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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

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Theme: "PUPPETS AND THE ENGLISH LANGUAGE VOCABULARY"

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ADVISOR'S APPROVAL

I, Lic. Dorys Maribel Cumbe Coraiza, Mg., with I.D number 1803694569, in my capacity as advisor of the research dissertation on the topic “PUPPETS AND THE ENGLISH LANGUAGE VOCABULARY” investigates by Iván Josué Ramírez Taípe, with I.D number 185007655-3, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Board of Directors.

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DECLARATION PAGE

I declare this undergraduate dissertation entitled “PUPPETS AND THE ENGLISH LANGUAGE VOCABULARY” is the result of the author’s investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author’s responsibility.



Iván Josué Ramírez Taipe

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BOARD OF EXAMINERS APPROVAL PAGE

The Board of Directors has received the defense of the research dissertation to obtain the academic degree with the topic “PUPPETS AND THE ENGLISH LANGUAGE VOCABULARY” which is held by Iván Josué Ramírez Taipe undergraduate student from Carrera de Pedagogía de los Idiomas Nacionales y Extrajeros, the academic period October 2021 March 2022, and once the research has been reviewed, it is approved because it complies with the basic, technical, scientific and regulatory principles.

Therefore, the presentation before the pertinent organisms is authorized.

Ambato, March 2022

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DEDICATION

This research is dedicated first of all to God, as well as to my beloved family and specially to my parents who has always encouraged and supported me to pursue my goals; to myself to keep me focused on what I want and work hard to reach my goals. To my friends that stayed along with me sharing with good and bad moments that we faced without giving up.

Iván Ramírez

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CARRERA DE PEDAGOGIA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

THEME:” Puppets and the English language Vocabulary”

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ABSTRACT

Puppets have more than just one purpose, more than being an interactive toy for children, they are also an important tool to develop English skills. Puppets and their use in the classroom can promote the imagination in the children; make them be involved in the activity and take part in the play like participants and communicative actors there. The following research focuses on the impact of puppets in the English language vocabulary development using a descriptive method of research. The population considered for this research was 25 children and 5 teachers from the C.E.I “Rinconcito de Ternuras”. This research was divided into three classes where an observational checklist was applied per class. This observational checklist has a Likert scale with the frequency: 1 never, 2 rarely, 3 sometimes, 4 often and 5 always; with questions for both teachers, but also for children. After the data was collected and analyzed through the Chi-square statistical analysis of data, it made it evident that the puppets are not significant for children to learn English language vocabulary. It is complemented with the use of other materials or activities during the class, but it was good as a support for them to keep the class interesting and involved during the presentation of the new vocabulary.

KEYWORDS: Puppets, English language, vocabulary, motivation, impact.

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TEMA:” Los Títeres y el vocabulario del idioma inglés

AUTOR: Iván Josué Ramírez Taipe

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RESUMEN

Los títeres tienen más de un solo propósito, más que ser un juguete interactivo para los niños, también son una herramienta importante para el desarrollo de las habilidades en inglés. Los títeres y su uso en el aula de clase pueden fomentar la imaginación en los niños; hacer que se involucren en las actividades y formen parte en la obra como participantes y actores comunicativos de la misma. La siguiente investigación se enfoca en el impacto de los títeres en el desarrollo del vocabulario del idioma inglés, utilizando un método de investigación descriptivo. La población considerada para esta investigación fue de 25 niños y 5 docentes del C.E.I “Rinconcito de Ternuras”. Esta investigación se dividió en tres clases donde se aplicó una lista de observación por clase. Esta lista de verificación observacional tiene una escala de Likert con la frecuencia: 1 nunca, 2 rara vez, 3 a veces, 4 a menudo y 5 siempre; con preguntas tanto para docentes como para niños. Después de recopilar y analizar los datos a través del análisis estadístico de datos Chi-cuadrado, se hizo evidente que los títeres no son significativos para que los niños aprendan vocabulario en inglés. Este aprendizaje se complementa con el uso de otros materiales o actividades durante la clase, pero les sirvió como apoyo para mantener la clase interesante e involucrada durante la presentación del nuevo vocabulario.

KEY WORDS: Títeres, idioma inglés, vocabulario, motivación, impacto.

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Investigative Background

This research was based on some previous research works such as thesis, articles, journals, and books which contributed to developing this study in such a way it was possible to analyze the impact of puppets in the process of English language vocabulary learning.

One study carried out by Alcaciega (2018) whose one of their objectives was to investigate the use of puppets as a tool to develop English listening skills by teachers and students. The research was qualitative and quantitative with a non-experimental design. This study was carried out in “Ati Pillahuazo” school with seventy students from the third level. Considering the data collected from the observation sheets, it was seen that puppets are positively related to the development of listening skills in the English language. Puppets are a great teaching material that helps to maintain interest in younger students, and the author also mentions that puppets must be used in classes with children like Initial and First Basic Year.

