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TÍTULO DE LICENCIADO EN PEDAGOGÍA DEL IDIOMA INGLÉS**

**“THE USE OF MUSIC, VISUAL AIDS, AND KINESTHETIC ACTIVITIES TAILORED
TO LEARNING STYLES FOR VOCABULARY ACQUISITION IN 6 TO 7 YEARS OLD
EFL LEARNERS”**

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With great pride and love, I dedicate this work:

To my son Emilio, who by his very existence gives meaning to every sleepless night and every milestone achieved; you are my greatest inspiration and the engine that drives me to build a better future. To Rodrigo, for being my unconditional partner, for sustaining our home with love, and for walking by my side with patience while I pursued this dream, thank you for believing in me.

To my grandmother, who watches over me from heaven and whom I remember with great love. Today I celebrate this degree that she so longed to see me achieve, knowing that her love and pride accompanies me.

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Thanks you all for everything and this success is yours, too.

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1.RESUMEN

Este trabajo de investigación analiza el proceso de adquisición de vocabulario en inglés como lengua extranjera en estudiantes de 6 y 7 años, centrándose en estrategias pedagógicas vinculadas a los estilos de aprendizaje del modelo VAK. Esta investigación surge ante la necesidad de fortalecer la enseñanza del inglés en edades tempranas, ya que las metodologías tradicionales se centran en la memorización sin ofrecer oportunidades para un aprendizaje activo y significativo.

Los estudios analizados muestran que los métodos tradicionales de enseñanza suelen ignorar las distintas formas de aprendizaje de los niños, lo que dificulta que adquieran de manera significativa el nuevo vocabulario. Además, el uso aislado de recursos impresos y explicaciones abstractas restringe la participación y disminuye la motivación extrínseca e intrínseca de los infantes.

El objetivo principal de este estudio es analizar cómo las estrategias lúdicas, como la música, las ayudas visuales y las actividades kinestésicas se relacionan con los estilos de aprendizaje para mejorar la adquisición de vocabulario en inglés en niños de 6 a 7 años de edad. Este estudio propone una alternativa de guía pedagógica con actividades prácticas y dinámicas que se adaptan a los estilos de aprendizaje del modelo VAK.

Palabras clave: Adquisición de vocabulario, estilos de aprendizaje, modelo VAK, actividades lúdicas, inglés para niños.

2.ABSTRACT

This research study analyzes the process of vocabulary acquisition in English as a foreign language among 6- and 7-year-old students, focusing on teaching strategies linked to the learning styles of the VAK model. This research arises from the need to strengthen English instruction at an early age, since traditional methodologies focus on memorization without offering opportunities for active and meaningful learning.

The studies reviewed show that traditional teaching methods often fail to take into account children's different learning styles, which makes it difficult for them to meaningfully acquire new vocabulary. Furthermore, the isolated use of printed materials and abstract explanations limits participation and reduces both extrinsic and intrinsic motivation in young children.

The main objective of this study is to analyze how playful strategies such as music, visual aids, and kinesthetic activities relate to learning styles to improve English vocabulary acquisition in children aged 6 to 7. This study proposes an alternative teaching guide with practical and dynamic activities tailored to the learning styles of the VAK model.

This study employs a qualitative approach with a descriptive scope. Data collection was conducted at the Arrayanes Bilingual Educational Unit with a group of 22 female students and their English teacher. To gather detailed and reliable information, the study involved the use of classroom observation forms, structured interviews, and the administration of a sensory diagnostic test adapted to the VAK model. The results showed a predominance of the kinesthetic learning style, demonstrating that combining resources from the VAK model significantly enhances vocabulary learning.

Keywords: Vocabulary acquisition, learning styles, VAK model, ludic activities, EFL young learners.

3.INTRODUCTION

In the current globalized era, foreign language education and the development of communicative competencies face profound transformations driven by technological advancements and the constant movement of information. Within this macro scenario, English as a Foreign Language (EFL) acquisition has consolidated as a fundamental requirement to overcome real communication barriers in an interconnected world. For this reason, educational systems worldwide have adopted English language instruction as an essential subject from early childhood stages. However, the internalization of this target language frequently transforms into an obstacle from initial levels because traditional learning environments fail to update at the rapid pace required by children's dynamism, thereby limiting classroom adaptability.

When analyzing the Latin American context, significant disadvantages become evident regarding the implementation of governmental educational policies in foreign language teaching. Formal instruction in the region is often influenced by conventional constraints and passive methodologies, where context sensitive materials that promote sensory stimulation are practically nonexistent in early childhood education. This reality creates a noticeable gap compared to advanced private bilingual environments. Despite these limitations, countries such as Peru, Mexico, and Ecuador make continuous efforts to advance toward innovative frameworks that enhance student engagement and motivation from an early age, recognizing that incorporating dynamic and interactive resources promotes better long-term results.

In the specific case of Ecuador, scheduling conditions and heavy administrative burdens often limit the time educators have to design highly interactive lessons. As a direct consequence, English language teaching processes frequently fall back on a traditional insistence on rote memorization, sedentary routines, and abstract grammar translation. This situation represents a critical barrier for children aged 6 to 7, who are concurrently consolidating literacy in their native language. At this developmental stage, neuro education and learning theories demonstrate that young learners process and retain information more effectively through play, physical movement, and multisensory scaffolding, highlighting the urgent need to integrate dynamic models such as Visual, Auditory, and Kinesthetic (VAK) stimulation.

Under this perspective, the object of study of this curricular integration work focuses on analyzing the descriptive relationship between the use of ludic-multisensory strategies and learning styles for English vocabulary acquisition within the initial school context. As a narrative guide to approach this phenomenon, the research aimed, in the first instance, to rigorously characterize the students' sensory preferences through an adapted VAK test for children, allowing the identification of the group's particular needs from a proactive pedagogical standpoint.

Based on this characterization, the study focused on minutely describing the current use of music, visual resources, and movement activities within the English classroom, resorting to direct classroom observation checklists and structured teacher interviews to diagnose the daily dynamics employed in teaching lexicon. The central purpose of articulating this qualitative diagnosis with the theoretical review was to analyze the descriptive relationship between these ludic strategies and new word retention in the 6 to 7-year-old group, establishing the necessary scientific

foundations to propose a guide of multisensory methodological recommendations. This set of practical actions seeks to provide educators with dynamic instructional tools that mitigate desk fatigue and respect the particular motor realities identified during the field research.

Finally, to provide a global view of the manuscript, this research is formally organized into sequential sections. The first section portrays the works and studies of various authors that shape a solid theoretical background, providing empirical information regarding the VAK model, the use of music, and Total Physical Response (TPR). The second section delves into the design and justification of the methodological framework, detailing the qualitative descriptive scope and the instruments applied within the research setting. The third part executes the integrated interpretation and analysis of the qualitative data collected in the field. Lastly, the pedagogical proposal titled "Multisensory Pathways for Vocabulary Excellence" is developed and socialized, closing the document with the definitive conclusions and recommendations aimed at optimizing teaching practices.

4.STATE OF THE ART

The present section provides a comprehensive review of the theoretical and empirical foundations that support the study of how music, visual aids, and kinesthetic activities strategically aligned with students' learning styles contribute to vocabulary acquisition in young EFL learners. As teaching English to children at early developmental stages requires innovative, engaging, and developmentally appropriate approaches, it becomes essential to analyze the educational trends of the 21st century, the global relevance of English as a foreign language, and the central role of vocabulary as the building block of communicative competence.

Furthermore, this chapter examines major theories of language acquisition and the cognitive characteristics of learners aged 6 to 7. This specific age group represents a critical transition in cognitive development, where children move from intuitive thought to concrete operational processing. During this stage, the integration of multisensory and personalized instruction is not merely a pedagogical preference but a developmental necessity, as young learners rely heavily on physical, auditory, and visual anchors to internalize abstract linguistic concepts.

By synthesizing contemporary research and neuro-educational perspectives, this section establishes the academic framework that guides the development, implementation, and interpretation of the pedagogical strategies explored in the present study. It emphasizes the synergy between the Visual, Auditory, and Kinesthetic (VAK) model and the unique neuroplasticity of 6-to-7-year-old learners, offering a robust conceptual basis for enhancing vocabulary retention and engagement in the Ecuadorian EFL context.

4.1 Early Childhood Education (ages 6-7)

4.1.1 Teaching English as a Foreign Language (EFL) in Early Childhood

In the current globalized landscape, English has transcended its role as a mere academic subject to become a fundamental tool for global connectivity. According to recent reports by the British Council (2023), the introduction of a second language during early childhood is strategically significant due to the high neuroplasticity and phonetic sensitivity present in learners aged 6 to 7. At this age, the brain is uniquely predisposed to assimilate the phonological and lexical structures of a foreign language through organic and multisensory exposure.

The international prominence of English has repositioned EFL instruction as a catalyst for cognitive development and future cross-cultural collaboration. For young learners, acquiring a new language involves more than mastering grammatical rules; it is a process of expanding their communicative horizons and developing cognitive flexibility. As noted by Pinter (2021), early language learning is most effective when it aligns with the child's natural curiosity and social-emotional needs, moving away from rigid, traditional models toward interactive and meaningful experiences.

To meet these global expectations, pedagogical approaches must prioritize vocabulary acquisition as the gateway to functional communication. The implementation of music, visual aids, and movement acts as a direct response to the developmental requirements of 6-to-7-year-olds. By tailoring instruction to the sensory profiles of students, educators ensure that English instruction is not only effective but also developmentally appropriate for the diverse profiles of young learners.

4.1.2 English Language Learning in the Preparatory and Elementary Sublevels.

In the Ecuadorian educational system, English instruction for the Preparatory and Elementary sublevels is designed to foster an initial encounter with the foreign language through a playful and sensory-driven approach. At this stage, specifically for learners aged 6 to 7, the curriculum emphasizes the development of basic oral communication and literacy readiness. According to the Ministerio de Educación (2020), the objective is not the formal mastery of grammar, but the creation of a "positive first experience" that stimulates the child's natural curiosity and phonological awareness.

