

**The implementation of animated cartoons as an audio-visual aid to promote
vocabulary learning in children from a CDI**

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Abstract

This classroom project aimed at the implementation of animated cartoons as an audiovisual aid and teaching strategy to promote English vocabulary learning to children between 3 and 5 years old. This classroom project was carried out in 9 sessions in an Early childhood development center located in Puerto Caldas, Risaralda, in a group comprised of 22 children with the intervention of two pre-service teachers of the English language teaching program from the Universidad Tecnológica de Pereira. The strategy was implemented in order to stimulate their English learning processes. By doing it, this project pointed out to the exploration of the learners` responses when they are exposed to this kind of input and also, to the possible outcomes in terms of language learning that students could yield from the implementation of animated cartoons.

Resumen

Este proyecto tuvo como objetivo la implementación de dibujos animados como ayuda audiovisual y como estrategia en la enseñanza del inglés con el fin de promover el aprendizaje del vocabulario en inglés entre niños de 3 a 5 años. Este proyecto de aula se llevó a cabo en 9 sesiones en un centro de desarrollo de la primera infancia ubicado en Puerto Caldas, Risaralda, en un grupo de 22 niños. Por medio de la intervención de dos profesores pre-servicio del programa de enseñanza del idioma inglés de la Universidad Tecnológica de Pereira. La estrategia fue implementada para estimular sus procesos de aprendizaje de inglés. Al hacer esto, este proyecto señaló el reconocimiento de las respuestas de los alumnos cuando están expuestos a este tipo de estrategia y también, a los posibles resultados en términos del lenguaje que los alumnos podrían obtener a través de los dibujos animados.

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1. Presentation

Vocabulary as an ongoing process requires attention in terms of putting forward teaching and learning strategies in order to facilitate vocabulary mastery for all learners. Teaching vocabulary strategies should be taken into account in teaching to reinforce, complement and extend learners vocabulary mastery. In this paper is described and analyzed how animated cartoons, as a strategy to promote vocabulary learning, contribute positively children in their EFL process in terms of Second language vocabulary acquisition. This classroom project aimed to implement animated cartoons as an audiovisual aid to promote English vocabulary learning to children between 3 and 5 years old in order to stimulate their English learning processes. By doing it, this project pointed out to the reconnaissance of the learners' responses when they were exposed to this kind of input. The implementation of this classroom project was carried out in 8 sessions in an Early childhood development center located in Puerto Caldas, Risaralda, in a group of 23 young learners and through the intervention of two pre-service teachers of the English language teaching program from the *Universidad Tecnológica de Pereira*.

2. Justification

The use of cartoons emerges as one of the schemes that is pleasing to use in English vocabulary teaching due to the wide variety of benefits that it would bring to learners. As vocabulary teaching is a starting point for learners to acknowledge how other languages are learnt, this project aimed to take advantage of these sort of resources as a technological method to teach vocabulary to young learners in order to modify traditional traits that are constraining students' learning progress. This project sought to explore a method to increase teachers' creativity at the moment of teaching vocabulary to children between 4 and 5 years old at a public school in Pereira, Risaralda.

In Colombia, the government has developed several educative projects like *Colombia bilingüe*, *Risaralda bilingüe*, *Colombia very well*, and ECO (English for Colombia) that aimed to influence social change. One of these main projects is constructed in the frame of building a better country for the citizens, that provides opportunities to access to a quality education based on values and principles that promote a cultural and local identity. The exploration of projects should lead to the transformation of the community through the provision of equal opportunities which develop competences that enable citizens to take part in decisions to construct a better society.

For the development of educative projects, it is also essential to take into consideration the impact of new policies in the process of social transformation since they should be adapted to the needs of the community. In response to those needs, the government establishes a new action plan in order to make Colombia the most educated country of Latin America in 2025. For this purpose, the government settles different

parameters that are important to be considered as the mission and vision from the sector. The first one focuses on achieving high- quality and competitive education in order to form excellent human beings that are aware of the needs of their community. And the latter aims to generate a transformation in the Colombian context through an innovative and structured organization.

As much as the ministry of education has aimed at the achievement of Colombia as the most educated country of Latin America in 2025, there are some other goals established to be achieved until 2018. Firstly, it is relevant to recognize that the government boost the creation of new programs such as “*Plan Nacional de Bilingüismo Colombia: very well*”, which is a national English program from 2015 to 2025 that is established as a state policy that enables students to use English as a powerful tool in social and academic interactions. In the way of constructing a country with principles of peace, equity and education that also promotes English as a foreign language, there is another program that develops bilingualism as an alternative response to a globalized world. “*Colombia Bilingüe*” appears as a response of the community since in the last studies, in Colombia only the 1% of the students were able to achieve a B1 English level.

According to this condition, *Colombia Bilingüe* intends to enhance English language development by promoting the local culture, and through this, improve from 1% to 8% of the population who get B1, and from 7% to 35% students who are in basic level A2. In order to improve and achieve these values, there are three aspects that must be taken into account, those are the following: teachers, pedagogical model design and use of materials which foster transformation in education in every place of Colombia, including special population who sometimes do not have access to it. These factors are important in the

sense that teachers need to have a pedagogical component with an established pedagogical design in order to plan and create structured lessons through the use of materials which enable students to achieve certain outcomes.

In the endeavor to promote and enhance bilingualism, some practices were fundamentally suggested to enable the citizens to have opportunities to interact with a second language. In this process, Risaralda became one of the departments that was supported by the government in order to boost English language teaching practices, for this reason, in 2014 there was a project called “*Risaralda Bilingüe*” carried out by 18 foreign volunteers who supported the English language teaching process. Through it, Risaralda completed 26 volunteers who shared their experiences with local teachers and students in the different educational institutions. It is important to highlight that there were some volunteers who supported language teaching sessions in public schools of Pereira. As much as this project aims to enhance vocabulary learning in a group that has not been totally explored, the focus is settled on a public institution in Pereira.

Before proceeding to examine the benefits of using cartoons as audio visual media to teach vocabulary, it is important to identify that there are some issues that have not been explored in our Colombian context in terms of implementing technologically directed teaching sessions. Aziz and Sulicha (2016) find in their study of using cartoons as an instructional method to teach vocabulary, that there was a consistent difference in achievement among the students who were not exposed to this strategy in comparison to the students who were taught in this way, what was also evidenced by Munir (2016) in his study, in which it is demonstrated how students who were exposed to cartoons - based sessions, got significantly high results in terms of vocabulary mastery.

This project attempted to promote vocabulary teaching through the strategy of animated cartoons implementation with children. For this, it was essential to take into account the contribution carried out by Aziz and Sulicha (2015), who state that the use of a cartoon film as a media of instruction for teaching vocabulary allows learners to achieve better vocabulary, as these researchers compare the implementation of this method with two groups; one that received this sort of audio visual input and another one which did not, process which allowed them to notice better results and receptiveness of the process with the group that explored this technological method. In the same line, there is another contribution made by Munir (2016), who mentions that although learners may prefer different learning styles, his research study can help as a supplementing traditional teaching technique by using visual aids to facilitate learners' learning process, since he states that: "this strategy has the potential to help learners better internalize the input they receive, be it vocabulary or any other language skill or sub-skill" (Munir, 2016).

This means that the effectiveness of using vocabulary can be demonstrated if more institutions and organizations become aware of the advantages of integrating technology in language teaching sessions. Even though the attempt to change methodologies through technology turns out to be an innovative and meaningful exploration by professionals, there is a void in terms of the use of these technological resources by teachers, specifically due to the fact that teachers do not explore in depth all the technological resources raised and designed to change traditional teaching methods into 21st centered ones.

The recent findings about the role of policies for the development of English as a foreign language in different institutions show that there are current programs focused on primary and high school, projects such as "Colombia very well" and "*Colombia Bilingüe*" show evidences

that the main practices and processes have been directed to high school. However, there is still a void in view of projects and practices that benefit early childhood in English language teaching, due to this, the the progress of bilingualism in Colombia is being interrupted since English teaching processes are not encompassing the whole population. This type of learners has not been exposed to enough English sessions in order to enable them to interact with the language, which is highly significant since from this early stages their learning process begins to be stimulated. Therefore, it is necessary to be aware of the benefits that it could bring to lead projects focused on early childhood since learners will be exposed to foreign language, as they will interact with the language through interesting and motivating activities, more specifically, those that are developed through visually supported activities and games, demanding from them social interaction which will help them to explore and develop the foreign language competences.

Nowadays, young learners are exposed to different audio-visual aids in their mother tongue. In their free time, they spend too much hours watching tv programs, videos and cartoons since it is interesting for them to observe characters who perform some actions in the community. In this sense, it will be important to create a similar teaching environment in which motivation is enhanced and promoted by meaningful strategies guided by educative purposes.

Teaching vocabulary through cartoons is an effective way of learning that can become positively engaging, motivational and striking for children; through this mean, learners will stimulate vocabulary learning in order to improve their English learning process. As was stated previously, this technique improves learners' vocabulary because they interact with words and contexts by observing characters in action. From animated cartoons, students perceive gestures and words that will be notably used by them in future interactions.

Since the implementation of this technique turns out to be a great influence for children in terms of vocabulary learning, this project intends, therefore, the stimulation of children's English vocabulary through animated cartoons presented in specific contexts which they will explore. Nation (2001) states that vocabulary knowledge is not only about knowing a word in its spoken form but most importantly in how words are recognized and understood in specific contexts and scenarios. Thereby, this project aims to present them alternatives of an integrated learning, which means they can explore not only words and its meaning but meaning of words by being explored in different scenarios presented in the animated cartoons. Consequently, learners will be engaged with vocabulary teaching through this strategy that attempts to facilitate their learning process in the sense of making English language teaching a meaningful experience for them.

Technological-based classrooms provide meaningful and interesting process in language learning, making students feel more motivated with this technological development in EFL classrooms (Ilter, 2009). For all this aforementioned reasons, the project seeks out to take advantage of the technological environment that could be created in order to contribute to bilingual growth in the Colombian educational context.

With this in mind, this classroom project is rooted in the pursuit of seeking to find impact when implementing cartoons as an audiovisual aid to teach vocabulary in order to stimulate learners' English vocabulary learning processes. The purpose of this project is to explore effectively the use of animated cartoons as an audio visual aid with children from 5 to 7 years in order to increase through vocabulary teaching, meaningful learning experiences that consecutively, as a technologically directed teaching technique is expected to be implemented to impact learners in the sense of giving them the opportunity to explore English as a foreign language by promoting vocabulary through contextualized animated cartoons.

2.1 Objectives

2.2.1 Teaching objectives.

General objectives.

To implement animated cartoons as a strategy to promote English vocabulary learning in an early childhood development center in *Puerto Caldas, Risaralda* with children from 3 to 5 years old.

Specific objectives.

- To identify children's responses towards animated cartoons.
- To implement animated cartoons to expose children to English vocabulary teaching through animated cartoons.