Another research paper was carried out by González (2016) whose main objective was to improve English vocabulary using puppets. The population was taken from the first year at U.E Academia Cap. “Leonardo Abad Astudillo”. The research was qualitative and quantitative to determine the application of “Puppets as a strategy to improve English Vocabulary” because of that, a survey was applied to determine the impact of puppets in contrast with vocabulary in children. In conclusion, most of the people who were interviewed agreed that the use of puppets is a good strategy to improve English Vocabulary.

Calero (2011), in their research paper whose main objective was to promote the use of puppets as a motivational resource for the teaching-learning process. Qualitative research was conducted because the problem requires this type of research, but also exploratory because it was analyzed the reality in that educational environment, finally, it is descriptive because of the need for answers for the problems. The researcher concludes that most of the teachers have no idea about the real impact of the motivating resources (puppets) on the development of the learning process.

Furthermore, Mohamadi et al (2017) with a paper where the objective was to identify the impact of the IIS method on the student's skills, emphasizing in vocabulary, this research investigated the effect of the use of puppets in storytelling activities where learners can feel motivated and speak fluently, for this, researchers take as a population two different institutes where 60 male learners were chosen, 30 from one institute and the other 30 from the other one; used a pretest (PET The Preliminary English Test) and posttest. As a result of the research, it was suggested that puppets not only affect learners English skills but also motivation.

Çağda a, Ç.K. and Kalmış, A (2015) in their research led research that sought to aimed to investigate the use of puppets such as teaching tools in kindergarten education and what is it incident in their learning. This was qualitative research and the data were gathered using two different kinds o research methods, interview, and observation. This research was conducted in a kindergarten named Gaziveren with 20 pre-scholar children. In a conclusion the implementation of puppets is an incredible language teaching tool, These teaching tools not only encourage children learning but also create a fun atmosphere in the classroom. However, the study has a certain limit to the role of puppets in kindergarten education.

Acosta (2011) led a research whose main objective was to diagnose the practical applications that do not allow to use better the resource of puppets in class. The research was a qualitative one 12 because it has a documental and bibliographic background; with a population of 28 people, involving teachers and kids. The information collected and so on from the different sources can help to conclude that teachers agree that children perceive better information when puppets are used in the development of the class; also the use of puppets promotes socialization, participation and positive personal interaction, creativity, and learning of rules and skills for making a decision and resolving conflicts.

Likewise, Robab Ahmadi Z. M. (2017) states in the research paper whose main objective is to investigate the effect of storytelling through puppets in pre-intermediate learners' fluency and motivation. That motivation is the most affecting factor among others, with a population of 60 pre-intermediate male EFL learners, in two language institutes in Karal. The type of research was descriptive because of the analysis and interpretation of data taken from both pre-test (Preliminary English Test) and post-test to analyze the

impact of puppets in their English language learning process. The conclusion for this research was that teachers must make important decisions about the different techniques they would use to teach, because with that they would build confidence and with that motivation, for their learners.

Finally, Gómez (2017) conducted a research whose main objective is to learn different concepts appropriate to the students' age, like colors and figures. They placed a specific zone in the classroom for the creation of their puppets, the teacher presented a model called "Rita", the objective of this activity was to create an environment where the student can feel free of expressing their thought and feelings while they create their puppet and for this, they use the material, but also they need to respect it and put it back to the place it belongs. This research concludes that while developing the activity, they feel motivated with the puppets, and also a dynamic way to learn.

1.2 Theoretical foundations of variables

1.2.1 Independent variable

Pedagogy

"Pedagogy is the science whose aim is the study of education" (Valle & Manso, 2019, p. 24). Therefore, for this author, Pedagogy is a science, which could be based on all his learning processes, accompanied by some general methods, showing its results and its findings.

Valle and Manso (2019) stated that "Pedagogy aims to study education, only having the necessary characteristics of a work of art, education is eminently active and practical" (p. 26). It adjusts to norms and rules that constitute the methods and procedures, and on the part of an image or understanding the world, life, and man to create or model a beautiful human creature; when education is well-conceived, developed, and practiced also constitutes a complicated and elevated art, because it is a creative work where the artist, who would become the teacher, you must make use of your love, inspiration, wisdom, and skill.

Pedagogical material

"Education, as a fundamental process in the lives of men, involves constant learning and unlearning" (Rojano, 2015, p. 37). It consists of a variety of resources and strategies that facilitate and produce learning in the subject. For this reason, educational institutions

allow access to teaching materials for teachers to use in the classroom, in such a way as to promote a more dynamic and effective education. In this way, the implementation of different materials in school processes entails the transmission of knowledge. “The teacher becomes more involved in creating materials since not only the students but also the potential subject matter widens so much” (Chimbo, 2018, p. 20).

