

**VOCABULARY LEARNING THROUGH ACTIVITIES FRAMED WITHIN
MULTIMODALITY**

Thesis to obtain a Bachelor's Degree in Spanish and English.

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ABSTRACT

This research is a proposal of an action research that aimed to describe and explain how second-grade students at the IED Prado Veraniego can improve their learning vocabulary process through multimodality. This action plan was the result of an observation period where the teacher-researcher could evidence the lack of vocabulary on students. Multimodality proved to be efficient in the objective of learning vocabulary since through different activities that included the use of songs, stories, games, and videos, students made progress in learning different vocabulary.

CHAPTER I

CONTEXTUALIZATION AND RESEARCH PROBLEM

The present chapter presents the context of the participants. Also, it explains the attitudes of students towards the English class. Additionally, there is a description of the characteristics of the research participants in relation to the socio-affective, cultural, and cognitive aspects.

Besides, it is presented a diagnosis applied to students that exposes their English level before this research. Based on the diagnosis, the reader finds the statement of the problem, and the justification. Finally, the chapter presents the research question, the general and the specific objectives.

Context

The present research was accomplished at the Prado Veraniego School. This is a public institution in Bogotá with over 50 years of experience in the educational field. The school has two branches. A branch for high school, and B branch for elementary school where the current research was held; particularly in second grade. Communication and values are the institutional approach that contributes to achieving the objectives of the institutional educational project (P.E.I by its Spanish initials), the mission, and the vision. These three institutional pillars along with the educational approach and the pedagogical model are explained below.

Quality communication towards human development is the institutional educational project. Effective communication allows all members to grow socially and individually. The mission of the institution is to generate and strengthen cognitive and social processes oriented towards the formation of competent human beings. Besides, in the mission, students are fostered to have quality communication to have a healthy coexistence with all people surrounding them. With respect to the vision, it aims to position the school as an institution that prepares students

committed to their human development, and their continuing education. Additionally, the vision of the school is to have a community that lives its values, and those values lead to social changes for a more just country.

Other essential aspects in the school context are its pedagogical model and the educational approach. The pedagogical model is the social-cognitive which is based on the theories of Piaget, Bruner, Vygotsky, and Freire. The model claims that knowledge and learning are social constructs that allow maximum development, solution of problems, cooperative work, critical analysis, and social commitment. Furthermore, in this approach the learning process is significant where the educator and the student are at the same level with a relation of respect and cooperation.

Regarding the educational approach, the school has a constructivist pedagogy. This approach, according to the Institutional Educative Project of the school, is characterized by quality communication of thought processes. The teacher is a mediator that is critical, reflexive, and researcher at the same time. The role of the student is to develop analytical thinking and social abilities. Lastly, in this approach the contents are intentioned, and the evaluation is dynamic.

To finish, it is important to mention how the curriculum of the school assumes the English class, and how it is developed in real practice. First, the goal of the English area, expressed in the curriculum, is to develop communicative abilities to express information, ideas, and concepts through a variety of activities that approach students to this foreign language and its culture. Secondly, in practice, the development of the English class in elementary comprises two hours per week that, in comparison to other schools overall private schools, is little time to really learn a foreign language. About teachers, the subject is not taught by graduated teachers of

English. Finally, it is important to mention that each classroom of the school has a video projector and Internet connection that help to have dynamic classes in terms of technology.

Population

The second grade has 33 kids from 6 to 9 years. Two of the students have special needs; a child therapist of the school takes care of them some hours during the week. To characterize this course, an interview (Annex A) and a survey (Annex B) were applied. The interview was implemented to characterize students in three aspects: socio-affective (in their homes and school), cultural, and cognitive; these three aspects gathered in 15 questions. The interview was done with each student individually. On the other hand, the survey was applied to know students' perceptions about the English class; it had 7 questions.

With regards to the interview and the socio-affective element at home, 73% of students live with their parents. About the place where they dwell: most students (79%) live near the school. Concerning parents' jobs, 78% of them work in informal jobs. Dealing with the cultural aspect (students' lives outside the class), the favorite activities for kids to do in their spare time are playing sports, going to the park, and playing videogames. These percentages and answers show that these children have an average lifestyle; this is not a class with extreme poverty or difficult problems that could affect the development of the kids.

Regarding the socio-affective aspect in school, students were asked if they have a good relationship with their classmates; 63% of them answered that the relationship is good. Another question was if they like to participate in the class; 96% replied yes, which shows that students like to be involved in the class and participate actively. The final socio-affective inquiry was if students are happy or not; all of them said they are happy without hesitation. These results

support what was stated in the previous paragraph; kids of this research are kids that are not affected by major situations in their lives.

About the cognitive part, kids like Math and English subjects the most. Regarding the English class, students said that it is difficult to learn vocabulary, remember words, and pronounce them. At this point, many students claimed that they forget many unfamiliar words seen in classes. Additionally, kids expressed they want to learn English to know a lot of vocabulary, and to understand when someone speaks. Finally, different students answered in the interview that they love participating in the English class. These answers demonstrate that kids really like the English class, but they need to learn more and remember what they are learning.

Concerning the survey (Annex B) most of the kids said that they like the English subject. Besides, students were asked which activities they like to do in class; the majority said they enjoy watching videos, coloring, reading stories, drawing, and making crafts. To finish, they expressed they would like to have in future classes more games, and stories to read.

To conclude this subchapter, the interviews reflected that children's lives outside the classroom are calm and undisturbed; this was reaffirmed throughout the research because in classes the researcher did not see major problems apart from the normal situations all kids present in classes. That reflection is also reinforced by students' responses about life at school where they said they have healthy relationships with their peers within the normal. On the other hand, about their preferences of subjects, a lot of students said they like the English class; however, they stated they would like more dynamic classes with better results in terms of remembering words; and they also expressed their desire to learn more English.

Diagnosis

To know the English level of students, a diagnostic test (Annex C) was applied to students on March 9th, 2017. The questions were taken from the standards that the Ministry of National Education proposed in the year 2006 for second grade; along with those standards, the diagnosis considered the English themes of the curriculum that the school proposes. The diagnosis test consisted of 9 questions divided into the four skills (writing, reading, listening, and speaking); it also considered a section for vocabulary.

In relation to the writing part, three questions made up this part. In the first question, children needed to complete the names of some animals and toys. The second question was about completing the days of the week; and in the third part, students had to put the months in order by writing them in the corresponding line. The results showed that more than 60% of the kids knew the animal words, more than 60% did not know the toy words, and nobody knew the days of the week and months. It can be concluded from this skill that there is a difficulty in writing in English; one reason can be that sounds most of the time are different from spelling; young EFL learners can say the words, but writing is a more complex skill that should be developed in a later stage.

With respect to the listening part, students needed to write random numbers from 1 to 20 as they listened to them from the researcher; more than 50% of kids answered badly. The second part of the listening section was about choosing the correct option between two items according to what the teacher said, the items were vocabulary about family members, shapes, clothes, and food. 60% answered well the part of family members. Regarding food and shapes, more than 60% of kids had good results. 77% of students answered wrong the clothes questions.

The reading test was basic as children were learning to read in their mother tongue first. They were asked to relate pictures about professions with the corresponding word. In this exercise, 70% of the answers were correct. Similarly, to that exercise, students had to join a word of the main parts of the body with the corresponding picture. In this part, students showed they did not know the vocabulary of the body with more than 60% of the answers wrong. The results indicate that it is necessary to reinforce basic vocabulary like the parts of the body; besides, it is evident that it is better to have images and pictures than words because kids are learning to read first in Spanish, and it can be intrusive to force them to read in another language.

For the speaking part (Annex D), some questions were asked to each student individually. Students had to answer personal questions and follow some class commands: What's your name? How old are you? Where do you live? What's your favorite color? Stand up, open your notebook, and close your notebook. Kids demonstrated bad results in all questions and commands; they did not know what was being asked; the majority claimed that they did not understand.

Besides the applied diagnosis, the observations in the class and the field notes based on them (Annex E) allowed better understanding of students' knowledge of English. The observations proved that kids really liked the English class and the activities. The exercises kids enjoyed the most and paid more attention to, were videos and songs in which they did total physical response (FN #1, February 23rd, 2017, lines 1 and 3). It is important to note that despite second graders seemed to enjoy the English class framed within those activities they did not understand simple commands or class expressions and vocabulary like: asking permission to go to the bathroom (FN #2, March 2nd, 2017, line 15); numbers (FN #1, February 23rd, 2017, line 4); colors (FN #2, March 2nd, 2017, lines 8 and 9); and food (FN #2, March 2nd, 2017, lines 23

and 29.) They did not understand when the teacher spoke in English. In the same way, kids did not follow instructions and said daily expressions in English. Moreover, students said in Spanish words and expressions they could already say in English.

To sum up the results of the diagnosis and the analysis of the observations, kids showed low achievement in the themes they were supposed to know at this point according to the standards of the Ministry of National Education and the curriculum of the school; kids did not know basic vocabulary and expressions for class.

Delimitation of the problem

It could be seen from the above diagnosis and observations a constant problem: kids do not know basic vocabulary. Therefore, they need to start from the basics; it is necessary to enhance the vocabulary aspect. Vocabulary is the basis to learn and construct all the different skills. Without vocabulary a student cannot advance in the learning process of a language. Regarding vocabulary, Ito (2013) states that it is imperative for young learners to have a large amount of vocabulary when learning a foreign language. Knowing many words is essential to boost all skills. Thus, vocabulary should be taught explicitly in every class as Haynes and Zacarian claim (2010), teachers should teach explicit vocabulary in every class and connect new words to students' prior knowledge and experiences. The teaching of words should be done directly and extensively.

When students lack vocabulary, the problem encountered in the class of this study, they present difficulties in learning the language because of what was said above about vocabulary being the ground for learning a language well. The first step to learn a language is comprehension and it is related to the knowledge of vocabulary. Nagy (2007) asserts that there is a strong relationship between vocabulary and comprehension. Within comprehension are the

skills of listening and reading, which, when well formed, give way to production; to the speaking and writing skills. Ghalebi et al. (2020) affirm that “it was revealed that the lack of vocabulary knowledge can be an important reason for making learners reluctant to be exposed to the skills of reading and listening” (para. 3). Therefore, without vocabulary students cannot start comprehending a language which will result in the impediment of expressing themselves.

Continuing with the consequences of lacking vocabulary, Wei (2007), and Hurtado (2002) emphasize that failure in learning vocabulary cause difficulties in language reception and production; lacking vocabulary also produces a sense of insecurity and disruption in communication. Moreover, Assadi and Farjami (2013) remark that “even though learners master all grammatical areas in the language, the communication stops when they do not know the necessary word” (p. 1). Thus, lacking vocabulary has a serious impact on communication, and on the proper development of all the skills: listening, reading, speaking, and writing.

In conclusion, vocabulary learning is key when learning a language because it is the foundation of all the language learning process. When students lack vocabulary and adequate and consistent instruction on it; they cannot advance in the learning of the language. Without proper vocabulary knowledge, students cannot comprehend and communicate themselves effectively. Hence, it is important for students of this research to learn well and consistently vocabulary to further advance in the learning of English.

Rationale of the study

To tackle the lack of learning and remembering vocabulary, the current research is focused on using different activities like songs, stories, videos, and games along with images (a central part in multimodality). As kids on second grade are just learning Spanish literacy, the image can be turned into a positive way of enhancing learning vocabulary. The use of images or

pictures can create on children's brains a logic connection between what they listen to and the meaning of those concepts. The process of learning words is constructive and meaningful instead of a mindless activity. Delgado and Chapetón (2015) support the arguments here presented by explaining that the use of images helps kids to achieve a successful English learning. Additionally, in a class centered in the use of images, concepts are presented through pictures that have a strong connection with the objects and concepts they represent.

In addition to the use of images in multimodality, this approach uses different modes to teach and learn. Marchetti and Cullen (2016) state that multimodality is a way of using creativity in the school through visual, audio, and kinesthetic activities that result in interaction and learning. Multimodality in the classroom is pivotal because young learners should learn with different activities because their attention span is limited. Besides, Marchetti and Cullen also claim that "multimodality satisfies all the learning styles and cognitive differences" (P.40). Hence, multimodality considers the different modes of learning that every child has; in this way all students feel they are learning and that they are important; the language becomes meaningful for them, and they see the usefulness of it.

Research question

What is the impact of activities framed within Multimodality on second graders' Vocabulary Learning at IED Prado Veraniego School?

Objectives

General Objective

To analyze the improvement of Vocabulary Learning through activities framed within Multimodality in the grade 201 at the IED Prado Veraniego.

Specific objectives

–To describe the improvement of Vocabulary Learning using activities (stories, songs, games, and videos) framed within Multimodality.

- To describe the impact of using images as a core part of Multimodality to enhance the Vocabulary Learning.

CHAPTER II

STATE OF THE ART AND THEORETICAL FRAMEWORK

In this chapter the reader finds the description of some pertinent studies for the development of this research. Furthermore, the chapter presents the theoretical constructs that support the design of the study: Vocabulary Learning and Multimodality.

State of the Art

This state of art includes the description of different studies carried out internationally, nationally, in Bogotá, and in the UPN; they were searched in repositories and databases. The explanation of the most relevant aspects of the studies includes the main objectives, the most important conclusions, and the relation, and the importance for the present research. The following table presents the title and authors of each study, the year of its publication, and its scope.

