TEACHING VOCABULARY THROUGH FLASHCARDS TO PRESCHOOLERS

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LICENCIATURA EN LENGUA INGLESA

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Abstract

Teaching vocabulary to preschoolers is an important issue for second and foreign language. The purpose of this project was to analyze the effect of flashcards to teach vocabulary to EFL preschoolers in a public school in the city of Pereira. Twenty- eight preschool learners participated in this project. During the eight sessions of flashcards treatment, 26 vocabulary items were presented to the participants by means of games and body language. The results revealed that flashcards were useful for the understanding of new vocabulary, but also; it was discovered that flashcards alone are not so meaningful for teaching and learning. Therefore, cards might be accompanied of games and paralinguistic features.

RESUMEN

La enseñanza de vocabulario a niños de preescolar es un tema muy importante para la segunda y la lengua extranjera. El propósito de este proyecto era analizar el efecto de flashcards para enseñar vocabulario a niños de preescolar que aprenden Inglés como lengua extranjera en la ciudad de Pereira. Veintiocho estudiantes de preescolar participaron en el proyecto. Durante las 8 secciones con el trato de flashcards, veintiséis ítems de vocabulario fueron presentados a los participantes a través de juegos y lenguaje del cuerpo. Los resultados finales revelaron que las flashcards son útiles para comprender vocabulario, pero fue descubierto que el uso de flashcards solas no es significativo para la enseñanza y el aprendizaje. Por tanto, deben ir acompañados de juegos y signos paralingüísticos.

Keywords

1- JUSTIFICATION

Vocabulary has a central stage in English language teaching in preschool. Teaching vocabulary to young children implies a variety of strategies such as including making conversation or thoughtful questions. Also, there is an important role of how images help teachers and young learners in both teaching and learning, which is the focus of this project. According to Stewart (2009) vocabulary is about building meaning and understanding, which comes from putting words into action and making meaningful connections. In addition to this, Ur (1998) defines vocabulary as "the words we teach in the foreign language."

The importance of teaching vocabulary is to encourage children to develop knowledge of words from a young age because it has an impact on their reading comprehension and academic success as they grow.

The government of Colombia and Pereira have proposed that Colombian education offers the possibility to children to be competent in the English language. This proposal was implemented through projects called programa Nacional De Bilinguismo (2004-2019) and Colombia very well (2015-2025) which state that young learners may use the language as a communicative tool with people around the world and enhance their employment opportunities in their future. On the other hand, the teaching of English, especially the component of vocabulary has taken importance not only in Colombia, but also in different cities of the world. For instance, a study in vocabulary teaching through pictures to kindergarten students was conducted in the Chinese city of Tangerang. The study was conducted with a group of 21 children, and the main purpose was to see how well flashcards encourage young students to master English vocabulary. On the other hand, twelve years ago Colombian bilingual educators, policies, and documents have stated the importance of teaching a foreign language to children and how to make it possible. That's why Silva (2013) points out that when teaching the first words to Colombian young learners' teachers may use

tools like flashcards, songs, fairy tales, and games for making the new language more understandable. Also, she adds that teachers and parents might be a great support at home for teaching their children the new language to internalize it from early ages.

Despite the fact that the Colombian government has done proposals to enhance the learning and teaching of the English language in children, there is a situation that has taken place in the education of Colombian cities including Pereira. The phenomenon is the missing of well trained teachers in the English field. The lack of well-prepared teachers in preschool can affect the proper development of the new language in children in terms of pronunciation, vocabulary, grammar and other linguistic components. What is more, the lack of methodology and proper material to teach a new language to young learner will affect the learning of itself (Villamil, Ramirez 2011).

That`s why, our project has been developed with the objective to help preschool English teachers to employ colorful resources and procedure for teaching vocabulary to Colombian children. The main aim of this project is to teach vocabulary to preschoolers by means of flashcards. This project was chosen because we want to use a simple and versatile tool for teaching children. Also, our proposal can provide valuable information to future investigations done in the preschool vocabulary teaching field.

Considering the previous information, we intend to achieve that visual support contribute to the children´s learning process. Moreover, we want to provide rural schools a tool for teaching vocabulary to children because rural places not always have the possibility to use technology for projecting images that's why we will provide them an inexpensive one. As English teachers, it is expected to implement flashcards to know what results can be obtained in relation with vocabulary learning. Apart from this, we want to give the in-service teacher a visual tool in order that she can teach new words to children when practitioners finish the job of implementing the project at school. Finally, our last expectation is that participants learn

new vocabulary through images and enjoy the vocabulary lessons through games done with flashcards. Consequently, the objectives of this project are:

1.1 Objectives

1.1.1 General teaching objectives

- To implement flashcards in teaching English vocabulary to preschoolers.

1.1.2 Specific objectives

- To monitor students' vocabulary learning through the implementation of flashcards.
- To integrate the use of flashcards in preschoolers English lessons.

1.1.3 General learning objectives

- To enjoy lessons through games performed with flashcards.

1.1.4 Specific objectives

- To adopt flashcards strategy as a tool for learning new vocabulary in primary students.
- To associate flashcards with vocabulary that is presented for first time.

2. CONCEPTUAL FRAMEWORK

The aim of this project is to implement flashcards to teach English vocabulary to preschoolers in a public elementary school in Pereira. To develop this project proposal, three concepts will guide the development of this study; the first one is vocabulary, the second is visual aids and the last one flashcards. As English teachers are aware, students not only need to know grammar, but also they need to recognize vocabulary knowledge, as without vocabulary they could not express their ideas; as stated by Thornbury (2002), without grammar very little can be conveyed, without vocabulary nothing can be conveyed. There are some competences that students must develop in their scholarly processes; in this case, they need to make a strong emphasis on developing the lexical competence.

2.1 Vocabulary

Vocabulary can be defined by Neuman & Dwyer (2009) as the words we must know to communicate effectively: words in speaking expressive vocabulary and words in listening receptive vocabulary. These words allow to represent our ideas of the world and express our thoughts, at the same time we can grasp the meaning of another person speech with the aid of our inner vocabulary (p. 385). According to Richards (2002) vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Vocabulary acts as the main resource of each person language, individuals can use their vocabulary to represent and comprehend idea in their daily life.

Vocabulary is essential to every EFL course. Hatch and Brown (1995) say, vocabulary is the foundation to build languages, which plays a fundamental role in communication (p. 1). It describes that by mastering vocabulary, people can express their ideas and understand others.

We agree on this since the productive skills can be hardly be used without the vocabulary there as a resource. Armbruster & Osborn (2001) defined vocabulary as words we need to know to communicate effectively (p. 38). in other words, vocabulary plays an essential role in learning and productive skills, both use vocabulary as the main resource for production.

In the process of learning a second language we evidenced that the use of the four skills depend on how much vocabulary a person knows. By the same reasoning, Hornby (1995) and the Longman Dictionary of Contemporary English (2003) state that vocabulary can be defined as being all the words that someone knows or uses, all the words in a particular language, the words that are typically used when talking about a particular subject and a list of words with explanations of their meanings, especially in a book for learning foreign languages (p. 1843). In this line of reasoning we can conclude that individuals who acquired their first language possess a set of word that allows them to communicate with other individuals whom share the same words. Vocabulary is the knowledge of words and word meanings. As Stahl (2005) puts it, the knowledge of a word not only implies a definition, but also implies how that word fits into the world. Vocabulary knowledge is not something that can ever be fully mastered; it is something that expands and deepens over the course of a lifetime.

