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DISERTACIÓN DE GRADO PREVIA A LA OBTENCIÓN DEL TÍTULO DE
LICENCIADA EN LINGÜÍSTICA APLICADA CON MENCIÓN EN
ENSEÑANZA DE LENGUAS

“THE ACQUISITION OF VOCABULARY BY PRESCHOOLERS AT ISM
KINDERGARTEN: ASSESSING THE EFFECTIVENESS OF VOCABULARY
LEARNING ACTIVITIES WITHIN A FRAMEWORK OF MULTIPLE
INTELLIGENCES”

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Este trabajo es el final de una etapa llena de sacrificio y a su vez es una puerta de inicio para nuevas experiencias. Agradezco a Dios por todas las bendiciones que me ha dado y porque me ha permitido salir adelante y culminar esta etapa. A mis padres por su esfuerzo, sacrificio, compañía, comprensión e infinito amor. A Jesús Toapanta y Xavier Almeida quienes han sido excelentes guías en el desarrollo de este trabajo; gracias por su preocupación, tiempo y ayuda incondicional otorgado en todo este tiempo.

ABSTRACT

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

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

RESUMEN

Esta tesis fue desarrollada con el objetivo de examinar dos enfoques en la enseñanza de inglés como Lengua Extranjera en un Jardín de infantes. Este proceso se lo realizó diferenciando los métodos de enseñanza como son: el método Tradicional y el método enfocado en la Fonética. Este estudio muestra que los resultados obtenidos con el método Fonético son superiores a aquellos del método tradicional: por consiguiente, si los profesores adquirieran más conocimiento y capacitación sobre el método Fonético, se podría obtener mejores resultados en la enseñanza del Inglés como Lengua Extranjera con estudiantes de Primer año de Educación Básica.

El presente estudio requirió de una muestra la cual fue compuesta de un grupo experimental y cuatro grupos de control, estos grupos fueron evaluados y los resultados finales mostraron la diferencia entre los enfoques Fonéticos y Tradicional. Finalmente, los resultados de las evaluaciones corroboraron con las hipótesis favoreciendo el Método Fonético.

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INTRODUCTION

This thesis, by contrasting traditional teaching methods of ESL with the Phonics approach, shows that with some additional training in this approach, teachers can start producing much better results with beginning Kindergarten students. Basically a testing universe was defined composed of an Experimental and four Control Groups, which were used to test the results that can be obtained from using Phonics, versus those of using the Traditional approach. In the end, the results of the testing amply justified the hypotheses of the goodness of the Phonics approach.

Learning a Foreign Language is not an easy task for children, especially when they are just learning some grammar and formal aspects of their mother tongue (L1). The confusion, misunderstandings and frustration arise since they are not prepared to learn several subjects at the same time. Learning and applying their mother tongue vocabulary get to be a difficult task, it then becomes more difficult to deal with English and its vocabulary. That is the reason for teachers to increase children's curiosity as well as creative techniques to teach. Moreover, the combination of letter-sounds recognition and vocabulary techniques used in L2 allow students to have a better and fluent vocabulary in their minds. It is not always easy to get children's attention as it is when working in class in a formal setting; nonetheless; their brains are in the perfect stage for acquiring all the required knowledge due to their brain plasticity, energy, curiosity, and creativity.

On the other hand, the development of children's skills such as fine/gross motor, sensorimotor geared to multiple intelligences, and values, is not an easy task for teachers. It is important to combine all of the resources, materials and activities in order to provide students a balanced learning approach; later on, they will improve and develop more skills thanks to the ones developed previously.

The Phonics activities attempt to develop and strengthen the teaching of English as a Foreign Language. This acquisition can become a natural and fun process which includes permanent reinforcement in the classroom and at home. Some of the activities compiled as a result of this investigation can be used as a teacher-guide, and others can be performed directly by themselves. Teaching English to young children does not involve only theoretical knowledge, but also it should focus on values like independence, respect, and responsi-

bility among others. Practice and reinforcement are essential details during a young learners' acquisition. The final results will show the validity of Phonics activities focused on vocabulary.

Traditionally, class time is planned merely focusing on the cognitive area. In the case of English, teachers focus on teaching vocabulary to young learners by means of doing the same repetitive activities or games. Children do learn vocabulary, but, there is no parallel acquisition of pronunciation, letters' discrimination and development of areas like gross and motor skills. Therefore, learning English as a foreign language can be overwhelming for the children as well as for the teacher.

The new sounds encountered can be a challenging new world. Therefore, learning vocabulary within a Phonics framework is useful because Phonics is a method which helps students discriminate vowel and consonant sounds, blend new sounds, read new English words, produce their own simple sentences through the practice of oral skills.

This dissertation proposes a variety of Phonics activities that take into account multiple intelligences, motor skills, sensorial field and children's interests. In addition, it incorporates a handbook which covers Phonics activities such as consonants and vowels' sounds discrimination, vocabulary, spelling, and reading. This thesis was proposed because of the realization that the frustrations teachers feel under traditional methods can be replaced with a sense of achievement after using the Phonics approach with Kindergarten pupils.

OBJECTIVES

a. General Objective

To design, implement, and assess the effectiveness of vocabulary learning activities for kindergarten students under a Traditional vs. Phonics Approach.

b. Specific Objectives

1. To design learning activities for kindergarten students which focus on the development of vocabulary, and vocabulary recognition.

2. To create learning activities within a framework of Phonics and Multiple Intelligences.
3. To implement such activities in the classroom and assess their effectiveness.
4. To compile those useful activities into a handbook that can be used as part of the curriculum at any kindergarten.

RESEARCH QUESTIONS

The investigation was conducted in order to evaluate two research questions based on the idea that teaching English as a second Language using techniques based on the Phonics approach, can achieve a very positive reinforcement on four year olds, by using vocabulary and other techniques based on that approach. In other words, can the use of Phonics approach have an immediate effect on the learning process of the child?. Will this approach improve students' pronunciation and writing skills?

To answer these research questions, an Experimental and four Control Groups were organized and were given a Pretest to evaluate their beginning level. For the next three weeks of the module, the Experimental Group was taught using several activities which involved complete corporal movement with songs, rhymes, dancing; they also watched videos, played some traditional games adapted for teaching; for instance, hopscotch, hangman, Simon says, snap game, bingo, tic-tac-toe, human unscramble, etc. The students told their own story, an activity in which the teacher only used connectors or asked children what would happened next; they performed simple activities such as writing, drawing and playing with flour, for their fine-motor skills which are important aspects in their development; they prepared puzzles and were allowed to complete them, read the sentence and color; 'reading circle time', reading comprehension by drawing; the King of the words, that is, the child who said as many words with a special letter that teacher said won the prize.

These techniques were applied to the Experimental Group, for the three week period, while the Control Groups were taught using a traditional methodology, that is, the teacher explained the theory, some songs were used and students worked most of the time on their workbook. This three week period was chosen because a whole 'vocabulary teaching' module had been scheduled for all five groups. At the end of those three weeks, both

the Experimental Groups and the Control Groups were tested again, to evaluate their progress.

Analyzing the pre and post-tests' results, one can see that after only three weeks of instruction, the Experimental Group showed a significant improvement in writing and pronunciation skills, whereas the Control Groups showed little improvement.

CHAPTER ONE: LITERATURE REVIEW

1.1 Second Language Acquisition

Gass and Selinker (2001) emphasized the definition of language acquisition, taking into account Krashen's (1982) definition which stated that it is a process in which people are not consciously aware of what they are learning or acquiring; they start using language to communicate without realizing which language rule is being complied with or ignored.

Second language acquisition, according to Krashen (1982, p. 10) is a process almost identical to the one they use to acquire the maternal language. He postulated that language acquisition is a subconscious process and that the learner is not usually aware, of what he is doing as a process; normally he is only aware that he is trying to communicate. Furthermore, Krashen held that:

The result of language acquisition, acquired competence, is also subconscious. We are generally not consciously aware of the rules of the languages we acquired. Instead, we have a "feel" for correctness. Grammatical sentences "sound" right, or "feel" right, and errors feel wrong, even if we do not consciously know what rule was violated (Krashen, 1982, p. 10)

The definition of Second Language Acquisition (SLA) was also investigated and formulated by Krashen (1982) "second language learners have two independent means of developing knowledge of a second language; one way is through what he called 'acquisition' and the other through 'learning'. In non-technical terms, acquisition is "picking up" a language" (as cited in Gass & Selinker, 2001, p. 198)

Acquisition is an essential process for children, teenagers, and adults acquiring a second language, because it allows them to develop competence and performance in a different language, which is not their mother tongue. However, although the learning acquisition process that the three mentioned groups follow with the new target language, is similar, it has been showed that this progression is easier for children; according to Foster-Cohen (2001) "Child second language acquisition refers to 'acquisition by individuals young enough to be within the critical period, but yet with a first language already learned" (p. 100). The children's critical period allows them to get, comprehend and understand what is being taught in an easy and fast way. However, this does not mean that older learn-

ers cannot acquire a second language; for instance, McLaughlin (1978) pointed out that “In general, children have better phonology but older learners achieve better L2 syntax” (as cited in Gass & Selinker, 2001, p. 102).

The influence of the mother tongue or the transfer of it into the target language is frequently noted during the second language acquisition process. Gass & Selinker (2001) mentioned that information about transfer during SLA from psychological and linguistics perceptions; on one hand, the ‘psychological’ held that “one of the key concepts in behaviorist theory was the notion transfer. In order to make clear this term, Gass & Selinker (2001) provided a definition that states; “Transfer is a term that was used extensively in the first half of the twentieth century and refers to the psychological process whereby prior learning is carried over into a new learning situation” (p. 66). Whereas from the Linguistic perspective, Bloomfield did not mentioned the concept of transfer, he emphasized children development; that is when they acquire during their first years of life, it can be hard for them to avoid transferring into the target language: “Every child that is born into a group acquires these habits of speech and response in the first years of his life” (as cited in Gass & Selinker, 2001, p. 69).

On the other hand, McLaughlin (1978) refuted this statement, and he agreed to language transfer during Second Language Acquisition Process, he pointed the role of peers for children and the social context. In his view language transfer occurs when the child is not in total emersion setting. His idea was that “if the child has target language peers, then there is a greater social context where the child recapitulates the L2 rules as if the L2 were an L1 with no language transfer occurring” (p. 117)

‘Alberta Education’ is an educational protocol developed and used in the province of Alberta, Canada. According to ‘Alberta Education’ (as cited in Ericson, Juliebö, 1998, p. 1), language learning is the basis of all communication and indispensable in the process of thinking and awareness. The protocol claims that it is a process that starts at birth and literally continues throughout life: in their early years children develop language informally without need or recourse to formal language rules. Children manage to convey new meanings in unique ways (as cited in Ericson, Juliebö, 1998, p. 1)

1.1.1 Second Language Acquisition Theory

Gass & Selinker (2001) emphasized Noam Chomsky's theory about Second Language Acquisition; according to their view there is a need of a Universal Grammar approach from the perspective of learnability. They held that "... assumption of innate universal language properties is motivated by the need to explain the uniformly successful and speedy acquisition of language by children in spite of insufficient input" (Gass & Selinker, 2001, p. 168).

This theory consisted of a set of rules and principles that all humans beings were born with. Therefore, they are able to apply it in all the languages that they acquire. Chomsky pointed out that "The theory underlying UG assumes that language consists of a set of abstract principles that characterizes core grammars of all natural languages. In addition to principles that are invariables (i.e., all languages have them) there are parameters that vary across languages" (Gass & Selinker, 2001, p. 169). Moreover, this theory has been investigated and discussed for several years; nowadays, professionals apply this theory to Second Language Acquisition; according to Gass & Selinker: "The assumption that UG is the guiding force of child language acquisition has long been maintained by many, but only recently has it been applied to second language acquisition" (2001, p. 169).

1.1.1.1 Input and Output

Input refers to language exposure. Krashen (1985), within the Natural Order Hypothesis, said "Second languages are acquired "by understanding messages or by receiving 'comprehensible input'" (p. 2). Krashen (1985) also highlighted the importance of comprehensible input which is "...that bit of language that is heard / read and that is slightly ahead of a learner's current state of grammatical knowledge" (p. 2).

Krashen's Input Hypothesis was central to acquisition; it presents some inferences:

Speaking is a result of acquisition and not its cause. Speech cannot be taught directly, but "emerges" on its own as a result of building competence via comprehensible input.

If input is understood, and there is enough of it, the necessary grammar is automatically provided. The language teacher need not attempt deliberately to teach the next structure

along the natural order-it will be provided in just the right quantities and automatically reviewed if the student receives a sufficient amount of comprehensible input. (Krashen, 1985, p. 2)

The input that teachers provide to students must be clear, comprehensible and easy-going. Students' language acquisition success depends on it as well as the production/output. Gass & Selinker (2001) said that "The teacher's main role, then, is to ensure that students receive comprehensible input" (p. 201).

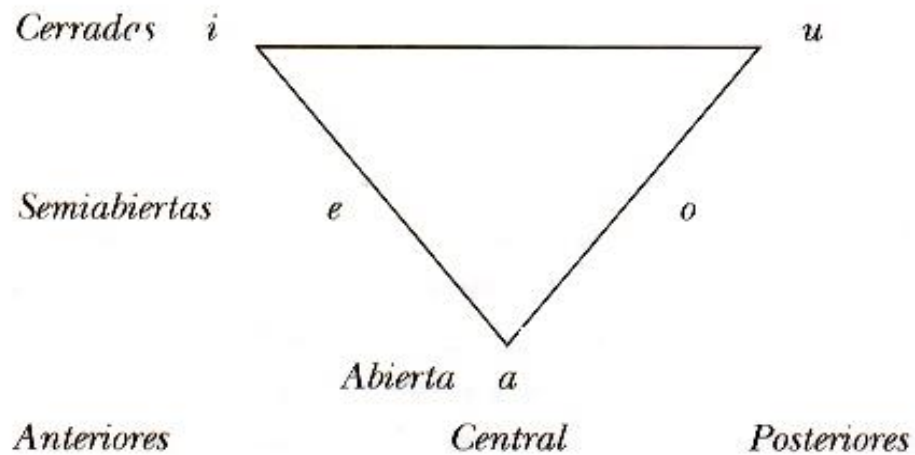
As a result from the input and interaction that children receive and give in their classroom, they might produce language in L2. According to Lee & VanPatten (2003), "Output is the process involved in producing language" (p. 168). They also provided a different perception of output: "A focus on output in language instruction should make every attempt to have learners produce language that communicates something – has meaning- to someone else" (Lee & VanPatten (2003), p. 170).

1.2 Phonological Systems

Acquiring English as a Second Language is not always an easy process for non-native speakers; they have a challenge to face because their own phonetic structure can differ distinctly from that of English. For example, some of the phonemes and allophones that Spanish speakers have in their phonological repertoire are different from those in English; the Spanish system consists normally of around twenty-eight phonemes (eighteen consonants and ten vowels phonemes), while Standard English has thirty-eight, twenty-four consonants and fourteen vowel phonemes.

1.2.1 Phonological System of Spanish

1.2.1.1 Spanish Vowels



(Gil, J, 2007 as cited in Llisterrim J, 2012)

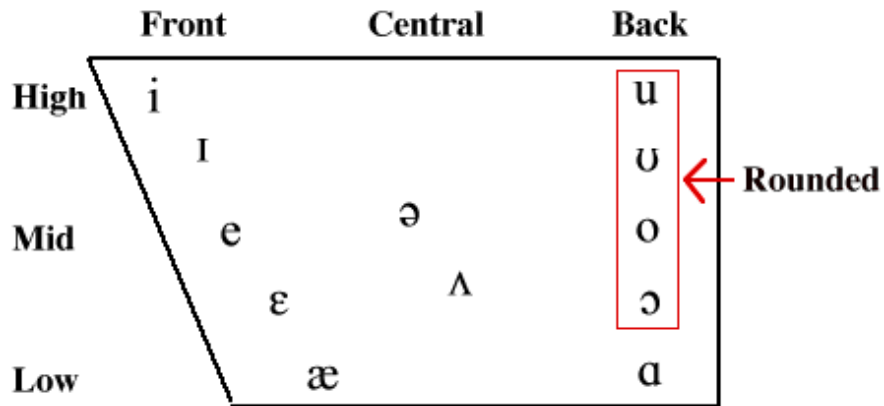
1.2.1.2 Spanish Consonants

		labial	dental	alveolar	palatal	velar
oclusiva	sonora	/b/	/d/			/g/
	sorda	/p/	/t/			/k/
fricativa	sonora					
	sorda	/f/	/θ/	/s/		/x/
africada	sonora				/y/	
	sorda				/ç/	
líquida sonora	lateral			/l/	/ʎ/	
	vibrante	simple		/r/		
		múltiple			/r̄/	
nasal	sonora	/m/		/n/	/ɲ/	

(EducaMadrid, 2013)

1.2.2 Phonological Systems of English

1.2.2.1 English Vowels



(Linguistic Courses Resources, 2000)

1.2.2.2 English Consonants

		MANNER	VOICING	PLACE						
				Bilabial	Labiodental	Interdental	Alveolar	Palatal	Velar	Glottal
Obstruent	Stop	Voiceless	p			t		k	ʔ	
		Voiced	b			d		g		
	Fricative	Voiceless		f	θ	s	ʃ		h	
		Voiced		v	ð	z	ʒ			
	Affricate	Voiceless					tʃ			
		Voiced					dʒ			
Sonorant	Nasal	Voiced	m			n		ŋ		
	Liquid	Lateral	Voiced			l				
		Rhotic	Voiced					r (ɹ)		
	Glide	Voiced	w				j	(w)		

(Eulenberg, J. 2011)

Both of the charts shown above explain the manner and point of articulation of vowels and consonants. The charts share some features, others features differ in the way they are articulated or produced. For Spanish-speaking children, it is difficult to comprehend the phonological formulation of differences. For instance, with the grapheme 't', children use the /t/ sound as in Spanish when reading aloud words like "ten", "top", "Tim"; the articula-

tion is usually dental instead of alveolar. Kelly (2000, p. 122) emphasized the English phonology;

The 44 different sounds we use when speaking English are written down using only 36 letters. This means that although there obviously is some correspondence between sounds and letters, many letters can represent more than one sound. This is seen, for example, in the letter a, which can represent /æ/ as in apple, or /a:/ as in ask amongst numerous other possibilities.

Zhang focused on speaking skills; in his statement, he offered an argument including phonemes, intonation among other suprasegmental aspects. Zhang focused on the fact that learners are interested primarily in acquiring speaking skills. Zhang underlined the fact that the great challenge for foreign language learners is that they must master several difficult 'microskills' that include the pronunciation of a strange group of phonemes, the emphasis on learning the correct intonation and stress patterns, and the conscious acquisition of formal and informal expression in a foreign language (Zhang, 2009, p. 32).

Children must be phonologically aware of both languages: Spanish, in this case their mother tongue, and English, the target language.

In their book, Ericson and Juliebö (1998, p. 2) gathered the formulations of several no worthy experts. For example, they cited (Griffith, Klesius, & Kromrey, 1992) who postulated that "phonological awareness refers to the metalinguistic ability that allows children to reflect on features of spoken language". They further cited Hodson, (1994) and Stahl (1992) concurring that:

Children who have developed phonological awareness recognize that words can rhyme, can begin or end with the same sound, and are composed of phonemes (sounds) that can be manipulated to create new words. The term phonological awareness encompasses the later developing skill referred to as phonemic awareness, which enables one to consciously reflect on and manipulate sounds to create new words. For example, the letters in pan can be arranged to form the new word nap.

An appropriate and continuous reinforcement enables children to produce words with a correct pronunciation and achieve an effective communication later on. According to Lund (2003), "The earlier one embarks on one's language enterprise, the better one's pronunciation will be in the long term". Moreover, the development and improvement of sec-

ond language skills in a Spanish environment is a challenge for learners due to the lack of material, lack of feedback, resources, etc. in the case in which students cannot improve all their skills, oral and listening specially. The focus on pronunciation is a challenge and there is a great demand of it from students: “Pronunciation focus: ... some focus on pronunciation, including suprasegmental, can be effective, and in some cases necessary, for students to develop comprehensible language production” (Westbrook, 2011, p. 7).

