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**EFL for preschool students: Can American Sign Language give us a hand?**

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### **Abstract**

The purpose of this action research was to investigate the effects of preschool students' engagement with newly introduced vocabulary in an English as a Foreign Language (EFL) class using American Sign Language (ASL). This research was conducted over a five-month period in a prekindergarten classroom in a private school with 23 children aged between four and five years old. The sources of data that informed the study included teacher-researcher observation and peer observation, field notes, video recordings and –as secondary data- students' reaction questionnaires. The findings suggested that American Sign Language seems to be an adequate and engaging activity when teaching English as a foreign language because it is based on the movements of hands to convey meaning which at the same time activated some neural networks. However, as well as American Sign Language could foster engagement among preschoolers, so could TPR or another kind of movement-based activity. This study reported a wide range of limitations that the researcher had to encounter which are related to classroom activity settings, child emotional factors and relationships with teachers and peers.

## Introduction

English as a foreign language teaching for preschoolers and elementary students in Chile is an area where no clear policy or curriculum in regard to EFL has yet been developed. Across the nation English is a mandatory subject only from fifth grade, and as Barahona (2016) notes it was only at “the end of the 1990’s, (that) the Ministry of Education decided that English should be taught at school compulsorily from 5<sup>th</sup> grade.” (p. 23). The Ministry of Education is in the process of developing a curriculum proposal from 1<sup>st</sup> to 4<sup>th</sup> grade. As MINEDUC, Gobierno de Chile informs in its web site Currículum en línea “*En los cursos indicados no existen bases curriculares específicas para Inglés, debido a que esta asignatura es obligatoria a partir de 5° básico*”, meaning that it does not exist curriculum proposals for elementary grades (from 1<sup>st</sup> to 4<sup>th</sup>) because English is a compulsory subject from 5<sup>th</sup> grade. Therefore, schools can decide whether they implement Ministry’s elementary grades curriculum, or whether they develop their own. As a result, private and subsidized schools in Chile, where the majority of such learning takes place, have tended in this vacuum to develop their own English curriculum for preschool and elementary grades.

In the search to find the leading practices for teaching English, the Preschool English Department in San José de Chicureo School has implemented several changes in its curriculum planning during the last two years. In this school, English heads of department have been implementing a plan based on what leading bilingual schools in Chile are doing or on what some English-speaking countries are doing in their classrooms.

The current methodology used to teach preschoolers in this school is based on a combination of the Total Physical Response Approach, Synthetic Phonics methodology and hands-on activities and projects.

The Total Physical Response Approach includes several movement-based activities in order to imitate the way children learn their mother tongue. These activities include games, songs, rhymes, chants, commands and role plays. Children need to feel free to mime and reproduce what the teacher is acting or doing, without forcing them to produce oral output and by maintaining a stress-free environment, which at the same time make students feel secure, engaged and motivated. (Sulaiman Al Harrasi, 2014).

Synthetic Phonics is a method designed to teach young learners to read and to develop other literacy skills in English by saying the sounds of letters. It is based on sound letter correspondence, blending and segmenting (Rose, 2006). However in prekindergarten, phonics includes the development of phonological awareness which means that children learn how to discriminate sounds to be prepared for future literacy tasks. Students are exposed to environmental and instrumental sounds, body percussion, rhythm and rhyme, voice sounds among others.

Hands-on activities and projects allow students to develop their fine motor skills while handling different textures, tools and materials and experiencing the foreign language in a more concrete form whether individual or in groups. This kind of activities increases the students' learning experiences, motivates students, gives an opportunity to work collaboratively and provides the students with more meaningful tasks.

This action research project arose from a challenge more than a problem in the classroom. Despite the use of leading methodologies, I have observed that teachers introduce new vocabulary with the use of big and colorful flashcards, sometimes with the use of videos and the use of occasional and unplanned gestures and vocabulary explanations. The previous paragraph presents passive methodological activities leading students to a

receptive skill level (Soviet Psychology Journal, 1973). Most of the time, during vocabulary teaching and reviewing vocabulary children appear to lose interest. Students sit still and they are inactive while the teacher is teaching new vocabulary. They did not reproduce the words or use their bodies to learn the words. According to Vosniadou (2001) “learning requires the active, constructive involvement of the learner” (p. 8), she also provides some suggestion to encourage active involvement of students. One suggestion includes “avoiding situations where the students are passive listeners for long periods of time” (p. 8), in the case of preschool students between four and six years old, these periods of time cannot exceed from ten to fifteen minutes in a specific task, as reported by Moyer and von Haller (1954) in their study, however with no confirmed evidence.