Real material

Real material or “Realia” in education Irawan (2017) stated that “when you are teaching students about a concrete item, an effective teaching strategy is to show them an actual item (triangle, insect, telescope). If it is not possible, a toy version of a real object can be used; to increase the sensory experience, students enjoy exploring objects with all of their relevant sense” (p.42). The use of different pedagogical material like in the case or real material can increase children’s motivation in the classroom, as well as make them curious and involved with the new activities and material presented in class. The play with the puppets in the classroom can promote the imagination in the children, make them be involved in the activity, and take part in the play like participants and communicative actors there.

Puppets

Dictionaries defined puppets in different ways, one of the most common meanings that will appear is "Any doll or manipulated object that the actor replaces during the stage play" (Real Academia Española, s.f., definición 3). This definition is controversial because some of the puppeteers argue that this gives a negative sense to this work, in other words, puppets replace the role of an actor, and this substitution is the only way in which it can exist. Although at some moments in history, the puppet theater has effectively served as a substitute for the actors' theater, both the studies of specialists in anthropological perspective. The work of the majority of professional puppeteers today gives puppets the category of autonomous artistic discipline.

Most of the times puppets are only designed for plays but what regular people think if you ask a teacher to implement that into his/her classes well, they will do it looking for a specific topic or skill to develop that day, so puppets have more than just one purpose. Children in their games with puppets reflect their social reality, understanding by easy natural examples according to the play presented they catch directly by the characterization of the characters from the play.

Puppets are used to learn speaking or an oral language, the first application of puppets in the educational environment. While an activity calls brainstorming, students were thought to express their feelings and some other observations with a puppet at the beginning of teaching them. The teacher may apply puppets to create a dialogue with questions and answers about their different puppets and how they look like or even an environment where students create their dialogue using puppets looking for expressions and ways of communication using their own words for this. Students will be excited to introduce their puppets using their own words to describe them, with their ideas. The teacher may take a helping or supporting role in there, helping them look for words they want to say or even unfamiliar vocabulary words and using parts of speech that help them to describe their puppets and some other ideas that children may have.

There are several ways in which teacher can help their students, but the one it seems important here is by giving them new words and unfamiliar vocabulary, about the description of objects and feelings (Beltrán, 2017). Students will also be asked to touch, move, and feel their puppets around to be familiar with them to make easy the process of knowledge about how to describe it. Hand puppets, stick puppets, wooden puppets, finger puppets, human puppets, vegetable puppets, mitten and sock puppets, cylinder puppets, and ping-pong ball puppets are some of the most popular and simplest puppets to create.

This is a way to help students use their own words and new vocabulary to describe the topic. Calero (2011) mentioned that “Puppets used in the classroom can help teach language arts very effectively” (p.30). Using puppets, oral language skills can be developed, including speaking, vocabulary, public speaking, and expressing thoughts and emotions.

Based on the research of Brinton, and Snow (2014), some means can be used to teach oral English. Some methods for stimulating the ability to speak are image sequences that stimulate memory. So, the image sequence can be a card or paper image. In addition to miming, a series of keywords, students try to speak with gestures. Lastly, teachers can use figurines or puppets, and teachers and students can manipulate figurines. Puppets are one of the ways by which language abilities can be strengthened. It can be used, especially for acting in class, as a model. First, students can see the model's success and then imitate the performance.

Types of puppets

There are different types of puppets and different names for them, like puppets, dolls, and marionettes as synonyms, as experts and artists often do. However, it should be noted that traditionally it is preferred to call a glove puppet from under puppets or to use other manipulation systems and keep the word "puppet" as string puppet, which is often the case in most dictionaries today. Regarding the way, the dolls are categorized, it was found that there are important differences between the authors, especially between the preparation of the research manual or the dolls and the didactic text for the use of the dolls in the classroom. Szulkin and Amado (2006) pointed out that, "traditionally puppets are classified according to their appearance, while the contemporary trend is to do it functionally" (p.36).

1.3 Dependent Variable

English Language Learning

Fopoli (2018) mentioned that "it is important the learning of the language and its rules through direct instruction". In language learning, most students have an idea or knowledge of the new language, thanks to this, they can apply it in the classroom and communicate with each other. In this way, students can know the grammar rules of a language, memorizing and applying them.

In teaching English, teachers and students represent the two most important factors, which largely depend on the corrector undesirable development of this process, whose main purpose is communication.

These two components play a basic role. One depends on the other, and when one of them cannot perform its function correctly, the teaching process will not achieve the expected results.

Language Development

Language development begins from the very first moment of life, that is, the way people listen, speak, and observe other people's communication. From the first moment, this person has learned to express themselves and understand others. Language is the ability to exchange more complex and abstract information through the codes of signs that both parties know so that communication is effective. "It is a code that every single speaker uses while knows whenever the code needs to be understood" (Chimbo, 2018, p. 47).

English Language Vocabulary

According to Mena (2012), vocabulary is composed of a collection of words that are part of a given language. Two important things stand out in the learning of vocabulary in English: responsive vocabulary and active vocabulary. Vocabulary is the language's collection of words, and the vocabulary should be sensitive and active in English. People who speak a similar language are known for their vocabulary.