1.3 Multiple Intelligences

On the subject of the Multiple Intelligences Model, Gardner (2001) proposed that intelligence is “a bio psychological potential to process information that can be activated in a cultural setting to solve problems or create products that have value to a culture” (p. 45). Gardner’s Multiple Intelligences theory was presented in 1983 in his book ‘Frames of Mind’; this theory proposed a new concept of intelligence, a new point of view to apply in schools for a better learning process. It is a pluralistic theory; it means that it focuses on several gifts, skills, and humans aptitudes which must be developed and reinforced at school as well as at home or by oneself. Humans own one or more special gifts which must be strengthened in order to get a better life style; humans are different, do things in differently ways, think different; therefore, it is important to develop children’s intelligences. However, it does not mean that due to constant reinforcement children will be able to develop all the intelligences; children might achieve their goals by performing activities in their own style. Howard Gardner’s theory was based on special criteria:

The potential for brain isolation by brain damage; its place in evolutionary history; the presence of core operations; susceptibility to encoding; a distinct developmental progression: the existence of idiot-savants, prodigies and other exceptional people; support from experimental psychology, and support from psychometric findings (as cited in Gilman, 2001, Definition of MI theory section)

1.3.1 Linguistic Intelligence:

Thomas Armstrong (2003) emphasized that this intelligence is “the understanding of the phonology, syntax, and semantics of language, and its pragmatic uses to convince others of course of action, help one to remember information, explain or communicate

knowledge, or reflect upon language itself” (p. 13). For instance, a journalist has developed a higher intelligence of this type because of the deep interesting and understanding of words, a high development of written skills. He is able to apply grammar rules in an easy way and play with words.

1.3.2 Bodily-Kinesthetic Intelligence

According to Armstrong (2003, p. 13), it is “the ability to control one’s bodily motions and the capacity to handle objects skillfully”. An example of this intelligence is a gymnast, who has a developed coordination, fine and gross motor skills, and dexterity; he excels at using his entire body and coordinating movements

1.3.3 Spatial Intelligence

This is the ability “to perceive the visual world accurately, to perform transformations and modifications upon one’s initial perceptions, and to be able to re-create aspects of one’s visual experience (even in the absence of the relevant physical stimuli) (Armstrong, 2003, 13)”. To exemplify this intelligence, an architect has developed it in a higher degree. He realizes and recognizes the relationships between lines, colors, etc. He can create graphics and combine different components.

1.3.4 Musical Intelligence

Armstrong (2003) pointed out that this intelligence is “the ability to understand and express components of music, including melodic and rhythmic patterns, through figural and intuitive means (the natural musician) or through formal analytic means (the professional musician)” (p. 13). For example: musicians or composers have the ability to express using musical forms, they get the sensitivity with rhythm, tone, melody, etc.

1.3.5 Logical-mathematical Intelligence

It is the “understanding and use of logical structures, including patterns and relationships, and statements and propositions, through experimentation, quantification, conceptu-

alization, and classification” (Armstrong, 2003, pp. 13-14). A clear example is a computer programmer, who is able to understand and decode numbers and logical sequences and patterns in the computer. People with a higher development of this intelligence acquire high reasoning skills.

1.3.6 Intrapersonal Intelligence

This is one of the emotional intelligences; this refers to ‘oneself’. The definition that Armstrong gave referred to the ability to access one’s own emotional life becoming aware of moods, motivations, yearnings, and desires. (Armstrong, 2003, p. 14). A psychotherapist is an example of this intelligence; he possesses a high self-knowledge. People with a high intrapersonal intelligence know themselves well; in addition, they own a strong sense and identity.

1.3.7 Interpersonal Intelligence:

It is the second emotional intelligence’s definition noted by Armstrong (2003): “The ability to notice and make distinctions among other individuals with respect to moods, temperaments, motivations, intentions, and to use this information in pragmatic ways, such as persuade, influence, manipulate, mediate, or counsel individuals or groups of individuals toward some purpose” (p. 14). Teachers are clear examples, they are able to interact with several people, help them, motivate, and so forth, without any problem.

1.3.8 Naturalist Intelligence

Naturalist intelligence, the eighth intelligence, is defined as “The capacity to recognize and classify the numerous species of flora and fauna in one’s environment (as well as natural phenomena such as mountains and clouds), and the ability to care for, tame, or interact subtly with living creatures, or with whole ecosystems” (Armstrong, 2003, p. 14). Biologists have a high naturalist intelligence; they have a deep interest in Nature and the environment.

1.4 Teaching Methods

Nowadays, different ways of teaching a foreign language, at different levels are being studied, explored and applied in the class. Many authors, teachers, among other professionals usually talk about methods, approaches, techniques; therefore, it is important to set a brief definition for each of these terms. Brown (2001) reminded us that about forty years ago Edward Anthony defined 'method'. According to Brown, Anthony defined a concept of 'method' as the second of three very important hierarchical elements, approach, method and technique.

An **approach**, according to Anthony, was a set of assumptions dealing with the nature of language, learning, and teaching. **Method** was described as an overall plan for systematic presentation of language based upon a selected approach. **Techniques** were the specific activities manifested in the classroom that were consistent with a method and therefore were in harmony with an approach as well. (Brown, 2001, p. 14).

Two of the methods that will be defined and will be incorporated in this dissertation for their application in class are: Total Physical Response and Communicative Language Teaching.

1.4.1 Teaching a Foreign Language to children

Teaching English to children presents some challenges for parents, and even for teachers. Children acquire languages in a natural and fast way; they are self-motivated and are curious during this process. Young children have many advantages over grownups during language acquisition, for instance, they have their own and innate strategies for picking up a second language.

The creation of teaching activities is focused on developing their skills by means of a dynamic and interactive class which allows young children to demonstrate their interests on the language acquisition (see for example Dunn, 2011).

Moreover, teaching a foreign language to children is an organized process which consists of a number of steps and techniques. For instance, building up vocabulary depends

on the frequency of exposure to the foreign language, the experience children earn, and the time as well as reinforcement the teacher provides to round off this process. Children have an innate ability to develop their skills; and although they do not understand every word that they listen to, their comprehension skill should not be underestimated. They cannot understand each word, but they can get the main idea due to the context, sign language and memorization of some words.

Even though, English acquisition becomes an enjoyable activity for some children, the beginning of this new process is not an easy or a motivating one. Children, who have never been exposed to a new language as English, feel frustrated by their lack of comprehension and misunderstanding. Frustration can be overcome by motivating, reinforcing, and giving them enough time instead of pressuring. Young children starting their education process make several mistakes; therefore, teachers must be careful dealing with them. Teaching to children consists of permanent reinforcement, providing a big amount of vocabulary which can help them to improve their possible mistakes which can be focused on the pronunciation or context. Dunn (2011) stated that “if children have an opportunity to hear the adult repeat the same piece of language correctly, they will self-correct in their own time”.

Taking into account language learning environments, young children will not achieve the main goal of English learning if the input is not complete and useful; that is to say, the creation of activities need to be linked to topics that are interesting to them. Besides, as stated before, children need reinforcement and motivation; these factors might be provided by teachers as well as parents. Their attitude towards children’s learning process is essential. Dunn (2011) claimed that parents are in an ideal position to motivate and so help their children learn, even if parents have only Basic English themselves. Furthermore,

(...) they are learning alongside their young children. By sharing, parents can not only bring their child’s language and activities into family life, but can also influence their young children’s attitudes to language learning and other cultures. It is now generally accepted that most lifelong attitudes are formed by the age of eight or nine (Dunn, 2011, Parental support section)

1.4.1.1 Techniques for kindergarten students

The way teachers make use of materials, resources, and techniques will allow children to better develop their intelligences, English language acquisition, and attitude for future reinforcement for the learning. Nonetheless, the activities teachers use depend on the skill they want to focus on.

The following activities are focused on the vocabulary learning and reinforcement that the Department for Children, School and Families (2008, p.9) has provided:

1. Encouraging “word of the day”. You and the pupils identify a new word each day and attempt to use it in context as many times as possible.
2. Modelling [sic] specific reading strategies to develop vocabulary, for example drawing on analogies (rain, snow, sleet) or word families (either linked to spelling patterns or meaning).
3. Exploring prediction of story and dialogue through either the use of text less picture books or the masking/covering of a specific piece of dialogue or text.
4. Pre-teaching vocabulary before meeting it in a text, for example key words such as technical terms, or words in unfamiliar contexts.
5. Developing the role of the class novel to enthuse and engage children in reading and to extend and introduce new vocabulary.
6. Checking understanding of vocabulary meaning through targeted questioning particularly in guided reading and writing sessions.
7. Providing clear objectives for developing vocabulary, for example giving pupils four words and asking them to use them during the lesson.
8. Modeling a piece of writing in front of the class, explaining and verbalizing vocabulary choices as you go.
9. Using guided writing sessions to support small, targeted groups to review a piece of writing and challenge vocabulary choices made.

1.4.2 Total Physical Response – TPR

James Asher (1977) is mentioned as being the developer of Total Physical Response (TPR); he actually began experimenting with TPR in the 1960s” (Brown, 2001, p. 29). In his view, children learn better by doing and acting out with their body. Most of the time children remember what they have already learned by movements; also games, gross motor skills, thus active participation activities enable children to acquire language in a dynamic and easy style. Moreover, Asher (1977) confirmed the advantage of TPR in children’s language acquisition process:

Children, in learning their first language, appear to do a lot of listening before they speak, and that their listening is accompanied by physical responses (reaching, grabbing, moving, looking, and so forth). He also gave some attention to right-brain learning. According to Asher, motor activity is a right-brain function that should precede left-brain language processing.... The TPR classroom, then, was one in which students did a great deal of listening and acting. (Brown, 2001, p.30)

1.4.3 Communicative Language Teaching

Communicative Language Teaching, according to Brown (2001), this teaching method is a result from “pedagogical exploration, it means for ‘real-life’ communication in the classroom. We are trying to get our learners to develop linguistic fluency, not just the accuracy that so consumed our historical journey” (p. 42). Likewise, Chambers discussed what this method focuses on; as well as the aspect that it does not take into consideration:

CLT suggests that grammatical structure might better be subsumed under various functional categories. In CLT we pay considerably less attention to the overt presentation and discussion of grammatical rules than we traditionally did. A great deal of use of authentic language is implied in CLT, as we attempt to build fluency (as cited in Brown, 2001, p. 43).

The Communicative Language Teaching Main Features

Meaning is paramount	Effective communication is sought
Dialogues, if used, center around communicative functions and are not normally memorized.	Communicative competence is the desired goal.
Contextualization is a basic premise	Language is often created by the individual through trial and error.
Any device that helps the learners, is accepted-varying according to their age, interest, etc.	Students are expected to interact with other people, either in the flesh, through pair and group work, or in their writing.
Drilling may occur, but peripherally.	Comprehensible pronunciation is sought.
The target linguistic system is learned through the process of struggling to communicate.	Judicious use of native language is accepted where feasible.
Attempts to communicate are encouraged from the very beginning.	Teachers help learners in any way that motivates them to work with the language.

(Brown, 2001, p. 45)

These two approaches allow the teacher to take into account the emphasis that children require during their language acquisition process. In addition, it is essential to develop their intelligences by using a variety of methods which enable the teacher to make use of more resources and materials for students' development and to make a better use of the students' learning skills.

1.5 Phonics

The importance of learning Phonics has been widely emphasized in countries where English is the mother tongue such as the United States of America and the United Kingdom. In the latter, ‘The National Literacy Strategy’ and politicians have been focusing on reading importance. Therefore, those countries decided to add Phonics teaching in the curricula from pre-kindergarten school year, it was established in 2004 (Torgerson, Brooks & Hill, 2006). Phonics is divided into several approaches and methodologies which have been developed for teachers, so they can apply the one they best feel will reach students. That is, once teachers know their students, they can choose the one they consider the best.

According to Jean Piaget, Constructivism as an approach means that “children are active mentally and physically since their birth. Their active process contributes to their own development. This process is labeled as constructivist because children build their own knowledge in response to their experiences” (as cited in Siegler, Robert, Judy DeLoache, and Nancy Eisenberg, 2011, p. 130)

Although constructivism is one of the best known approaches because of its active process in learning what is good for children. According to Ken Goodman (1993) the behaviorist view holds phonics to be superior due to the process that it follows. Human beings own different gifts and skills, and their own identity whereby they do not all learn in the same way: some of them learn by doing, acting, and singing or by performing other activities.

Phonics in the classroom allows students to have a better learning process in which children focus not only on grammar or writing but also in listening and speaking. Therefore, the phonics teacher is responsible for the creation of activities that will be applied on the classroom which follow a step-by-step sequence; this means, recognizing letters, sounds, reading blends, spelling, reading simple words and sentences.

1.5.1 Definition of Phonics

The first approach that children encounter at the beginning of their learning process is important because it will allow them to get a deep interest, and get excited and satisfy their curiosity. As a result, learning will be a fun, easy, and innovative process; it will also involve activities which foster students' values like group work, responsibility, friendship, respect, and others. On the other hand, to understand the importance of the definition of Phonics, as discussed by several authors, it is important to explain and provide theoretical support for two terms, which are considered as one in some instances: these terms are Phonics and Phonetics. The lack of knowledge about them prevents teachers, parents, and even coordinators from teaching effectively. This is a result of a mistaken definition of the two terms.

To avoid any misconception between Phonics and Phonetics, Marilyn Martin (2009) pointed out the following definition for these two terms: "Phonetics is the name given to the scientific study of how speech sounds of all languages are produced. It is complex, scientific study of language. Phonics is a method of teaching people to decode and encode words by correlating sounds with alphabetic symbols". Moreover, Strickland stated (Strickland, 2011, p.5):

Phonics often is referred to as a method or program of teaching reading, but it is really a set of instructional strategies that helps learners connect sounds with written symbols. Nevertheless, any instruction that places an emphasis on the teaching of sound-letter correspondences frequently is termed a 'phonics method'

1.5.2 Types of Phonics

Phonics can also be viewed as being divided into approaches that vary according to the analytical level or how letter –sound combinations are presented to students, which in turn allow them to comprehend and start to read (Martin, 2009). Phonics instruction can be taught using approaches such as synthetic, analytic, or embedded.

Hunt (2010), in the Encyclopedia of Education Reform and Dissent, wrote about one of the Phonics approaches: "Synthetic phonics instruction involves students in first identifying letters and sounds, then blending these together to form words. It is a part-to-whole

approach to phonics” (p. 704). In other words, young children learn to read and spell at the same time. The process it follows is to first discriminate the letter individually; later, students blend them to form words (Reading Rockets). In this type of Phonics, common rules are important to be taught.

The second approach presented by Hunt & et al. (2010) mentioned that “Analytic approaches to teaching phonics involve students in first reading words, then breaking these words down into their individual letters and sounds” (p. 704). By means of this process, students analyze the relationship between the letters and sounds by decoding new words. Students do not pronounce the sound of a word in isolation; students might recognize the similarity of the sounds to other words (Education.com: Glossary of Education, 2009).

The last phonics approach is embedded phonics; Hunt emphasized the usage of it in the Whole Language approach.

Embedded phonics approaches to teaching phonics involve students in learning phonics skills by reading authentic texts. This approach may be compared to whole language; however, embedded phonics involves planned skills taught within the context of authentic literature. Embedded phonics formed in response to the intense criticism experienced by the whole language movement, and highlights the role of phonics instruction within the context of authentic literature (Hunt et al, 2010, p. 704)

This type of Phonics is not used systematically; it is only used with a certain group of students who present reading problems and they are not able to discriminate a word and its sound. It can be used with the Whole Language Approach (Rowlingson: The Different Types of Phonics. Synthetic Phonics, 2006, Embedded Phonics section).

1.6 Vocabulary

1.6.1 Definition

Even though ‘vocabulary’ is a commonly used word, especially in a language teaching-learning field, its definition has been difficult to provide. This term is involved in pronunciation, spelling, and mental concepts among others; therefore, the definition for this term must be suitable to what vocabulary really is. Most people relate vocabulary to a list of words and their own concepts or commonly to dictionaries; students relate vocabulary to

words learnt by heart and their definition. This becomes useless when they need to apply and make use of the words that they have learned. Nonetheless, Merriam-Webster's dictionary (2012) stated that vocabulary is "the stock of words, pronunciation, and grammar used by people as their basic means of communication". Therefore, teachers as well as students need to improve and build a new vocabulary concept, getting the needed tools in order to provide students a better learning style.

People communicate by means of verbal or written words or signs; in oral communication, pronunciation is important in order to avoid misunderstandings and misinterpretations, also grammar is needed to show coherence and cohesion in a communicative act among people. Teaching vocabulary during second language teaching is a process which entails some steps which require permanent reinforcement, application of innovative techniques in the classroom, and avoid translation in order to help students to get a clear mental and sound concept. Vocabulary is the key constituent in language learning because people need to acquire fluency and develop their skills.

According to Richards and Renandya (2002, p. 255), the relationship between vocabulary and language proficiency can be described as:

Vocabulary is a core component of language proficiency and provides much of the basis of how well learners speak, listen, read, and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language opportunities around them such as listening to the radio, listening to native speakers, using the language in different contexts, reading or watching television.

Moreover, the environment to which they are exposed, during language acquisition, is essential during childhood. Children have more chances of vocabulary acquisition through peer interaction without memorizing words and concepts because they start to develop their skills and acquire the common words which they listen to daily. Children acquire a new language more readily than adults because the learning of their own language is not that far behind them and, due to their age, plasticity, and inner curiosity are part of their mental make-up. Babies start bubbling, toddlers repeat words and by the age of 4, they are able to say words with meaning because they already have a mental concept of most of the words.

Young children learn new words by imitating the speakers around them. Thus, when a three-year-old hears a new word that catches his/her interest, the child may use it repeatedly for a day or two until the child feels comfortable with it and the child establishes its meaning from context. Young children don't learn the meanings of new word by looking them up. Sometimes they ask grown-ups directly, but more often they simply infer meanings from context. (Robinson & the Staff of the Princeton Review, 1989, p. 4)

Four to 6 year-old children keep on developing their skills, learning about their mother tongue, working on the sensorial skills, etc. Therefore, learning a foreign language stimulates and allows them to get better chances. In a Spanish cultural context, the reinforcement is not a key for children foreign language acquisition, for this reason the teacher becomes the language model who is able and responsible of children learning. It is important to focus on the teacher aspects, the pronunciation must be perfect, the usage of the language must be the correct one because children repeat what they listen, so the teacher must be careful about what she says. The input and feedback that teacher provides are essential for children's learning process.

Gass & Selinker (2001) stated the relation between the input and vocabulary acquisition and development: "Comprehension of the input depends to a large extent on lexical skills. The lexicon is also important in reading, but in the vast bulk of the world's orthographies the writing system obviates the need for the reader to segment the text into words" (p. 374).

Since children are learning a new language, parents and teachers need to reinforce and work on the topics that children are learning daily. By building good and clear English basis, children will have better opportunities in their future professional life. Taking into account vocabulary, children will have learned what is required for fluent speakers.

A full mastery of English is hard enough even for native-born speakers. The most comprehensive dictionaries of modern English list over half a million words, including specialized terms, trade, jargon, and slang-words that are not strictly necessary for the vast majority of us. However the vocabulary of the average adult, includes only around 30,000-60,000 words" (Random House Webster, 1998, p. 301)

1.6.2 Vocabulary instruction approaches

Hunt and Beglar (as cited in Richards & Renandya, 2002, p. 255) discussed three approaches to vocabulary teaching/learning instruction: incidental learning, explicit instruction, and independent strategy development.

1.6.2.1 Incidental Learning

Hunt and Beglar stated that the incidental learning of vocabulary refers to learning vocabulary as by-product of doing other things such as reading or listening (as cited in Richards & Renandya, 2002, p 256). This approach takes place all of the time when we read. Based on the way a word is used in a text, we are able to determine its meaning. While you may not know what a specific word means, many times you can determine its meaning based on what the rest of the sentence focuses on. Adults should model this sort of incidental vocabulary learning for children to help them develop their own skills. (K12 reader reading Instruction resources for teachers & parents, 2008)

1.6.2.1.1 Context Skills

Context skills are strategies that a reader uses during their incidental vocabulary learning. Texts provide enough information about the meaning of unfamiliar words; “these features are often referred to as “context clues” because they are contained within the context of the piece of writing rather than outside it” (K12 reader reading Instruction resources for teachers & parents, 2008).

1.6.2.2 Explicit Instruction

Hunt and Beglar defined this approach as the diagnosis of the words learners need to know, presenting words for the first time, elaborating word knowledge, and developing fluency with known words (as cited in Richards & Renandya, 2002, p 258) .

At a more advanced level, there are some useful strategies that enable older students to get a better range of vocabulary by reinforcement and development.

1.6.2.2.1 Pre-teaching Vocabulary Words

Pre-teaching vocabulary words enables children to learn new vocabulary by means of a pre-reading exercise. It allows children to get more information and don't get confused because of unfamiliar words. Therefore, adults like parents and teachers are the responsible for telling and discussing the new words' meaning; later on, children will be able to start comprehending and differentiating the words' connotations and denotation. Discussion provides the adult with feedback about how well the children understand the word. After pre-teaching vocabulary words, the children should read the text (K12 reader reading Instruction resources for teachers & parents, 2008).