For this project, we reach to the definitions of vocabulary which is a part of the language that needs to be considered especially in the schools for children. Vocabulary give the user the tools to create language and to communicate with others. It is the resource that allows for productive skills, because we cannot build comprehensible language. This means vocabulary is one of the most important components in language learning and teaching, the important role of vocabulary has been emphasized in language teaching as without vocabulary is not feasible to teach a second language.

2.2 What does knowing a word mean?

Knowing a word implies learning more deeply about itself. Concerning this matter, Richard (1976) and Nation (1990) reveal different aspects of word knowledge, the first one is receptive knowledge, it must do with the fact of understanding a word when it is spoken or written. The second type of knowledge is memory; this means the capacity to recall a word when needed. The third one is conceptual knowledge that means to use a word with the correct meaning. Also, it is mentioned the phonological knowledge that make emphasis on hearing a word and pronouncing it acceptably. Furthermore, Ur (2000) agrees that learners need to be familiar with the grammatical knowledge of a word, e.g. pupils need to know the irregular forms of the verbs, the position of adjectives etc. In the same sense, Joklova (2009) cites Ellis and Sinclair (1990) who declare that teaching the meaning includes mainly connecting a word with its equivalent in the real world. It is called denotation. Apart from denotation, connotation of the word (associations and feelings, which arise when the word is heard.) Ellis and Sinclair (1990) focus on the meaning of each word and its purpose. From this we can understand that to know a word, it is not enough to knowing its meanings and to what it is referred, but also what effect it can has in a conversation.

In summary, knowing a word is a complex process that derives from the empirical practice of it, in that sense exposing learners to vocabulary and connecting that vocabulary with daily life experiences will be one our approaches in this project. Additionally, the vocabulary that is going to be presented involves several elements like the form, the sound, the proper spelling, the grammatical changes, the meaning in different contexts, which will help us to implement vocabulary development.

2.3 Vocabulary size in children

It will be talk about the average of words a child with normal develop language has got during the developmental period. According to Mize (2014) around twelve months, a child says from 2 to 6 words, about fifteen months a child says 10 different words, at eighteen months' toddlers use 50 new words, at twenty- four months' child expresses about 200 or 300 words and finally by thirty-six months' toddlers use approximately 1000 words. Also, Cameron (2004) cites Waring (1997) who comments that a child by the age of five have got about four or five thousand word in their lexicon. Additionally, Biemiller and slonim (2001) in their research found that the average number of roots that a child add from infancy until the end of elementary school are 600. As it was shown above, children have got a great capacity of absorbing new words that later will be used to communicate successfully with the world that surround them.

2.5 Types of vocabulary

According to Nation (2001), there are two kinds of vocabulary. They are perceptive and productive vocabulary. Receptive vocabulary refers to the words that native speakers and foreign learners recognize and understand but hardly ever use, it is used passively in either listening or reading. Productive vocabulary means that the students, which those are familiar, produce the words well known and used frequently in writing a sentence or essay and in speaking.

According to Montgomery (2007) vocabulary is divided into four types those are listening vocabulary, speaking vocabulary, reading vocabulary, and writing vocabulary. It defines that vocabulary types from their usage during teaching. Listening vocabulary is the words students hear and understand, speaking vocabulary is the words used when they speak, reading vocabulary is the words students understand when they read texts, through reading many

words can be read and can improve understanding, and writing vocabulary is the words that students use when they try to express.

Meanwhile, Grigg (2012) categorize the type of vocabulary into active and passive vocabulary. Passive vocabulary means, a person knows about the words when he is listening to others people or understand a reading text means, while active vocabulary is the ability to a person to produce the words both in speaking and writing. It is related to the person ability (p.1).

In contrast to Montgomery (2007), Wollacott (2013) stated that the four types of vocabulary (listening vocabulary, speaking vocabulary, reading vocabulary, and writing vocabulary) are summarized just in active and passive vocabulary (p. 1)

2.6 Visual aids

Over the years, many education experts have dealt with the problems of language learning to find methods and techniques to make it more effective, easier and even creative. In the context of teaching, visual-aids are defined as items that are designed most by teachers to support written or spoken information so that it can be understood more easily. As stated by Gower, et al., (2005), visuals make the lesson more interesting by making it lively, by illustrating the meaning of words, by facilitating learners understanding, by eliciting language that is already known, and by allowing teachers to check students' comprehension. furthermore, Gutierrez adds that is very useful to use visual for teaching because the human brain can process visuals faster than texts. Furthermore, she suggests to use these types of visual aids such as illustration, photographs, visual maps, screen captures, animated gifs pictures, etc. But our project focuses only on flashcards. Hereafter, it will be found some details about visual cards.

2.7 What is a Flashcard

According to Oxford Advanced Learner's Dictionary, flashcard is a card with a word and sometimes it has some colorful pictures inside. flashcards are a simple,versatile and underexploited resource for teaching young learners, states Admit (2009) Its versatility allows the teacher to use their creativity to adapt different topics in images to teach vocabulary at low cost and with recyclable value. Flashcards cards are a suitable media that motivate children to learn vocabulary and later improve their English skills Yogyakarta (2014) since flashcard uses colorful images that catch learners' attention better than abstract concepts.

2.8 Activities and games that teacher can use with flashcards

Kindergarten teachers suggests some interesting activities or EFL games that combined with flashcards can be brought to the class for teaching young learners. The first one is memory tester where flashcards are put on the floor making a circle; afterwards, children will receive the request of memorizing the cards in one minute, and finally in groups, in a period of two minutes learners will have to write the words they remember Admin (2009).

The second proposal of Admin is TPR activities. There, teachers will stick some cards around the walls. Then, one of the images will be mentioned, and children immediately run to it or simply point it. Finally, learner will give instructions to the class. To complement this, Pitch (2014) proposes a musical flash cards where children will walk around some flashcards in a circle while music sounds. When music stops, teacher says the name of a card and the child who touches it first wins one point and keep the card. In addition, Najam (2013) states her musical chair alphabet. For starting the game place the chairs in a different way, each chair will have an alphabet flashcards placed on them. Start the music when the music stops children will take their cards and will pronounce the sound read from the flashcard. The kid

who is unable to pronounce it will be out of the game. To conclude, flashcards presented with games are powerful tools of learning that will create an environment of experiential learning and a deep engagement in the lesson (Walsh, 2013).

RELATED STUDIES

3. Improving students' vocabulary mastery using flashcards

Improving students` vocabulary mastery using flashcards is important for our project because vocabulary is a crucial element in teaching a foreign language. The study is about a research conducted in Nigeria with fourth grade students of SD Negeri II Watuagung academic in 2011. This project was developed to solve the academic problems from Watuagung students of mastering vocabulary. A preliminary investigation was done to have a database to compare. The problems were seen from two indicators: first, their vocabulary score was low. Second, the students did not have motivation during teaching and learning process.