Depending on the cases, people must know enough vocabulary. The language according to Denning et al. (2017) is words used in numerous situations and contexts. In the case of English vocabulary, there are certain synonyms in the English language and students need to know the meaning of the contexts to add a word.

Loraine (2009) mentioned that "the development of English language vocabulary is the learning of a set of words that are spoken or used by a person or group of people." To put it another way, "when teachers and speech and language pathologists talk about vocabulary, they're referring to the set of words a person knows."

According to McKeown et al. (2014), vocabulary is an essential feature of the language learned to apply this term in multiple areas or subjects by scholars of different levels. If learners do not know adequate words, they cannot speak or say thoughts in written and oral form effectively. The desire to know the meaning of words is vocabulary. However, language is more challenging than this definition implies.

To communicate easily, vocabulary applies to the words we would learn. "Four forms of vocabulary are also considered by educators: listening, communicating, reading, and writing" (Buchwald, 2020). To grasp what we hear, listening language applies to the words we most use. Well to get it about what we read; we can stand that reading vocabulary place to the words we need to use.

In learning to read, vocabulary plays an important role. The phrases that they hear verbally must be used by beginning readers to make use of the words. Children who hear most of the time words spoken at home, learn and acquire more words and, with improved vocabulary, reach kindergarten (Buchwald, 2020). When a child grows to education, this broader vocabulary pays off exponentially.

According to Loraine (2009), the foundation of language acquisition is vocabulary. Vocabulary is linked to intellect, reading comprehension, and general ability, according

to educational studies. Children must learn to decode (pronounce) written words as part of the reading learning process, but they must also have a foundation of vocabulary (word knowledge) to comprehend what they deciphered.

This process begins mainly in the first years of life because babies' brains focus on distinguishing and recognizing different sounds and speech patterns from the mother's voice. Also, during this period of development language skills are increased with more intensity than in other stages of life, and as a result of this growth, the best stage for language development is between childhood and adolescence of people (Loraine, 2009, p.15).

In the preschool years or early adolescence, learning speech empathizes in infants when pupils do not know how to write properly. They have not mastered the rules and syntax of grammar. They just memorize the words and recall them (Guerra & Williamsin, 2012, p. 6)

In terms of language use and vocabulary were mentioned, learners are exposed directly or indirectly to many different types of languages. They are curious about their speaking and in most cases, they want to sound more like them, so they start imitating their phrases and statements.

Therefore, the introduction of age-appropriate oral expressions and language is very stimulating and attractive for students of the advanced GBS course. They should also receive guidance and exercises on how to start and end conversations and how to change the subject. Popular activities for practicing, so these strategies in the classroom are puzzles, interviews, surveys, question gaps, focus groups, and so on. Playing games in the English Language may be also a common way where they can improve their social skills.

The secret to reading comprehension is vocabulary. Without understanding what any of the terms say, readers can't grasp what they are hearing. Children most of the time, they understand the meaning of unknown words or unfamiliar words that do not form part of their oral repertoire when they learn to read more advanced texts. Scientific studies on vocabulary teaching show that most vocabulary is implicitly acquired and that it is important to teach some vocabulary directly. The study thus promotes the use of a mixture of indirect and direct methods (Chimbo, 2018).

Direct vocabulary learning

Another way of learning vocabulary can be directly taught, while a great deal of vocabulary is implicitly acquired.

“Direct teaching lets students learn complex vocabulary, like words that transform part of the abstract ideas that do not belong to the daily life of each student” (Partnership for Reading, 2021). Direct vocabulary training is specific and different from giving a text to the students which helps them for a deeper understanding of the reading.

Indirect vocabulary learning

Children learn vocabulary in indirect ways, this means through everyday experiences and words from what surrounds them.

“Young children learn word meanings through conversations with other people, especially adults” (Partnership for Reading, 2021). As they are involved in these conversations, children used to hear words that are constantly repeated through the conversation. They can also hear some new and interesting words, so the more oral exchange children have, the more words they learn.

1.4 General objective

- To analyze the impact of puppets in the process of English language vocabulary learning.

1.5 Specific objectives

- To determine what kind of strategies and visual aids are used as a resource while working with puppets in the English class.
- To identify the range of vocabulary a child at 3-4 ages can learn per class.
- To recognize the importance of Puppets in the English language vocabulary.

CHAPTER II

METHODOLOGY

2.1 Resources

There were important facts for the development of this research work, it was crucial the use some resources such as human, institutional, and material resources. Therefore, the human source was set up by children from the CEI “Rinconcito de Ternuras” in Ambato as the main research individuals to analyze the impact of puppets in the process of English language vocabulary learning. For this, it was necessary to apply the observational checklist, stated by the operationalization of variables where the questions were taken from. Furthermore, as a material resource, puppets were used for the investigation process.

2.2 s

2.2.1 Qualitative Method

This research was qualitative because it was done with the help of multiple bibliographic elements and tools. Several resources were considered. Scientific articles, books, magazines, and website articles were used; all the information obtained by this bibliographic source was of great help to identify how Puppets enhances the English language vocabulary (Adi, 2010).

