this presentation present the primary categories (listening based, speaking-based, and self-made activities) of Bingo activities, in addition to covering the full range of secondary classifications above. In this way, it is hoped to show that the Bingo concept can be adapted to meet the needs of any group of language learners.

Strategy 3.- TREASURE HUNT

A treasure hunt well designed goes beyond the acquisition of small units of information, more or less structured, on a given topic. March (1999) suggests that choosing properly questions that define the fundamental dimensions of a topic, students not only learn specific answers, but deepen the essential aspects of the topic. In addition to the learning of facts and concepts, a treasure hunt encourages the acquisition of skills on information technology and communication, with practical knowledge on the Internet, the web and browse the information online.

Luzon (2001), which proposes to use in the teaching of English as a second language (ESL) with university students, summarizes the strengths of the fighters in the following three aspects:

a) Promote the acquisition of knowledge about a topic, b) develop skills of finding information on the web; and c) improve reading skills and comprehension of texts.

In the teaching of ESL, for example, makes it easy for students to come into contact with the authentic language, related to their discipline, which are on the network, encourage reading for a specific purpose, increase the knowledge of generic and specialized vocabulary, consolidate the previously learned language, and also help students develop the ability to make inferences and predict the context of a text (Luzon, 2001).

The treasure hunts can be designed to elicit basic skills of thinking and understanding and construction of knowledge. Stop this will include questions that seek to Students use the information of the web pages to describe or outline your content, create playlists, summarize and take notes, etc. can also be designed for students to develop high-level skills as the implementation and analysis of knowledge. To this end, efforts will be made to ensure that the students organize and categorize the information, analyze and interpret it, discuss it, explain, compare, make generalizations, etc. (Hamilton, 1999). The raw material to develop both types of skills is the same: information in different formats, although its depth and complexity will vary depending on the age of the students and of the objectives pursued.

Strategy 4.-VIDEO AND ROLE PLAY

According Maxwell, C (1997, pág. 8) Role playing authentic situations is one avenue leading to improved communicative ability in the target language. For the instructor, role play is a versatile activity in that it can be based on authentic listening passages, readings, or videos. For most learners, moving from structured activities to less structured activities allow them to proceed at their own pace while building confidence. Through role play, students can also learn the significance of the spoken and no spoken word in their own as well as in the target language and culture. Maxwell, C (1997) says the Authentic video clips also provide a springboard for role play in the language classroom. First, students view short video segments depicting a target situation; for example, a job interview. Viewing authentic situations of the target culture shows the significance of nonverbal communication such as kinesics, oculism, and proxemics.

Strategy 5.- REALIA

“Realia” in EFL terms refers to any real objects we use in the classroom to bring the class to life. Budden, J. (2011) argued the main advantage of using real objects into the classroom is to make the learning experience more memorable for the learner. To give a couple of simple examples, if you are going to teach vocabulary of fruit and vegetables it can be much more affective for students if they can touch, smell and see the objects at the same time as hearing the new word. This would appeal to a wider range of learner styles than a simple flashcard

picture of the piece of fruit or vegetable. (With very young learners, classroom management can become trickier if you bring in real objects as excitement levels tend to rise.

A second example would be if you are going to teach some functional language for asking for the timetable for a train. You could use a fictitious timetable or you could use a real one from the local train station, one from the internet, or if you are really organized, some you brought back from your last trip. This way you expose students to more language than simply the times and destinations. They will see information about prices, discounts, bank holidays etc.

Strategy 6.- TRIVIA

According to Budden, J. (2011) quizzes and trivia games can make a nice change from more typical EFL style activities and it may give students who are not the best at English a chance to shine in another area. It can be the case that some of the least able English students are really good at general knowledge, so tasks using trivia can help to boost their confidence and increase their motivation levels.

Preparing trivia quizzes can be quite time consuming, unless you have a wealth of facts, figures and dates stored in your head and can create questions on the spot, which some people seem able to do! However, if you are not a walking wealth of knowledge the internet is the most obvious source of trivia if you want to prepare a quiz.

Strategy 7.- ORDERING THE POEM

The reasons for using poetry are similar to those for using songs and many activities that you do with songs can be adapted to poetry.

Budden J. (2007) says Any authentic material exposes students to some „real English“ and can be very motivating for your students, provided they are supported throughout the task. The other great thing about poems is for students to have the opportunity to see the language work creatively and freely. Poems can be used in many different ways and the more you use them the more uses you will find for them. Ordering the poem, when you have chosen a suitable poem for your class, copy it onto a worksheet and cut up the verses. If the poem tells a story and the order is logical, ask student to read the verses and put them into the correct order. If the order is not obvious, you can read out the poem and they can listen and put it

into order as you read. From here you can go onto to look at the vocabulary, the rhyming words or to talking about the meaning of the poem.

Strategy 8.- STOP THE BUS

Budden, J. (2004) states that this is a great game to revise vocabulary and you can use it with any age group and any level by changing the category headings. It really gets students focused and working on tasks as a team and can be a savior to fill the last ten minutes of a class when you have run out of ideas.

Strategy 9.- Listening for key words in songs

According to Sabbadini, M. (2003) It's particularly useful for encouraging students to recognize familiar words even in difficult texts. This activity works well with all kinds of songs, and can be used to introduce a song, or simply as an enjoyable warmer or cooler.

This activity can be used at all levels - it just depends on the words you put on the cards. 'Difficult' songs can be made doable if the words chosen are simple and easy to pick out. Similarly, an 'easy' song can be made more challenging for high-level students by choosing words that are difficult to hear, or putting in words with very similar sounds.

Strategy 10.- Dice games

These games combine a mathematical skill or concept with elements of problem solving, reasoning and communicating and are engaging for children. This means these games are a great resource for the classroom. Games support children to become mathematical literate, which means they are able to understand, use and justify their mathematics. (Hodgen William, p3).

Uses for a dice: Use a dice to choose students for participation in class. Using addition or multiplication, 2 to 3 dice can be used to help the teacher have a random way of picking students for activities when each student is assigned a number. Use a dice to students create sentences. The large, soft, foamy dice work well with this. Have one student roll the dice in front of the class and the students have to compete on the board to write a sentence with the number of words that matches the number on the dice.

The Spider Game: one die per student or group Each student or group needs one die, a pencil and paper. If you are using die with pictures, you'll need to write in number values on the die. Student must complete the drawing of spider by rolling the die. Each time they roll they complete a speaking task or communicative task designated by the teacher, and then draw a part of the spider's body. The first person or group to complete the spider drawing wins.

1. body 2. head 3. eye 4 fang 5. leg 6. leg

Students must roll a 1 before they start drawing. The spider needs a body to attach everything to. The same goes for eyes and fangs. The students must first roll a 2 and draw in the spider's head before they can add eyes or fangs.

Conversational Activities

Classroom conversational activities are dialogues that occur between students and teachers and between students and students. They are used to create, negotiate or deepen the understanding of a topic.

The aim of conversational activities in class is to get children to use the language they are learning to interact in realistic and meaningful ways. Usually involving exchanges of information or opinion.

Therefore, language teaching activities in the classroom should aim at making as great as possible individual language use. This claims the teacher not only to make a friendly and humanistic classroom atmosphere, but also to provide every student with a turn to speak.

Communication Games to promote conversational skills

For Hadfield (1987) games are another type of activities which are considered as an important activity of language program in EFL classroom. A game is “activities in which people agree to abide by a set of conditions in order to achieve a desire state or end” (Shirts, 1972, cited in Sharan and Sharan, 1976: 188). It is a communicative activity, “communicative games are externally useful for variety of communicative activities” (Ibid. p. 272).

They are designed to make students learn in an enjoyable atmosphere and encourage them to enhance both their fluency and accuracy. Finocchiaro and Brumfit (1983) claimed that

games can be used as “an enjoyable change of pace while reinforcing language”. Thus , these activities teach students how to create and learn in positive ambience , they aim also at challenging the participants in a funny way by defeating their fear and being more confident when speaking in front the class. According to McCallum (1980:4).

When one considers the importance of communicative competence in the target language, a major goal of all language acquisition, and the need for spontaneous and creative use of that language, one recognizes the significant role of word games in achieving these objectives. Students in the formal atmosphere of game play are less self- conscious and therefore more apt to experiment and freely participate in using the foreign language. In addition, games automatically stimulate students’ interest a properly introduced game can be one of the highest motivating techniques.

Here are some example of communicative games;

- Spot the differences or find the differences which is usually found in children books and newspapers, is one famous task under the form of a puzzle where students are required to find differences in two identical images. Students are likely to learn more vocabulary words. “Two students, each one has a picture; one is slightly different from the other one. Without seeing each other’s’ pictures, they must wrinkle out the differences” (Ibid.).
- Another example is when one student describes an image to another student who in turn will make a picture or drawing from the description. This task is called describe and draw. “one of the students describes a picture and the other one draws it” (Bygate,1987:78).
- Learners are asked to identify / arrange objects from description and instructions by their learners.
- Learners ask each other about places marked on maps and give directions. Lindsay, C. and knight, P. (2006: 65- 66).

Interactive classroom technology

Classroom tools

Gross, (2013) states that tools are a practical source book designed to be used as a reference book; it is not meant to be read cover to cover in two or three sittings. Even though,

most of the suggestions originate from classroom experience and educational research and theory, only focus on what instructors can do rather than on the theoretical foundations for more suggestions.

What is Traditional Education?

Gupta, (20013) states that, in a traditional classroom atmosphere, there are usually a certain number of children for each classroom and one teacher. It is simply impossible for one person to give each student the one-on-one attention or instruction that may be required. In a classroom of twenty to thirty there will be several children with differing learning styles and any educational needs. A teacher is not trained enough to handle all learning styles in his or her class. In a traditional classroom environment, children become bored or frustrated. Children present a different intelligence and it differs from each other like: visual, auditory, and others learn better by doing.

Disadvantages. - When it comes to children and education, there is no "one size fits all" answer, and attempting to force children to learn in the same way is counter-productive to producing healthy, well-educated and well-rounded adults.

Advantages: The traditional classroom influence efficient learning. Traditional classrooms have been changing and become popular in virtual classrooms. B-learning education is an alternative to regular education for students who want to improve their professional record and its cheaper and faster.

What is Modern Education?

Bupinder (2010), states that, demands made to change the education systems into more a modern education are making an important impact to educational practices. Let's try to figure out what it is going to be like. Since new technologies are appearing at such a fast pace. Formal education in the first 20 years of life or the primary education as it is called will only form a foundation for future learning. Lifelong learning will become a mandatory requirement for schools and universities even though it's not a nice-to-have. It is no longer good enough to be second best: everyone needs to develop 21st century skills – not just improving the ones they have.

To respond to the changes of the modern society in socio and economic aspects, our education systems need to change their traditional practices. Curricula must focus on building skills for life and instilling a love for learning. We need to think about new ways of organizing learning so that those who are currently excluded by geography, poverty or learning style have a real chance.

The institutions for education need to open their doors, and become accessible centers of learning throughout life by developing human skills, as well as partners, from the private sector to non-profits, to foundations need to become part of these changes to deliver learning and help to this continuous innovation and improvement.

Modern education is being influence by technology, computers, projectors, internet, and many more. Nowadays, there are more tools which can be useful for the classes as well as easy to use for everyone. Every time we learn something new and it get a new experience for children and teachers. Children grow mentally and physically that's why education system propone level of learning: primary, second and higher education.

Bupinder, (2010)states that firstly, the programs which were propose by the government are primary and secondary systems. Primary is the first step children need to be attend because it the stage where they get a lot of information and it's the basis for the following programs. At this stage, children don't learn theoretical subjects, they are expose to ludic activities to let them discover the world and adapt to the world of words and learning.

That showed a well-organized system but maybe it no could be properly for students nowadays. Secondly, new habits have been part of the new education system where learning is ignoring by some children. At this point the ludic become a time for joy not for learning something new. Nowadays, children become less critical and analytical than before. There is an evidence that learning is changing through the times.

Thirdly, there is a bad concept of self-education. It has change the real purpose of homework. If teacher sends a task to do at home, most children are expecting to be helped

by someone else like their parents or a guided person to give extra classes to reinforce the learning given by teacher at school. Even teacher assign task to do inside the class children can't do by themselves and are expecting to copy from the ones really work. For most students doing an extra activity at home is a waste of time not a time to learn something new or just reinforce their knowledge.

To sum up, new consumptions of educations is making our system less efficient than before. Now, learners are less independent and reflexive than before. Not all of the methods are really useful for all classes. For most children and even parents the real meaning or purpose of sending homework is not reinforcing the knowledge given in class it's only a waste of time for both.

Differences between traditional and modern methods of education

Traditional (Authoritarian)methods	Modern methods
Teacher – centered	Student-centered
Text book – centered	Learning by doing extra-curricular, co-curricular and out-of-the-classroom activities.
Learning through recitation, explanation and examination (rote)	Learning socially, psychologically, naturally, experimentally and logically
Teacher is conspicuously in control and focuses on the content of the textbook	Teacher is mediator and facilitator
Study is systematic and through didactic method	Study through dialogue, participation and interactive communication
Allow for competition, mastery, habit and accuracy in learning	Allow for holistic and conceptual education

Table N°1: Traditional and modern methods
Created by: Lic. Sanchez E. (2018)

Speaking is often divided into sub-skills, which are specific according to the activity develop during the class in order to be effective in each of the skills,

Example:

Learners developing the skill of listening need to have the sub-skills to being able to recognize contracted forms in connected speech. In the classroom learners spend time developing a wide range of sub-skills as they build each of the four skills. The sub-skills which can be develop in the class are: scanning and skimming in reading, organizational and

editing skills in writing, recognition of connected speech and understanding in listening, pronunciation and intonation in speaking.

Speaking sub-skills

Depending on the level and ability of your students, there are several sub-skills like the ones listed as follows:

- Pronunciation
- Intonation and stress
- Error correction
- Word order
- Appropriate vocabulary
- Language register

Listening skill

Girgis (2015) states that, listening can be considered by its purpose: listening comprehension and the second listening as acquisition. Learning as comprehension is the traditional way of thinking about the nature of listening. Certainly, in most methodology manuals *listening and listening comprehension* are synonymous. This view of listening is based on the assumption that the main function of listening in second language learning is to facilitate understanding of spoken discourse and modeling the correct pronunciation in children.

Listening sub-Skills

1- Listening for gist: It is extensive listening for skimming. This happens when we listen to get a general idea about a topic.

Example: listening to a summary of the day's news on the radio.

2-listening for specific information: This is when we listen to something because we want to discover one particular piece of information.

Example: Listening to weather report to discover the weather in your city.

3-Listening in detail: It is the intensive listening for scanning. This is when we listen we listen very closely, paying attention to all the words and trying to understand as much information as possible.

Example: A member of a jury listening to a statement from a witness.

4-Listening for attitude: As the lawyer listen to the witness it is also check the attitude the person has when answer each question.

5-Extensive listening: This activity required to listening for details subskills.

6-Listening for individual sounds: There are some of the inflections that a person does when he or she become nervous.

7-Exercises: Learners Listen in order give full answer, give short answer, recognize true or false sentences, fill gaps in a close passage, detect mistakes, choose, underline and to summarize.

Thinking and reasoning ability

Horizons (2016) mentions that, critical thinking includes a number of different skills that helps students learn and make decisions. It's also the ability to evaluate day-to-day information along with determining if it's right or wrong. Thinking and reasoning skills are also demonstrated in toddlers. For example, if you give your 2-year-old a spoon and a chocolate, he'll almost definitely eat the chocolate and not the spoon! However, you can still play a role in developing your child's reasoning skills early on.

How to Develop Reasoning Skills in Children from an Early Age

- Read to your child more frequently. Reading makes a big difference in how young toddlers think and perceive the world round them. It also helps them learn about various objects like cars, fruits and blocks. Reading also makes them more creative and open-minded.
- Play matching and sorting games with colored balls, cards and toys. They'll also keep your child busy when you need to do your chores!
- Try not to answer your tot's questions right away. Give him time to think about it on his own. You can also make a fun game out of this. If he answers the question correctly, give him a little incentive like a toffee or an extra story at bedtime. This will increase the chances of improving reasoning ability in toddlers exponentially.
- Keep an eye on your child to see what he likes and observe what he does. In this way, you will be able to know him better and help build his reasoning skills.
- Advertisement

- You can use every day routines to make him observe patterns, such as when lunch time is, who the guests are that you've called over, and what to do when there's no electricity.
- Help your child to grasp the working of time since the very beginning. Teach him about special days like birthdays, and how story-telling time comes after dinner and before bed.

When teaching reasoning skills to children, impulse your little one to be just and fair, and to think in the right direction. All most children need to start thinking in the right way. Build a strong foundation of reasoning skills in your child's development and see how he grasps everything so quickly.