The pedagogical transition from Preparatory (1st grade) to Elementary (2nd grade) marks a shift toward more structured vocabulary acquisition. During this period, instruction must be deeply rooted in concrete experiences. As stated by Shin and Crandall (2024), young learners in these sublevels benefit from a "holistic engagement" where language is integrated with music, visual support, and physical activity. This alignment ensures that the linguistic input is comprehensible and stays within the child's cognitive reach, preventing the frustration often associated with traditional, abstract teaching methods.

Furthermore, the National Curriculum framework advocates for the use of the Communicative-Functional approach, which prioritizes meaning over form. For the 6-to-7-year-old cohort, this means that vocabulary is acquired through "chunks" or functional phrases reinforced by multisensory stimuli. By implementing strategies that respect the VAK (Visual, Auditory, and Kinesthetic) learning styles, educators can bridge the gap between the national standards and the diverse cognitive profiles found in the classroom, ensuring a foundational level of English proficiency within the local primary education framework.

4.1.3 Cognitive Characteristics of 6-7-Year-old Children: From Intuitive to Concrete Thinking

The transition from 6 to 7 years of age represents a significant cognitive milestone, as children move from the intuitive stage toward the concrete operational stage. According to the foundational principles of developmental psychology, which remain central to modern pedagogical adaptations, learners at this stage begin to develop more logical and systematic thinking, yet they still rely heavily on physical and concrete references to internalize abstract

information, such as a second language. As noted by Huitt (2023), children in this transition require direct sensory experiences to bridge the gap between their immediate perception and conceptual understanding.

In the context of EFL vocabulary acquisition, this cognitive shift implies that 6-to-7-year-olds process new words more effectively when they are linked to "concrete anchors." The integration of visual stimuli and physical movement responds to their need for tangible evidence of meaning. Furthermore, at this developmental phase, children experience an expansion in their working memory capacity, but they are still susceptible to cognitive overload if presented with purely abstract or verbal instruction. Research by Gathercole and Alloway (2023) emphasizes that for young learners, multisensory input acts as a supportive structure that prevents information decay by distributing the processing load across different sensory modalities.

Moreover, the emotional and social development of 6-to-7-year-olds is deeply intertwined with their cognitive performance. This age group is characterized by a high level of curiosity and a natural inclination toward play-based interaction. Therefore, when English instruction incorporates musical and kinesthetic elements, it aligns with the child's "affective-cognitive" needs, creating a low-stress environment that facilitates the transition from intuitive recognition to long-term lexical retention. Consequently, understanding these cognitive characteristics is essential for implementing a VAK-based methodology that is both scientifically grounded and consistent with the developmental reality of the primary classroom.

4.2. Theories of Foreign Language Acquisition in Early Childhood

4.2.1 The Natural Approach and the Input Hypothesis.

The Natural Approach serves as a cornerstone of early language acquisition, positing that children internalize a foreign language in a manner fundamentally similar to the development of their native tongue. According to Krashen (2022), successful acquisition occurs only when the learner is exposed to "comprehensible input" linguistic data that is slightly beyond their current level of proficiency but remains understandable through the support of a non-linguistic context. For EFL learners aged 6 to 7, linguistic input alone is often perceived as "noise"; therefore, music, visual aids, and physical gestures are essential to transform this input into meaningful, decodable information. This theoretical framework directly validates the implementation of VAK strategies within the primary classroom. By ensuring that the target language is not only heard but also visualized and physically experienced, the educator provides the multiple "contextual anchors" required for the brain to bridge the gap between unknown sounds and clear concepts. As noted by Lightbown and Spada (2021), the availability of these diverse sensory cues reduces the cognitive effort needed for decoding, allowing the child to focus on the communicative meaning rather than the technicalities of the language. Beyond the delivery of content, the Natural Approach emphasizes that acquisition is a subconscious process that thrives in low-anxiety environments. The integration of rhythmic songs and kinesthetic activities provides a continuous stream of comprehensible input while maintaining the student's engagement. As a result, the 6-to-7-year-old learner can acquire vocabulary in an organic and stress-free way, emulating the effortless nature of first language development within the local primary education setting.

4.2.2 Social Constructivism and Scaffolding

From a social constructivist perspective, language acquisition is an inherently social process that thrives on interaction and collaborative support. Vygotsky's Theory of Proximal Development (ZPD), as interpreted in modern EFL contexts by Lantolf and Thorne (2020), suggests that children reach higher levels of linguistic competence when they are supported by an adult or a more capable peer through "scaffolding." In the primary classroom, this concept translates into the strategic use of environmental and instructional aids that allow the 6 to 7-year-old child to bridge the gap between their current linguistic level and their potential performance.

Musical chants, visual posters, and guided kinesthetic gestures act as permanent scaffolds that facilitate the production of vocabulary that the learner might not yet be able to retrieve independently. This structured support ensures that the child moves from being a passive listener to becoming an active participant in the communicative act. Rather than memorizing isolated terms, the student uses these multisensory tools to navigate the "Zone of Proximal Development," gradually internalizing the language until the external scaffolds can be removed and replaced by autonomous oral production.

The implementation of these strategies fosters a sense of agency and confidence within the young learner. As noted by Walqui and Bunch (2019), effective scaffolding in the early years is not about simplifying the language, but about amplifying the support systems so that the linguistic input becomes accessible. By providing a rich semiotic environment—filled with auditory, visual, and physical cues the educator empowers 6-to-7-year-old students to engage in meaningful

communication, ensuring that vocabulary acquisition is a socially mediated and successful experience.

4.2.3 The Usage Based Theory and Pattern Finding

Contemporary research in Second Language Acquisition (SLA) increasingly emphasizes the Usage-Based Theory, which posits that children acquire language not through abstract rules, but by identifying recurring patterns in the communicative input they encounter. Tomasello (2023) argues that young learners possess innate "pattern-finding" skills that allow them to categorize words and phrases based on their frequency and perceptual salience. In the primary classroom, this means that the more often a child experiences a word within a rhythmic or physical context, the more easily the brain can extract its meaning and usage constraints.

The strategic use of rhythmic music and repetitive kinesthetic games allows the educator to highlight these linguistic patterns, making them significantly more noticeable for the 6-to-7-year-old brain. This cognitive alignment facilitates a crucial transition from the mere recognition of isolated words to the spontaneous and productive use of vocabulary. By presenting language as a series of predictable and engaging "chunks," the multisensory approach leverages the child's natural ability to decode the structure of the foreign language through social and sensory interaction.

Beyond simple exposure, the consistency of these sensory stimuli reinforces the mental associations required for long-term retention. As noted by Ellis and Wulff (2020), language acquisition is an associative process where the strength of a memory trace depends on the quality

and regularity of the input. Consequently, the integration of the VAK model ensures that linguistic patterns are not only heard but also visualized and enacted, providing a robust framework for communicative autonomy within diverse pedagogical scenarios in the primary school environment.

4.3 The VAK Model for Vocabulary Acquisition

4.3.1 Vocabulary as Foundation of Early English Literacy

The acquisition of a robust lexical framework is widely recognized as the primary catalyst for developing early literacy skills in English as a Foreign Language (EFL) contexts. Within the developmental window of 6 to 7 years of age, vocabulary ceases to be a mere inventory of isolated linguistic labels and becomes the cognitive foundation upon which subsequent reading comprehension and phonological decoding are constructed. During this early childhood phase, learners establish what contemporary literature identifies as the "mental lexicon" a dynamic semantic network where acoustic representations of words are mapped onto meaningful concepts.

According to Webb and Nation (2021), a threshold of word knowledge is mathematically and cognitively required to facilitate any functional communicative intake; without an explicit vocabulary base, young learners experience a restrictive ceiling effect that hinders their progression from oral language recognition to formal literacy readiness.

In the sphere of early childhood foreign language pedagogy, this lexical foundation operates as a prerequisite for phonological awareness and emergent reading. When children aged 6 to 7 encounter structured English vocabulary, they are not merely memorizing sequences of letters, but are rather developing the capacity to segment sounds and anticipate semantic contexts.

Research by Read (2022) emphasizes that early literacy in a second language is highly dependent on the "breadth and depth" of vocabulary knowledge, asserting that oral-aural lexical familiarity must precede graphic decoding.

Consequently, if a child cannot map an acoustic linguistic input to a concrete cognitive referent, the introduction of written text resulted in cognitive friction and decoding failure. Therefore, systemizing vocabulary acquisition through targeted, sensory-appropriate frameworks is not merely an auxiliary pedagogical choice, but an essential structural scaffold required to achieve early literacy autonomy within the primary educational ecosystem.

4.3.2 Visual Modality: The Use of Flashcards and Pictograms

The visual modality constitutes the primary semiotic gateway for EFL learners aged 6 to 7, as their cognitive processing at this transitional stage relies heavily on concrete representations to decode abstract linguistic input. In the early childhood classroom, visual resources such as flashcards and pictograms are not merely decorative elements; instead, they function as essential pedagogical scaffolds that facilitate the direct mapping of meaning onto new lexical items. During the pre-literacy stage, where young learners have not yet developed the decoding mechanisms required to read formal English texts, pictograms play a crucial role by establishing immediate "form-meaning" associations. These tools allow children to bypass the cognitive requirement of translation into their native language, thereby fostering a more organic, direct, and intuitive acquisition process.

Furthermore, the strategic implementation of high-contrast flashcards supports the development of visual memory and immediate lexical recognition. By presenting an explicit visual stimulus at the exact moment an unknown phonetic input is delivered, the educator ensures that the mental "lexical trace" is structurally reinforced. In the context of early childhood education, visual representations act as universal semantic anchors that stabilize the mental lexicon, making language acquisition accessible across varying baseline proficiency levels. Consequently, the systematic integration of visual aids ensures that vocabulary acquisition transitions from an abstract auditory experience into a structured, visible, and comprehensive process, establishing the necessary foundational groundwork for future reading and writing literacy.