2.2.2 Quantitative method

This research was also quantitative because it provided a which help the researcher to get to a conclusion about the topic and if the same topic was fulfilling the objectives (Punch & Punch, 2005). The quantitative method was appropriate to develop this research because it allowed collecting real and direct information through data collection and instruments such as an observational checklist. The analysis and interpretation of data helped to support the objectives.

2.3 Research Modality

2.3.1 Field

This research was of field because it was necessary to be on the field to collect data by an observation checklist from the CEI “Rinconcito de Ternuras”, that observation checklist

was made by the researcher which will help to provide and support the information. This observational checklist was field by the researcher during the classes by observing the different elements and strategies that the teacher did in his/her classes.

2.3.2 Bibliographic

The research was bibliographic because scientific articles, books, magazines, web site articles were considered. Those sources brought support to the main topic and for instance, the different authors mentioned in each source (Christie, 2019). The purpose of this research was to collect real information from previous research that helped to explain the impact of puppets in the process of English language vocabulary learning.

2.4 Level or Type of Research

2.4.1 Exploratory Research

It was exploratory because the way how Puppets help the English language vocabulary in the CEI “Rinconcito de Ternuras” was identified, observed, and analyzed. Exploratory or exploration is the practice of studying a determined topic/subject that has not been studied in the past. To better understand the current problem, exploratory testing is generally carried out but typically does not lead to a conclusive conclusion” (Christie, 2019).

2.4.2 Descriptive Research

Descriptive research intends to describe, explain, and interpret the conditions of the present research. It proposes to examine a phenomenon occurring in a specific time and place (Prabhat & Meenu, 2015). This research was descriptive because in the Theoretical Framework the characteristics of dependent and independent variables were described, as well as category and subcategory theories that encompass the topic. To collect the necessary data to describe the statistics of this research, an observational checklist was used.

2.4.3 Procedure

Before the data collection, a talk was needed with the authorities to let them know the research process, the objectives and the observational checklist part. The recollection of

data was in three days, the first day the observation was based on the children and teachers, the children have previous knowledge about numbers (from 1 to 10) and colors (green, red, blue, yellow, black, and white); the teacher this first class was starting teaching feelings and emotions with monster puppets.

On the second day, the children learned most of the words presented in the class before about feelings and emotions, but also, they learn some commands such as hands up, hands down.

On the last observation day, the kids learned 4 of the 6 words about feelings and emotions (happy, smile, angry, sad, crazy, love), all using these monster puppets the teacher had for the class (the previous knowledge was already learned about numbers, colors, and the commands, but also the good morning teacher song).

It was evident that the implementation of puppets during the English classes, really made the children curious about what is going to happen and to see what the puppet says or what is the voice from; at first, they look curious, and a little lost about what is going to happen, but at the end, they get along with the monster puppets.

2.5 Population and Sample

The research work was carried out with children from the CEI “Rinconcito de Ternuras. There were two groups, both with several 15 children for the Initial 1 and 10 for the Initial 2, the average was between 3 and 4 years old.

Table 1. Population

Population	Group	Total	Percentage
Initial 1	15	15	50%
Initial 2	10	10	50%
Total	25	25	100%

Source: Direct research
Prepared by: Ramirez, I. (2021)

2.6 Techniques and Instruments

2.6.1 Observational Checklist

An observational checklist was used for this research; therefore, direct observation was applied to the 25 students, but also from the CEI “Rinconcito de Ternuras”. According to

Casas (2003), an observational checklist is a research article that aims to collect data systematically; because such indicators are included in the observational Checklist's purpose, it also includes elements of both the independent and dependent variables. As a result, the observational checklist comprised questions focused on the subjects under investigation. The observational checklist was structured by the use of operationalization of variables where the questions were settled, taking into account the process of conceptualization, categories, indicators, and finally the questions. This observational checklist has a Likert scale with the frequency: 1 never, 2 rarely, 3 sometimes, 4 often and 5 always; with questions for both teachers, but also for children.

2.7 Hypothesis

Alternative Hypothesis

Puppets have an impact on the process of English language vocabulary learning of children from the CEI “Rinconcito de Ternuras”.

Null Hypothesis

Puppets do not have an impact on the process of English language vocabulary learning of children from the CEI “Rinconcito de Ternuras”.

2.8 Operationalization of Variables

Independent Variable: Puppets

Table 2.

Operationalization of the independent variable

Conceptualization	Categories	Indicators	Items	Technic
Puppets are pedagogical material . These didactic sources encourage the children's imagination, creative play, discovery, and motivate them, which helps them in the English learning process .	Pedagogical material	<ul style="list-style-type: none"> • Learning • English • Real material 	<ol style="list-style-type: none"> 1. How often does the teacher use real material in class? 2. How often does the teacher use puppets in the class? 3. The use of pedagogical material such as puppets increases children's motivation in the classroom. 4. The use of pedagogical material such as puppets promotes imagination in the classroom. 5. The use of puppets helps in the development of English Language Vocabulary. 6. The use of pedagogical material such as puppets encourages children to have interaction during class. 	Observational Checklist
	Didactic source	<ul style="list-style-type: none"> • Puppets • Real material 		
	English Learning process	<ul style="list-style-type: none"> • Motivation • Imagination • Interaction 		

Dependent Variable: English Language Vocabulary

Table 3.