Title	Year	Scope
Gramática visual en lectura inferencial de textos multimodales. Author: Bejarano, M.	2018	UPN
“Here comes the English teacher with his boombox.” A case study about multimodality in the classroom. Author: Ospino, C.	2020	Bogotá
The Effects of Using Multimodal Approaches in Meaning Making of 21st Century Literacy Texts Among ESL Students in a Private School in Malaysia. Author: Ganapathy, M.	2016	International
Audiovisual aids as a tool to promote meaningful EFL vocabulary learning. Author: González, S.	2017	UPN
Reading Tales and Audiovisual Sources as Means to Develop Vocabulary Learning in EFL. Author: García, S. & Valderrama, D.	2016	Bogotá

Virtual learning objects in the teaching of basic English vocabulary in the fourth grade. Author: García, L., Olaya, J. & Olaya, L.	2012	National
Interactive Games for the Contextualized Vocabulary Learning. Author: Topa, N.	2019	International

Regarding Multimodality, Bejarano (2018) developed a research named *Gramática visual en lectura inferencial de textos multimodales* where the principal objective was to determine the incidence of the use of visual grammar on the inferential reading processes of multimodal in students. The results showed that using different multimodal texts allows to have interdisciplinary processes where arts, social studies, and science are integrated. In addition, the author highlighted that students use different multimodal texts outside class, and it is good for teachers to take advantage of those diverse modes in the class for students to have better inference processes. The significance of this study resides in showing that multimodality presents English integrated with different subjects and not isolated and meaningless. Finally, multimodality helps students to make inferences from images and the order of them; in doing so students create meaning.

Additionally, Ospino (2020) carried out the study “*HERE COMES THE ENGLISH TEACHER WITH HIS BOOMBOX.*” *A case study about multimodality in the classroom.* The main objective of this research was to identify and characterize the multimodal literacy practices that an English teacher develops in the class. The conclusions reached stated that multimodality was present in the classes through the teacher gestures; the use of textbooks with images, and colors that highlighted important information; and the use of computer games. Besides, the author indicated that using language not only with verbal or written modes but with different

resources can help students to learn English better. This study is relevant for the present research because guides the author on understanding better the different modes a teacher can use to improve students' vocabulary learning.

Similarly, Ganapathy (2016) conducted a research called *The Effects of Using Multimodal Approaches in Meaning Making of 21st Century Literacy Texts Among ESL Students in a Private School in Malaysia*. Through this study the author intended to examine the benefits of multimodality in meaning-making to the students of English. The results were that students improved their autonomy and motivation. Besides, the study affirmed that it is necessary to include multimodality in teaching language because it is learner-centered and highly engaging. This study is important for the current one because it arrives to the conclusion that multimodality creates meaning for knowledge and uses all the learning styles; all students need to feel that they are learning and that classes have sense and utility.

In terms of vocabulary learning, González (2017) accomplished the research *Audiovisual aids as a tool to promote meaningful EFL vocabulary learning*. In this study the principal objective was to describe the effects of using audiovisual aids as tool to promote meaningful EFL vocabulary learning. The most relevant conclusions were: first, students felt very attracted to audio visual resources when learning vocabulary and this resulted in good pronunciation, active participation, and more attention. Second, students showed more knowledge of vocabulary because through the images presented in the different activities like animated stories and songs kids could relate images to meaning. The connection of this study to the present one is that both use different modes to teach and learn vocabulary; words are learnt in context and using images where children can make connections and learn in a more meaningful way.

In the same line, García and Valderrama (2016) carried out the study *Reading Tales and Audiovisual Sources as Means to Develop Vocabulary Learning in EFL*. The general objective was to implement the use of audiovisual strategies as a means to improve the students' vocabulary competence in EFL. With this study the authors explained the most important conclusion: students internalized the vocabulary in a meaningful way, with activities in which the audiovisual sources were used; students did not learn a list of words but, on the contrary, they learnt them in context that resulted in learning. This study is relevant for the present research because it proves that using different meaningful activities in the process of learning vocabulary makes it easier to achieve it because students learn those words as they learn everything in their lives, by using different modes and sources.

In addition, García et al. (2012) conducted a study named *Virtual learning objects in the teaching of basic English vocabulary in the fourth grade* where the main objective was to design and implement a virtual learning object (VLO) for the teaching of basic English vocabulary in the fourth grade of a primary school. The authors concluded that most of the time students and even teachers lack motivation because technology and virtuality are not mediating the pedagogical projects. Furthermore, the use of didactic activities proved that students learnt because they were more engaged and more motivated in all the activities. For the current study, this research is helpful and significant because it proves that without using diverse activities mediated by technology, most of the time, students are not motivated, and this situation results in a poor learning process.

Furthermore, Topa (2019) explained in his study *Interactive Games for the Contextualized Vocabulary Learning* the importance of developing different games in the English class not only as a means of entertainment but also to consolidate vocabulary learning,

and even, for assessment purposes. To demonstrate that idea about the importance of games in the English class, the author based his research on analyzing the influence of games in the learning process of vocabulary. The author presented as a main conclusion of the study that students did improve their acquiring of vocabulary through games. Besides, he affirmed that games stimulate the learning skills of students because they learn subconsciously through fun activities. This research guides the present study because it shows that games are not just for filling in time, but for having students motivated and engaged while acquiring knowledge.

In conclusion, the aforementioned studies contribute to the present research in terms of vocabulary learning, and multimodality in the English class. The studies support the idea of learning vocabulary better and in a more meaningful way can be achieved by using different and diverse activities like stories, games, and songs; those activities help students to learn in context and maintain them motivated and really learning. In terms of multimodality, the described studies explain the importance of considering all the different modes students interact with the world to plan classes that are more connected to the students' reality. The studies about multimodality conclude that it helps to create meaning-making and ensures students to acquire knowledge.

Theoretical Framework

In the theoretical framework it is presented the supporting theory of the two constructs that are the groundworks of the present research. Bearing in mind the research question and the objectives of this study, the two constructs are: vocabulary learning and multimodality.

Vocabulary Learning.

Vocabulary most of the time is considered not as important as the four language skills; for that reason, it is necessary to start the explanation of the present construct stating the importance of vocabulary when teaching and learning a language. Wilkins (1972) points out that “Without grammar very little can be conveyed. Without vocabulary nothing can be conveyed (p.3)” Vocabulary is the foundation to learn all the skills; it is like the spine of the body language. Vocabulary is the core and most essential aspect in any language; for that reason, it should be included in all classes and, mainly, when students are starting their learning process. Balcı and Çakir (2011) advocate that the target of all teachers should be to strengthen vocabulary in all the stages of the language development.

Vocabulary is defined by Hiebert and Kamil (2005) not a skill that is developed or can be considered fully mastered. Vocabulary expansion and elaboration is something that extends throughout one's life. In addition, those authors (2005) explain that “vocabulary is the knowledge of meanings of words” (p. 3). There are two kinds of word knowledge: receptive and productive. Below the two types of vocabulary knowledge are explained in detail.

As for receptive vocabulary, also known as recognition, refers to vocabulary for which individuals designate meaning when they listen or read. Recognition of words means understanding; it is receiving a stimulus and making connections to the appropriate mental concept. Many authors label the receptive knowledge as passive; however, this is not appropriate, and it is not commensurate with all the cognitive effort in doing the connections already explained (Horst, 2019). Therefore, the act of listening and understanding speech is not easy at all and demands great mental effort.

On the other hand, productive word knowledge refers to the vocabulary that is used when writing or speaking (Hiebert and Kamil, 2005). Productive knowledge happens when the learner wants to express the meaning of the word by communicating it orally or in writing; this production is due to a mental searching of the stored lexicon every person has. Production is more demanding than receptiveness because producing a word involves an articulation effort (Horst, 2019). Moreover, Shao (2015) notes that productive vocabulary involves all the extension of vocabulary; for production, it is needed a more precise knowledge of words, such as distinguishing the grammatical category that can be a difficult task, especially for young learners.

The present study is focused on the first kind of word knowledge, receptive, due to the initial stage of English language learning in students. It is very important to encourage the productive vocabulary on students, but to achieve that purpose it is better, first, to develop well the receptive part. Arlette (2020) emphasizes that the process of learning another language requires a long period of comprehension and development prior to language production. Additionally, Astutik et al. (2019) argue that comprehension takes priority over pronunciation. Finally, as it was said before, receptive vocabulary is received by the reading and listening inputs. This study focuses more on words understood when listening to them. Children learn their mother tongue by listening; therefore, learning a foreign language requires the same process and logic.

Considering the abovementioned about vocabulary, it is time to describe what vocabulary learning is. Horts (2018) asserts that "Word learning is a labeling task [...] it is to form concepts and to map words and phrases onto these concepts" (p. 35). Besides, the same author explains that vocabulary learning is a natural human activity. There are always new words

to learn or reinforce; and when learning, the task is not as simple as it seems because of the process mentioned in the receptive vocabulary explanation. In that manner, Mehring (2005) confirms that learning vocabulary is a continuing process; and Acuña et al. (2016) emphasizes that “learning vocabulary requires effort, practice, and time” (para. 12).

Regarding the importance of vocabulary learning, Gould and Martin-Chang (2008, as cited in Abdullah et al., 2012) argue that vocabulary learning is one of the most crucial elements that affects and enhances the learning of a language. Without learning vocabulary, it is difficult to advance in the knowledge of the FL. Schmitt (2000) emphasizes that vocabulary knowledge is the core of the communicative competence and to the learning of a language. Furthermore, Jiménez and Terrazas (2008) remarks that the number of words learnt is one of the key factors in FL learning, particularly in the first stages where students probably have only few lexicons. Vocabulary learning is the foundation for building a solid English learning. Finally, Nation (2001) contends that in EFL learning vocabulary items have a vital role in all language skills.

Here, it is important to mention that there are different factors for vocabulary learning that Abdullah et al., (2012) mention and describe. Two of those factors are relevant for the present study: to have repetition and frequent exposure of vocabulary learning; and to have meaningful presentations for the vocabulary learning. These two factors are explained below.

To have repetition and frequent exposure of vocabulary learning.

Frequent exposure to vocabulary is essential to learn well. In this respect, Buenger et al., (2010) argue that more frequent exposure to the target vocabulary will increase the possibility that young children understand and remember the meaning of the words and use them more often. Moreover, The National Reading Panel, (2000) state that repetition is required for

enhancing vocabulary. Each vocabulary topic needs to be taught during different classes because it is important to review words several times to be well learnt.

To have meaningful presentations for the vocabulary learning.

It is necessary to present the new vocabulary through interactive and significant activities. Buenger et al., (2010) state that “vocabulary instruction should include interactive activities [...] results indicated the greatest gains in word knowledge were made when an interactive approach was used” (pp. 5-6). Additionally, the National Reading Panel, (2000) adds that the interactive activities can be with pictures. The explanation of multimodality, presented later, shows the importance and benefit of images along with diverse and interactive activities to present new vocabulary and to review it.

To sum up this construct, vocabulary learning is pivotal when teaching and learning a foreign language; without vocabulary little can be understood. To teach vocabulary is not a simple but an essential factor that should be included in all classes. It is also important to say that there are two kinds of vocabulary learning, receptive and productive; this study focuses on the first one. Finally, when planning it is important to take into consideration two important factors: having meaningful activities and giving way to repetition and frequent use of new words.

Multimodality.

At the end of the 20th century new Information and Communication Technologies (ICT) appeared and changed the way people used to communicate; ICT started to mediate a new form of communication that permeated all daily interactions with new technological tools like computers, mobile phones, and Internet access. In 1996, the New London Group proposed, based on those changes in technology, new teaching practices that should adapt to students of a

globalized and modern world where different types of texts emerged due to multimedia information and technology (Peláez, 2016). Therefore, thanks to the arguments of the New London Group, some important academics and theorists started to coin the term multimodality that is explained hereunder.

The term multimodality is defined by Kress (2010) as diversity; that is what multimodality means: different modes to teach and learn a language. Multimodality refers to the combination of various communicative modes. Cullen and Marchetti (2016) state that in multimodality visual, audio, and kinesthetic modes work together to make space for creativity in the classroom. Moreover, Kress and Van Leeuwen (2001) focus their theory of multimodality on the abundance of new forms of texts and highlight that these kinds of texts not only use the verbal code, but also, other non-verbal codes such as pictures, and sounds, among others, to produce meaning. Therefore, multimodality refers to different and diverse modes to learn that use not only written forms but other ways of communication that reflect the very nature of human communication.

In order to understand multimodality better, it is relevant to define what a mode is. Jewitt and Kress (2003) define modes as the center of multimodality where they are unified and combined resources to create meaning. Modes can be an image, a gaze, a gesture, movement, music, speech, and a sound-effect. Modes are different ways to communicate an idea and most of the time work together in the meaning-making process and resemble the human senses: sight, hearing, smell, taste, and touch (Kress et al., 2005). Those modes reflect how students currently relate to their world through media that include visual, aural, gestural, musical, and more modes. For that reason, Toohey et al., (2015, as cited in Peláez, 2016) argue that educational institutions

need to focus on these multiple modes to prepare learners for a world in which messages are increasingly available through multimodal means.

It was said before that multimodality considers not only written texts but also all types of texts with non-verbal features; hence, a special point in multimodality is the attention on semiotics and the use of images. Bezerra (2011) states that we are in a new reality in which both, the verbal language and the image represent our experience and relationships between social actors and cultural constructs. Moreover, Lange (2010, as cited in Bezerra, 2011) highlights that using images in the EFL classroom can contribute to make the learning of another language more relevant. Thus, the image is more than a support to the verbal language; it gains importance in building meaning and conveying information. In second grade, young learners may understand better English words if presented with images to foster recognition and vocabulary learning.

A benefit encountered by theorists and researchers of multimodality is that it satisfies all learning styles. Brown (2000) explains that a learning style is the way people learn things and it is related to the personality and cognition of every person. Additionally, Gardner (2006), the most prominent theorist in multiple intelligences, claims that we all perceive things differently and have diverse personalities and temperaments, we also exhibit different profiles of intelligences. This author proposes to consider the multiple intelligences in the classroom. In this regard, Gilakjani (2004) states that to help students learn, teachers need to teach as many of the students' preferences as possible; teachers can include these learning styles into their curricular activities so that students can be successful in class.