4.3.3 Auditory Modality: Music, Rhymes, and Chants

The integration of music, rhymes, and rhythmic chants plays a transformative role in the development of phonological awareness and long-term lexical stabilization during early childhood. For EFL learners aged 6 to 7, who are navigating a critical window of phonetic sensitivity, the auditory modality provides a highly structured yet emotionally engaging linguistic environment. At this developmental stage, the prosodic features of the English language such as intonation, word stress, vowel reduction, and speech rhythm—are notoriously difficult to assimilate through traditional, detached repetition. Musical structures address this challenge by embedding target vocabulary within predictable, acoustic frameworks, allowing young children to internalize the natural cadences of the foreign language organically and without explicit metalinguistic instruction.

From a cognitive perspective, the efficacy of rhythmic interventions in early childhood EFL is closely tied to the phenomenon of "melodic encoding." When lexical items are paired with distinct pitches and musical intervals, they are processed and stored within the working memory far more efficiently than through simple speech repetition. The melody and rhythm function as powerful mnemonic devices and internal retrieval cues, enabling 6-to-7-year-old students to recall complex lexical units with a high degree of automaticity, structural integrity, and phonetic precision. Furthermore, the use of repetitive chants facilitates the low-stakes "rehearsal" of language; when children participate in collective, rhythmic chanting, they actively practice the phonological shape and acoustic boundaries of new words without the cognitive pressure of syntax construction or the anxiety of spontaneous oral production.

Additionally, this multisensory auditory approach leverages what neuro-pedagogy defines as involuntary musical imagery, widely known as the "Earworm Effect." This cognitive mechanism encourages incidental, autonomous learning, as the rhythmic and melodic patterns of the classroom songs continue to play sub consciously in the child's mind outside of formal school hours, substantially increasing exposure and consolidation. By converting a complex, high-stakes cognitive task into an emotionally resonant, low stress experience, music effectively enhances the processing capacity of the phonological loop the specific subsystem of the working memory responsible for holding and manipulating verbal data. Consequently, anchoring vocabulary acquisition within the child's acoustic memory establishes a resilient foundation for early oral fluency, oral comprehension, and subsequent linguistic confidence within the primary educational framework.

4.3.4 Kinesthetic Modality: Total Physical Response and Movement

The kinesthetic modality addresses the fundamental paradigm of "embodied cognition," an advanced pedagogical and neuroscientific approach that recognizes the inseparable link between physical movement, sensory experience, and mental processing. For children aged 6 to 7, who are navigating a developmental stage characterized by high motor energy and physical exploration, kinesthetic engagement is not merely a supplementary classroom activity; instead, it serves as a primary vehicle for internalizing a second language. This modality is optimally operationalized through Total Physical Response (TPR), a methodology that facilitates the direct coordination of speech and physical action. By requiring young learners to respond physically to verbal commands before being forced to produce spoken language, TPR effectively lowers the affective filter, aligns with the natural silent period of language acquisition, and accelerates the transition from passive listening comprehension to active oral production.

From a neurobiological standpoint, the exceptional efficacy of movement-based learning in early childhood EFL is deeply rooted in the generation of "motor traces" within the long-term memory architecture. When a 6-to-7-year-old learner performs a physical gesture that is semantically congruent with a new lexical item—such as miming the action of "clapping" or "jumping" while simultaneously hearing and producing the corresponding foreign word—the brain activates the motor cortex in synchronization with the linguistic and auditory centers. This multimodal integration distributes the cognitive processing load across diverse neural networks, creating a redundant and highly resilient memory anchor. Consequently, the linguistic information becomes "embodied" through lived physical experience, rendering the newly acquired vocabulary

significantly less susceptible to decay or forgetting compared to words learned through sedentary, abstract, or purely verbal instruction.

Furthermore, within contemporary primary educational environments, kinesthetic activities function as an inclusive instructional strategy that inherently accommodates diverse cognitive profiles, varying energy levels, and individual learning paces. Implementing TPR and active gamified movement within the primary EFL classroom promotes a sustained state of cognitive engagement and intrinsic motivation among young learners. By integrating physical movement as a core pedagogical component rather than an occasional break, educators can ensure that lexical decoding is a dynamic, stress-free, and natural process. This multisensory physicality provides a tangible, real-world context that transforms abstract foreign lexical units into concrete, understandable realities, fully optimizing vocabulary retention while respecting the biological and developmental reality of the early childhood classroom.

4.4 Neurocognitive and Multimedia Foundations

4.4.1 Dual Coding Theory in Early Learners

Mayer (2021) defines Dual Coding Theory as a cognitive process through which the human brain handles information via two distinct channels: one for verbal material and another for visual material. For learners aged 6 to 7, this dual processing capability is a critical tool for foreign language vocabulary acquisition, as it allows students to build referential connections between both channels. When a child hears an English word and simultaneously observes a representative image, the information is stored in two different memory systems. This redundancy greatly facilitates subsequent retrieval and reduces the mental effort required to comprehend the message.

The implementation of coordinated visual and auditory stimuli helps prevent the saturation of working memory in young learners, whose attention spans are still developing. By presenting vocabulary through this technique, the educator ensures that the concept is not lost as an isolated sound but instead becomes a solid and durable mental model. Neurocognitive research suggests that children in early school years show a greater predisposition to learning when sensory stimuli are redundant and complementary, which reinforces the stability of the mental lexicon in the brain (Paivio & Sadoski, 2024).

In the context of primary education in Ecuador, the use of dual coding allows for a more equitable learning environment for students with different developmental paces. By not depending exclusively on reading or translation, 6-to-7-year-olds can acquire new words intuitively and naturally, emulating the process of first-language acquisition. This neurocognitive foundation scientifically justifies why the triad of music, imagery, and movement is the most appropriate strategy to foster meaningful and autonomous learning (Wong, 2022).

4.4.2 Reducing Cognitive Load in 6-7 Year-Old Children Through Sensory Support

The fundamental premise of Cognitive Load Theory, as developed by Sweller (2020), is that working memory possesses a strictly limited capacity, which can be easily overwhelmed if excessive information is presented simultaneously. In the case of EFL learners aged 6 to 7, the challenge of acquiring new vocabulary is intensified because they are still maturing in their primary cognitive functions. When instruction is delivered in a purely verbal or abstract manner, the "intrinsic load" the inherent difficulty of the English words combines with an "extraneous load"

caused by the lack of context. This leads to a state of cognitive saturation that prevents the successful internalization of the target language.

To counter this saturation, sensory support serves as a strategic filter that manages the flow of information. Mayer (2021) suggests that when visual and auditory stimuli are strategically aligned, the learner can reallocate cognitive resources toward "generative processing," which involves the active construction of meaning from the incoming data. For young children, a rhythmic chant or a clear flashcard does not simply act as a decorative tool; it functions as an external memory aid that reduces the effort required to decode meaning. This facilitates a more efficient transition of vocabulary from short-term recognition to permanent storage in the long-term memory.

In the specific context of the Ecuadorian primary classroom, where environmental distractions may be frequent, sensory integration serves as a crucial stabilizer for student focus. By implementing a "triad" of stimuli

visual, auditory, and kinesthetic, the educator ensures that even if one sensory channel is momentarily interrupted, the others maintain the student's engagement in the learning task. This multisensory approach effectively lowers the mental barriers to language acquisition, ensuring that 6-to-7-year-olds remain motivated and cognitively receptive throughout the lesson (Wong, 2022).

4.4.3 The Role of Emotions and Affective Filter in the Primary Classroom

The emotional state of a young learner acts as a decisive gateway for linguistic input, a phenomenon theorized through the Affective Filter Hypothesis. Krashen (2022) posits that when a child experiences high levels of anxiety, low self-esteem, or a lack of motivation, a mental block is created that prevents input from reaching the language acquisition parts of the brain. In the 6-to-7-year-old cohort, this filter is particularly sensitive, as children at this age are just beginning to navigate formal social interactions in a school setting. Therefore, the primary goal of the EFL educator is to lower this barrier by creating an environment where the student feels safe, successful, and emotionally engaged.

Multisensory strategies, particularly the integration of music and kinesthetic games, are highly effective in reducing foreign language classroom anxiety. According to Dewaele and Li (2020), positive emotional engagement is a prerequisite for successful acquisition, as it facilitates a neurochemical environment conducive to synaptic plasticity. When children are singing or moving, their focus shifts from the fear of making a mistake to the enjoyment of the activity. This shift releases dopamine, which not only increases intrinsic motivation but also creates an "optimal state of alertness" that allows the working memory to focus entirely on lexical encoding rather than emotional regulation.

Furthermore, tailored instruction that respects individual learning styles fosters a sense of competence and autonomy. When a child discovers they can remember a new word effortlessly through a song or a gesture, their self-efficacy is significantly boosted. As noted by MacIntyre and Gregersen (2022), this positive feedback loop is essential for learners in early childhood, as it

establishes a foundational love for language learning. Consequently, the use of a VAK-based approach serves as a socio-affective lubricant, ensuring that the curriculum is not only delivered but truly internalized within the supportive framework of the Ecuadorian primary classroom.

4.4.4 The Role of the Hippocampus and the Prefrontal Cortex in Language Encoding

From a neurobiological perspective, the long-term retention and encoding of foreign language vocabulary involve a highly dynamic, synchronized interaction between the hippocampus and the prefrontal cortex (PFC). Both neuroanatomical structures are undergoing critical, non-linear maturational shifts in children aged 6 to 7. Within the cognitive architecture of the developing brain, the hippocampus operates as a transient "relay station" and immediate gateway for novel sensory stimuli. When a young foreign language learner encounters an unfamiliar English phonetic input, the hippocampus temporarily holds this linguistic data, managing the initial stages of long-term potentiation and synaptic plasticity before the information can undergo neocortical consolidation for permanent semantic storage.