1.6.2.2.2 Repeated Exposure to Words

Providing multiple opportunities to use a new word in its written and spoken form helps children solidify their understanding of it. (K12 reader reading Instruction resources for teachers & parents, 2008)

1.6.2.2.3 Keyword Method

Keyword method is one of the pre-reading exercises this happens before a child learns to read a specific text. According to the 'K12 reader reading Instruction resources for teachers & parents' (2008), the adult teaches the child a "word clue" to help him understand it.

This "word clue" or keyword might be a part of the definition, an illustrative example or an image that the reader connects to the word to make it easier to remember the meaning when reading it in context. The idea behind the keyword method is to create an easy cognitive link to the word's meaning that the reader can access efficiently during a reading experience.

1.6.2.2.4 Word Maps

The word map is another explicit instructional method; it is applied on children vocabulary learning reinforcement. This method consists of a preview of the reading materials to define the unfamiliar words. The child is taught to create, with the support of an adult, a graphic organizer for the word. Word maps help children develop understanding of words.

At the top or center of the organizer is the vocabulary word. Branching off of the word are three categories: classification (what class or group does the word belong to), qualities (what is the word like) and examples. Using prior knowledge the child fills in each of these three categories. This strategy is best used with children in grades 3-12. (K12 reader reading Instruction resources for teachers & parents, 2008).

1.6.2.2.5 Root Analysis

Root analysis is for grownups. Although it gets taught, the ultimate goal is for the person to use the strategy independently. In English, like all western-European countries, many words are derived from Latin or Greek. As the K12 reader reading Instruction resources for teachers & parents pointed out, these words either contain a “core” root (the primary component of the word) or use prefixes or suffixes that hold meaning. K12 Reader Reading Instruction Resources for Teachers & Parents recommended that:

Adults should focus on teaching children the most commonly occurring roots, prefixes and suffixes. As each is taught examples of its use in common word should be shared and examined. The reader should see how the root helps her understand the word’s definition. Children should then be given practice analyzing words to determine their roots and definitions. When a reader is able to break down unfamiliar words into their prefixes, suffixes and roots they can begin to determine their meanings. (K12 Reader Reading Instruction Resources for Teachers & Parents, 2008, Root Analysis section)

1.6.2.2.6 Restructuring Reading Materials

Sometimes, grade level materials are inaccessible to readers, and they deal with materials where there are too many unfamiliar words. Adults can restructure the materials in several different ways to help readers comprehend them more easily. One way to obviate this problem is to replace difficult words with easy synonyms that will help the reader cope with the meaning of the overall text. (see K12 reader reading Instruction resources for teachers & parents, 2008)

1.6.2.3 Independent Strategy

Finally, Hunt and Beglar stated an independent strategy: “guessing from context and training learners to use dictionaries” (as cited in Richards & Renandya, 2002, p 258).

1.6.3 Principles and Learning Vocabulary

Principle 1. Provide Opportunities for the incidental learning of vocabulary

“In the long run, most words in both first and second languages are probably learned incidentally, through extensive reading and listening” (Nagy, Herman, & Anderson, 1985 as cited in Richards & Renandya, 2002, p. 259).

Principle 2: Diagnose which of the 3.000 most common words learners need to study

A minimum of 3000 highly frequent words is the basic vocabulary requirement to start university studies (Richards & Renandya, 2002, p. 260). This number is significant because it covers a high percentage of the words on an average academic page. Furthermore, for foreign language learners entering a university, Laufer (1992) found that a minimum of about 3,000 words was required for effective reading at the university level, and knowing 5,000 words, indicated likely academic success.

Moreover, McCarthy and O’Dell (1994, p. 2) pointed out some facts about English vocabulary. English seems to have far more words in its core vocabulary than other western European languages because of the extended periods of contact with foreign languages and a general readiness to coin new words out of new elements. These characteristics give English vocabulary a remarkable range, flexibility and adaptability.

Principle 3: provide opportunities for the intentional learning of vocabulary

Richards and Renandya (2002, p. 260) pointed out translation as a useful tool for vocabulary learning. The teacher starts by teaching word pairs from the mother tongue to the target language. Translation is a wonderful tool, but

it can hinder learners’ progress if it is used to the exclusion of L2-based techniques. Prince (1996) found that both ‘advanced’ and ‘weaker’ learners were less able to transfer knowledge learned from translation into an L2 context. Prince claims that weaker learners require more time when using an L2 context as they have less developed L2 networks and are slower to use syntactic information

Furthermore, these authors emphasized the usage of a vocabulary list which is considered as an effective technique (Atkinson, 1972). That the use of vocabulary cards is more effective because the learner can control the order in which they study the words; also additional information can easily be added to the cards. When teaching unfamiliar vocabulary, teachers need to consider the following:

- Learners need to do more than just see the form (Channel, 1988). They need to hear the pronunciation and practice saying the word aloud as well (Ellis & Beaton, 1993; Fay & Cutler, 1977; Siebert, 1927). The syllable structure and stress pattern of the word are important because they are two ways in which words are stored in memory (Fay & Cutler, 1977).
- Start by learning semantically unrelated words. Also avoid learning words with similar forms (Nation, 1990) and closely related meanings (Higa, 1963; Tinkham, 1993) at the same time. (...)
- It is more effective to study words regularly over several short sessions than to study them for one or two longer sessions. As most forgetting occurs immediately after initial exposure to the word (Pimsleur, 1967), repetition and review should take place almost immediately after studying a word for the first time.
- Study five to seven words at the time, dividing larger numbers of words into smaller groups. As learners review these five to seven cards, they will more quickly get repeated exposure to the words than when larger groups (twenty or thirty) are studied.
- A wide variety of L2 information can be added to the cards for further elaboration. Newly met words can be consciously associated with other L2 words that the learner already knows (Prince, 1996), and this word can be added to the card. Sentence examples, parts of speech, definitions, and keyword images can also be added. (Richards & Renandya, 2002, pp. 260-261)

Principle 4: provide opportunities for elaborating word knowledge

Prince (1996) emphasized that despite translation for L2, it is a “guarantee that they will be successfully accessed for use in an L2 context” (p. 488). That is to say, people cannot assume that make use of synonyms or translate means that they already know vocabulary.

Nation has presented some exercises which reinforce students’ knowledge of words:

Sorting lists of words and deciding on the categories; making semantic maps with lists either provided by the teacher or generated by the learners; generating derivatives, inflections, synonyms, and antonyms of a word; making trees that show the relationships be-

tween super ordinates, coordinates, and specific examples; identifying or generating associated words; combining phrases from several columns; matching parts of collocations using two columns; completing collocations as a cloze activity; and playing collocation crossword puzzles or bingo (see Lewis, 1993; McCarthy & O'Dell, 1994; Nation, 1994; Redman & Ellis, 1990). (Richards & Renandya, 2002, pp. 260-261, cite it as * [Prince, P. (1996), Second Language vocabulary learning: The role of context versus translations as a function of proficiency. Modern Language Journal, 80, 478-493])

Principle 5: provide opportunities for developing fluency with known vocabulary

This principle takes into account words which have been already reviewed; they are known in grammatical as well organization patterns. In the case of more advanced students, Mikulecky and Jeffries (1966), (as cited in Richards & Renandya, 2002, p. 262) reading fluency partly depends on developing sight vocabulary through extensive reading and studying high-frequency vocabulary.

Principle 6: experiment with guessing from context

For older students, Richards and Renandya (2002, 262, 263) stated that guessing the meaning of a word is not always an easy strategy. Nation and Coady (1988, 104-105, as cited in Richards and Renandya) presented procedures which learners might follow, once they already decide to guess the meaning.

- Determine the part of speech of the unknown word.
- Look at the immediate context and simplify if it necessary.
- Look at the wider context. This entails examining the clause with the unknown word and its relationship to the surrounding clauses and sentences.
- Guess the meaning of the unknown word. (Richards & Renandya, 2002, pp. 262-263)

Principle 7: examine different types of dictionaries and teach students how to use them

Dictionaries are powerful learning tools during a foreign language learning process; nonetheless, if they are bilingual, that means the needed word is in the foreign language while the meaning is written in the mother tongue. In a bilingual dictionary, students are able to look up the meaning of words and comprehend them in an easy way due to the L1 synonyms usage they are exposed to; on the other hand, when using a monolingual dictionary, finding word meanings can become a complex procedure because students might apply a strategy related to the context guessing.

1.6.4 Vocabulary Techniques

Vocabulary acquisition is needed during language learning; therefore, people should follow a process and techniques which allow them to get a stock of words in an easy way.

Rozakis (1998, p. 14) listed several techniques which help learners to get vocabulary in an ideal way:

1. Pronounce words correctly. People might be aware of pronunciation of words in a correct way, focusing on suprasegmental features like stress and intonation. Performing this step during language learning would help to avoid misunderstandings.
2. Use word cards. Rozakis (1998, p. 16) explained that word repetition allows people to master the vocabulary focused on meaning, pronunciation and context.
3. Synonyms and antonyms. Making use of synonyms can develop misunderstanding because a synonym does not refer to the exact meaning of a word. Words can be used in different contexts. Antonyms are the opposite of the words. Learning synonyms and antonyms and their appropriate application can help people to master vocabulary by keeping fluency and a greater clarity.
4. Words undercover. Understand a word's unstated meanings. Rozakis (1998, p. 18) presented two main meaning related to vocabulary, they are: denotation and

connotation. “Denotation and connotation: every word has a denotation-its dictionary meaning. In addition, some words have connotations-their understood meanings or emotional overtones”.

5. Break dance. Break a word into smaller parts that you can decode easily. “A surprisingly large number of words can be divided into parts that you can figure out easily. If you can define the parts, then you can often decode the entire word” (Rozakis, 1998, p. 19). You can look it up, use a print dictionary and/or an on-line Thesaurus Dictionaries to clarify the meaning of the unknown word, which can provide enough examples according to the context where people need it.
6. Games people play. Create mnemonics (Memory tricks) to help you differentiate confusing words.
7. “Mnemonics are memory games that help you remember everything.... Mnemonics is another technique to help you distinguish between easily confused words” (Rozakis, 1998, p. 22).
8. Tall tales. Learn word histories “English is a living language. From its Germanic beginnings, English absorbed influences from a wide variety of sources, including classical Greek and Latin to Italian, French, Spanish, and the Arabic states. English continues to absorb new words as our culture changes. In addition, a significant part of our vocabulary is artificially created to meet new situations”. (Rozakis, 1998, p. 24).
9. Use it or lose it. Use newly learned words in your conversation and writing. People can apply and use a word often in conversations or needed writing pieces; this technique might improve and develop in a better way the vocabulary people learn.

1.7 Word Recognition

Thornbury (2002) explained that knowing a word is one thing, but the question is how is knowledge acquired? When the child learns his mother language, typically the first words that he learns are for labeling; that is, for mapping words on to concepts. Thornbury

also mentioned that learning a second language involves both learning a new conceptual system, and constructing a new vocabulary network- a second mental lexicon. (p. 18)

Richards and Renandya (2002, p. 258) stated the meaning for word: “also called a base word or a word family is defined as including the base form (e.g., make) and its inflections and derivatives (e.g., makes, made, making, maker, and makers)”. That is related to the knowledge of the three parts of a word; they are prefixes, suffixes, and roots.

1. A prefix is a morpheme or a group of morphemes placed at the beginning of a word to change its meaning.
2. A suffix is a morpheme or a group of morphemes placed at the end of a word to change its meaning.
3. A root is a base or stem form of many words” (Rozakis, 1998, pp. 20-21).

Nation (1990, p. 31) stated that really knowing a word means to know the characteristics listed below:

1. Spoken form
2. Written form
3. Grammatical behavior
4. Collocational behavior
5. Frequency
6. Stylistic register constraints
7. Conceptual meaning
8. Word associations

There are obviously two different areas on consideration, those that concern the acquisition of a first or second language, and those involving more advanced students trying to master fully a second language.

1.8 Semantics

Children start by using words by a restricted way due to their lack of knowledge; young children need reinforcement during their growing; then, they will be able to reach an adult’s stage for speaking fluently, using several words in the appropriate context. During

children's growing and learning processes, they start linking words to meaning, and later on to contexts. They might start by generalizing the objects like car for ambulance, bus, van, etc. By providing them a rich and fluent vocabulary in the environment where they are exposed to, children will be able to differentiate objects, words, meanings, and the semantic network will be increasing by the time goes.

Shelley (2012, p. 1290) pointed out that children are able to learn common words faster rather than the rare ones. In addition, there are some semantic representations which are considered essential during the vocabulary learning process.

This study was stated by Gray (2005), he found that "children already had a stored semantic representation for a word (e.g., dog), it appeared easier to learn a new phonological word form and to link it to the stored semantic representation (e.g., dalmation) than to learn both a new word form and new semantic representation".

1.9 Spelling

The Random House Webster (1998, p. 19) stated: "An important part of improving your vocabulary is learning to spell correctly and confidently. English spellings present some difficulties because so many words are not spelled the way they sound". This phenomenon can be easily understood if one considers the historical trajectory of Great Britain, its colonies and the United States.

Spelling has been used as a vocabulary reinforcement tool by several theories under different circumstances. For example, Rosecrans (1998, p. 4) emphasized that spelling is used by Whole language theorist:

They argue that through immersion in a language program rich in independent writing children will learn to spell through a natural progression. Traditionalists argue that direct instruction, phonics rules, and a structured, sequential word-study program are necessary. Classroom practice usually reflects the teacher's current philosophy based on personal research, perceived student need, and a public opinion. Such diverse viewpoints, both based on viable research, often have confused teachers.

Nonetheless, spelling in the English language can create misunderstandings due to the way words are pronounced. As every student learns, words in English are not necessarily pronounced the way they look.

1.10 Pronunciation

The appropriate guidance and phonemes pronunciation might allow young learners to acquire a greater phonological awareness. As the teacher is the model for children, she or he can get from children a better performance. Santi et al. (2004, 192) emphasized the phonemes pronunciation topic. They found that it is impossible to pronounce phonemes in isolation, without distortion, and it is very important to keep that distortion to a minimum. There are two reasons why distortion should be minimums: first, when children hear phonemes correctly pronounced, they learn the distinctive features of each phoneme and they will recognize them more easily, as they occur in words; second, it is easier for children to blend phonemes that are pronounced correctly.

Moreover, Kelly (2000, p. 123) stated the problem that learners got while they are learning English because of its formation.

Since the relationships between spelling and pronunciation is more complex in English, it is not always easy for learners or whatever L1 to see how a written English word should be pronounced, or how a word they have only heard should be written. But it is not the case that learners will always have to make a complete guess in such circumstances, nor that they will have to learn the spelling and pronunciation of thousands of words without recourse to any general rules. This is because English spelling is not as irregular as it seems.

1.11 Read and Write

Learners in their language learning process have to follow some steps which could become easy or difficult for them. Letter-sound recognition and discrimination allow students to read, write, listen and comprehend. Moreover, reading process is not like the speaking process because when children are exposed to an environment where people talk to them in a foreign language, they listen and repeat, and later on they might realize the meaning and use it in the appropriate context. Nonetheless, they are not exposed to the same situation for reading.

Hitsch (1998, p. 4) stated that in the mother tongue: “while speech seems to come naturally, reading is a very different story. It is not enough just to see or hear others reading. Learning to read takes effort and instruction, because reading is not a natural process”.

The written language is not as natural as it seems. The first time children are exposed to it, they must develop their linguistic sign unconsciously. Young learners might be motivated and helped by teachers in order to focus on letters-recognition, once they get it, they will be able to start reading. The first time they try, most of them might have problems confusing letters, sounds, etc.; later on, by the means of permanent reinforcement young learners manage to read fluently.

In addition, Hitsch (1998, p. 4) emphasized that written language is an artificial code, it is not a natural thing. A few children seem to figure out this code for themselves, but most children need organized, systematic, direct instruction in how to decode the words on the page; that is, to turn the written symbols, the letter, into the speech sounds they represent.

Once young learners can decode letter-sound patterns and print words, they might have the mental image, that is to say, to know what the words they read mean. In addition, the other important step after reading is writing, this skill enables young learners to encode the sounds by writing or expressing on a paper.

Hitsch (1998, pp. 4-5) pointed out the importance some writing conventions like: “Capitalization and punctuation those [sic] allow us to get across our meanings, even when the person to whom we are communicating is not present before us”.

Therefore, Hitsch (1998, p. 5) emphasized the importance of reading skill development by listing some goals about it.

1. Become comfortably familiar with the letters of the alphabet so that they can readily recognize and name the letters.
2. Develop a deliberate and conscious awareness of some of the sounds of oral language, and begin to make explicit connections between spoken sounds and printed letters.
3. Print both uppercase and lowercase letters with some proficiency, and write using some phonetic spelling (that is, spelling based on what they have learned so far about how words sound, for example, ‘bot’ for ‘boat’.
4. Be comfortable reading simple words they can sound out, as well as a few common ‘sight words,’ words that occur very often in writing but do not conform to the usual letter-sound patterns, such as ‘the,’ ‘an,’ ‘of,’ etc.

5. On the other hand, Apel (2011, p. 593) has focused on orthographic patterns, and has pointed out the importance of the alphabetic principle; he emphasized that it might be part of orthographic pattern knowledge. In the literature this discussion goes on and on.

CHAPTER TWO: METHODOLOGY

This investigation was conducted in order to evaluate a research question. This question, starting from a basic premise that teaching English as a Foreign Language to four-year olds can be done using vocabulary, activities and other techniques of Phonics and considering the Multiple Intelligences model, assumes that an evaluation would probably show immediate effects in the learning process of the children. The research question was posited as: the teaching of English Vocabulary, following a framework of Phonics and Multiple Intelligences, will have a positive impact on (a) the English pronunciation of the children and, (b) the English writing skills of these same children.

Thus, an Experimental and four Control Groups were given a pretest to evaluate attainment at that point. Then, for the next three weeks, the Experimental Group was taught using vocabulary activities based on Phonics and the Multiple Intelligences Model, while the Control Groups were taught using traditional techniques. At the end of those three weeks, both the Experimental and Control Groups were tested to evaluate their progress.

This dissertation is based on the fact that vocabulary development and learning is the objective sought in the classroom. Based on the results of the investigation, this dissertation collected a handbook of phonics activities for general use in the classrooms, which consists of letter-sounds discrimination, spelling, reading and vocabulary activities. In addition, these activities try to support approaches for the development of multiple intelligences and motor skills, which are required for young learners' development. The evaluation of the practical outcome of the project was the measures of the results on the pre and post tests used to determine the development of students' English vocabulary.

The creation and application of innovative and fun phonics / multiple intelligences vocabulary activities for these learners allowed the children to develop and reinforce their English skills. Most of the time, children were exposed in school to a traditional class approach of memory development instead of learning in an environment where they have fun, learn in an easy and natural way and apply what they have learned.

2.1 Participants

An Experimental Group of 23 students was put together. It was a heterogeneous group, gender-wise: there were 13 girls and 10 boys; four to six years old. The 23 students and their parents are from Ecuador; their mother tongue (L1) is Spanish.

There is one exceptional case in the class, a boy who was born in Ecuador, but lived in the United States from age 1 to 3 years. He is 6 years old now and lives in Ecuador with his parents who speak to him both in English and Spanish. It should be noted this child listens and produces short sentences in English as well as in Spanish. Since the advantage he had to develop this ability in early years, this child was excluded from the study.

Approximately 74% of the children live with both parents, while 26% (6 children) live only with their mother. They are taken care by their grandparents, aunts, or babysitters. Moreover, the social-economic status of children's parents is middle class, and most of the parents have a university degree. The parents' commitment to their children helps them recognize the importance of English and the need to reinforce their Basic English language knowledge and skills, in order to help their children, so as to be able to reinforce what the children learn at school.

Finally, eighteen students, who have been classmates since pre-kinder in the same school, roughly share the same level of knowledge; only 4 students came from other institutions. These 22 students organized the experimental group.

2.2 Design

This project implemented a pretest and a post-test, which were applied to the experimental group and four control groups of six students each, chosen randomly among other first level classes. The selection of these groups was limited by the time available to teachers and the observer.

For the purpose of teaching vocabulary, the Language Coordinator at school put together a Phonics Annual and Block Plans, both for the yearly planning and the weekly

block planning. The vocabulary words used in the pre and post-tests were taken from the vocabulary plan corresponding to those particular three weeks of the testing period.

The list of words was part of the students' books. In order to apply the pre-test to all groups, a pilot test was run. It was applied to a four-year old child under the supervision of my dissertation director, and after making the necessary adjustments to the tests, it was applied systematically to all the children at school.