The above shows that teachers and curriculums cannot see students as a homogenous group, but as individuals with preferences when learning. Peláez (2016) points out that

students cannot be considered as a whole, nor they can be taught in the same way; teachers and educators in general must acknowledge their pupils' interests, characteristics, and preferences and treat them as individuals in order to help them achieve an effective learning. (p. 12)

Cronin (2009) and Omrod (2008) mention the benefit of doing so: students could feel more comfortable and perform better when they learn with activities that suit their dominant learning style. In the present study the teacher could evidence the benefit of the aforementioned in students when she did different activities focused on the different styles, all students seemed happy and engaged.

At this point, it is important to mention that multimodality fosters motivation in students. Pinzón (2014) argues that “Motivation is an essential factor in English language learning. The more motivated students are, the better their English learning is” (p. 154). Motivation is indeed a key factor for students to learn; one way to reach motivation is the use of multimodality in the class because it is not only important for the learning process of students but also gives way to an engaging environment for young students to learn in a meaningful way (Acuña et al., 2016). When multimodality is used in the class, students are more engaged and motivated because they see the utility and connection of what is taught with their diverse-modes world. In this respect, Gilakjani (2004) identifies that students learn better when they see importance and value of the information. If students are not interested in the material, they will not learn at all.

Considering the definition of multimodality and the benefits it has in the classroom; it is significant to complete the theoretical explanation of multimodality by saying that it achieves better learning. Cullen and Marchetti (2016) suggest that multimodality activates deeper forms of memory creation. As it was seen in the diagnostic part (chapter 1), the second graders easily

forget vocabulary; multimodality can solve that problem because students learn better and more naturally if information is presented through different modes and with a combination of words and pictures. In this respect, Chen and Fu (2003) affirm that multimodality allows people to feel that it is easy to learn; it also allows students to maintain their attention, which helps the learning process and the learning performance.

To finish, taking into account all the modes multimodality has, it is necessary to mention and describe some activities that can be used in a class that uses multimodality as a resource. First, Yassaei (2012) explains that having *videos* in a class promotes appealing visual and interactive environment; it also allows teachers to be very creative when planning. Videos are without doubt a resource that all students love because they are part of their daily lives; if they are for entertainment why not to use them to learn through fun.

Second, *songs*. Bastidas (2002, as cited in Alvarado and Mendoza, 2016) indicates that songs are very useful in class because they can arouse different emotions; songs also can make students feel relaxed and motivated to learn. Songs make students very happy; they can feel excitement with rhythms they love; songs can also help students to remember easier words due to the repetition and lyrics.

To continue with the activities, games and stories can also be included in classes with multimodality as a resource. About *games*, Paraiso (2020) establishes that games are powerful tools in the class because they develop language, the socio-emotional skill, and the cognitive and physical aspects. Games are seen for students as challenges that have rewards in terms of learning new abilities and consolidating knowledge.

Finally, *stories* can be used also in a multimodal class. Stories and narratives are part of the history and nature of humanity. Wright (1995) shows benefits from having stories in the classes; some of them are: motivation and language awareness where students start to be aware on how the target language works. Stories along with images are ways to learn in a natural and engaging way.

To conclude, multimodality reflects our current technology world where different modes mediate our daily lives. Multimodality is not focused any more in just one resource or mode but on all the possible resources to teach and learn a language. It also has the image as important as the written code; images become relevant because they reflect the semiotic nature of reading and understanding the world. Moreover, multimodality sees each student in class as unique and aims to teach each of them through their special ways of learning. Additionally, multimodality helps to create motivation and deep learning using different activities based on all the different modes and senses of humans. Multimodality is a natural way to teach and learn languages.

CHAPTER III

RESEARCH DESIGN

The present chapter develops all related to the methodology. First, it refers to the research paradigm, research methodology, and the role of the teacher-researcher. Second, it points out the data collection procedures: the sampling, the instruments of collecting data and the data collection plan. Third, the chapter relates the units of analysis. Finally, it shows the importance of the ethical issues.

Research Paradigm

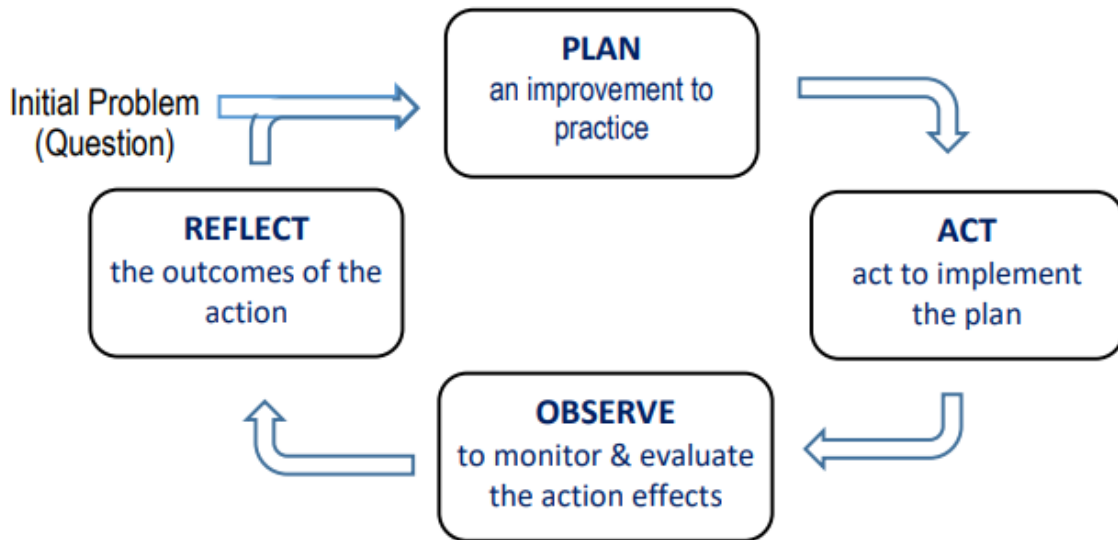
The research paradigm of the present study is qualitative. Bolderston and Palmer (2006) describe qualitative research as “an interpretative approach, which attempts to gain insight into the specific meanings and behaviors experienced in a certain social phenomena” (p. 16). Furthermore, this type of research focuses on discovery, knowledge, and understanding of the perspectives from those participating in the research. Qualitative research is also known as an interpretation of the meaning in context; interviewing, observing, and analyzing are activities central to this research (Merriam, 2009)

This type of research has three important characteristics. First, it takes place in a natural context because it examines situations as they are; situations are not controlled (Cohen, 2011). Second, variable; it is non-linear and non-sequential; it is flexible (Kumar, 2011). Third, holistic; it considers the context of the individuals; Hatch (2002) states that “the subject of the study is not reduced to an isolated variable but is seen as a part of a whole” (P. 6). Consequently, the Qualitative Research, as is dealing with people, considers their peculiarities and their

uniqueness; this is the recommended type of research to work with in the classroom where each student is a unique world.

Type of study

This study works with the Action Research methodology. According to Burns (2010) Action Research is a practice that reflects, questions, and problematizes the teaching/learning process to improve areas that could be done better. The teacher is at the same time a researcher that develops new ideas and alternatives to problems or gaps; those ideas come from a systematic analysis and process that consist of four steps proposed by Burns (2010): planning, acting, observing, and reflecting. Hereunder those steps are explained and described.



The four stages of Action Research (Pardede, 2016)

First, planning implies to identify a problem and develop a plan to improve it. This step is a stage where the teacher considers what kind of research is possible within the realities of the specific teaching situation, and what potential enhancements the teacher thinks are possible to carry out. In the action step, deliberative interventions are accomplished (classroom activities). It

is important to ask questions about the ongoing situation and plan new alternatives. This step is characterized by being fluid and dynamic; on it, instant decisions are taken, and practical judgement is conducted (Burns, 2010; Kemmis et al., 2003; Pardede, 2018).

After those steps, it is critical to observe systematically the effects of the action and document the context, actions, and opinions of those involved. Observation is a phase where all that is happening in the classroom is written down; that is data collection. Finally, in the last step, reflection, it is evaluated and described the effects of the action to know what happened. Here, the problem and the situation that led to the research are better understood (Burns, 2010). In the present study, the researcher is a teacher who reflects her practice on improving vocabulary learning by accomplishing these four steps.

Role of the researcher

The present study has a researcher that is participant observer. Fetterman (as cited in Cohen & Crabtree, 2006) identifies that role as a participation that combines contact with the people that are being studied; however, the researcher maintains a professional distance that allows objective data analysis and observation. This kind of researcher is the present one who, since the first semester of 2017, spent time with the second graders who she taught always with a researcher focus and an observer point of view.

Data collection instruments

To have a comprehensive data collection this study gathered information from: field notes, videos, and artifacts as production from students. Those three instruments allowed the study to count on triangulation when analyzing data.

Triangulation uses two or more methods of data collection in the study of some aspects of human behavior (Cohen et al., 2007). The three instruments below related grant to have a triangulation in which not only one voice is heard in the analysis, but the voices of all the actors: students and the practitioner. Therefore, in this way, the research avoids bias. In like manner, trustworthiness is an important part of the study because Kalmbach & Carr (2010) indicate that “triangulation of data creates both context and trustworthiness: making transparent your journey of becoming a teacher; practicing self-reflexivity; seeking multiple perspectives; making strong connections; leading to meaningful results” (p.112.)

Field Notes. This instrument is a stream-of-consciousness that captures the researcher’s ideas, beliefs, thoughts, insights, experiences, feelings, and reactions to events in the classroom within a reflective, analytical, and interpretative framework. Besides, it answers the following questions: What are my responses to/interpretations of what has happened? What meanings can I make about these happenings? (Burns, 2010; Hubbard & Power, 1999).

One advantage of this instrument is that it allows the researcher to make visible her opinions, thoughts, and feelings; what is unconscious becomes conscious. Thus, the visibility of what the researcher lives every moment in the process leads to transparency (Ortlipp, 2008). The visibility grants the researcher to be able to analyze deeply what happened in the classroom; additionally, she can reflect on the research process and make changes or improvements. Furthermore, the transparency ensures the reader an honest study because the researcher shows an opened process with the good and the bad of each step of the study.

Video-recordings. As claimed by Penn-Edwards (2004) “Videorecording allows the researcher to record and replay the pictures and sound of an event spontaneously; it is an important tool for the collection, analysis, and presentation of qualitative research data” (p. 266).

Furthermore, the author claims that this type of instrument is essential in qualitative research because it captures moments as they are. Additionally, Penn-Edwards (2015) clarifies that there are different kinds of video recordings; this study uses the observational recording “that focuses on a specific action and records material that may be used as a database for coding and interpretation” (p. 268.)

Artifacts. Those are all the documents done by students, their productions. Brown (2009) states that artifacts help to keep track of the students’ production and allow the teacher to analyze their learning process. The major advantage of the artifacts is that it is unobtrusive in the classroom; it does not alter the setting like the interview does (Merriam & Tisdell, 2016). Artifacts are collected after each session.

Procedures for data collection

In all classes, the researcher keeps a track of what happens during the class. Besides, of doing that, after each class, the teacher writes down all she experienced and her interpretations of every action she observed, and she could register during the class. Apart from having a field note after each class, the researcher collects, from the sampling, artifacts that help her to analyze each indicator inside a category. Finally, the researcher tries to video record the most important activities in each class that can support the description and analysis of each situation. It is important to mention that the researcher pays attention to assign each description an interpretation, an objective, and a category of the present study.

As it was said before, those three instruments to collect data allow the research to be reliable due to the use of triangulation. Now, as triangulation is applied in data collection, the present research makes use of it in the analysis of the results where theory, data collected

instruments, and the criteria of the teacher-researcher are conjugated to have a more objective and trustworthy analysis of the results.

Units of analysis

The unit of analysis of the present research is vocabulary learning, and it is divided into two categories: word recognition and vocabulary learning through multimodality. These categories are also split into indicators which are represented in the following table. It is important to mention that the categories and indicators were established after analyzing the data. For that purpose, it was used the grounded approach where categories and indicators are based on data and not inversely. Glaser and Strauss (1967) explain that grounded approach is the finding of theory from data. Besides, Glaser (1992) highlights that the grounded approach is inductive; categories are grounded on the data.

Unit of analysis	Category	Indicator
Vocabulary Learning	Word recognition	1. Students understand vocabulary related to shapes. 2. Students learn vocabulary related to classroom objects. 3. Students identify words related to the parts of the face and body. 4. Students recognize words related to farm animals.
	Vocabulary learning through multimodality	1. Students recognize new words using stories with images. 2. Students learn vocabulary through songs with images.

		<p>3. Students understand words employing games with images.</p> <p>4. Students identify new words using videos with images.</p>
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Population and Sample

The population of this study is 33 students of second grade of the IED Prado Veraniego School. Students ages are from 6 to 9; there are 18 girls and 15 boys. The sample is 12 students. Cohen et al. (2007) state that the sampling should represent the whole grade by following these variables: students with good, average, and poor results; the variables allow a valid sample and avoid sampling error. In the present research, the 12 chosen students followed those variables. About the duration of the pedagogical intervention, it is important to mention that it lasted seven months; from August, 2018 to May, 2019.

Ethical Issues

Kalmbach & Carr, (2010) explain that action researchers should be identified because of the ethical issues when doing research. Ethical issues are gaining permission from participants and their parents. Thence, this research asks second grader's parents to sign a consent form (Annex F) issued by the Department of Languages of the Pedagogical University.

CHAPTER IV

PEDAGOGICAL INTERVENTION

Along the development of this chapter, the reader finds the visions of language, learning, and classroom. Second, the teaching methodology is explained. Third, the stages of the pedagogical intervention, the timetable, and contests along with the units of analysis and objectives are described. Finally, an example of the lesson planning is presented.

Vision of Language

The present study envisions language as a linguistic system and a conceptual system; these are both representational systems of communication that interlinked construct meaning (Evans, 2016). The same author complements and expands on this idea explaining that the conceptual system has non-linguistic representations that along with the linguistic system create rich meanings. The theorist continues his dissertation stating that the linguistic system (grammatical system with words: vocabulary) makes use of the symbols from the conceptual system to transmit meanings; this system is diverse and multimodal providing the language with a complete structure to communicate effectively (Evans, 2016). Therefore, this vision of language is in accordance with the multimodal construct of the present study which states that to learn vocabulary it is necessary to use not only words but also symbols and different modes to complement meaning and facilitate learning.