Simultaneously, the prefrontal cortex the neurobiological seat of executive functioning, working memory manipulation, top-down attentional control, and metacognitive strategies is characteristically immature in the 6-to-7-year-old cohort. Due to this biological limitation, primary school children cannot naturally execute complex, abstract organizational strategies, such as conscious semantic mapping, taxonomic word categorization, or morphological analysis, to prevent rapid information decay. If linguistic input is delivered through traditional, monotonous, or purely verbal-abstract methodologies, the immature prefrontal cortex undergoes accelerated

neural fatigue, leading to an immediate breakdown in the phonological loop and causing the newly presented vocabulary to fade before hippocampal transfer can occur.

To circumvent the structural constraints of the developing prefrontal cortex, a tailored multisensory instructional framework systematically activates alternative, parallel neural networks. Neuro linguistic research establishes that the declarative memory system, which is fundamentally rooted in the medial temporal lobe and the hippocampus, is traditionally taxed during the explicit memorization of arbitrary facts, such as decontextualized bilingual vocabulary lists. However, when the VAK model introduces synchronic auditory stimuli (music) and gross motor physical enactments (Total Physical Response), it triggers the simultaneous engagement of the procedural memory system, a network heavily reliant on the basal ganglia, the cerebellum, and the motor cortex.

This dual-system engagement creates a profound neurobiological synergy uniquely suited for early childhood. By intertwining declarative and procedural memory tracts, the 6-to-7-year-old brain is not merely forcing an immature prefrontal cortex to decode an abstract linguistic symbol; instead, it is experiencing the language through overlapping neural pathways. The motor traces generated by kinesthetic actions and the melodic encoding generated by rhythmic chants act as external subcortical stabilizers. This multimodal redundancy significantly reduces the computational processing load on the prefrontal cortex, accelerates the velocity of lexical consolidation between the hippocampus and the neocortex, and fosters higher levels of lexical automaticity. Consequently, anchoring foreign vocabulary within these interconnected memory

structures ensures that the linguistic input is deeply embedded within the child's neuroanatomy, transforming temporary sensory recognition into resilient, long term lexical retention.

4.5 International and National Contextualization

4.5.1 The VAK Model in the Ecuadorian EFL Curriculum

In the Ecuadorian educational ecosystem, the teaching of English as a Foreign Language (EFL) for early childhood is formally regulated by the National Curriculum framework issued by the Ministerio de Educación (2020). For the Preparatory (1st grade) and initial Elementary, 2nd grade sublevels, which strictly comprise learners aged 6 to 7, the state mandates a pedagogical shift away from traditional, grammar-translation methods toward a Communicative-Functional approach. This national framework dictates that foreign language introduction at this early stage must prioritize the development of basic oral communication, phonological awareness, and initial literacy readiness. Crucially, the local curriculum explicitly recognizes that for the 6-to-7-year-old cohort, the target language cannot be processed through abstract linguistic rules; instead, it must be introduced through play-based, experiential, and sensory-driven instruction that aligns with the natural psychological development of the child.

Despite these advanced national standards, a significant operational gap exists within local primary classrooms, where English vocabulary instruction frequently reverts to rote memorization and passive, verbal-only repetition. This research posits that the systematic integration of the Visual, Auditory, and Kinesthetic (VAK) model offers a scientifically grounded solution to bridge the gap between Ecuadorian curricular ideals and actual classroom execution. When educators

deploy a curated triad of stimuli using high-contrast pictograms (Visual), rhythmic chants (Auditory), and Total Physical Response actions (Kinesthetic) they directly fulfill the national mandate of providing "comprehensible input" and building a positive first encounter with the foreign language.

Furthermore, the Ecuadorian National Curriculum emphasizes that vocabulary for young learners should be acquired in contextualized "chunks" or functional phrases rather than isolated words. By tailoring classroom materials to the VAK sensory profiles, the multisensory pathways ensure that these linguistic chunks are anchored within the child's concrete operational thinking. Consequently, the VAK model does not merely serve as an external supplementary technique; it constitutes a core pedagogical vehicle that operationalizes national curricular objectives, guaranteeing that vocabulary acquisition is active, stress-free, and developmentally appropriate within the primary education framework of Ecuador.

4.5.2 Pedagogical Gaps in Local Vocabulary Instruction

Within the reality of the local primary classroom in Ecuador, a severe instructional contradiction exists between the progressive mandates of the national English curriculum and the day to day methodological execution. Empirical observations in local educational institutions highlight that early foreign language vocabulary development is frequently reduced to rote memorization, mechanical copying, and decontextualized bilingual lists. This traditional, verbal-only framework heavily relies on the grammar-translation method, forcing 6-to-7-year-old learners to build artificial, text-based connections between their native Spanish and abstract English lexical units. By treating the second language as a system of static words to be copied from a whiteboard, educators completely ignore that children at this developmental stage have not yet matured their

formal reading and writing skills even in their first language, creating an immediate barrier to meaningful language acquisition.

This methodological mismatch results in a profound pedagogical gap that directly harms lexical retention. When vocabulary instruction is stripped of auditory patterns, visual supports, and physical action, the foreign sounds are perceived by the young child's brain as unstructured acoustic noise. In local primary settings, where classes are large and classroom anxiety can be high, forcing children to sit passively and memorize abstract symbols induces immediate information decay and cognitive exhaustion. This passive approach completely neglects the expansion of the child's working memory and fails to establish the "lexical traces" necessary for true oral fluency. Young learners might temporarily retain a word for a summative, memory-based assessment, but they fail to integrate it into their long-term mental lexicon or deploy it in spontaneous, communicative situations.

Furthermore, this localized pedagogical gap highlights a complete lack of tailored instruction that respects individual sensory preferences within the primary classroom. By delivering uniform, monolithic lessons centered almost exclusively on passive listening or premature copying, local instruction fails to accommodate the diverse cognitive and physical profiles of the 6-to-7-year-old cohort. Children with strong kinesthetic needs are often labeled as distracted or restless, when in reality, their biological demand for gross motor movement is being suppressed by an archaic educational model. Consequently, the persistence of these traditional gaps demonstrates a critical need for a structured multisensory intervention. Without replacing rote memorization with a cohesive model that harmonizes music, pictograms, and total physical

response, primary English education in the local environment will continue to foster low student motivation, high affective filters, and substandard levels of functional communicative proficiency.

4.5.3 Specific Challenge in Local Vocabulary Acquisition and Phonological Attrition

The persistence of traditional instructional gaps in the local educational framework generates specific linguistic challenges that directly hinder foreign language vocabulary acquisition in 6-to-7-year-old learners. The primary challenge identified in local primary education is the premature emphasis on orthographic representation over acoustic and phonetic stabilization. Because children at this developmental milestone are forced to interact with written English words before developing a stable auditory framework, they experience high rates of phonological attrition and interference from their native Spanish. Without explicit multi-sensory support to map foreign sounds to concrete meanings, young learners consistently mispronounce lexical items and fail to distinguish the distinct prosodic features of the target language, such as vowel reductions and word stress.

A second critical challenge is the complete lack of semantic transfer in communicative scenarios. Under the current rote-learning practices predominant in local environments, vocabulary is treated as a static entity tied strictly to explicit classroom tasks. Consequently, when 6 to 7-year-olds are removed from structured, memory-based assessments and placed in semi-spontaneous communicative contexts, they demonstrate an inability to retrieve or deploy the target words. This breakdown occurs because the linguistic input was never anchored within their long-term memory via multiple cognitive pathways, such as visual pictograms or gross motor

movement. The words remain isolated inside a short-term verbal loop, completely unavailable for functional oral production or basic reading readiness.

Ultimately, these cumulative challenges lead to a rapid loss of motivation and a significant rise in the students' affective filters. As young learners repeatedly experience failure when trying to recall abstract linguistic data that lacks sensory relevance, they develop foreign language classroom anxiety. This cognitive barrier prevents any subsequent input from being successfully processed by the brain's language acquisition mechanisms. Therefore, diagnosing these specific challenges within the local primary framework underscores that vocabulary stagnation is not an inherent limitation of the Ecuadorian student, but a direct consequence of an instructional model that fails to align with the multisensory and biological realities of early childhood development.

4.6 Empirical Evidence and Recent Antecedents

4.6.1 Recent Studies on Music and Rhythmic Patterns in Early EFL

The scientific exploration of the auditory modality within early childhood foreign language education has experienced a profound expansion in recent years, heavily driven by critical advancements in neuro-pedagogy, psycholinguistics, and cognitive developmental frameworks. Empirical investigations conducted globally between 2021 and 2026 consistently validate that integrating structured music, rhymes, and rhythmic chants into the primary EFL classroom directly correlates with accelerated vocabulary acquisition, enhanced phonological awareness, and superior long-term lexical stabilization. For 6-to-7-year-old learners, whose cognitive architecture and working memory subsystems are highly receptive to acoustic variations, recent studies demonstrate that systematic musical interventions radically alter the traditional, static mechanics

of language learning by replacing mechanical, sedentary repetition with an organic process of deep melodic encoding.

Recent international clinical trials and classroom based research have focused primarily on measuring the precise correlation between acoustic rhythm and lexical retrieval velocities in early childhood. Longitudinal data monitoring diverse primary EFL cohorts shows that when target vocabulary is systematically embedded within synchronic acoustic frameworks scenarios where word stress, syllable weight, and linguistic contours are directly synchronized with musical beats young children demonstrate significantly higher retention rates and lower semantic decay over extended intervals compared to control groups exposed exclusively to traditional, spoken instruction. This robust body of evidence confirms that rhythmic predictability acts as an external cognitive stabilizer, effectively reducing the extraneous load on the child's developing prefrontal cortex and allowing the phonological loop to process, categorize, and store new English phrases with substantially minimized cognitive effort.

Furthermore, contemporary empirical literature underscores the socio-affective dynamics of musical integration as a strict prerequisite for successful neurological encoding. Methodological experiments published in high-impact journals reveal that utilizing repetitive chants and physical-acoustic games minimizes foreign language classroom anxiety within the 6 to 7-year-old cohort. By transforming the high stakes, stressful task of abstract vocabulary memorization into a collective, low-stakes artistic experience, music triggers the activation of dopaminergic pathways that heighten intrinsic motivation, optimize physiological alertness, and increase sustained attention spans in the classroom. Consequently, contemporary empirical antecedents strongly

support the premise that the auditory pathway is a mandatory component for any tailored instructional framework aimed at establishing a resilient mental lexicon during the transitional educational milestones of early childhood.