The main aim of this research was to improve students' vocabulary mastery and students' motivation when using flashcards. To overcome the problems, classroom action research was used. It implemented flashcards as a media tool. There were two cycles of action. In each cycle, the procedure of the research consisted of planning, acting, observing, and reflecting. In collecting the data, the researcher used qualitative and quantitative methods. The technique of qualitative data was interview, observation, document analysis, and test. For the quantitative data, the data was analyzed by finding and comparing the main scores in pre-test and post-test descriptive statistics.

The method used in this study was classroom action research. Kemmis (1983) in Hopkins (1993) state that action research is a form of self-reflective inquiry undertaken by participants

in social including educational situation to improve the rationality and justice of their own social or educational practices; their understanding to these practices, and; the situations in which the practices are carried out (p.44). Also, the model of classroom action research in this study is modelled by Kemmis and McTaggart in Burns, (1999, p. 32) who state that the model of action research consists of four steps: planning, acting, observing and reflecting.

Planning: Here the researcher prepares everything that is needed in doing the action; for instance, she prepares a lesson plan, the material that will be used in the action, and she also prepares the evaluation material after conducting the action to give information whether or not the speaking improves. Acting: After preparing the lesson plan, the material and the evaluation, the researcher implemented the plan. In this study, the researcher implemented flashcards games in teaching vocabulary; the flashcards games were done in the group. She also administered pretest, the material, at end of the study, she did the posttest. **Observing**: The researcher observes the effects of the critically informed action in the context in which it occurs. Besides that, the researcher also makes the observation sheet about the process in teaching learning process. **Reflecting**: After doing the observation, the researcher continued to the next step namely reflection. In this step the researcher reflects how the teaching learning process runs.

In this research, the data were collected by using some techniques of qualitative and quantitative data collection. The qualitative data were collected from interview, observation, and documents (the photograph and student's worksheet). The quantitative data were collected from tests, pre-test and posttest.

Based on the background, some problems were formulated. Can the use of flashcards improve students, vocabulary mastery at the fourth-grade students of SDN II Watuagung? How is the learning motivation of the fourth-grade students of SDN II Watuagung when flashcard is used? The research findings answer the above questions.

The researcher achieved several findings that answer the research questions. The research findings include the improvement of students' vocabulary mastery and the improvement from the students' participation. First, the improvement of students' vocabulary mastery, from the result of the tests (pre-test and post-test) in the first cycle and second cycle showed improvement of the students' vocabulary mastery. This improvement could be seen from the increase of the main students' vocabulary score. Second, the improvement of the student's participation in the first cycle, students` enthusiasm and motivation increased in joining learning activity. The activities outside the learning activity were minimized; it is because the learning activities and the media which were used by the teacher were interesting for them. In the second cycle, students were also active as group members when they did the group task using flashcards. The first two points from observational data and interview showed that the students' motivation improved because of teaching activity using flashcards.

Finally, from the explanation, first, based on the quantitative data pre-test and post-test, it can be concluded that flashcards can improve students' vocabulary mastery. It is proved by the increase of students' vocabulary mastery score. Second, based on observational data field notes; flashcards can improve student's motivation in teaching and learning process.

Finally, it can be said that the existence of flashcards makes the students familiar with certain words. They can see, read, and touch the object. Thus, after the lesson is over, they can memorize the words easily. They increased attention, motivation, and existence of flashcards improved the student's achievement in mastering vocabulary. The research finally gives three suggestions: the teacher needs to identify the student's behavior before presenting the lesson. This is aimed to choose an appropriate technique; it is necessary for the teacher to use interesting technique and media, such as flashcards. Just in this way, the students will be interested in joining the lesson; the teacher should be able to develop a good atmosphere in the class, so that the students learn at comfortable situation.

3.1 Using pictures in teaching vocabulary

The aim of this bachelor's thesis is to show how pictures can be used in lessons as well as to arrive to the conclusion why they work with children and how they are useful for memorizing vocabulary. The following thesis has got a practical and a theoretical part. In the theoretical part the researcher talks about the types of vocabulary that a teacher should select when teaching children, the definitions of the different aspect of word knowledge, and the techniques to teach vocabulary. Moreover, it is stated the importance of pictures when teaching English to foreign language classes. Five categories of pictures are mentioned in this research, big flashcards, small flashcards, drawings and wall posters.

In the second place, the practical part is where the implementer make lessons for teaching feelings, family members, and food. The lesson plans were developed with 14 students of 4th grade, the average age of the students were from 8 to 9 years old. These participants were described as nice learners who were highly motivated to learn the language. However, it is also mentioned that in the class there were three learners that needed extra care because of their weakness in speaking skill and pronunciation.

The final result of the implementation showed that pupils could understand at least the 60 percent of the vocabulary taught. The in-service teacher states that during the time that flashcards were shown learners paid attention because they liked pictures very much. The fact showed before, demonstrated the advantage of using flashcards in this lessons. Other result found was that flashcards raised in children the desire to share and exchange information. Also, visual cards made that pupils pay attention and see the need to learn faster the keywords for answering questions. Next finding was that flashcards helped weak learners to communicate without any pressure and difficulty. Moreover, the effect of flashcards were amplified when they were used with other tools such as songs, total physical responses etc.

The method used in this study for collecting data was the evaluation and analysis of lessons and activities done in class.

3.2 The effect of using vocabulary flash cards on Iranian pre-university students' vocabulary knowledge.

The aim of this study is to increase the student's vocabulary knowledge through using seven -step vocabulary flash card (VFC) as a model to boost vocabulary learning. The study has two principal purposes: The first one is theoretical, this means to say that the study makes important contributions for language teaching vocabulary and the use of vocabulary flash cards. In second place, the results can be used for those future researchers who want to investigate in the same field.

The second is Practical that the study provides solutions to some problems in the teaching vocabulary field. Equally, it is going to be found that vocabulary flash card can motivate the students to learn English words and reinforce it. The participants of this study were 50 female Iranian pre-university students at a public school in Astaneh.

They were selected between the 100 students who participated in a proficiency test and their homogeneity was confirmed by utilizing the statistical technique of t-test. All participants were EFL learners. Even, they have the same language, and the teacher was the same for the two groups. Those students were divided into two groups of 25 learners to form the experimental and the control groups of the study to be tested on the effect of a new vocabulary learning tool. The instruments used in this study included a general test of language proficiency, a pretest/posttest and a questionnaire. The aim of a general test was to divide the students into two homogeneous groups. The pretests and posttests were a vocabulary test prepared by the researcher based on the pre-university students' textbook. The results of the study indicated that though both methods enhanced vocabulary development of

the learners from the pretest to the posttest, the experimental group seemed to be better than the control group. That is, the experimental group students had better vocabulary scores than the control group students at the end of the study.

During the eight-week study, both groups followed the same course book which provided the students with a number of the new vocabularies (words). While the control group students learned vocabulary only through traditional method, the experimental group students learned vocabulary only through vocabulary flash card as a new method.