Verbal games

Play has proved to have a central role in children's development, most notably in rule learning Piaget, (1965); Smith, (1979) and negotiation of roles and goals Garvey, (1974); Bruner, (1976). The game is a spontaneous and recreational activity, used by humans for the purpose of distraction and enjoyment of both the mind and the body. Moreover, with the time, the game is one of the main tools used for education. Among the most important features are the following:

- It is free and innate.
- It is an activity for children.
- Helps the individual to know the reality.
- Favors in the process of socialization.
- It has an integrative function.
- The material is not essential
- The game is an activity that is present to throughout our lives, but it usually occurs in childhood. The game also has a close relationship with:
 - Skills development and intellectual abilities.
 - Development of emotional states, experiencing vivid feelings through imaginary characters.
 - Learn the importance of coexistence.
 - Dealing with decisions or interests of others.

- Increases self-esteem through the goals achieved during the game.
- It stimulates creativity and imagination through the representation of characters.

The first reference of the game is that there since 3000. C. The game is considered part of human experience and they are present in all cultures, eventually the tingling with laughter, are considered the first playful actions of human beings. The game is considered as an activity, which gives fun and enjoyment to the participants. They usually also differ from work and art, but ultimately have no clear difference, because they are classified as an educational tool.

The game was created in the year 1919 by Rudolf Steiner (1861-1925). It was developed at a school for children of factory workers Waldorf -Astoria. In the learning process the child goes from birth to seven years of life, through experience and not in an intellectual way. At about three to four years old the child appears the ability of imagination and fantasy, developing through play. The game is the activity more important that the child should do. It also promotes prolonged attention and concentration in a particular activity, using simple toys.

2.3.3 Dependent Variable Framework

Lexical Retention

Some definitions are exposed in the following section: Widdowson (1989) states: if we consider something as a problem it become more reasonable that lexis is where we need to start from, the syntax needs to be put to the service of words.

A short summary of lexical retention is according the following authors: (Fraser, 1999; Hulstijn, 2001; Laufer and Hulstijn, 2001; Joe, 1995) is a mental process of coding and associating a comprehensible input of ideas, images or words that is related to the organization and internal integration of long-term memory, through nodular storage, of links such as lexical constellations of schemes, and networks of words related by lexical semantics and morphological links, making a deeper analysis, through the systematic repetition of a generative term, using association, synonymy, antonym, and derivation-composition as

visual and verbal stimuli of the use of language in real communication.

These mental processes help students improve long-term memory by applying some important learning strategies that help to encode information, then storage, and the most important step to recover the necessary information, in situations that students need, the lexicon expresses itself consciously and unconsciously. This is the effective process that is required to improve lexical retention and develop long-term memory.

Process to recall words

The document web from Wikipedia about recall memory shows clearly all the aspects for this process: (Wikipedia, 2018), Recall and memory are synonyms stages because they are related each other in many ways for example the process to recalling information and memorize it.

Hermann Ebbinghaus states that the combination of syllables doesn't required an exact grammatical rule. It refers to all syllable even if they have sense or not; most of the are easy to recall by children.

These are some key factors to improve in general your ability to remember new words or vocabulary

Interest

You need to be interested and passionate if you want to improve your ability to recognize and memorize new words and expressions. Improving an interest in a particular field and constantly reminding yourself because you are doing it provides an incredible boost in your learning process. When you begin to learn a language, imagine the immense possibilities that speaking it would bring in terms of work, friendships and feelings. Emotions improve memory. It is up to you to make this happen.

Attention

Concentration and attention are key factors in the learning process. In the age of Internet, concentration is diminished due to multitasking. Therefore, I suggest you remove the music radio and all other potential distractions and focus on the pending task. Concentration helps greatly increase your performance.

Understanding

We only learn what we can understand. When you fully understand a sentence or a concept, you also understand its individual parts and the connections between them. It is more likely that an engineer who realizes how an electronic circuit works understands its individual components. The same goes for a language student: if you understand a certain sentence, you will remember the words better.

Association

Our brain is a huge network of neurons: each neuron is connected to tens of thousands of other neurons. Therefore, if we want to make the best possible learning processes we must adapt them to the way our brain is structured. One of the most effective tools to do this is association, which is the linking of new information with the old, which is stored in our long-term memory. This can be done in many ways.

Display

One of these forms is through images. Our brain also processes information through colors, shapes, etc. If you link a certain word with an image, that word is more likely to be linked to other information already stored in our memory. As a result, we will remember it better. For example, to remember the name of a person, you can relate it to a particular characteristic of its appearance. The more absurd the association, the more easily remember the name of that person.

Techniques to teach vocabulary

(Wil, 2015) a member from Language Lab of EF mention ten techniques to teach remembering vocabulary and these practices and effective strategies are powerful to be applied in class.

Connect: It is easier to memorize words related to a common theme. Make your own connections between words, and between your language, and if possible organize them into a "web" or mental map.

Write: Practicing your vocabulary can help you record it in your memory. Each time you learn a new word write sentences using those words, or create a story using a group of words

or expressions.

Draw: Take out that artist that you have inside and paint figures and drawings that are related to the words you are studying. The uglier or bad facts are almost better, since those drawings can help you activate your memory in the future.

Act: Get moving to represent words and expressions you want to learn. Do you want to learn the word "Dance"? So dance for 1 minute doing the ribbons and say "dance, dance, dance ..." all the time ... or put on stage a situation in which you would need that word. You stay fixed for a lifetime ...

Create: Design your own "flashcards" (see here to learn more about flashcards) and review them in your spare time. Make new cards every week, but do not forget to review the ones you are accumulating.

Association: Use different colors for different groups of words. This association will make it easier for you to remember the new vocabulary later.

Listen: Think of words that sound similar to the ones you're learning, especially those that are more complicated. Associate those words that you already know with the new ones so you can remember the pronunciation more easily (and step by step ...).

Choose: Remember that it will be easier for you to remember words related to topics that interest you. So carefully select words that are sure to be useful and interesting. Just choosing will help you memorize your new vocabulary more easily!

Limit: It's not about memorizing the entire dictionary at once, so limit yourself to about 15 words per day; In this way you will feel more confident and you will avoid feeling that you are not capable of retaining it.

Observe: Pay close attention when you are reading or listening to something in another language to see if you can find the words you are studying.

Communicative process

What are Communicative Activities?

Moss & Ross-Feldman, (2003) states that communicative activities include any activities that encourage and require a learner to speak with and listen to other learners, as well as with people in the program and community. Communicative activities have real purposes: to find information, break down barriers, talk about self, and learn about the culture. Even when a

lesson is focused on developing reading or writing skills, communicative activities should be integrated into the lesson. Furthermore, research on second language acquisition (SLA) suggests that more learning takes place when students are engaged in relevant tasks within a dynamic learning environment rather than in traditional teacher-led classes

Benefits of Communicative Activities

Some immigrants, such as parents, elders, or people who work in isolated environments (like housekeepers and babysitters) may feel lonely and experience depression or have low self-esteem. They may begin to feel that they will never learn English or never feel comfortable in the United States. Offering well-designed and well-executed communicative activities can help turn the English classroom into an active, safe, and enjoyable place where literacy- and beginning-level learners can learn what they need and want to learn.

CLA Communicative Language Approach

Communicative Language Approach is a technique that most teacher can take as an advantage in their classes because it focusses on the communication rather than in how students produce the language grammatically correct or not. As it is showed in the following concepts.

Purpose


The main objective this approach has is refers for the ability everyone has to produce the language it does not matter if he or she uses the grammar rules appropriately or not during a communication pattern.

How able is someone when the semantic units take a place into this communication and also if people use the parts of speech accurately. When the mean of communication become more significant for each person who is a part of this media the learning has another dimension. It is called Communicative Competence. At this stage the interlocutor needs to have a grammatical accurately to make communication more meaningful. Here emerges the ability to use language with less grammatical mistakes.

As someone become a communicative competence person it has to take the following aspects in count:

- how to use language at a different purpose
- language functions
- written and spoken communication
- how to produce and understand different types of texts
- how to maintain communication

Communicative Language Approach

	<p>Techniques Role plays Grouping Discussion Language games</p>
<p>Advantages Use of target language to communicate. Enjoyable learning environment.</p>	<p>Teacher's Role Facilitator and monitor Adviser A group process manager.</p>
<p>Disadvantages Teacher spends a lot of time planning Lack of budget in infrastructure</p>	<p>Learner's Role Communicate using the target language Be interactive</p> <p>Role of the material Provides authentic and meaningful input acilitates plenty of activities</p>

Graph N°5: CLA
Source: the investigator
Created by: Sánchez (2018)

Cognitive model

The Cognitive Model is characterized by studying how the human being knows, thinks and remembers, focuses his attention on the role as man elaborates, creates and interprets information as a thinking subject. Highlights his concern for the development of mental abilities and their representation in learning. There are several authors with a cognitive or cognitive tendency, but for purposes of this presentation we will only analyze the contributions of the didactic proposals of David Ausubel and Jerome Bruner.

Cognitive learning refers to the sum of knowledge that the human being is going to

accumulate throughout life. That is to say, despite the knowledge already acquired, every day, the brain receives new information that sits in the brain. The human being receives information through the perception of the senses, memory, reasoning and communication. All that information goes to the brain. The knowledge reflects the sum of information generated from the experience. In this sense, knowledge remains a source of research because there are many unknown areas.

The acquired knowledge also modifies the behavior of the people, that is, through the mental information the human being also has a greater awareness and ability to reflect on their circumstances. In this sense, it should be noted that the environment in which a person was born and the experiences he has experienced also influence his way of thinking and his way of being.

There are experiences that can mark a person in a special way insofar as certain experiences can generate a before and after in the life of a human being. An important experience produces certain information that results in cognitive learning.

Cognitive learning shows how the human being can learn a new experience starting from scratch or how it is possible to perform a very complex learning. Human beings can not only learn through their own experiences but also, through observation, sharing life with other people through friendship. Communication allows two people to share experiences

Meaning construction

When working with new vocabulary, it is essential to stimulate the associations between a word and its meaning by putting it in relation to the word of opposite meaning. If we are dealing with the subject of physical description in class, we can use this strategy very easily and reinforce it. This association helps the student's memory to more easily access one or both terms of the pair of words. In general, it is very effective to encourage students to form word categories under any criterion, not just the antonym criterion.

Process to generate the meaning of words:

1. Students have to build as autonomously as possible the link between meaning and signifier

by introduce the new words through drawings or images: it always works, especially for absolute beginners.

2. Telling a story is one of the best ways to learn vocabulary, because "learning by doing" is stimulated, students have fun and the words "learn by themselves".
3. "Invent" words. Very often students are afraid of making mistakes if they venture to try a word they do not know if they exist or not. It is recommending encouraging students to form new words from a word "root" such as a verb or a name.
4. Give definitions of new words always in Spanish. This will help them become familiar with common structures that appear in the definitions.

To sum up teachers could expose the student to the new word orally. Then, have him write it, that is, transcribe the sounds he has heard. Only at the end, give the meaning of the word.

Language Acquisition Theories

Noam Chomsky is probably the best known and the most influential linguist of the second half of the Twentieth Century. He has made a number of strong claims about language: in particular, he suggests that language is an innate faculty - that is to say that we are born with a set of rules about language in our minds, which he refers to as the 'Universal Grammar.

The universal grammar is the basis upon which all human languages build. If a Martian linguist were to visit Earth, he would deduce that there was only one language, with a number of local variants. He would be able to study the language and determine the rules based on the patterns he hears and the patterns of other languages.

Children do not simply copy the language that they hear around them. They deduce rules from it, which they can then use to produce sentences that they have never heard before. They do not learn a repertoire of phrases and sayings, as the behaviorists believe, but a grammar that generates an infinite number of new sentences.

Have you ever been around a toddler as they are acquiring new language? They suddenly

change from “I play.” to “I’m playing.” without any formal instruction. Children are born, then, with the Universal Grammar wired into their brains. This grammar offers a certain limited number of possibilities - for example, the word order of a typical sentence. Language rules are complicated and complex. If there is not a Universal Grammar, how do children make sense of it all?

When the child begins to listen to his parents, he will unconsciously recognize which kind of a language he is dealing with - and he will set his grammar to the correct one - this is known as 'setting the parameters'. It's as if the child were offered at birth, a certain number of hypotheses, which he or she then matches with what is happening around him. The child knows intuitively that there are some words that behave like verbs, and others like nouns, and that there is a limited set of possibilities for ordering them within a phrase. This is not information that the child is taught directly by adults, but information that is given for the child to decipher. This set of language learning tools, provided at birth, is referred to by Chomsky as the Language Acquisition Device.

2.4. Hypothesis

The verbal games will improve the lexical retention in the 3 and 4-year-old children.

2.5. Identification of Variables

Independent Variable: Verbal Games

Dependent Variable: Lexical Retention

CHAPTER III

METHODOLOGY

3.1 Research Approach

In this research at the Centro de Educación Inicial Romina, the methodology will be initially used as a primary source to provide valid documentary and factual information that will allow to perform a qualitative and quantitative research at different levels.

3.1.1 Development of the Methodology Research

3.1.1.1 Method

The research will be developed in a qualitative and quantitative approach. Qualitative research will be applied based on diagnostic interviews in the current situation with the Directors of the Day Care Centers in Ambato, field observations to 3 to 4 years old children in daily experimental case studies.

Quantitative research will be done through surveys applications to the child's parents and educators which will allow to obtain objective data on perceptions and behaviors related to verbal games that currently apply and, through statistical, to infer potential activities to develop in a better way the lexical retention in 3 to 4 years old children

A descriptive and correlational research will be applied to identify and understand the characteristics derive from the relationship between the variables and solve the problem, reaching conclusions and recommendations to improve the lexical retention through verbal games. In addition, the research will be conducted to analyze the behavior of the variables in the past and to project them to a future conduct.

Within this type of research analysis method will be applied to process all the qualitative and quantitative information gathered then applying the synthesis method that allows us to reach conclusions and research recommendations.

3.2 Basic Research Modality

3.2.1 Bibliographic Documentary Research

This research project will employ a variety of approaches, paradigms, theories, conceptualizations and criteria of numerous authors who made publications about the contents of the current research problem. All the factual information included in this thesis will be based upon different types of documents such as magazines, books, articles, journals, websites, dissertations and other sources of information that will be preferably updated as well as well-founded with scientific support.

3.2.2 Observational

This modality of investigation will be also utilized because the researcher will take some time to observe and carefully analyze the development of both variables in the class, without manipulating them whatsoever in order to see their reality. In other words, the researcher at this point will be there to merely witness how the teacher gives class and what teaching techniques he/she regularly uses to address and enhance the speaking skill in high school students.

3.3 Level of Research

3.3.1 Exploratory

This level of research allows to explore the research topic and questions so that a better understanding of the problem is attained. The exploratory research has a more flexible methodology, whose amplitude and dispersion are greater, and its study is little structured. Similarly, this level of research aims to generate a hypothesis and recognizes variables of an investigative interest.

3.3.2 Descriptive

This type of research is descriptive because it will strive to prove the veracity of the established hypothesis. To do so, a survey entailing ten questions will be employed and applied to both students and teachers based on both variables of the thesis topic so that the results obtained can be later tabulated and analyzed to draw conclusions and recommendations that allow to solve the problem previously identified.

3.4 Population and sample

The present work will take as part of the investigation the 3 and 4 years old children, in this way:

Table N°: 2 Population

POPULATION	QUANTITY
TEACHERS	4
CHILDREN	74
TOTAL	78

Source: the investigator

Created by: Elisa Sánchez

3.5 Operationalization of Variables

3.5.1 Operationalization of the Independent Variable

Table N°: 3 Operationalization of the Independent Variable

CONCEPTUALIZATION	CATEGORIES	INDICATORS	ITEM	TECHNICS INSTRUMENTS
Verbal games are classroom tools , which turn traditional learning into an interactive learning developing speaking and listening skills, thinking and reasoning abilities for building vocabulary and strengthen skill already in place and developing new skills.	Classroom tools	<ul style="list-style-type: none"> - Technological - Material - Human 	Do teachers consider the different classroom tools to plan their classes?	Survey questionnaire Checklist
	Interactive learning	<ul style="list-style-type: none"> - Student centered - Active learning 	Does teachers' methodology show an interactive learning? Do teacher's classes focus on student centered approach?	
	Thinking and reasoning ability	<ul style="list-style-type: none"> - Compare - Repetition - Memorization 	Do the activities that are done in class mostly let children to develop lexical retention?	