4.6.2 The Impact of Visual Scaffolding on Lexical Retention

Recent empirical investigations conducted within the global landscape of early childhood EFL education have provided robust quantitative and qualitative evidence regarding the decisive impact of visual scaffolding on foreign language lexical retention. Between 2021 and 2026, classroom-based longitudinal studies and randomized controlled trials have consistently demonstrated that for 6-to-7-year-old learners, the strategic deployment of high-contrast flashcards and contextualized pictograms acts as an indispensable cognitive catalyst. At this specific developmental milestone, primary school children are navigating a critical pre-literacy stage where their capacity for graphic text decoding is highly restricted or entirely undeveloped. Consequently, empirical data confirms that visual scaffolds successfully substitute formal text, allowing the young child's brain to execute direct iconic-to-symbolic mapping by linking an acoustic foreign sound immediately to a concrete, recognizable image without undergoing first-language translation.

Furthermore, contemporary methodology-driven research has focused heavily on measuring the exact correlation between visual redundancy and lexical retrieval velocity in early primary education. Experimental data published in leading early childhood journals indicates that student cohorts exposed to systematic visual scaffolding exhibit significantly higher vocabulary retention rates and lower semantic decay over extended periods compared to control groups limited

to traditional, verbal-only instruction. This empirical phenomenon is directly explained by the optimization of the visual-spatial sketchpad the specific subsystem of the working memory dedicated to processing nonverbal information. By presenting clear, high-quality infographics and thematic flashcards at the exact moment a new lexical unit is introduced, educators create dual mental traces that structurally anchor the vocabulary within the child's long term memory. Recent studies also emphasize that this visual stabilization is particularly effective in diverse or large classrooms, as it provides a universal semiotic framework that normalizes learning paces, mitigates cognitive exhaustion, and guarantees stable long-term retention within primary educational settings.

5.MATERIALS AND METHODS

The present section details the methodological framework that guided the research. The study was conducted through a qualitative, descriptive, and observational approach, which allowed for a detailed exploration of the pedagogical phenomenon in its natural setting. Unlike experimental designs, this research focused on describing and interpreting the students' engagement and sensory preferences without manipulating variables. The design was specifically selected to address the cognitive needs of female learners aged 6 and 7, ensuring that the findings provided practical insights for the EFL classroom through an applied research perspective.

This study focused on two main aspects: the use of music, visual aids, and movement-based activities, and their contribution to vocabulary acquisition in young learners. Since no standardized tests were applied, data were collected through qualitative observations, including students' responses to physical activities, their participation in musical tasks, and their ability to associate images with English words. These classroom activities were designed according to the VAK

learning model, making it possible to observe how different sensory experiences supported vocabulary learning.

4.1 Population

The population was composed by second grade students of Basic Education at Unidad Educativa Bilingüe Arrayanes. The study population consisted on 22 female students with ages between 6 and 7 years old, this group was chosen without sampling because the people selected to be studied were part in this grade. This specific age group was prioritized because it represents a critical stage in language development where sensory-based instruction is essential for literacy. Additionally, the academic staff provided professional insights that complemented the data gathered from the students, ensuring a comprehensive understanding of the institutional pedagogical dynamics.

5.2. Research Techniques and Instruments

The data collection process was carried out through two primary techniques: Direct Observation and Diagnostic Survey. The most significant instrument used was the Adapted VAK Diagnostic Test, which was specifically designed with pictograms and visual icons. This adaptation was crucial to ensure that the 6 and 7-year-old participants could identify their learning preferences without the barrier of advanced reading skills. Additionally, all research instruments, including the questionnaire and the observation sheet, were reviewed and validated by experts in the English education to ensure their clarity, and suitability for the participants' age group. Furthermore, a Structured Observation Checklist was applied during the lessons to systematically record spontaneous reactions where the students did different activities such as: verbal

participation during songs according to the age where the students already know the lyrics and they sing showing a partial participation. However, the Total Physical Response (TPR) activities were more successful because all the students wanted to participate actively. These instruments provided the necessary evidence to identify the students' sensory profiles and their response to multimodal stimuli.

5.3 Resources

The execution of this research required the strategic coordination of human, material, and technological resources, all aligned with the multisensory nature of the VAK model. Regarding human resources, the process involved the researcher as the primary facilitator, the 22 female students aged 6 and 7, and the active collaboration of the EFL homeroom teacher. The teacher played a fundamental role by applying the planned activities and managing the classroom dynamics, ensuring that each sensory stimulus was properly delivered.

In terms of material and technological resources, the study utilized high-tech tools available at the institution to enhance the visual and auditory experience. Smart interactive screens were the centerpiece of the technological implementation, allowing the teacher to use Cambridge educational applications and interactive software designed for young learners. These digital platforms provided high-quality visual aids and rhythmic audio tracks that synchronized with the lessons. Additionally, material resources such as physical flashcards, posters, and specific props for Total Physical Response (TPR) activities were combined with these digital tools to create a comprehensive multisensory environment that facilitated vocabulary acquisition.

5.4. Procedure

The research procedure was executed through a systematic three phase path, ensuring a logical flow from diagnosis to reflection. In the Diagnostic Phase, the adapted VAK test was applied to the 22 participants. This instrument, designed with pictograms, allowed for the identification of the students' sensory inclinations, establishing the necessary baseline to understand how they process information. Simultaneously, a semi structured interview was conducted with the EFL homeroom teacher. This dialogue provided professional context regarding the students' previous lexical knowledge and the institutional pedagogical dynamics, allowing for a better alignment of the subsequent interventions.

During the Application Phase, multimodal pedagogical strategies were executed over a period of classroom sessions. These interventions integrated musical rhythms, Cambridge-based digital visual aids on smart screens, and physical Total Physical Response (TPR) games. Throughout this phase, the researcher utilized structured observation checklists to record the students' spontaneous reactions, engagement levels, and participation patterns in real time. This continuous monitoring was essential to observe how each child interacted with the auditory, visual, and kinesthetic stimuli based on their previously identified learning style.

Finally, in the Reflexive Phase, the qualitative data gathered from the observation checklists and the teacher's interview were triangulated with the VAK test results. This analysis allowed the researcher to establish clear patterns of engagement and describe the relationship between sensory-based instruction and vocabulary acquisition. All procedures were conducted

under strict ethical standards, prioritizing the protection of minors through informed consent and data anonymization. Institutional permissions from "Unidad Educativa Bilingüe Arrayanes" were strictly managed to guarantee a safe, respectful, and confidential environment for all participants.

6. RESULTS AND DISCUSSION

This chapter presents an integrated analysis of the empirical findings gathered during the fieldwork conducted at Unidad Educativa Bilingüe Arrayanes. In alignment with a qualitative descriptive framework, the research process began with a preliminary VAK learning preferences test administered to characterize the cohort of 22 students, followed by continuous sessions tracking classroom interactions via Classroom Observation Sheets and a semi-structured interview with the teacher.

Generally, the initial descriptive profiling revealed a significant sensory imbalance, establishing a minor presence of naturally visual and auditory learners, whereas the overwhelming majority displayed dominant behavioral tendencies associated with a kinesthetic learning style. For instance, within the diagnostic tool, indicators tracking physical response and tactical engagement such as the students' natural inclination to touch concrete objects or use immediate body gestures yielded the highest frequency of positive reports.

When observing daily interactions, this sensory baseline manifested through an unstable focus on static visual flashcards recorded as "No siempre" (Not always), alongside a severe vulnerability to background noise during passive listening tasks. Conversely, peak student enthusiasm was achieved during an active project where they designed, painted, and cut out paper garments for their toys. However, this holistic overview also exposed a critical operational

boundary for lesson design, given that observation field notes systematically confirmed that students experienced rapid fatigue and restlessness, losing academic focus after approximately 8 minutes of remaining seated at their desks.

The minor presence of predominantly visual learners within the second-grade cohort directly contrasts with the heavy pedagogical reliance on traditional static visual materials during English vocabulary instruction, requiring an immediate adaptation. While the general results established that only a low percentage of 25% of the students demonstrate a primary visual learning preference, traditional EFL methodologies heavily depend on sight. During the fieldwork sessions, this contradiction became an immediate barrier because students' attention to static flashcards was highly unstable, as evidenced by the qualitative remarks marked as "No siempre" on the observation sheets.

To overcome this limitation, a highly significant contrast emerges when triangulating these findings with the teacher's actual instructional adaptations. In her semi-structured interview, teacher explained that she manages the students' low visual dependency by physically activating the resource. Meaning that instead of passive exposure, the teacher implements competitive physical dynamics where the girls must actively run around the classroom, search for a hidden flashcard, and physically touch it and say its name ("buscan la imagen, la tocan y dicen su nombre").

Consequently, this realistic scenario provides a critical contrast to traditional visual perspectives within the state of the art, such as Giraldo and Rojas (2022), who argue that printed

visual stimuli lose their cognitive efficacy if they are presented statically before groups with high psychomotor energy. In reality, as demonstrated in this analysis, the visual resource is a necessary scaffolding tool, but it remains instructionally insufficient unless it is linked directly to a physical action that forces the student to actively interact with the space.

Most students (60%) expressed a preference for learning vocabulary through kinesthetic activities; therefore, limiting these experiences may lead to reduced attention and increased cognitive fatigue during learning. The general findings regarding student attention spans showed that the second-grade girls systematically displayed restlessness and distraction after approximately 8 minutes of sitting still during vocabulary tasks, which represents a behavioral reality that aligns with the fact that a dominant majority of the students possess a kinesthetic learning style.