2.2.2 Learning Objectives.

General objectives.

- To identify vocabulary presented in the animated cartoons.

Specific objectives.

- To relate words with the context, and scenarios presented in the animated cartoons in order to identify its meaning.
- To relate words through different coloring and matching activities.

3.Theoretical Framework

3.1 Lit review.

Vocabulary is one of the most fundamental language factors to be developed in English language teaching and although it is a variable that could be influenced by the context, strategies and methodologies used by English teachers, it is important to be focused on the new learning opportunities that could be extracted to help students to achieve goals in their learning process. This article focuses on the process of teaching vocabulary through the use of cartoons and in order to explore this matter further, it will be reviewed two studies which helped us to identify if there is a direct positive relation between vocabulary learning and use of cartoons. The aforementioned are “The use of cartoon films as audio-visual aids to teach English vocabulary and “The effectiveness of teaching vocabulary by using cartoon film toward vocabulary mastery of EFL students”.

The study conducted by Aziz & Sulicha (2015), was carried out in Banda Aceh, Indonesia. The researchers through this study sought out to find how the influence of cartoon films as an instructional media tool could contribute to the learners’ vocabulary mastery; it also studied the results and the impact caused by the use of this technique in the classroom. The study was conducted in two different groups of learners that were in fifth grade; each group had thirty-two learners. One of the fifth-grade group was the controlled group and the other was the experimental group. The aforementioned group was the one that received the implementation of teaching vocabulary through the cartoon film technique sessions.

Vocabulary should be mastered first, since these essential element links learners to the four language skills (Aziz & Sulicha, 2015). According to this, it should be noted that the vocabulary content for the implementations in this study was selected by the researchers, and it mainly involved verbs, nouns and adjectives. The data analysis of this research was carefully collected through quantitative and qualitative methods. The quantitative collection was gathered through pre-tests and post-tests of the learners whilst the qualitative data collection was studied by means of a questionnaire which sought to analyze the responses of the fifth grade experimental group to the use of cartoon films during the lessons.

The results showed that the experimental group had a greater and notable impact in the vocabulary learning process by the implementation of this technique. Learners' performance showed that the results brought positive impact to the cognitive, affective, and psychomotor learning aspects; influencing also, the oral production skills; by this means, the researchers concluded that the cartoon film strategy can definitely boost and stimulate learning through this innovative strategy, as it can highly attract and motivate learners, whilst vocabulary is being taught. Furthermore, they stated that this audio-visual aid not only improve vocabulary, since the results showed that it was an influence on several learning aspects as stated above. Moreover, learners are more comfortable learning through non-monotonous strategies that instead of interfering with their learning, contribute greatly to improve learning processes as it also increases motivational patterns.

This study conducted by Aziz & Sulicha (2015) was successful in terms of learners' achievements, we would attempt to create a similar and innovative learning atmosphere so that it can provide students' learning opportunities. We would like to replicate this model

as our aim is to attract students by means of the implementation of innovative techniques that could lead them to be immersed on the language to a great extent through this audio-visual aid.

In the second study carried out by Munir (2016), it was aimed to explore the effectiveness of using cartoons on students' vocabulary mastery. In this study, the research questions were related to the effect of showing cartoons as a new technique for English Teaching. Firstly, the population selected for the experiment were two groups, twenty-five students from fourth grade to be the controlled group, and twenty-five students who were chosen as sample for the experimental group at "MI Al Hidayah 02 Betak school" in Indonesia.

Secondly, the data to be collected was guided by instruments such as pre-test and post-test that were used to identify students' previous knowledge and to measure the impact of the implementation of cartoons in the classroom. In order to do this, the procedure was intended to find instructional media and related materials that could lead educational purposes and in this sense, Munir (2016) found Dora's cartoon as audio visual media that could enhance vocabulary learning through adventures and values. This strategy was also highlighted by Putranti & Mina (2015) since it provided a meaningful experience in the teaching and learning process.

As much as the researcher sought achievable outcomes, he divided the procedure into three important stages as follows: Pre-treatment, treatment and post-treatment. In the first phase, there was no use of cartoons in teaching, students were given a test to complete and fill vocabulary. However, the results were significantly low. These results relied on the traditional methodology English teachers used in the school "MI Al Hidayah 02 Betak",

they just shared exercises with workshops and uncolored pictures what made it difficult to memorize words for children from fourth grade.

Moving forward the second step, Munir (2016) started to implement cartoons as audio visual media for teaching and made emphasis not only on the characters` actions but also on contextual and communicative settings. This activity showed better results in terms of learning since students were able to memorize some of the words used while listening and watching cartoons because they were engaged, motivated and interested.

Due to the fact that tests are developed to measure knowledge skills and to provide scores which reflect students` abilities and capacities, the methodology for collecting data involved the use of tests before and after the implementation of cartoons. There were designed twenty questions of vocabulary that implied ten multiple choices, ten to organize sentences that were in disorder and five exercises of matching pictures.

After the treatment, students were given the post-test of sixty minutes so that it could examine how far they understood and remembered about the vocabulary presented in the cartoons. This final stage showed a meaningful achievement in terms of students` vocabulary mastery since they got better results than in the test implemented in the first stage. Munir (2016) reported in his study an evaluation of students` scores with a statistical analysis conducted through a t-test formula that guaranteed the effectiveness of cartoons in the achievement of goals. His hypothesis was supported in this formula since a significant increase in students` scores was evidenced in the post-test average.

The study carried out by Munir (2016) has given to the project a model to develop it by dividing in two kind of tests, as we aim to find precise results, we would also implement the pre-test that could show us a general view of our students in the first stages,

and a post test that could allow us to measure the impact of teaching with cartoons taking into consideration the vast of benefits it would bring to students, being one of them, the connection the students may develop with cartoons' characters.

Based on the above studies, we attempt to stimulate vocabulary and language learning through the use of animated cartoon sessions at a CDI to children which ages oscillated from 4 to 5 years old. According to the study conducted by Aziz & Sulicha (2015) that was successful in terms of learners' achievements, we would attempt to create a similar and innovative learning atmosphere so that it can provide students' L2 learning opportunities. We would like to replicate this model as our aim is to attract students by means of the implementation of innovative techniques that could lead them to be immersed on the language to a great extent through this audio-visual aid. On the other hand, the study carried out by Munir (2016) has given us the model of developing our project divided in two kind of tests, as we aim to find precise results, we would also implement the pre-test that could show us a general view of our students in the first stages, and a post test that could allow us to measure the impact of teaching with cartoons taking into consideration the vast of benefits it would bring to students, being one of them, the connection the students may develop with cartoons' characters.

3.2 Conceptual Framework.

3.2.1 Definition of Vocabulary.

Different researchers have addressed the meaning of vocabulary in similar perspectives since they consider this as one of the important aspects to be explored in the language teaching field. As Sylvén (2010) points out, vocabulary teaching has been approached in different

manners, leading to two types of areas which rely on the systematic view and incidental view on vocabulary teaching. According to this author, the former is related to the vocabulary that students learn when it is presented structurally, and the latter refers to the vocabulary that students learn automatically when they are exposed to a foreign language.

It has been claimed that vocabulary encompasses the set of words that people need to know in order to communicate successfully, so in order to comprehend and produce those words in the foreign language, it is necessary to conduct a strong base on vocabulary to be able to achieve learning goals. Based on this, Takač (2008) shows his position and explains that it also implies the recognition of morphemic combinations and collocations in language in order to construct that vocabulary basis on the foreign language. The main theoretical premise behind vocabulary is that it needs to be contextualized, Diamond and Gutlohn (2006) claim that vocabulary is defined by the knowledge of the words and meaning of those words, emphasizing in the idea that the teaching process needs to be developed in context to enable students to identify particular definitions from several circumstances.

On the other hand, Nation (2001) states that vocabulary knowledge is not only about knowing a word in its spoken form but most importantly in how words are recognized and understood in specific contexts and scenarios. Moreover, Cardenas (2001) remarks that vocabulary is useful in terms of how this language element determines the proficiency a student has in oral contexts, in order to help them to develop the abilities to communicate successfully and comprehensively. Emphasizing the idea that the teachers not only need to teach a list of words related to a topic, but need more tools to teach vocabulary in context in order to enable learners to have a meaningful understanding and appropriation of it. Inasmuch as it is relevant to mention the types of vocabulary, it is time to turn the focus on the explanation of each of them.

3.2.2 Types of vocabulary.

The available evidence about teaching vocabulary points to the development of two types of vocabulary which are interrelated in the teaching and learning process. The next chapter will present two types of vocabulary that are important to be encompassed in the English language lessons: receptive and productive vocabulary.

3.2.2.1 *Receptive vocabulary.*

The term receptive vocabulary is related to the words that students can recognize and understand. This meaning is derived from the passive vocabulary which involves words in activities of listening and reading. According to Stuart (2008), receptive vocabulary is not produced by students, it is just identified by them when it is used in context, what is in contrast to productive vocabulary which focuses on the student's repertoire.

3.2.2.2 *Productive vocabulary.*

This type of vocabulary refers to the vocabulary that students can use and produce. Productive vocabulary implies the ability to use words effectively in an active process of writing and speaking at the appropriate time, this type belongs to the category of active vocabulary since the learners are able to apply their knowledge to the context. According to Stuart (2005), through productive vocabulary, students are able to produce words to express their feelings and thoughts.

Another important aspect to take into account when teaching vocabulary is related to the different techniques that should be addressed and explored in order to develop effective lessons. According to Alqahtani (2015) there are several techniques that need to be known and taken into consideration as presented below.

3.2.3 Techniques in teaching vocabulary.

The use of several strategies and techniques to present vocabulary and its context to students is meaningful for English language teaching. It has been evidenced that the use of techniques for teaching vocabulary provides significant results in the language learning process, it impacts students in a sense of language development through the use of effective ways to learn and remember new words. In this sense, it is important to highlight that teachers need to be aware about good sequences that allow them to introduce, teach and practice vocabulary with their students. It is relevant to take into consideration several factors that teachers could use to integrate the most appropriate and effective techniques. Based on Takač (2006) those factors embed content, time availability and the value for learners. By identifying these factors, teachers are able to use two or more techniques together so that the vocabulary will be presented in different ways.

3.2.3.1 *Using objects.*

Due to the fact that this technique enhances memory through visual stimulation, it has been longer used in basic English courses. This technique involves the use of realia, visual aids, and pictures which can help learners to remember words in an easier and more effective way. For example, the use of realia can be effective to introduce adjectives such as “big” and “small” or “soft” and “rough” since students can see or touch it. As Takaç argues (2008), this technique of teaching vocabulary through the use of objects highlights the importance of demonstrating what the new words mean so that students will be able to make connections to memorize and to remember them in the future.