Source: Bibliographic research

Created by: Lic. Sanchez E. (2018)

3.5.2 Operationalization of the Dependent Variable

Table N°: 3 Operationalization of the Dependent Variable

CONCEPTUALIZATION	CATEGORIES	INDICATORS	ITEM	TECHNICS INSTRUMENTS
Lexical retention is the process of recall words through a series of techniques used to teach children new vocabulary of a language by making them to remember more words to communicate in real conditions where CLA Communicative Language Approaches activities are used, allowing cognitive models to become activated, in order to facilitate meaning construction as components of language acquisition based on its theories.	Process to recall words	<ul style="list-style-type: none"> - Free recall - Cued recall - Serial recall 	Can you recall new words easily without any strategies?	Survey Questionnaire Checklist
	Techniques to teach vocabulary	<ul style="list-style-type: none"> - Words in context - Repetition - Pictures and visual aids - Make the words memorable - Practice aloud 	Do teachers select appropriate vocabulary according to children's progress? Do teachers follows an specific process to teach new vocabulary?	
	CLA Communicative Language Approach	<ul style="list-style-type: none"> - Role plays - Grouping - Discussion - Language games 	Do teachers consider the different CLA for planning each lesson?	
	Cognitive model	<ul style="list-style-type: none"> - Selects - Rehearses - Encodes - Organizes - Remind memories. 	Do teachers develop activities to make children activate their cognitive models?	
	Language Acquisition Theories	<ul style="list-style-type: none"> - Behaviorism - Universal grammar - Cognitivist - Sociocultural 	Do teachers consider any language acquisition theories to teach EFL to students?	

Source: Bibliographic research

Created by: Lic. Sanchez E. (2018)

3.6 Tools and Techniques

In this research project, a survey will be used as a technique, a questionnaire for an interview as a tool, a checklist and the application of a pretest and posttest. These resources will be significant for data collection.

Instruments:

Questionnaire, Observation guide, children record cards

Application

Teachers, 3 and 4-year-old children

3.7 Data Collection Plan

3.2.4. ANALYSIS PROCESSING AND INFERENCE

For this point it will be processed to apply the surveys with the complete questionnaires to all the population after that it will be done the tabulation and data interpretation of them with the help of mathematical formulas to establish accurately the results. Also the checklist was analyzing to evaluate the results of the pretest and posttest. Finally, the interpretation and comment will be done.

CHAPTER IV

ANALYSIS AND INTERPRETATION

The information collected after the application of the selected activities during six weeks is presented and analyzed across the following descriptive statistics.

4.1 Analysis of Results

TEACHER SURVEY

1. Do you consider the different classroom resources to plan your class?

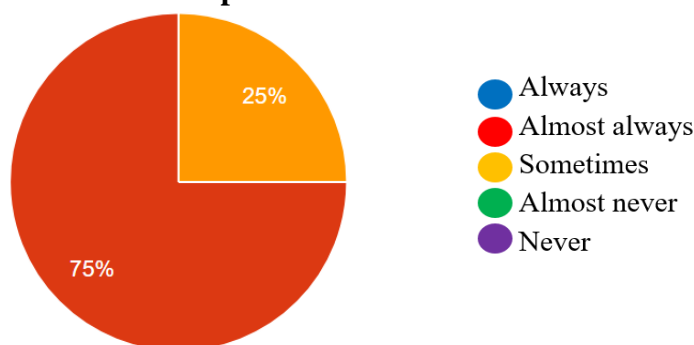
Table N°: 5 Resources in class

Option	Frequency	Percentage
Always	0	0%
Almost always	3	75%
Sometimes	1	25%
Almost never	0	0%
Never	0	0%
Total	4	100%

Source: survey

Created by: Lic. Sánchez E. (2018)

Graph N°: 6 Resources in class



Source: survey

Created by: Lic. Sánchez E. (2018)

4.2 Data Interpretation

Analysis and Interpretation. - Out of a total of 4 teachers, 75% say that they almost always consider the different classroom resources to plan their classes, and the other 25% of them says sometimes. These results demonstrate that virtually all the teachers survey consider that the use of different classroom resources to plan the classes is really important as a part of their planning activities.

2. Does the Methodology you use reflects an interactive learning?

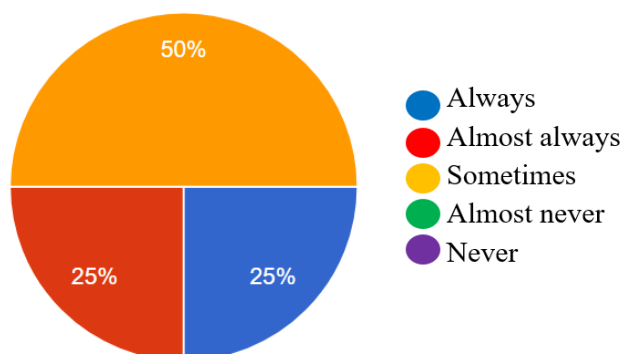
Table N°: 6 Interactive Learning

Option	Frequency	Percentage
Always	1	25%
Almost always	1	25%
Sometimes	2	50%
Almost never	0	0%
Never	0	0%
Total	4	100%

Source: survey

Created by: Lic. Sánchez E. (2018)

Graph N°: 7 Interactive learning



Source: Student survey

Created by: Lic. Sánchez E. (2018)

Analysis and Interpretation. – According to the data seen above, 50% of teachers state that sometimes the methodology the use in class reflects an interactive learning, 25% of them say this is almost always and 25% says that always their methodology reflects an interactive learning. As it is clearly illustrated in the graph, half of the teachers surveyed dare to say that they sometimes do activities to promote an interactive learning, which is good because if the classes are planned with some activities to let interaction between the children that makes their can feel motivated to learn vocabulary to interact each other.

3. Are the classes focus on students centered approach?

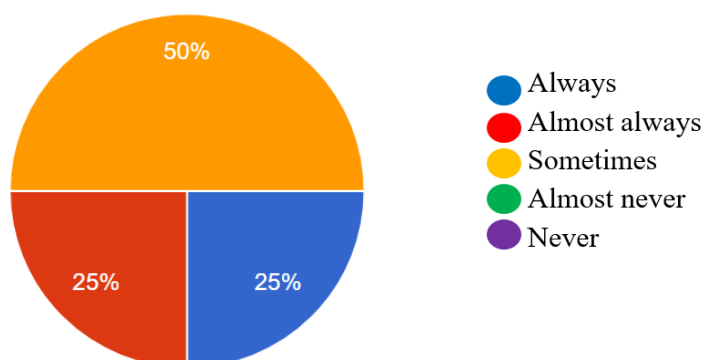
Table N°: 7 Students centered

Option	Frequency	Percentage
Always	1	25%
Almost always	1	25%
Sometimes	2	50%
Almost never	0	0%
Never	0	0%
Total	4	100%

Source: survey

Created by: Lic. Sánchez E. (2018)

Graph N°: 8 Students centered



Source: Student survey

Created by: Lic. Sánchez E. (2018)

Analysis and Interpretation. – Checking the data above 50% of teachers sometimes focus their classes on students centered approach, which means that the rest of the time they are teacher talking time. On the other hand, 25% of them say that their classes are being developing by their students than the teacher and 25% of the almost always do that. This data contributes a lot to this research because if the teacher focuses on students than in the way they teach, the learning process become more significant.

4. Do the activities you do in class help students improve lexical retention?

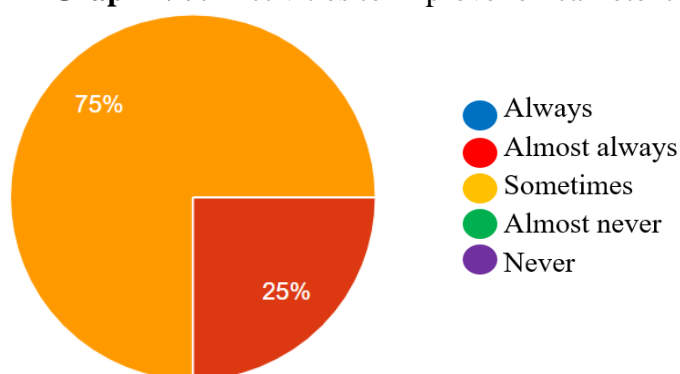
Table N°: 8 Activities to improve lexical retention

Option	Frequency	Percentage
Always	0	0%
Almost always	1	25%
Sometimes	3	75%
Almost never	0	0%
Never	0	0%
Total	4	100%

Source: survey

Created by: Lic. Sánchez E. (2018)

Graph N°: 9 Activities to improve lexical retention



Source: survey

Created by: Lic. Sánchez E. (2018)

Analysis and Interpretation. – This questions support the thesis of this project because as the graph shows above 75% of the teachers do activities to help children improve their lexical retention. Even, they are appropriately or not for the activity which are presented in class; and only 25% says almost always they plan activities to do in class. However, teacher can get a lot of information from the internet and the textbook to prepare material to bring the class but most of them are not applying appropriately for children. Also, teachers state that if a children retain more words I a short period of time he/she is smart and the ones who retain less words aren't.

5. Can the students remember easily vocabulary without the application of a specific strategy?

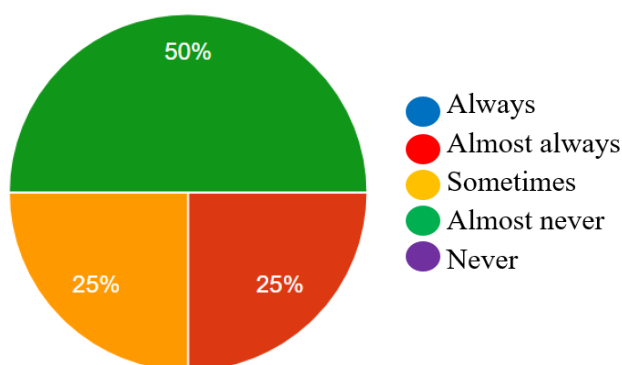
Table N°: 9 Recall words

Option	Frequency	Percentage
Always	1	25%
Almost always	1	25%
Sometimes	2	50%
Almost never	0	0%
Never	0	0%
Total	4	100%

Source: survey

Created by: Lic. Sánchez E. (2018)

Graph N°: 10 Recall words



Source: survey

Created by: Lic. Sánchez E. (2018)

Analysis and Interpretation. – As it can be demonstrating in the data above 50% of the teachers state that their students almost never can remember vocabulary they learn in class; 25% of the students almost always can do it and 25% of them sometimes. The results reflect how important is for children face activities to let them activate their cognitive models with adequate approaches.

6. Do you select the vocabulary appropriately according to the progress of my students?

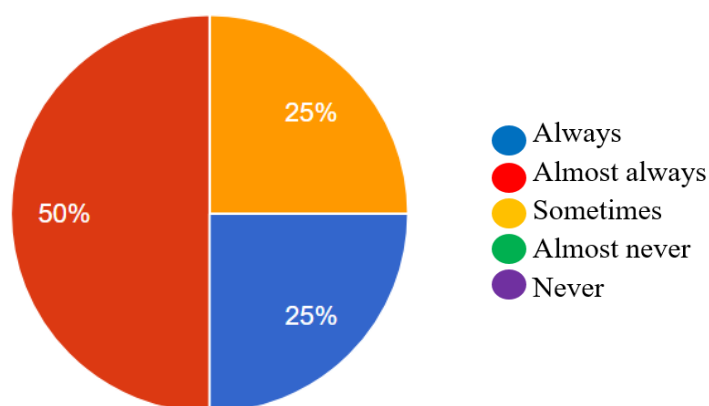
Table N°: 10 Selected vocabulary

Option	Frequency	Percentage
Always	1	25%
Almost always	2	50%
Sometimes	1	25%
Almost never	0	0%
Never	0	0%
Total	4	100%

Source: survey

Created by: Lic. Sánchez E. (2018)

Graph N°: 11 Selected vocabulary



Source: survey

Created by: Lic. Sánchez E. (2018)

Analysis and Interpretation. – Analyzing the data above, it is seen that 50% of the teachers state that they almost always select the vocabulary appropriately according to the progress of my students, 25% say this is done always, 25% say this happened sometimes. As it is clear displayed, most teachers consider the advance of their students to prepare the materials for the class, it is really important because if teachers bring difficult vocabulary to the class or not appropriately to students level they become a headache.

7. Do you follow any specific process to teach new vocabulary?

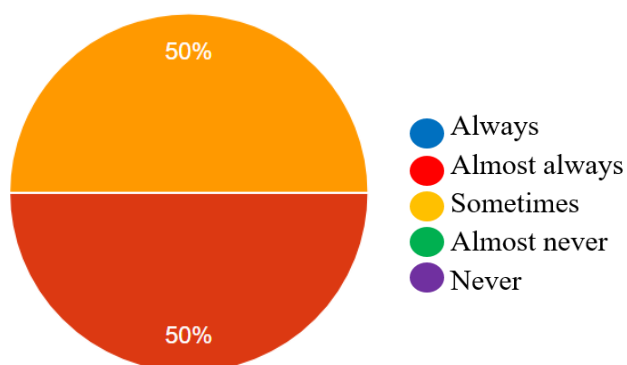
Table N°: 11 Process to teach vocabulary

Option	Frequency	Percentage
Always	0	0%
Almost always	2	50%
Sometimes	2	50%
Almost never	0	0%
Never	0	0%
Total	4	100%

Source: survey

Created by: Lic. Sánchez E. (2018)

Graph N°: 12 Process to teach vocabulary



Source: survey

Created by: Lic. Sánchez E. (2018)

Analysis and Interpretation. – The data above shows similarities results, 50% of the teachers almost always use a specific process to teach new vocabulary and 50% sometimes do this. These results demonstrate that virtually the teachers survey consider useful for children to obey the process that learning vocabulary requires, not only because it is part of their learning acquisition process, it's because if there's not an adequate procedure the knowledge teacher assume children must learn could be not happen.

8. Do you consider the different Communicative Approaches to plan each lesson?

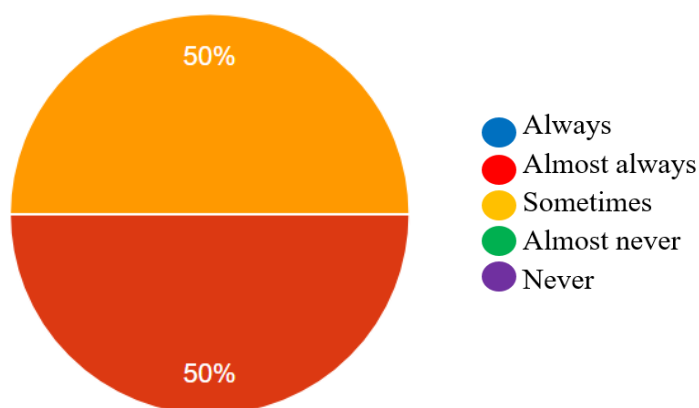
Table N°: 12 Communicative approaches

Option	Frequency	Percentage
Always	0	0%
Almost always	2	50%
Sometimes	2	50%
Almost never	0	0%
Never	0	0%
Total	4	100%

Source: survey

Created by: Lic. Sánchez E. (2018)

Graph N°: 13 Communicative approaches



Source: survey

Created by: Lic. Sánchez E. (2018)

Analysis and Interpretation. – Analyzing the graph above, it can see that there is a similarities results, 50% of the teachers almost always consider the different Communicative Approaches to plan each lesson, 50% sometimes do this. These results demonstrate that virtually the teachers survey consider useful for children to obey the process that learning vocabulary requires, not only because it is part of their learning acquisition process, it's because if there's not an adequate procedure the knowledge teacher assume children must learn could be not happen.

9. Do you develop activities that let your students to activate their cognitive models?

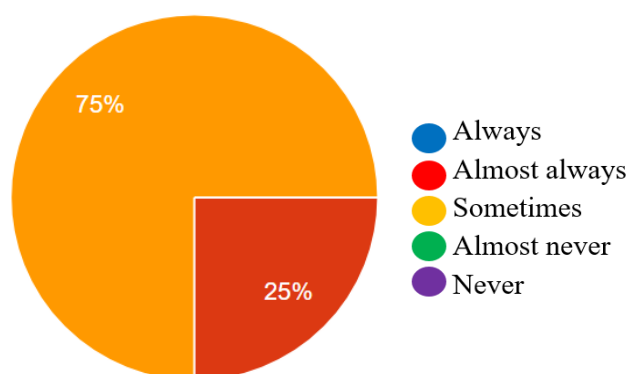
Table N°: 13 Cognitive models

Option	Frequency	Percentage
Always	0	0%
Almost always	1	25%
Sometimes	3	75%
Almost never	0	0%
Never	0	0%
Total	4	100%

Source: survey

Created by: Lic. Sánchez E. (2018)

Graph N°: 14 Cognitive models



Source: survey

Created by: Lic. Sánchez E. (2018)

Analysis and Interpretation. - Out of a total of 4 teachers, 75% say that they almost always consider the different classroom resources to plan their classes, and the other 25% of them says sometimes. These results demonstrate that virtually all the teachers survey consider that the use of different classroom resources to plan the classes is really important as a part of their planning activities.