Comparisons between the pre-test and post-test were used to determine what changes had occurred in the learning process. Class activities for the Experimental Group were designed considering the model of multiple intelligences and the concepts associated with phonics. These activities constituted the treatment or independent variable; the activities were applied over a period of three weeks after the pre-test, and they were systematically implemented. This is to say, one group-pretest-posttest design were implemented. In other words, the design is: O1 X O2, where O1= pretest, X= treatment and O2= posttest.

2.3 Pretests / Post-test

The experimental and control groups were given the pre-tests over one week's time. Prior to the pre-test, the observer was given a list of the participants of each of the different groups. Each student's name in the list was assigned a number which was then printed on the test sheet. The observer checked carefully for each group, and the numbers on the list were read as well as the students' names, making sure of the presence of the members of the group.

The pretest (see Appendix 1) consisted of two activities, listening and writing. Students listened to the word that the observer pronounced aloud and the students wrote them down on, this section of the test was taken as a group. This was graded over ten points, one point each written word. In the second part, pronunciation, the students looked at a picture and pronounced the name or the words; this section of the test was assessed individually and graded over five points. Since the vocabulary list consisted of 82 words (See Appendix 2) taken from the Phonics curriculum, different words were picked up randomly by students.

First, the **pre-test** was applied to the Experimental Group. The observer asked ten children to pick a number from a bag; then, they gave them to the observer. This number was later checked against the list of vocabulary and pronounced aloud. For instance, the word ‘bake’; the observer said the word, and the students had to write it down.

For the second section, the observer called the student. Each student picked five numbers at random from a bag; then, the children had to find that number in the presentation. Once they found it, the observer would ask four times ‘What is it?’; pronunciation and vocabulary knowledge were taken into account for this item. The observer checked if the word was pronounced correctly; if it was not, the observer described the main problem; for instance, in the word ‘pit’, the phoneme /p/ was pronounced as in Spanish with a very soft plosive.

The experimental group had the same words in the first item, but in the second part all of them were different. In order to apply the **pre-test** to the four Control Groups, the same procedure was applied. Students picked up the words randomly and wrote them down. For the second part, they chose different ones.

The **post-tests** were given to the five groups. The process was similar to the pre-test. Students picked up a number, the observer says the word aloud for the whole group, and finally they write it down. Later, the observer called them individually and evaluated their pronunciation. Students picked up different numbers in order to assess the knowledge of the vocabulary list.

2.4 Treatment

The Phonics handbook activities (See Appendix 3) were applied during three weeks; there was one activity per day. As a result, there were a total of fifteen activities. The activities were developed for the three weeks under the Multiple Intelligences Model and a Phonics framework taking into account students’ needs and skills. The activities took into account a variety of materials such songs, videos, games, (for a complete description for the materials used in class see the section on Materials, below). The daily activities involved flashcards, presentation, and videos, so that students get connected to the Phonics class. The observer presented all in a power point presentation saying the name of the pic-

ture aloud the first week; students only listened to the name and looked at the picture. During the second week, students enunciated some of the names and some characteristics or synonyms of the words, as a way of defining the pictures and understanding the exercise better. The third week, students said the name of the words. When there were videos presentations, they danced and learned new vocabulary, and some videos were related to the class topic whose main focus was special sounds and vocabulary.

The applied activities were games, Total Physical Response (TPR) activities, songs, stories, acting out, drawing, coloring, reading and dictation. The observer prepared the material and focused on the topic and time since it is an important fact during a class, the observer had to pay enough attention to the time and organize the activities. Children could then perform the activities without pressure because the main goal was to have fun. Storytelling allowed children to focus on the topic and answer the questions which were already formed by words from the vocabulary list. Playing traditional games like hopscotch and tic-tac-toe improved their cognitive area and their concentration was required for playing without forcing them or making them to work. During the treatment, children made use of their corporal expressions, made gestures for reading, and TPR activity was emphasized.

2.5 Materials

This project was performed through observation, application of tests, and application of vocabulary learning activities in order to teach vocabulary; children require a variety of materials in the class. For instance, toys, flashcards, songs, videos, letters, blackboards, markers, in focus, computer, colors, paper, chalk, paper, cardboard, pictures, stories, and flour. Students needed to acquire the mental and sound concept of words when they were learning a new letter and its sound. The observer presented as much materials as possible so as to allow children to get a better concept of words; in addition, most of the time the teacher observed them in English. This contributed to children to ease the acquisition of the foreign language and its natural use in the classroom. While they were learning to read blends, children learned the written part. For example, with the letter C, they already identified a cat; so during their reading process, they read 'c-a' and the observer added the consonant 't', so that they read *cat*. Then, once they got the image concept, they could read and spelled the word and at the same time they could write it down on the blackboard or worksheets.

2.6 Analysis

Once the observer finished giving the pre-test and then the post-test, the observer graded the data and analyzed the results taking into account extra notes that were written during the tests. Data were analyzed qualitatively. For this particular exercise the observer and the lead teacher were one in the same.

2.6.1. Procedure

During this process, the observer supervised and observed the pre-test, treatment and post-test. At the end of the post-test, the results were tabulated, taking into account spelling and writing. In the second one, the vocabulary knowledge and pronunciation was assessed.

In relation to the spelling and writing section, children listened to the word that the observer said aloud at least three times. Students listened to it and wrote the complete word down on their worksheet. During the pre-test, several movements and actions were taken into account; for example, children sang the alphabet and vowel songs in order to remember the respective sound with the letter that they listened to. Several movements were observed while they wrote the word; for instance, while the observer said aloud the word 'pot', students put one of their hands in front of their mouth, too see if it was /p/ or /b/. Once they already recognized the correct sound and subsequently the letter, they nodded their heads and wrote it down. From the post-test, more students used the same movements and some of them did not doubt as they did during the pre-test. They always repeated the rules, movements or the keyword for the letter that they did not remember.

The second part was related to pronunciation; it consisted of looking at a picture and saying the word aloud so the observer could listen to it and grade each word over one point. In special cases, they answered in Spanish and pronounced incorrectly. As in the first part, students remembered the letters' sound by acting, moving their body or singing a song while others only nodded their faces or stayed in silence for a long period of time. The observer asked them 'what is it?' three times; this question was uttered in intervals of about 40 seconds.

2.6.2. Important Considerations

Since the observer got the final results from the pre and post-tests, an analysis was required in order to state the results from the five groups. It was important to consider if the application of Phonics activities provided the experimental group with a significant amount of additional knowledge in contrast to the four control groups. The final results were compared. Given that the same number of students constituted the experimental and control groups, the results could be contrasted in a same way. In the chart shown in chapter three, Results Section, the reader can appreciate the results from the experimental group. This group, in the pre-test, written section, got 0.41 out of 10, while the total of the control groups was 0.59 out of ten. Then, it could be stated that the groups did not start from the same level.

2.7 Coding

In the first section of the test, dictation, they listened and wrote the word. If the whole word was written correctly, the observer graded and gave one point, but if it was not correct at all like ‘brill’ instead of ‘drill’ or ‘track’ instead of ‘truck’ it did not receive any point. In the second part, students looked at the picture and said the name aloud; knowledge and pronunciation were graded. For example, in the word ‘pot’ if the phoneme /p/ was a plain bilabial as in Spanish, instead of being pronounced as an aspirated bilabial, this word was not given any grade.

2.8 Limitations of the study

In order to execute this study, several conditions had to be taken into account such as sample size, available time and the resources developed for the testing. The total number of Kindergarten (‘First Basic’) students was 125 and giving the tests to all of them would have taken too much time and could have affected their class time with the other instruc-

tors. Thus it was necessary to consider using a smaller number of students from samples were taken randomly.

The time period for the development of **'vocabulary activities'** was three weeks, compared, with a school year forty weeks long: the development period was very short.

Extracurricular activities are part of the students' curriculum program to provide them the chance of sharing, learning and interacting with other children. These kinds of activities were soccer games, contests organized among different areas and programs with parents.. During the treatment three week cycle, these extracurricular activities were conducted as they would be the whole school year. Even through some of these extracurricular activities were organized during class hours and the application of the **'vocabulary activities'** was not continuous, for the Experimental Group, the final results validate the basic research questions and reflect rather well what would be expected with a larger sample and a longer period.

CHAPTER THREE: RESULTS SECTION

The teachers taught the assigned topics during the three-week period, and then, their activities and ways for teaching were taken into account from each group. The control group one, CG1, focused on remembering the appropriate rule for writing a word; they mentioned the silent e, long and short vowels' sounds. The control group two, CG2, remembered songs and asked a variety of questions related to the test. The control group three, CG3, focused on writing and did not repeat any word aloud; some of them only used movements (kinesthetic memory). Finally, the control group four, CG4, wrote after they repeated a word and moved their body.

The experimental group used a variety of techniques already mentioned above on the control groups. Some of the students sang; others moved their body; other students remembered the rule or a different number of children asked questions about different topics.

In addition, it was observed and analyzed that one group presented better skills on one topic than the others.

In relation to the pronunciation part, the Experimental Group final result was 0.45 out of ten, in contrast to the control groups' result that was 0.32 out of 10. In contrast to the EG, the control groups presented a disadvantage due to the small difference marked in the results. Nevertheless, different activities were applied on each class; also every teacher knew the content and the vocabulary list that was supposed to be taught during the three weeks.

After the three-week period, the post-test was given to the same children. The procedure was the same. The comparison of the post-tests results were different: the EG written section final result was 3 out of 10, in this section the highest score was from a child who could write 7 of ten words that the observer dictated, while the CG final result was 0.64. Although the difference among the groups' results was not more than a point, it can be stated that the EG students presented a significant improvement with the activities applied in classroom. On the other hand, the CG students' result was 0.64 out of ten, the scored improved very little from the pre-test score.

Analyzing the pronunciation part, the EG result increased, it was 2.50 out of ten; it is important to remember that the first result was 0.45 out of ten. Most of students already

got the vocabulary acquisition; nonetheless, pronunciation improvement was required. The control groups result was 0.18 out of ten; this result was lower than the pre-test and the EG result. The results from the control groups could be appreciated in the chart below.

The observer assembled the final results for the pre and post-tests and an analysis was performed in order to tabulate the results from the five groups. For the purpose of this thesis, it was important to determine if the application of Phonics activities handbook in the teaching of English as a Foreign Language to four year olds, provided the experimental group with an additional amount of knowledge, as contrasted to the achievement of the four control groups. As the cumulative number of students in the experimental group and in the control groups was the same, twenty two students, the results need not separate the individual members of the different control groups.

The experimental and control groups took the pre-tests over one week. The pretest focused on two activities; one, listening and writing, and the second, pronouncing words. The second part consisted of pronunciation. The words used, were chosen randomly. The results of the two tests, the writing test and the pronunciation test, are posted below.

After the pre-test and treatment period, the collected results were tabulated. The post-test results were compared to the previous ones in order to determine if the research question, which this dissertation presented, was valid or not.

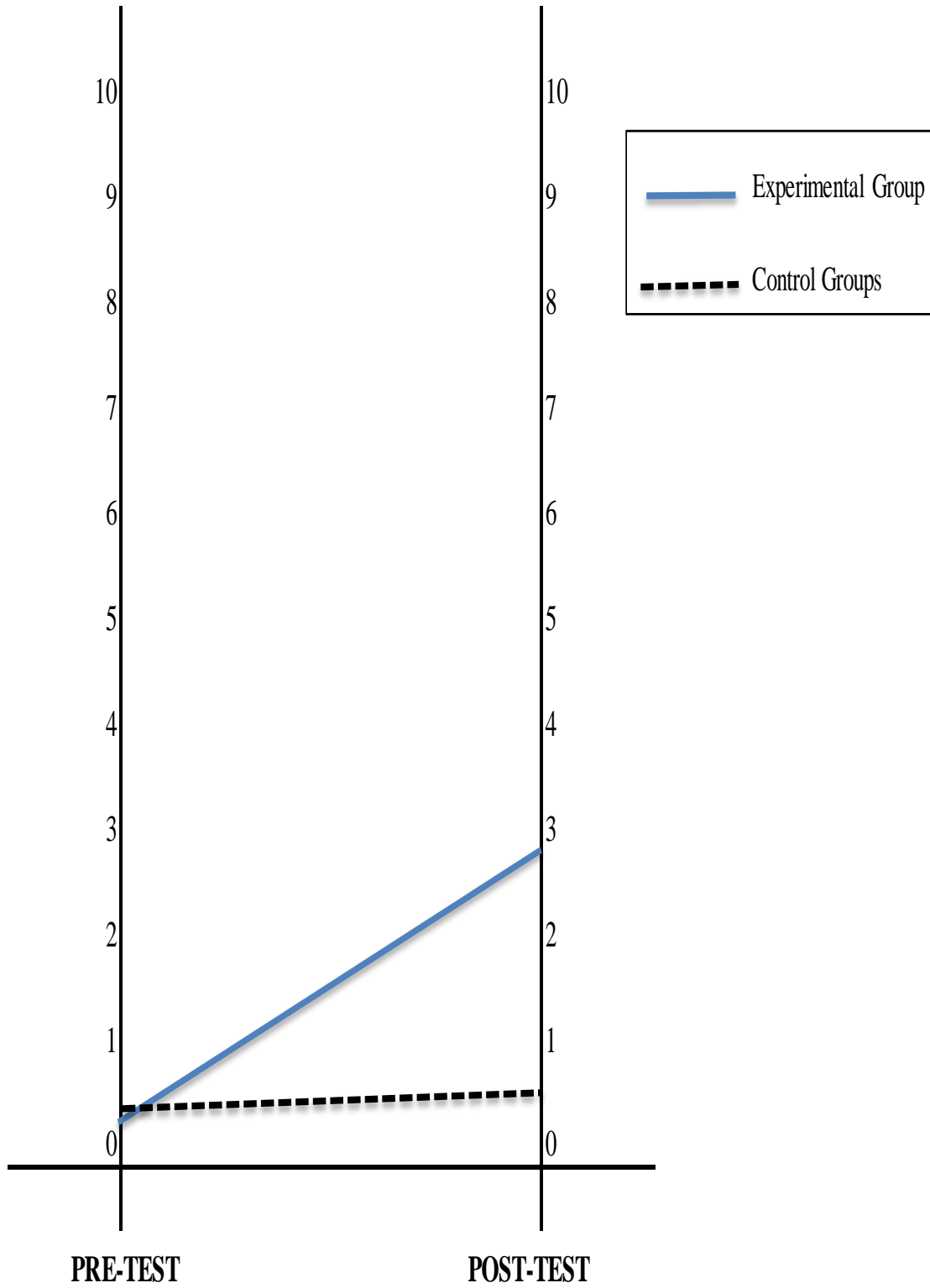
The results for the writing tests are listed below:

3.1 Writing test results

EXPERIMENTAL GROUP: WRITING TEST (intact class; not take randomly)			
Subject	Observation (grade)	PRETEST	POST-TEST
		Maximum score per item: 10pts	Maximum score per item: 10pts
1	9.64	1	4
2	7.55	0	0
3	9.48	1	7
4	9.00	1	4
5	9.18	1	3
6	8.74	0	5
7	8.97	1	3
8	8.69	0	3
9	8.13	0	2
10	8.53	0	4
11	9.59	1	5
12	5.83	0	1
13	9.27	0	2
14	7.23	0	2
15	9.26	0	2
16	9.28	0	5
17	8.01	0	1
18	9.70	1	4
19	8.17	0	1
20	9.02	0	3
21	9.53	2	3
22	7.62	0	2
AVERAGE	8.66	0.41	3.00

CONTROL GROUPS: WRITING TEST (22 participants taken randomly from 4 groups).			
Subject	Observation (grade)	PRETEST	POST-TEST
		Maximum score per item: 10pts	Maximum score per item: 10pts
1	9.68	4	0
2	9.60	2	0
3	6.45	0	0
4	9.20	0	1
5	7.83	1	0
6	9.13	1	0
7	6.29	0	0
8	6.37	0	0
9	7.05	0	0
10	7.76	0	0
11	9.26	1	1
12	6.48	0	0
13	9.61	1	6
14	6.17	0	0
15	7.93	0	0
16	8.64	0	1
17	8.25	1	0
18	6,58	0	0
19	6,39	1	1
20	7,44	0	1
21	9,7	0	2
22	6,72	1	1
AVERAGE	7.98	0.59	0.64

WRITING TEST RESULTS CHART



Comparisons between the pre-test and post-test are made in order to determine what changes have taken place.

First, the Experimental Group's final average result in the **writing section** was 3.00, that is, seven times better than the results obtained from the pretest whose result was 0.41. Students improved their writing skills during the three-week period. It is essential to state that in the post-test, most of the students were able to write at least one word, with only one student being the exception. Students were able to listen and write the words down, in contrast to the pretest. From the Experimental Group, the highest score in the final results was 7 out of 10, while on the pre-test, it was 2 out of 10. The results show the vocabulary activities that were applied during the treatment improved students' writing skills.

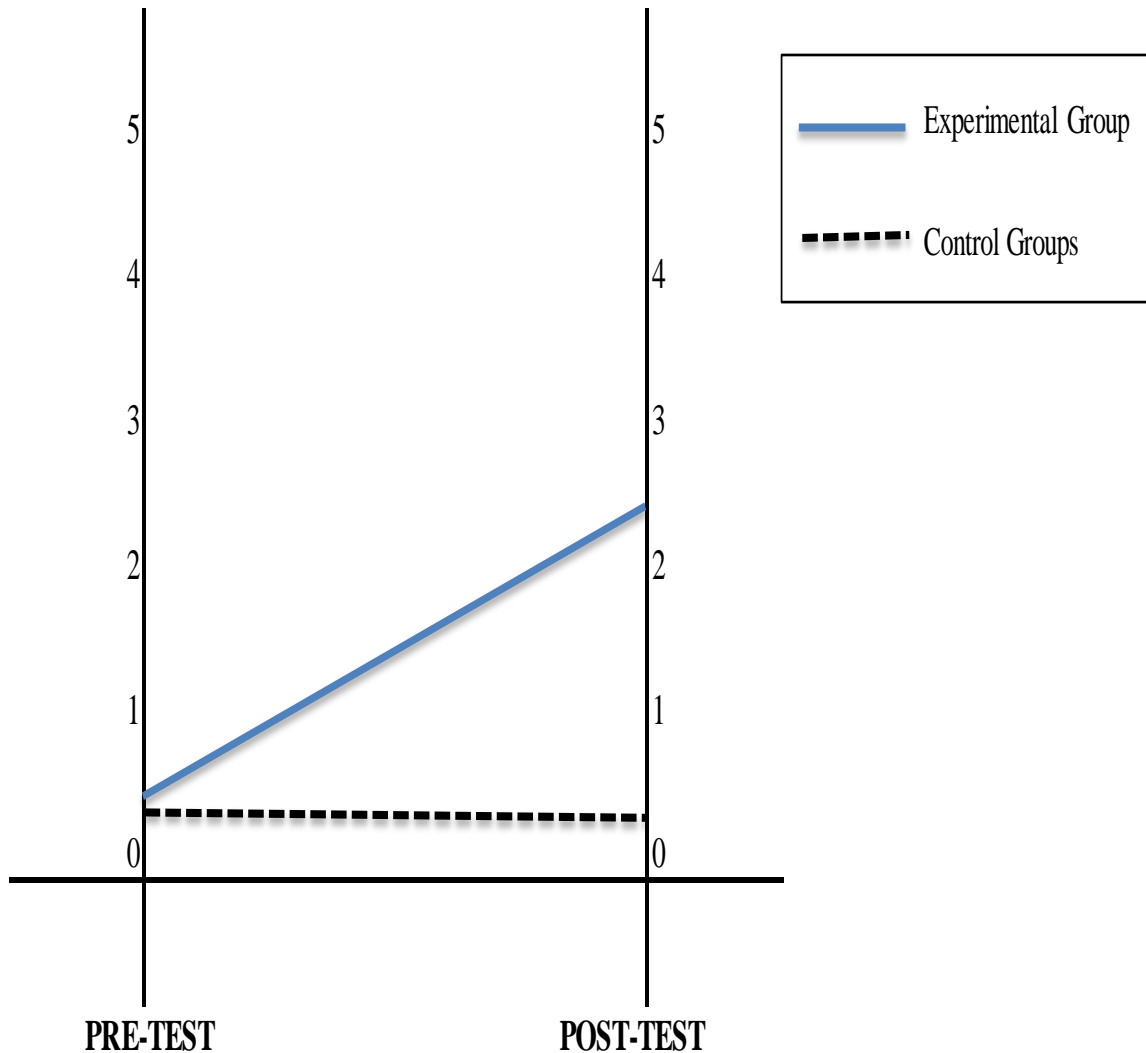
To understand the comparison between the pre and post-tests results for the Control Groups, it must be assumed that the traditional teaching methods did not provide these students enough fodder in order to improve their writing skills. As a single 6 out of 10 is the highest score for the post-test results, and the rest of the results are much lower, most of the students were not able to write even one word. The result was 0.64 out of 10 for the four control groups' result.