I have also observed that some students were distracted and lost interest quickly. As a result of this, they stood up and moved around the classroom. Mahone and Schneider (2011) suggest that “inattention among preschoolers may represent a variety of alternative or co-existing conditions, including language disorders, hearing loss, low intellectual functioning or other forms of psychopathology (p. 2). However, other may be the reasons why those students got distracted. Studies related to children attention span and inattention among preschoolers are inconclusive and further studies are required. (Moyer and von Haller, 1954; Broman, 1970; Mahone and Schneider, 2011). Inactivity could be among those other reasons that should be considered and further analyzed to understand preschool students’ distraction and lack of concentration.

Therefore, this challenge originated from the attempt of studying whether providing the students with the opportunity to move beyond receptive skills through the use of planned

and meaningful gestures while learning new English vocabulary, they will be more engaged in the lesson.

This study took place over a five-month period in the school I teach, which is a private, catholic and inclusive school located in Chicureo, an area of high socioeconomic advantage in Región Metropolitana (the central region of Chile, based on the capital Santiago). This school belongs to the Schoenstatt Movement which follows the pedagogy of Father Kentenich, based mainly on five guiding stars: pedagogy of ideals, pedagogy of bonding or attachment, pedagogy of the covenant, pedagogy of movement and pedagogy of trust.

Most of preschool students in this school have the opportunity to travel abroad and to have contact with English language and culture. The research was focused on the learning of 23 students aged between four and five years old (11 boys and 12 girls). It is notable that three students have speech language pathology, one student apparently has Asperger's syndrome (he has not been diagnosed yet) and three other students have self-regulation issues (difficulty in managing emotions and in following rules in the classroom). This study sought to understand whether using American Sign Language (ASL) when introducing new vocabulary in an EFL class had an effect on preschool students' engagement.

A key objective of this research was to study if American Sign Language can be used as a vehicle to present new English vocabulary kinesthetically (that is other than the conventional oral and visual methods) and whether this method might offer an advantage to very young English learners. Therefore, the research question guiding this study was: *“What are the specific effects on levels of preschool students' engagement with newly introduced vocabulary in an EFL class with the adoption of American Sign Language (ASL)?”*

## **Review of Literature**

*“Learning proceeds as we interact with the world”*

Hannaford (1995, p 23)

It is widely recognized that children from very early stages need to observe and experience the world around them in order to learn. Most of the time to “experience” means to move around and touch everything, using their hands in the process as Hannaford (1995) asserts “babies –and everyone need to touch in order to learn”. In pursuance of achieving the main goal of discovering the world around them, hands –as essential parts of the largest sense organ in the human body- have a leading role in our learning process. According to Reynolds (1995) “they [children] often learn more effectively through kinesthetic/tactile channels”. (p.6). However, our hands not only allow us to touch but also to move, to express and to communicate. In the present study, American Sign Language was chosen as an active methodology to teach English as a Foreign Language due to the intended and meaningful movements of the hands. The main idea is to study if ASL could provide an engaging learning experience to students in an early childhood context.

Preschool students are in a particular stage in their cognitive development. “Children learn by doing and through interaction with other people” (p. 76). In this previous sentence, Hannaford (1995) expresses what some parents, teachers and caregivers have probably noticed in children. Social experiences and hands-on activities are essential for their development. “In order to learn and remember something, there must be sensory input, a personal emotional connection and movement” (Hannaford, 1995, p. 60). However, learning requires not only the mind, but the heart and the body, evincing the importance of



emotions and motion in the learning process of every human being. Pinter (2006) states that “children learn through their explorations and play” (p. 5). That is the reason why play is a suitable and required activity in the early years, because it combines movement and thoughts, putting the whole body and mind to the service of the learning process, while still being attractive and entertaining. The National Research Council (2000) states that “children have a natural curiosity to learn and they are self-motivated learners” (p. 102). In this case, it is the teachers’ and caregivers’ responsibility to be able to design and to plan attractive lessons in order to engage students to continue learning and to keep on fostering their motivation. Another important characteristic as Hannaford (1995) asserts is that “children are observers and great imitators” (p. 50), meaning that most of the time, children perceive everything around them and they are always willing to repeat sounds or actions, which add more responsibility to adults’ behaviors.