10. Do you consider Language Acquisition Theory to teach English as a Foreign Language for preschoolers?

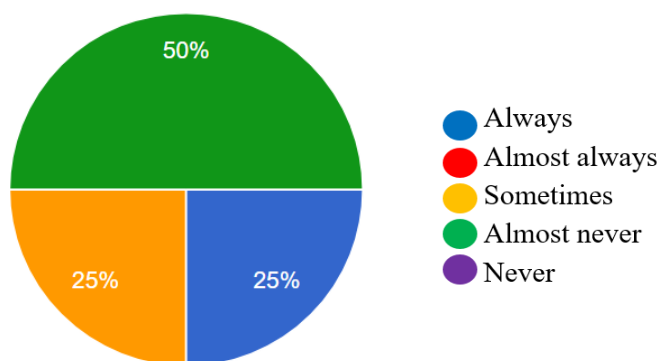
Table N°: 14 Acquisition Language Theory

Option	Frequency	Percentage
Always	1	25%
Almost always	1	25%
Sometimes	0	0%
Almost never	2	50%
Never	0	0%
Total	4	100%

Source: survey

Created by: Lic. Sánchez E. (2018)

Graph N°: 15 Acquisition Language Theory



Source: survey

Created by: Lic. Sánchez E. (2018)

Analysis and Interpretation. - As it can be demonstrated in the data above 50% of the teachers state that their students almost never consider Language Acquisition Theory to teach English as a Foreign Language for preschoolers; 25% of the students almost always can do it and 25% of them sometimes.

CHILDREN SURVEY

The survey was applied with the guidance of children's parents at the school.

1. Can you evidence the use of different classroom resources in each activity which is planned by your teacher?

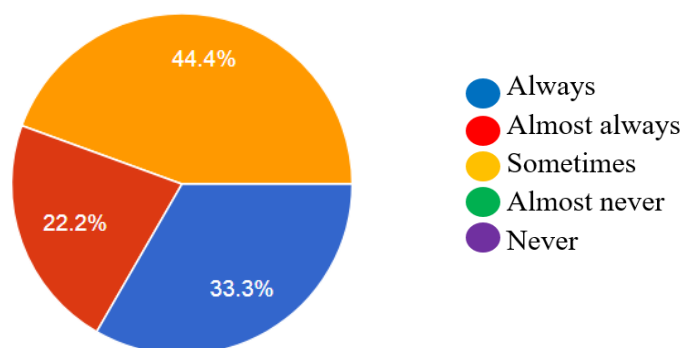
Table N°: 15 Classroom resources

Option	Frequency	Percentage
Always	24	33,4%
Almost always	18	22,2%
Sometimes	32	44,4%
Almost never	0	0%
Never	0	0%
Total	74	100%

Source: survey

Created by: Lic. Sánchez E. (2018)

Graph N°: 16 Classroom resources



Source: survey

Created by: Lic. Sánchez E. (2018)

Analysis and Interpretation. – Out of a total of 74 children, 44,4% say that they sometimes can see the use of different classroom resources in each activity which is planned by their teacher, 22,2% of them says almost always and 33,3% always. These results demonstrate that virtually most children survey can face in any ways the use of different classroom resources as a part of their classroom activities.

2. Does the methodology used by the teacher reflects an interactive learning?

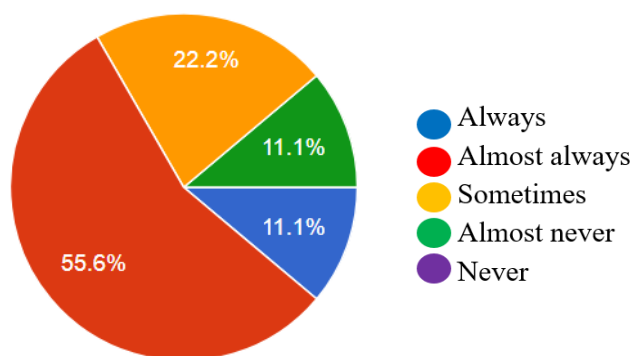
Table N°: 16 Interactive Learning in my class

Option	Frequency	Percentage
Always	8	11,1%
Almost always	41	55,6%
Sometimes	16	22,2%
Almost never	8	11,1%
Never	0	0%
Total	74	100%

Source: survey

Created by: Lic. Sánchez E. (2018)

Graph N°: 17 Interactive Learning in my class



Source: survey

Created by: Lic. Sánchez E. (2018)

Analysis and Interpretation. – According to the data seen above, 41% of children with their parents state that sometimes the methodology used by teachers reflects an interactive learning, 22,2% of them say this is almost always, 11,1% almost never and 25% says that always the methodology used by the teacher reflects an interactive learning. As it is clearly illustrated in the graph, more than a half of the children surveyed dare to say that they sometimes face activities to promote an interactive learning, which is good because if the classes are planned with some activities to let interaction between the children that makes their can feel motivated to learn vocabulary to interact each other.

3. Does the teacher focus his attention on students as the center of the classroom?

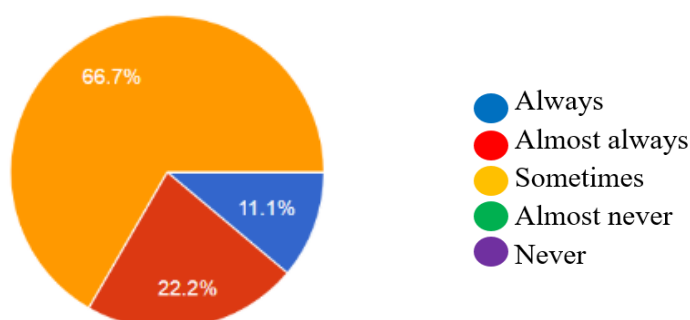
Table N°: 17 Students centered approach

Option	Frequency	Percentage
Always	8	11%
Almost always	17	23%
Sometimes	49	66%
Almost never	0	0%
Never	0	0%
Total	74	100%

Source: survey

Created by: Lic. Sánchez E. (2018)

Graph N°: 18 Students centered approach



Source: survey

Created by: Lic. Sánchez E. (2018)

Analysis and Interpretation. – Checking the data above 49% of children sometimes focus their classes on students centered approach, which means that the rest of the time they are teacher talking time. On the other hand, 17% of them say that their classes are being developing by their students than the teacher and 8% always do that. This data contributes a lot to this research because if the teacher focuses on students than in the way they teach, the learning process become more significant.

4. Are the activities done by my teacher help me to improve lexical retention?

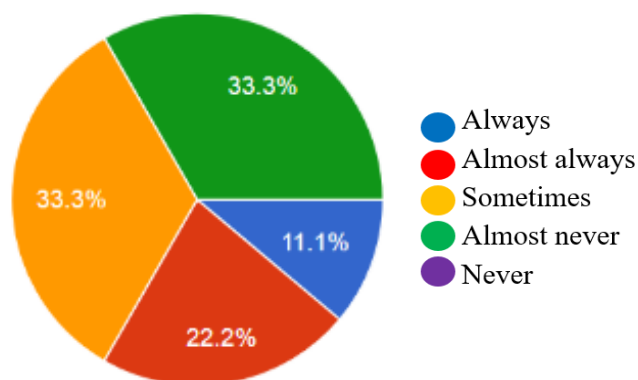
Table N°: 18 Activities to improve lexical retention

Option	Frequency	Percentage
Always	8	11%
Almost always	16	22%
Sometimes	25	34%
Almost never	25	34%
Never	0	0%
Total	74	100%

Source: survey

Created by: Lic. Sánchez E. (2018)

Graph N°: 19 Activities to improve lexical retention



Source: survey

Created by: Lic. Sánchez E. (2018)

Analysis and Interpretation. – This questions support the thesis of this project because as the graph shows above 33,3% of the children participate in activities to improve their lexical retention, contrasting to this result 33,3\$ say almost never do. Even, they are appropriately or not for the activity which are presented in class; and only 25% says almost always they plan activities to do in class and only 11,1% say always. However, teacher can get a lot of information from the internet and the textbook to prepare material to bring the class but most of them are not applying appropriately for children. Also, teachers state that if a children retain more words I a short period of time he/she is smart and the ones who retain less words aren't.

5. Can you remember vocabulary easily without the application of a specific strategy?

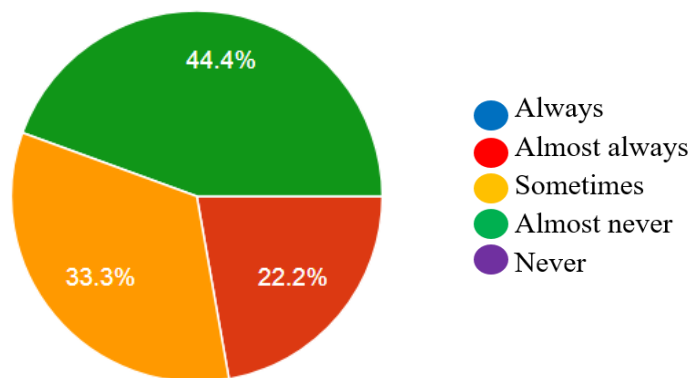
Table N°: 19 Recall words

Option	Frequency	Percentage
Always	0	0%
Almost always	16	22,2%
Sometimes	25	33,3%
Almost never	33	44,4%
Never	0	0%
Total	74	100%

Source: survey

Created by: Lic. Sánchez E. (2018)

Graph N°: 20 Recall words



Source: survey

Created by: Lic. Sánchez E. (2018)

Analysis and Interpretation. – As it can be demonstrating in the data above 44,4% of the children state that their students almost never can remember vocabulary they learn in class; 22,2% of the children almost always can do it and 33,3% of them sometimes. The results reflect how important is for children face activities to let them activate their cognitive models with adequate approaches.

6. Does the teacher select the vocabulary appropriately according to the children's progress or age?

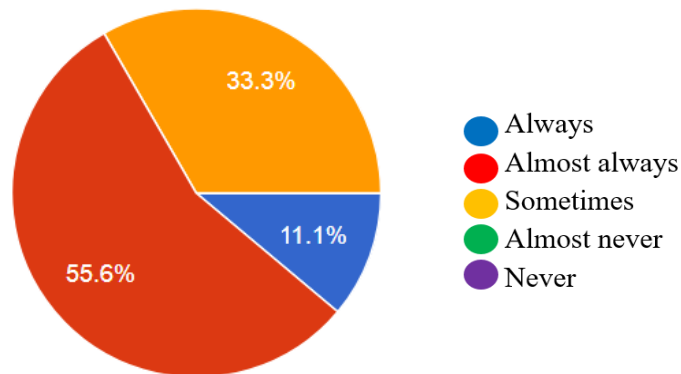
Table N°: 20 A selection of appropriate vocabulary

Option	Frequency	Percentage
Always	8	11,1%
Almost always	41	55,6%
Sometimes	25	33,3%
Almost never	0	0%
Never	0	0%
Total	74	100%

Source: survey

Created by: Lic. Sánchez E. (2018)

Graph N°: 21 A selection of appropriate vocabulary



Source: survey

Created by: Lic. Sánchez E. (2018)

Analysis and Interpretation. – Analyzing the data above, it is seen that 55,6% of the children state that they almost always can see and understand the vocabulary according to their progress, 33,3% say this is done sometimes, 11,1% say this happened sometimes. As it is clear displayed, most teachers consider the advance of their students to prepare the materials for the class, it is really important because if teachers bring difficult vocabulary to the class or not appropriately to students level they become a headache.

7. Does teacher follow a specific process to teach new vocabulary?

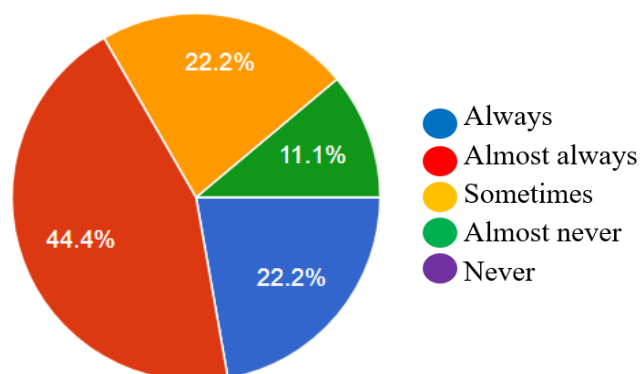
Table N°: 21 Process to teach vocabulary

Option	Frequency	Percentage
Always	16	22,2%
Almost always	34	44,4%
Sometimes	16	22,2%
Almost never	8	11,1%
Never	0	0%
Total	74	100%

Source: survey

Created by: Lic. Sánchez E. (2018)

Graph N°: 22 Process to teach vocabulary



Source: survey

Created by: Lic. Sánchez E. (2018)

Analysis and Interpretation. – The data above shows similarities results, 44,4% of the children almost always use a specific process to teach new vocabulary and 22,2% sometimes do this contrasting 22,2% never do, and 11,1% almost never These results demonstrate that virtually the teachers survey consider useful for children to obey the process that learning vocabulary requires, not only because it is part of their learning acquisition process, it's because if there's not an adequate procedure the knowledge teacher assume children must learn could be not happen.

8. Does your teacher develop presentation, role plays, group work, pair work, language games to bring communicative environments in the class?

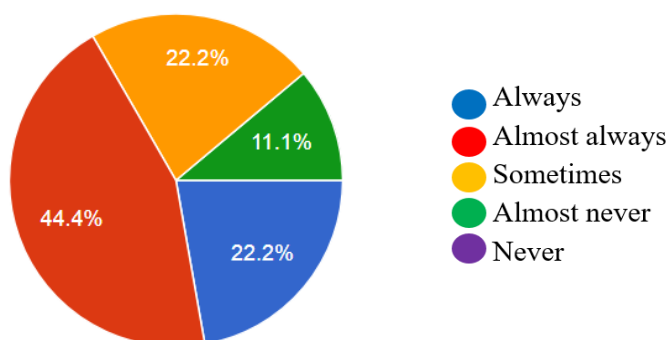
Table N°: 22 Communicative environments

Option	Frequency	Percentage
Always	16	22,2%
Almost always	34	44,4%
Sometimes	16	22,2%
Almost never	8	11,1%
Never	0	0%
Total	74	100%

Source: survey

Created by: Lic. Sánchez E. (2018)

Graph N°: 23 Communicative environments



Source: survey

Created by: Lic. Sánchez E. (2018)

Analysis and Interpretation. – Analyzing the graph above, it can see that there is a similarities results, 44,4% of the children almost always consider the different Communicative Approaches to plan each lesson, 22,2% sometimes do this but 22,2% never and 11,1% almost never do. These results demonstrate that virtually the teachers survey consider useful for children to obey the process that learning vocabulary requires, not only because it is part of their learning acquisition process, it's because if there's not an adequate procedure the knowledge teacher assume children must learn could be not happen.

9. Does the teacher develop activities to activate cognitive models like brainstorming ideas, games, brain gym?

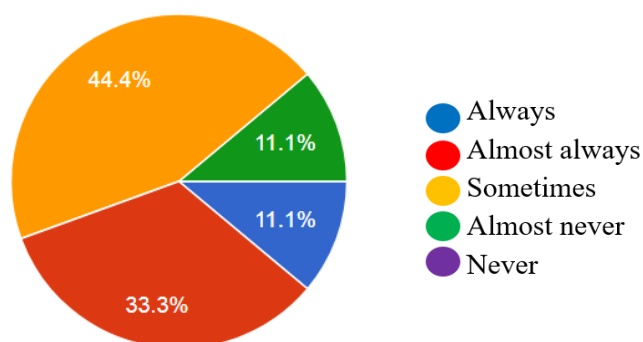
Table N°: 23 Activate cognitive models

Option	Frequency	Percentage
Always	8	11,1%
Almost always	24	33,4%
Sometimes	34	44,4%
Almost never	8	11,1%
Never	0	0%
Total	74	100%

Source: survey

Created by: Lic. Sánchez E. (2018)

Graph N°: 24 Activate cognitive models



Source: survey

Created by: Lic. Sánchez E. (2018)

Analysis and Interpretation. - Out of a total of 74 children, 44,4% say that they sometimes identify the different classroom resources to plan their classes, and the other 33,3% of them says almost always. Contracting results show 11,1% almost never and 11,1% never. These results demonstrate that virtually all the teachers survey consider that the use of different classroom resources to plan the classes is really important as a part of their planning activities.