3.2 Pronunciation results

EXPERIMENTAL GROUP: PRONUNCIATION TEST (intact class; not take randomly)			
Subject	Observation (grade)	PRETEST	POST-TEST
		Maximum score per item: 5pts	Maximum score per item: 5pts.
1	9.64	0	3
2	7.55	0	1
3	9.48	5	5
4	9.00	0	3
5	9.18	0	4
6	8.74	0	4
7	8.97	0	5
8	8.69	0	1
9	8.13	0	3
10	8.53	2	4
11	9.59	1	2
12	5.83	0	2
13	9.27	0	2
14	7.23	0	1
15	9.26	0	1
16	9.28	1	5
17	8.01	0	0
18	9.70	0	4
19	8.17	0	1
20	9.02	1	2
21	9.53	0	2
22	7.62	0	0
AVERAGE	8.66	0.45	2.50

CONTROL GROUPS: PRONUNCIATION TEST (22 participants taken randomly from 4 groups).			
Subject	Observation (grade)	PRETEST	POST-TEST
		Maximum score per item: 5pts	Maximum score per item: 5pts .
1	9.68	0	0
2	9.60	0	0
3	6.45	0	0
4	9.20	1	1
5	7.83	0	1
6	9.13	0	0
7	6.29	0	0
8	6.37	0	0
9	7.05	1	0
10	7.76	1	1
11	9.26	0	0
12	6.48	0	0
13	9.61	2	0
14	6.17	0	0
15	7.93	1	0
16	8.64	0	0
17	8.25	0	0
18	6,58	0	0
19	6,39	1	0
20	7,44	0	0
21	9,7	0	1
22	6,72	0	0
AVERAGE	7.98	0.32	0.18

PRONUNCIATION TEST RESULTS CHART



On the other hand, analyzing the second part of the tests, **the pronunciation section**, the results, as were for the writing skills, were higher. After three weeks, where the vocabulary activities were applied on students' learning English as a Foreign Language, their improvement in pronunciation skills is noticeable. The following average results: 2.5 out of 5 for the post-test in contrast to the pretest's average 0.45. The improvement is five times the early result.

After the treatment, students in the Experimental Group could recognize and pronounce the name corresponding to almost every picture of the flashcards shown. The highest score on this part was 5 out of 5. Nonetheless, there were two students who did not say any word aloud. The application of the activities helped students improve their oral skills.

On the other hand, for the Control Groups, taking into account only the pronunciation section, the result did not show any improvement. The pretest result was 0.32 while for the post-test it was much lower, at 0.18.

It has been determined that with the vocabulary activities, applied on the learning process of the Experimental Group, students improved their skills a considerable amount.

CHAPTER FOUR: DISCUSSION SECTION

4.1 Activities description

Phonics activities were used on kindergarten children, allowing the observer to focus on the children's skills and areas to be developed. First of all, using Phonics is not an easy task for a teacher, when English is taught as a Foreign Language, and where the young students hardly get any help to improve their language acquisition. The motivation, energy, time and creativity that a teacher invests on preparing materials and class planning are important factors in the achievement of positive results. This chapter will describe the points that the observer detected when giving the tests and Phonics activities application for the pre-test, treatment and post-test, using one class hour per day, for a three week period.

Techniques for the 'Teaching English as a Foreign Language' have been used as a standard process applied extensively by the observer, from the beginning of the term, at a time when only the 60% of the students understood instructions and applied information received. New students, who had arrived from different schools, did not understand what the teacher was saying and felt frustrated; they did their best, but it was a hard process for them. Nonetheless, at the beginning of the activities all of the students were in the same level because none of them had learned that particular list of vocabulary before. Even though the acquisition process was a difficult process for them, their critical period helped them to develop their listening skills and meaning comprehension. Ninety percent of the students understood the vocabulary and the meanings. Foster-Cohen has pointed out that "Child second language acquisition refers to 'acquisition by individuals young enough to be within the critical period, but yet with a first language already learned'" (Foster-Cohen, 2001, p. 100). McLaughlin (1978) pointed out that "In general, children have better phonology but older learners achieve better L2 syntax" (as cited in Gass & Selinker, 2001, p. 102).

The input that the teacher provides should be clear, comprehensive, comprehensible, dynamic and effective. Children going through the critical period are eager to learn by doing, as much as the teacher tells them when the teacher shows them pictures, videos,

songs, games, puppets, knowledge that they acquired and reproduced. According to Krashen (1985, p. 2) Input Hypothesis is central to acquisition; it presents some inferences such as:

- a. Speaking is a result of acquisition and not its cause. Speech cannot be taught directly, but “emerges” on its own as a result of building competence via comprehensible input.
- b. If input is understood, and there is enough of it, the necessary grammar is automatically provided. The language teacher need not attempt deliberately to teach the next structure along the natural order-it will be provided in just the right quantities and automatically reviewed if the student receives a sufficient amount of comprehensible input.

As a result of the experiences gathered during the children’s critical period, first, it is important to notice that some children, who had not attended that classroom, did not feel comfortable speaking a foreign language. At school, the safety place for them is the classroom, and, the teacher becomes their guard. They do not want to talk to strangers; they are shy when a new person wants to talk to them. However, when the tests were applied, they did not have these kinds of problems because some of the children knew the observer already. This effect was positive because most of them felt free to work and collaborate, they were not afraid or shy. For the written part of the test, one could observe that in the experimental group, as well as in the control groups, there were children who analyzed the word that observer said; for instance, the word *‘pie’*: some students wrote the word as they thought it was correct like ‘pay’, based on their Spanish background, while others applied a rule, taught to them before: “the first vowel says its name”, then, they went ahead and wrote the blend *‘pi’*, followed by the second part of the rule “and the second is silent” some of them wrote like ‘e’. Moreover, several body movements could be appreciated in the children’s corporal expressions; they used their hands and remembered the correct letter; for example, in the word *“pot”*, they remembered the vowels’ songs and their sounds.

After singing and moving their hands, according to the vowel, they wrote it next to the letter ‘p’. According to the pre-test results, 4.35% of children wrote at least one word by reminding the rules or corporal expressions. Most of them wrote the words as they had learned in Spanish class. It must be noted that Kelly (200, p. 122) has emphasized the fact, which in itself introduces another degree of difficulty.

George Bernard Shaw (1856-1950), playwright, Nobel Prize winner, was advocate of English spelling reform. He was reportedly fond of pointing out its absurdities by proving that ‘fish’ could be spelt ‘ghoti’. That is: ‘gh’ as in ‘rough’, ‘o’ as in ‘women’ and ‘ti’ as in

palatial. Indeed, the 44 sounds used in spoken English are written down using only 36 graphs. This means that although there obviously is some correspondence between sounds and letters, many letters represent more than one sound.

Since as part of the testing process there was a section on decoding pictures, this activity was performed one on one. This task involved students looking at pictures and pronouncing the corresponding words aloud in English. As most of them did not know what the word meant, they did their best by saying the words or phrases corresponding to the pictures, in Spanish, as they had been taught in Spanish class: for example they used **‘una pinza’** for clothespin; **‘un perro que le muerde a un humano’** for (dog) bite; **‘tienda’** for store. Furthermore, when they did not know what the word could be, they said phrases like ‘I don’t know’, ‘no sé’, they kept in silence, or simply they nodded their heads meaning they did not know what the word or words were for the picture. These observations were all taken during the pre-test and post-test periods; the chart below shows the percentage of times that students used the mentioned phrases or used the gestures that indicated that they did not know the corresponding word to the picture:

	“No sé”	“I don’t know”	Nodded their heads	Silence
Control Groups				
Pre-test	0%	10,91%	4,55%	22,73%
Post-test	6,36%	8,18%	3,64%	16,36%
Experimental Group				
Pre-test	0%	0,91%	6,36%	14,55%
Post-test	1,82%	0,91%	2,73%	3,64%

In the process of developing the activities with the experimental group, several aspects were taken into account. At the beginning of them, children only looked at the flash-cards and the observer said the name aloud. Some children tried to repeat the words, while others said the name aloud in Spanish like “escondarse”, “morder”, “culpa”. Most children tried to remember the word in Spanish, to bring forth its meaning, but when they looked at the picture and they did not even know the word in their mother tongue; for example, the word **‘drill’**, they nodded their heads and asked “teacher what is that?”, “no sé”, ¿mmm

cómo es en español teacher?”. That is what Gass and Selinker (2001) mentioned the influence of the mother tongue into the target language is frequently noted during the foreign language acquisition process (p. 66). Moreover, this was taken into account with the experimental group, their need to understand the meaning of the words, their still-felt need to translate every word. Nonetheless, there were some special exceptions with pairs like drill and dill, which are statistically unusable: children did not know the meaning of drill/taladro either in Spanish or English, thus the contrast was void.

The class warm-up was a song, a riddle, a tongue twister or a video. After the warm-up the flashcards presentation was a daily activity. The students looked at pictures and listened to the observer saying the words aloud. During the first week of this period, they just looked and listened to the names carefully; they asked: ‘teacher ¿qué es drill?’, then the observer showed the picture again and acted out, so the student could understand the meaning. It is important to state that the observer did not translate any of the words.

Also, storytelling was the activity in which students were extremely interested, they always listened to the story, attentively. While the observer was telling them the story “**How do dinosaurs say Good Night?**”, children looked at the drawings and acted out the images. However, it was difficult to get all the children’s attention because after no more than three minutes, a couple of children already started guessing the end or talking about the topic.

Surprisingly, most of the girls were interested in the tales, in spite of the subject matter. They listened, looked, and when the observer asked them to act out, they did so, for instance, sleep, crawl, cry, and turn off the lights. The way children learned more vocabulary was by ‘doing’; that is, what Hunt and Beglar called “learning vocabulary a-by-product of doing other things such as reading or listening (as cited in Richards & Renandya, 2002, p. 256). This result took place when they listened to the tale and were able to determine the meanings of some words. Although the vocabulary was basic and they had already reviewed some of the words and others were unknown, they inferred the meaning by listening, taking into account the context and connecting ideas.

According to ‘K12 Reader Reading Instruction Resources for Teachers & Parents’ (2008) storytelling helps children to develop their own skills (Modeling Good Reading section). Children related the words to their meaning, later on they remembered the story and said sentences like: ‘que chistoso si all the boys and girls sleep como the dinosaurs’,

“teacher yo no tengo miedo cuando my mom turn [sic] off the lights, yo solito hago todo”. In addition, an extra activity was performed after story-telling when the observer asked questions like:

Would you be glad to have a dinosaur at home?

- A mí me encantaría tener a ‘dinosaur at home’.
- Yo estaría ‘scared’
- ¿Qué es ‘glad teacher’?

During this question, students answer the questions by themselves: a different student said “feliz, happy, no has escuchado que en las mañanas la teacher nos dice “I’m glad by listening that” cuando le decimos I’m fine thank you”

The discussion about a new word was always long and the students tried to explain the meaning of the words to each other, and at the end, this meaning was carefully explained by the observer who made use of the computer, showed more pictures, she acted out, and told an anecdote.

4.2 Description of the activities within Multiple Intelligences Framework

According to the Multiple Intelligences theory, which was outlined at the beginning of this dissertation, the development of intelligences is an important part in this work. Therefore, in order to develop the logical intelligence, a puzzle was proposed. The observer gave children a picture cut up into parts; they were supposed to match, paste, read and color. At the beginning, it was difficult for them because they did not see the complete picture, although it had only been cut-up into four or five large pieces. Motivation is a key factor while children read phrases and sentences such as the big plum, the red brim, the black cat, he is glad, and smile.

Sometimes the students got confused or upset because they did not have a clear meaning, at first they were asked only to read the words. In this process the students found that remembering the phonics rules during the reading was very useful. At the same time, the emotional intelligences - the interpersonal or intrapersonal- were developed by working in groups and making the students shared their ideas, and asked for help. The observer was only a guide, she told them if something was missing, and that they should have looked at

the picture carefully to complete it. During this activity, the observer realized that children need to further develop their various intelligences because they can become in a very important step in their development through their childhood.

They started by acquiring a lot of knowledge of sounds connected with meanings, forms, motions: the introduction to this information had to be in a particular way, not just by providing them several bits of information but through different activities related to the knowledge. Indeed, they needed to reinforce, develop and improve their gross and motor skills, the various intelligences and acquire a personal learning style because the ideal sought was that each child could seek his own way.

The observer started to realize and recognize what fields needed additional attention: motor skills and multiple intelligences. Moreover, the logical-mathematical intelligence was greatly improved by the use of puzzles: Armstrong (2003) has pointed out that this intelligence is the “understanding and use of logical structures, including patterns and relationships, and statements and propositions, through experimentation, quantification, conceptualization, and classification” (pp. 13-14). This facet would help children to acquire high reasoning and the logical area developed.

The Bodily-Kinesthetic Intelligence was used the most by students by their own choice. Students associated a picture or a word with a set of movements that were easier for them to remember in future occasions; for example, *spoon*, first, they acted it out as if they were eating; a second activity, was to act out gestures by raising their hands, putting them together and forming a circle. With words like *cloud*, students drew curves on the air with their fingers; with *bite*, they acted it out and pretended to bite their arm or finger. Children tried to find a particular movement for the words; and for the ones they found hard to do, they tried to draw them on the blackboard with their fingers. In addition, the activities that developed this intelligence were games such as Simon says, dancing to songs that could be “Bingo”, “Stop”, or “Itsy bitsy spider” ; this activity developed their musical intelligence as well as being among their favorite activities. Armstrong (2003) has noted that musical intelligence reflects the ability to understand specific components of music either through intuitive means (the natural musician) or through more formal, analytic, means (the professional musician).

The applied activity, focused on the bodily-kinesthetic intelligence, used the context of playing hopscotch or gesture game contest. Vocabulary was taught according to the

subject topics specified by the curriculum for that point, where special sounds were introduced orally; then, the observer would draw three hopscotches on the playground: there was a special sound written in each box of the hopscotch. Children drew a line and started playing, they read the special sound, and pronounced one to three words with the special sound; for example, the special sound was *sp*, a student read it and said ‘spoon’ and ‘spider’. As there were three waiting lines, the observer supervised each one; children were responsible for listening to the words and determining if the words were correct or not. When the word was not correct or if they did not know what the meaning was, the students asked the observer to correct it. The gestures contest was an activity in which students had to concentrate on a word that the observer wrote in a small blackboard just for them and then they had to act it out. Then, the classmates looked at the student who was in the front and tried different words to guess what the word on the small blackboard was. Some students moved and acted out as they could; however, and others, too shy to perform did nothing in front of the rest of the children. These shy students barely stood up and did not perform any movement. As a result of these games and activities performance, students developed their skills, coordination dexterity by the movements they did. Armstrong manifested that (2003) bodily kinesthetic activity is reflected in the ability of the individual to control his bodily motions and his capacity to handle skillfully different objects (p. 13).

As it was stated before, flashcards presentation was a daily activity. The first week, students focused on looking at the picture and listening to the observer’s pronunciation. By the second week, some students started by repeating the words as fast as the observer showed the pictures. In order to focus on the pronunciation, writing and definition, the observer applied a traditional game in class. The observer had letter flashcards, a different one was given to a different child, and the letters were disorganized; for instance, ‘LISDE’, students asked what the meaning was, and then the observer explained the game by saying that they had to reorganize the letters and form the word correctly. The observer would say: “it is a game; you can find it in the park”. Students moved the letters many times, once they rearranged the letters and the observer asked them to read what they had produced: if the word was SDELI, the observer asked: “Have you played with a ‘SDELI’?”, their answers were negative because they knew the word was not correct. Several tries were allowed, so they could move the letters around and read them over and over again. Finally, they got the word correctly; students would say “Ooooh! teacher, two slides in the park, a

big and a small”, just like the slides in the school playground. The observer practiced this activity with several words from the vocabulary list.

The observer’s emphasis on this activity was as a way to develop their linguistic intelligence; according to Armstrong (2003, p. 13) linguistic intelligence is the understanding of the phonology, syntax, and semantics of language, and its uses to ... help one to remember information, explain or communicate knowledge, or reflect upon language itself. In addition, an extra activity for this area was the creation of a cartoon. Students drew some pictures by reading a special word. Once they got them, the observer started by saying “Once upon a time”, so students said words, sentences, phrases, even questions such as “había a star, the name is Flower”. After saying the word, students had to paste the drawing on a big piece of cardboard. Little by little a cartoon story was created by them; the observer guided and motivated them to participate and made sure that everybody said aloud at least the word of the picture they had drawn.

As it was stated previously, the flashcard presentation was a daily activity from the beginning of the treatment process. During the first week, the observer introduced the flashcard presentation and the words were spoken aloud; students looked at the pictures and listened to the corresponding names. The Experimental Group students did not make any comment, aloud; some of them repeated some of the words that they had listened to before, or the words that were easy to repeat for them such as: play, smile, star, grass, see, paint, pen, note, grass, triangle, dress, swim, think, and cry. By the second week, the children repeated aloud some of the words and they said some comments to keep a relation of the words, so they could remember them. For instance, ‘toad’ students would said “teacher that is like a frog”; ‘spoon’ “that is for eating”; ‘dump truck’ “for garbage; ‘lake’ “a lot of water, mountains there” [sic]; ‘drill’ “para hacer un hueco en la pared con un taladro”; ‘drive’ “my mom drive [sic] a car, éste es big”; ‘cliff’ “es muy alto, que miedo caer de ahí al agua”; ‘blame’ “culpa”. These kinds of comments they repeated a couple of times for reminding the meaning of the pictures. During the third week, daily flashcards presentation, the students said aloud the name of the picture and answered some questions that the observer asked about; these examples are shown in the chart below:

OBSERVER'S QUESTION	STUDENTS' ANSWER
What is a pretzel?	Food, like cookies
How is a lake?	It's big, a lot of water.
Is a lake bigger than the ocean?	No, is small
Who can think?	Humans
What is hide?	Cuando nos escondemos behind the tree.
When do you cry?	Cuando estamos sad.
Can you swim?	I can swim in the pool.
What is scrub?	Clean

Although children still mixed the languages and used them, they already had the words' meanings. Some of them acted them out, while others preferred to say a sentence or at least a phrase.

Peer-interaction was a positive activity in class during the activities' application. As stated before, one student who came from the United States usually spoke in English, as did a child whose mother talked to him in English. They both tried speaking in English as much as they could; the observer would correct any word by repeating the whole sentence with the appropriate words in it. The other children, who would listen to them, wanted to do the same, they tried to repeat the words that they had heard by telling their stories, playing games, or even by speaking to other teachers, who taught Spanish.

During group work, children who used several words in the target language were followed by the rest of the class. They became the leaders of the group because they showed what they knew, and they did their best by speaking in the L2. When a "emerging bilingual" child, who became the popular one in the class, was admired, everyone wanted to do the same. This influenced their classmates in a positive way. This observation is similar to that of McLaughlin (1978) mentioned that "if the child has target language peers, than there is a greater social context where the child recapitulates the L2 rules as if the L2 were an L1 with no language transfer occurring" (p. 117).

Only one of the students was almost a native speaker of English; a second one had a good pronunciation because of his mother's interest in teaching him more vocabulary. The interaction with the other children and intrapersonal details were essential in developing a positive working environment. Children became motivated by listening to them speaking in English most of the time.

Reading is an important step for this process. At the beginning, the observer spelled the words. The students wrote them down and read them carefully, and then they would notice if they had made a mistake. During this process, children focused on listening, spelling, writing, and on the spatial area because writing between small lines was not an easy task for them. The observer dictated around 20 words, the students wrote them down, read them aloud and either stated their meaning or acted them out. Approximately the 80% of the students would write them correctly. The main problem during this activity was noise, because some children did not respect the rules and did not speak quietly. The others got distracted and they wrote '*b*' instead of *d*, *q* for *p*. This effect could be noticed on the post-test.

Writing activities were performed on their notebooks, or on a flour board, the observer focused attention not only on the development of writing skills but also on students' Spatial Intelligence which according to Armstrong is the demonstrated ability to perceive the visual world accurately, to perform modifications and the initial perceptions, and re-create aspects of the visual experience (Armstrong, 2003, 13).