The experimental group students in the present study were shown explicitly the vocabulary flashcard strategy, through they could try to achieve better vocabulary learning. The students found this strategy more effective than other strategies, and received help and feedback from the teacher. When they failed to only memorize a new word, they tried to use vocabulary flash card strategy, as they were aware of the existence of another strategy which they could apply. Finally, it was concluded that the contribution of vocabulary flashcard in teaching vocabulary to students conduct to a higher level of vocabulary improvement. Using this visual mean facilitates learners' participation into the class section by means of sharing answers, trying to participate, paying attention, giving the examples, encouraging to take part in the lesson, participating as volunteers. Interacting with each other in a warm- up activity, utilizing the new words in the example, working on the vocabulary and pronunciation.

The findings showed that participants in the experimental group, who had received the treatments of vocabulary flashcard, demonstrated better results in the vocabulary test. Thereupon, the researcher can claim that vocabulary flash card is a useful way of enhancing vocabulary learning and can play an important role in teaching and learning vocabulary to Iranian pre- university students.

METHODOLOGY

4. Context

This classroom project was carried out in an elementary public school that belonged to a principal high- public school called Instituto Técnico Superior located in Pereira. In the institution, there are two academic sessions, one in the morning and the other in the afternoon. The institution is considered one of the best in the region and it has students of a medium-high socioeconomic stratum between 5 to 13 years old. Also, it has around 1000 students from preschool to fifth grade.

This school did not have an English teacher to preschool; they just had one teacher for school day and she did not know English. Hence, the students only received three or four hours of English classes per week from Universidad Tecnológica de Pereira practitioner that went each semester and some English classes that the in-service teacher provided them. Children were taught vocabulary by using flashcards in each class and the cards were adapted to teach the topics according to the school policies. The schedule of the implementation was two days a week, Tuesday from 1:30 to 3:30 pm and Thursday from 3:00 to 4:00 pm during approximately two months and a half. The group was very active, intelligent and the classroom was beautiful. It was decorated with pictures of the students, numbers, a calendar, ABC, five big circle tables, a tv, speakers, and a bathroom.

4.1 Participants

This classroom project had preschool children of a medium-high socioeconomic stratum as participants and three practitioners that were in charge of collecting data and implementing the project. In addition, this project was performed with a preschool group of the afternoon session; this grade had 28 students, 8 girls and 20 boys with an age average between 5 to 6 years old and their English level was basic. The students spoke Spanish fluently; however, their skills in term of reading and writing in Spanish was not perfectly developed, just 5 of the students 4 of six and 1 of five years old had a basic skill in writing and reading in L1. The in-service teachers were English language students on ninth semester from the Universidad Tecnológica de Pereira, and they were performing their practicum classes.

4.2 Implementation

The purpose of this project was to implement flashcards as a strategy to teach vocabulary to preschooler in a public primary school. The procedure of each lesson was framed into the procedural (ESA) engage, study and activate proposed by Harmer (2001), in which the content was taught through the language. Firstly, in the **engage** the teacher had the attention of students and involved them emotionally. In this stage flashcards were used at the beginning of some classes to activate students" previous knowledge, made a review or introduce a new topic. All of these activities were performed through games, stories, songs, TPR activities, drilling or videos based on students age.

On the stage of **study**, the teacher focused on the language such as vocabulary and pronunciation. In this stage flashcards were used in oral interaction, works in groups. Also, the teacher used flashcards to explain differences; for example, likes and dislikes, listening and select the correct image, explain topics and guessing. Finally, in **activate** stage, students used and practice the language focused on the study segment. Here, activities and exercises

were designed for students to use the language, internalize knowledge and rehearsing what they had learned. Some of those activities were games like bingo, show me the correct picture, organize the flashcards in order, memory game, listening activities, what is messing game and songs.

The observations were performed by two practitioners. They collected information about the students" reaction when flashcards were used; if students were engaged in activities performed with cards and identify if the use of flashcards as strategy to learn vocabulary has effective result or not. They used a log book where they wrote in detail the information during each implementation and the other practitioner implemented the lessons. The reflections of the implementations were made at the end of the class one per practitioner, and we did not make it as a group.

RESULTS

This section present the results obtained during the implementation of our classroom project, it is focus on three aspects such as, professional growth, student´s responses and linguistic outcomes. The evidence collected is presented in term of strengths and challenges, first it´s presented the professional growth section.

5. PROFESSIONAL GROWTH

In this section, we will present the results in relation with our professional and personal learning in connection with classroom management, lesson planning and material design. The information will be divided and analyzed in terms of strengths and the challenges in the implementation of flashcards as a strategy to teach vocabulary to preschoolers.

5.1 CLASSROOM MANAGEMENT

Strength

Rewards proved to be a helpful strategy to encourage students' positive behavior. It was effective due to the fact that it allowed us to control students´ misbehavior. One of the rewards used was to give children happy faces for behavior. For instance, in the implementation number 7th there was a student who constantly distracted other children talking to them or showing things that he brought from home like toys or football cards. Once, the teacher told that she would give stickers of happy faces for behavior, the child pay attention and made an effort for earn his first happy face. The practitioner used this strategy as an effective resource to motivate students to do the activities proposed in class. This is aligned with Mehta (2014) who explains that extrinsic rewards can be seen as a form of positive reinforcement; it is a way for students to understand that their performance is adequate or deserving of praise. The implementation of this strategy led us to conclude that the use of happy faces works with young children because learners changed their misbehavior for obtaining a reward.

5.2 Challenge

Giving clear instructions to learners is one of the most crucial factors that influences the way how students understand effectively the development of an activity. The way instructions were given in class made that the designed activity was not successfully accomplished by learners. For example, in class number 8th teacher explained the body parts of the ant. After the explanation, the idea was that students transcribe on a worksheet the body parts of the ant from the board; however, the writing activity was not done as it was expected because some students instead of transcribing the body parts of the ant on the paper, they started coloring the

animal and coloring was not planned. From the previous it was deducted that students did not understand what they had to do because instructions were given in English and teacher did not worry on asking students if they had understood the instruction. This is related to Kongsvick (2015) who comments that without clear instructions, students may become confused, may lose confidence, and may not get the most out of the experience. In the analysis of the reflections, we agree that teachers should give instructions and then check if learners understood them to avoid misunderstanding.

5.3 LESSON PLANNING

Strength

The class is strongly influenced by the way we plan. For this reason, the student's age and level were taken into account when deciding what activities, material or techniques to use in the classroom. A clear example is illustrated in class number 5th where it was seen that teacher came with a children's song called "Hello teacher"; once the song was sung by learners in a very enthusiastic way, a puppet called Charlie was used in the class, he introduced himself and achieved that all children pay their attention to him. Minutes later, the teacher used Charlie to narrate a story of a monster family which was written in a simple language. Finally, students were given worksheets with some monsters that they had to color exactly as they were seen in the story. Scrivener (2011) asserts that the decisions and final results depend on the teaching situation, the learners' level, needs, interest and the teacher's understanding of how learners learn best, the time and resources available. Based on the reflections made, it was observed that including teaching artifacts such as songs, puppets and stories give teacher the chance to engage children and to handle the English class.