10. Does the teacher apply activities to make me think and reflect about what I am learning on EFL?

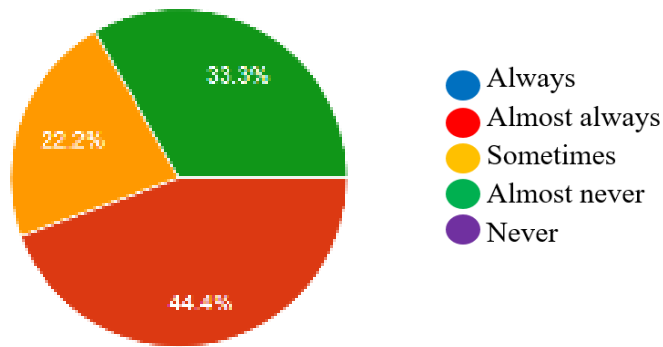
Table N°: 24 Reflective and Critical Thinking

Option	Frequency	Percentage
Always	0	0%
Almost always	33	44,4%
Sometimes	16	22,2%
Almost never	25	33,3%
Never	0	0%
Total	74	100%

Source: survey

Created by: Lic. Sánchez E. (2018)

Graph N°: 25 Reflective and Critical Thinking



Source: survey

Created by: Lic. Sánchez E. (2018)

Analysis and Interpretation. - As it can be demonstrating in the data above 44,4% of the children state that they are almost always more reflective and critical thinking, 33,3% almost never and 22,2% sometimes. This shows that teachers are using few exercises to let children activate their cognitive models to make them react in a reflective and critical ways.

4.3 Hypothesis Verification

To determine whether or not the verbal games activities improve the lexical retention in 3-4 years old children of Initial Education. Teachers, and children were asked some opinions questions, which have a Likert scale (always, almost always, sometimes, almost never, never) In order to verify the hypothesis, the Student's T-test will be carried out.

4.3.1 Hypothesis Approach

Null Hypothesis (Ho): Verbal Games activities **do not** improve lexical retention in children from 3 to 4 years old.

Alternative Hypothesis (H1): Verbal Games activities **do** improve lexical retention in children from 3 to 4 years old.

4.3.2 Selection of the Level of Significance

To verify the hypothesis, the following level of significance was used: $\alpha = 0.05$

4.3.3 Description of the population

To carry out this research project, the researcher worked with 74 children from the Initial Education program, 2 Classroom Teachers, and 2 English Teachers of Initial Education Center "Romina"

4.3.4 Statical Specifications

Statistical test observed: $t = \frac{\bar{x}_1 - \bar{x}_2}{s_p \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$ where $s_p = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$

4.3.5 Specification of the regions or acceptance and rejection

The distribution under the null hypothesis of the variable t is a Student's t-test with 9 degrees of freedom.

4.3.6 Rule of decision

If the 'p' value or level of bilateral significance is smaller than or equal to $\alpha = 0.05$ the null hypothesis (Ho) will be rejected and the alternative hypothesis (H1) will be accepted.

4.3.7 Data collection and calculation of statistics

Test T: Comparisons between students and teachers in each questions

Ho: The averages of children and teachers are similar.

H1: The averages of children and teachers are different.

Table N° 25 Test T Comparison between students and teachers in each questions

Group Statistics					
#	QUESTIONS	TYPE	N	Average	Standard Deviation
1	I consider the different classroom resources to plan my class	Children	74	-	0,995
		Teachers	2	4,42	0,580
2	The Methodology I use reflects an interactive learning	Children	74	3,98	0,028
		Teachers	2	4,10	0,889
3	The classes are focus on students centered approach	Children	74	3,92	0,078
		Teachers	2	4,05	0,949
4	The activities I do in class help students improve lexical retention.	Children	74	3,44	0,558
		Teachers	2	4,01	0,998
5	The students can remember easily vocabulary without the application of a specific strategy.	Children	74	2,65	1,349
		Teachers	2	3,23	1,768
6	I select the vocabulary appropriately according to the progress of my students	Children	74	4,16	0,838
		Teachers	2	4,89	0,111
7	I follow a specific process to teach new vocabulary	Children	74	2,87	1,119
		Teachers	2	3,98	1,018
8	I consider the different Communicative Approaches to plan each lesson.	Children	74	3,45	0,549
		Teachers	2	4,00	1,000
9	I develop activities that let my students to activate their cognitive models	Children	74	2,96	1,044
		Teachers	2	3,77	1,222
10	I consider Language Acquisition Theory to teach English as a Foreign Language for preschoolers	Children	74	3,14	0,866
		Teachers	2	4,80	0,222
TOTAL LEVEL		Children	74	3,39	0,611
		Teachers	2	4,12	0,888

Source: Student survey

Created by: Lic. Sánchez E. (2018)

Table N°: 26 Test Codes

Code	Answers
5	Always
4	Almost Always
3	Sometimes
2	Almost Never
1	Never

Source: Student survey

Created by: Lic. Sánchez E. (2018)

Table N° 27 Student's T-Test Summary of each questions

Group Statistics					
#	QUESTIONS	TYPE	Average	Bilateral Signif.	Observation
1	Can you evidence the use of different classroom resources in each activity which is planned by your teacher?	Children	3,48	0,009	Different
		Teachers	4,42		
2	v Does the methodology used by the teacher reflects an interactive learning?	Children	3,98	0,001	Different
		Teachers	4,10		
3	Does the teacher focus his attention on students as the center of the knowledge?	Children	3,92	0,001	Different
		Teachers	4,05		
4	Are the activities done by my teacher help me to improve lexical retention?	Children	3,44	0,005	Different
		Teachers	4,01		
5	Can you remember vocabulary easily without the application of a specific strategy?	Children	2,65	0,006	Different
		Teachers	3,23		
6	Does the teacher select the vocabulary appropriately according to the children's progress?	Children	4,16	0,007	Different
		Teachers	4,89		
7	. Does teacher follow a specific process to teach new vocabulary?	Children	2,87	0,011	Different
		Teachers	3,98		
8	Does your teacher develop presentation, role plays, group work, pair work, language games, etc. to bring communicative environments in the class?	Children	3,45	0,005	Different
		Teachers	4,00		
9		Children	2,96	0,008	Different

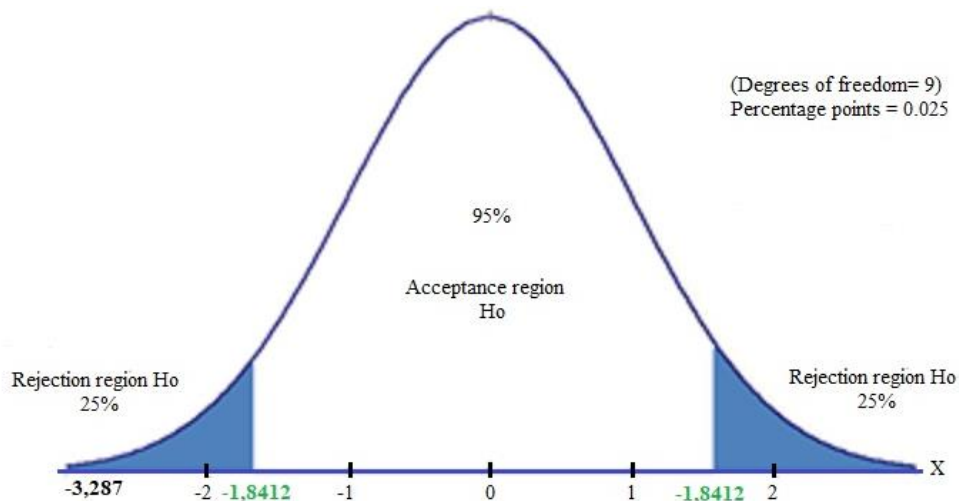
	Does the teacher develop activities to activate cognitive models like brainstorming ideas, games, brain gym, etc?	Teachers	3,77		
10	Does the teacher apply activities to makes me think and reflect about what I am learning on ESL?	Children	3,14	0,016	Different
		Teachers	4,80		
TOTAL LEVEL		Children	3,39	0,0073	Different
		Teachers	4,12		

Source: Student survey

Created by: Lic. Sánchez E. (2018)

Normal Distribution Density Curve

Student t-Distribution



Graph N°: 26 Normal distribution Density Curve

Source: Student survey

Created by: Lic. Sánchez E. (2018)

4.3.8 Final Decision

With 9 degrees of freedom and with 0,05 of level of significance, we can see that $p=0,0073 < \alpha = 0.05$, given that the t calculated: $-3,287 < -1,8412$ from the t distribution table. According to the values considered, the second one is greater than the first one and therefore, it is in the rejection region. Similarly, the total average calculated from the children is different from the one got from the teachers.

To sum up, the null hypothesis is rejected and the alternative one is accepted which states that: “Verbal Games activities **do** improve lexical retention in children from 3 to 4 years old.”

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

Teaching English as a Foreign Language to 3-4 year-olds by the means of activities based on verbal games to improve lexical retention, was positive for these children. These results have successfully proved the advantages of these activities because the analysis of the pre and post- tests applied on the children amply demonstrate the working premise.

- English teachers, who were investigated do not commonly use verbal games activities in the classroom to improve lexical retention even though it was seen that the activities done in class generally emphasize on repeating words and playing in anyways but not necessarily making students to retain more vocabulary given in class.

- Verbal games activities must be used as part of the curriculum at any Day Care Center where teachers are interested in teaching English as a foreign language to children as younger learners by using them without losing children's essence.

- The application of the activities was assessed by means of two tests: a pre-test, to determine a base line, and, a post-test to evaluate improvement. As the results show, the 'vocabulary game activities' proved their effectiveness. It is safe to say that if applied for a longer period the results would have the same positive variation.

5.2 Recommendations

The following recommendations come out of the reached conclusion of the present research.

- It is suggested to teacher incorporates verbal games into their planning because they help to make children to improve their lexical retention in a significant process.

- It is recommended that teacher uses activities presented in the textbooks by applying the activities propose in the handbook, so children can practice vocabulary with activities that let them to improve their retention and activate their cognitive models.

- It is really necessary to work interdisciplinary with class teachers. That enriches the Acquisition Learning process more meaningful on children.

- It is suggested for teachers to use the activities proposed in the handbook, it is believed that children will enjoy the English class more and will definitely enrich their vocabulary in a fun, practical and interactive language setting with the use of appropriately verbal games.

CHAPTER VI

THE PROPOSAL

INFORMATION DATA

a. TOPIC

HANDBOOK OF VERBAL GAMES ACTIVITIES TO LEXICAL RETENTION

b. INSTITUTION:

Centro de Educación Inicial “ROMINA”

c. BENEFICIARIES:

Direct beneficiaries were the 72 students of Centro de Educación Inicial “ROMINA” who will get the most from the curriculum for lexical retention activities using verbal games as a very useful strategy. Also, teachers could get insight from the proposal incorporating the practices described in micro-planning and delivering lessons.

d. LOCATION:

Ambato, Ecuador

e. ESTIMATED EXECUTION TIME:

Three weeks

f. TEACHING TEAM ON CHARGE:

Researcher: Elisa Sánchez

Room teacher: Lic. Silvana Vela

English teacher: Lic. Vanessa Sánchez

6.1 Proposal Antecedents

Among the studies made related to the following research project about the lexical retention in 3-4-year-old children. I state that children do not retain as many words as the teacher proposes in class. The private education in Ecuador has suffered many changes related to its curriculum. Nowadays, there is not any regulation for teaching EFL in preschool so, many institutions face this situation by themselves. They are in charge to hire English teachers for the Initial programs to give this service

That situation, carries out some difficulties related to the acquisition language in preschoolers and it was proving through the application of the surveys where the questions attempted to address the reasons why children ca not remember more words. Once the results were tabulated and analyzed and also interpreted several conclusions and recommendations were drawn.

Generally, teachers do not use verbal games in classes to improve children lexical retention so that children spend most of their time doing activities without any specific purpose just for fun. One of the recommendations of this final project is to make a handbook that entails some verbal games activities that teachers can take an advantage of it and make children's learning process more significant.

This handbook includes activities which help children work their cognitive models so that they can retain more words every time they internalize those activities in class. The vocabulary in every single worksheet is framed in the general topic for the lesson.

6.2 Justification

The teaching of English as a foreign language to very young children has increased in recent years. As a consequence, teachers are more interested in learning how to teach pre-school children. Also, parents want their children to receive an adequate education which will prepare them to be competitive in future years.

In Ecuador Ministry of Education is responsible for the provision of early childhood education for girls and children from 3 to 5 years old, which aims to enhance learning and promote their welfare through meaningful and timely experiences that occur in entity stimulating, healthy and safe environments. Thus updating the national curriculum was conducted in 2016; since early education programs 1 and 2 no longer had the subject of foreign language - English. This regulation was applied in all public institutions in the country; not in private institutions where children of preschool age have the opportunity to demonstrate bilingual environments.

These changes in national curricula affect the proper process that had been made in public institutions for the acquisition of a second. At present, private institutions have been forced to hire teachers to continue the programs offered by these institutions in addition to reducing class time given in the week.

In this regard the teacher has the great task of planning their classes as the time limitations and contents cover. The strategies used by teachers today are part of the basic strategy of traditional education which affects the way in which the child develops skills as lexical retention limited to a mere recreational activity without significant cognitive processes.

Based on these arguments that let us to know hoe preschoolers are been teaching nowadays, so it is mandatory to propone a solution in this case the handbook that contains several activities related to verbal games with specific vocabulary for each lesson.

Teacher can face new experiences through the application of each activity in their classes and children can enjoy their classes with more meaningful activities as well as they are improving their lexical retention.

6.3 Objectives

6.3.1 General Objective

Devise a handbook of verbal games activities to help children from Initial education improve their lexical retention.

6.3.2 Specific Objectives

- Analyze the most useful and significant verbal games activities to make them authentic and more practical when applying them with preschoolers.
- Socialize the handbook proposed with English teachers of the institution so that they know what verbal games activities are needed in it and how they work.
- Encourage English teachers to use the activities proposed in the handbook with their students to make them retain as many words as possible so that their lexical retention is significantly improve.

6.4 Feasibility Analysis

The proposal is feasible to develop because it will carry many advantages for the teachers and children. Also it does not require any specific issues for developing just the willing of each participant and the permission of the authorities of the institution.

On the other hand, the space and the training aspects must be done in order to help teacher to be able at applying each activity in class.

6.5 Proposal Fundamentals

THEORETICAL

Vocabulary retention

As its mention on the final project presented by Gerrita van den Hoorn (2017), states that the learning a word, both in L1 and L2 involves various components: processing auditory and visual input, producing spoken and written output, and knowing the syntactic and semantic relations between words (Ellis, 1995, p. 3), making it a complex task.

Vocabulary needs to be retained in the mental lexicon or long-term memory before it can be recalled and produced in meaningful sentences. Retention is a memory storage process, which does not refer to vocabulary intake in class. Atkinson and Shiffrin (1968) describe this process as having different stages: after a word comes in and attention is paid to this by the learner, a transfer to short-term memory takes place. Repetition of this information causes a word to be transmitted to long-term memory, whereas in case of a lack of rehearsal the word is removed from short-term memory and lost (Hummel, 2014).

Types of verbal games

(Verner, 2018), listed seven activities teacher can use in class in order to improve lexical retention in children:

- Charades

Write vocabulary words on individual index cards. Divide your class into two teams, and have one individual from each team act out the same word. The team to correctly guess the word first scores a point.

- Pictionary

Write vocabulary words on individual index cards or use your set from charades. Break your class into two teams, and one individual from each team draws a picture on the board. Drawers cannot use letters numbers or symbols in their drawings. The first team to guess the word correctly scores a point.

- Memory

Create your own memory game using vocabulary words. Write each word on individual index cards. For each existing card, make a matching card with the definition, a synonym or an antonym. Students shuffle the cards and arrange them all face down on a table. Students take turns flipping over two cards. If the cards make a set, the student keeps the cards and takes an additional turn. The person with the most cards at the end of the game wins.

- Modified Catch Phrase

Write each vocabulary word on an individual index card. Students sit in a circle with a timer set for a random amount of time (3-8 minutes works well). Shuffle the cards and give the deck to the first person in the circle. The child draws a card and tries to get his classmates to guess the word by giving verbal clues. The child cannot say the word or any part of the word. When someone guesses the word, he passes the stack to the next person

who takes a turn with another word. The child holding the stack of cards when the timer goes off loses.

- Scattergories

Choose ten categories with your students or before class starts (e.g. types of pets, city names, sports, items in a kitchen, etc.). Use an alphabet die to determine the letter for each round of play. Set a timer for three minutes, and students must think of one word for each category that begins with that round's letter. Students score one point per word, and the person with the most points at the end of three rounds is the winner.

- The Dictionary Game

Choose an unusual word from the dictionary and spell it for your students. Each person creates a fictional definition for the word and writes it on an index card. You write the actual definition on another index card. Collect and shuffle the cards, and then read all the definitions. Students must try to guess which definition is the real one.

- A-Z Pictures

Using a picture with many elements (I-Spy books work great), students attempt to find an object in the picture that begins with each of the letters A through Z. After about five minutes, students compare answers. The person with the most correct answers wins the round.