In response to this 8-minute fatigue wall, the teacher openly recognized this barrier during her interview by stating that young EFL learners "definitivamente aman actividades que implican moverse". To breach this operational obstacle, the homeroom teacher purposefully abandons passive desk-work and shifts the lesson to physical, active-response games, thereby guaranteeing that "todas las niñas participan". The field notes recorded a prime example of this when the students handled physical items to learn vocabulary through an artistic project where they designed, painted, and cut out paper garments for their toys, which represented an interactive task that achieved maximum enthusiasm.

Therefore, this qualitative finding establishes a critical contrast with traditional child development perspectives, such as those proposed by Pérez-López (2021), whose studies argue that children between the ages of 6 and 7 possess a neurological threshold for static attention that fluctuates between 12 and 15 minutes before requiring a physical transition. The empirical evidence from this research demonstrates that, within the specific context observed, this threshold is drastically reduced to 8 minutes if instruction remains purely passive and sedentary. Consequently, this divergence from theoretical norms justifies the urgency of restructuring rigid curriculum designs, proving that bodily performance and concrete manipulation of materials are not secondary resources, but foundational prerequisites to anchor semantic meaning in long-term memory before cognitive fatigue occurs.

The low percentage of fifteen percent of naturally auditory learners creates an instructional vulnerability during passive listening tasks, whereas active vocal repetition and rhythmic chants successfully recapture student engagement. The preliminary profiling indicated that the auditory channel is the least developed sensory preference within this cohort, representing only 15% of the sample. This low frequency explains the vulnerability observed in the general results, specifically when the teacher played audio tracks or songs as a passive background activity, which resulted in the students completely tuning out the input and choosing instead to focus on background noise or classroom chatter.

Nevertheless, a positive contrast occurred when the auditory task required an immediate physical or oral response. Indicators tracking active repetition such as vocalizing words out loud or whispering them to memorize pronunciation consistently showed high engagement. In her

interview, teacher confirmed that she uses songs not for passive listening, but as active tools for routines and physical transitions.

This dynamic directly addresses the findings of Sánchez and Martínez (2023), who warn that purely auditory input fails in the early childhood EFL classroom if it lacks active production or motor-rhythmic patterns that involve the student consciously. Without an immediate physical reinforcement or a playful vocal imitation purpose, the auditory stimulus is ignored by the non-auditory child's brain. The descriptive evidence demonstrates that for the auditory dimension to aid vocabulary acquisition in this specific context, it must function not as a passive backdrop, but as an active, kinesthetic-auditory experience.

6.PROPOSAL

The pedagogical proposal, titled Multisensory Pathways for Vocabulary Excellence, was developed based on the findings obtained during the research conducted at Unidad Educativa Bilingüe Arrayanes. Classroom observations and teacher interviews showed that traditional teaching methods do not always keep young learners engaged or support vocabulary learning effectively. In response to these findings, this proposal presents a practical pedagogical guide that helps teachers create more active, meaningful, and engaging English lessons for children aged 6 to 7.

The guide is based on the Visual, Auditory, and Kinesthetic (VAK) learning model and includes a collection of classroom activities that combine visual resources, music, songs, movement, and interactive games. Each activity provides clear learning objectives, required

materials, step-by-step procedures, and simple assessment strategies, making it easy for teachers to adapt the activities to their own classrooms. Rather than focusing on memorization, the guide encourages children to learn new vocabulary through participation, exploration, and meaningful learning experiences.

It is intended to serve as a practical resource that teachers can easily implement and adapt to different educational settings. Readers are invited to explore the complete pedagogical guide and discover the activities, teaching resources, and practical recommendations designed to support vocabulary learning through the VAK approach. The full guide is available at: <https://canva.link/cruc24rgzko7vxz>

7. CONCLUSIONS

Both the theoretical review and the empirical findings of this study suggest that traditional teaching methods, mainly based on textbooks with large amounts of text or word-by-word translation, do not always meet the learning needs of children aged 6 to 7. At this stage, children learn more effectively when they are encouraged to participate, play, move, and experience the language in meaningful ways.

Data gathered through the diagnostic instruments revealed a significant sensory imbalance within the group, highlighting that a dominant 60% of the 22 female learners possess a kinesthetic learning style, while only 25% are visual and 15% are auditory. This baseline evidence proves that conventional, lecture-based environments create an immediate pedagogical mismatch for a population heavily driven by physical interaction.

Field research has shown that students tend to lose interest in class after approximately 8 minutes of sitting in a traditional classroom setting where they only listen to the teacher. In this regard, visual and auditory resources, complemented by physical activities, help overcome this time limitation and also encourage students to actively participate in the learning process.

The classroom observations conducted during this study indicate that integrating visual resources, music, and movement-based activities helps create a more dynamic and engaging learning environment. By actively participating in classroom activities, students demonstrate greater interest and a stronger willingness to learn English.

8. RECOMENDATIONS

It is suggested to consider the viability of formally incorporating individual learning styles into the curricular design of early childhood levels. This proposal would allow academic authorities and researchers to establish methodological guidelines that prioritize young learners' cognitive traits, preventing the academic fatigue generated by traditional, abstract approaches.

Based on the predominantly kinesthetic profile identified within the group, it is advisable to promote educational environments that facilitate physical interaction and movement. This suggestion invites the institution and educators to maximize the use of available interactive screens through body-driven activities aligned with the students' motor needs.

Recognizing the strict 8-minute operational focus limit during static sitting, language teachers and future readers are recommended to structure lessons with constant physical transitions. Transforming the static display of flashcards into active, movement-based games is encouraged to successfully reset student attention before reaching this threshold.

The academic community and future researchers are invited to explore the development of sensory assessment tools based exclusively on interactive pictograms or specialized software. Creating mapping instruments optimized for early childhood will facilitate the early detection of VAK profiles without the interference of reading barriers.

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9 ANEXES

ANNEXES I

Variable Matrix.

THEME	OBJETIVES	VARIABLE		INDICATORS	RESOURCES
		DEPENDIENT	INDEPENDIENT		
The Use of Music, Visual Aids, and Kinesthetic Activities Tailored to Learning Styles for Vocabulary Acquisition in 6 to 7 years old EFL Learners	To determine the influence of VAK-tailored activities on student engagement and participation during English lessons.	English Vocabulary Acquisition		Rhythmic and melodic engagement (Auditory).	Semi-structured Interview Guide.
			VAK-Tailored Teaching Strategies (Music, Visual Aids, and Kinesthetic Activities).	Visual resource interaction (Visual).	Structured Observation Sheet.
				Physical response to commands (Kinesthetic/TPR).	VAK Diagnostic Profile.
				Spontaneous word recognition.	Structured Observation Sheet.
	To monitor and describe the observable progress in vocabulary acquisition through multisensory interventions and classroom interaction.	English Vocabulary Acquisition.	English Vocabulary Acquisition (Observable Retention and Production).	Lexical pronunciation accuracy.	
		Retention and Production.		Contextual verbal and non-verbal response.	

ANNEXES II

Oficio de autorización



Ibarra

ESCUELA DE CIENCIAS
SOCIALES Y HUMANIDADES

Ibarra, 20 de enero 2026

Magíster. María Mercedes Suárez
DIRECTORA
Unidad Educativa Bilingüe Los Arrayanes

De mi consideración:

Reciba un cordial saludo y los mejores deseos de éxito en todas las actividades que desempeña.

En calidad de estudiante del séptimo nivel de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Pontificia Universidad Católica del Ecuador Sede Ibarra (PUCESI), me encuentro desarrollando mi trabajo de titulación titulado: "THE USE OF MUSIC, VISUAL AIDS, AND KINESTHETIC ACTIVITIES TAILORED TO LEARNING STYLES ON VOCABULARY ACQUISITION IN 7 TO 12 YEARS OLD EFL LEARNERS".

Por tal motivo, me permito solicitar muy respetuosamente su autorización para llevar a cabo el presente estudio en su institución, el cual contempla la aplicación de diversas técnicas e instrumentos de investigación en los diferentes niveles de acuerdo a las edades mencionadas. Durante el periodo Enero-Julio del 2026. Cabe indicarle que la aplicación de esta investigación busca aportar al fortalecimiento de las destrezas necesarias para la enseñanza y el aprendizaje del idioma inglés.

Por su gentil atención a la presente, le anticipo el más sincero agradecimiento.

Atentamente,


Enay Vilema Torres
COORD. ACADEMICA
PINE - PUCE I


Mgs. Mercy Noguera
ASESORA
PINE - PUCE I


Salomé Figueroa
ESTUDIANTE
PINE - PUCE I
Cédula I.: 0402096093
Celular: 0968454849

Dirección: Av. Jorge Guzmán Rueda y Av. Aurelio Espinosa Pólit, Ciudadela "La Victoria".
Teléf: (593) 06 2994700 Ext. 1000 Cel. 099 236 2594 / 098 138 3498
Ibarra - Ecuador / www.pucesi.edu.ec



ANNEXES II

Carta de aceptación



Unidad
Educativa
Arrayanes Álamos



Unidad
Educativa Arrayanes
Los Arrayanes

Ibarra, 09 de marzo de 2026

Magíster
Mercy Noguera
DOCENTE PUCESI
Presente

De mi consideración:

Reciba un cordial y respetuoso saludo en nombre de toda la comunidad educativa Arrayanes Álamos.

En respuesta a la solicitud enviada por su autoridad, mediante la cual requiere la apertura de espacios de investigación para el fortalecimiento académico de sus estudiantes, tengo a bien informar por medio de la presente que se otorga la autorización formal a la señorita Paula Salomé Figueroa Arcos, portadora de la cédula de identidad 0402096093, para que proceda con la aplicación de los instrumentos de investigación, específicamente entrevistas y fichas de observación, dirigidos a los docentes que integran nuestra Área de Inglés.

Para el efecto, se solicita a la estudiante coordinar previamente con la Coordinación del Área respectiva, de manera que el levantamiento de información no interfiera con el normal desarrollo de las actividades académicas. Estamos seguros de que nuestra colaboración contribuirá positivamente al perfil profesional de la futura docente.