3.2.3.2 *Using drawings.*

This technique develops creativity in students through the use of flashcards and materials made of different pictures. According to Altun (2015) drawings make learners to be attentive and familiarize with the new vocabulary increasing their motivation to learn easily. As these drawings can be used in different contexts to stimulate the visual channel, it is relevant to acknowledge that it is longer used to beginners and young learners in basic English courses. Through those visual items, students are able to identify and learn new vocabulary.

3.2.3.3 *Using illustrations and pictures.*

According to Alqahtani (2015), using illustrations and pictures is one of the notable techniques that explore the contextual meaning. For instance, the words can be addressed in different pictures showing all the possible meanings that they may adopt according to the context, in that way learners will identify information instead of memorize it. In order to introduce vocabulary through these visual supports, we can make use of colorful flashcards, magazine pictures, posters, photographs, board drawings, stick figures and wallcharts that engage and motivate students through the vocabulary learning process.

3.2.3.4 *Contrasting.*

The implication of using contrast as a technique to teach vocabulary allows the perspective of extended knowledge to enhance students' learning process, which is well explained by Alqahtani (2015). This technique relies on the assumption that it is very useful to contrast words not only to identify a different word but also to learn the similar words too. For instance, teaching a word such as "happy" will imply a contrary word that is "ugly", in the same sense, it

will lead to a similar word as “joyful”. This process that is developed through a dictionary will enable learners to extend their vocabulary knowledge.

3.2.3.5 Enumeration.

This technique encompasses an organized and fixed list of things to develop in the class. The teacher's role is established by the responsibility of setting order to the items and topics that will be developed. For instance, if the topic is whether, the teacher must list all the items related to the topic in order to present relevant information to the class. This technique relies on the approach of systematic view on vocabulary teaching mentioned by Sylvén (2010), who shows in this view that teachers take the active role of planning explicitly and structurally the several aspects they will develop in the process.

3.2.3.6 Mime, expressions, and gestures.

In the last years, educational research has provided ample support for the assertion that this technique enhances learners' vocabulary. The use of mime, expressions, and gestures is a technique that develops the ability to infer meaning from spoken language what increases learners' motivation. Tellier (2007) highlights this technique as a way to improve comprehension since students are able to relate and associate these gestures with the new words they are learning, and by doing this, students increase their memorization. Further evidence shows that children tend to replicate body movements. Meanwhile, older populations tend to improve words memorization through this technique.

3.2.3.7 Guessing from context.

This technique consists in dealing with unknown words to create new definitions. Although it has been taught that this is just developed through reading, this technique has evidenced that it can be developed through listening and speaking too. By doing this, learners are asked to develop critical thinking so that they can recognize meaning from any context. According to Nation (2001), there are some factors to develop guessing from written forms, these factors are the following: the reader, the text, unfamiliar words, and strategies. The reader is related to the person who takes the active role to read a particular piece of paper, the text refers to the linguistic content that students are being exposed, the unfamiliar words are those whose meaning is not clear or easy to understand and finally, the strategies and techniques that the students use and implement in order to identify general vocabulary that enable them to recognize the main ideas of the text.

3.2.3.8 Eliciting.

This technique implies the ability to understand from contexts. In this process, teachers ask to learners to create new structures and vocabulary rules and make a brainstorm in order to elicit the information required to be expanded upon in class. The use of this technique in English classrooms in order to teach vocabulary, brings some useful advantages such as allows the self-discovery which makes information more memorable, it is based on learners' previous knowledge, and it facilitates the teaching of new vocabulary.

Vocabulary comprises important factors which need to be taken into account in English classrooms. Some authors such as Chengqian (2009) explains the vocabulary functions in teaching and learning a second language. As previously stated, the function of vocabulary is to

enhance learners' understanding so that they will be able to express and understand ideas. Based on Graves (2006), the function of vocabulary is more related to the provision of language experiences for learners to raise awareness of the meaning of the words.

Having mentioned all of the above, it is worth to remark that Pilulski and Templeton (2004), consider that the main function of vocabulary is to give direct instruction to the learners in the sense of introducing words in significant contexts, giving them more than one scenario where the words are intended to be understood by learners. In this way, learners will develop successful communicative language functions. Under those circumstances, vocabulary has the function of facilitating learners the comprehension of reading contents.

3.2.5 Vocabulary learning strategies.

Learning strategies are part of the relevant aspects that any student may know in order to achieve certain goals. It is important to highlight that vocabulary learning strategies enable students to develop autonomous skills due to the fact that they will choose the strategies are easier and more effective for them in terms learning. This draws on research conducted by Murcia (2001) who proposes three strategies to facilitate the learning of vocabulary, those are the following: guessing meaning from context, mnemonic devices, and vocabulary notebooks.

3.2.5.1 Guessing meaning from context

This strategy, also recognized as technique, implies the use of clues that are in the context in order to identify the meaning of the words. According to Walters (2004), there are different strategies that students can use as clues to identify words and meanings, those strategies are related to the association of familiar words, illustrations and drawings. For instance, the cognates

can easily work for the first stage in order to guess meaning of new vocabulary from the contexts given.

3.2.5.2 *Vocabulary notebooks*

Vocabulary notebooks is a strategy that is also called “memory aid”. In this part, learners can make use of specific notebooks with the set vocabulary they want to learn and practice.

Likewise, it is a personal tool that can be adapted to facilitate retrieval of the words.

After selecting some of the most common vocabulary learning strategies, which enable students to learn vocabulary easily and effectively, there is another element that needs to be considered in terms of vocabulary lesson planning. As these strategies will work depending on the population, the following chapter will develop the elements and strategies that must be taken into consideration when the population is related to young people.

3.2.5.3 *How to teach vocabulary to children.*

Teaching vocabulary is a process that should keep reliance on visual aids, references to independent vocabulary instruction, references to relationships between words and instruction of high-frequency words in a language (Fortes, 2007). Correspondingly to these elements, Fortes (2007) states that in first place an effective vocabulary content should include explicit vocabulary instruction, what keeps relation with the use of visual aids since this element contributes and facilitates the achievement of the set goals. Through this technique, learners quickly retain considerable amount of vocabulary when they are presented orally and visually inasmuch as this helps learners relate the new words with the visual aids.

The author also asserts that vocabulary teaching should include references to independent vocabulary instruction in the sense of teaching learners to learn independently through dictionaries use and contextual clues to strengthen their abilities of association for them to engage and appropriate vocabulary in like manner, Harmer (2001) also addresses the use of dictionaries as an important tool for learners to explore vocabulary input towards a meaningful learning process; meaning that through dictionary learning activities, learners will learn not only meaning but also their functions, in terms of getting to know how words operate in specific contexts. Furthermore, Fortes (2007), explores a third fundamental element, that should include instruction of high frequent words in a language, referring to the list of words that are learned from a text, for children to become fluent readers through vocabulary mastery.

What students learn depends not only on what they are taught but it also depends on how they are taught according to their level, interests and experiences (Curtis and Longo, 2001). These researchers explore several ways of approaching vocabulary, in this way, they define two types as the ones which need to be explored in language teaching due to their effectiveness. They are implicit and explicit vocabulary instruction that will be argued during the development of this chapter.

3.2.5.4 Explicit Vocabulary Instruction.

This term makes reference to the presentation of vocabulary through a direct and explicit way in the lessons. Explicit vocabulary instruction embeds those activities which show an explicit illustration of what will be developed, for this, teachers can use visual aids to enable students to understand the topic that is carried out in the class. Based on Graves (2006), there are four main elements that are fundamental in explicit vocabulary instruction, those are the following:

providing enough learning experiences, teaching individual words, teaching words learning strategies and promoting word consciousness.

3.2.5.5 Implicit Vocabulary Instruction.

It seeks to motivate learners to deduce word meanings from context knowledge, by engaging them through oral language experiences, or while reading books.

Overall, vocabulary could be taught through different instructional methods and strategies that can increase learners' vocabulary mastery; owing to the fact that, this powerful tool is a starting point for them to be engaged and committed towards the target language. According to Fortes (2007), the essentiality of effective vocabulary instruction is the creation of contexts in which students constantly use relevant vocabulary in their reading, writing, and speaking to make it an experience of learning for them.

3.2.6 Theme based teaching.

This approach also known as theme-based instruction or topic-based teaching, based on Brinton et al., (2003), makes reference to a language teaching approach that is focalized on the organization of the entire course around specific themes. Therefore, all the planned activities for a language course are structured and categorized by the selected themes. Cameron (2001), stated that the integration of themes ensemble the ways in which a child learnt naturally.

Theme based teaching makes the emphasis on exposing students to a "highly contextualized" second language environment by using the subject matter as the content of language learning (Wesche & Skehan, 2002). Freeman and Freeman (2006) suggested that the content of the lesson should be relevant and interesting for students for them to try harder when making effort for

understanding and focusing on the content and by this mean, their EFL processes would be positive in the sense that students would have an appropriate environment for learning through well selected and contextualized themes (see in the appendixes).

3.2.7 Animated Cartoons.

The concept of animated cartoons has progressed over the time. As Callaham (1988) pointed out, its meaning has been conceived from long newsreel to film magazines and motion picture film in the past. Animated cartoons have evolved from a type of film that shows a production of drawings series that illustrates movement when it is projected. They follow a regular format, characters and scenarios within parameters. King (2002) mentioned that animated videos work better than simple images or recordings in the classroom environment as the animated videos show a context in which language is produced so that learners could observe a scenario that simulates their real life. On the other hand, Mayer (2001) affirmed that the use of animated videos also known as cartoons is beneficial for students since they can work for both purposes: educative practice and psychological development.

4. Methodology

This section provides a description of how the project was developed in terms of context and setting, which specifies the population and location where the project was carried out.

Additionally, it describes the role taken by the participants, the design of the project and its application. In this chapter, you will find the description of the steps this project followed in view of the development, implementation and resources needed for the fulfillment of the objectives. Finally, there is a description of the project's assessment that was developed in the project.

4.1. Context

This classroom project was conducted in an early childhood development center called “*Cosechando sueños*” located in Puerto Caldas, Risaralda. This development center provides sessions to stimulate creativity through gross and fine motor skills, but it does not teach English as an academic subject. According to the document N° 10 provided by National Education Ministry, the alignments for teaching early childhood point to the development of children's personality taking into consideration a process called “emotional regulation” in which the young learners start understanding how to control their reactions in terms of emotions and attitudes. They develop this kind of competence when they are provided with opportunities that strengthen their capacities in the community, so in order to make this possible, it is relevant to mention that there are some organizations that foster projects with high social impact, being one of them “*Circulo Virtuoso*” whose first intervention took place in Tokio, Pereira in 2012. This mechanism emerges as one of the projects that in alliance with *Universidad Tecnológica de Pereira*, *Comfamiliar* and ICBF (*Instituto Colombiano de Bienestar Familiar*), promotes social

transformation through the intervention in different areas of the community, and especially, provides support in English language teaching to early stages as in the case of early childhood development center. Currently, *Circulo Virtuoso* is encompassing different institutions and development centers, some of them located in *Tokio, Samaria, Las Brisas* and *Puerto Caldas, Risaralda*.