Vision of Learning

The vision of learning in the present research is experiential learning that is a natural way of learning a language like the mother tongue. In this sense, Tudor (2001) states that experiential learning is a natural way of learning. Experiential learning is an alternative to traditional ways of

learning where kids are in desks without moving and filling exercise from a book; on the contrary, in this way of learning students learn by experiencing. Kolb (1983) affirms that knowledge is formed, re-formed, reshape, and derived from experience.

Experiential learning is meaningful, and it makes sense by its nature. Kolb and Kolb (2009) identify that learning not only involves cognition, but also feelings, perceptions, thoughts, opinions, and behavior of a person. Therefore, as Tudor states (2001) learning is a holistic process with a multidimensional nature of communication, that supports the multimodal approach, where there is an emphasis on doing, and the use of authentic materials.

Vision of classroom

The classroom is understood and seen by this research as a valuable unique experience; each class, although shares same ages and content with another, is different and has its own special features. Shpancer (2004) proposes this idea of the classroom as a unique experience; this author sets out a number of characteristics of such a class. First, a class is unique when it provides students with a sense of importance; when teachers are attentive to the students' needs, they feel cared for. Second, what also makes a class unique is teachers that encourage and appreciate the efforts of students to learn; teachers need to be careful with the words they tell their students because they can affect the learning course for better or worse. Third, it is necessary to have flexible and unpredictable classes with a sense of surprise. An organic class is better than a rigid class where there is no space to improvise and take advantage of spontaneous classroom situations.

In addition to those characteristics, Shpancer (2004) presents three further aspects to have a unique classroom. The fourth one is interaction. An interactive class is one where students have

a dynamic interaction with the teacher, classmates, material, and knowledge. Fifth, the class should make use of the metaskills; teacher should promote curiosity and resilience in students to achieve better results in class and outside it. Finally, a unique class is fun and uses technology. Students must discover that learning is fun, and it can be achieved through the use of technology as a help to the learning process. All these characteristics demonstrate the importance of being intentional of promoting a unique class where students can truly learn. Besides those features, it is important to plan for students and not for covering a content; each planning must be thought out according to the particularities of the classroom.

Teaching Methodology

Total Physical Response (TPR).

The methodology used in the classes in the present study is Total Physical Response or TPR. This methodology is described by Arlette (2020) as the union of language and actions. Additionally, Astutik et al., (2019) explain that TPR aims to use physical activity and movement to teach the language; students understand the language with motion and action. TPR is also following directions to act a story, and accompany a song with actions (Gordon, 2007). Hence, TPR is the coordination between words and movements to learn. Putri (2016) stipulates that can be used to teach vocabulary, classroom language, and instructions. Finally, Zainudin (2018) emphasizes that TPR is one of the best strategies to teach vocabulary to kids.

The benefits of TPR found by theoreticians are many. Brown (2000) points out that TPR is excellent for students who are in the preproduction/silent stage of language learning. In addition, Gordon (2007) argues that TPR stimulates and implies the procedural kinesthetic memory (responsible of motion) that is more permanent and deeper than the declarative memory

(in charge of memorization). This is learning by doing which is much better than memorizing. Another benefit of TPR is that it is fun and helps to ease the stress that can cause learning a language (Arlette, 2020; Zainudin, 2018). The last benefit of TPR is that it promotes students to be active in their learning process because they are in constant movement (Zainudin, 2018). Therefore, TPR is an active way of learning a language in a more meaningful way.

Stages of intervention

The pedagogical intervention is divided into four stages: From the basics to move forward, Me and my family, My life, and My world. All these stages are explained below, taking into account the research categories and indicators, objectives students are meant to reach, and the different activities of the classes.

In relation to the first stage called *From the basics to move forward*, students learn basic vocabulary related to classroom expressions, numbers from 1 to 20, colors, shapes, and classroom objects. The indicators of the first category (word recognition) are: 1. Students understand vocabulary related to shapes. 2. Students learn vocabulary related to classroom objects; and the indicators of the second category (Vocabulary learning through multimodality) are: 1. Students recognize new words using stories with images. 2. Students learn vocabulary through songs with images. 3. Students understand words employing games with images. 4. Students identify new words using videos with images. Different activities (more than 10) are used in this stage having always pictures and images as the most important resource.

In terms of the second stage called *Me and my family*, students learn vocabulary related to the family members and parts of the face and body. The indicators of the first category (word recognition) are: 3. Students identify words related to the parts of the face and body. The

indicators of the second category (vocabulary learning through multimodality) are all within this category; therefore, in all classes, students are provided with songs, videos, games, and stories to learn the different vocabulary of this stage.

The third stage is *My life* where students learn vocabulary about room in the house, clothes, and toys. The indicators for this stage are all the second category considers. All classes take into account the different modes multimodality has to learn more significantly; this is reflected in the diversity of activities students perform. Finally, in the fourth stage called *My world* students learn vocabulary in relation to food, pets, zoo, and farm animals. Here the indicator from the first category, word recognition, is: Students recognize words related to farm animals; along with, as stated before, all the indicators from the multimodality category to have classes with dynamism and diversity to learn vocabulary.

Chart of contents

The following chart lays out short descriptions of each lesson. It contains the stages of the intervention, the learning objectives, the description of the main activities, the categories, and the indicators of each activity.

Date	Stages of intervention	Learning objectives	Activities	Categories	Indicators
August 21 st /2018		-To learn the class rules in English. -To learn the colors. -To identify geometrical shapes.	<ul style="list-style-type: none"> Students learn the class rules with images and acting them. They also learn the colors with different activities like combining paintings. Finally, students learn the geometrical shapes and they make crafts with those shapes. 	Word recognition	1
				Vocabulary learning through multimodality	2 - 3

August 28th/2018		<ul style="list-style-type: none"> -To review the colors. -To review the geometrical shapes. -To learn numbers from 1 to 10. -To recognize the classroom objects. 	<ul style="list-style-type: none"> • Students review the colors by doing different activities like simulating going fishing with magnets and nylon; they need to fish the color the teacher says. • Then, they review the shapes doing them with play dough. After this, students do other activities. • Besides, they learn the numbers from 1 to 10. • Finally, students start recognizing the classroom objects with images and different activities. 	Word recognition	1-2
				Vocabulary learning through multimodality	1-2-3-4
September 4th/2018	From the basics to move forward	<ul style="list-style-type: none"> -To identify classroom objects with colors and numbers of those objects. -To learn numbers from 10 to 20. 	<ul style="list-style-type: none"> • Students continue learning the classroom objects and identify them with the different colors. • Students also recognize how many class objects there are with the numbers learnt before. Teacher asks questions like: What object is this? What color is it? How many pencils are there? To do so, different kinds of activities are done through the class. 	Word recognition	2
				Vocabulary learning through multimodality	1-2
September 11th/2018	Me and my family	<ul style="list-style-type: none"> -To learn words about the family members. 	<ul style="list-style-type: none"> • Kids, first, recognize the family members with a song about monkeys and family members. • Then, teacher presents in a more formal way the family members with images. • Then, kids do different activities to reinforce the members of the family. 	Vocabulary learning through multimodality	2-3-4
October 2nd/2018			<ul style="list-style-type: none"> -To review the words about members of the family. 	<ul style="list-style-type: none"> • Students do different activities to show the learning of the family members words. • Teacher asks questions like: who is this? • Then, the teacher shows that monkeys have special families by showing a video about how parents protect their children. • Then, kids make a letter (with the shape of a banana) to their family, expressing their love and gratitude (the letter is written in Spanish, just the family members in English.) 	Vocabulary learning through multimodality

October 23rd/2018	My life	-To identify the body and face parts.	<ul style="list-style-type: none"> Teacher presents the new vocabulary about the parts of the face and body by doing the activity: revealing the flashcard little by little and eliciting the name of the parts of the body and face. After this, students learn those parts by doing different activities like singing the song: "Head, Shoulders, Knees & Toes." 	Word recognition	3	
				Vocabulary learning through multimodality	2-3	
October 30th/2018			-To reinforce the body and face parts.	<ul style="list-style-type: none"> Teacher asks students questions like: where is the nose? and kids points and shows that part. Moreover, students reinforce the body and face part by playing different games like: <i>Teacher says</i>; they also do diverse activities. 	Word recognition	3
					Vocabulary learning through multimodality	1-3
February 27th/2019			-To reinforce the words related to different rooms in a house and the things in the rooms.	<ul style="list-style-type: none"> Students reinforce the words about the rooms of the house (teacher asks questions like what room is this?) and the objects inside those rooms (teacher asks questions like: where is the bed?) with different activities like a story and activities about that story. 	Vocabulary learning through multimodality	1-3
March 6th/2019			-To learn vocabulary related to clothes.	<ul style="list-style-type: none"> Students learn the different words about clothes with images and different activities like the teacher putting on adult-sized clothing. Students also listen to a song about clothes and while they listen to it, they grab the corresponding item from different cuts the teacher gives each one. After this, many more activities are done to learn well the words. 	Vocabulary learning through multimodality	2-3
March 13th/2019		-To review words about clothes.	<ul style="list-style-type: none"> Teacher emphasizes the different words about clothing by asking what is this? What color is this? Students review those words doing varied activities like reading a story. 	Vocabulary learning through multimodality	1-3	
March 20th/2019		-To understand vocabulary about different toys.	<ul style="list-style-type: none"> Students learn different toys words with activities like <i>the toy story lost toy</i> where teacher hides different toys (real and cuts) in the gymnastics room and in groups they need to find the 	Vocabulary learning through multimodality	3-4	

			toy and say the name of it to win a point.			
April 4th/2019		-To recall and reinforce words about toys.	<ul style="list-style-type: none"> Students bring their favorite toy and can play a little with them. Then, teacher asks some students about the name of the toy they have (the toys learnt). After this, more activities are done to reinforce the vocabulary about toys. 	Vocabulary learning through multimodality	1-2-3	
April 10th/2019		-To learn different words related to fruits.	<ul style="list-style-type: none"> Teacher presents the different words related to fruits with real fruits that she offers the kids to eat. While students eat, teacher elicits and presents the words of the fruits. Then, kids do different activities to learn the fruits like <i>fruit rope jump</i> where kids need to jump, take the fruit teacher says (cuts), and put that fruit in a box. 	Vocabulary learning through multimodality	3	
April 24th/2019	My World	-To review food words.	<ul style="list-style-type: none"> Students bring their favorite foods and teacher asks what foods there are according to the ones learnt in the previous class. Students learn a story about a fruit salad and complete some activities based on the story. 	Vocabulary learning through multimodality	1	
May 2nd/2019		-To learn vocabulary related to farm animals.	<ul style="list-style-type: none"> Students learn the farm animals by first listening to different sounds those animals make and relating them to the animals they know in English. Then, students do different activities like the memory game saying the name of the farm animals to win a point for the team. 	Word recognition	4	
					Vocabulary learning through multimodality	1-2-3
May 8th/2019		-To identify words about zoo animals.	<ul style="list-style-type: none"> Students watch a video about different zoos around the world. Then, they stick some animal cuts to remember the different animals they saw in the video. Teacher elicits the different names of the zoo animals and teach the names with different activities. Then, students do different activities to learn the new words. 	Word recognition	4	
					Vocabulary learning through multimodality	1-2-3-4
May 15th/2019				Word recognition	4	

		-To understand the words related to pets.	<ul style="list-style-type: none"> • Students learn the pets' words by reading a story. • Then, to reinforce the learning they do different activities about the story. • Kids also say the pets they have and the name of them. • After this, different activities are done to learn and reinforce well the pets' vocabulary. 	Vocabulary learning through multimodality	1-2-3-4
May 22nd/2019		-To review all animals words (pets, zoo, and farm animals)	<ul style="list-style-type: none"> • Students play different games to review all animals and they complete worksheets. 	Vocabulary learning through multimodality	3

Lesson planning

Lesson planning is a responsible and a conscientious task that teachers carry out to have classes with purpose and sense. Skowron (2015) details the characteristics and advantages of planning. Lesson planning details what students will learn, how they will learn it, and what they will accomplish with the lesson. Lesson planning increases the foundation for effective learning, teachers, and students. When teachers plan carefully there is a sense in the class of authenticity, importance, direction, purpose, and concentration.

In the present study the lesson plans included the lesson objectives, the resources, the different stages and purposes of them, procedures, and time. The stages in classes involved different activities such as: warm-up, lead-in (where the topics of the class are introduced); elicitation (where students' knowledge is tested on the current topic); presentation of the topic; controlled practice (where worksheets can be employed); and free practice (where games can help students to practice in a freer way). An example of a lesson plan is presented in Annex G; it does not have all the stages mentioned before because it was a review lesson.

CHAPTER V

DATA ANALYSIS

In this chapter it is presented the description of the data that were collected during the implementation stage; that data is described in terms of management and analysis. Within the data management, the achievements and limitations found throughout the study are related. The aim of the data analysis was assessing the level of achievement, success, and compliance of the indicators and objectives. To achieve this, the indicators are evaluated by analyzing them in the framework of theory and the evidence of the data collected instruments.

Data management

This research was conducted to enhance the vocabulary learning because it was found during the observations, before the implementation, that students did not know basic vocabulary and they forgot easily words seen in class. Therefore, after evidencing that problem, the objective of improving vocabulary learning through activities framed within multimodality was established. The purpose of that objective was to teach students vocabulary under meaningful activities that helped them to remember and learn vocabulary. Hereunder, the achievements and limitations of the study are presented.