The observer kept a sharp lookout for the problems in these processes; drawing became an essential activity to evaluate if the activities got positive feedback. The observer kept all of the flashcards in a bag and gave each student a word. They would read it and draw it on a piece of paper. At the beginning, they did not draw anything because they had not read the word correctly, and then, if the word was not read correctly, they would not comprehend the meaning. Students applied the rules and read the words carefully. Some of them, around 8 students, asked for help. It is important to state that the observer tried to be only a guide during this activity she would only remind the students of the rules and would apply kinesthetic movements, so that children could be reminded of the letters' sounds.

After reading, they drew as they could; the observer asked them what the picture was about so she could recognize if they knew the meaning or not. For some children, those with problems in most of their classes, these activities were not as easy as for the rest

of the class; they preferred a different one. For instance, children who knew the meaning and could not draw, preferred to say key words about the meaning, while others preferred to act out, use gestures, or their kinesthetic movement.

The activities children performed improved the most their oral skills. They knew how to define a word by acting it out, saying a synonym in Spanish or English, or by repeating a special example that the observer had provided before. Children developed their vocabulary acquisition mostly based on the oral skills; a great majority could see a picture and say the name aloud.

Pronunciation was an important topic on which the observer focused. According to the grades in the pre-tests, before the exercises, the results were 0,41 out of 5 from the pre-test, whereas they climbed to 2,61 out of 5 on the post-test. These results showed that children learned a great amount of vocabulary and the final results were that pronunciation and the vocabulary knowledge were the important aspects to be taken into account. Those words that were not well pronounced were given a zero as shown in the chart below.

4.3 Phonological Analysis

Zhang (2009) offered an argument to the effect that learners are interested primarily in acquiring speaking skills. Zhang underlined the fact that the greatest challenge for foreign language learners is that they must master several difficult ‘microskills’ that include the pronunciation of strange groups of phonemes, the effort to learn the correct intonation and stress patterns and the conscious acquisition of formal and informal expression, in the foreign language (p. 32). The chart below shows multiple examples of the difficult tasks faced by the students who are just beginning to acquire a foreign language.

Example N°	Picture: name	Children's pronunciation	Correct pronunciation
1	Star	/estɑ:r/	/stɑ:r/
2	Store	/stɔr/	/stɔ:r/
3	Pot	/pɑt/	/pɑt/
4	Bat	/bʌt /	/bæt/
5	Skirt	/skɛt/	/skɜ:t/
6	Plum	/plʌmp/	/plʌm/
7	Pine	/paɪt/	/paɪn/
8	Tie	/twɪ/	/taɪ/
9	Rope	/rɑp/	/rəʊp/
10	Slide	/sleɪd/	/slaɪd/
11	Purse	/pʊə's/	/pɜ:s/

In the list of examples, there are different aspects that were taken into account for grading pronunciation. If it was not correct, students did not receive any credit. One could notice that students tried to transfer their L1 onto the target language, L2.

In English and Spanish, there are consonant clusters; some are similar like cl, pl, fl, gl, pr, dr, cr, cl, among others. Nonetheless, in the particular vocabulary that students acquired, they found difficulty with the consonant cluster starting with 's', because of the L1 rule which does not accept an initial freestanding 's' and introduces an 'e' before it (Epenthesis prosthesis). This tendency generated problems on students' pronunciation. As it is shown above, in the example 1, '**star**'; students pronounced the vowel /e/ before the consonant cluster, there is an extra vowel before the consonant.

Taking into account the second, ninth and eleventh examples, the students did not pronounce the vowels correctly. Students used to apply the taught Phonics rules, they pronounced the first vowel as a long one. In the samples shown above, some students made

use of the rules most of the time, while the rest of students looked at the picture and said the word aloud as they remembered.

Although the two languages have some similar 'alphabet' graphemes, the phonological and phonetical scheme is not the same. In the example number four, a student pronounced the phoneme /p/ in Spanish, this phoneme is a voiceless bilabial stop but not aspirated, while in English it is aspirated when in initial position.

In the examples number five and six, there is consonant elision, that is, "under certain circumstances sounds disappear, one might express this in more technical language by saying that in certain circumstances a phoneme may be realized as zero, or have zero realization or be deleted". (Roach, 1991, p. 127)

Finally, the examples seventh, eight and tenth allowed us to realize the letters confusions (unresolved dyslexic problem) that students have. They changed some letters, the consonants and vowels.

On the other hand, children who have overcome the L1/L2 barrier and learned how to switch languages while they read in class time have an easier time expanding their knowledge of L2. During the first five months, children could barely identify the vowels' sounds later they made a correct sounds analysis; that is, by marking the vowels. Their confusion was due to contrast between Spanish and English phonological systems; the letter sounds' and vowel quality discrimination was not an easy task for them. Children developed their listening skills to a higher level, but the main problem was on the written skills. They got higher results in the comparison to the post-tests results, but these results were not as high as expected.

Using Phonics with these children revealed several difficulties, for example, children's attention span, discipline and mother language transfer. Nonetheless, the experimental group improved their vocabulary knowledge and pronunciation at a greater rate than the test groups. This fact has been shown in a high percentage of cases. The grade for the pre-test was 0.43 out of 5 points; and, after these activities were applied, the average final grade result among the 23 students was 2.61 out of 5. The results show that language acquisition has developed positively in relation to the oral skills and vocabulary knowledge. Besides, McLaughlin has pointed out this fact in an essential discussion about acquisition of a second language by children, where acquisition refers to the results obtained

with a relatively young individual but who has already acquired almost complete control of his first language (p. 100).

One final result of this experiment was that after the three week cycle, the observer realized that there were more results, effects and behaviors than had been expected. The learning style preferred by the students was noticeable because of their obvious interest and performance during the class period. Although the results were not as higher as they were imagined, positive results from the Experimental Group were obtained. Therefore it be safely stated, as was the research question of this dissertation, the use of Phonics at the critical age can deliver very important results.

CONCLUSIONS

Teaching English as a Foreign Language to 5 year-olds by the means of activities based on Phonics within the context of a Multiple Intelligences framework, was positive for these children. These results have successfully proved the advantages of these methods because the analysis of the pre and post- tests applied on the students amply demonstrate the working premise.

1. The Experimental and Control Groups did not have equal or almost similar results from the pre-tests in the Writing section. The Control Groups' results were higher at the beginning; the Experimental Group, on the other hand, obtained higher results for the Post-tests.
2. If the Pronunciation Section is taken into account, the Experimental Group got higher results than the Control Groups. The grade obtained from the post-tests was higher than the pre-tests.
3. The grades obtained from the pre and post-tests showed that the Experimental Group got higher grades in their pronunciation skills, than the four Control Groups. The Experimental Group improved their pronunciation skills at a higher rate than their writing skills.
4. The specific objectives stated at the beginning of this dissertation were accomplished; that is, the observer designed and applied the activities, which were under Phonics and the Multiple Intelligences framework, on the Experimental Group students. These activities focused on vocabulary, the development that involved appropriate pronunciation and recognition.
5. The application of the activities was assessed by means of two tests: a pre-test, to determine a base line, and, a post-test to evaluate improvement. As the results show, the 'vocabulary activities' proved their effectiveness. It is safe to say that if applied for a longer period the results would have same the same positive variation.

6. The Handbook of Phonics Activities elaborated, can be used as part of the curriculum at any kindergarten where teachers are interested in teaching Phonics to young learners. The teacher could assess their students' effectiveness by means of new evaluating systems, not by grades; they should do it by using a system which assesses children's progress in a more natural way.

In spite of the students' age, the teacher must be a facilitator. The main role is giving clear instructions, developing skills and increasing knowledge by means of providing tasks, which can be performed by children without too much surveillance. Without fear of being mistaken, it can be stated that if the approach used brought positive and high results in a relatively short time, the application of these activities would undoubtedly achieve even better results by the end of a school year.

FINAL COMMENTS

Teaching English as a Foreign Language to young learners is an overwhelming task. Based on my own experience, the introduction of a new topic is an important activity in the learning process. Then, the teacher is responsible for creating a magic and awesome learning environment; the teachers must apply their knowledge, experience and creativity in order to achieve a great and fun learning time for the students.

In order to create an innovative learning environment, the teacher does not require expensive materials. Children get surprised by any kind of material; the key is based on the way that the teacher expresses, the energy and the attitude. The teacher can create a magic place only through the words and through movements that are used in the class.

The teacher must manage the body language, especially the facial expression because it is the one that communicate so much. Being theatrical is fun and children learn to discriminate the teacher's expressions and feelings; smiling at children makes them feel calmed and happy. In spite of the number of students that teachers have in the class, they must pay attention to children and their needs; they should also focus on the activities that children prefer to do, so the alternation of activities would allow the teacher to keep a comfortable environment and get children's attention. It is important to organize a variety of activities, so children will not get lost or bored; these kinds of activities could be based on the students' behavior and interests that the teacher notices since the first day of the class. Technology is a useful tool in the class; it can be used for playing songs, videos and online games. This tool allows children to learn, have fun, and get involved in the new media that surround them. It helps teachers to catch the attention of the children in a fast way; then, the discipline is manageable. Also, it becomes a tool to strengthen the skills, such as listening, reading, writing and pronunciation, at students' home; parents get involved in their children's learning process, share time and teach to children or learn from them.

To handle discipline is a tough activity in the learning process. Children must be aware of the rules that the teacher states from the beginning of the school year. The activities that students perform might vary, so students will not get bored; in order to avoid it, teachers can catch their attention by singing when they are exhausted, performing TPR activities, breathing, drinking water or telling a short story related to the topic, etc.

The teacher might take into account the students' English background in order to give the instructions before they perform any task or activity. The vocabulary that the teacher uses might be easy for students to understand, after giving any instruction the teacher might ask children to repeat what they have to do, to make sure that they understood the work.

As it was stated before, activities should vary; teachers who find a new and innovative activity that is really attractive to children, cannot use it most of the time in the classroom because children get bored, and they will not be any longer interested in it. Teachers must not deplete the activities, that is, teachers might not repeat the activity several times, unless they modify it.

Children improve their skills by actively doing: that is, preferably by performing activities which catch their attention; the teacher should try to act at best as a guide during these processes. If teachers do not focus on the improvement of students' general skills, and focus only on the cognitive areas, they will not be able to guarantee that children are being taught what they really need.

It is recommended to modify or create new activities in order to improve students' writing skills and their gross as well as the fine-motor skills because these skills allow students to develop different areas and get a better learning process.

To play videos, songs, podcasts, and conversations sometimes will not be an interesting activity; for them, then, the teachers must modify it. The adjustment of the activities is up to teachers, they can combine them to different activities, in order to stimulate their intelligences and develop their skills.

Circle times help the teacher to recognize and discriminate the students' needs and the skills that require to be improved. During this activity, the teacher share reading time with certain number of students, not all of them; while these students are working under the teacher's surveillance, the rest of them must have a task that requires children's attention and interest.

LIMITATIONS OF THE STUDY

1. Students' background is an essential factor to be analyzed and studied because it affects in a positive or negative way the results; therefore, the application of the handbook of activities need to be applied in other schools.
2. Parents' collaboration should also be considered, which is essential during the children's learning process. In spite of the parents' job, they collaborated in the school programs by means of organization or decoration, or by providing the material that was required and asked by the teachers. According to the social and economic factor, parents would get involved in their children's learning process, that is to say, children's parents, whose job requires most of their time, will barely spend time and would not be able to realize the lack of motivation or reinforcement that children need at home. On the other side, when the couple shares the children's care and the parents get involved in the learning process by means of time and materials, the child will be sure, motivated and do their best at school.
3. As it had been stated, technology is a powerful tool that helps students to learn in a fun and easy way. Some of the handbook activities were applied making use this tool and facilitate the process; nonetheless, the results may vary in a rural setting due to the lack of technological resources.
4. During this study, the teacher was the observer at the same time, so the study can be bias; nonetheless, the tests state the real results from children's knowledge. That is, the handbook of activities may be applied in other schools, where other teachers or coordinators can serve as observers.
5. Taking into account the Kindergarten, where the handbook was applied, there were some advantages as well as disadvantages that interfered in the study. First, being a class tutor allows the teacher to use more advanced vocabulary and give instruc-

tions faster as time goes by; second, students get used to the teacher, especially to the pronunciation and the way that the teacher expresses in front of them. In relation to the disadvantages, by the time that the observer asked for collaboration from the different classrooms in order to form the control groups, the students could barely answer the questions. It is important to state that some of them were new and did not know the observer, some of them were shy or some were not used to the teacher's pronunciation or tone.

6. The treatment period, when the information was compiled, according to the observer's point of view, the time was not beneficial. Children did not work with the same amount of energy as they did in the first months of the school year; they were tired because the scholar year was almost over. Also, there were several programs at school; for instance, soccer games, which were scheduled on April and each grade played three times during the week, each game took about one hour and a half, thus students lost almost two class hours. In addition, Spelling Bee was programmed on the same month and students who participated left the class to practice in the place where the contest took place, it was a required activity to avoid fear and shame from the students. Finally, there were English and Spanish "Activity Classes", which consisted of preparing and teaching a class as was usual, but during this event parents would observe and participate with their children. Taking into account all these events, the observer lost several hours such as Math, Phonics or Language; the planned activities were suspended some days and re-scheduled in order to cover the main topics that were on the Blocks. Although the treatment period was full of events, the results were positive; nonetheless, the next observer who would like to apply the Handbook and make a study, should realize the period of time and the school programs that have been planned in order to avoid such limitations.
7. Parents were eager to contribute with all the resources that were required and with the reinforcement at home which was important for the children especially during holidays or vacation after the first term; parents also focused on the activities that developed skills that children needed. As a consequence from the parents' collabo-

ration, the results were favorable for the study and it was positive for these children; however, some of the children who did not have any kind of reinforcement or help at home showed low results, they remembered some words but not most of them as the rest of the classmates knew.

In short, the results that different observers would get from the application of the handbook may vary because of the teacher, students' background, setting, observers, among other important factors.

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APPENDIX

APPENDIX 1: Format for Pre/Post Test

PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR
FACULTAD DE COMUNICACIÓN, LINGÜÍSTICA Y LITERATURA
ESCUELA DE LINGÜÍSTICA

1. Listen to the word and write the word down.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

2. Look at the picture and pronounce.

1. _____

2. _____

3. _____

4. _____

5. _____

APPENDIX 2: VOCABULARY LIST

1	grin	21	See	41	Paint	61	truck	81	swim
2	glad	22	Dry	42	Sheep	62	dump truck	82	scrub
3	clue	23	Flash	43	Bake	63	maid		
4	smile	24	Crisp	44	Wave	64	pit		
5	brim	25	Damp	45	Dive	65	pine		
6	plum	26	Scuff	46	Broom	66	toad		
7	rope	27	Drive	47	Boot	67	lick		
8	smell	28	Dress	48	Grapes	68	tie		
9	stump	29	Grass	49	Purse	69	Cliff		
10	fell	30	Muff	50	Spoon	70	smack		
11	play	31	Skirt	51	Sled	71	pot		
12	blame	32	Sink	52	Slide	72	pen		
13	crack	33	Skates	53	Stick	73	note		
14	clay	34	Clothespin	54	Sweater	74	wide		
15	trap	35	Cloud	55	Slippers	75	camp		
16	grab	36	Triangle	56	Sponge	76	lake		
17	tape	37	Dill	57	Star	77	pretzel		
18	pail	38	Drill	58	Switch	78	think		
19	Pie	39	Bite	59	Snack	79	hide		
20	drip	40	Tire	60	Store	80	cry		

APPENDIX 3: HANDBOOK OF PHONICS ACTIVITIES

- 1. VOWELS: SHORT SOUNDS**
- 2. CONSONANTS**
- 3. VOWELS: LONG SOUNDS**
- 4. VOCABULARY**
- 5. SPELLING**
- 6. READING**

1.1 Alligator craft

INTELLIGENCES DEVELOPED

Linguistic
Bodily/Kinesthetic
Interpersonal

OBJECTIVES

To reinforce language development through motor skills and movements
To give students the opportunity to foster creativity
To introduce /ă/ sound through storytelling

Materials Needed

- Green tempera
- White cardboard
- Scissors
- Glue
- Plate

1 Tell students a story about an alligator; try to use a lot of words beginning with letter ‘a’. The teacher might use pictures, flashcards, toys or realia.

2 Ask students to put their right index finger in the right side of the lips and the right middle finger in the left of the lips, say the /ă/ sound. Ask students to repeat the words beginning with /ă/ vowel sound such as alligator, apple, and ant. Repeat the rule: A says /ă/ as in alligator.

3 Remember the Alligator story and make a brainstorm of words with /ă/.

4 Give each student a sheet of cardboard. Ask students to write capital and little ‘a’ on the top of it.

5 Let’s paint an alligator. Pour the green tempera on plates; put the hands on it and stamp them on the cardboard. The hands might form capital ‘a’.

6 Provide students white cardboard, scissors and glue and ask students to cut triangles and stick them in the alligator’s mouth like their teeth.

1.2 Egg mystery

INTELLIGENCES DEVELOPED

Linguistic
Bodily/Kinesthetic
Visual/spatial
Naturalistic

Materials Needed

- Plastic eggs
- Capital and little 'e' made of different material
- Toys
- Elephant puppet

1 Present the elephant puppet to the students. Introduce the name and some characteristics about it.

2 The elephant puppet gives the instruction: look for something unusual in the class whose name begins with /ĕ/ (plastic eggs).

3 When students found their eggs, ask them to close their eyes and open the eggs. Touch and feel carefully the little toys that they got, try to guess what they are, and say aloud the name of the object.

4 Show a big letter 'e' and say aloud the rule: E says /ĕ/ as in Elephant.

OBJECTIVES

To reinforce language development through motor skills and movements

To develop listening skills, follow commands

To introduce short "e" vowel sound through games

5 **GAME** The elephant gives several commands saying: If egg has /ĕ/ sound, you will stand up; if ten has /ĕ/ sound, you will jump. Students listen carefully to the words and follow the commands.

6 Optional activity: Read the story "Green eggs and ham" written by Dr. Seuss.

1.3 “I” craft with straws

INTELLIGENCES DEVELOPED

Linguistic
Bodily/Kinesthetic
Visual/spatial

Materials Needed

- Straws
- Tempera
- Sheets of cardboard
- Sheets of paper
- Scissors
- Glue

OBJECTIVES

To reinforce language development through motor skills
To develop listening skills
To foster creativity
To develop fine-motor skills
To reinforce vocabulary

1 Before the class, prepare two worksheets for the students. On “Worksheet A” write *Letter* on the top, keep the center of the worksheet empty and stick on the frame some pictures of igloo, iguana, insect, Indian, Italy, injection, apple, octopus, umbrella, and elbow. On “Worksheet B” print a capital and a little ‘i’.

2 Ask students to put their tip of the right index finger between their upper and lower teeth; like they bite it. Ask what letter they can pronounce with their finger between their lips. Answer it, show a big capital ‘I’ and a little ‘i’; say the short sound /ɪ/ several times.

3 Give each student the Worksheet B, tempera and a straw. Put a drop of tempera on the letters (capital and little ‘i’), students color letters ‘I’ ‘i’ by blowing the drop with the straw. They can pour extra drops if it is necessary.

4 While Worksheet B gets dry. Provide each student Worksheet A, ask them to color the pictures with letter /ɪ/. They might listen carefully to color the correct ones.

5 Take Worksheet B, cut the letters and glue them in the middle of Worksheet A.

1.4 Orange Octopus Craft

INTELLIGENCES DEVELOPED

Linguistic
Bodily/Kinesthetic
Naturalistic
Musical
Interpersonal

OBJECTIVES

To reinforce language development through motor skills
To develop listening skills
To foster creativity
To develop fine-motor skills
To reinforce vocabulary

Materials Needed

- Paper tube
- Red/yellow tempera
- Paintbrush
- Plates
- O animals pictures
- Orange paper
- Flashcards

1 Sing “Old McDonald”; change the animals’ names for others like octopus, ostrich, ox, and otter.

2 Work on pronunciation. Say aloud several words with /ō/ vowel sound. Ask students to listen carefully to the sound. While teacher is showing flashcards, they repeat the name of the picture.

3 Talk about the octopus, its habitat, life style, and food. Answer children’s questions about this animal.

4 Give each student a paper tube, paintbrush, and orange paper. Provide them tempera on a plate.

5 Ask students who sit on the right side to take yellow tempera with their paintbrush and their classmates the red one. Mix them on the plate carefully and see the color it appears.

6 Color the paper tube orange with the paintbrush. Let’s wait for the paper tube gets dry; students tear orange paper into eight strips.

7 Take the orange paper tube; glue the strips around it like an octopus’ tentacles. Draw eyes and mouth.

1.5 Blind man's bluff

INTELLIGENCES DEVELOPED

Linguistic
Bodily/Kinesthetic
Visual/spatial
Interpersonal
Musical

OBJECTIVES

To reinforce language development through sensorial activities
To foster vocabulary and short vowel sounds.
To give students the opportunity to work together.