Based on the information collected by the *Oficina de Planeación de Pereira*, the early childhood development center of Puerto Caldas has a capability for 308 students that are classified in low socio-economic stratum. This institution is a territorial entity that in agreement with the ICBF seeks to impact early stages to lead to social transformation through a strategy called “*de Cero a Siempre*” which is used as pedagogical model to benefit and stimulate the learning process of their mother tongue from the early stages. The teaching process involves the use of the first language in every activity since in their pedagogical strategy, they do not comprehend English teaching sessions as part of their methodology.

4.1.1 Setting.

The project was carried out at a CDI called “*Cosechando sueños*” located in *Puerto Caldas, Risaralda*. In this development center, there are 15 in service teachers and 10 teacher assistants who take care of children whose ages oscillate between 1 to 5 years old. Moreover, there is 1 coordinator, 1 teacher for sports, a nurse and a psychologist that conduct the follow up in the development of every child. In this institution, children meet with a schedule from Monday to Friday from 8:00 am to 4:00 pm.

4.2 Participants

This project was implemented in an early childhood development center with the involvement of two groups. The first group was guided by 2 pre-service teachers of the English Language Teaching program from the *Universidad Tecnológica de Pereira*, and the second group was integrated by 23 students from 4 to 5 years old.

The classroom had 23 students whose ages range between 4 and 5 years old. They belong to a low socioeconomic context, for this reason, they receive support in education, nutrition and supervision in the early-childhood development center from the government and ICBF. The students' native language was Spanish and they had not reached any proficiency level in English as foreign language.

According to Piaget (1936), in his theory about cognitive development stages, children from 2 to 7 years are in the preoperational cognitive stage that is described as a period in which children start to develop symbolic thinking and learn how to use words and pictures. In this stage, there are two subdivisions that are significant to mention: The pre-conceptual and the intuitive stages. The first one involves the recognition of symbols that can stand as actions, and the latter comprises the children experiences that allow them to reflect and create their own identity. These were fundamental aspects we took into consideration in the project since in this preoperational stage, learners were already able to identify symbols which facilitated them the recognition of objects related to the new vocabulary that was presented through the animated cartoons.

4.2.1 Sample.

The project was executed by using a cluster sampling, the implementers classified the group of 23 children into a small group conformed by 8 children. This small group of learners was selected since they have not been exposed to direct English classes. Thus, they were participative

and showed interest during the implementations. Thereby, based on these profiles, this small group was selected in order to collect data, and consequently, to analyze the results of the implementation of animated cartoons as part of their vocabulary learning process.

4.2.3 Practitioners.

The second group of participants were two pre-service teachers of ninth semester of the English Language Teaching program from the *Universidad Tecnológica de Pereira*, whose role was to facilitate the students' learning process during the development of the lessons. These two pre-service teachers analyzed, designed and implemented lessons based on a strategy to stimulate vocabulary in young learners. The practitioners implemented 9 sessions; one for observation and eight for the implementations; the role of the pre-service teachers during the implementations was divided into one implementer and one observer per session that varied weekly in order to exchange roles and participation in the project.

4.3 Reflection instruments.

Observation is known as one of the several elements that is fundamental to be considered in any teaching field as it allows to establish and create new strategies that facilitate improvement in the teaching process. These elements comprise the teachers' and students' performance, which was analyzed in this project through the critical observation developed during each session. For this stage, the pre-service teachers paid close attention to the events that happened in the classroom, being one of them, the students' reactions in terms of receptiveness of the input that the pre-service teachers showed through the animated cartoons. Another event that was analyzed during the implementation of the project was related to the effectiveness of the strategy of using

visually supported materials. Through this, , the teachers determined the success of applying animated cartoons in the classroom in order to replicate the use of this strategy in future interventions ,Therefore, the observation of students' learning process allowed practitioners to reflect upon the aspects that are convincing and aspects that will need to improve in order to design and propose new alternatives that enable students to achieve the expected results.

In order to collect data, there were used several instruments that allowed the practitioners to gather the information. There were instruments such as observational sessions, journals and artifacts which led to the analysis of the students' outcomes from the activities that were implemented in the sessions.

4.3.1 Observations.

The three practitioners developed one observation session in order to gather detailed information about the group of children, the in-service teachers and the available resources in the development center. This observation was important before proceeding the implementation of cartoons in order to plan the lessons appropriately taking into account the gathered details. Additionally, observations were developed during the 8 sessions when implementing cartoons in order to record the performance of the practitioners and the learners, which were important to analyze and reflect upon the achievement of objectives and indicators.

4.3.2 Journals.

Since the implementations provided different results in terms of students' responses and reactions, the two practitioners made use of a journal that was filled with the experiences and reflections during the implementations. This contributed to a professional development since the pre-service teachers determined and analyzed the aspects that went well and factors that went not

that well in order to plan better strategies that transform the individual experience into a professional development in English language teaching.

4.3.3 Artifacts.

Through the implementation of animated cartoons, there were used several activities such as matching pictures, sequencing images, drawing and painting pictures that enabled the practitioners to identify students' responses in terms of vocabulary learning. The pre-service teachers identified the amount of words that students can remember and can produce in the sessions in order to analyze students' linguistic outcomes. Thereby, it is important to recognize that these activities contributed to a professional development since the pre-service teachers used them as a main to reflect upon improving future teaching experiences. (See in Appendix B, C and D)

4.4 Instructional Design

As this classroom project intended to stimulate the English language process through animated cartoons, several elements were considered at the moment of implementing 8 sessions of 40 minutes for children from 4 to 5 years old. First, teaching vocabulary to children as an important item that was comprised of three teaching aspects: The use of visual aids, the use of contextual clues and the use of explicit vocabulary instruction. Second, vocabulary learning strategies as an essential element since the project aimed at the development of learners' strategies in terms of guessing words and its meaning in their mother tongue from scenarios presented in the animated cartoons. Finally, the pre-service teacher strategies as a third fundamental element that consisted on the implementation of theme based teaching by giving a

different topic in every class based on students likes and needs, and the PPP sequence that provided a suitable and organized structure for teaching vocabulary to children.

The previous pre-service teacher strategies took into consideration three sub-teaching procedures that were relevant to plan the sessions effectively, these were the following: The use of illustrations and pictures, the use of objects and the use of mimes, expressions and gestures. According to Takač (2006) it is relevant to show vocabulary through different strategies and techniques in order to catch students' attention. The aforementioned strategies which the project followed, sought to highlight the importance of teaching vocabulary in a dynamic, creative and technological way to promote children's meaningful experiences to facilitate comprehension and vocabulary learning.

4.4.1 Development and Implementation.

In terms of Implementation, this chapter shows how the class was planned and organized based on the guidance supported by Harmer (2010) concerning the PPP procedure, which stands for presentation, practice and production. First, presentation is the introductory stage of the process in terms of engaging children; Second, practice as the operational stage where children experience cartoons as part of their learning process, and third, production which is related to the stage where children practice what they learn through different activities. The animated cartoons that were used to stimulate vocabulary learning were the following: Dora the explorer and Peppa Pig.

According to Harmer (2010), The PPP procedure is appropriate for children because they are at a lower English language level. As this procedure fostered motivation and attention from students on the new language, it made the target language interesting and understandable; thus, it facilitated the ability to retain information. For these reasons the project was highly influenced by

this sequence since it was considered as suitable for children who are beginning to develop their English language learning process. Based on this, the project followed those three stages previously mentioned.

4.4.2 Resources.

In order to implement this classroom project, different materials such as videos, flashcards, songs, matching pictures and games were used to facilitate students' learning process by taking into account their likes, preferences and needs. These activities were adapted from online web pages such as nick junior, British Council for kids and YouTube in order to provide students with planned input related to topics that encompassed nature, health and social interactions. Additionally, there were other resources adapted from T.V channels such as Disney, Discovery kids and Cartoon Network. Based on these resources, the material was created so that vocabulary and fine/gross motor skills could be enhanced. On the other hand, several resources such as video projector, speakers, and television were used to show the animated cartoons in the classroom. See the appendix through the following link:

<https://drive.google.com/drive/u/0/folders/12T-SkaepEyx68WlCNnhbuGjrPgujHcQP>

4.4.3 Assessment.

In this phase of the implementation, the project assessed children's English learning progress through the activities that were performed during the teaching sessions, in which cartoons was the teaching strategy used to foster children vocabulary learning. Children performance was evidenced in the production stage described in the 4.4.1 section, which describes how the project focused on assessing children's learning responses and progress towards the identifying and sequencing activities. Thus, children were asked to participate in

activities where they had to associate pictures based on the vocabulary presented in the cartoons and to select the appropriate picture to organize it in sequence. Additionally, they were asked to complete some worksheets such as matching, drawing, and painting where they selected pictures to organize them in sequence according to the instructions and support given by the pre-service teachers.

The project expected from these activities to have and show high results in view of vocabulary learning. With this, it was expected from children to show understanding of words within specific contexts, also, that they develop their abilities towards the identification of images related directly to the animated cartoons.

5.Results

Based on the information obtained from the data collection methods, three main categories will be presented: Students' responses, professional growth and linguistic outcomes.

5.1 Students' Responses

In this section, we will describe the students' responses in terms of behaviors and attitudes towards the lessons. Thereby, we will comprise the strengths and challenges that were found during the implementation of the project in this category.

5.1.1 Strengths.

5.1.1.1 Students' responses to L2 content.

Determining the students' likes and perspectives is an essential aspect to consider when planning to bring the ideal input to which students should be exposed since it enhances students' interest in their learning process. As suggested by Munir (2016), the content of the animated cartoons need to be contextualized to motivate students to keep learning. In this sense, it was important to identify that for the language level that these students had, we needed to show familiarized topics through basic language patterns and vocabulary, so that students were interested and able to identify general ideas out of the topics. For this reason, we selected familiarized animated cartoons and themes that were appealing to students' likes.

In one of the implemented sessions, we decided to show the family members through an episode of Dora the explorer. In this first stage, students had to watch the video; most of them started to point out some characters and said "Dora, *la mamá de Dora*" while the episode was projected. Then, to promote oral interaction, we stopped the video and used questions to elicit information related to the characters and events presented in the animated cartoons. We asked

them to identify who the parents of Dora were and if she had a sister or a brother. In this, students showed a high level of participation as they triggered to answer even in Spanish. One of our observations reports the situation that happened in the classroom as it follows: “we asked them to recognize a specific character and they, motivated and inspired, answered in Spanish *ese es el papá, ese es el hermano*”. By the end of the session, we developed a matching activity, and when one of the students finished, he came to give us the paper and told us that he was going to use the word father to call his father at home. This extract can be evidenced in a journal developed after the same session: “teacher, *gracias por la clase, cuando vaya a casa le diré father a mi papá*”. From this, we could observe that students were able to incorporate one English word to the speech, and also, participated as there was a high motivation for the topic that we selected for that session.