Here is a brief summary of some of the activities that teachers can apply in their class:

Repetition:

The time-honored way of 'memorizing' new material is through repeated rehearsal of the material while it is still in working memory - i.e. letting the articulatory loop just run and run. However, simply repeating an item (the basis of rote learning) seems to have little long-term effect unless some attempt is made to organize the material at the same time. But one kind of repetition that is important is repetition of encounters with a word. It has been estimated that, when reading, words stand a good chance of being remembered if they have been met at least seven times over spaced intervals.

Retrieval:

Another kind of repetition that is crucial is what is called the retrieval practice effect. This

means, simply, that the act of retrieving a word from memory makes it more likely that the learner will be able to recall it again later. Activities which require retrieval, such as using the new word in written sentences, 'oil the path' for future recall.

Spacing:

It is better to distribute memory work across a period of time than to mass it together in a single block. This is known as the principle of distributed practice. This applies in both the short term and the long term. When teaching students, a new set of words, for example, it is best to present the first two or three items, then go back and test these, then present some more, then backtrack again, and so on. As each word becomes better learned, the testing interval can gradually be extended. The aim is to test each item at the longest interval at which it can reliably be recalled. Similarly, over a sequence of lessons, newly presented vocabulary should be reviewed in the next lesson, but the interval between successive tests should gradually be increased.

Pacing:

Learners have different learning styles, and process data at different rates, so ideally they should be given the opportunity to pace their own rehearsal activities. This may mean the teacher allowing time during vocabulary learning for learners to do 'memory work' — such as organizing or reviewing their vocabulary — silently and individually.

Use: Putting words to use, preferably in some interesting way, is the best way of ensuring they are added to long-term memory. It is the principle popularly known as Use it or lose it.

Cognitive depth:

The more decisions the learner makes about a word, and the more cognitively demanding these decisions, the better the word is remembered. For example, a relatively superficial judgement might be simply to match it with a word that rhymes with it: e.g. swerve. A deeper level decision might be to decide on its part of speech (noun, adjective, verb, etc.). Deeper still might be to use it to complete a sentence.

Personal organizing:

The judgements that learners make about a word are most effective if they are personalized. In one study, subjects who had read a sentence aloud containing new words showed better recall than subjects who had simply silently rehearsed the words. But subjects who had made up their own sentences containing the words and read them aloud did better still.

Imaging:

Best of all were subjects who were given the task of silently visualizing a mental picture to go with a new word. Other tests have shown that easily visualized words are more memorable than words that don't immediately evoke a picture. This suggests that - even for abstract words - it might help if learners associate them with some mental image. Interestingly, it doesn't seem to matter if the image is highly imaginative or even very vivid, so long as it is self-generated, rather than acquired 'second-hand'.

Mnemonics:

These are 'tricks' to help retrieve items or rules that are stored in memory and that are not yet automatically retrievable. Even native speakers rely on mnemonics to help with some spelling rules: e.g. / i before e except after c. (a mnemonic used to help elementary school students remember how to spell certain words in the English language. It means that, in words where i and e fall together, the order is ie, except directly following c, when it is ei. For example: ie in words like siege, friend / ei in words like ceiling, receive Unfortunately, in its short form the rule has many common exceptions, e.g.: ie after c: science, sufficient, agencies ei not after c: their, foreign, being, neither, weird The best kinds of mnemonics are often visual. The most well-attested memory technique is the keyword technique.

Motivation:

Simply wanting to learn new words is no guarantee that words will be remembered. The only difference a strong motivation makes is that the learner is likely to spend more time on rehearsal and practice, which in the end will pay off in terms of memory. But even unmotivated learners remember words if they have been set tasks that require them to make decisions about them.

Attention/arousal:

Contrary to popular belief, you can't improve your vocabulary in your sleep, simply by listening to a tape. Some degree of conscious attention is required. A very high degree of attention (called arousal) seems to correlate with improved recall. Words that trigger a strong emotional response, for example, are more easily recalled than ones that don't. This may account for the fact that many learners seem to have a knack of remembering swear words, even if they've heard them only a couple of times.

Affective depth:

Related to the preceding point, affective (i.e. emotional) information is stored along with

cognitive (i.e. intellectual) data, and may play an equally important role on how words are stored and recalled. Just as it is important for learners to make cognitive judgements about words, it may also be important to make affective judgements, such as Do I like the sound and look of the word? Do I like the thing that the word represents? Does the word evoke any pleasant or unpleasant associations? What makes a word difficult? Easiest of all are those that are more or less identical, both in meaning and form, to their LI equivalents. When this is due to the fact that they derive from a common origin, they are called cognates. Thus Catalan *vocabulari*, French *vocabulaire*, Italian *vocabolario* and English vocabulary are all cognates and hence relatively easily transferable from one language to the other. The global spread of English has also meant that many English words have been borrowed by other languages. Examples of such loanwords in Japanese are *shanpu* (shampoo), *shopping* (shopping), and *sunakku* (snack). Cognates and loan words provide a useful 'way in' to the vocabulary of English, and are worth exploiting. However, there are a number of traps for new players, in the form of false friends.

Other factors that make some words more difficult than others are:

Pronunciation:

Research shows that words that are difficult to pronounce are more difficult to learn. Potentially difficult words will typically be those that contain sounds that are unfamiliar to some groups of learners - such as *regular* and *lorry* for Japanese speakers. Many learners find that words with clusters of consonants, such as *strength* or *crisps* or *breakfast*, are also problematic.

Spelling:

Sound-spelling mismatches are likely to be the cause of errors, either of pronunciation or of spelling, and can contribute to a word's difficulty. Words that contain silent letters are particularly problematic: *foreign*, *listen*, *headache*, *climbing*, *bored*, *honest*, *cupboard*, *muscle*, etc.

Length and complexity:

Long words seem to be no more difficult to learn than short ones. But, as a rule of thumb, high frequency words tend to be short in English, and therefore the learner is likely to meet them more often, a factor favoring their 'learnability'. Also, variable stress in polysyllabic words - such as in word families like *necessary*, *necessity* and *necessarily* - can add to their difficulty.

Meaning:

When two words overlap in meaning, learners are likely to confuse them. Make and do are a case in point: you make breakfast and make an appointment, but you do the housework and do a questionnaire. Words with multiple meanings, such as since and still, can also be troublesome for learners.

PSYCHOPEDAGOGICAL

A series of psychological affectation are following presented:

- Enhance the basic concepts and operations of thought that allow you to build relationships with the means for solving simple problems, becoming the basis for further understanding of mathematical concepts.
- Develop verbal and nonverbal for proper expression of their ideas, feelings, experiences, thoughts and emotions as a means of communication and positive interaction with their immediate environment, recognizing linguistic diversity.

Characterization of development and learning areas for children in the sublevel 2**Language comprehension and expression**

In this area the language development of children as a fundamental element of communication that allows you to externalize your thoughts, ideas, desires, emotions, experiences and feelings through verbal and non-verbal symbols and as a means of relating to others power, using the manifestations of different languages and language. It is very important the treatment of linguistic consciences seeking to lay the foundation for future reading and writing processes as well as for proper development of pronunciation in speech of children. The language also supports the construction of the cognitive processes that facilitate the knowledge and representation of the world, creativity and imagination. In this sense, language is an essential tool for comprehensive child development and learning.

Understanding Scope and expressive language

Sublevel objective: to develop verbal and non-verbal for proper expression of their ideas, feelings, experiences, thoughts and emotions as a means of communication and positive interaction with their immediate environment, recognizing linguistic diversity.

Learning objective

Increase the capacity of oral expression through proper handling of vocabulary and progressive understanding of the meaning of words to facilitate their interaction with others. Increase the capacity of oral expression through proper handling of vocabulary and progressive understanding of the meaning of words to facilitate their interaction with others.

LEGAL

- The Constitution of the Republic of Ecuador (2008), Article 26 stipulates that education is the right of people throughout his life and inexcusable duty of the State and in Article 344 its first recognized in the country to early childhood education as part of the national education system.
- In addition, the Constitution states that the national education system will integrate a consistent intercultural vision with geographic, cultural and linguistic diversity of the country and respect for the rights of communities, peoples and nationalities, as stipulated in the second paragraph Article 343. in this context, the right of people to learn in their own language and cultural spheres as determined in Article 29 is recognized.
- The National Plan for Good Living 2013 - 2017, raises the "politics of early childhood for the integral development a priority of public policy [...] The challenge is to strengthen the comprehensive development strategy for early childhood, both prenatal care and early development (up to 36 months of age) and early childhood education (3 to 4 years), which are the stages that determine the future development of the person. "
- The Intersectoral National Strategy for Early Childhood, considers the objective of consolidating an integrated and intersectoral model of care for early childhood territorial approach, intercultural and gender, to ensure access, coverage and quality of services, promoting the responsibility of the family and community. To fulfill this goal several axes raised, the reference to Service Quality evidence curriculum as an important element, so that the Ministry of Education, as a member of the Intersectoral Committee of the Early Childhood contributes to meeting the objective the Intersectoral National Strategy, with the formulation of the National Curriculum Early Childhood education that seeks to achieve quality education.
- The Organic Law of Intercultural Education (LOEI) guarantees the right to education and determines the general principles and purposes that guide the Ecuadorian education under the Good Life, intercultural and plurinational. In this context the Ministry of

Education, aware of its responsibility, is committed to developing the early education curriculum in accordance to what is determined in Article 22, paragraph c) indicating that the National Education Authority will formulate and implement the compulsory national curriculum at all levels and modalities.

- Similarly, Article 40 of the LOEI defined at the level of early childhood education as the process of "accompaniment to integral development that takes into account the cognitive, affective, psychomotor, social issues, identity, autonomy and community membership region and children from three years to five years, guarantees and respects their rights, cultural and linguistic diversity, growth and self-paced learning, and enhances their abilities, skills and abilities [...]. Education of children from birth to age three is the primary responsibility of the family, notwithstanding that this decides to opt for various forms duly certified by the National Education Authority ".

- The General Regulations of the LOEI in its third Chapter, Article 27 determines that the level of initial education consists of two sublevels: Initial 1 comprising infants up to three years old; Initial and infants 2 comprising three to five years, allowing learning in curriculum design is explicit according to the characteristics of children in each of the sublevels, considering the linguistic and cultural diversities.

- The Code of Children and Adolescents (2003) states in Article 37 paragraph 4 that the State must guarantee effective access to early childhood education from zero to five years to local programs and flexible and open projects will be developed, appropriate to the cultural needs of learners.

2.2 References early education curriculum in the country

In 2002, the curricular reference for Early Childhood Education published "Volemos Alto: Keys to change the world", which was raised from general goals for each institution to develop its own curriculum and achieve the realization at the classroom level.

This benchmark gave matrices overall objectives to promote curricular autonomy, however, in practice, these targets were large since they were raised to 5 years, without detailing the own particularities of each stage of development in the early years of lifetime.

From this reference, until 2007, different implementation proposals were developed, giving rise to five documents curriculares¹ made by various institutions responsible for service at this level. Although these fundamentals tried to keep Regarding Curricular, based on the seven general objectives, it is observed that departed from the essential proposal of Reference, evidenced heterogeneity of proposed learning in each curriculum

published; each responding to different demands and expectations that could affect equity and equal opportunities for children.

The model and curriculum of the Family Child Education Community (EIFC), also constitutes a fundamental element in the construction of early education curriculum. The model of attention, care and education of children posed by EIFC is based on the life experience, and is carried out with the participation of families and communities. In addition, this seeks the development of languages, knowledge and ancestral knowledge rescuing the collective memory and strengthening cultural identity, self-esteem and autonomy.

In this context, the early education curriculum includes intercultural and presents new proposals with criteria of quality and equity in equal learning opportunities, while collecting substantial elements of curricular experiences.

6.6 Methodology

OPERATING MODEL

Table N°: 28: Operating Model

PHASES	OBJECTIVES	ACTIVITIES	RESOURCES	PEOPLE RESPONSIBLE	TIME
1. PLANNING	To make the agenda for the activities, in order to socialize the proposal to English teachers	Send an official letter to the school principal asking for authorization to carry out a workshop with the English teacher Prepare a one-day workshop to present the Verbal games activities	Official letter Handbook	School principal Author of the proposal	2 hours
2. SOCIALIZATION	To present the Verbal games activities to	Demonstrative classes	PPT presentations Projector	Author of the proposal English teachers	2 hours

	English teachers by having real demonstrations of how they work.	Execution of Verbal Games Activities	Handbook Didactic material		
3. APPLICATION	To apply all the activities suggested on the handbook with children in the classroom	Execution of 2-3 Verbal games activities per week	Handbook Didactic material	Author of the proposal English teachers	6 weeks
4. EVALUATION	To assess the effectiveness of the Verbal games Activities applied with the students.	Complete an evaluation form to assess each Verbal Game Activity.	Evaluacion form A room	Author of the proposal English teachers	1 hour

Source: Handbook

Created by: Lcda. Sanchez E. (2018)



MAESTRIA EN LA ENSEÑANZA DEL IDIOMA INGLES COMO
LENGUA EXTRANJERA



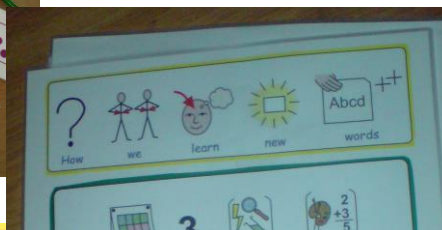
**"VERBAL GAMES ACTIVITIES TO
IMPROVE LEXICAL RETENTION IN**

By Elisa Sánchez Hernández



"Don't follow me, follow the child"

Maria Montessori



Thinking on children's needs and give them the opportunity to express their creativity, reasoning skill, etc. in their own time otherwise they lost the interest to learn when their abilities haven't been exploited.



TO THE TEACHER

This handbook was made to respond to questions and concerns posed by teachers on the proper way to handle the issue of educational preschoolers from Initial education programs. Combining ludic and practice to build an interactive classroom as an environment where students can learn and practice vocabulary applying activities to improve their lexical retention.

In the first element we find the theoretical foundation for the application of verbal games to teach children ESL.

The second element we will summarize the types and NEE and methodological strategies applied to each type, in order to familiarize students with the characteristics of each special educational need, when referring to each of them, are presented concrete ideas for the teacher to correctly apply the corresponding one.

The third element will continue the theme of the educational response to the needs of students with SEN, where we boarded the second aspect: Curricular Adaptations.

The fourth element focuses on the strategies and tools to support teachers and teachers in their work in the classroom with these students and facilitated the inclusion.

The fifth element will be dedicated exclusively to the analysis of cases of children with special educational needs as a guiding axis for process analysis psychoeducational assessment to meet the educational needs of the student and outline the subsequent proposed curriculum adapted for students with SEN.

Finally, a list of bibliohemerografic reference material and support, which can deepen the reflection and technical consultation for the implementation of the various recommendations is inserted. Also they included email addresses and a cluster of annexes, related to the subject.

We hope this handbook will bring the resources and strategies to move forward with firm steps on this path towards building a society that respects, values and observes the differences in humans.

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CLASSROOM OBJECTS

Verbal Games teacher's guide

Materials: Flash Cards

Vocabulary: classroom Objects

Intelligences develop:

Linguistic

Intrapersonal

Naturalistic

Bodily/Kinesthetic

Visual/spatial

Objectives:

To recognize the words

To foster vocabulary

To practice the words by matching with pictures

Material Needed:

- ✓ Colors
- ✓ Worksheet
- ✓ Scissors
- ✓ Glue

- 1** Showing children, the flash cards about school objects and tell them to repeat after the teacher to modeling the pronunciation. After that, to show the flash cards to the children and ask them to identify as you named them one by one.
- 2** Pair work. Ask children to sit in pairs and given them a worksheet. Explain them to identify the school objects on it and the winner will be the one with more correct words.
- 3** As feedback, ask them to choose the card as they listen to the teacher to recalling as much words as they can.

How many... can you see ?



Source:

https://en.islcollective.com/resources/printables/worksheets_doc_docx/how_many_school_objects_can_you_see/school-beginner-prea1/39344

FAMILY MEMBERS

Verbal Games teacher's guide

Materials: Flash Cards

Vocabulary: Family members

Intelligences develop:

Linguistic

Logic / Mathematical

Interpersonal

Visual/spatial

Objectives:

To recognize the words

To foster vocabulary

To give children to work together

Material Needed:

- ✓ Worksheet
- ✓ Scissors
- ✓ Glue
- ✓ Cardboard

- 1** Divide children into groups (five children per group). Give to each group the cut up pieces, there is a picture and a sentence under it.
- 2** Children start by matching the pieces. Once they have the complete image, they paste them on the cardboard.
- 3** Once everything is pasted, ask them what is the picture about (Family). Ask them to recognize the people in the picture using L1. Then Show the children the flashcards to modeling their pronunciation and help them to recognize the word in L2.
- 4** Give them a worksheet about the puzzle where they have to find the words. After that, ask children how many words they can remember and help them by giving a feedback.