5.4 Challenge

To establish the appropriate time for the activities presented in class is a challenge for teachers. As it is known, activities are not always carried out in the time expected because students took too much time doing exercises or spent time playing or talking. For instance, in class number 3 children were asked to color and cut some faces of the family members; after that, children had to stick those faces as a puppet in their hands for singing a song, but the activity of the puppets was not possible inasmuch as some children spent a lot of time coloring and cutting the paper puppets and the rest played. According to International Teacher Training (2004) selecting time for activities is one of the most difficult areas for inexperienced teachers; however, educators may be realistic and flexible with timing. To sum up, our learning in this teaching experience was that we need to be more realistic when planning the time for the tasks that are brought to the English class.

5.5 MATERIAL DESIGN

Strength

The strength in terms of material design was the construction of flashcards for teaching children. Flashcards were done in a way that caught children's attention. Therefore, the teacher took into account the special colors, how big flashcards should have been and the images that were used. To exemplify this, for class number 1, teacher made flashcards of fruits such as banana, pear, strawberry, apple, pineapple. Each fruit was painted with different colors such as green, red, yellow and black. The measure of flashcards was 35-27 cm. These features made flashcards unique and understandable for children; being that, they could see them clearly and identify them without any difficulty. Doman (2009), the creator of the

Doman method, explained that an adequate visual stimulation with big word cards and in very familiar contexts is enough for very young children learn to discriminate words from the age when they learn to speak and to use meaningful concepts. It means that with the great ability of children to learn at an early age and with the use of big flashcards, we can encourage some senses of children such as touch, hearing and sight. In this way children, can learn vocabulary easier. From the experience of doing our own material, teachers learnt that it is cheaper than printing color images every class.

5.6 Challenge

One of the disadvantages that a teacher faces when teaching is the time he spends designing his own teaching material. In our particular case to create our own cards was very time-consuming. For example, for the 1 implementation practitioner searched on internet images of a pineapple, banana, apple, watermelon, strawberry, grapes, and cherries. After searching on the internet every fruit, practitioner drew them on a white cardboard. Later, she colored and cut the whole drawings. The preparation of this material for the activity took about one hour and a half, looking for pictures, drawing, coloring and cutting. In accordance with the event mentioned before, Wisniewska (1998) points out that for many teachers the idea of designing their own materials seems impractical because it takes too much time. Create our own material was so challenging because it took a long time and was so frustrating for us given the fact that we finished to complete the lesson with all material needed very late. Nevertheless, for next time we decided that the best idea was to print the images directly from internet which was practical and faster for us.

6. STUDENT'S RESPONSES

In the following chapter, it will be discussed some of the main reactions that were observed in preschoolers towards the implementation of flashcards material in the classroom environment. Some of these responses have to do with external motivation and short-attention span as predominant factors in the population.

6.1 Strength

As it is stated by scholars of English language, motivation is a crucial aspect when learning a new language. Tervooren (2015) expresses that when someone is externally motivated to make a change, the things that drive that change are outside that person and his control (p.1). In order to support this, the external motivation that was seen in children during the development of the project will be considered. In the implementation 4th practitioners came with a funny game which consisted on organizing some cards related with the growth process of the ant from the beginning to the end. During the development of the game, teacher and observer could see that children reflected external motivation across the game as a result of the fact that they all were so enthusiastic for coming to the board at the moment of organizing the cards of the growth process of the ant; even some of them came running to the board to participate. However, some children failed in the first attempt; but they continued working in the rest of the activities. This experience taught us that implementing funny games in our classes help students to take risk to participate of an active way in the classroom.

6.2 Strength

Another strength was the use of body language for a better understanding of the vocabulary taught. Tai (2014) comments that teachers' body language attracts the attention of students, helps students understand knowledge, and increases students' enthusiasm. It means that in this way, teachers can achieve the purpose of improving the teaching results. In class number 10 teacher taught children different features of some insects such as butterfly, caterpillar, ladybug, grasshopper and bee. During the class, it was observed that teacher repeated the word butterfly and at the same time performed with her own body how a butterfly flies, and children followed her with their bodies, but also, they repeated the word butterfly several times. Finally, from reflections the teacher and the observer agree that body language was a significant tool that helped students to interpret in a better way the meaning of words given the fact that learners by themselves mentioned the words several times, but also they could recognize which insect was a particular one when teacher asked for it.

6.3 Challenge

It is not a secret for teachers that children do not have that capacity of paying attention for a long period of time. According to child's development experts, the average in which a child can maintain his attention focused on a lesson is approximately form 4 or 5 minutes (Hanlon, 2013). What it means that if you want to call a child's attention, you have to work very hard on your lesson plans in order to create short and funny activities that do not make students get bored or distracted. In the second observation, the class was about the family members. During the development of the section children were asked to make a circle for singing a song called the family fingers, but it happened that pupils were not paying attention, and the in-service teacher that helped practitioner to control learners had to stand up in the middle of the

class and be so strict with them, and just that way children remain silence and sang the song. The situation registered before, taught us that try to maintain children's attention is a complex issue because young students do not have the adult`s matureness which tells them that they might pay attention to somebody else when talking, but something that we made was to maintain firm discipline into the classroom, creating a well-established plan of rules that children had to keep.

7. LINGUISTIC OUTCOMES

The central theme here is the children's vocabulary production in terms of new language. additionally, it will be discussed about the weaknesses that were noted in students because of their few knowledge in the mother tongue as well as in the second language.

7.1 Strength

Linguistic outcomes were an essential component evidenced in teacher and observer`s reflections which conducted educator`s to monitor how much vocabulary young children were able to learn and produce regarding the linguistic category. The reflections on the area already mentioned have permitted implementers to analyze learners` reactions toward learning and oral production of new words. In implementation 4th done on October 06th some cards of family members were taught to children, during a short period of time it could be observed that teacher pointed two cards which represented the father and the mother when learners saw it immediately mentioned the word mother and father without any help, although other words like grandmother and grandfather were pronounced in Spanish, probably because they were new for them. Concerning the past event, Canizares (2004) confirms that a proper vocabulary

development helps children to think deeply, express better when talking, and learn things faster. Also, they are well-equipped with the requirement tools for becoming in successful readers and brilliant learners at school. Our professional learning was that flashcards were useful sources for children to learn and associate English words with the knowledge of Spanish words that they already knew.

7.2 Challenge

The children`s weakness in the language was something remarkable in the development of the project. Learners showed big problems to pronounce long phrases and words. these facts already mentioned was challenging for us; in the sense that, results in terms of vocabulary production were not so high as we wanted. In class number 12th teacher made a guessing activity where students participated guessing and imitating the characteristic movement of each insect when the image of the grasshopper was shown, little children immediately said joper, which led practitioner to correct the mistake saying the real word grasshopper. This is connected with pesce's ideas (2014) who indicates that a Proper English pronunciation can be a big problem for some ESL learners and more difficult for some students than for others. A student's native language determines, for the most part, the degree of difficulty and the types of difficulties students will have. This experience taught us the importance to give a correct feedback of the mistakes that learners make when talking because this will lead them to an improvement of the second language.

8. LIMITATIONS.

This chapters is going to be about the limitations that were encountered while implementing the project. In the process of implementing our project we found that the limitations were disruption of the class flow, cancellation of classes, and change of what was planned for the class. We will go in deep about each of the limitation that we found in the implementation of the project.