Materials Needed

- Scarf
- Poster
- Box
- Sand
- Vowels made of different material
- Adhesive tape
- Song "If all the raindrops"

1 Play the song "If all the raindrops". Play it again, sing it and ask students to open their mouth putting their index finger in a vertical way between their upper and lower teeth. Explain U short vowel sound is in that way /ũ/.

2 Ask one couple to be in front of the class. Cover one student's eyes with a scarf. Paste different posters on the blackboard like apple/igloo/umbrella

3 The student, whose eyes are covered, puts the hands into the box of sand and take vowels; S/he touches it and say the name of it.

The classmate asks for the sound, the partner says the name and sound.

For example:

Student A: it is letter u

Student B: U says ...

4 Student A: U says /ũ/ /ũ/ /ũ/

Students B: Puts the classmate in front of the posters (s/he is still covered the eyes)

/ũ/ as is apple/ as in umbrella or as in igloo

Student A: S/he might say /ũ/ as in umbrella.

5 Couples work fast in the same way. Change posters for the rest students. If they do it well, they will get stickers.

2.1 Blowing Bubbles

INTELLIGENCES DEVELOPED

Linguistic
Bodily/Kinesthetic

OBJECTIVES

To reinforce letter b pronunciation
To improve reading skills
To reinforce language development through movement
To practice oral motor skills

Materials Needed

- Glycerin
- Liquid detergent
- Water
- Strew
- Container

1 Mix the glycerin, liquid detergent and water in the container.

2 Give each student a glass of bubble liquid and a straw.

3 Let them blow the bubbles in the playground as more as they can. They will be able to practice the sound with this activity.

4 Read blends with short vowel sounds. Repeat it with the 5 short vowels' sounds.

5 Let students read some blend cards interacting with the bubbles.

2.2 Caterpillar drawing

INTELLIGENCES DEVELOPED

Linguistic
Logical/Mathematical
Visual/spatial
Bodily/Kinesthetic
Naturalistic

OBJECTIVES

To foster creative expression
To develop logical thinking
To develop vocabulary and listening skills
To develop finger dexterity

Materials Needed

- Caterpillar story
- Pictures
- Flashcards
- Paper

1 Start the class exercising, moving their body, jumping, hopping, and clapping. Ask students to raise the left hand to form letter C. Repeat the sound /c/ as in cat, caterpillar.

2 Tell students a caterpillar story. It emphasizes words with letter c, the teacher shows several pictures.

3 Ask students to organize the pictures in logical order as the story was told.

4 Ask students to draw a caterpillar only tracing the letter C, no circles, on a sheet of paper.

5 Decorate the caterpillar, stick grains around letters c.

2.3 Digging and

finding letter D

INTELLIGENCES DEVELOPED

Linguistic
Interpersonal
Visual/spatial
Bodily/Kinesthetic

OBJECTIVES

To give students an opportunity to work together
To introduce reading to children.

Materials Needed

- Box
- Sand
- Foamy letters

1 Students guess the name of the animal that teacher imitates (dog). Ask for the name of the letter that the word dog begins with.

2 Ask students to put their right hand in front of them. Close their fingers and raise only the thumb and little finger. Imagine the thumb is a dog's head and the little finger is the tail. Repeat the sound d as in dog.

3 After the warm-up, ask students to form groups of 6. Place the box with sand far from students. Ask them to stand up far from it. When the teacher says go, the first student runs to the box, digs and looks for the letter d.

4 The second student runs to dig and look for vowels. The student goes back to the line, when s/he reads the blend, the next student keep on with the same activity.

5 The group that finishes reading all the blends with short vowel sounds in a short period of time wins.

2.4 Fishing pictures

INTELLIGENCES DEVELOPED

Linguistic
Interpersonal
Visual/spatial
Bodily/Kinesthetic

Materials Needed

- Small plastic pool
- Magnets
- Pictures
- Rod (stick and magnets)

OBJECTIVES

To develop new vocabulary with visual cues
To give students and opportunity to work together.
To reinforce language development through movement
To strength oral-motor coordination

1 Ask students to put each hand next to each of their cheeks. Move their hands as fish fins and repeat the letter f sound walking around the class.

2 Ask students to divide into groups of six.

3 Put several pictures and flashcards in the small plastic pool. All of them have magnets behind it.

4 One student of each group runs to the pool, take the rod and fish a picture. Pay attention to the name of the picture, it might begin with letter f.

5 Student goes back to the group and says the name of the picture aloud, if it is correct, they will keep the picture and the next classmate does the same; on the other hand, they put the picture in the pool and the group misses one turn.

2.5 Drinking Grape

INTELLIGENCES DEVELOPED

Linguistic

Visual/spatial

Bodily/Kinesthetic

Logical/Mathematical

Naturalist

Materials Needed

- Grape juice
- Glasses
- Bottle top
- Sheets of cardboard
- Tempera
- Beetroot juice

1 Give each student a glass of grape juice; let them sip it for tasting. Ask them to listen to the sound when they drink and let them repeat the sound by themselves.

2 Show them the letter G. Drink more grape juice and repeat the rule for letter G.

3 Give each student: 1 sheet of cardboard, 1 bottle top and tempera.

juice and coloring

OBJECTIVES

To foster creative expression

To develop language development through motor-skills and sensorial activities

To develop letter g sound

To develop skills organizing and categorizing

To appreciate food importance and help

4 Ask students to take tempera with the top and stamp the circles on the cardboard. They have to complete grapes form. While the tempera gets dry, the teacher can show flashcards to increase vocabulary.

5 Finally, give students beetroot juice to color the grapes and demonstrate the use people can do with vegetable instead of tempera.

2.6 Reinforcing letter H vocabulary through the window

INTELLIGENCES DEVELOPED

Linguistic

Interpersonal

Visual/Spatial

Materials Needed

- Flashcards
- Window

OBJECTIVES

To foster creative expression

To reinforce language development with visual cues

To give students the opportunity to work together

To strength oral-motor coordination

1 Ask students to work in couples. Give each couple of children several flashcards which name begins with letter H and few with different letters.

2 One student stands up in front of the window while his/her partner is on the other side.

3 The student who has the flashcards start showing them and the partner says aloud the name of the pictures. Children might say it as fast as possible. Let students realize what happen to the window when the say words with letter H at the beginning of a word. (It gets steamed)

4 Change students' location so everybody can participate and improve their pronunciation focused on letter H.

2.7 Jellyfish Craft

INTELLIGENCES DEVELOPED

Linguistic
Bodily/Kinesthetic
Interpersonal
Musical

OBJECTIVES

To reinforce language development through sensory motor activities
To give students the opportunity to work Together

Materials Needed

- Paper plate
- Newspaper
- Ribbon
- Stapler
- Letter J song (YouTube)

1 Play letter J video song. Let students recognize the sound and the letter. Ask them to do what the robots say in the song.

2 Teach vocabulary through pictures and let them act out like a jet, jeep, jaguar, and different words.

3 Give students the material to create a jellyfish: 1 paper plate cut into halves, newspaper and ribbons.

4 Color one half of the plate and join it to the other half.

5 Crumple the newspaper and put it between the plates to make the jellyfish look fuller.

6 Staple the two halves, and paste ribbons forming the jellyfish tentacles.

2. 8 Singing and

INTELLIGENCES DEVELOPED

Linguistic
Bodily/Kinesthetic
Intrapersonal
Musical

Materials Needed

- Letter K song (YouTube: K is Okay)
- Sheet of paper
- Magazines
- Scissors
- Glue

1 Play the song “K is Okay”, let children listen to and watch the pictures they show. Play it again and ask students to sing it and dance.

2 Ask students to work in groups of four. One of the students lies down on a sheet of paper and forms letter k with his/her body.

3 The rest of the classmates draw his/her silhouette on the paper.

drawing letter K

OBJECTIVES

To reinforce language development through movement
To develop rhythm
To give students the opportunity to work together
To reinforce sensorial development

4 Give students magazines, scissors and glue and ask them to cut letter k and pictures they saw in the video of the song and stick them on the sheet of paper.

2.9 Lollipop activity

INTELLIGENCES DEVELOPED

Linguistic
Bodily/Kinesthetic
Visual/Spatial

Materials Needed

- Lollipops
- Plates
- Flashcards

OBJECTIVES

To reinforce letter L pronunciation through taste sense
To reinforce vocabulary
To strength oral-motor coordination

1 Show flashcards and say the name aloud: lemon, lamp, lion, lizard, lamb, leg, etc.

2 Give each student a lollipop and a half of an acetate sheet.

3 Ask students to lick the lollipop and say aloud the sound.

4 Repeat the rule L says /l/ /l/ /l/ as in lollipop. Show different flashcards, say the name of the pictures aloud and each time a word has letter l, children might lick the lollipop.

2. 10

Marshmallow Map

INTELLIGENCES DEVELOPED

Linguistic

Logical/Mathematical

Visual/spatial

Bodily/Kinesthetic

Interpersonal

Materials Needed

- Marshmallows
- Plastic bags
- Maps
- Toys

OBJECTIVES

To improve basic mathematical skills

To develop logical thinking

To give students the opportunity to work together

To improve language development through movement and taste sense

To strength oral-motor coordination

1

Students work in groups of 4. Give each group a map. Clarify each student gets only 4 marshmallows.

2

Ask students to look for the marshmallows that are in the plastic bag in the park.

3

When students come back with the marshmallows, they take out one, eat and taste it. Ask them to taste it and move their hands in circles on their bellies.

4

Say the sound aloud and say the rule M says m, m, m as in marshmallow/milk.

5

Say aloud name of different words, realia and toys needed. Mother, monkey, man, moon, moth, muffin, milk, etc.

2. 11 Making a Nest

INTELLIGENCES DEVELOPED

Naturalist
Linguistic
Bodily/kinesthetic
Visual/Spatial

Materials Needed

- Clay
- Twigs
- Glue
- Magazines
- Scissors

OBJECTIVES

To introduce letter n, sound, vocabulary
To develop vocabulary talking about Nature
To foster Nature appreciation
To improve language development though the use of manipulative materials

1 Tell a story about birds' home. Tell how birds build it and the material they need.

2 Give students the clay to make a nest. Make a ball and push the fingers into the middle to make a hole. Enlarge the hole until it seems like a real nest.

3 Ask students to pick up twigs in the park and stick them to the clay.

4 Give students magazines, scissors, glue and cotton balls. Ask students to cut pictures with letter n and stick to the cotton balls.

5 Put the cotton balls with the pictures inside the nest. Practice the sound and vocabulary using students' material.

2. 12 **The Three Little Pigs**

INTELLIGENCES DEVELOPED

Linguistic
Bodily/kinesthetic
Intrapersonal
Visual/Spatial
Naturalist

OBJECTIVES

To develop letter p pronunciation through a classic tale
To strength oral-motor coordination
To develop vocabulary interacting in the story telling
To develop finger dexterity

Materials Needed

- Clay
- Sheets of paper
- “The Three Little Pigs” tale

1 Give students pink and gray clay. Tell them to cover three fingers with pink clay and one with gray clay.

2 Draw and decorate the faces of the three little pigs and the wolf in students’ fingers.

3 Students draw two houses in two pieces of paper and make a house of clay.

4 While teacher tells the story, students move their fingers.

5 When teacher tells the part of the wolf blowing the houses, students put their sheet of paper, where they draw the houses, in front of their mouths and say the sound of letter p.

6 At the end of the story use the house made of clay and show it cannot move because the material is hard.

2. 13 Singing and playing with clay for letter Q

INTELLIGENCES DEVELOPED

Linguistic
Bodily/kinesthetic
Musical

Materials Needed

- Rhymes
- Clay
- Flashcards
- Worksheet for dictation

OBJECTIVES

To develop finger dexterity
To develop vocabulary and letter q recognition
To introduce letter q writing

1 Sing with students: **Five Little Ducks & Five Little Quails**
Make students move their hands while they are singing. Repeat it sometimes.

Five little ducks went out to play (Wiggle five fingers on one hand)

*And met five quail that came their way.
(Wiggle five fingers on other hand.)*

*The five little quail went to get a snack
(put quail hand behind back.)*

*And the five little ducks went quack,
quack, quack (use hand to form duck bill)*

2 Give students clay; ask them to form capital and little Q, in order to develop letter recognition. Tell them a short story about letter Q and its friend letter U. Give a different color of clay and ask them to form letter u next to letter q.

3 Ask students to form with their hands a duck peak and repeat the sound ducks do. Then, repeat the rule Q says qu, qu, qu as in queen.

4 Show different flashcards: queen, quail, quilt, quiet, quarter, quick, question, etc.

5 Finally, practice dictation with letter q to foster writing and spelling.

2. 14 **Rainbow turkey**

INTELLIGENCES DEVELOPED

Linguistic
Bodily/kinesthetic
Musical
Visual/Spatial

OBJECTIVES

To develop finger dexterity
To develop colors and shapes
To reinforce vocabulary
To foster creative expression
To focus on concentration

Materials Needed

- Chalk
- Lion puppet
- Tempera
- Sheet of paper
- Sesame street song “*Row, row, row your boat*”

1 Present the lion puppet, ask students to roar like their new friend. Repeat the lions’ roar several times.

4 Press right hand onto the piece of paper carefully. Draw the eye and the feet with marker.

2 Trace with chalk a capital and a little letter R on the floor. Play the song, ask children to act out as rowing a boat while they are walking on the traced letters.

3 In the class, give each student a piece of paper and several plates with tempera. Put green tempera on students’ right palm, red tempera on the thumb and blue tempera on the rests of the fingers.

2. 15 Snake game

INTELLIGENCES DEVELOPED

Linguistic
Bodily/Kinesthetic

Materials Needed

- Green scarves
- Flashcards

OBJECTIVES

To develop vocabulary and listening skills

To reinforce language development through development and games

1 Choose three students, who lead the top of the snake, they have the green scarf around their wrist.

2 Show students how snakes move and sound; ask them to act out like them.

3 Teacher says several words while students are walking around the yard. When teacher says aloud a word with letter S at the beginning of the words everybody runs, snake students might chase as most classmates as possible.

4 When teacher says a different word students walk. If the snakes are long, they might move and sound like snakes. The longest snake wins

2. 16 Toothpick tree

INTELLIGENCES DEVELOPED

Linguistic
Naturalistic
Bodily/Kinesthetic
Interpersonal

Materials Needed

- Toys
- Realia
- Toothpick
- Broccoli
- Chard juice
- Piece of cardboard

OBJECTIVES

To reinforce language and vocabulary development through art using different materials
To develop finger dexterity
To appreciate the use of vegetables to paint

1 Take different objects out from a box (tomato, turtle, train, tent, ten, truck, toothbrush, toothpaste, and tepee)

2 Form letter T with their two index fingers and say aloud the sound and the name of the toys teacher shows.

3 Give each student a piece of cardboard, small broccoli branch, toothpicks, and a plate with chard juice.

4 Stick the toothpicks to form a tree log on the cardboard.

5 Use the broccoli branch to color, put it on the chard juice and stamp the juice on the cardboard forming the leaves.

2. 17 Story telling with letter V

INTELLIGENCES DEVELOPED

Linguistic
Visual/Spatial
Interpersonal
Bodily/Kinesthetic

Materials Needed

- Printed pictures
- Sesame Street. Letter V podcast
- Colors
- Adhesive tape

OBJECTIVES

To introduce letter v sound and vocabulary through storytelling
To foster creative expression
To improve motor skills through coloring
To develop listening skills

1

Play the Sesame Street Podcast, ask students to listen carefully to the words and letter v pronunciation. Ask students to put the right index and middle finger, forming letter V, in front of their lips saying the sound v, v, v each time the puppet on TV says a v word.

2

Ask students the words they remember. Show more words to develop participation in the class and give a printed picture when students say a word.

3

Color and decorate the printed pictures. Provide several materials like markers, colors, crayons, dough, etc.

4

Teacher starts telling a story with letter V, pause after a sentence to allow students complete the sentence saying the name of their picture and stick it on the board. Make all the students participate and correct letter v pronunciation.

2. 18 Complete the W puzzle

INTELLIGENCES DEVELOPED

Linguistic
Bodily/Kinesthetic
Interpersonal
Logical/Mathematical
Visual/spatial

Materials Needed

- Cardboard
- W picture
- Scissors
- Glue
- Sesame Street Podcast
- Realia
- Letter w printed pictures

OBJECTIVES

To reinforce language development through concentration and visual activities
To develop cognitive and motor skills
To develop logical thinking
To give students the opportunity to work together

1 Previous the class: Glue W picture on a cardboard sheet, cover it with adhesive paper. Cut it into pieces.

2 Divide the class into groups and give one puzzle to each group. Let them complete and find the secret word and picture.

3 Allow students to create their own puzzle about their favorite letter w picture. Provide printed pictures and let them stick and cut.

4 Allow students interchange the puzzles, it foster vocabulary, cognitive and concentration skills.

5 Play the podcast, it develops students' listening skills and letter w pronunciation.

2. 19 Fox in socks

INTELLIGENCES DEVELOPED

Linguistic
Bodily/Kinesthetic
Interpersonal

OBJECTIVES

To reinforce language development through motor skills activities and movement
To give students the opportunity to work together

Materials Needed

- “Fox in socks” book
- Big drawn foxes
- Scissors
- Glue
- Colors

1 Form letter X with the arms. Say aloud the sound “ks” and says words as box and ax.

2 Ask students to form letter X on the playground floor.

3 Tell the story “Fox in socks” written by Dr. Seuss.

4 Divide students into groups and give one of the big foxes to each group.

5 Draw, cut and glue different words students remember from the story on the fox and decorate it.

2. 20

Skateboard activity for letter Y

INTELLIGENCES DEVELOPED

Linguistic
Bodily/Kinesthetic
Interpersonal
Musical

Materials Needed

- Sesame Street song
- In focus
- Skate board

OBJECTIVES

To reinforce language development through movement
To give students the opportunity to work together
Introduce students to reading letter y blends

1 Play the Sesame Street song: “I do love letter Y”. Play it sometimes and ask students to dance as letter Y does in the video.

2 Ask students to work in pairs, stand up one in front of the classmate and hold the hand. Each couple is next to the other. All the couples will form a bridge.

3 Give each student a letter, the student, who is in the right side, has the letter Y and his partner a vowel.

4 One student sits on the skateboard; teacher pushes him/her slowly. The child stops under classmates’ hands; s/he might read the blends fast and push the skateboard to the teacher.

5 Next student do the same, if the students reads correctly he can participate again, if s/he cannot he will substitute of the students who has the letters.

2. 21

Zoo story and puppets show

INTELLIGENCES DEVELOPED

Linguistic
Bodily/Kinesthetic
Naturalistic

OBJECTIVES

To reinforce language development through listening activities and movement

To foster creative expression

To reinforce vocabulary, adjectives, and pronunciation.

Materials Needed

- Dr. Seuss story “If I ran the Zoo”
- Zoo animals puppets

1

Tell the story “If I ran the Zoo”.
Interact with the puppets each student brings to the class.

2

Reinforce zoo animals’
vocabulary and adjectives.

3

Teacher wears a uniform like a
zoo keeper. Take out different
materials from the pockets like a
zip, zero, zebu, zebra, etc.

4

Ask students to walk in zig zag.
singing a zoo song acting out like
zebras, kangaroos, monkeys and
penguins do.

3.1 Ape' story and bingo game

INTELLIGENCES DEVELOPED

Linguistic
Logical/mathematical
Intrapersonal

OBJECTIVES

To reinforce language development through reading, writing and listening activities.
To develop logical sequences
To teach vocabulary

Materials Needed

- Toys, pictures (ape/acorn/whale/rain/apron/nail/table)
- Big hat
- Small blackboards
- Markers
- Bingo charts

1 Keep the toys, pictures or flashcards in the big hat. Present students the letter /ā/. Write it on the blackboard and explain to them that A says /ā/ /ā/ /ā/.

2 Ask students to clap and says /ā/ when they listen to the /ā/ sound in the ape' story. Make up the entire story taking out the toys and materials you have in the hat.

3 Tell students the story twice. The third time asks students to say the name of the object that continues the order. They should remind it in the logical order as it was the first two times.

4 Give each student their individual blackboards and markers. Dictate some blends like /mā/ /pā/ /sā/. Correct writing if it is necessary.

5 Provide students grains and bingo charts. Each chart has different blends.

6 Start playing Bingo, students may listen carefully to the blends teacher says. Student who finishes first says BINGO and /ā/ rule: A says /ā/ as in ape.