In respect of the achievements, students were very motivated and engaged with all the multimodal activities carried out to learn vocabulary; this helped children to really learn in all the classes implemented. All activities done proved that in each class students learned different words thanks to the different modes and resources multimodality has. Besides, those mentioned modes and all the diverse activities allowed that all learning styles and the different intelligences of students were satisfied. It was evident at the end of each class that all students were happy because they had done the activities each one liked the most; activities of their preferences.

At the end of the implementation, the sensation in the class was of progress and achievement in knowledge of different vocabulary, class expressions, and understanding of different basic grammar the teacher used in all classes. On that last respect, it is important to highlight that the teacher-researcher spoke the majority of the time in English in the classes with the aid of nonverbal gestures and images; at the beginning was difficult for students to understand, but at the end of the implementation they were used to listening to English, and they demonstrated they understood what the teacher said.

In terms of the limitations, the major one was the limited amount of time students had for receiving the English class and little opportunities to practice more extensively what was being learned. The other problem was the four-months' vacation period (at the end of the year); it was a division of the implementation that made it stop for a considerable time. The impact of this on students was negative; for kids was difficult to resume and it was necessary to see again topics that they had already seen. This could be a limitation since there was not a constant learning flow and the implementation was split in two. Finally, another limitation was that sometimes the head teacher did not allow me to do some activities that involved more movement from kids; multimodality and TPR make use of it to learn in a more dynamic way.

Data analysis

The data analysis is done by presenting the theory about each category and its indicators. After that, there is a description of the activities that supports each indicator; they are presented with photos that serve as examples of what was done in class. Finally, the results are exposed through the data collection instruments (artifacts, field notes, and video scripts).

Category 1: Word recognition

Word recognition is the comprehension of vocabulary written or heard. Han (2015) describes that every person has a word dictionary in their minds, that is a mental lexicon. Semantic information is retrieved (meaning access) from that mental dictionary and decoded when a stimulus happens; that stimulus can be a phonological input (listening), or an orthographic input (written stimulus.) Besides, those two stimuli, an image can be also a stimulus that makes a person retrieve the correct information related to the image from the mental lexicon. In this respect, Hazamy (2009) claims that pictures have a superior effect when recognizing a word; the pictorial stimulus is superior to the word one because images are registered and encoded in memory more effectually. Therefore, the present study focuses more on the picture stimulus along with the listening one to have students recognize words.

Indicator 1: Students understand vocabulary related to shapes.

Word recognition yields word understanding and comprehension in students. Han (2015) supports this idea: “there is a relationship between word recognition and comprehension among FL children [...] word recognition is a significant contributor to the comprehension factor” (p 70). McCormick and Samuels (1979) also support the idea that word recognition allows comprehension by stating that the two have a strong relation. To conclude the theory about this indicator, theorists affirm that word understanding occurs more when there is more exposure to the words aimed to be learnt. Regarding that statement, Bode et al., (1994) clarify that word comprehension occurs when there is a high frequency of input; beginning word understanding is frequency dependent.

Under this indicator, students did two activities. Before doing the activities, the teacher taught students the different shapes: square, circle, triangle, and rectangle; those shapes were presented with images and different colors and teacher made kids repeat the shapes. Below, the mentioned two activities about shapes are explained.

First, students did the shapes with playdough; they needed to make one by one after the teacher said each one. Kids showed that the majority understood the shapes because they did the shapes the teacher said. Besides, students reviewed the name of colors with the playdough. All students were focused on the activity.



Figure 1. Students' activity of shapes with playdough. (August 21st/2018)

I gave to each kid playdough to make the shapes we were learning. Kids began to say the colors of the playdough without me telling them to do so. Kids were exciting to receive the playdough. I elicited and reviewed the names of the shapes before starting to make them; kids repeated the names of the shapes and did the shapes in the air with their fingers. Then, I told kids to make the shapes one by one and they made them correctly. Kids seem to enjoy a lot these kind of exercises where they create things with special materials like playdough.

Figure 2. Field note about students' activity of shapes with playdough. (August 21st/2018)

The other activity was doing a craft; each kid was given a set of the shapes on small cardboards of different colors (this activity was combined with eliciting colors that had been taught in previous classes). The craft consisted of students doing the figure they wanted; they could be creative. While the teacher passed each kid the different shapes, she elicited the name of each one and the color. Kids showed that they knew the shapes; however, they struggled with the pronunciation of the shapes. Therefore, the teacher stopped for a while the making of the craft

and made students repeat the shapes more; the repetition was done by miming different emotions.



Figure 3. Students' craft with shapes. (August 28th/2018)

I passed by each desk and asked kids the name of shapes they had along with colors; besides that, when I was passing, I said the name of shapes and students needed to point what shape I was saying. Most of them answered well the shapes with little mistakes in pronunciation. It seems that the pronunciation drill activity with emotions we did before, helped; that activity consisted of saying one shape with different emotions; for example, I said: "say circle sad" and kids repeated the word miming that emotion. It is important to highlight that while kids were making the craft some of them said the name of the shapes out loud. Apart from students demonstrating to understand the shapes, kids also knew the colors that we had learnt in previous classes.

Figure 4. Field note about students' craft with shapes. (August 28th/2018)

After that exercise for improving the pronunciation of shapes, kids continued doing their crafts. The teacher passed by each student asking the different names of shapes and asking kids to point the shapes she said. Besides, she asked the colors of the shapes. Most of students answered well the shapes with little mistakes in pronunciation. The indicator was accomplished because after having a lot of input, kids showed through the activities that they had understood the shapes, despite the inaccuracy in pronunciation.

Indicator 2: Students learn vocabulary related to classroom objects.

As stated earlier in chapter 2, vocabulary learning is essential when learning a language; all the skills are involved in the knowledge of it. Lin (2004) stresses that "learners who have

limited vocabulary knowledge are less likely to be able to develop advanced levels of reading, listening, writing and speaking skills in the target language” (para. 8). By the same token, Baker et al., (1998, as cited in Ghaderpour et al., 2012) remark that learning a foreign language depends fundamentally on the knowledge of vocabulary.

In terms of this indicator, three activities were done after teaching to students the different classroom objects. The first activity was about putting all the images of the classroom objects (pencil, book, glue, ruler, eraser, scissors, pencil case, and pencil sharpener) on the screen, but one of them was missing; kids needed to say what classroom object was not on the screen. All students participated, and the majority said well the classroom objects.



Figure 5. Missing Classroom Object activity. (September 4th/2018)

Teacher:	What classroom object is not here?
Students	(all of them): <i>mmm</i> , pencil!
Teacher:	What classroom object is not here?
Students	(most of them): <i>silence, silence</i> , glue! glue!
Teacher:	And what classroom object is not here?
Students	(all of them): boooooo!
Teacher:	What classroom object is missing? Is not here?
Students	(most of them): <i>silence</i> , ruler!!
Teacher:	What classroom object is missing?
Students	(most of them): <i>silence, silence</i> , eraser!!
Teacher:	What classroom object is missing?
Students	(not all): <i>silence, silence, silence</i> , scissors!
Teacher:	What classroom object is not here?
Students:	<i>silence, silence, silence</i>
Teacher:	shaa...
Students:	<i>silence</i> , sharpener!
Teacher:	What classroom object is missing?
Students:	<i>silence, silence, silence</i>
Teacher:	pencil....
Students:	<i>silence....</i>
Teacher:	pencil ca...
Students	(less than half): case

Figure 6. Video script about the Missing Classroom Object activity. (September 4th/2018)

The second activity was about students putting all the classroom objects in their bags; they needed to take out one by one as the teacher said each classroom object. Kids were excited taking out everything and most of them took out the correct object.

On this activity kids put all their stationary on their bags, and they had to take out the ones the teacher said. Most of students took out all the objects well. It is important to mention that students asked questions like: “notebook?” after me saying the object, but students answered themselves and took out the corresponding object; this situation happened with almost all objects.

Figure 7. Field note about students’ activity of taking out classroom objects from backpacks.

(September 4th/2018)

The final activity consisted of doing a worksheet with different classroom objects on it. The teacher said one object and the color for it and students needed to follow the instruction and the order to color according to what the teacher said. The majority did well because they had the objects colored in the way the teacher said.



Figure 8. Students' artifact of the worksheet about classroom objects. (September 4th/2018)

Students needed to color the worksheet in the order I said them to do it; for example, color the ruler, orange; color the pencil, yellow; color the pencil case, blue. Most of students did well in this activity because I passed by their desks and most of kids were following the order I said to color the classroom objects.

Figure 9. Field note about the worksheet activity of classroom objects. (September 4th/2018)

This indicator was efficient because students did learn the classroom objects words; they proved it with the different activities done. In the first activity of the missing classroom object, students demonstrated command in almost all objects despite the struggling on saying two of them. In the second and third activities, kids showed they had learnt the classroom objects well.

Indicator 3: Students identify words related to the parts of the face and body.

Word identification is a process or strategy used to figure out words (Johnson, 2016). In addition to that definition, Combs (2012) states that word identification is determining the pronunciation and meaning of a word. It is impossible to build meaning without first identifying words. This same author clarifies four strategies to identify words: First, decoding that is the competence to pronounce the words. Second, analogizing where using known words help to identify new unknown words. Third, predicting where the context aids to guess the meaning of a

word. Fourth, recognizing that is the ability to identify words from memory without using analysis.

In relation to this indicator, two activities were carried out in class. The first one involved two parts: first, the elicitation of the parts of the body and face (eyes, ears, mouth, nose, head, shoulders, knees, and toes). Here, teacher was revealing the flashcard of each part of the body inch by inch, and kids needed to say that part of the body. Second, students should touch the part of the body they listened. In the two activities kids remembered the names although they had learnt them eight days before.

Teacher slowly revealed each flashcard about the different parts of face and body and students needed to say each name of the body. Kids said enthusiastically the parts of the body when they discovered them. Here, most of the students correctly said the body parts (except for knees) with little problems in pronunciation. Then, students needed to touch the parts of body and face I said: for example: “touch your nose” and students touched their nose; on this part, kids also did well in almost all parts of the body.

Figure 10. Field note about elicitation of body and face parts activity. (October 30th/2018)

The second exercise was a worksheet with images of the parts of the body; this exercise was done based on the song: “*Head, Shoulders, Knees & Toes*” where kids did TPR while listening to it. After listening and doing the mimic, kids needed to color the parts of the body in the order the song mentioned them. The teacher played the song and stopped after each part for kids to color the body and face parts the song said. Many of the kids followed the order of the song well by coloring the parts of the body in the correct order.

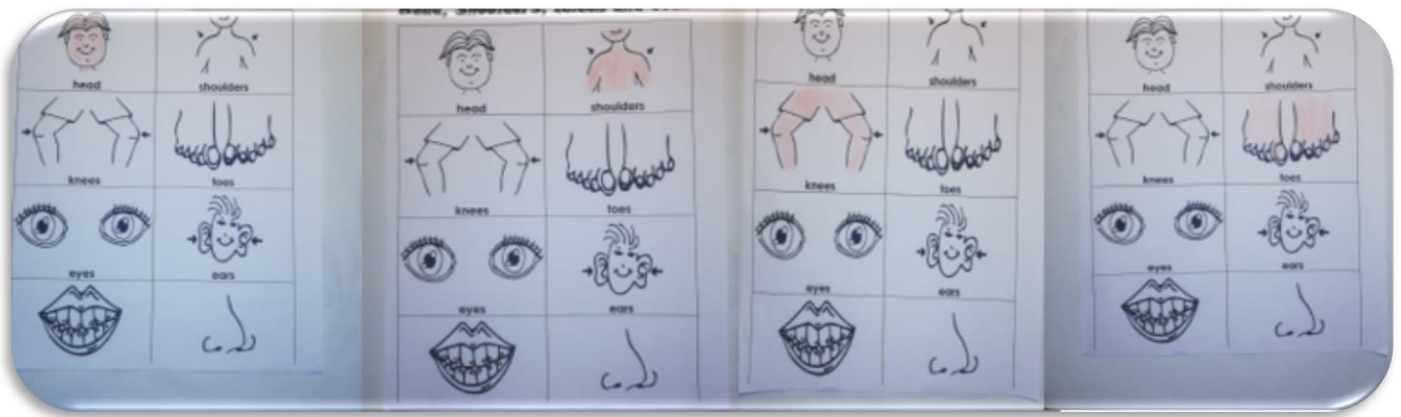


Figure 11. Students' artifact of the worksheet about body and face parts. (October 30th/2018)

Students started to color the parts of the body in the same order of the song; I could see that they were doing it well because I passed by the majority of the desks and saw that kids were relating well what they listened (the different parts of the body) with the images in the worksheet.

Figure 12. Field note about the worksheet activity of body and face parts. (October 30th/2018)

This indicator was successfully achieved because students identified the different parts of the body and face with the activities applied. They could identify and point the parts that were being mentioned by the teacher in the first activity with ease. In the second activity, kids related well the words of the song (the body parts) with the pictures they had in their worksheets. Finally, in relation to the four strategies mentioned at the beginning of this indicators; students made use of the first and fourth. The first because students pronounced the body parts. The fourth was also evidenced because students identified the body parts from memory; they remembered the words from the previous class.

Indicator 4: Students recognize words related to farm animals.

Word recognition is defined by Johnson (2016) as a quick or automatic recollection of words; it is the ability to recognize words accurately and automatically. Additionally, Flanigan and Hayes (2014) describe word recognition as the ability to process words efficiently; word recognition is the core skill that facilitates access and processing of language. This language processing is the same as comprehension. In this matter, McCormick and Samuels (1979) argues

that high accuracy and rapid word recognition is associated with high comprehension; when word recognition is not well developed, this influences and has consequences on comprehension.

The first activity related to this indicator consisted of presenting in slides two farm animals; teacher said the name of one animal and students had to choose if the animal was A or B. All students did well; they all recognized the farm animals.



Figure 13. Choosing A or B, Farm Animal activity. (May 8th/2019)

Teacher:	Say A or B. Duck
Students (all):	A!!
Teacher:	Say A or B. Pig
Students (all):	B!!
Teacher:	Say A or B. Cow
Students (all):	B!!
Teacher:	Say A or B. Sheep
Students (all):	B!!
Teacher:	Say A or B. Dog
Students (all):	A!!