Operationalization of the dependent variable

Conceptualization	Categories	Indicators	Items	Tecnic
English Language Vocabulary Learners are exposed directly or indirectly to English language Vocabulary. The teacher may apply different strategies to make students curious about the English language Vocabulary.	Direct vocabulary	<ul style="list-style-type: none"> • Vocabulary learning • Words 	7. The teacher presents the vocabulary in the class 8. The teacher asks the children about new words they have heard in English. 9. The teacher uses different strategies through the English class?	Observational Checklist
	Indirect vocabulary	<ul style="list-style-type: none"> • New words • Recognize • Range of vocabulary 	10. The use of puppets can increase the range of vocabulary on children per class. 11. Children can repeat or pronounce the words presented in class. 12. The use of puppets, and their use can help children recognize words in English class 13. The use of puppets has a great impact while the learning of the English Language Vocabulary	
	Strategies	<ul style="list-style-type: none"> • Repeat • Recognize 		

CHAPTER III

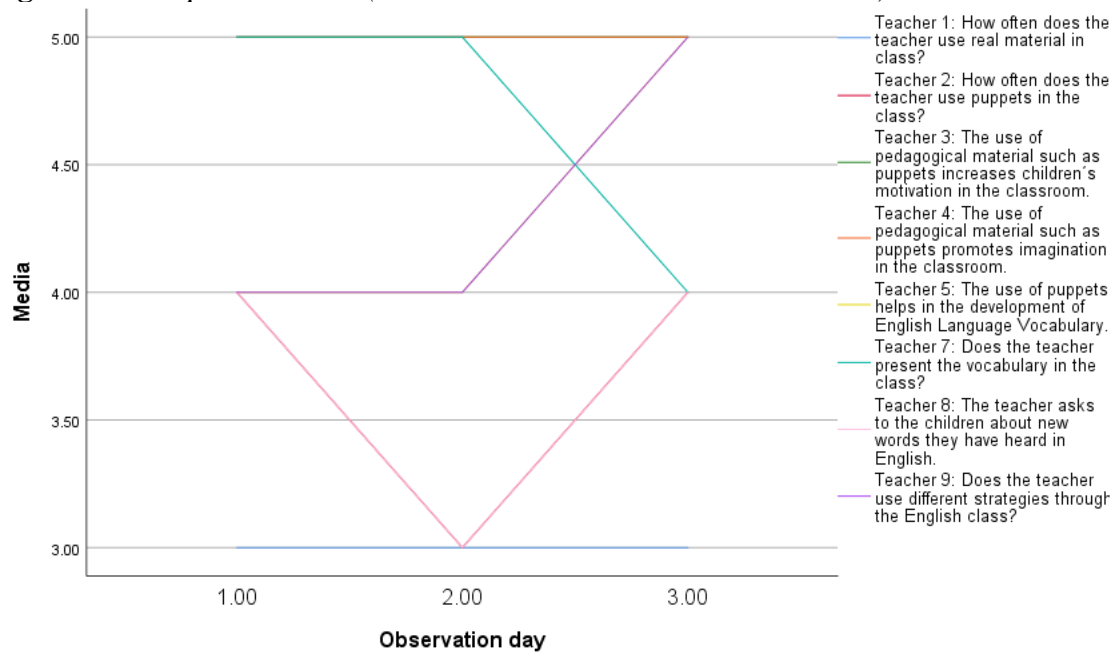
RESULTS AND DISCUSSION

3.1 Analysis of results

The following chapter shows the gathered results from the observational checklist applied in the CEI “Rinconcito de Ternuras”. The obtained results have been analyzed and interpreted through tables and figures.

3.2 Descriptive Analysis

Figure 1. Multiple line chart (la evaluación realizada a los docentes)



Source: Check List applied to teachers (2021)

Analysis and interpretation

The results in figure 1 show that teacher 1 in the three days had a frequency of sometimes; teacher 2 had a frequency of sometimes in the day one and the other two days kept on often; teacher 3 in the three days had a frequency of always; teacher 4 kept on the same frequency of always; teacher 5 had a frequency of often the two first days and the last day had a frequency of always; teacher 7 had a frequency of often the first day and the other two days kept on always; teacher 8 had a frequency of sometimes the first day and the other two kept on often; finally teacher 9 had the first two days a frequency of often and the last one always.