3.2 Green Eagle

INTELLIGENCES DEVELOPED

Linguistic
Intrapersonal
Naturalistic
Bodily/Kinesthetic

OBJECTIVES

To reinforce language development through movement activities
To strength motor skills
To foster creativity

Materials Needed

- Video
- Infocus
- Chalk
- Green tempera
- Piece of cardboard
- Scissors

1 Make a brainstorming about eagles. What students have listened to or seen. Play a short video about eagles. Act out around the playground.

2 Present an /ē/, it is decorated as an eagle. Say the letter /ē/ says its name /ē/ /ē/ /ē/ as in eagle.

3 Remember the vowels say their names have a little stick on them. Give each student a piece of chalk and let them trace long e on the floor.

4 Provide students green tempera on a plate, a sheet of cardboard, and colors.

5 Ask students to draw an eagle, allow them to do with their hands and use imagination. Decorate it with letter ē in it. Cut it and fly with it repeating the rule.

3.3 Ice cream craft activity

INTELLIGENCES DEVELOPED

Linguistic
Intrapersonal
Naturalist
Bodily/Kinesthetic
Visual/spatial

OBJECTIVES

To reinforce language development through movement and visual activities
To develop motor skills
To foster vocabulary

Materials Needed

- Circles of different colors
- Magazines
- Scissors
- Glue

- 1** Show students letter i. Make a brainstorming about short i. Tell students the one that says its name is different because it is serious, it has a little stick at the top of it. Draw it on the blackboard.
- 2** Give students a cup of ice-cream. Ask student how it tastes, the color, and texture.
- 3** After students finish eating, ask them to form long I on the floor. Students might work in groups of three. You can reinforce different letters. Form blend with students.

- 4** Show students different flashcards to teach vocabulary ice cream, bike, ice skate, iron, etc.
- 5** Give each student a circle of different color, a magazine, scissors, and glue.
- 6** Ask students to one picture with ī sound. Cut and glue it on the circle. Teacher puts on the floor 2 sheets of paper, in each one is drawn an ice cream cone. Stick their finished circle on it.

3.4 Toss the dice

INTELLIGENCES DEVELOPED

Linguistic
Intrapersonal
Naturalist
Bodily/Kinesthetic
Visual/spatial

OBJECTIVES

To reinforce language development through movement and visual activities
To develop motor skills
To foster vocabulary

Materials Needed

- Circles of different colors
- Magazines
- Scissors
- Glue

1 Show students letter i. Make a brainstorming about short i. Tell students the one that says its name is different because it is serious, it has a little stick at the top of it. Draw in on the blackboard.

2 Give students a cup of ice-cream. Ask student how it tastes, the color, and texture.

3 After students finish eating, ask them to form long I on the floor. Students might work in groups of three. You can reinforce different letters. Form blend with students.

4 Show students different flashcards to teach vocabulary ice cream, bike, ice skate, iron, etc.

5 Give each student a circle of different color, a magazine, scissors, and glue.

6 Ask students to one picture with ī sound. Cut and glue it on the circle. Teacher puts on the floor 2 sheets of paper, in each one is drawn an ice cream cone. Stick their finished circle on it.

3.5 Hopscotch activity

INTELLIGENCES DEVELOPED

Linguistic
Intrapersonal
Naturalist
Bodily/Kinesthetic
Visual/spatial

OBJECTIVES

To reinforce language development through movement and visual activities
To develop motor skills
To foster vocabulary

Materials Needed

- Circles of different colors
- Magazines
- Scissors
- Glue

1 Show students letter i. Make a brainstorming about short i. Tell students the one that says its name is different because it is serious, it has a little stick at the top of it. Draw in on the blackboard.

2 Give students a cup of ice-cream. Ask student how it tastes, the color, and texture.

3 After students finish eating, ask them to form long I on the floor. Students might work in groups of three. You can reinforce different letters. Form blends with students.

4 Show students different flashcards to teach vocabulary ice cream, bike, ice skate, iron, etc.

5 Give each student a circle of different color, a magazine, scissors, and glue.

6 Ask students to one picture with ī sound. Cut and glue it on the circle. The teacher puts on the floor 2 sheets of paper, in each one is drawn an ice cream cone. Stick their circle for decorating on it.

4.1 Story telling

INTELLIGENCES DEVELOPED

Linguistic
Visual/spatial
Bodily/Kinesthetic
Intrapersonal

Materials Needed

- Story
- Carpet

OBJECTIVES

To reinforce listening comprehension
To foster commands and gross motor skills
To reinforce the ability to answer questions
To express their feeling and thoughts

1 Tell a story about any topic, for this investigation the story was “How do Dinosaurs say Good-night?” by Jane Yolen.

2 Allow students to act out while they are listening to the story in order to assess the vocabulary they already know: for instance, wake up, say good night, turn on the light, cover with a blanket, etc. In addition, the teacher asks questions; for example, ‘how do you sleep?’

3 After telling the story, ask a group of students or one child who wants to participate, to tell again the story by means of sentences or acting out.

4 For reading comprehension, the teacher asks some questions, try to use the vocabulary list words on the formulation.

5 Let students to answer as they can. Try to make them to repeat the required word from the question.

Extra activity

1 After reading a story, ask students to draw on different sheets of paper the different events of a story.

2 Let students present the pictures and tell the story.

4.2 Puzzles

INTELLIGENCES DEVELOPED

Logical/Mathematical

Linguistic

Visual/spatial

Interpersonal

OBJECTIVES

To reinforce vocabulary

To develop reading comprehension

To give students the opportunity to work together

To develop fine-motor skills.

Materials Needed

- Pieces of cardboard
- Cut up picture
- Glue
- Colors

1 Divide students into groups (five students per group). Give to each group the cut up pieces, there is a picture and a sentence under it.

2 Children start by matching the pieces. Once they have the complete image, they paste them on the cardboard.

3 Once everything is pasted, read and color according to the sentence.

4.3 Dictation and reading

INTELLIGENCES DEVELOPED

Linguistic
Visual/spatial

OBJECTIVES

To reinforce listening skills
To help students to locate on the space
To develop fine-motor skills
To foster fingers' dexterity (on flour)

Materials Needed

- Notebook/Blackboards/Flour
- Pencils/ markers

1 Before the class, teacher asks students to draw the alphabet in the air with the finger, elbow and different body parts.

2 This activity can be performed on different materials; it is up to the teacher's requirement, time and materials. It can be applied on students' notebook or blackboards. Also, students can work on flour; that is fun for them.

3 The teacher dictates some words carefully, children write them down on the notebook. They read silently and draw next to the word what they comprehend. Motivation and speed are important aspect for children. Give them stickers once they have done a great job, that is, write the word correctly between the lines and the drawing.

4.4 Playing hangman

INTELLIGENCES DEVELOPED

Linguistic
Visual/spatial

OBJECTIVES

To reinforce listening skills
To help students to locate on the space
To develop fine-motor skills
To foster fingers' dexterity (on flour)

Materials Needed

- Notebook/Blackboards/Flour
- Pencils/ markers

1 Before the class, teacher asks students to draw the alphabet in the air with the finger, elbow and different body parts.

2 This activity can be performed on different materials; it is up to the teacher's requirement, time and materials. It can be applied on students' notebook or blackboards. Also, students can work on flour, it is a fun activity for them.

3 Teacher dictates some words carefully, children write them down on the notebook. They read silently and draw next to the word what they comprehend. Motivation and speed are important aspect for children. Give them stickers once they have done a great job, that is, write the word correctly between the lines and the drawing.

4.5 Snap game

INTELLIGENCES DEVELOPED

Linguistic
Visual/spatial
Kinesthetic
Logical/mathematical

OBJECTIVES

To reinforce listening skills
To assess students' vocabulary knowledge

Materials Needed

- Foamy
- Sticks
- Pictures/flashcards
- Stickers
- Adhesive tape

1 Draw small hands on the foamy. Cut them and paste on the sticks. At least, have one hand for each student that will participate. (Students need big spaces for this activity)

2 Paste several pictures/flashcards on the blackboard. Then, the teacher says some characteristics of one of the pictures that are already pasted.

3 Students listen to the characteristics, they run and snap the correct picture.

4 Once students snap the picture, they say the name of it aloud. Ask children to say a sentence with the keyword.

5 Let students participate as many times as possible. Teacher can motivate them with stickers or special prizes.

4.6 Unscramble

INTELLIGENCES DEVELOPED

Linguistic

Visual/spatial

Logical/mathematical

Interpersonal

Kinesthetic

OBJECTIVES

To give students the opportunity to work together.

To increase letters' discrimination and vocabulary

Materials Needed

- Letters flashcards

1 The teacher picks a word for this game. Also, the teachers asks students to participate, the number of students varies according to the number of letters of the word.

2 Give each student one letter flashcard. The letters are disorganized, so students have to organize them in order to form the word.

3 For this activity students need clues. Then, the teacher says aloud some characteristics of the key word.

4 Teacher motivates children to participate. They change the letters as many times as they can.

5 Once students change the order of the letters, the teacher asks them to read. Then, students can realize if the change of letters and correct or they can go on.

4.7 Tic-tac-toe

INTELLIGENCES DEVELOPED

Linguistic

Visual/spatial

Logical/mathematical

Interpersonal

OBJECTIVES

To reinforce vocabulary

To help students to locate on the space

To reinforce writing skills

To develop fine-motor skills

To allow students to work together

Materials Needed

- Printed worksheets
- Stickers (Optional)
- Pencils

1 Previous to this activity, the teacher prepared a worksheet which has different nine pictures.

2 Organize the students into groups according to the number of students in the class. Into the groups, there are two groups: group A and group B.

3 Give each group a worksheet. Explain the game to the students.

4 If a student from group A or B knows the name of one of the pictures, s/he says aloud the name and writes next to it.

5 All the members of the group check if the name is well written. If it's correct, the group pastes a sticker on.

6 The group that has three stickers on vertical, horizontal or diagonal line wins.

4.8 Bingo

INTELLIGENCES DEVELOPED

Logical/mathematical

Linguistic

Visual/spatial

Intrapersonal

OBJECTIVES

To reinforce listening skills

To reinforce vocabulary

Materials Needed

- Worksheets
- Pencils
- Stickers (Optional)

1

The teacher prepared several Bingo charts for students. Each chart has 12 pictures. Print the names of the pictures, cut and keep them in a bag.

4

Once children already have pasted stickers on all of the pictures, they will shout BINGO.

2

Give each student a Bingo chart and 12 stickers.

3

The words are picked and read aloud by the students.

While one student reads, the rest of them look at the picture carefully and paste the sticker if they have it.

4.9 Hopscotch

INTELLIGENCES DEVELOPED

Logical/mathematical

Linguistic

Visual/spatial

Interpersonal

Kinesthetic

OBJECTIVES

To reinforce vocabulary

To help students to locate on the space

To develop gross-motor skills

Materials Needed

- Pieces of chalk
- Playground

1 Draw several hopscotches on the floor. In each box, draw letters instead of numbers as it is usually.

2 Ask students to pick any small object to toss on the floor, on a box.

3 Toss the object and jump till the box where the mentioned object is. Once they are on the box, they have to say at least three words with the letter.

4 If students say the words, they pick the object from the floor. Jump back to the line. If they did not say one, they lose one turn.

4.10 See and guess

INTELLIGENCES DEVELOPED

Linguistic
Kinesthetic
Interpersonal

OBJECTIVES

To reinforce vocabulary
To help students to express by their corporal expression
To develop gross-motor skills

Materials Needed

- Flashcards

1 Divide the children into groups. Ask one student to participate in front of everybody, try to make them participate by themselves, and motivate the ones that have not done it, yet.

2 Show the boy or the girl a flashcard; ask if s/he knows the meaning of the picture.

3 Students move and act out in order to let the classmates to participate and say aloud the name of the action.

4 When the students of one of the groups already watched the partner's participation and have not given any answer, the boy/girl act out again for the next group.

4.11 Creating a story

INTELLIGENCES DEVELOPED

Linguistic

Visual/spatial

Logical/mathematical

Interpersonal

OBJECTIVES

To develop their logical thinking

To develop fine-motor skills

To foster reading

Materials Needed

- Pieces of cardboard
- Markers/colors
- Adhesive tape
- Big pieces of cardboard

1 The teacher already printed, cut and kept some word in a bag. Students pick one word from the bag.

2 Children read the word and draw it on the piece of cardboard. Let children use the materials they like.

3 After drawing, the teacher starts by telling a story with any object, picture or drawing. S/he pastes it on the big cardboard. Children keep on telling the story with their pictures.

4 The teacher is only a guide, s/he only writes down in English what children say; students paste their picture in the big cardboard.

5 Let children follow the sequence; tell the events as they prefer.

4.12 Flashcards presentation

INTELLIGENCES DEVELOPED

Linguistic
Visual/spatial

OBJECTIVES

To reinforce vocabulary
To practice pronunciation

Materials Needed

- Flashcards

1

Start the class with a warm-up; it can be a song or a rhyme for catching students' attention. For instance, sing the 'Alphabet' song pointing to the corresponding letter that children say aloud. It is recommended to stop in one specific word in order to verify their children's attention and pronunciation

2

Ask students to look at the pictures carefully, listen to the pronunciation. The teacher passes the flashcards as fast as possible, so this activity does not take a lot of time.

3

The flashcards that the teacher presents are the same for a certain period of time.

4.13 Extra daily activities

INTELLIGENCES DEVELOPED

Linguistic
Visual/spatial
Kinesthetic
Musical

Materials Needed

- Songs
- Videos
- Computer / Speakers
- Flashcards

1

Play songs that catch children's attention, the songs might be coherent for the subject, in this case: Bingo, Alphabet song, and different songs from YouTube webpage. There are two particular channels that were used most of the time because their content was appropriate for children:

<http://www.youtube.com/user/SuperSimpleSongs>
http://www.youtube.com/channel/UC1J5R-2zsrriCAYmkt5g_6Q

2

Use the keywords to be taught most of the time. The first time the teacher presents a new word, children think about the definition. Once they get an idea, the teacher can explain the clearest definition in English and in sentences. During the week, the teacher shows a picture and students say the definition or some characteristics aloud.

OBJECTIVES

To reinforce vocabulary (words and definition)

To foster gross motor skills

To develop oral skills by means of singing and saying sentences

3

Spelling contests are useful and allow students to be competitive and learn having fun.

4

Play the “**King of Words**”, this game consists of asking words beginning by a letter or a special sound. Each time that children say a word with the required letter, they get a sticker or something similar. At the end of the game, the child that has as most stickers as possible will be the “**King of Words**”.

5.1 Musical Chairs

INTELLIGENCES DEVELOPED

Linguistic

Musical

Visual/spatial

Bodily/Kinesthetic

Logical/Mathematical

OBJECTIVES

To reinforce letters' recognition through musical activities

To develop logical sequences

Materials Needed

- Radio
- Alphabet cards
- Chairs
- "Alphabet" song

1 Before students start spelling, they must recognize all the letters. This activity is to foster letters' recognition.

2 Organize the chairs like a row in the class. Play the "Alphabet" song; use a pointer to show the letters. Ask students to sing it.

3 During the first round: teacher has the alphabet cards in her/his hands. Indicate students they might sit down when teacher shows a specific letter and they listen to it while they are singing.

4 Sing the alphabet song with kids. Sit down when they listen and see the letter.

5 Second round: teachers give one alphabet letter to each student.

6 Play the song and sit down in their places when they listen to the letter of the card they have.

5.2 Crossword

INTELLIGENCES DEVELOPED

Linguistic

Visual/spatial

Logical /Mathematical

Interpersonal

OBJECTIVES

To reinforce spelling skills development through crosswords

To develop logical sequences

Materials Needed

- Markers
- Pictures
- Adhesive tape
- Paper sheets
- Flashcards

1 Warm-up: Show students the flashcards and ask each student to spell it.

2 Divide the class into three groups. Provide each group a crossword drawn on the paper sheets. Make sure the pictures are next to the correct blocks.

3 Give students markers and ask them to look at the pictures carefully and spell it. Write it down on the blocks one letter in each block.

5.3 Bowling

INTELLIGENCES DEVELOPED

Linguistic
Visual/spatial
Bodily/Kinesthetic
Intrapersonal

OBJECTIVES

To reinforce spelling through games
To give students the opportunity to foster creativity

Materials Needed

- Plastic bottles
- Balls
- Pictures
- Pieces of paper

1

Decorate the plastic bottles, wrap them with gift paper, or color with tempera. On one side stick a picture/flashcard. Inside the bottle keep a piece of paper where the name of the flashcard is written.

2

Put the bottles like a bowling line-up. Don't let students see the pictures.

3

Ask the first student to bowl the ball. If the bottle falls, s/he will run to pick it up, look at the picture and spell it. If the student does not know the name of the picture, s/he might open the bottle and see the written name.

4

Try to develop this activity fast and have several pictures to reinforce spelling with different words.

5.4 Extra spelling activities

INTELLIGENCES DEVELOPED

Linguistic
Visual/spatial
Bodily/Kinesthetic
Intrapersonal
Interpersonal

OBJECTIVES

To reinforce spelling through sensorial activities
To give students the opportunity to foster creativity and work in couples

Materials Needed

- Shaving cream
- Plastic
- Flashcard

Materials Needed

- Plastic letters
- Plastic
- Play dough

1 Cover the tables with plastic. Put shaving cream on the plastic.

1 Cover the tables with plastic. Give each student a big quantity of play dough. Ask them to mold it, make different shapes.

2 Show a flashcard to the students and ask them to say its name, and then spell it aloud.

2 Ask students to level the play dough to put it on the table. Each student might have their own plastic letters.

3 Ask students to write the letters on the shaving cream. Provide students towels and give each student some flashcards, so they can interact with their classmates in couples.

3 The teacher says aloud a word like cat and students might spell it and stamp the correct letters on the play dough.

4 Ask children to spell as more words as they can. The winner gets stickers.

4 Teacher verifies if it is correct, so s/he could give each student the prize they deserve.

6.1 Match a pair of socks

INTELLIGENCES DEVELOPED

Linguistic
Visual/spatial
Bodily/Kinesthetic
Interpersonal

OBJECTIVES

To reinforce reading
To foster motor skills
To practice vocabulary
To give students the opportunity to work together

Materials Needed

- Socks
- Printed words
- Realia
- Toys

1 Stick a printed word and put on one sock and on the other sock stick the toy or the real object.

4 Stick as more words, pictures and realia as possible. Children will have several chances.

2 Ask students to line up. For this activity they work in couples.

3 The students from row number one picks a sock reads the word aloud and the partner runs to pick the sock that has the picture/toy/realia that his/her classmate read.

6.2 Bingo reading

INTELLIGENCES DEVELOPED

Linguistic

Visual/spatial

Logical /Mathematical

OBJECTIVES

To reinforce reading thought games

To foster commands and fine motor skills

Materials Needed

- Bingo chart
- Pencils

1 Give to each student a bingo chart and pencils.

2 Every student has different words. It might be focused on one specific topic like animals, food, travels, etc.

3 To start bingo game teacher gives instructions saying s/he will not say the word aloud, s/he will act out and they will guess the word.

4 Teacher gives several commands for bingo, they can circle, draw a letter or color the correct word.

5 When students fill everything, they say aloud BINGO.

6.3 Reading time in group

INTELLIGENCES DEVELOPED

Linguistic
Visual/spatial
Interpersonal

OBJECTIVES

To reinforce reading through interpersonal activities
To give students the opportunity to work together
To analyze sentences and practice punctuation in sentences.

Materials Needed

- Books

1

Divide students into groups (five students per group).
Give to each student their books.
It must be the same.

2

Start reading the first sentences with them. Then let them read together. Tell them when there are colons you will count until two, and then they will be in silence this time. When there are points, count till three and ask silence time. Teach and reinforce pauses with a puppet.

3

According to reading reinforcement and practice in the class, students could be divided into fast readers to the students who need more help and reinforcement. Then all students develop reading having fun and motivation in a group which makes progress at the same time.

6.4 Reading, modeling dough and drawing

INTELLIGENCES DEVELOPED

Linguistic
Visual/spatial
Bodily/Kinesthetic
Intrapersonal

OBJECTIVES

To reinforce reading through motor skills
To give students the opportunity to foster creativity

Materials Needed

- Pieces of paper
- Play dough
- Notebooks
- Colors
- Pencils

1

Before the class, teacher writes sentences on pieces of paper, cuts and sticks them on the notebook. Keep a big space so children can draw under each sentence. Try to stick different sentences on each notebook, so students will be able to work by themselves and do their best.

2

Give the notebooks to the students and ask them to read the sentences carefully. This activity can be developed in two ways:

1. The teacher gives play dough to children and asks them to model what they read.
2. The teacher gives instructions and asks students to draw what they read.

3

Feedback is important for students. Teacher can motivate students with stamps, stickers or special prizes. If students have problems, teacher will reinforce reading by practicing reading blends, easy books, sentences and reinforcement at home.