One of the main limitation that the implementer found was the disruption of the class flow. The class was interrupted frequently as people enter the classroom and kids needed to follow a salutation protocol, standing up, greeting and standing down. These events interrupted the class flow since they were frequent. Additionally, a different external factor that caused interruption was the noise; inside the classroom was a big speaker. One of the teacher used a microphone to narrate the children's football games during break time the recess creating noise inside the classroom and interrupting the class. Since noise was a limitation, the implementer decided to closed the door of the classroom to reduce additional external noise. Nonetheless, while the door was closed people from teachers to other grade students knocked the door cursing the implementer students to run and open the door.

Another Limitation found while implementing was the cancellation of classes. It was not possible to implement all the classes. 6 classes were cancelled because the teachers were having meeting with the children parents. We found this as a limitation since all the content was not implemented. Additionally, to the classes cancellation, sometimes the class time was given for different activities, such as making a mask or coloring. In those cases, it was not possible to implement what was planned and it was needed to adapt the class content to the new activities.

9. CONCLUSIONS.

This project analyzed the effect that flashcards had when teaching English vocabulary to pre-k. Through the analysis some findings related to professional growth, students´ responses and linguistic outcomes were found. Our first finding of professional growth was that the use of rewards were helpful strategies for controlling student's misbehavior. On the other hand, practitioners could observe that some activities were not carried out effectively by learners because instructions were not given appropriately. That´s why instructions should be given in a clear and understandable way. additionally, it was found that lessons were adjusted according to the student's age and level for a better understanding of the content taught, and enjoyment of the lesson. Apart from this, it was observed that setting time for activities was not as easy as it seemed to be as learners took more time than it was originally planned for doing them. Therefore, we learnt to be more realistic when establishing time for activities. Other important findings concerning material design were manifested. One of those was that designing our own material, it was cheaper than buying or printing it, but one of the disadvantages was that creating our own material was very time-consuming because it took one hour or more. Also, we will report the results shown by students. From students' response teacher and the observer could conclude that body language was a significant tool that helped students to interpret meaning of new words, given the fact that learners were able to recognize the words and repeat them in their mother tongue, but also they could recognize which insect was a particular one when teacher asked them to identify it from the flashcards. Furthermore, it was seen that implementing funny games in our classes helped students to take risk to participate in an active way in the classroom. To conclude, we will mention the two last results in terms of students' linguistic outcomes. Practitioner and observer saw that learners showed big problems to pronounce long phrases and words, but to overcome with the issue practitioner gave a correct feedback of the mistakes that learners made when talking. It was

made with the aim that teacher feedback would lead them to an improvement of the second language. Finally, it was concluded that flashcards were useful resources for children to learn and associate English words with the knowledge of Spanish words that they already knew.

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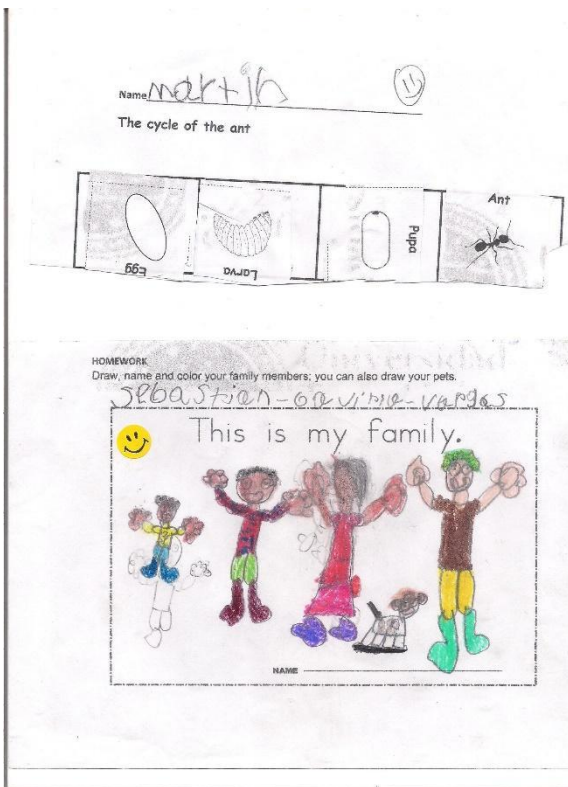Wallace, S (2005) *Teaching and supporting learning in further education*. Exeter: Learning matters

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Appendix A

Teaching vocabulary through flashcards to preschoolers. The following resources were used during the implementation of the classroom project.

Worksheets

Worksheet A: worksheet about the family, learners had to draw and colour the member of their families

Worksheet B: the living cycle of the ant

Appendix B

Flashcards

Flashcards A: presenting vocabulary to the learners using flashcards

Tics and visual material: Students watching a video about ants using the TV that is present in their classroom

Appendix C

LESSON

Date of the class: September 24th Thursday	Class Number: 2nd two

AIM:
At the end of the lesson the learners will be able to identify and recognize the members of the family in English.

Estándares Básicos de Competencias (MEN):
Estándar General:
Estándares Específicos

Indicadores de logro:
    Participar de actividades teatrales y de expresión corporal en general.
    Vocalizar bien y expresarse con facilidad y espontaneidad.

Assumed Knowledge: Students know the color, some parts of the body, greetings, and some numbers.

Materials: hello and goodbye song, family flashcards, name tags, tape, glue, finger faces, homework sheets, family tree, family member's words, family members video, markers, happy and sad faces.

DAY/STAGE/ ACTIVITY/TIME	PROCEDURE TEACHER AND LEARNER ACTIVITY	ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS
September 24th check the attendance list 3:30-3:35pm	At the beginning of class the practitioner will check the attendance list and she will give each student a name tag with the student's name written on it. The practitioner will review the last class vocabulary showing the fruits pictures and students will guess the name of each one.	Students will have problems to understand me, so I will speak slowly and using body language and sometimes Spanish. Students will confuse the name of the family members.

		I will elicit the family members many times as necessary.
Warm up 3:35-3:37pm	Students will make all the movements that the practitioner says and does. E.g: Stand up, hands up / hands down, jumps, run/ stop, turn around/ stop, wash your hands etc finally when the practitioner say stop, students will not move.	Students will not understand the activities. I will show them an example of each activity or question before students' participation.
Hello Song 3:37-3:42pm	Later, the practitioner will sing the hello song and students will repeat the practitioner movements and the song.	Discipline I will give them a happy face for good behavior and a sad face for misbehave.
Flashcards 3:42-3:49pm	Next, children will be seating in their tables, the practitioner will have flashcards about family members E.g: mother, father, sister, brother, grandfather and grandmother. The practitioner will say the word and show the picture, students will repeat the word three times. The practitioner will stick the flashcard and the word card alongside on the board and students will repeat the list again.	Also, I will give them rewards for good behavior. Students will not understand the goodbye song. The practitioner will sing the song slowly and she will use body language to children understand what the song is about.
Video -song Finger family members. 3:47-3:52pm	After students, will watch a video about finger family members twice. https://www.youtube.com/watch?v=5PU0VLr51q4	
Study Memory game 3:52- 3:55pm	Later, students will pay a memory game. The practitioner will stick face down on the board a couple card of the family members and she will select two cards if the cards match, she will turn the card	

	face up so that the students can see the pictures. If they don´t match she will say E.g: this is daddy and this is the baby, then she will back the card face down. After, the practitioner example some students will participate. They might use the structure this is… or s/he is…	
What is missing 3:55-4:10pm	Next, the practitioner will say clap with one finger, two…. Etc. touch your nose, your mouth, close your eyes, open your eyes, jump, sit down, and silence.	
4:10-4:15pm	Students will be sitting; the practitioner will name the family members and at the same time she will stick the card that she calls out and students will repeat the family members.	
4:15-4:25PM	After, students will close their eyes and the practitioner will remove the first card, then the will ask students to open their eyes and say what card is missing. Late, the practitioner will say close your eyes and she will remove another card and so on.	
Goodbye song 4:25-4:30pm	Finally, the practitioner will sing the goodbye song.	