We could evidence that the use of familiarized topics and content was beneficial in the project as the students showed interest in the content that they were watching. Through the lessons, learners manifested they liked watching Dora the explorer and also several cartoons that can be found on the internet or kids’ TV channels; this is the reason why we selected Dora the explorer and Peppa pig for the development of the subsequent sessions. In the following observation extract, it can be evidenced some of the responses that children manifested during one session in where the main topic for vocabulary learning was the family members:

“(…) they like a lot Dora the explorer and when they only watch the characters they start saying: “*Dora, y boots, me gusta verlos*” “*en mi casa los veo*”. (…) they started imitating or moving in the same way than in the cartoons. For instance, if the characters were singing, they performed similar actions, or if they were dancing, they danced and clapped.” **Extracted from: O5; Valentina; 04/20/18.**

In this students' response sample, it is evidenced that students manifested their interest towards Dora the explorer; their disposition towards the sessions was linked to their desire to watch episodes that they liked and were familiar for them. Hence, students were interested because the themes they explored in the English sessions kept a correlation to the topics they learnt in their mother tongue. In this, we could notice that learners enjoyed animated cartoons inasmuch as they were familiarized with those in Spanish. In terms of selecting positive input for improving learners' positive outcomes, we were influenced by Munir (2016) as he found Dora as a great alternative to use with young language learners. We agreed with this author in terms of using the same input since he manifested that this type of animated cartoons was familiar and known for them inasmuch as they watch them daily, for this reason, we encountered that students found in Dora the explorer a fun alternative for learning.

As a conclusion, we learned about the role of familiarized topics and previous experiences of students in order to plan effective lessons in the classroom. Besides, we recognized the importance of students' likes as a mean to promote English language learning. At the beginning, we made the selections of the input guided by what many authors suggested. However, it was more significant and beneficial to choose the content based on their context as it helped us to enhance a connection among the aspects that students knew in their mother tongue to promote vocabulary learning in the foreign language through similar patterns.

5.1.1.2 Students' identification of vocabulary.

Cameron (2001) stated that children learn words spontaneously from different contexts and by performing various activities. In this sense, it is important to mention that students learn from the multiple experiences that we provide them as opportunities to use or

interact with the language. When this group of students were watching the cartoons, they assimilated the context and the different scenarios that were presented by grasping the meaning from what they observed in the videos.

This can be exemplified in one of the sessions in which we explored the topics about colors and shapes; in this session, we used songs to stimulate students cognitively and to help them identify the words and their meaning based on visual material. In the first place, we showed the characters to students and asked them to pay attention to the events that happened with those characters. In this way, we fostered learners' concentration to find specific information. As long as we paused the video, we used the same questions that the characters asked: "can you find something red/blue/yellow in the picture?" During the questions phase, we identified that whenever we asked for a specific color, learners began to point out the objects that they encountered with the same color. Consequently, they started to mention the objects that they found such as house, chair and ball. In the same line, children recognized the colors and their usage according to the video inasmuch as they pronounced and tried to incorporate them when participating in/out the class as observed in the following excerpt:

"(...)When Jenny pointed to the green circle, she asked: "What color is this?". Surprisingly, around four of them replied: "*es el* green "Extracted **from: O7; Valentina; 05/09/2018**

In this observation extract, it can be observed that children started to incorporate those learnt words in their repertoire during one of the activities that was being developed in the sessions. Although their oral production was a mixed code between their mother tongue (Spanish) and English, not only in English, this was accepted inasmuch as students showed comprehension towards the language evidencing the use of English words through their participation.

Another event registered in the lesson was in the guided practice stage in which students had to paint shapes with different colors. In this, they had the instructions to paint using one color at a time. However, as they were young, we needed to make an intervention to distribute the colors and motivate them to do the practice. Under those circumstances, some students followed me and told me (incorporating English words) that they preferred to use certain colors as they thought they were prettier. This was evidenced in the succeeding section of the entry journal: *“profe deme el color red, el color green, yo quiero el color blue para pintar”*. In this example, it was evidenced the words, in this case colors, that some students started to use in a normal communicative setting. On the positive side, students spontaneously started to produce language by using the words that were studied during the lessons based on what they previously identified and related to their reality. Thereby, through the visual input, learners not only achieved the task of identification of new words, but also an implication in the oral production in L2. In the same fashion, From this analysis it can be learnt the importance of selecting linguistic input that they already know and recognize in their mother tongue.

Considering these strengths, the project led us reflect upon the importance of giving visual support to children when introducing L2 vocabulary since it stimulates language learning and throws positive outcomes when developing the matching activities in which they mainly activate their speaking and listening skills in English. Children showed that they indeed were identifying the vocabulary and started to incorporate it in their short and long term memory as they used the words throughout the course of this project. Munir (2016) recommended in his research paper that the animated film should be used in English classes to avoid boredom, and with this, it aims to increase motivation and disposition towards the learning of a second language, in our case, English as the foreign language. Similar to what Munir advices, we noticed that our students

displayed diverse reactions such as imitation, motivation and participation in regards to this kind of input. As a result, from this analysis we learnt the importance of selecting linguistic input that students already know and recognize in their mother tongue. By this means, they can incorporate this words in their L2 repertoire allowing them to produce language as they have related them to their already acquired language.

5.1.2 Challenges.

5.1.2.1 Lack of second language exposure.

During the implementation of the project, it was discovered that children did not have significant learning experience in English throughout the schooling week since they did not receive official English sessions guided by a professional on the field at the CDI, which influenced in certain point the first stages of promoting vocabulary through our sessions. Cameron (2001) mentioned that word/vocabulary learning begins with the time and learning experiences that a learner spends using, listening to or watching the word in context, and that this process continues when the learner internalizes the word as a need to communicate. But to get to this point, it is completely necessary to provide students enough opportunities to use the language.

In the first two sessions, learners were not able to answer as they did not distinguish the question; they thought it was a phrase to repeat inasmuch as they were not accustomed to this type of questions in L2. This was manifested in a first journal entry that evidenced it: “(...) learners only repeat what the teacher asked, if she asked what is this? They repeated ‘what is this?’, making it difficult to start interacting with them.”

Along similar lines, students only reviewed the new vocabulary and content each eight days that was the time between each implementation. For this reason, learners did not show

progress at the beginning as they were not frequently exposed to English as a second language, which was also pointed out in the following journal extract: “(...) Due to the fact that children are not exposed to English stimulus or tutoring of any kind, the process of learning L2 is moving slower than expected”.

Therefore, when implementing, it was necessary to review the methodology, content, and activities with the in service teachers, so that we could find a way to help students to be exposed to the language out of our sessions. In spite of this evidence, children attained to have progress in terms of vocabulary gain in English as we helped in service teachers with some strategies that help them with the pronunciation of the words that we intended to teach students, and also through sending them several videos and songs that we used with learners. In this way, in-service teachers reinforced successfully the topics in the following weeks by projecting the episodes again.

As has been noted in the evidence, it is important to take in consideration the necessity of tutoring children constantly by the guidance of a professional in the teaching of English language since there is an interruption of the learning progress in such privileged stages. Childhood represents the ideal first years to start learning and interacting through a second language, and those early stages could result benefitted from the L2 development if there was more time of exposure.

5.2 Linguistic Outcomes

In this section, we aim to report and describe children’s ongoing process in terms of vocabulary learning through the implementation of animated cartoons. This description will develop two categories which are the strengths and challenges identified in the project.

5.2.1 Strengths.

5.2.1.1 *Vocabulary production through imitation.*

As suggested by Diamond and Gutlohn (2006), it is necessary to develop receptive and productive knowledge in several contexts to enable students to identify, use, and produce appropriately. For this reason, we selected cartoons that were familiar for children so that they could identify the characters' actions performed in determine contexts, and in this way, learners could internalize some English words by understanding their usage in those episodes.

Whenever children were watching the cartoons, they started to imitate not only the gestures and body movements of the characters they were watching, but also the language; they produced language in terms of vocabulary through imitation. In one opportunity, students were reviewing the emotions in English; we presented them an episode of Dora the explorer in which this topic was evidenced, and as long as students recognized the feelings, they started to imitate them with their body gestures. Later, they started to produce words that were observed during the cartoons, songs, and activities implemented in the sessions. Students recognized the pronunciation and name of those visual images they had already internalized in their minds about the feelings and emotions, thus, they started to use them when participating in the activities asked to be performed during the sessions of this project. As a result of this, some students started to say “*Estoy happy hoy*”; whenever we asked them “How are you feeling today?”, they imitated the facial expressions and body movements of the emotions they watched in the cartoons and they consecutively, recognized and related them with their previous knowledge about this; they started to produce language by saying: -Happy, happy, *estoy happy y mientras lo decían, sonreían mostrando su carita feliz*”. In another situation, we implemented some pictures with emoticons representing only those specific emotions they watched in the cartoons such as scary,

sleepy, happy and angry. After that, we asked them about the name of the specific emoji we were showing at that moment, and once they identified the particular face, they replied “ *es happy*”, “ *es la scary*”.

The students’ vocabulary production was linked to the thematic of the animated cartoons as it was previously mentioned, feelings and emotions; students produced orally the words as they were engaged in the activities by interacting and participating with us through the songs and cartoons. “(...) all students participated and did the actions that were presented in the video of the song. In this stage, students also repeated the new words “happy, angry, scared, sleepy and associated these words with the action that the cartoons implied”.

Although the project led by Aziz and Sulicha (2015) was mainly for elementary students (fifth graders), that is, students who already have bases and notions in English, it has a strong relation to this project in terms of language improvement. This project was addressed to preschoolers who did not have enough bases, notions nor guidance in English to facilitate their understanding. However, it yielded positive language learning outcomes when the students used words to speak first by imitating and later communicating with the words and meanings they wanted to convey. This means that the implementation of cartoons to foster vocabulary learning is applicable for students who have prior experience in the second language and for students who are just starting the language learning process.

It proves to be a strategy in teaching that positively serves as a supporting feature in the learning of English given that students can extract and internalize, in this case, the words that are the content of the cartoons that will serve as a base for them to be able to learn vocabulary and later, to understand the language through the presentation of this kind of contextualized animations.

In essence, what was learned from this strength is the importance of providing novel alternatives of English teaching to children which facilitate oral production in an effective and efficient fashion, allowing students by these means to explore the oral production of English as their foreign language. They recognized content in the animations implicitly as they explored the small units of the language, these are, the words they could identify during the animations. The implementation of this type of audio-visual materials certainly facilitates the path in which students are immersed when learning another language since they relate images they keep in their minds along with sounds, words, and actions that later will serve as a facilitating mechanism they can use to produce language through vocabulary imitation.