After reviewing key literature, the researcher identified empirical studies that could be applied in the design and interpretation of the outcomes of this project. Although, the theoretical evidence identified hitherto found for American Sign Language has not been implemented in the context of English as a Foreign Language, some studies have been applied in preschool context of English as a Native Language. The interesting findings provided by Daniel (2001) for example has made the researcher think that it was worthy trying this methodology in an early childhood EFL context because its connection with movement. The question proposed required the investigation of a range of literature, including that related to: engagement in learning among very young learners; American Sign Language, learning acquisition among very young learners and movement and

learning. These fields of inquiry assisted in the design of the study and in the comprehension of its outcomes after interventions in the classroom.

### **Engagement in VYL**

Several researchers have contended that kinesthetic movement could serve as an important tool to help students to improve their cognitive skills and also their level of engagement in the classroom (Jensen, 2005). In fact, Jensen (2005) provides a starting point for this theoretical framework arguing that when we are engaged in learning, “we focus our sight, pitch our ears, and physically attend to the process at hand” (p. 35). Visual, auditory and physical parameters were the main themes that the research tried to identify during the data analysis. Paciga, Lisy & Teale (2009) provided useful information connected to how very young learners express engagement in a classroom setting. The study describes two components of child engagement. First, the level of involvement which can be described as child’s visual focus and second, the type of participation which can be seen through verbalization or manipulation of materials in an activity. Using the appropriate data collection tools, the researcher tried to find for patterns which could shed some light on visual focus and participation parameters. Vitiello et al. (2012) provide the sources of variability of preschoolers’ classroom engagement during a school day. These variations are associated with classroom activity settings, child factors and social interactions with teachers and peers. One of the findings indicates that older students engage more positively with peers and tasks. Another finding is related to positive engagement with teachers, peers and tasks which will help children obtain higher achievements and social skills, it means,

academic and social success; it is also related to collaborative play among children in order to learn more. There are several limitations which were not observed in this study and that should be reviewed in the future in order to obtain a better understanding. These limitations are related to the content of children's activities, teachers' behavior in the classroom and children's temperament or behavior problems. Vitiello et al.'s (2012) study shed some light on the present study because it makes the researcher consider the wide range of limitations when working with preschool students and which can alter their level of engagement. Due to the outcomes found by this study, the design of this intervention was modified and the researcher tried to anticipate certain situations inside the classroom, such as the time in which the class was scheduled. However, all these factors must be taken into consideration when interpreting the outcomes of this action research.

### **Learning Acquisition among VYL**

In "*How People Learn*", the National Research Council (2000) argues that children have biological predisposition to learn some kind of information since they are infants including language, numbers and causality. Experience and maturation will make children become more and more competent in any area they want to develop. However, environment as well as teachers, caregivers and community, will and self-motivation seem to be essential elements to reach learning, because they help students to develop strategies to acquire other types of knowledge. Some of the factors mentioned in this book were considered by the researcher to generate positive attitudes toward the lessons when designing the intervention.

## **American Sign Language**

American Sign Language is a natural language which includes the grammar and structures of any language. Even though, it was created and has been used to teach deaf people, over the last ten years approximately, it has also been used among hearing children and adults in order to help them to develop language. (Daniel, 2001)

Good, Feekes and Shawd (1993) describe all the positive aspects when teaching sign language to hearing or hearing-impaired children because they are able to learn through multiple sensory activities by seeing, hearing, speaking and doing. The main ideas they exposed are that signing can improve students' self-esteem and motivation, and also encourages visual attention. They express that presenting gesture and oral output simultaneously can produce better results than just verbal training alone and that signing is a concrete methodology to teach vocabulary, because signing is visible to children. The authors mentioned Kahn (1981) in their study who "discovered that some students transfer from manual signs to verbalizations if the two methods are paired during training" (p. 81) which is the case of this research. Despite the fact that there is lack of supporting evidence in the article, the literature review could assist in having a better understanding of the data collected for this action research project.