EXTRA-CLASS WORK, ANNOUNCEMENTS, THINGS TO CONSIDER:
I will not assign homework because this is the introduction of the subject.

LESSON PLAN

Date of the class: October 06 / 2015 Tuesday	Class Number: 4th

AIM:

At the end of the lesson the learners will be able to saying different family members using the expression this is my.... s/he is my…….

Estándares Básicos de Competencias (MEN):

Estándar General:

Estándares Específicos

Indicadores de logro:
* Participar de diálogos y construir conocimientos a partir de una idea ó hipótesis dada.
* Desarrollar actividades artísticas con entusiasmo utilizando diferentes materiales.
* Asumir con responsabilidad las actividades escolares dentro y fuera del aula.

Assumed Knowledge: Students know the color, some parts of the body, greetings, and some numbers, some family members, the monster's family story.

Materials: hello and goodbye song, family flashcards, name tags, tape, glue, finger faces, homework sheets, family tree, family member's words, family members video, markers, happy and sad faces.

DAY/STAGE / ACTIVITY/TIME	PROCEDURE TEACHER AND LEARNER ACTIVITY	ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS
October 06 Hello Song 3:00-3:03 pm	At the beginning of class the practitioner will sing the hello song and students will repeat the practitioner movements and the song.	Students will not understand the hello song. The practitioner will sing the song slowly and she will use body language to children understand what the song is about.
check the attendance list 3:03-3:07pm	The practitioner will check the attendance list and she will give each student a name tag with the student's name written on it.

Students will make all the movements that the | Students will have problems to understand me, so I will |

Warm up 3:07-3:10	practitioner says and does. E.g: Stand up, hands up / hands down, jumps, run/ stop, turn around/ stop, wash your hands etc finally when the practitioner say stop, students will not move.	speak slowly and using body language. The practitioner will show them an example of each activity or question before students' participation.
3:10-3:18pm	Next, the practitioner will show them a video about the family to review vocabulary.	
Study 3:18-3:28pm	Later, the practitioner will show a power point presentation about the family. She will review vocabulary and explain that all of us have a family and all families are different and special.	Students will not understand the story monster's family The practitioner will use her body language to explain the story as necessary
Reading time 3:28-3:43pm	The practitioner will read the monsters family story. Also, the practitioner will ask E.g: which member of the family is this, and students will guess. The practitioner also will review student's knowledge about body parts and colors…Which part of the body is this? And what color is this?	Students will confuse the name of the family members. The practitioner will elicit the family members many times as necessary.
	Once upon a time, in a very far away lived a monster's family. Each of the family members was different but very special.	Students will not understand the goodbye song.
3:43-3:53pm	Next, the practitioner will introduce her family member and family tree using a power point presentation.	The practitioner will sing the song slowly and she will use body language in order to children understand what the song is about.
Activate 3:53-4:00pm	Students will draw on the family tree the faces of the people living with them.	
4:00-4:55pm	Next, Students will complete a family tree using tissue paper. They will make small balls of tissue paper then they will glue the balls of paper at a picture of a family tree. The practitioner will be monitoring the activity.	
Goodbye song 4:57-5:00pm	Good bye...	

EXTRA-CLASS WORK, ANNOUNCEMENTS, THINGS TO CONSIDER:
Students will draw, name and color their own family members. They can also draw and color their pets.

LESSON

Date of the class: November 10/ 2015 Tuesday	**Class number:** 10th

AIM:
At the end of the lesson the learners will be able to identify and know some insects in English.

Estándares Básicos de Competencias (MEN):

Estándar General:

Estándares Específicos

Indicadores de logro:
 Participar de diálogos y construir conocimientos a partir de una idea ó hipótesis dada.
 Participar de actividades teatrales y de expresión corporal en general.
 Participar de dramatizaciones y bailes.

Assumed Knowledge: Students know the color, some parts of the body, greetings, and some numbers, some family members.

Materials: hello and goodbye song, markers, flashcards, happy and sad faces, the ant song, worksheet, glue, scissors, video,

DAY/STAGE/ ACTIVITY /TIME	PROCEDURE TEACHER AND LEARNER ACTIVITY	ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS
November 10th **Hello Song** 1:15-1:17	At the beginning of class the practitioner will sing the hello song and students will sing.	**Students will have problems to understand me**, so I will speak slowly and using body language.
check the attendance list 1:17-1:20	The practitioner will check the attendance list.	The practitioner will show them an example of each activity or question before

Warm up Listening 1:20-1:25	Students will see the video of the ants go marching then, the practitioner will sing the ant song and students will first listen and then they will sing and make all the movements that the practitioner makes. https://www.youtube.com/watch?v=F7F3cH4Rukg	students' participation. I will use rewards as a strategy to control student's behavior.
Study flashcards 1:25-1:35 1:35-1:45	The practitioner will show students some images of different insects such as the ant, the grasshopper, the bee, butterfly, a ladybug, and the caterpillar. Students will guess if they know something about each insect. She will explain that they are insects, where they live and what they eat. The practitioner will pronounce the name of each insect twice and students will repeat.	Students who finish quickly will make extra work. **Students will have problems to understand the explanation,** so I will use body language and big images to facilitate students understanding.
imitation 1:45-1:55	In this part students, will stand up then they will make all the movements that the practitioner say and make E.g: the grasshopper jump and jump, the butterfly flies and they imitate the movements. After, students will listen the instructions and they will make the movements according to each one E.g: the grasshopper jump and jump.	
Activate Listening 1:55-2:00	Students will have a worksheet with the image of each insect and the previous actions. Then, they will listen and put the pictures in the correct order according to what they listen.	
Writing 2:00-2:15	Students will stick and write in their notebooks the name of the insects. The ant, the grasshopper, the bee, butterfly, a ladybug, and the caterpillar. Also, they will color each one at home	
Goodbye	Students will say good bye.	

EXTRA-CLASS WORK, ANNOUNCEMENTS, THINGS TO CONSIDER:
Students will color at home the insects.

Appendix D

Reflection 7ᵗʰ the family

Teaching is a great experience and from each one we need to learn and improve. After teaching the lesson the family members, I will focus on what was good and what not also what I will do different next time.