5.2.1.2 Oral and written production.

In order to promote vocabulary learning in young language learners, we should take into account the tasks in which they can practice the foreign language through different scenarios so that they can relate the new vocabulary to their previous knowledge in their mother tongue. In this way, the learning process becomes meaningful as it fosters the use of a second language through students' first one.

In the sessions, students were able to complete several types of activities. Some of them were oral activities in which they participated combining the vocabulary observed in the episodes and the vocabulary that they knew in their native language, and practical activities in which they had to follow instructions given in English to do matching, painting, dotting, and cutting activities.

To begin with, the oral activities evidenced the use of first and second language through a mixed code as students participated and answered eliciting questions by using new words in English and supporting ideas in their mother tongue. In one of the sessions, we were working

with animals using one of the episodes of Dora the explorer. During the presentation stage, learners were able to observe what the bear, monkey, elephant and hippo did in the episode, and to reinforce this vocabulary, we had to stop the video for a while to start confirming information with learners. We asked them questions such as “who is this? is it the monkey?” to which some students said: “*no es un monkey, es un oso, miren las patas que tiene*”. From this, it was noted that students recognized the questions in English when we asked “is it the monkey?”; thus, they tried to produce and adapt the words in English to their answer in Spanish as this was the language they used for every interaction in their normal routines.

Moving forward the practice stage, we aimed to show the animals again so that we proved if students could remember them; we asked them “is it the bear? -who is it?” and then, some students answered “*Oso no, es un elephant*”. When this event happened, we perceived the facility that students had to incorporate new learnt words during the same session.

We noticed that this event showed students’ progress in comparison to the previous classes as they first repeated the words that the implementers used, but then, they expressed their own phrases incorporating English words even without being asked to do so.

In another session developed, it was evidenced a second event related to the use of L2. We were practicing colors and shapes with students when they began to combine words to communicate their ideas and experiences to classmates and teachers. In the classroom, there were some drawings with shapes made by the in service teachers which were used as support to continue exploring this vocabulary in English; we introduced students the new vocabulary of shapes (triangle, circle, rectangle and square) and asked them to find the colors of specific shapes in the classroom through questions such as “what color is this triangle?” which caused that many students answered assertively the following: “*el triangulo es yellow*”.

In this response, they showed that they could use some adjectives that were studied in the episodes and that were also recognized in their mother tongue as (yellow, red, green, and blue). Simultaneously, they used the adjectives with nouns that they observed during the audio visual material as triangle, circle, and square.

In the following excerpt, it can be exemplified the words that students integrated when they were asked about the color of a specific object in the animated cartoons:

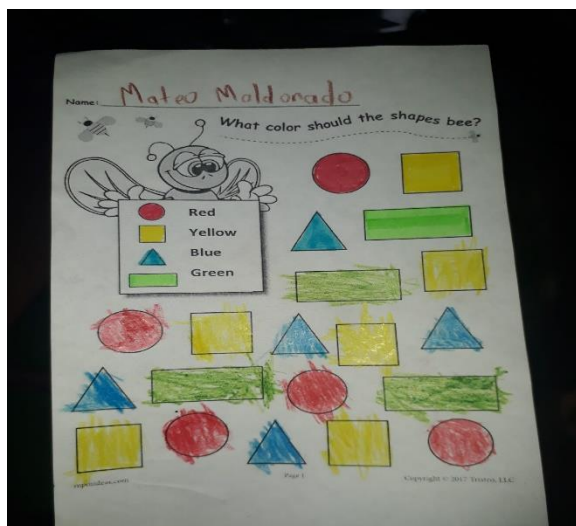
“(…)The implementer stopped the videos after a while, she elicited interaction between the video and the students by asking them to find specific colors in the video, she asked “what color is this?” to which students replied “red” then, she said “find something red” and students started to say, “*la casa red, la pelota es red, el circle es red*”. **Extracted from: O6; Jenny;05/04/18**

In this situation, it was evidenced the process that students followed to participate in the activity. They first answered using short commands as replicating only the name of the color that they perceived, and after this, they showed a complete sentence using at least one word in English “*la pelota es red*”. In addition, it was noted that students could combine two words without realizing that they were using the language. They only meant to participate trying to incorporate the language that we were using to interact with them.

Along similar events, we planned some other tasks in the classroom which aimed at the students’ identification of new vocabulary through the visual support, for this reason, we implemented matching, painting, and dotting which were applicable tasks for young language learners as they required association between what students observed in the cartoons and what they already know in their mother tongue.

At the end of each session, learners were asked to put into practice what they observed during the episode; they had to complete certain tasks depending on the topic. In the production stage of one of the sessions, students were asked to work on shapes and colors in a worksheet that required two processes: to identify the shapes and the colors' pattern to proceed painting the other shapes according to the instruction given.

To evidence the activity mentioned above; the next artefact developed by one of our participants serves as support to show that students had to relate visually what was studied during this session:



Artefact extracted from: A6;05/04/18; S5.

This worksheet supports the evidence that young language learners could perform painting activities in which they can practice the new vocabulary studied in the animated cartoons. Considering the oral and visual instructions, students showed understanding by completing the painting activity with red, green, blue and yellow depending on the shapes that were selected for each of the colors (triangle, circle, square and rectangle). In this, students identified each shape and the respective color by relating the information of the cartoons presented in the lesson to the

patterns. Hence, the learners related appropriately the color designed for each shape as they identified the vocabulary and associated it to the instructions to perform the activity effectively.

Based on the previous findings, we identified some similarities with the results provided in study conducted by Aziz and Sulicha (2016). They report that through the use of audio visual aid such cartoons, children positively responded and gained vocabulary learning. In a similar fashion, this project shows that students acquired few English words and adapted them to their speech. Furthermore, it was recognized that students used these learnt words to communicate during English lessons through the use of a mixed linguistic code between their native language (Spanish) and the second one (English).

From these strengths, we could learn about two processes that took place in the classroom. The first relates to the follow up of students' progress in terms of words' use and recognition, and the second refers to the importance of providing students oral and written activities to practice the new vocabulary. In first place, we tracked students' progress as it allowed us to observe that students first interacted with the new vocabulary through the visual support, and then, they tried to relate the visual support to their mother tongue, and as a third step, they made a connection between the L1 and L2 which facilitates the process of incorporating the new words to their speech. In the second aspect, we learnt about the importance of giving students the opportunity of connecting the linguistic input to the activities, by allowing them to explore language through oral and written activities as it fostered the interaction between language and learners.

5.2.2 Challenges.

5.2.2.1 Matching Activities.

Since children of 4 and 5 years old have not started learning how to read and write, they need to be exposed to activities that allow them to relate visual support to their own experiences to perform those exercises. Considering this, we explored practical alternatives that could reinforce the vocabulary that we studied without pushing students to perform beyond their cognitive development stages. Through this exploration, we found that matching exercises were one of the alternatives that provide learners with tools to practice, explore and internalize the vocabulary taught session by session as they had to interact with those visual support creating a mental image in their memory storage. As long as we decided to implement matching activities, we identified the important role that they played because they were a useful way for children to operate activities in which the vocabulary used for each session was associated with specific information.

On the other hand, the design, preparation, and operation of this type of tasks were demanding since students at these early stages were not familiarized nor exposed to this type of activities. For this reason, at the beginning of the implementations, the majority of them got confused when the papers with matching exercises were given. In regards to this situation, we point out to the first time in which we conducted a matching activity; during this, we tried to explain that they had to differentiate some animals from the others, but we encountered that the vast majority of them only wanted to color all the worksheet rather than identifying and coloring only the required animals. Students also showed that whenever a matching activity was developed, they first completed as we asked them but after that, they started to paint the complete page, making lines to the paper and over each of the animals as it was fun for them.

We noted that in first instances, they did not follow the instructions literally because they considered the paper a free space to create more drawings out of the task, which made the

process challenging at the beginning because we could not observe the required outcome on this type of activities. However, the vast majority of the students could be familiarized as the matching activities were part of the subsequent sessions we implemented every week; they got used to the methodology of the activities as they entailed the same purpose: joining similar pictures and identifying the different ones, thus, they tried to apply the same methodology of joining and looking for differences in the posterior sessions.

Considering the importance of implementing matching activities, we found interesting the fact that Çakir (2004) remarks the impact of different activities like matching, acting out, coloring and sticking pictures in EFL classrooms; we agreed with his arguments in terms of the advantages that it brings for young language learners to develop this kind of activities as they enjoy to explore new things that stimulate their creativity and cognition by developing strategies and being actively participants of their learning process.

From this challenge, we could identify that students did not perform this kind of activity appropriately at the beginning of the process due to a lack of practical constancy, direction and guidelines in the classroom, not due to a lack of knowledge. We learnt that through guidance, constancy and monitoring students' activities, we can track their progress so that we can help them to develop these exercises without incidents or critical failure as it occurred at the beginning of the process.

5.3 Professional Growth

In this category, we will develop in detail the strengths we encountered in terms of professional development and skills, which emerged during the implementation of the project through the use of animated cartoons to support the teaching of vocabulary.

5.3.1 Strengths.

5.3.1.1 The use of songs to reinforce vocabulary

According Madani and Mahmoodi (2016), vocabulary, being an intrinsic feature in English learning, should seek to be taught in such fashion avoiding explicit methods that instead of helping students can impede the vocabulary learning. In words of these authors, the use of songs serves as a vehicle to maximize the learning of words, creating at the same time a highly receptive learning atmosphere.

The use of songs in the development of this project served as to reinforce teaching in terms of allowing students to repeat several times the words we wanted them to learn in the animated cartoons. The use of this musical animations presented to students helped to guarantee the identification of the specific vocabulary that session by session was expected to be taught indirectly. By means of animations such as cartoons and songs, the identification of the vocabulary centered in certain topics or themes positively impacted this group of students since the words were easily identified and repeated by them during the activities.

In few opportunities, we used songs to review the vocabulary from the previous session as they showed words studied in the episodes of the animated cartoons. Considering the role and importance of using songs in teaching to young language learners, we planned several songs which included the vocabulary that we intended to teach. For instance, in one opportunity, we chose a song to reinforce the vocabulary of body parts as a way to help students remember the vocabulary and use this in a given context. We decided to play a song that implied finger movements so that children were not only entertained repeating the words but also using their fingers as “Mommy finger, mommy finger, where are you?”. Which influence in great way students’ attitude to continue singing the song and use some few words. Inasmuch as this

strategy proved to be an effective complement of the animated cartoons, we aimed to use songs in two specific moments of the implementation; one song which included the planned topic before the presentation of the animated cartoons, and the other right after the practice stage in which students had to repeat or answer with a specific words from the episodes. The following extract evidences the attitudes and behaviors that students adopted after the first song that we used in the classroom to review body parts:

“(…) when playing and projecting the song about the body parts with animations, the students were not afraid to pronounce the words, they wanted to participate by singing out loud and moving around by repeating the words they could grasp from it”.