Figure 14. Video script of the Choosing A or B, Farm Animal activity. (May 8th/2019)

The second activity was the game Pictionary where students were divided into three groups; the board was split in three parts as well. One member from each team had a marker and they needed to paint the farm animal I told them; their team needed to guess the word. The first

team that shouted the correct farm animal had a point. In this activity, kids showed that they recognized all the farm animals well.

In the Pictionary game students showed they enjoyed a lot the activity because they were very excited. All the groups said well the names of the farm animals but the group that won was the member that drew faster than all. However, when members finished drawing, the team said the animals well, although another group would have already won the round.

Figure 15. Field note about the game Pictionary of farm animals. (May 8th/2019)

This indicator was reached because students did recognize the farm animals and they showed it through the activities done. During the first one, students distinguished between two farm animals the correct one. In the second, students easily recognized the animals some classmates drew on the board. These two activities and the students' performance on them demonstrate successful learning of farm animals.

Category 2: Vocabulary learning through multimodality

Multimodality was defined previously as using different modes to teach and learn a language. In multimodality visual, audio, and kinesthetic modes work together; those modes include the use of colors, sounds, videos, songs, actions, etc., (Cullen and Marchetti, 2016; Haijing, 2015). Besides the modes, using pictures and images in multimodality is very crucial because they help to associate words with visual representations. Now, as to learning vocabulary through multimodality; using different modes help students in the process of learning new English words; students also show better performance when using pictorial representations (Haijing, 2015). In the classes of the present study, different activities (songs, stories, games, and videos), that represent the diverse modes, were employed along with the permanent use of images to teach vocabulary.

Indicator 1: Students recognize new words using stories with images.

Making use of stories is an effective teaching media for enriching vocabulary learning. Repeated reading of stories complemented with explanations of the target vocabulary allow young children to develop vocabulary (Collins, 2010; Moore et al., 2002). Having stories in the English class brings benefits to vocabulary learning such as: an enjoyable and attractive environment to learn; students learn words in context and how those words are used in real life; stories are authentic material for students to learn vocabulary; stories reduce the gap between vocabulary and comprehension of it (Nazara, 2019). Regarding the use of images in the stories, Barreras (2010) stipulates that the meaning of the whole story and the words in it can be deduced with the help of pictures; the use of pictures in stories also provides a meaningful context; and pictures also permit kids to be focused.

In terms of the present indicator, one activity was a story called: *"Find Me in the Classroom."* By this point students had had a good amount of practice identifying the key vocabulary about classroom objects (door, chair, bookcase, table, and window). Therefore, after reviewing a lot of time the mentioned vocabulary, the teacher announced the story time.

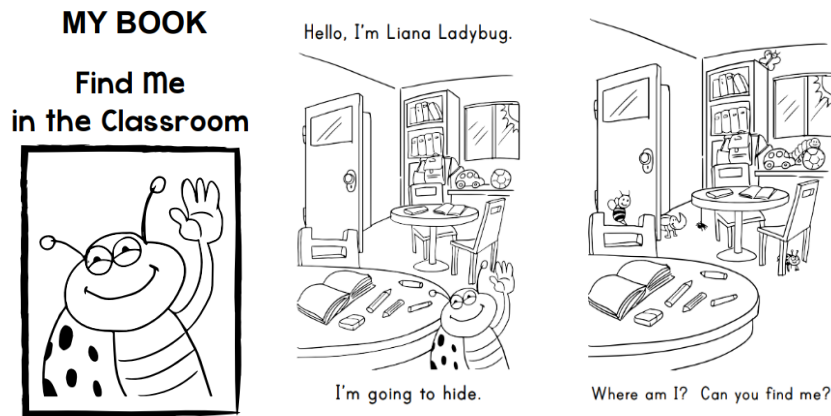


Figure 16. *Find Me in the Classroom* story. (September 4th/2018)

As teacher read each page, students needed to search and find the ladybug (teacher taught this new word before the story); when students found the ladybug, they said the classroom object where the ladybug was hidden (kids just said the name without prepositions because this topic had not been taught.) Kids showed excitement during the activity; most students answered well the classroom object where the ladybug was; except for the bookcase.

Teacher	I'm going to hide let's look. Where is Liana Ladybug?
Students	Chair!
Teacher	Yes, under the chair!
Teacher	Where is Liana Ladybug? Can you find her?
Students	<i>silence, silence</i>
Teacher	Where is she?
Students	armario!
Teacher	Bookcase! Repeat: bookcase!
Students	Bookcase!
Teacher	Where is Liana Ladybug?
Students	Door!
Teacher	Good!! Behind the door!
Teacher	Now, where is Liana Ladybug?
Students	Table!!!
Teacher	Very good!! Under the table!
Teacher	Where is she?
Students	Window!
Teacher	Excellent, by the window!

Figure 17. Video script of the Find Me in the Classroom story. (September 4th/2018)

After reading the story, students did a worksheet where they needed to color the different classroom objects where the ladybug was in the story; students needed to color each item (one by one) as the teacher was reading the story again. Most of the students colored the correct object the story indicated.



Figure 18. Worksheet based on the *Find Me in the Classroom* story. (September 4th/2018)

To conclude, this indicator was effective because kids showed, while reading, recognition of the classroom objects. The story reinforced what they had learned in the previous class. Besides, students evidenced enjoyment with the activity of finding the animal. Also, they were attentive with the images and colors of the story; they helped kids to understand better the meaning of the story (it is important to clarify that the example of the story did not have colors because the teacher-researcher did not find the original she used in class). Finally, with the activity after the story, kids showed command of the vocabulary.

Indicator 2: Students learn vocabulary through songs with images.

Songs are very popular in English classes; young learners always demonstrate that this activity is appealing for them. The advantages of using songs to teach vocabulary are: first, they help to retain words in the long-term memory due to the melody, rhythm, intonation, and repetition of the verses. Second, songs are enjoyable, interactive, pleasant, fun; they promote motivation, confidence, and a relax atmosphere to learn. Third, songs are authentic materials for learning vocabulary (Forster, 2006; Murphey, 1992). In addition to these advantages from the use of songs for learning vocabulary, pictures in them help students to interpret the meaning of words, clear definitions, and make children remember vocabulary easier. In addition, pictures create a stronger image of the songs (Devi, 2009).

In relation to this indicator, in a class after learning the zoo animals' vocabulary, students listened and sang a song called "*Let's Go to the Zoo:*" (Annex H). In the pre activity of this song, the teacher taught kids the words go and see with movement; also, teacher elicited all the zoo animals (lion, elephant, monkey, tiger, snake, and bird); the teacher used flashcards that she was showing little by little. The majority of the kids knew almost all the names, except for the words snake and bird. After eliciting the zoo animals, the teacher showed students the gestures and mimics of each part of the song; then, kids started to sing the song with gestures. The song had an animated video with all the animals. Students repeated the song three times and then kids did two post activities with the zoo animals of the song.

The first activity after the song was: "*Let's go fishing;*" the activity consisted of fishing the correct animal. Each kid was given a magnet with a nylon, and a set of little zoo animals. The teacher said an animal and kids needed to fish the corresponding animal the teacher had mentioned. All kids did this activity very well; they understood the animals teacher said (they fished the correct zoo animals.)

I gave each kid a nylon with a magnet at one of its ends; also, I gave kids a set of zoo animals pictures (kid were very happy receiving those materials). I said to kids: "Let's go fishing" and showed them an example of the activity; they needed to fish the zoo animal I said. The activity began and I said first: "Fish the lion" and all kids fished that animal; then, I said: "fish the monkey" and all kids did it well; after that, I said: "fish the snake" some kids did fast and others thought for a moment; after this, they fished the bird, elephant, and tiger and most of kids did the activity very well. Kids really enjoyed a lot this activity; they were very happy.

Figure 19. Field note about the Let's go fishing activity. (May 2nd/2019)

In the last activity, students needed to guess the zoo animals presented on the screen with images; those pictures of the animals were blurred. All kids knew the animals. They were very excited with the blurred images and the activity of guessing them.



Figure 20. Example of the activity about the blurred zoo animals to guess. (May 2nd/2019)

Teacher:	What animal is this?
Students	(all of them): tiger!!!!
Teacher:	What animal is this?
Students	(all): elephant!!!
Teacher:	and this?
Students	(most of them): silence, silence esnake!!!
Teacher:	repeat: /sneɪk/
Students:	/sneɪk/!!
Teacher:	What animal is this?
Students:	bird!! (they said bird not /bɜːd/)
Teacher:	repat: /bɜːd/
Students:	/bɜːd/
Teacher:	What animal is this?
Students	(all): Lion!!!
Teacher:	What animal is this?
Students	(all): Monkey!!!

Figure 21. Video script of the activity about the blurred zoo animals to guess. (May 2nd/2019)

This indicator was successful because after kids sang the song three times, they knew better all the animals that the teacher had taught before. Also, with the activity about fishing the correct zoo animals, students demonstrated they knew those animals. With the next activity, kids identified the zoo animals; they proved to recognize well the zoo animals.

Indicator 3. Students understand words employing games with images.

When the word game is mentioned in any class, almost all students show enthusiasm; with games is easy to engage students in class. Hadfield (1999) define games as activities with rules, purposes, and fun involved in them. Games have different characteristics and positive aspects for learning vocabulary. Games motivate students and give confidence to them. Students experience joy, happiness, and relaxation when playing that permits to learn easily. Games are excellent activities to retrieve vocabulary already taught. Games help to recycle, review, repeat, and reinforce words learning; this help to store them in the long-term memory. Playing provides students with a meaningful and intensive practice of words (Abdullah, 2021; Nugroho, 2008; Rast, 2021). Finally, pictures help to give dynamism to the games and support the words; sometimes pictures replace the words in order for the students to make picture-word connections.

Based on this indicator, students played two games to reinforce all the animals learnt in previous classes: pets, zoo, and farm animals. The first game was called “*Game Show Quiz*” and it was played on the website wordwall.net. This was a multiple-choice activity. Kids were divided into three groups; each group of 10 kids; a member of each group (one at a time) needed to pass in front of the class and answer the question; each question had an image of the animal and four words. If the answered was correct, the team had a point. Kids really enjoyed this game; most of them answered well the animals.

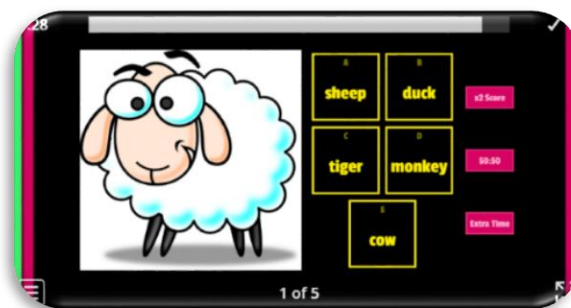


Figure 22. Game Show Quiz about all the animals learnt. (May 22nd/2019)

To reinforce and review all the animals (pets, farm, and zoo animals) we played: *Game Show Quiz*. Kids were very excited when I presented the game; I explained them how to play (I did the model). Kids needed to choose the correct word for the image. They were divided into 3 groups of 10 students; one member of the groups passed in front. Most of the leaders of the groups answered well with some mistakes in pronunciation; if the leader did not answer well, the group (without winning a point) could help and in this part most of the students correctly said the corresponding animal.

Figure 23. Filed note about the activity Game Show Quiz. (May 22nd/2019)

After that game, students played another one based also on all the animals' vocabulary. This game was a memory game where students needed to find pairs and said the name of each animal; the pairs were just images. kids, again, were divided into three groups and one member passed in front and chose a pair; if the kid found a pair and correctly said the name of the animal, the group won a point.

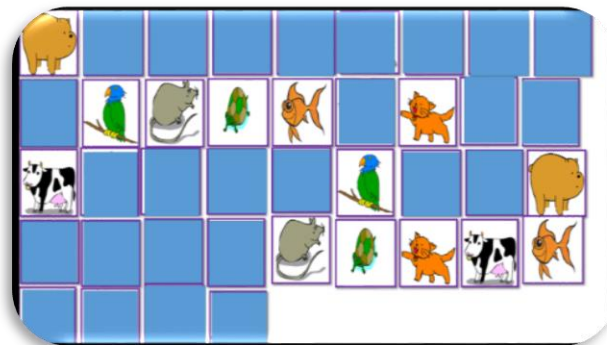


Figure 24. Memory Game about all the animals learnt. (May 22nd/2019)

In the memory game about all the animals seen in previous classes, students needed to be also in groups and compete each other (during all the pedagogical intervention I have noticed that students really like competing). I presented on the screen the game and modeled it; all students starting shouting: "I" because all of them wanted to participate. After me deciding who was first, the first member passed in front and the game started; kids needed to be very focused because they needed to know where the pairs were exactly; so, all kids were very attentive all the game. More than most of the class said the animals well.

Figure 25. Field note about the memory game with animals. (May 22nd/2019)

This indicator was complied because most of the kids answered well the names of the animals; only a few kids said them wrong during the games. Additionally, the game allowed students to practice more and reinforce the animals' vocabulary. Kids saw the necessity to win

the competitions (they needed to achieve something); so, they tried hard to remember and say the words of the animals well. All kids were motivated and enthusiastic and this help them to learn better all the animals.

Indicator 4: Students identify new words using videos with images.

Applying videos in the English class is an effective way to teach, learn, and review vocabulary because it uses technology, element very close to today's children. Chairiah (2020) proves the effectiveness of this resource by stating the following features: students always demonstrate engagement to the class because videos can be fun and interesting; the engagement leads students to be attentive and concentrated; also, thanks to videos in the class, kids are more motivated. Therefore, the mentioned researcher claims from these benefits that the learning process of vocabulary grows due to video use that is a meaningful source. Regarding the use of images in videos, Celis et al., (2017) affirm that the pictures on videos grant students with interesting experiences. Besides, images resemble the real world; this makes students learn vocabulary better because of the actual and true resources from videos.