## **Movement and Learning**

Hannaford (1995) states that there is an essential connection between movement and learning. The more children move, the better opportunities they have to create new synaptic connections, which makes them be better prepared for learning. "To pin down" a thought, there must be movement" (p. 109) whether from writing, dancing, singing or even

speaking, we are using muscles and joints which promote the creation of nerve networks, helping the brain to grow. “Every time we move in an organized, graceful manner, full brain activation and integration occurs, and the door to learning opens naturally” (p. 108)

Jensen, (2005) provides strong evidence to demonstrate the close relationship between the brain and the learning process using neuroimaging methods. He expresses that simple movements can help the brain increase the level of amines which are the “brain’s primary fuels for the attentional system” (p. 38) and that they also can increase dopamine in the brain which are neurotransmitters related to the movement which are in charge of “producing a positive mood or feelings” (p. 160). The cerebellum is the organ responsible for cognition, emotions and movements among other actions. Jensen confirms in his book the strong connection between learning, movement and emotions and describes it as “a healthy integration of mind and body” (p.65). The information provided by Hannaford and Jensen is extremely useful because it declares that physical activities or simple movements as American Sign Language can activate the brain and thus stimulate learning. However, both authors concurred with one essential element that cannot be overlooked: emotions. In order to accomplish different learning objectives, teachers and caregivers must connect through their emotions with children and also must integrate active movement-based activities in their teaching practice.

## **Methodology**

Educational research is an important mechanism to address critical classroom challenges in order to better understand and improve pedagogical practices. At its essence, education involves interaction among human beings. Therefore action research “being a field of theoretical and practical inquiry” (Palmer, 2009, p. 1) seems to be the suitable type of research due to its qualitative approach. Research reflects the values, beliefs and perspectives of the researcher (Anderson, 1998); this means that the researcher will investigate issues of her concern, or topics relevant to her practice by revealing her convictions and opinions. In action research, the teacher also plays the role of the researcher, which implies that the research undertaken will make apparent the teacher’s values and beliefs and reflects teacher subjectivities when studying a specific topic. The crucial fact at this point is to avoid excessive subjectivity, which can be achieved by applying the appropriate triangulation when collecting and analyzing data. Following Anderson’s prompt, this study offers the researcher’s perspective as one that involves viewing the world as a whole and not as collections of parts or numbers. This means that this qualitative research can allow us to reflect about student responses in a more holistic way, one which fundamentally differs from the comparative focus of quantitative research. “In a nutshell, educational research is the systematic process of discovering how and why people in educational settings behave as they do” (Anderson, 1998, p. 10). This is exactly what the question leading this action research wants to understand. The aim of this inquiry is to investigate how preschool students behave when learning English using American Sign Language as one methodology and why they do what they do during the lessons. All classrooms have different types of interactions among students and teachers and these

interactions provide valuable information to be analyzed, with the final objective of generating questions and topics to be further studied.

This study included two days of pre-intervention observation to collect baseline data, using some of the data sources used throughout the intervention. A monthly vocabulary topic was introduced. The first topic was family, the second topic was parts of the house, the third topic was colors and the fourth topic was clothes. Students were taught between six and ten vocabulary words per month. For this project, the teacher learnt the words from tutorials and videos to be taught later in classes. During the intervention, the observations were carried out and the field notes were completed every two weeks. The introduction of new vocabulary using ASL was carried out the first week of the month in a 90-minute class. The vocabulary was reviewed and the signs were practiced every class, considering that preschool have five hours of EFL per week. The videos were recorded twice per month, the first and the last lesson of the month. The students' reaction questionnaire activities were completed twice per month, the first and the last lesson of the month.

In the preliminary stage, the data collected was analyzed through a data-driven approach. Through the data, patterns and themes were established to find a possible hypothesis and theory. Once the research shed some light on the main themes (post the intervention phase), the interpretation was carried out through a concept-driven approach.

This action research project aimed to set up an intervention program which was designed to offer some preschool students a more kinesthetic methodology to learn new English vocabulary using ASL. After analyzing the context and reviewing literature concerning this study, it was decided to use two methods for gathering information comprising a variety of sources:

1. **OBSERVATION:** Teacher-researcher observation and peer observation through field notes. Observation is “the most common qualitative method” according to Mack et al. (2005, p.2) because it allows the researcher to take a broad view of a situation as well as to identify specific details. Observation is also a very elementary action in our daily lives, but especially in our professional lives when working with very young learners. As Koshy (2005) mentions, “observation is a natural process—we observe people and incidents all the time and based on observations, we make judgments.” (p. 98). In this study, besides observing, the researcher was able to write down important events during the lesson and answer specific questions related to the lesson development and students’ engagement. Mack et al. 2005, explains it as “describing what it is observed, which is more objective, rather than interpreting what it is seen, which is less objective”. (p. 15), meaning that the obligation of the researcher is to write what she sees during the observation process setting her opinions aside. For this reason peers played a very important role when interpreting the data in order to avoid excessive subjectivity.