Sin otro particular, le reitero mi sentimiento de distinguida consideración y estima.

Atentamente,

Mgs. María Mercedes Suárez
RECTORA



ANNEXES III

VAK Test



Pontificia Universidad
Católica del Ecuador
Seréis mis testigos

IBARRA



ESCUELA DE CIENCIAS SOCIALES
Y HUMANIDADES

Unidad Educativa Bilingüe Arrayanes

Nombre: _____

Edad: _____

Cuestionario para estudiantes de 6 a 7 años

En esta actividad vamos a descubrir cómo te gusta aprender mejor. No hay respuestas buenas o malas, solo queremos conocer qué te gusta más: ver, escuchar o hacer. Lee Y escucha cada pregunta con atención, luego marca la opción con la que más te identifiques.

1. Cuando aprendo algo nuevo me gusta:

☐ Ver dibujos

☐ Escuchar

☐ Hacerlo

2. Para aprender una palabra en inglés prefiero:

☐ Ver una imagen junto a la palabra

☐ Escuchar la palabra

☐ Actuarla

3. Cuando aprendo una canción suelo:

☐ Ver videos

☐ Solo escucharla

☐ Bailar

4. Cuando juego algo nuevo:

☐ Primero veo

☐ Escucho de que trata

☐ Solo lo juego

5. Para recordar algo, me gusta:

☐ Ver dibujos o imágenes

☐ Escuchar y repetirlo en voz alta

☐ Hacerlo o practicarlo

6. En clase me gusta más:

☐ Ver imágenes

☐ Escuchar a la profe

☐ Actividades para moverme

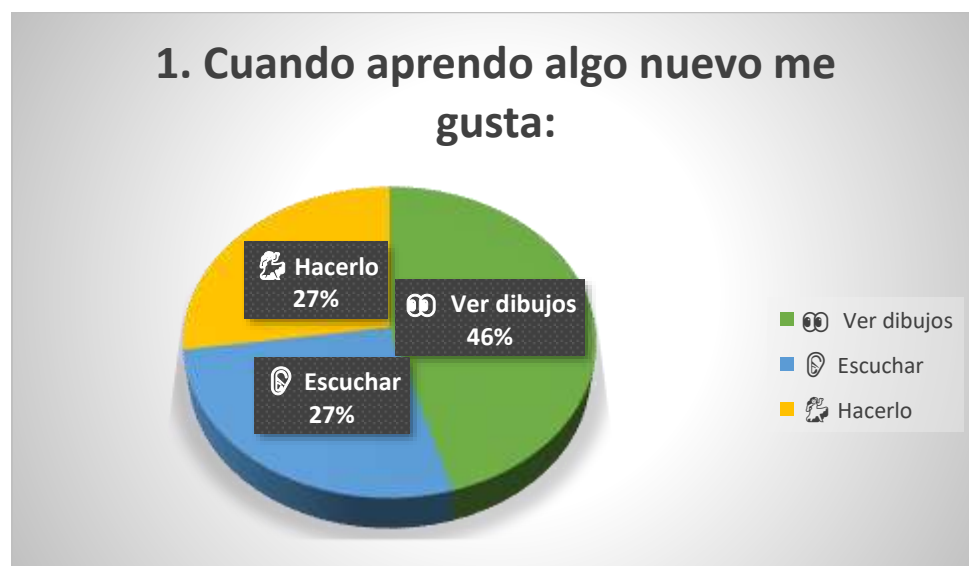
Dirección: Av. Jorge Guzmán Rueda y Av. Aurelio Espinosa Ciudadela "La Victoria".

Tel. 2615 500 / 2615 631 Ext. 2623 Cel. 0999850017

Ibarras - Ecuador / www.pucei.edu.ec

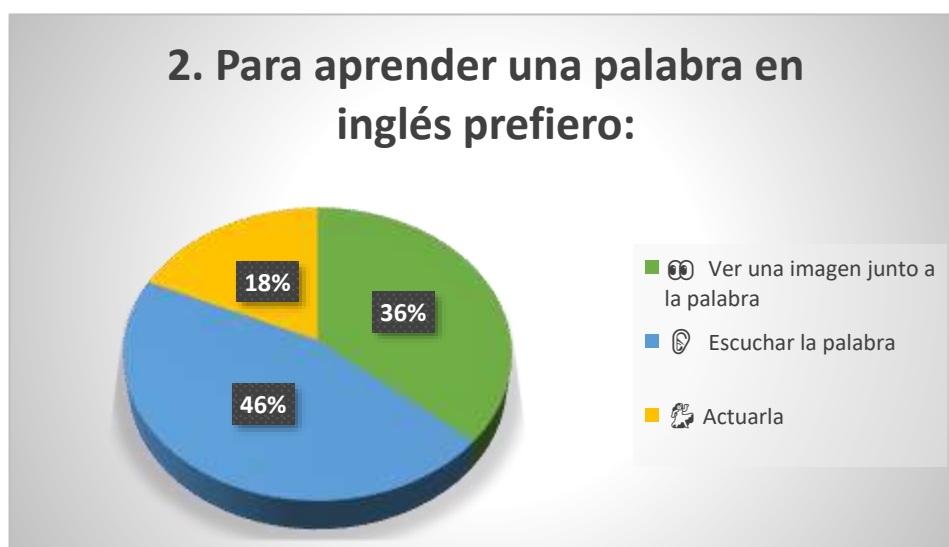


Figura 1 Resultados de la pregunta 1 del cuestionario VAK.



Analysis: The majority of students preferred the visual option. This indicates that most learners understand new information better through pictures, drawings, and visual representations. Auditory and kinesthetic preferences were equally represented but less dominant.

Figura 2. Resultados de la pregunta 2 del cuestionario VAK.



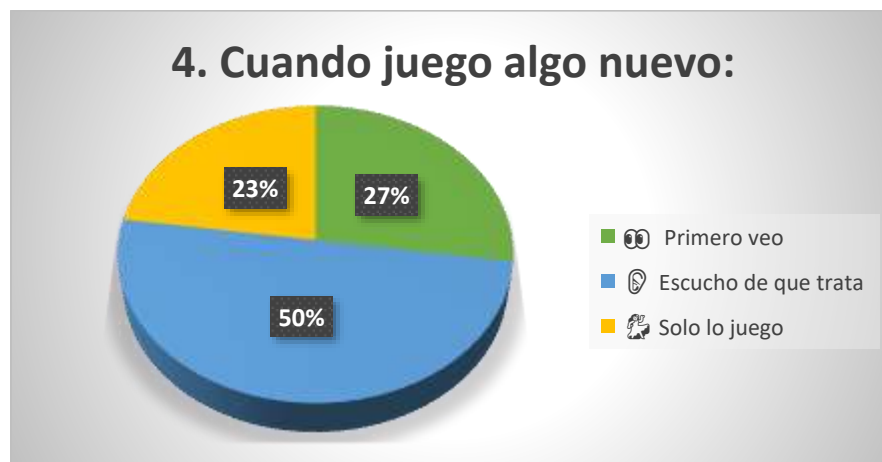
Analysis: Most students selected the auditory option, suggesting that listening to the pronunciation of new vocabulary is their preferred way of learning English words. Visual support is also important, while fewer students rely on physical actions to learn vocabulary.

Figura 3. Resultados de la pregunta 3 del cuestionario VAK.



Analysis: The kinesthetic option received the highest number of responses. This shows that students strongly prefer movement and physical involvement, such as dancing, when learning songs. Visual and auditory approaches were considerably less popular.

Figura 4. Resultados de la pregunta 4 del cuestionario VAK.



Analysis: Most students preferred listening to explanations before playing a new game. This indicates a stronger auditory learning preference in this context. Visual observation and direct experimentation were selected less frequently.

Figura 5. Resultados de la pregunta 5 del cuestionario VAK.



Analysis: The visual option was the most popular choice. Students tend to remember information more effectively when they can see images, drawings, or visual aids. Kinesthetic practice also plays an important role, while auditory repetition was less preferred.

Figura 6. Resultados de la pregunta 6 del cuestionario VAK.



Analysis: Most students preferred kinesthetic activities in the classroom. This suggests that learners enjoy active participation, movement, and hands-on experiences. Auditory activities were moderately preferred, while visual activities received the fewest responses.

ANNEXES IV *Teacher's Interview*

Unidad Educativa Bilingüe Arrayanes

DATOS INFORMATIVOS:

Name: Lorena Herrera.

Edad de la docente: 61

Nivel que imparte: Primaria

Años de experiencia docente: 36

Años enseñando inglés (EFL): 36

Número de estudiantes en el aula: 22

Edad de los estudiantes: (6–7 años)

Estimado(a) docente:

Tema de la tesis:

The Use of Music, Visual Aids, and Kinesthetic Activities Tailored to Learning Styles on Vocabulary Acquisition in 6 to 7 years old EFL Learners

Tipo de instrumento:

Entrevista semiestructurada

El presente instrumento tiene como objetivo recopilar información cualitativa sobre las prácticas pedagógicas en EFL, los desafíos en la adquisición y retención del vocabulario en estudiantes de 6 a 7 años, y la percepción docente sobre el uso de estrategias multisensoriales (música, apoyos visuales y actividades kinestésicas) adaptadas a los estilos de aprendizaje en edades tempranas.

Preguntas:

1. In your experience, which type of resources (songs, images, or movement activities) help young learners (6–7 years old) remember vocabulary more easily?

En su experiencia, ¿qué tipo de recursos (canciones, imágenes o actividades con movimiento) ayudan más a los niños de 6 a 7 años a recordar el vocabulario con mayor facilidad?

2.What difficulties do you face when teaching vocabulary to very young learners with different learning styles in the same classroom?

¿Qué dificultades enfrenta al enseñar vocabulario a niños pequeños con diferentes estilos de aprendizaje en una misma aula?

3.How do your students usually respond to activities like songs, games, and movement (TPR) compared to more traditional activities like repeating or looking at flashcards?