Within the framework of this indicator, students watched a video from *Mickey Mouse Club House* that strengthen the knowledge of numbers, colors, and shapes. The teacher stopped the video in some parts asking kids about the name of colors, shapes, and numbers. Students were very attentive to the video, and they answered accurately the questions about the different topics that were being reviewed.



Figure 26. Video from Mickey Mouse Club House. (August 28th/2018)

Teacher:	What shape is this? (pointing to the square)
Students	(most of them): square!!!!
Teacher:	What number is this? (pointing to the 4)
Students	(all): Four!!!!
Teacher:	What number is this? (pointing to the 8)
Students	(all): Eight!!!!
Teacher:	What number is this? (pointing to the 10)
Students	(all): Ten!!!
Teacher:	How many stars are there? (teacher started counting with kids and then left them doing it alone.)
Students	(all): 1, 2, 3, 4, 5, 6, 7, 8, 9!!!
Teacher:	What color are the stars?
Students	(all): Yellow!!!
Teacher:	How many circles are there?
Students	(all): Four!!!
Teacher:	What color are the circles?
Students	(all): Purple!!!

Figure 27. Video script about the elicitation activity based on the video from Mickey Mouse Club House. (August 28th/2018)

This indicator was successfully achieved because the video helped to reinforce one more time the topics: colors, shapes, and numbers in a meaningful and appealing way. Students were focused and this allowed them to consolidate the topics better. Finally, students answered well the questions in relation to the mentioned topics.

CHAPTER VI

SUMMARY OF THE RESULTS

The main objective of this study was to analyze the improvement of vocabulary learning through activities framed within multimodality. Based on this objective, two categories were established: word recognition and vocabulary learning through multimodality. The following is a summary of the results in terms of these two categories of analysis.

Word Recognition

Word recognition is the comprehension of vocabulary; word recognition is the ability to understand words correctly. According to Wolf and Katzi-Cohen (2001, as cited in Han, 2015), word recognition is “a summation of accuracy and speed of meaning access through decoding of words” (p.58). Students that participated on the present research could demonstrate that they recognized all the vocabulary taught with accuracy and speed, and they showed this knowledge through different activities. Therefore, this category and its corresponding indicators were successfully achieved through different activities that proved students understanding of different topics.

One example of those activities where students showed comprehension of the target vocabulary was at the beginning of the pedagogical intervention where students were learning the colors. The activity consisted of recognizing the colors already seen in previous classes using paintings. Each kid was giving a painting portion with the primary colors: yellow, red, and blue. The teacher said two of those colors and kids needed to combine them to create new colors like: green, purple, and orange. Kids, first, enjoyed this activity a lot; second, they showed command and knowledge of the different colors because all of them knew the primary colors and the secondary colors when they were asked for them.



Figure 28. Activity about combining colors. (August 21st/2018)

I took out the paintings and students were very happy to see them. I told kids we were going to combine paintings. I told kids to take care of the desks, so I gave them wet wipes to maintain their hands and desks clean. Then, I gave each kid a little portion of the primary colors on papers. After this, I put a paper on the board and, first, told kids to combine the primary colors to create secondary ones; after they combined the colors, I showed kids on my paper the correct combination and they compared mine with them. With this activity kids proved they understood the colors well.

Figure 29. Filed note about the activity of combining colors. (August 21st/2018)

Another activity done under this category was recognizing numbers from 1 to 20. First, each student was given 20 ice cream sticks and they needed to hold the sticks according to the number the teacher said. Another activity about recognizing numbers was about students choosing the correct number from different numbers printed; they needed to take the number the teacher was saying. For example, teacher said: “take number four” and they took that number and hold it up. Kids did very well on this activity; the majority recognized all numbers with the two activities.



Figure 30. Activity about numbers. (September 4th/2018)

Students review numbers with ice cream sticks. I gave to each kid 20 of those sticks; I said a number and students needed to take that number with the sticks. Most of kids did very well on this activity because I passed by their desks and saw they counting until having the correct number; also, they verified with me by asking: “teacher, 11, once? Another activity about numbers was done with them in little papers. Here, I gave kids a set of numbers from 1 to 20. Kids needed to hold up the number I was saying. On this activity, the majority of students did very well; some of them doubted, especially in the teen numbers.

Figure 31. Field note about the activities to reinforce numbers. (September 4th/2018)

Hence, the word recognition category was reached because after having a lot of input and practice, kids proved command of the target vocabulary. Students recognized, the majority of the time, the words by saying them, pointing them, coloring them, etc.; students, with different activities and exercises, could show the understanding and comprehension of different vocabulary.

Vocabulary Learning through Multimodality

Vocabulary learning is the process that leads to understanding and comprehension of words. Boonkongsan and Intaraprasert (2004, as cited in Asyiah, 2017) describe “the main goals of vocabulary learning are: 1) to discover the meanings of a new word; 2) to retain the knowledge of newly-learned words; and 3) to expand the knowledge of English vocabulary” (p. 296). One efficient way to get to that, to the vocabulary learning, is using multimodal activities like songs, stories, games, and videos. Multimodality helps the learning of vocabulary to the extent that it does so through meaningful activities. The students did achieve vocabulary learning when using the multimodal activities because they helped to reinforce and review vocabulary with different activities that were fun and purposeful.

One example was a game where kids reinforced the knowledge of colors. Kids received magnets, nylon, and a set of different fish with different colors. Students needed to fish them as the teacher said. This activity was very successful because kids really enjoyed it; they had a lot of fun. Besides, most of the kids fished the colors of fish that the teacher said.



Figure 32. Fishing the correct color activity. (August 28th/2018)

I gave to each kid a nylon, a magnet, and a set of different fish with colors. All kids were exciting when I gave them these materials. I explained them that they needed to fish the color fish I said, then, I made an example of the activity. Kids wanted to start playing fast. I said the different colors and all kids did well all the fishing with the correct colors.

Figure 33. Filed note about the fishing the correct color activity. (August 28th/2018)

Another activity was also a game where kids reviewed the clothing vocabulary (shirt, pants, socks, jacket, shoes, and hat.) Kids were divided into three groups and each member of the group needed to throw into a bin a little ball; if the ball could enter to the bin, that student could have the opportunity two say the name of one piece of clothing that was on the screen; if that word was correct, the group had a point. On this activity students showed knowledge of the clothes. Also, most of the students were very ecstatic; they were jumping and showing excitement with this activity.

To review the clothing vocabulary, we played a game. The class was divided into three groups. One member of the group passed in front and he or she needed to throw a little ball into the bin of the class; if that kid put the ball into the basket, he or she could say a piece of clothing that appeared on the screen; if the kid correctly said the word, the team won a point. Kids really enjoy a lot this game; not all of them said correctly all the clothing but the majority did it with some mistakes in pronunciation.

Figure 34. Filed note about the game to reinforce clothes. (March 13th/2019)

These two activities along with the ones related in the analysis of the previous chapter show that kids learnt vocabulary very well with the multimodal activities where different modes helped students to learn different words; students learnt them well because they could remember

those words and they proved it in different classes. Thus, this category, Vocabulary Learning through multimodality, was achieved with success.

CHAPTER VII

CONCLUSIONS

This chapter exposes the analysis of the two specific objectives for this research. The aim of this research was to improve the vocabulary learning through activities framed within multimodality.

The first objective was *to describe the improvement of vocabulary learning using activities (stories, songs, games, and videos) framed within multimodality*. The analysis evidenced that multimodality improved the learning of vocabulary in students; the different modes multimodality works with helped kids to learn words in a better way. Students were exposed to different meaningful activities that triggered better learning in them; the benefits of those activities are explained deeper below.

The first type of activity used in the frame of multimodality in the class were stories. Stories were a great resource to teach and reinforce vocabulary because they enriched the vocabulary learning process of students. The use of stories brought fun to the classroom. Besides, they allowed students to see the vocabulary that was being learnt in context. The second resource used were songs. They helped students to retain words better because of the rhythm and repetition. In addition, students with songs could learn vocabulary with a fun atmosphere that eased the stress that learning a foreign language can cause.

The third activity employed in the classes were games. Students really enjoyed all the games they played. Games gave students motivation and confidence. In like manner, students reinforced vocabulary by having fun. In addition, the sense of competition in most of the games, permitted students to challenge themselves to really learn the words to win and obtain the outcomes of the games. Finally, another activity used with students were videos. The use of this

type of exercise made students be focused and this helped them to learn better vocabulary and storage it on the long-term memory.

In conclusion, the first objective was reached because students proved to learn vocabulary thanks to the motivation, excitement, and fun atmosphere that the different activities within multimodality brought to the class.

The second objective was *to describe the impact of using images as a core part of Multimodality to enhance the Vocabulary Learning*. Images were used in all classes as a means of better expressing and conveying the meaning of words. The colors and the arrangement in the pictures had students focused. Also, images helped students to interpret the meaning of words without the teacher having to say them in Spanish. Moreover, pictures helped kids to learn better vocabulary because people often think with images rather than with written words; therefore, kids could easily remember words and concepts; they learned more significantly.

Thus, the use of images and pictures proved to be more than a support to the written words; they were very important to transmit information and words to students; hence, using pictures was better than using words alone and this is better for students who are just learning the Spanish literacy. To conclude, images did enhance the vocabulary learning process of students due to all the characteristics and benefits of using images in the English class.

CHAPTER VIII

RECOMMENDATIONS

This chapter presents recommendations for future research, and for the school where the present study was conducted.

To begin with, for future research in the classroom, the recommendation is to make use of multimodality as it brings great advantages for children's learning. When multimodality is used in the classroom, students have fun and their progress in the language is noticeable. Multimodal exercises help students lose their fear of English and make them see learning as natural because they learn with the use of technology, images, songs, stories, and games that are activities part of their daily lives. Therefore, a class with multimodality is a class more meaningful and significant.

The other recommendation is for the institution where this research was carried out. It is important to allow students to explore different types of activities and places at the school to do different and diverse activities. Sometimes, the fact that all children are still at their desks is not a guarantee of learning. We need to lose the fear of children being real children and learn from their innate curiosity to discover their world and thus be able to have more meaningful learning.

In conclusion, multimodality in the classroom is using a variety of activities where students can learn without being in a tedious process, without purpose and without utility. Besides, when having those diverse activities students can explore and be a more active part of their own learning process. That will cause more lasting learning with real-life relevance.

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ANNEXES

Annex A: Students' Interview

Students were interviewed about their perception of their family and school; the results helped to characterize the population.

Date: March 2nd /2017



Nombre: _____

Edad: _____

1. ¿Con quién vives?
2. ¿Dónde vives?
3. ¿En qué trabajan tus papás?
4. ¿Quién te ayuda a hacer las tareas?
5. ¿Qué haces en tu tiempo libre?
6. ¿Te la llevas bien con tus compañeritos?
7. ¿Te gusta trabajar en grupo?
8. ¿Te gusta participar en clase?
9. ¿Eres feliz?
10. ¿Cuál es tu materia favorita?
11. ¿Te gusta la materia de Inglés?
12. ¿Te parece fácil aprender vocabulario en Inglés?
13. ¿Te parece fácil recordar las palabras que aprendes en Inglés?
14. ¿Te parece fácil pronunciar (decir) las palabras en Inglés?
15. ¿Te gusta participar en la clase de Inglés?

Annex B: Students' Survey


Students answered different questions about the English class.



Date: March 9th/2017




María José Mata


MI DE INGLÉS




CLASE






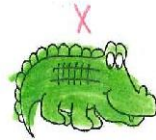
¿Te gusta el Inglés? Sí  No  ¿Por qué? Ami me gusta pero atiendo

 ¿Te gusta la clase de Inglés? Sí  No  ¿Por qué? Ami me gusta pero atiendo

 ¿Qué haces en la clase de Inglés?

Ver videos  Escuchar canciones  Leer cuentos 

Dibujar  Hablar  Escribir 



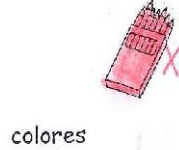
¿Qué materiales usan? Televisor



Guías



dibujos



colores



cuentos



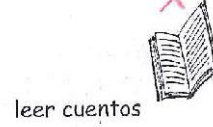
¿Qué actividades te gustaría hacer en la clase de Inglés?



Jugar



cantar



leer cuentos



¿Lees en la clase de Inglés? No



Sí



¿Qué?



Dibujitos (comics)



cuentos



¿Te la llevas bien con tus compañeritos de clase? Sí



No




¿Por Qué?

Annex C: Diagnostic test

The students answered a diagnostic test that determined students' level in the different skills: vocabulary, reading, writing, listening, and speaking.

Date: March 9th/2017

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 UNIVERSIDAD PEDAGÓGICA NACIONAL
Educadora de Educadores

COLEGIO PRADO VERANIEGO (IED)
RESEARCH PROJECT
DIAGNOSIS
SARA ELISA CORMANE GIRALDO





😊





Con estas preguntas quiero que recuerdes lo que sabes de Inglés. Gracias por tu colaboración.




😊

Writing

1. Completa las palabras con los nombres de los objetos y animales.

 c a t  d o g  l i o n  p i g

 c o w  r a b i t  b a l l  e g g

 t r a i n  d o l l  b o a t

2. Completa los días de la semana que hacen falta en los espacios.







Monday _____ Wednesday _____ Friday _____ Sunday

3. Coloca en orden los siguientes meses: February, May, March, January, April.

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

Vocabulary

4. Coloca una **X** en la palabra que corresponde al dibujo de las profesiones.





	<input type="checkbox"/> nurse	<input checked="" type="checkbox"/> teacher		<input type="checkbox"/> fireman	<input checked="" type="checkbox"/> dentist
	<input type="checkbox"/> vet	<input checked="" type="checkbox"/> policeman		<input checked="" type="checkbox"/> lawyer	<input type="checkbox"/> fireman
	<input checked="" type="checkbox"/> nurse	<input type="checkbox"/> captain		<input checked="" type="checkbox"/> farmer	<input type="checkbox"/> singer

Listening

5. La profesora te hará un dictado con algunos números del 1 al 20, escribe cada uno en los cuadritos cuando ella te diga.