1. LISTEN TO THE WORD AND COLOR THE CIRCLE

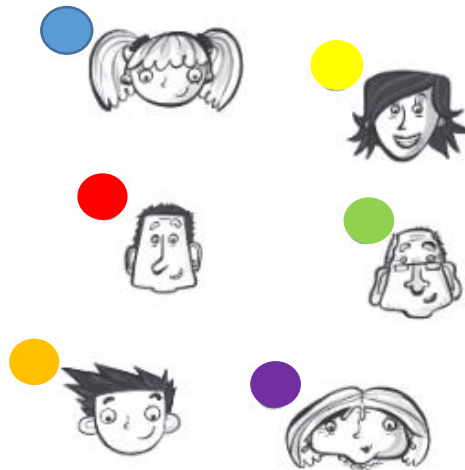
father

sister

grandmother

brother

mother



2. FIND THE WORDS INTO THE PUZZLE

F	P	G	W	O	Q	K	R	H	D	S	Y	R	R	I
C	P	R	T	D	D	S	R	P	J	I	H	E	R	Z
L	X	I	W	G	G	H	Y	H	E	S	H	B	F	A
N	O	P	I	J	R	Z	B	C	Y	T	P	C	A	H
I	J	O	R	T	A	E	U	B	O	E	O	Q	O	G
S	C	B	E	W	N	U	H	M	R	R	Q	H	C	L
U	A	G	H	N	D	A	X	T	U	O	N	Q	R	E
O	O	I	T	P	M	X	C	T	A	A	T	J	X	R
C	Z	I	A	A	O	G	U	C	D	F	W	H	O	K
A	O	J	F	N	T	P	H	N	Z	Z	I	F	E	N
Z	C	M	D	I	H	C	U	T	C	K	T	X	Z	R
G	L	Y	N	E	E	Q	Z	J	F	L	T	Z	L	S
C	N	O	A	C	R	L	Q	S	O	N	E	N	M	U
J	C	I	R	E	T	H	G	U	A	D	V	N	U	Z
C	E	F	G	M	A	X	O	V	T	U	W	R	G	A

BROTHER
FATHER
GRANDMOTHER
MOTHER
SISTER

Source:

www.britishcouncil.org/learnenglishkids

<https://clases-de-ingles1.webnode.com.co/album/fotogaleria/word-search-puzzle-the-family-members-png2/>

PARTS OF THE BODY

Verbal Games teacher's guide

Materials: Flash Cards (alphabet letters)

Vocabulary: Parts of the body

Intelligences develop:

Linguistic

Visual/spatial

Logical /mathematical

Kinesthetic

Interpersonal

Objectives:

To recognize the words formation

To foster vocabulary

To give children the opportunity to work together

Material Needed:







- ✓ Letter flashcards







- 1** Show children the flash cards parts of the body and tell them to repeat after the teacher to modeling the pronunciation. After that, show the flash cards to the children and ask them to identify as you named them one by one.
- 2** The teacher picks a word for this game. Also, the teachers asks children to participate, the number of students varies according to the number of letters of the word.
- 3** Group work. Children sits in groups of 4 or 5. Teachers give each one a group of alphabet letters. The letters are disorganized, so children have to organize them in order to form the word.
- 4** For this activity children need clues. Then, the teacher says aloud some characteristics of the key word.
- 5** Teacher motivates children to participate. They change the letters as many times as they can.



Source:

<https://www.shutterstock.com/es/image-vector/illustration-letters-alphabet-on-white-background-219723967>

 nahd _____	 are _____
 yee _____	 otof _____
 soen _____	 uthom _____

 _ ye	 h_nd
 foo_	 n_se
 _ ar	 mo_th

Source:
<https://www.pinterest.ca/pin/363102788685207540/>

FRUIT

Verbal Games teacher's guide

Materials: Bingo cards

Vocabulary: Fruits

Intelligences develop:

Logical/mathematical

Linguistic

Visual/spatial

Intrapersonal

Objectives:

To recognize the words by reinforcing listening skills

To foster vocabulary

Material Needed:

- ✓ Worksheet
- ✓ Pencils
- ✓ Beans/stickers

- 1** The teacher prepared several Bingo charts for students. Each chart has 12 pictures. Print the names of the pictures, cut and keep them in a bag.
- 2** Give each student a Bingo chart and 12 beans-stickers.
- 3** The words are picked and read aloud by the students.
While one student read, the rest of them look at the picture carefully and paste the sticker if they have it.
- 4** Once children already have pasted stickers on all of the pictures, they will shout BINGO.

FRUIT VOCABULARY PICTURE DICTIONARY



banana



cherry



apricot



strawberry



lemon



grapes



watermelon



blackberry



pear



apple



grapefruit



peach



fig



kiwi



orange



quince



plum



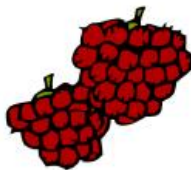
melon



pineapple



tangerine



raspberry



avocado



blueberry



pomegranate



mango

Source:
<https://www.englishworksheets.com/fruits.html>

BINGO CARDS



Source:
<https://www.englishwsheets.com/fruits.html>

ADJECTIVES

Verbal Games teacher's guide

Materials: Flash Cards HOPSCOTCH

Vocabulary: Adjectives

Intelligences develop:

Logical/mathematical

Linguistic

Visual/spatial

Interpersonal

Kinesthetic

Objectives:

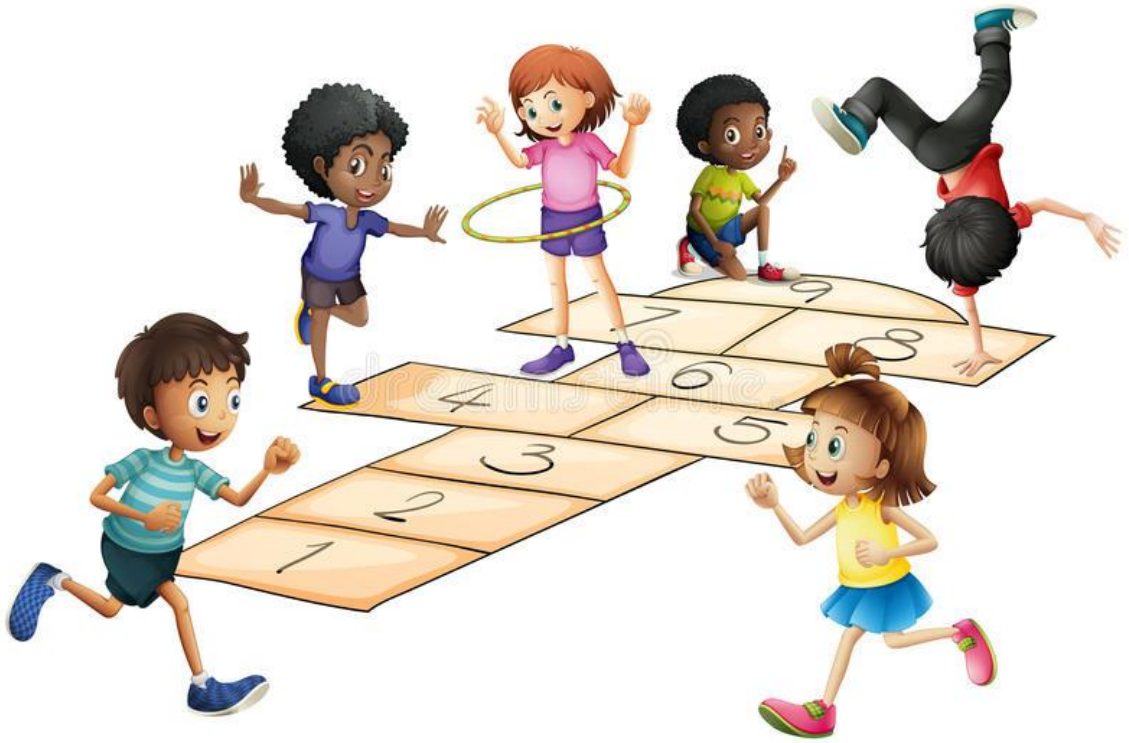
To foster vocabulary

To help children to locate on the space

Material Needed:

- ✓ Pieces of chalk
- ✓ playground

- 1** In the classroom teacher explains the feeling and show them some opictures to internalize the vocabulary
Draw several hopscotches on the floor. In each box, draw letters instead of numbers as it is usually.
- 2** Ask students to pick any small object to toss on the floor, on a box.
Toss the object and jump till the box where the mentioned object is.
- 3** Once they are on the box, they have to say at least three words with the letter
- 4** If students say the words, they pick the object from the floor. Jump back to the line. If they did not say one, they lose their turn.



Source:
www.google.com/images

ANIMALS

Verbal Games teacher's guide

Materials: Flash Cards SEE AND GUESS

Vocabulary: Adjectives

Intelligences develop:

Logical/mathematical

Linguistic

Visual/spatial

Interpersonal

Kinesthetic

Objectives:

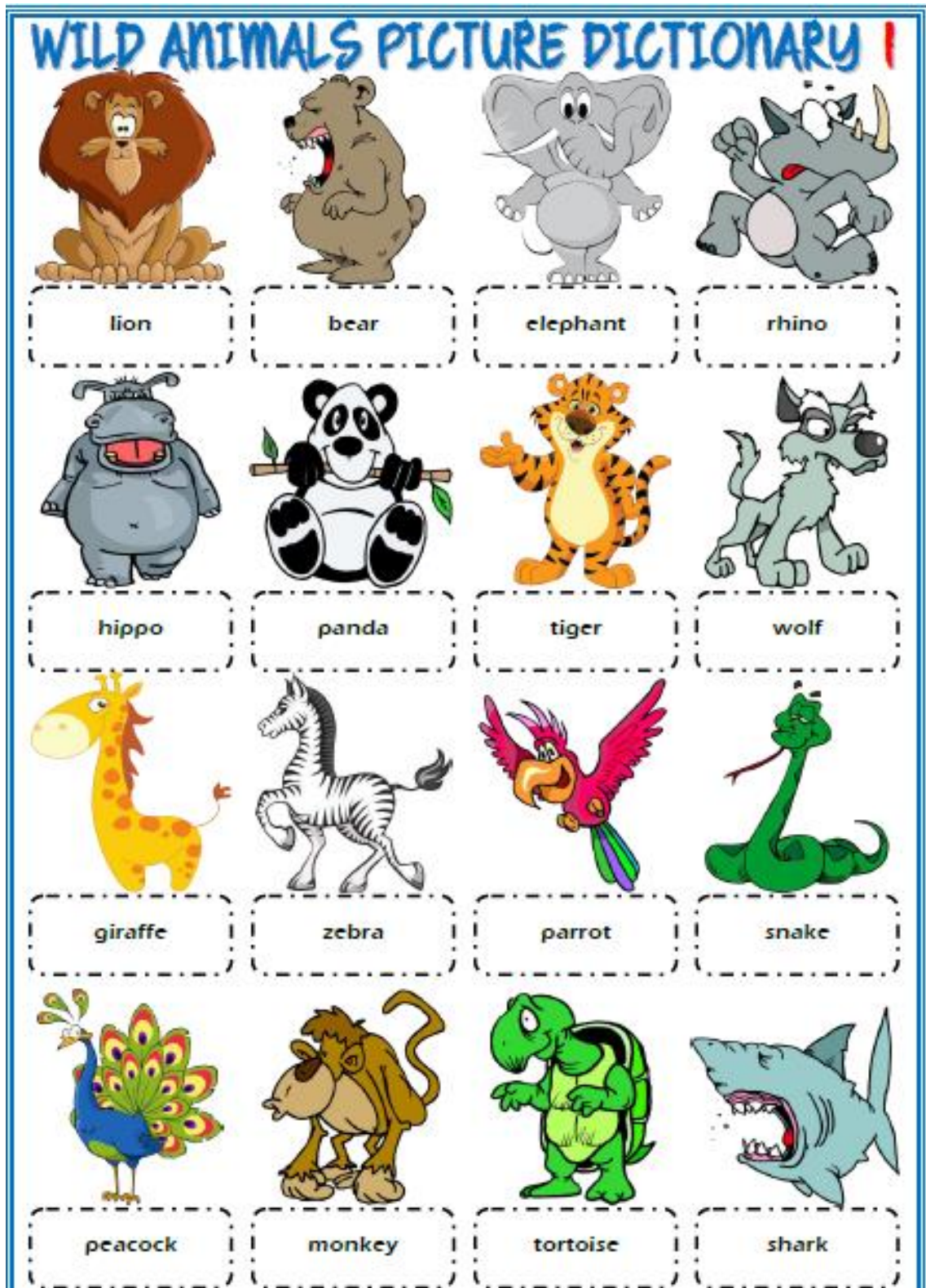
To foster vocabulary

To help children to express their feelings

Material Needed:

- ✓ Flashcards

- 1** Divide the children into groups. Ask one student to participate in front of everybody, try to make them participate by themselves, and motivate the ones that have not done it, yet.
- 2** Show the boy or the girl a flashcard; ask if s/he knows the meaning of the picture.
- 3** Students move and act out in order to let the classmates to participate and say aloud the name of the action.
- 4** When the students of one of the groups already watched the partner's participation and have not given any answer, the boy/girl act out again for the next group.



Source:
<https://www.englishworksheets.com/fruits.html>

WILD ANIMALS MULTIPLE CHOICE TEST I

Look at the pictures, choose and circle the correct option.

1 	2 	3 	4 
a) tiger b) snake c) lion d) monkey	a) bear b) wolf c) parrot d) peacock	a) panda b) giraffe c) elephant d) shark	a) hippo b) rhino c) zebra d) tortoise
5 	6 	7 	8 
a) rhino b) parrot c) shark d) hippo	a) panda b) lion c) snake d) tortoise	a) bear b) giraffe c) tiger d) monkey	a) wolf b) elephant c) zebra d) peacock
9 	10 	11 	12 
a) elephant b) giraffe c) wolf d) tortoise	a) rhino b) wolf c) peacock d) zebra	a) lion b) hippo c) shark d) parrot	a) bear b) panda c) snake d) monkey
13 	14 	15 	16 
a) rhino b) peacock c) tiger d) snake	a) monkey b) lion c) hippo d) snake	a) bear b) panda c) giraffe d) tortoise	a) elephant b) shark c) wolf d) parrot

Source:

<https://www.englishsheets.com/fruits.html>

6.8 Administration of the proposal

The execution of this proposal is expected to start the last week of April, 2018 and finish the same year in the last week of May. These dates align with the time established for the second partial of the second period of the school year 2017/2018. All the phases, activities and more details about how the proposal will be carried out are mentioned in the operating model included above.

6.9 Evaluation

In order to monitor the proper execution of the proposal, the following evaluation plan will be considered and followed:

QUESTIOS	EXPLANATION
1. What to evaluate?	The execution of the proposal.
2. Why to evaluate?	To see the level of acceptance and reliability of the proposal.
3. For what to evaluate?	To verify the efficacy of the proposal and see if the techniques proposed indeed help the lexical retention.
4. With what criteria?	Pertinence, coherence and effectiveness.
5. Indicators	Quantitative and qualitative
6. Who evaluates?	The author of the proposal and English teachers
7. When to evaluate?	During the time assigned on the operating model.
8. How to evaluate?	Through observation, oral quizzes.
9. Information sources?	People, documents, books, websites.
10. With what to evaluate?	Evaluation forms, written and oral feedback.

Source: Student survey

Created by: Lic. Sánchez E. (2018)

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<https://busyteacher.org/13612-7-best-games-for-vocabulary-class.html>

ANNEXES

ANNEX 1: OFFICIAL LETTER FOR RESEARCH AUTHORIZATION

Ambato, 14 de noviembre del 2017

Lcda.

Sofhia García H.

DIRECTORA DEL CENTRO DE EDUCACION INICIAL "ROMINA"

Presente. -

De mi consideración. -

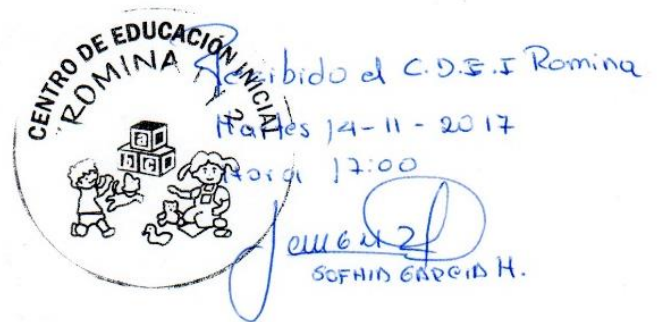
Yo, Elisa Guadalupe Sánchez Hernández con CI 180292440-5, estudiante de la Magister en Enseñanza del Idioma Inglés como Lengua Extranjera, en la Universidad Técnica de Ambato, solicito muy comedidamente se digne en otorgar el respectivo permiso para realizar mi investigación de tesis la cual tiene como tema: **"VERBAL GAMES FOR LEXICAL RETENTION IN 3 AND 4-YEAR-OLD CHILDREN"**.