The researcher carried out student observation as a participant teacher-researcher. Non-participant observation was undertaken by peers. Field notes were the instruments used to log these observations. In order to obtain data to be analyzed afterwards, it was necessary to have an organized format to make the process of observation simpler. Following Koshy’s (2005) proposal, the researcher used “semi-structured observations” (p. 99), which included specific questions but also allowed peers and the teacher-researcher make free comments about the class and students in their field notebook.



Mack et al., (2005) provides suggestions related to different categories of information to observe. Regarding the students' age, the researcher focused on "Physical behavior and gestures" (p. 20) including the questions and data reported in the Appendix section (See Appendix A).

This observational technique allowed the researcher to understand the dynamics inside the classroom and provided relevant information regarding the level of engagement of preschool students in the lesson with the adoption of ASL.

## 2. ARTIFACT ANALYSIS: Using video recordings to identify students' engagement in the lesson and students' reaction questionnaires.

Video recordings: Very young learners are in a specific development stage. Preschool classrooms are always full of disruptions and obstacles to overcome. Koshy (2005) suggests that "one of the main advantages of video recording is that it allows the researcher to observe an activity afterwards by watching the video, without the disruptions of the classroom or time constraints". (p. 103). This is the reason why video recordings became one of the primary data sources for this study. Video recordings allowed the researcher to observe and identify situations and events that could be missed in real time.

Very young learners are authentic and through body language most of the time they can show what they feel and what they like or dislike. Jablon and Wilkinson (2006) affirm that "the engaged child demonstrates the behaviors of concentration, investment, enthusiasm, and effort." (p. 1). Therefore, video recordings provided the data necessary to analyze the students' behavior in the lesson. These recordings showed if students were concentrated, if they participated and if they were enthusiastic with the vocabulary presented in the lesson or if they were distracted and lost attention.

### **Students Reaction Questionnaire**

With the use of a simple reaction questionnaire, the researcher wanted to assess and recognize the level of engagement that students show in a particular lesson. Depending on their design, some questionnaires can be easy to analyze and they provide helpful information before the action research can be undertaken. Koshy (2005) affirms that the use of a questionnaire “helps you to collect a range of information with relative ease”. (p. 87). Considering the age of preschool students, the researcher used Koshy’s (2005) idea of creating a questionnaire with no words but pictures showing emotions (happy, puzzled and sad faces). At an early stage, students had to color the picture which better represented their feelings after being introduced new vocabulary in the lesson. (See Appendix B)

This questionnaire was used after some English vocabulary lesson. Due to the age of students and their low or limited English proficiency level, those questions were asked in their mother tongue (Spanish). Nevertheless, this procedure was changed during the first intervention session because it became apparent that this was a time-demanding activity which caused confusion among students. Children did not know what face to color. Therefore, the format for this questionnaire was modified. Every student was given a post-it note with his or her name on it. On the bulletin board, three pieces of cardboard were attached with the same happy, puzzled and sad faces from the previous questionnaire. After the lesson, students had to paste this post-it note on each cardboard depending on how they felt with the lesson using ASL (See Appendix C). The questions were reduced to only one question that was also modified owing to the level of difficulty presented among students who were confused when they had to answer two complex questions. How did you feel with this lesson? is the new question that was also posed in their mother tongue. This new

format of the questionnaire turned to be a friendly form to understand students' feelings toward the lesson.

In this particular case, it was anticipated that the students may feel emotionally confused if they experienced a difficult situation in previous hours of the day (frustration, hunger, etc.). Thus, their answers could be influenced when answering this reaction questionnaire. In order to anticipate to this reality, one strategy used was to start the class with a calm ambiance and relaxing music. Children settled down while breathing in and out and doing some relaxing exercises.

Despite all these preparatory strategies, the students' reaction questionnaire was considered as secondary data when analyzing it, because very young learners cannot provide reliable data due to their young age and emotional immaturity (Hannaford, 1995).

In a preschool classroom, there are always different situations to deal with and the researcher can easily overlook some important details regarding the study. Students ask questions all the time and the researcher can be distracted during the observation process. It is for this is the reason that the research used this data collection strategy as the most suitable methods in order to undertake this research, because they provided a deeper understanding about levels of engagement in preschoolers.

The researcher will proceed in explaining why the following methods for collecting data have been discarded:

### **Interviews and Focus Groups**

These methods are probably a helpful method of data gathering. However, as Koshy (2005) states, "interviewing may not always be a suitable method for use with children who are not

confident speakers and those with language problems.” (p. 94). As the research focuses on very young learners who have recently started to have practice on language and some of them present speech and language disorders. Exposing them to these types of data collection was judged not appropriate for their age.