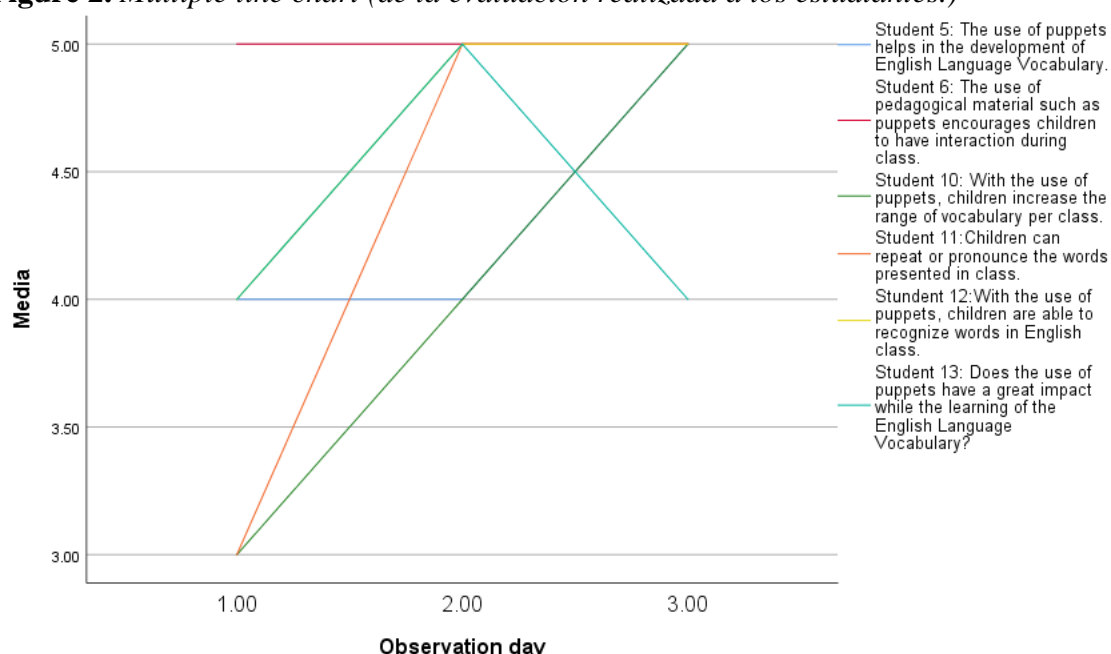
Table 4. Teacher questions from the observational checklist of the use of puppets in the classroom

Questions	Scale									
	Never		Rarely		Sometimes		Often		Always	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
1) How often does the teacher use real material in class?	0	0	0	0	3	100	0	0	0	0
2) How often does the teacher use puppets in the class?	0	0	0	0	1	33.3	2	66.7	0	0
3) The use of pedagogical material such as puppets increases children's motivation in the classroom.	0	0	0	0	0	0	0	0	3	100
4) The use of pedagogical material such as puppets promotes imagination in the classroom.	0	0	0	0	0	0	0	0	3	100
5) The use of puppets helps in the development of English Language Vocabulary.	0	0	0	0	0	0	2	66.7	1	33.3
7) The teacher presents the vocabulary in the class	0	0	0	0	0	0	1	33.3	2	66.7
8) The teacher asks the children about new words they have heard in English.	0	0	0	0	1	33.3	2	66.7	0	0
9) The teacher uses different strategies through the English class	0	0	0	0	0	0	2	67	1	33.3

Source: Check List applied to teachers (2021)

The observation applied to the students (table 5) shows that the use of puppets often helps the English language vocabulary and always encourages them to have an active interaction during the class. The use of puppets and their implementation can often increase the range of vocabulary per class, making it possible for them to often repeat, pronounce or recognize the words teachers taught them. This suggests that the use of puppets can often have a positive impact on English language vocabulary.

Figure 2. Multiple line chart (de la evaluación realizada a los estudiantes.)



Source: Check List applied to children (2021)

Analysis and interpretation

The results in figure 2 show that teacher 5 in the two first days had a frequency of often and the last one with always; teacher 6 kept a frequency of always in the three days; teacher 10 had a frequency of sometimes the first day, often the second day and always the third day; teacher 11 had a frequency of sometimes the first day and the other two days kept on always; teacher 12 had a frequency of often the first day and the other two days had a frequency of always; finally teacher 13 had the first two days a frequency of often and the last one always.