Surprisingly, the use of songs became a favorite section of the implementation for students as they showed active participation and an upward interest on the topics since they wanted to sing as the model of the song by moving around, clapping and jumping with great excitement.

Employing songs in this context and for this purpose, facilitated the process; the students were permanently engaged and desired to learn through this sort of fun methods. Salcedo

(2002) pointed out that the use of this musical materials is not a replacement to other teaching methods, in fact it is a source through which the learning of English it is set creatively in order to foster fun teaching atmospheres. We agree with this author in the sense that students reached a high level of participation when interacting in these English lessons; they faced the opportunity to produce orally the language when singing the songs.

From this strength, it could be learned the strategical fashion in which the selection of songs was made, besides the importance given to this sort of musical sources that gave to the project an extra outcome since students were able to reinforce the vocabulary through the use of more than one strategy, as we only aimed at the beginning to use one: animated cartoons. It is

also important to mention that the use of songs not only increased students' participation. It developed a great enthusiasm in students which influenced their interest to keep paying attention to the events that could happen in the English environment.

5.3.1.2 The Giving of instructions.

The procedure that we planned for the development of the classes was divided in three different stages (presentation, practice and production); in each stage, the instructions played an important role since they were the bases for the development of what we expected from the class in terms of students' engagement, participation and development of activities.

Taking into account that preschoolers needed to receive the guide through different methods to facilitate the following of the instructions, we used several alternatives so that learners have a clear picture of what we expected from them to perform in the classroom.

As giving of instructions determines the success or failure of the English sessions in terms of students performance of the activities, we made use of different methodologies such as body movements and gestures, the use of visual images and giving examples; through these, we intended to scaffold and prepare students for the activities. Tellier (2007) highlights the importance of using gestures and body movements when teaching vocabulary as this technique allows comprehension. In the same line, we found that we could effectively adopt those movements and gestures to give clear instructions. We constantly used these methods of exaggerating body movements including the use of objects and images in order to assure their understanding and comprehension towards the English sessions and the activities to be performed by them. Moreover, it was fundamental the fact that we received positive feedback from the in service teachers as they highlighted our strategies to engage children even in the instructional part.

As an example of the previous finding, we reported the following information in one of our journal entries: “(..) After today's class, the in service teachers let us know that they find quite interesting the way that we give students instructions as we try to create a connection with learners so that they can feel the interest to perform the activities, or at least to make an effort to follow our indications”. When delivering instructions, we intended to clearly set the steps that students had to follow in order to avoid failure while they were performing activities and to avoid distraction and disruptive behaviors that could impede the success of the lessons. Liruso and Villanueva (2003) pointed out that the effectiveness of the instructions depends on the classroom management and on the clarity in which these are given to the students; additionally, they mentioned that “it is necessary to provide rich clues, including gestures, objects and pictures”.

Under those circumstances, students connected what we instructed them to do with the means we used to show them what they had to do; for instance, in one class we used pictures of two arms separated from the hands and fingers; we showed students that these arms should be connected with the hands and their fingers. By means of this type of instruction, students identified that they should join the respective body parts with their partners in the given worksheet with the matching activity. As a result, when students received specific and visual demonstrations of what they are expected to perform, understood and developed the activities as expected, yielding in this fashion, positive results in terms of their operation when executing the matching activities as instructed.

From this strength, we could learn that the giving of instructions need to be approached depending on the population that teachers are working with since this will determine the efficacy and accuracy in students' performance. If we focus on young language learners, who were our

target population, we will need to consider concise and visually supported instructions to guarantee their understanding towards the tasks as we wanted them to achieve certain outcomes such as speaking and listening.

6. Conclusions

In this chapter, we will develop an analysis of the results of the project taking into consideration professional growth, students' responses, and linguistic outcomes in terms of teaching and learning objectives. We will mention the positive aspects and the correlation of those objectives to the fulfilment of the implementation of animated cartoons to promote vocabulary learning in an early childhood development center.

In first place, students were exposed to different animated cartoons such as Dora the explorer and Peppa Pig, and through several activities as painting and cutting that allowed them to explore the English language in a spontaneous and engaging way. We were inspired by the use of the PPP sequence to organize the different activities in the class; we first developed the presentation stage, in which students were interested to know the events to happen. In this stage, they were also motivated to identify the characters who were performing certain actions in the episodes. In the practice stage, we aimed at showing the cartoons by creating interactions while the videos were being played. From this, students displayed a series of reactions and behaviors as they found those cartoons familiar for them. Thus, learners were eager to answer questions that were related to the content and that kept a correlation to their previous knowledge in the mother tongue. In the production stage, learners showed that they could connect the information observed in the episodes to the activities part of the class sequence as they could relate new vocabulary with images through the development of matching, painting, cutting and dotting exercises.

Secondly, we could analyze that our main objective of promoting vocabulary learning was successfully accomplished during the implementations in the sense that students could relate words to their contexts, participated in the interactions using mixed linguistic code, and produced

linguistic outcomes which confirmed the positive impact of teaching English integrating this audio-visual strategy. Therefore, we achieved our objective of identifying students' responses towards animated cartoons as we reported and recorded the different attitudes and behaviors that students had during and after every session. These students' responses were successfully evidenced on the results when students identified English vocabulary through the exposure to the English content and related those new words with the context and scenarios presented in the different episodes. In relation to the objective of applying animated cartoons to expose learners to English vocabulary, we could evidence that it was achieved as students could maximize learning by watching contextualized cartoons that allowed them to create mental connections between the new vocabulary and the presented cartoons.

Regarding the challenges encountered, we observed that the progress of English language learning in this population notably depends on the fashion in which they are taught. We identify that there was a challenge in their learning progress because they did not have professionals in the English field that could continue stimulating students' learning process.

Although at the beginning of the process students presented narrowed circumstances in regards to the understanding and production of English language, we could overcome this issue by giving the in-service teachers some techniques to incorporate English videos in their classes as a strategy to stimulate their learning process.

Through this project, we could corroborate the importance of intervening and promoting the learning of English as a second language in these early ages as this strategy eases students' learning process in an indirect way focusing on the development of their communication and listening skills. While and after implementing the project, the objectives were achieved successfully; it surpassed our expectations in terms of students' outcomes since this group of

students have not had the desired English exposure nor guidance. Their adaptability and receptivity towards this teaching implementation was surprisingly positive in regards to the vocabulary they learnt and the activities they were able to develop at the end. The results of this project also showed that this strategy serves positively in the classroom because it enhances learners' motivation and second language learning. Thereby, students' concentration and willingness to learn increased and subsequently influenced directly their performance in the learning of new vocabulary.

The implementation of animated cartoons led us analyze and reflect upon the importance of having the disposition and availability of this sort of audio-visual aids and the importance of having animated cartoons related to their social context in order to ease the learning of a second language taking into account students' background knowledge.

7. Limitations

Although using audio visual aids supports the language learning process in the classroom, this application requires appropriate resources and circumstances to be meaningful and beneficial for those language learners. In our interventions, we found positive and negative issues which influenced the results of the project. For this reason, throughout this chapter, we intend to describe and analyze four several limitations that were encountered during the implementation of animated cartoons. These are the availability of digital resources as TV or speakers, the lack of content variety of animated cartoons, the students' language proficiency and the lack of professionals in the English field at the CDI.

Firstly, the availability of digital resources as TV and speakers impeded in certain situations the appropriate development of the classes as we did not have digital devices that could project the episodes to the whole group. In our implementations, we identified that these resources were fundamental when using audio-visual aids as it guaranteed that this sort of material was provided in the best fashion. As soon as we started the implementations, we found this limitation since in the school, they did not have enough TVs neither speakers for every classroom; they only have one TV which was distributed one day at a week per group. As we were requiring the TV for every implementation, we asked the coordination to allow us to use it, but some in-service teachers from other groups manifested that they could not allow us to use the TV when they needed to use it for their classes. Taking into account that the availability of the resources in the classroom was a crucial factor for the fulfillment of the project during the different stages, we had to adapt our resources in order to avoid interruption in our implementations; we started to use our own laptops and speakers as second option in case that the in service teachers could not allow us to use the TV.

Secondly, we encountered that the lack of content variety of animated cartoons affected the selection of the episodes since there was not a wide range of interesting and positive input to show to young learners. When we were planning the content to develop in the classes, there was just few animated cartoons which showed the input that we needed to use. We tried to use cartoons which were appealing to students' likes and also to students' needs. In this order, we could only find that Dora the explorer and Peppa Pig provided us episodes that worked on content that we intended to teach. These were the only two animated cartoons used as we did not find others that were suitable for students' ages, likes, and needs. It was challenging to identify more applicable cartoons as some used complex language structures, others took long time, and others did not have the vocabulary that we intended to develop.

As a third element, we recognized that students' language proficiency limited their progress in terms of vocabulary acquisition as most students required certain guidance through the use of the mother tongue. Two examples that serve as demonstration of the previous situation is that we had to use the mother tongue to repeat several times the instructions so that students could develop the activities. Thus, we had to use this L1 to control disciplinary issues because students got constantly distracted and started to perform other actions in the classroom. These situations of giving instructions and controlling discipline in the classroom through the use of the first language affected students' learning progress in the second language inasmuch as learners received some instructions in Spanish instead of being exposed to English so that they could keep strengthening their language skills.

Last but not least, we found that the lack of professionals in the English field at the CDI interrupted students' learning progress while we aimed at developing vocabulary learning through the implementations. In the CDI, there were qualified in service teachers, but there were

not professionals in English language teaching which made it difficult to reinforce the topics worked in the interventions. Therefore, students had to wait for one entire week to continue working in the new vocabulary as there was not more stimulus from part of the in service teachers. We identified that although certain governmental programs foster early childhood education in different places as it occurs in this CDI, there is still a void in terms of second language development through the guidance of English language teachers.

In conclusion, we identified several limitations in the development of our project as the availability of digital devices, the lack of animated cartoons, the students' language proficiency and the lack of professionals in English language teaching. We found these limitations as factors that delayed and limited students' language learning process by preventing them from watching diverse cartoons that enhances their language learning. This affected their performance when developing activities and diminished their opportunities of exploring the new vocabulary in a meaningful way. Moreover, students were restraint to achieve outcomes as the previous factors presented limited students' performance during the eight interventions.

8. Pedagogical Implications

Based on the exploration of the implementation of animated cartoons as a teaching strategy and based on the professional growth obtained from this project, the following chapter intends to enlighten professionals in the English field with four important recommendations to take into consideration when implementing this or a similar strategy in an Early childhood setting to teach vocabulary or when conducting a similar project with a different target students population. First, the analysis of the context in which the project is being carried out; second, the PPP sequence as a useful procedural stage routine when conducting this type of project; third, the use of songs to reinforce and complement the implementation of the strategy; and finally as a fourth element, the use of coloring and matching activities as a productive stage in which students will be able to yield any kind of language output.