Por la favorable atención dada a la presente, anticipo mi agradecimiento.

Atentamente,


Elisa Guadalupe Sánchez Hernández

DOCENTE DE INGLES



ANNEX 2: TEACHER SURVEY



UNIVERSIDAD TECNICA DE AMBATO DIRECCION DE POSGRADO

MAESTRIA EN LA ENSEÑANZA DEL IDIOMA INGLES COMO LENGUA EXTRANJERA

Encuesta Dirigida a Docentes del Centro de Educacion Inicial “ROMINA”

Objetivo: Investigar como el uso de los juegos verbales ayuda a mejorar la retención léxica del idioma inglés como Lengua Extranjera, en los niños y niñas de 3 a 4 años, del Centro de Educacion Inicial “ROMINA”.

Instrucciones: A continuación, se presenta una serie de enunciados relacionados con el uso de los juegos verbales para mejorar la retención léxica del idioma inglés. Por favor, indique el grado en que está de acuerdo o en desacuerdo con cada una de las interrogantes, haciendo una cruz en la casilla que corresponda.

CUESTIONARIO	1 Siempre	2 Casi siempre	3 Algunas veces	4 Casi nunca	5 Nunca
1. Considero los diferentes recursos del aula para planificar mis clases					
2. La metodología que uso refleja un aprendizaje interactivo					
3. Mis clases tienen un enfoque centrado en mis estudiantes como actores del conocimiento					
4. Las actividades que realizo en la clase ayudan a los estudiantes a mejorar la retención léxica.					
5. Mis estudiantes pueden recordar el vocabulario fácilmente sin la aplicación de alguna técnica específica					
6. Seleccione apropiadamente el vocabulario de acuerdo al avance de mis estudiantes					
7. Utilizo un técnica específica para enseñar el vocabulario.					
8. Considero los diferentes enfoques comunicativos para planificar cada lección.					
9. Desarrollo actividades que permiten activar los modelos cognitivos de los estudiantes.					
10. Considero alguna Teoría de Adquisición del Lenguaje para enseñar Inglés como Lengua extranjera a mis estudiantes					

Source: Operationalization of variables

Created by: Lic. Sánchez E. (2018)

GRACIAS POR SU COLABORACION

ANNEX 3: STUDENT SURVEY



UNIVERSIDAD TECNICA DE AMBATO DIRECCION DE POSGRADO

MAESTRIA EN LA ENSEÑANZA DEL IDIOMA INGLES COMO LENGUA EXTRANJERA

Encuesta Dirigida a niños y niñas de 3-4 años del Centro de Educacion Inicial “ROMINA”

Objetivo: Investigar como el uso de los juegos verbales ayuda a mejorar la retención léxica del idioma inglés como Lengua Extranjera, en los niños y niñas de 3 a 4 años, del Centro de Educacion Inicial “ROMINA”.

Instrucciones: A continuación, se presenta una serie de enunciados relacionados con el uso de los juegos verbales para mejorar la retención léxica del idioma inglés. Por favor, indique el grado en que está de acuerdo o en desacuerdo con cada una de las interrogantes, haciendo una cruz en la casilla que corresponda.

CUESTIONARIO	1 Siempre	2 Casi siempre	3 Algunas veces	4 Casi nunca	5 Nunca
1. Evidencio el uso de los diferentes recursos del aula en las actividades planificadas por mi profesor					
2. La metodología que utiliza mi profesor refleja un aprendizaje interactivo.					
3. Mi profesor se enfoca en mi como el actor central del conocimiento					
4. Las actividades que realiza mi profesor en la clase me ayudan a mejorar la retención léxica.					
5. Puedo recordar el vocabulario fácilmente sin la aplicación de alguna técnica específica aplicada por mi profesor					
6. Se seleccionan apropiadamente el vocabulario de acuerdo a mi avance					
7. Mi profesor sigue un proceso específico para enseñar el vocabulario					
8. Mi profesor considera los diferentes enfoques comunicativos para planificar cada lección como: presentaciones, trabajos en grupo, juegos de lenguaje, etc.					
9. Mi profesor realiza actividades que me permiten activar los modelos cognitivos como: lluvia de ideas, explicación, actividades, juegos.					
10. Mi profesor hace uso de actividades que me hacen pensar, reflexionar sobre lo que aprendo acerca del Inglés como Lengua extranjera.					

Source: Operationalization of variables

Created by: Lic. Sánchez E. (2018)

GRACIAS POR SU COLABORACION

ANNEX 4: INSTRUMENTOS PARA LA RECOLECCIÓN DE DATOS



UNIVERSIDAD TECNICA DE AMBATO
DIRECCION DE POSGRADO

MAESTRIA EN LA ENSEÑANZA DEL IDIOMA INGLES COMO LENGUA EXTRANJERA

Lista de cotejo para la evaluación de la aplicación de los juegos verbales para mejorar la retención léxica

Objetivo: Obtener información de la influencia de los juegos verbales en la retención léxica en los niños de 3-4 años.

Source: searcher

N°	INDICADORES DE EVALUACION	ESCALA	
		SI	NO
1	Sigue las instrucciones dadas por el profesor		
2	Se usan recursos didácticos que incluyan juegos verbales en el aula		
3	Relaciona los sonidos con el vocabulario		
4	Participa de actividades para el desarrollo de la retención léxica		
5	Utiliza el vocabulario en actividades lúdicas		
6	Pronuncia con claridad de tal manera que el oyente lo entienda		
7	Puede recordar las palabras nuevas después de la actividad		
8	Recibe refuerzo después de la realización de la actividad para el buen desarrollo del lenguaje		

Created by: Lic. Sánchez E. (2018)

ANNEX 5: VALIDATION OF SURVEYS BY EXPERTS



UNIVERSIDAD TECNICA DE AMBATO
DIRECCION DE POSGRADO

MAESTRIA EN LA ENSEÑANZA DEL IDIOMA INGLES COMO LENGUA EXTRANJERA
INSTRUMENTO DE VALIDACION (Encuesta a niños y niñas dirigida por sus padres)

A. Correspondencia de las preguntas del instrumento con los objetivos, variables y enunciados	Observaciones		B. Calidad técnica y representatividad				Observaciones		C. Lenguaje		Observaciones
	Pertinencia (P)	No Pertinencia (NP)	Optima (O)	Buena (B)	Regular (R)	Deficiente (D)	Adecuado (A)	Inadecuado (I)			
1	X		X					X			
2	X		X					X			
3	X		X					X			
4	X		X					X			
5	X		X					X			
6	X		X					X			
7	X		X					X			
8	X		X					X			
9	X		X					X			
10	X		X					X			
Datos del validador											
Observaciones			Ravéles Malena Caramon Sasara				1804003612		Firma		Observaciones
Apellidos y Nombres			Profesión				Nº de cédula		Fecha:		Teléfono
Ravéles Malena Caramon Sasara			Docente Universidad				1504003612		15 - diciembre 2017		2445785



UNIVERSIDAD TÉCNICA DE AMBATO
DIRECCION DE POSGRADO

MAESTRIA EN LA ENSEÑANZA DEL IDIOMA INGLES COMO LENGUA EXTRANJERA
INSTRUMENTO DE VALIDACION (Encuesta a docentes)

	A. Correspondencia de las preguntas del instrumento con los objetivos, variables y enunciados		Observaciones	B. Calidad técnica y representatividad				Observaciones	C. Lenguaje		Observaciones
	Pertinencia (P)	No Pertinencia (NP)		Óptima (O)	Buena (B)	Regular (R)	Deficiente (D)		Adecuado (A)	Inadecuado (I)	
1	X			X					X		
2	X			X					X		
3	X			X					X		
4	X			X					X		
5	X			X					X		
6	X			X					X		
7	X			X					X		
8	X			X					X		
9	X			X					X		
10	X			X					X		
Datos del validador											
			Observaciones	B. Calidad técnica y representatividad				Observaciones	C. Lenguaje		Observaciones
			Apellidos y Nombres	Nº de cédula				Firma			
			Profesión	Cargo				Fecha:	Teléfono		
			Raquel Holira Caimen Susana	1804003612						15 - diciembre -2017	2445785
			Docente Universitario	Docente Inglés Centro de Idiomas							



UNIVERSIDAD TECNICA DE AMBATO
DIRECCION DE POSGRADO

MAESTRIA EN LA ENSEÑANZA DEL IDIOMA INGLES COMO LENGUA EXTRANJERA
INSTRUMENTO DE VALIDACION (Encuesta a niños y niñas dirigida por sus padres)

	A. Correspondencia de las preguntas del instrumento con los objetivos, variables y enunciados		Observaciones	B. Calidad técnica y representatividad				Observaciones	C. Lenguaje		Observaciones
	Pertinencia (P)	No Pertinencia (NP)		Optima (O)	Buena (B)	Regular (R)	Deficiente (D)		Adecuado (A)	Inadecuado (I)	
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Datos del validador			Dr. Zela Sayegra				1803166752		Firma		
			Silvana del Rocio				N° de cédula				
			Docente de Educación Inicial				Docente		15 Diciembre / 2017		0992876923
			Profesión				Cargo		Fecha:		Teléfono



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MAESTRIA EN LA ENSEÑANZA DEL IDIOMA INGLES COMO LENGUA EXTRANJERA
INSTRUMENTO DE VALIDACION (Encuesta a docentes)

	A. Correspondencia de las preguntas del instrumento con los objetivos, variables y enunciados		Observaciones	B. Calidad técnica y representatividad			Observaciones	C. Lenguaje		Observaciones
	Pertinencia (P)	No Pertinencia (NP)		Óptima (O)	Buena (B)	Regular (R)		Deficiente (D)	Adecuado (A)	
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Datos del validador				Mgs. Martina Viquez Alvarado Venancio			1803365434			
				Apellidos y Nombres			Nº de cédula		Firma	
				Docente Universitario UTA			Docente Inglés Comhude Idiomas UTA		12/ Diciembre/2017	
				Profesión			Cargo		Fecha:	
									Teléfono	
									0995091124	



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MAESTRIA EN LA ENSEÑANZA DEL IDIOMA INGLES COMO LENGUA EXTRANJERA
INSTRUMENTO DE VALIDACION (Encuesta a niños y niñas dirigida por sus padres)

A. Correspondencia de las preguntas del instrumento con los objetivos, variables y enunciados	Observaciones		B. Calidad técnica y representatividad			Observaciones		C. Lenguaje		Observaciones
	Pertinencia (P)	No Pertinencia (NP)	Optima (O)	Buena (B)	Regular (R)	Deficiente (D)	Adecuado (A)	Inadecuado (I)		
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10	/		/				/			
Datos del validador										
Mgs. Martínez Viana y Alejandra Verozco			1823365434					Firma		
Apellidos y Nombres			Nº de cédula							
Docente Centro Idiomas UTA			Docente Programa Inglés y Abrirto CE - UTA					Fecha:		09/10/2017
Profesión			Cargo					Fecha:		Teléfono

ANNEX 6: PRE TEST

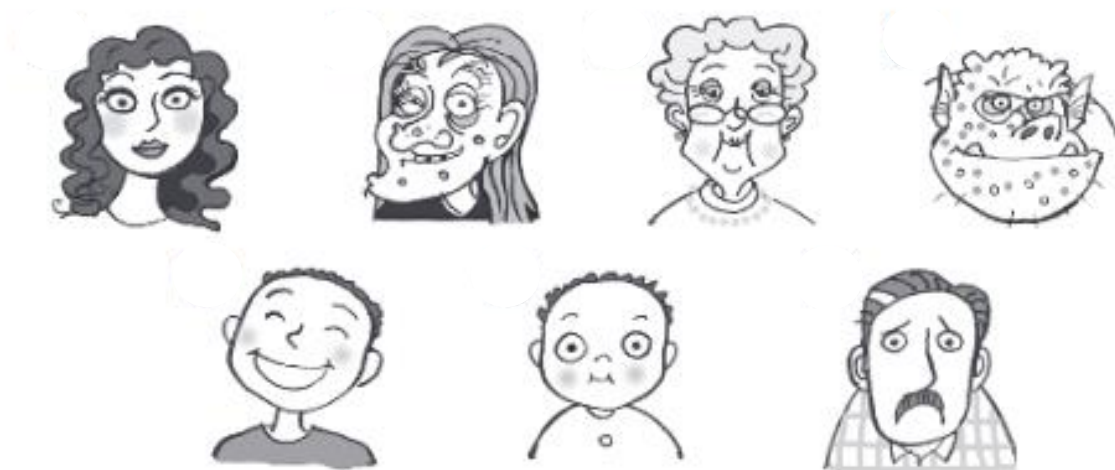
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DIRECCION DE POSGRADO**

**MAESTRIA EN LA ENSEÑANZA DEL IDIOMA INGLES COMO LENGUA
EXTRANJERA**

DATE:			2018
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NAME:																			
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1. LISTEN TO THE WORD AND COLOR THE CIRCLE



2. LOOK AT THE PICTURE AND DRAW LINES. THERE IS ONE EXTRA PICTURE

1 father
2 sister
3 grandmother
4 brother
5 mother

a  b 

c  d 

e  f 

FAMILY MEMBERS

Verbal Games teacher's guide

Materials: Flash Cards (Alphabet letters)

Vocabulary: Family members

Intelligences develop:

Linguistic

Logic / Mathematical

Interpersonal

Visual/spatial

Objectives:

To recognize the words

To foster vocabulary

To give children to work together

Material Needed:

- ✓ Worksheet, Scissors, Glue, Cardboard

- 1** Divide children into groups (five children per group). Give to each group the cut up pieces, there is a picture and a sentence under it.
- 2** Children start by matching the pieces. Once they have the complete image, they paste them on the cardboard.
- 3** Once everything is pasted, ask them what is the picture about (Family). Ask them to recognize the people in the picture using L1. Then Show the children the flashcards to modeling their pronunciation and help them to recognize the word in L2.
- 4** Give them a worksheet about the puzzle where they have to find the words. After that, ask children how many words they can remember and help them by giving a feedback. (Game: children have to participate in groups guessing as much words as they can. Teacher records them participating).

WORKSHEET:

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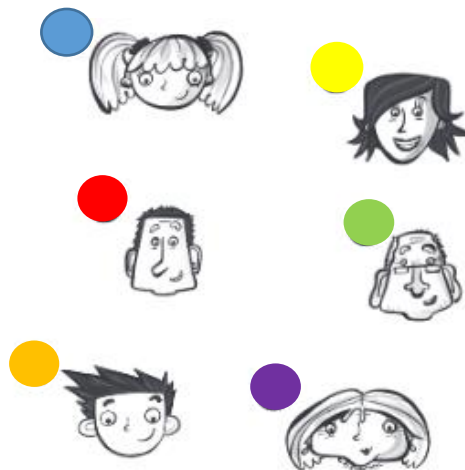
**MAESTRIA EN LA ENSEÑANZA DEL IDIOMA INGLES COMO LENGUA
EXTRANJERA**

DATE:			2018
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NAME:																		
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1. LISTEN TO THE WORD AND COLOR THE CIRCLE

- father
- sister
- grandmother
- brother
- mother



2. FIND THE WORDS AND COLOR INTO THE PUZZLE

F	P	G	W	O	Q	K	R	H	D	S	Y	R	R	I
A	P	R	T	D	D	S	R	P	J	I	H	E	R	Z
T	X	I	W	G	G	H	Y	H	E	S	H	B	F	A
H	O	P	I	J	R	Z	B	C	Y	T	P	C	A	H
E	J	O	R	T	A	E	U	B	O	E	O	Q	O	G
R	C	B	E	W	N	U	H	M	R	R	Q	H	C	L
U	A	R	H	N	D	A	X	T	U	O	N	Q	R	E
O	O	O	T	P	M	X	C	T	A	A	T	J	X	R
C	Z	T	A	A	O	G	U	C	D	F	W	H	O	K
A	O	H	F	N	T	P	H	N	Z	Z	I	F	E	N
Z	C	E	D	I	H	C	U	T	C	K	T	X	Z	R
G	L	R	N	E	E	Q	Z	J	F	L	T	Z	L	S
C	N	O	A	C	R	L	Q	R	E	H	T	O	M	U
J	C	I	R	E	T	H	G	U	A	D	V	N	U	Z
C	E	F	G	M	A	X	O	V	T	U	W	R	G	A