Table 5. Children questions from the observational checklist of the use of puppets in the classroom

Questions	Scale									
	Never		Rarely		Sometimes		Often		Always	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
5) The use of puppets helps in the development of English Language Vocabulary.	0	0	0	0	0	0	2	66.7	1	33.3
6) The use of pedagogical material such as puppets encourages children to have interaction during class.	0	0	0	0	0	0	0	0	3	100
10) The use of puppets can increase the range of vocabulary on children per class.	0	0	0	0	1	33.3	1	33.3	1	33.3
11) Children can repeat or pronounce the words presented in class.	0	0	0	0	1	33.3	0	0	2	66.7
12) The use of puppets, and their use can help children recognize words in English class.	0	0	0	0	0	0	1	33.3	2	66.7
13) The use of puppets has a great impact while the learning of the English Language Vocabulary.	0	0	0	0	0	0	2	66.7	1	33.3

Fuente: Check List applied to children (2021)

3.2 Hypothesis validation

To verify the incidence of the use of puppets in the English language vocabulary learning process of the children from the CEI “Rinconcito de Ternuras”, an association test was applied using the Chi-square statistic. For this, the following questions are related:

- How often does the teacher use puppets in the class with Children who can repeat or pronounce the words presented in class.
- How often does the teacher use puppets in the class with the use of puppets, and their use can help children recognize words in English class

Hypothesis tests are applied using the following criteria:

- Hypothesis statistics

H_0 : There is no association between the variables analyzed.

$$H_0: \text{Observed Frequency} = \text{Expected Frequency}$$

H_1 : There is an association between the variables analyzed.

$$H_1: \text{Observed Frequency} \neq \text{Expected Frequency}$$

- Significance level and decision rule

With a level of significance of 5% the decision rule is:

$$H_0: \text{Sig} > 0.05$$

$$H_1: \text{Sig} \leq 0.05$$

The results were gotten from SPSS 25 using continuity correction (Yates) because the contingency tables are built with the 2X2 structure.

The results of the hypothesis test are shown in table 3. Test values (Sig.) higher than 0.05 are observed in the two comparisons made, that is, the null hypothesis is accepted. This indicates that there is no association between the variables analyzed”.

Table 6. Resultados de la prueba Chi Cuadrado con corrección de Yates

Association	Sig.
How often does the teacher use puppets in the class <u>with</u> Children who can repeat or pronounce the words presented in class?	1.000
How often does the teacher use puppets in the class The use of puppets, and their use can help children recognize words in English class	1.000

Source: Check List aplicado a estudiantes (2021)

Decision:

There is enough statistical evidence to affirm that "The use of puppets does not affect the learning process of the English vocabulary of children from the CEI Rinconcito de Ternuras."

Discussion

Many results were found after conducting the research. The use of puppets does not affect the learning process of English vocabulary of children, but also, it was evident through the observational checklist that the use of puppets in the class keeps the children motivated and interesting in the class. Calero (2011) pointed out that “Puppets used in the classroom can help teach language arts very effectively” (p.30). Using puppets, oral language skills can be developed, including speaking, vocabulary, public speaking, and expressing thoughts and emotions.

Therefore, it is not just a learning material by which children are going to learn, but it is also used as a didactical source to implement in the class and make an interactive environment in the class where both parts, teacher, and students, will keep an active interaction through the implementation of those.

On the other hand, children can increase their vocabulary like 3 or 4 words per class, but it is also important to keep them constantly giving feedback, to not make them forget what they already learn, but add extra words per class to keep them remembering the last one learned and learn new ones.

The data collected shows that puppets are not as important to children in learning English vocabulary as they are with other materials or activities in the classroom, but it has been good support for them to classes are fun and engaging throughout the course. Introduction to new vocabulary.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

- After the research, it was evident that the teacher had to implement plenty of strategies and visual aids such as real material that help children face real-life situations, such as modeling as a strategy, which involves the teacher participation and as the name said, model the activity and more and after that the children did the same as him/her, and pictures of the objects teacher during the class, or instead of, the real material to present in that class.
- During the research process, the observational checklist helps to conclude that the range of vocabulary per class a child is around 2 to 4 words, it is a normal number of words taking into consideration that the population of children were between 3 and 4 years old. Therefore, the teacher gave them some feedback after the class, most of the words cannot belong or phrases, the shorter the word, the better for them to get that word.
- After the data was collected, it was evident that the puppets are not as important for children to learn English language vocabulary; moreover, it was necessary for the teacher the use some other material or activities during the class, to keep the class interesting and involved during the presentation of the new vocabulary; so it is not wrong to say that the implementation of puppet in the English class does not help at all, it is just that, there is not the only way to have an impact on children in the English language vocabulary.

4.2 Recommendations

- The teacher must continue implementing and using as much real material as they can, so then, the children can be motivated in the classroom, as well being curious and involved with the new activities and material presented in class. Also, keep with the different strategies during the class to make the children not be so annoyed with just one of them, but be amusing during the class, because children do not use to like being doing just one thing, they loved to do a lot of things.
- It is right the range of vocabulary per class for the children because there are children between 3-4 years old. They are still learning words per day in their mother tongue and adding to them some extra words in another language, in this case, English. English is like a constant in their lives, so then they cannot forget what they got during the class. The feedback is also an important fact, so with this, the teacher can always be remembering with the words they already know and with the new ones.
- It must be necessary a frequent use of puppets for the right development of the English language vocabulary of the children, not just for a couple of days or just one per week because the children need to know the dynamic with the puppets. Good planning and implementation of puppets were needed, so it can take as an advantage for the children to develop their English language vocabulary.

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ANNEXES

URKUND REPORT



Document Information

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