Context analysis:

Before starting to implement this kind of teaching strategies to promote vocabulary learning or the foreign language itself, it is necessary and crucial to previously analyze the context in which the project will take place in terms of the type of population, the students' and teachers' background, favorite and common activities, including the type of TV programs they normally watch as this information will serve to analyze deeply their socio-economic context and environment before the planning and implementing stages.

The planning of this kind of project has to be carefully prepared if it attempts to impact positively since a well-structured analysis will allow teachers and implementers to maximize learning by providing meaningful experiences to young language learners. Before our interventions, we made interviews to the in- service teachers so that they could provide us information regarding to students' likes and needs. Therefore, we asked students for the type of

cartoons they knew and watched when they were at home. From this, we identified that these interviews and questions showed that most of students enjoyed watching Dora the explorer as this type of animated cartoons shares interesting and challenging situations that are easily solved by the main character. Thus, it was important to analyze students' preferences in terms of games and activities as we intended to create a similar environment to the one that they had in their mother tongue, in this way, students could learn the target vocabulary by being exposed to activities and games that they used to in their native language. For these reasons, context analysis is a fundamental element when planning and implementing a project using audio visual aids. We recommend the use of context analysis in order to identify the most important aspects and characteristics of the target population as this analysis will lead to effective teaching practices where students will provide meaningful outcomes.

PPP Sequence:

Since children between their first 5 years are not trained enough for reading or writing, the lessons with the implementation of the use of animated cartoons should follow a sequence in order to start training them in those skills and to practice the ones they have been exposed to: listening and speaking. We recommend to follow the PPP sequence (Harmer, 2001) as it is a methodological procedure that has demonstrated to help students in increasing their vocabulary and in improving their oral production in terms of pronunciation and intonation. By implementing the procedure, students will be able to interact with the language through a sequence that scaffolds them into the production of English as to the listening and speaking skills that later will help students to develop their reading and writing skills.

The implementation of animated cartoons serves as a support and an enhancer in the teaching of English. For this reason, if it is attempt to be used with preschoolers or elementary

learners, it should be well balanced and controlled by effective strategies that determine the success of its implementation by pacing stage by stage in order to guarantee a positive learning atmosphere. This sequence proposed by Harmer (2001) suggests that the lessons should follow certain rhythm. First, the presentation and introduction to the topic to the students; then, the practice of it through different activities; and finally, the production stage in which students will be able to produce language through activities.

We highlight the importance of following this type of teaching sequence since by means of this, the teaching practices are more conscious and pertinent with this kind of early students as through this sequence teachers will be able of guiding, monitoring and supporting adequately these early learners towards their fundamental and determinant English learning process.

The use of songs to reinforce vocabulary learning:

Some useful strategies to use animated cartoons to promote vocabulary learning are their complementation with the use of songs to reinforce the vocabulary that is being taught through them. It has been proved that by means of songs students are disposed towards learning since it is a highly engaging strategy. In this project, the use of songs intended to stimulate listening and speaking L2 skills and as a result, students started to internalize and incorporate English words through the activities that included songs.

Moreover, the stimulation of language through songs serves as a source that increases the motivation towards the learning of this foreign language, for these reasons, we used several songs in two different stages of each implementation; we used one song at the beginning of the class to introduce the topic, and one song on the practical stage so that it could enhance learners' participation and motivation when practicing the vocabulary that we intended to teach. We suggest the use of songs with young language learners at any time when implementing a project

with animated cartoons as the use of songs can engage them cognitively and physically. We found this appropriate as the process of teaching indirectly through animations needs to be supported by other types of input that allow students to encounter and explore different ways of learning a new language.

Coloring and matching activities:

As a final recommendation, we corroborated that with children, the more visual and colorful the activities are, the more engaged and disposed they will be towards the completion of the activities. When students are able to produce practically what they have learnt through matching and coloring activities by using familiar and known images from the animated cartoons, they will discover indirectly that what they listened to and watched at had a connection with the activities they had to develop later.

When introducing students to this kind of activities, the giving of instructions should be supported visually; this can be achieved by trying to model and demonstrate visually students what they should follow and should perform during the activities since these will led them to a meaningful learning experience where they will be able to explore and perform actions by using the language that has just been taught by trying to imitate and follow what teachers have modeled them to. In our implementations, we provided several coloring and matching activities in the practical stage of the session as a tool to observe students' learning progress. We adapted some material from internet as images and created our own matching exercises in order to help students practice the new vocabulary through worksheets that contained information/pictures related to the episodes.

Based on our experiences we recommend to future researchers the exploration or creation of contextualized audio-visual materials since students will have a more realistic learning

experience in terms of the language being related with their culture and their social context itself as it will strongly serve as a fun and positive learning environment that depending on the contextualization of this type of teaching strategies, the outcomes will be positive since students will feel identified and more comfortable with this kind of input since it will be connected to what they understand, know and identify from its own context.

In essence, the use of animated cartoons such as TV programs or songs should be realistic, engaging, and supporting towards the language in order to allow and foster a meaningful vocabulary learning process that is focused on the progress of students who are just starting to interact with English as a foreign language. For this reasons, it is important to provide learners with interactive and engaging audio-visual lessons and activities that provoke the desire and motivation to learn a foreign language without fear, boredom, and pressure.

9. Appendixes

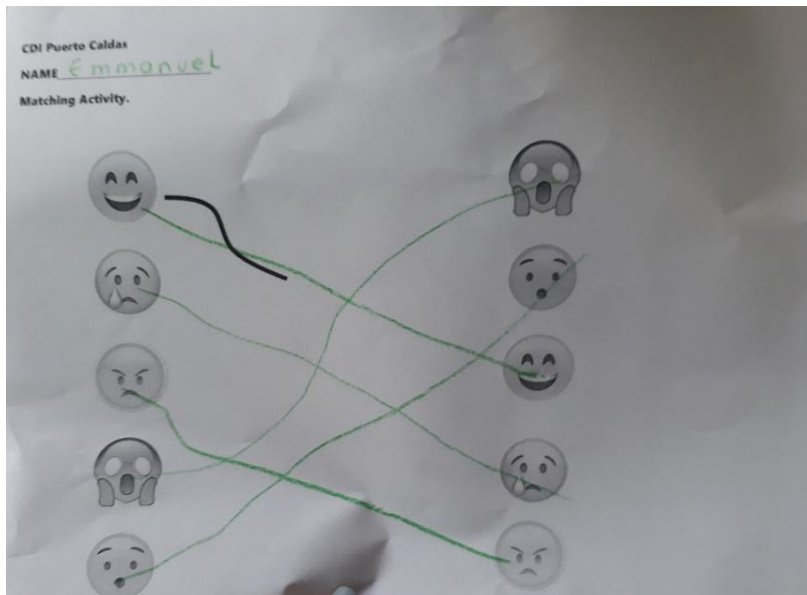
Appendix A

Lesson Plan:

Date of implementation: March 16 th , 2018	
DAY/STAGE/ ACTIVITY/TIME	PROCEDURE TEACHER AND LEARNER ACTIVITY
<p>First stage: Introducing the characters of the animated cartoons</p> <p>5 minutes</p>	<p>The first activity that will be used in the class concerns to the presentation of the characters that will appear in Dora`s cartoon. Students will be asked if they have watched this cartoon and will be asked to recognize the characters in case they have observed this previously.</p>
<p>Second stage:</p> <p>Showing animated cartoons</p> <p>3 minutes</p>	<p>Then, students will be asked to sit in a semi-circle so the practitioners can have a better control on the whole class. After organizing students, the practitioners will play 3 minutes` episode about animals of Dora the explorer, after these 4 minutes are completed, the practitioners will stop the presentation.</p>
<p>Third stage: What animal do you remember?</p>	

<p>10 minutes</p> <p>Fourth stage:</p> <p>Showing the second part of the episode</p> <p>2 minutes</p> <p>Fifth stage:</p> <p>Identifying the animals</p> <p>10 minutes</p>	<p>In this stage, the practitioners will ask students to recognize the animals that have been presented until that minute in order to reinforce memory in students. For this, teachers will use flashcards of the animals while a soundtrack is playing on the back. This will be done to contextualize learners and help them recognize some animal sounds.</p> <p>Then, the practitioners will make use of drilling technique to emphasize on animals' pronunciation.</p> <p>In this part, students will watch another part of the episode that will take 2 minutes.</p> <p>Right after watching the episode, students will be provided with a workshop full of animal pictures. Their task will be to circle and paint only the ones they watched in the cartoon.</p>
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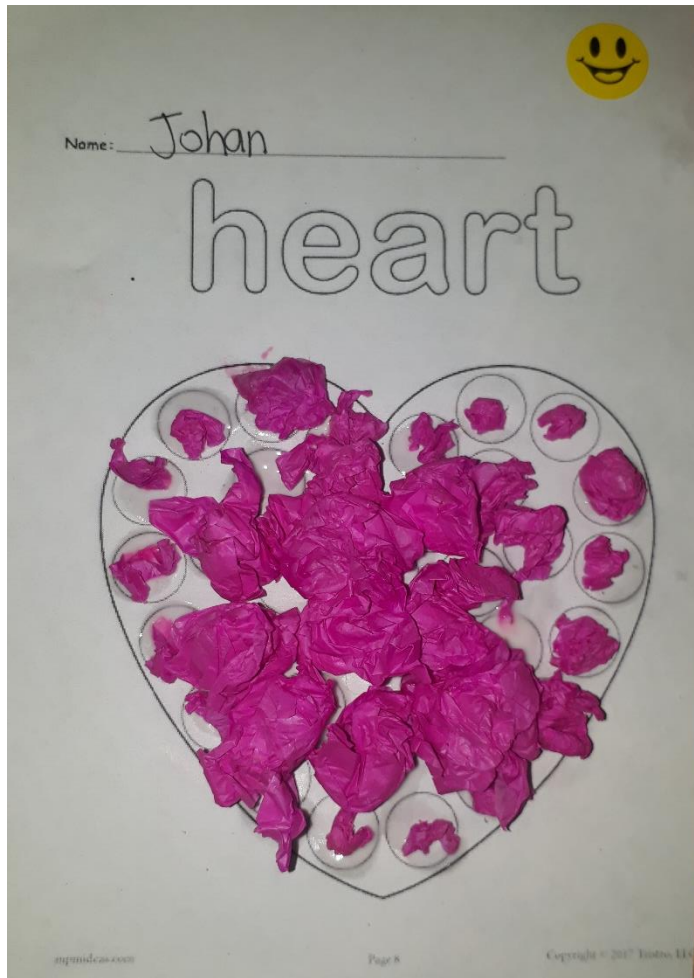
APPENDIX B



APPENDIX C



APPENDIX D:



See more appendixes through the following link : <https://drive.google.com/drive/u/0/folders/12T-SkaepEyx68WICNnhbuGjrPgujHcQP>

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