This time the class was a little better, based on the classroom management's problems for the section of 01ˢᵗ of October I designed a reward strategy; I wrote the names of my students on a billboard, which is affixed to one of the walls of the classroom and I gave happy faces to students with good behavior and sad faces to students with misbehave. At the end of the week the student with more happy faces won an award. Students' responded positively towards this, all of them wanted to participate in the lesson and had a good behavior to achieve a happy face. Later, I introduced the family member's topic; I used flashcards to introduce it. The used of cards helped students to understand faster the topic. For example, I showed them a card with the image of a grandmother and students guessed the image in their mother tongue, then I pronounced the word in English to provide input and pronunciation. To support this, Budden (2004) declares that flashcards are a great way to present, practice and recycle vocabulary. In addition, Daye (2006) reports that flashcards can help with memory skills, mathematical skills, advanced discussion work, interaction via games, speaking and listening skills of all ages.

The next activity was a memory game, before student's participation I made some examples of the activity. Then in order to reinforce children's understanding one of my students came to the front of the class and explained the activity using their mother tongue. They were very interested in playing.

However, some activities didn't go that well. The transition from one activity to another one, dispersed students and it took me much time to reorganize them. Also, children wanted to play all of them at the same time, based on this the activity could not be developed in a better way. I consider that the activities designed help students misbehave so I will focus on activities to calm down students and I will be stricter with them to improve classroom management.

Reflection 8 the insect

Teaching experiences are different and brings us new challenges and opportunities to learn from each one. In this document, I will explain what was good and what not, also what I will do different next time.

Today the class was interesting; at the beginning of the class I showed them a video about the ant and the grasshopper to activate previous knowledge about insect. Then I showed some cards about the ants, they guessed the name and the color of the ant. They paid attention when I explained some issues about the ant such as what they eat, the life cycle, parts of the body ant etc. I used my body when I asked about the body parts of the ant and quickly they understood what I was saying. Tai (2014) stated that when teachers add body language to English teaching, students will be interested in learning English. What's more, students can learn to maintain long-term memory. The next activity was great, I drew an ant on the board and I explained the parts of the ant body, I pronounced the name of each body parts and students repeated, also I asked how many legs has the ant and they guessed. After that, they write the ant body parts in a worksheet.

However, some activities didn't go that well. One of the last activities was writing, I gave them a worksheet without color, and 3 students didn't write the parts of the body ants and

started coloring the worksheet without my consent. Then all wanted color and coloring was not planned so I took the colors and gave the instructions again about just write the parts of the ant body. Also, the class was interrupted several times by student's misbehavior; I spend a lot of time controlling some hyperactive children that never work just wanted to play and dispersed others. In view of that, I didn't introduce them the song the ants go marching. For next time, I will use color worksheet when I don't plan coloring activities and I will use rewards to control my three students with hyperactive problems.

Reflection 5 the family

Our planning or worrying about what's happening next gives us little opportunity or inclination to examine what has just passed Wallace (2005). In this reflection, I will explain what was well and what not, also what I will do different next time in my classes.

In this session in the first activity I introduced a puppet named Charly; the puppet was inside a bag and students said hello inside it to wake Charly. Each student had the opportunity to participate. They were very interested to know what I had into the bag, finally, when I showed the puppet they began to laugh. According to Vygotsky (1978), these kinds of games or activities improve all steps in a child's development. Surprisingly, puppetry integrates nearly all disciplines important for this development: perception, comprehension, movement, coordination, and interaction with the environment, speech, and narration Majaron (2002). Also, I used the puppet to explain when something is bigger or smaller it was in order to students could understand the next activity (reading) and it helped me to maintain student's attention. Thanks to previous activity, children understood better the story, for example, when I said "the sister monster has big shoulders" one of them translated the sentence.

However, some activities didn't go that well. In the final activity coloring the monster's family members, I had some problems that were out of my hands. One of the children do not have their own colors, so they must share the colors and these are not enough for all, it is always a problem and causes a lot of clutter. Besides, I had an intoxicated child and a child who lost a tooth this caused me to pay more attention to sick students and I just helped the children who asked my help. Petty (2004) states that many teachers assume that if they set the same learning activities for the class and provide help for anyone who asks for help they are providing equal opportunities and this is not true. Next time I will distribute the colors to avoid clutter.

Reflection 3 the family

Teachers learn much about teaching by doing and improving every day from their mistakes. The aim of this lesson was that students recognized and mentioned different family members using the expression this is my.... s/he is my… In this document, I will explain what was well and what not, also what I will do different next time.

At the beginning of the class students were over excited so I decided to show them some videos about the family. It was great all of them were concentrated and in silence. After that when I show then the family flashcards they guessed it without problems. Bell and Bull (2010) said that videos provide more behavioral and contextual clues that support skills training and behavior analysis. While more interactive forms of video are recommended for more engaging learning experiences. After I developed the memory activity again, but in this time, I selected one student from each table it helped me to control students and it allowed all of them participated. The next activity was well conducted; I gave the instructions of color I cut the member's family faces, they understood the instructions because I used a color and a

scissors to explain the activity. I consider that this activity was interesting in the fact that kids love coloring.

However, some activities didn't go that well because some external factors such as someone knocks on the door. When it happened, many students run to open the door. These constant interruptions make children easily distracted and control them again is difficult. Also, Children spend much time coloring and cutting the faces of family members as a matter of that I could not do all the planned activities, for example the puppets activity. For next time, I will be stricter with the time of each activity and I will leave the coloring activities for the end of the class in this way, I will be able do all the planned activities.

Reflection 12 the insects

Reflection is a vital skill as it can be considered to be a key to teacher development. It enables teachers to become aware of their weak and strong points Kyriacou (1996, p. 23). In this document, I will explain what was well and what not, also what I will do different next time in my classes.

In this section I started the class singing *the hello children song* and students sang with me. Next I showed them the insect's cards to review vocabulary and some issues about the insects that we were working with. Students participated guessing the insect's names and making some movements relate to each one insect, for example, when a showed the image of the grasshopper they just said "jopper" and I immediately corrected with the pronunciation and the real word; and when I said the grasshopper jump they started jumping. Also, the group game was great they want to participate and win, Kim (1995) said that learning a language requires a great deal of effort. "Games help students to make and sustain the effort of learning" (P 35). After that, using the TV I showed them the video of the caterpillar's dream this video helped them to understand the butterfly cycle. According to Skiba (2007)

YouTube videos, not only help students learn, but help students retain the information that they have watched (p.100); students liked the video and they wanted to see the video again. I noticed that children like and learn by these kinds of activities they were really engaged.

For the next activity, I showed them a big poster and using each step of the butterfly cycle I narrated them the poem pretty butterfly; this poem illustrates the butterfly cycle, it was great all of them were quiet and listen to me. Besides, the coloring time was well students love it and it helped me to calm down the students.

However, some activities didn't go that well, in this section I had a lot of interruption and some of them were out of my hands; it was frustrating. For example, the mother of one child was in the all-time class and sometimes she distracted her son asking him questions that were not related with the class. Another thing was that two teachers were in and out of the classroom often. Also, third graders were returning some items to the transition group that were provided to them and they knock at the door all the time, in view of that I told them to wait at the end of the class to return everything. On the other hand, a student rapped on the door and when I opened the door there was nobody, it happened twice; so, the in-service teacher went out to find the person. For next time, I'll keep the door open and the students who will give back something to the classroom must wait for the end of my class or my permission to do it.