¿Cómo reaccionan normalmente sus estudiantes a actividades como canciones, juegos y movimiento (TPR) en comparación con actividades más tradicionales como repetir o usar tarjetas?

4.Do you think that using songs, images, or movement according to each child's preference helps them learn vocabulary better? Why?

¿Cree que usar canciones, imágenes o movimiento según la preferencia de cada niño ayuda a que aprendan mejor el vocabulario? ¿Por qué?

5.Have you noticed differences in how your 6–7-year-old students learn new words? For example, do some learn better with pictures while others need to move or sing?

¿Ha notado diferencias en la forma en que sus estudiantes de 6 a 7 años aprenden nuevas palabras? Por ejemplo, ¿algunos aprenden mejor con imágenes mientras otros necesitan moverse o cantar?

QUESTIONS	INTERVIEW
1. ¿La primera pregunta es, en su experiencia qué tipo de recursos, canciones, imágenes o actividades con movimiento ayudan más a los niños de 6 y 7 años a recordar vocabulario con mayor facilidad?	Yo creo que las actividades que son con música y con movimiento son súper buenas, en esa edad también ya se empieza un poquito a escribir, entonces un poco como a identificar, a dibujar, eso también ayuda, pero para adquirir vocabulario yo creo que los mejores métodos son cantar, moverse.
2. ¿Qué dificultades enfrenta al enseñar vocabulario a niñas pequeñas con diferentes estilos de aprendizaje?	A ver, cuando estás enseñando vocabulario no es tan notorio los distintos tipos de aprendizaje, porque como son pequeñas todavía les puede hacer un juego, el cantar, el moverse, ese tipo de cosas la mayoría de niños lo puede hacer sin mucho problema. El hecho es que sea divertido, el hecho es de hacer un juego para comprobar si lo están asimilando, los estilos de aprendizaje yo creo que se empiezan a ver un poquito después, en esa edad todavía es más fácil usar un mismo método para todo el mundo, porque los niños lo están todavía descubriendo, después ya es como más fácil identificar. A qué edad más o menos? Yo creo que los 8 años, 8 años, yo creo que a esta edad todavía es fácil usar un mismo método de cantar, de moverse, de hacer un juego, de adivinar, es más general todavía.
3. Cómo reaccionan normalmente sus estudiantes a actividades como canciones, juegos y movimientos, en comparación con actividades más tradicionales como repetir palabras o usar tarjetas?	Les encanta, cantar y moverse les encanta, la música es buenísima, las canciones son chéveres, tienen montones de expresiones, te ayuda también a usar mucho body language, que es buenísimo para el vocabulario, para no tener que traducir.

4. Cree que usar canciones, imágenes o movimientos según la preferencia de cada niño ayuda a que aprendan mejor el vocabulario, por qué?

Sí, sí ayuda, porque si al niño le gusta, si el niño tiene más aptitud para escuchar, entonces es facilito que adquiriera un vocabulario, si el niño es bueno para las, es visual, las imágenes también ayudan un montón, entonces yo sí creo que es bueno usar ambas cosas y de acuerdo a lo que les gustan, o sea, puedes usar un día canciones, porque a todo el mundo le gusta cantar, pero también sabes que hay un grupito de niñas o un par de niñas que les gusta moverse, entonces otro día es una actividad de moverse. Igual la disfrutan siempre.

Cuénteme un poco de qué tratan las clases en el Speaking Club, qué suelen hacer generalmente?

En Speaking lo que hacemos, escogemos un tema como por ejemplo relacionado un poco a Social Studies, si estamos viendo la familia, entonces trabajamos todo lo que es familia, en Speaking es súper bueno hacer como una imitación, hacer un teatro, hacer un juego de por ejemplo, yo soy la mamá, tú eres el papá, vamos a hacer una familia, esta familia le gusta irse al parque, entonces hacemos un poco así como de teatro si cabe la palabra, esa es una súper buena herramienta para el Speaking, porque de alguna manera les obligas a hablar, entonces ahí ella decía, como yo soy la mamá y la mamá dice tal cosa, muchas veces lo dicen en español, lo mezclan con el inglés, es un Spanglish, pero es súper oportuno corregir, o sea es un momento súper bueno para corregir, porque estamos jugando, estamos haciendo el, let's pretend, let's pretend you're the mommy, let's pretend you're the little girl, let's pretend that we are going to Quito, let's pretend we're going to play basketball, whatever, and then say okay, we're going, we're leaving, take your jacket, things like that. Ok, teacher, y en ese momento es como que las niñas son completamente abiertas a hacer la actividad? Sí, sí, sí, son libres, ahí lo que les cuesta es usar inglés, hay que usar inglés, inglés, inglés, corrige, corrige, rephrase, again, otra vez, repítelo, you're the mommy, mommy speaks English, cosas así, entonces, pero sí, es estar ahí, ahí, ahí, si han tenido buenos resultados recién o siempre fue la metodología. Pues yo fui siempre, la mayoría del tiempo he sido profesora de preescolar, entonces a mí me funciona súper bien, allá me funcionaba perfecto, súper bien.

5. ¿Ha notado diferencias en la forma en que las estudiantes de 6 y 7 años aprenden nuevas palabras?

Por ejemplo, algunos aprenden mejor con imágenes mientras que otros necesitan moverse o cantar, sí es notorio, sí es notorio en esta edad, porque ya las niñas como están también aprendiendo cosas en español, materias ya de académicas, digamos, ya se empieza a notar un poco el estilo de aprendizaje que tiene cada niño. ¿Es bueno usar? Claro que sí, es súper bueno para cada uno y bueno usar todos porque a unos les va a servir más a unos que a otros, no puedes limitarte a hacer uno que es de la mayoría, porque también el otro niño necesita, entonces sí es aconsejable usar y hacer todo. ¿Y generalmente usted varía las clases? Sí, hay veces que les digo, bueno mañana, porque ellos dicen,

teacher, vamos a jugar afuera, entonces les digo, no, a ver, mañana, mañana es miércoles, mañana vamos a salir a jugar, entonces hay veces que tengo un día establecido, no siempre, pero hay veces que tengo un día establecido, entonces digo los jueves vamos a hacer movimiento, entonces salimos a jugar al patio, vamos a correr a no sé dónde, regresamos, hacemos alguna cosa de cambiarse de lugar, ese tipo de cosas antes de empezar la clase o cuando estamos haciendo, no sé, hacemos un juego. Generalmente se tiene un día, yo en el preescolar solía tener un día de juego, entonces ese día siempre salíamos, aquí no, porque ya la carga horaria te exige un poco más, entonces ya no tienes tanto tiempo, digamos, pero puedes adaptar al tema. Claro, teacher, pero se diferencia mucho de 5 años a 6, porque 5 años todavía están en preescolar, ¿verdad? Sí. ¿Y se diferencia mucho solo por la carga horaria? Sí, es diferente, porque aquí tú tienes ya la obligación de cumplir un pensum, de cumplir un libro, pero en el primero de básica es, en 5 años todavía es un poco más libre, entonces tienes tal vez otro tipo de actividades, se trabajan mejor rincones, se trabajan mejor juegos, ese tipo de cosas, aquí no puedes jugar mucho, tienes que acabar el libro, tienes que avanzar otra cosa, entonces yo creo que básicamente esa es la gran diferencia.

Teacher, ¿y cuál cree usted que es la edad más adecuada donde los niños adquieren más vocabulario? El preescolar. El preescolar. El preescolar, porque lo quieren naturalmente, todo el otro, el vocabulario que se aprende aquí en la escuela ya es un poco más, más... gramatical. ¿Y con quién lo aprenden? En el Preesco, Es más natural, en el preescolar lo aprenden naturalmente, a jugar, a mí me gusta el preescolar, porque en el preescolar incluso tú puedes corregir mucho la pronunciación, como los niños están recién adquiriendo sus propios sonidos, los sonidos de su propio idioma, también pueden adquirir sonidos nuevos, como están aprendiendo, por ejemplo, a decir la R, pueden aprender a decir una T, porque todo es nuevo para ellos, entonces es súper fácil ahí en el preescolar lo que es pronunciación. En la escuela y en el colegio ya se aprenden más razonadamente, entonces ya es más estructurado, ya tiene que ser más elaborado, en el preescolar no, es súper libre, es súper natural.

ANNEXES V

Obsevational Form

Proyecto: “The Use of Music, Visual Aids, and Kinesthetic Activities Tailored to Learning Styles for Vocabulary Acquisition in 6 to 7 years old EFL Learners”.							
Unidad Educativa: Unidad Educativa Bilingüe Arrayanes				Dirección:		Avenida 17 de julio	
Investigador: Salomé Figueroa				Fecha:			
Docente: Lorena Herrera.				N° Estudiantes			
Año E.G.B 2do				Aula:			
Ambiente							
Objective: To observe and record students' behavioral responses and engagement levels during English vocabulary instruction, identifying patterns related to Visual, Auditory, and Kinesthetic learning styles.							
Likert Scale (1=Never, 2=Rarely, 3=Sometimes, 4=Frequently, 5=Always).							
N°	ITEM	VALORACIÓN EN ESCALA				OBSERVACIONES	
		5	4	3	2		
1	VISUAL INDICATORS (V)					1	
2	Focuses intently on flashcards, drawings, or the whiteboard when new words are presented.						
3	Prefers looking at written lyrics or images while learning a song or story.						
4	Shows a positive response to color-coded information or visual diagrams.						
	AUDITORY INDICATORS (A)						
1	Repeats vocabulary words out loud or whispers them to memorize pronunciation.						
2	Follows verbal instructions accurately without needing a visual demonstration.						
3	Engages actively with songs, rhythmic chants, or audio recordings.						

4	Is easily distracted by background noise or other students talking						
	KINESTHETIC INDICATORS (K)						
1	Uses hand gestures, body movements, or acting to express the meaning of words						
2	Prefers touching physical objects or manipulatives to understand new concepts.						
3	Shows restlessness or loses focus when required to sit still for long periods.						
4	Learns instructions more effectively by "doing" rather than just watching or listening.						