7	9	2	11	6	19	33	14
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6. Vas a escuchar una palabra sobre la familia, la ropa, las figuras geométricas y los alimentos cuando la escuches marca con una x el dibujo al que pertenece la palabra que la profesora te va a decir.

a.	<input checked="" type="checkbox"/>			<input type="checkbox"/>	b.	<input type="checkbox"/>			<input checked="" type="checkbox"/>
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Annex D: Diagnostic test (Speaking Part)

Teacher asked students individually different questions to have an idea of the level of comprehension and production of the students.

Date: March 9th/2017



Nombre: _____

Edad: _____

1. What's your name?
2. How old are you?
3. Where do you live?
4. What's your favorite color?

Following Commands and Simple Class Expressions

5. Stand up
6. Open your notebook
7. Close your notebook

Annex E: Field notes before Implementing the Research

The teacher-researcher observed the English classes and made notes of all situations that helped to establish and design the research

Field Note # 1 Date: February 23 rd , 2017 School: Prado Veraniego, Branch B Grade: 201 Number of Students: 33 Students with Special Needs: 1. Head Teacher: Ana Victoria Fuentes Observer: Sara Cormane Giraldo	
Observations	Interpretation
1. They sing the song Hello, Hello. The majority sing the song and make movements with their body happily.	1. Maybe they love singing and doing TPR.
2. Then they sing a song about the parts of the body, but children just touch the parts on their bodies almost without singing.	2. Maybe kids have not acquired well the parts of the body.
3. Although kids do not sing along, they are happy, excited and do TPR.	3. It seems that although they do not know all the body parts, they love the rhythm of the song. They love songs.
4. During the class kids say all words in Spanish even numbers like three.	4. Maybe kids do not know daily expression in English referring to the class and numbers.
5. The majority do not repeat the new vocabulary, and nothing happens with that.	5. Maybe the practitioner does not realize that it is necessary to reinforce new vocabulary.
6. The practitioner shows them images with new vocabulary: plant, water, harvest, grind, bake, eat. With each image she elicits the vocabulary in Spanish.	6. Maybe there is a lack of reinforcement vocabulary in English.
7. The practitioner asks them to write down what is written on the board, but they do not do it; they do not obey the majority of the time.	7. Maybe students do not understand instructions in English, or they do not obey.
8. The practitioner shows them images to try to guess the order of the story <i>the little red hen</i> ; the teacher only asks for help from few students and the rest get distracted.	8. Maybe all kids should participate to have everybody involve.
9. The head teacher has to tell off the kids in order to make them pay attention.	9. Maybe kids lack respect towards the practitioner.
10. Kids watch a video about the red hen, and they show interesting watching it ; they all pay attention and are quiet.	10. It seems they love watching videos.
11. Then the practitioner gives to the student sheets to complete based on the videos. The P struggles to make them pay attention and at the end she gives to them the correct answers.	11. Maybe kids do not understand the questions.
12. The class finishes, and the majority of the students had not finished the exercise.	12. Maybe they need shorter exercises.

Field Note # 2**Date:** March 2nd, 2017**School:** Prado Veraniego Branch B**Grade:** 201**Number of Students:** 33**Students with Special Needs:** 1.**Head Teacher:** Ana Victoria Fuentes**Observer:** Sara Cormane Giraldo

Observations	Interpretation
1. The practitioner struggles to make students pay attention.	1. Maybe students are tired because this class is after the break.
2. The P asks students to stand up and everybody does it, but they continue talking too much.	2. Maybe students need an activity to ease their excitement.
3. The P says they are going to sing a song called <i>Hello, Hello, I Say Hello when I See you</i> . They seem to have fun singing; they teach the song to a new student.	3. It seems students like and enjoy singing and doing TPR.
4. The P says “Sit down” but in Spanish; then she gives them sheets with the parts of the body (the P told me that kids already seen the body previously) in order to color them. In general, kids are quiet.	4. Cutting and using hands might be activities that keep kids busy practicing and using their fine motor ability; they seem to like using those abilities.
5. The P says she has not enough paper with the activity and not everybody receives sheets.	5. Maybe the class is not prepared well with the necessary material.
6. On the board says: Summary and the P asks the students to write it down in their notebooks, but kids do not do it and continue cutting.	6. Maybe kids cannot do two activities at the same time; I mean, for a more grown-up kid could be easy to stop cutting for a moment and write something in the notebook and then continue cutting.
7. The P gets angry because kids begin coloring and she did not tell them to do that.	7. Could be a lack of attention and follow instructions from students.
8. On the board the P draws the parts of the body and writes a color in front of them in order kids to color them (arm is blue and leg is yellow). Then asks the students to tell her what color is written on the board and some answer the color in Spanish .	8. It seems the majority of the children do not know names of the colors.
9. The majority of the students are coloring the parts of the body with different colors from what is written on the notebook .	9. It seems the majority of the children do not know the colors in English: they do not know how to write them and say them.
10. Kids work alone and do not interact in English .	10. It seems that the activities are not aimed to have kids interacting.
11. The P asks kids: “What are legs?” but they do not answer and continue coloring. The P does not reinforce and drill the parts of the body and colors.	11. It seems kids do not understand when the teacher speaks in English. Besides, maybe kids do not know the parts of the body because the P does not drill and reinforce them along with the colors.
12. The P tells the students to stick the parts of the body in their notebooks, but the majority do not do that.	12. There might be a lack of school materials.
13. A boy is not doing anything because he has not a sheet with the activity and scissors.	13. It seems the teacher has not realized the boy is not doing anything because he does not have the materials.
14. The P tells the students they are going to watch a video and they get happy.	14. It seems kids love watching videos.

15. During the class, many kids ask to go to the bathroom in Spanish.	15. Maybe they do not know how to say that expression in English. Maybe they do not know how to say classroom expressions in English.
16. The P says they are going to finish the activity with the parts of the body, and she asks them to close their notebooks but in Spanish.	16. Maybe the P has noticed kids do not understand instructions in English. Besides, the situation in line # 14 could be interpreted with this issue; the teacher does not say classroom expressions in English and students do not either.
17. Kids disrespect one another although this situation is not so common.	17. Maybe kids have not learnt to respect the limits of the other.
18. After a time without paying attention kids do the exercise <i>down and up arms</i> but in Spanish; with this exercise finally, kids pay attention.	18. Maybe kids pay attention better doing TPR and standing up from their chair.
19. Kids do not work together at any moment.	19. Maybe they do not like to work with others.
20. Some kids are rude with the teacher, and she tells them so.	20. Some children might have not learned to respect.
21. Then the P asks the students to remember the tale <i>The Red Little Hen</i> , and she asks them: What do you remember from the video? Then she asks the same question but in English. Kids answer in Spanish what they remember, but just some of them answer.	21. Maybe the majority of the kids do not remember the tale because they watched it many classes ago.
22. Many kids, over all at the rear, are speaking during the video.	22. The sound of the video might be low.
23. The P stops the video in the middle and asks the students to say what actions the little red hen is doing, and they answer in Spanish. The actions are: hornear, sembrar, moler, hacer pan; with this action the P teach the kids that pan is bread , and she does choral repetition.	23. Maybe students do not know those actions in English, and they need more repetition to learn well the vocabulary.
24. A boy stands in the middle of the video to say that another boy kicked him.	24. Maybe kids have not learned no to hit each other; that they have to respect each other.
25. The P gives the kids a sheet with an activity, but she does not say any instruction.	25. Maybe she is going to give the instruction later.
26. A boy tells me: “Estoy tan aburrido.”	26. Maybe kids do not need to fill more sheets but to do another activity.
27. Much time passes, and kids get distracted.	27. It might be because of lack of clear instructions from the teacher.
28. The teacher says they are going to review the tales: <i>The Red little Hen</i> and <i>The Three Pigs</i> ; and she begins to ask about the vocabulary of the two tales, but children answer in Spanish.	28. Maybe kids do not remember the vocabulary because it was not reinforced.
29. The teacher continues asking questions about the tales; kids answer pan to a question although they have learnt how to say that word in English (observation line #22).	29. It seems they are not internalizing what they are repeating.
30. The teacher tells the kids the class is almost finishing, and says they are going to do a final activity and kids get disordered.	30. Maybe kids are tired because the day of school is finishing.
31. At the end of the class there is quarrel between a girl and a boy. The boy says to me: “She said she is going to kill me at night” and the girl says: “I told him that because he told me negro girl.”	31. It seems they do not know how to solve problems and how to respect one another.

Annex F: Consent form

The students' guardians signed a consent where they were informed about the research; they authorized the students to participate.

Date: May 25th / 2017



Universidad Pedagógica Nacional
Facultad de Humanidades
Departamento de Lenguas
Práctica Pedagógica

CONSENTIMIENTO INFORMADO

Yo, Arturo Alvarado Z. acudiente de la estudiante Maria Daniela Oviedo Sánchez, del curso 201 del Colegio Distrital Prado Veraniego por medio del presente documento **AUTORIZO** a Sara Cormane Giraldo, maestra en formación de la Universidad Pedagógica Nacional para que como parte de su proceso formativo-acopie información académica y pedagógica de las actividades realizadas con el curso de mi hija.

Esta información, recogida en el marco del proyecto de investigación titulado: *La construcción de la habilidad oral por medio de actividades multimodales*, va encaminada a la realización de su trabajo de grado para optar al título de Licenciada en Humanidades con Énfasis en Español y Lenguas Extranjeras, exclusivamente.

Asimismo, manifiesto que conozco que la identidad de los niños será protegida, omitiendo los nombres propios y empleando -a cambio- una codificación numérica para cada estudiante y que todos los datos que se recojan serán manejados de manera confidencial y con fines exclusivamente educativos. Del mismo modo nos fue indicado que, de ser necesario, mi hija puede retirarse del proyecto cuando lo consideremos pertinente.

En constancia de lo expuesto se firma el presente a los 25 días del mes de Mayo del 2017, en la ciudad de Bogotá, D.C

FIRMA DEL ACUDIENTE

C.C. No. 11279656270

Annex G: Example of a Lesson Plan

This lesson plan was carried out to review all the animals (pets, zoo, and farm animals) seen and learnt during different previous classes.

Date: May 22nd/2019.

Lesson plan # 19		Stage of the intervention: My life and my world.	
Student-teacher researcher: Sara Cormane Giraldo			
Participants: 33 students			
Grade: 202			
Lesson objective: To review the animals (pets, zoo, and farm animals)			
Resources: Computer, video beam, and a Power Point presentation.			
Stage	Time	Aim	Procedures
Warm up	10'	To start reviewing the animals with a song.	Song " <i>If you're a kid dance around.</i> " With this song, kids say the name of the animals that appear on the video along with color characteristics. Teacher asks questions like: what animal is this? What color is the bee? The animals on the video are elephant, cow, cat, lion, dog, pig, etc.
Lead-in	10'	To watch a video that introduces the review of zoo animals	The review of animals begins with zoo animals. First, teacher asks students different question like: Have you been in a zoo? What animals did you see? Then, students watch a video about best zoos around the world. During the video teacher asks questions about the animals that appear on the video.
Elicitation	20'	To elicit and review the zoo animals including the pronunciation	Students review zoo animals: lion, elephant, tiger, monkey, bird, and snake; these animals are elicited through different activities and materials like songs and realia. With each animal, kids have to say the name of them and colors. Monkey: the teacher brings bananas to eat. Then, kids sing a song they love a lot called "Monkey Banana dance." Lion: Teacher shows to kids a crown and says: "this animal is the king of the jungle, which animal is this?" After, that, kids watch a story called: "Hungry Leo." Elephant: Kids sing a song called "Mr. Fun Elephant." Tiger: Kids watch a video called "Dangerous Tigers" that shows tigers in zoos and forests and their instinctive behavior. Besides, kids watch a video about "Tigers Vs. Lions" the video shows how lions and tigers fight.

			<p>Snake: Song “Jungle Boogie” in which many animals appear including the snake.</p> <p>Bird: The teacher shows kids an origami bird and elicits the name of the animal. Then, kids make the origami.</p>
Review and Elicitation	10’	To elicit and review pets and farm animals including the pronunciation	After reviewing the zoo animals, kids review the animal vocab about pets and farm animals. The teacher tosses a ball to different kids, the kid who catches the ball has to say the name of the animal in an image.
Free Practice	20’	To practice all animals’ words with a game	Students review all animals by playing a game called “ <i>Game Show Quiz</i> ” found on the website https://wordwall.net/ ; this is a multiple-choice quiz game. kids are divided into three groups; each group of 10 kids; a member of each group (one at a time) needs to pass in front of the class and answer the question; each question has an image of the animal and four words. If the answer is correct the team has a point.
Free Practice	30’	To practice all animals’ words with a game	Students play another game based also in all the animal’s vocabulary. This game is a memory game where students need to find pairs and say the name of each animal; the pairs are just images. kids, again, are divided into three groups and one member passes in front and chooses a pair; if the kid finds a pair and correctly says the name of the animal, the group wins a point.

Annex H. In class Activity

Let's go to the Zoo song

The students listened to a song about zoo animals. This song helped students to reinforce the vocabulary and prepared them to make different activities.

Date: May 2nd/2019.

Chorus:

*Zoo, zoo,
Let's go to the zoo,
What will we see at the zoo?
Zoo, zoo,
Let's go to the zoo,
What will we see at the zoo?*

Verse 1:

*Lion, we will see a lion,
Elephant, we will see an elephant,
Monkey, we will see a monkey,
Let's go to the zoo!
Chorus*

Verse 2:

*Tiger, we will see a tiger,
Snake, we will see a snake,
Birds, we will see some birds,
Let's go to the zoo!*