### **Students writing**

As the researcher mentioned previously, children at this stage cannot write in L2. In addition, what this action research wanted to study is the level of engagement among preschoolers when learning a foreign language. Therefore, other types of artifacts are not suitable for this inquiry.

Considering that in action research the teacher plays also the role of the researcher and that investigation is carried out during professional practice and in order to ensure the quality of the data collected and the validity of the information, the research ensured the accuracy of data collection and analysis through collaborative work (Koshy, 2005). The English teacher assistant and the head of the English Department were essential participants in charge of observing, writing in field notes as well as watching video recordings in order to analyze data. They became “critical friends” for this action research. “The role of critical friends is helpful in maintaining rigor and the quality of your findings.” (Koshy 2005, p. 40)

Students also provided data to be analyzed, but it was considered as secondary data. In consequence, the researcher provided the triangulation required to ensure the quality of this action research project.

The data analysis was carried out under a data-driven approach, meaning that the data provided important themes and patterns to be analyzed.

In this study, thematic coding was used for searching crucial themes in order to understand and later analyze the preschoolers' behavior during the EFL lessons.

### **Ethical Considerations**

Banegas and Villacañas de Castro (2015) convey that every time a researcher carries out an enquiry, “ethical issues must be taken into consideration” (p. 60). Thus, ethics must be part of every stage of research. Ethics can be translated as respect, which in research has to deal with protecting all participants involved in a specific study. Working with very young learners is challenging but at the same time it is a very delicate issue. “Collaboration and participation need to be voluntary...” (p. 61). Parents, students and colleagues need to and should be informed of everything related to their participation in this action research. The researcher has already obtained her colleagues oral consent to help her collect and analyze data. However, the main ethical issues that can be anticipated in collection are related to very young learners' video recordings, which is one of the most important forms of methods for the data collection needed for this study. The privacy of the students in the reporting of outcomes was respected. The researcher sent a brief description of her action research project to the Head of the English Department in the school. At the same time, head teachers were also informed and the teacher-researcher requested to her University a written permission to undertake this study in this school which was sent to the school Principal. (See Appendix D)

## **Findings**

At the end of the five-month period, the data gathered was analyzed using observational field notes, peer observational field notes, video recordings and—as a secondary data—students' reaction questionnaires. During the analysis, the researcher conducted thematic coding in order to recognize codes and categories for analyzing and interpreting students' behavior patterns. The data demonstrated broadly that American Sign Language was an effective tool to engage a significant majority of preschool students in the learning of new English vocabulary because this group of students felt interested when they had to move their hands in order to mime a sign. However, this did not necessarily imply all students. There was a significant minority of students for whom this method did not seem to make much difference as noted in the observations.

While American Sign Language is a language with its own grammar and structures, in this study it has been used as an active methodology to teach new English vocabulary in the context of Foreign Language Teaching. As well as Total Physical Response Approach, there are several methodologies that could foster participation and engagement among very young learners. The primary and secondary findings raised by the data will be presented below.

### **Active Listening**

According to the data, a significant majority of students showed active listening during the lessons. This group of students was able to follow instructions and to provide correct answers to specific questions related to the unit, meaning that most of students were listening actively. This could be observed when the teacher repeatedly asked to her

preschool students during the intervention how to say a specific word in English while she was showing the corresponding flashcard and miming the sign.

### **Kinesthetic Response and Participation**

As a result of the use of a more active learning method and as a result of the active listening mentioned in the previous paragraph, most students demonstrated heightened kinesthetic responses -which could be translated as participation- during the lessons. Most of students raised their hands and tried to mime the signs on several occasions. These actions are described in the field notes as “students mimed the signs”, “students moved their hands to repeat what the teacher was doing”, and “most of students raised their hands to answer a question”. Video recordings provided relevant data on this particular finding, showing how students participated in each lesson by raising their hands or by standing up in order to be chosen by the teacher to provide the correct answer to the question asked or simply by miming the sign and saying the name of the word in English. Pictures were drawn from the recordings to present some evidence regarding this finding. (See Appendix E)

### **Concentration**

Even though this preschool classroom encountered several disruptions during the lessons, American Sign Language allowed the students to be concentrated while the teacher was introducing new vocabulary or reviewing the previous lessons. In observations, most students demonstrated considerable concentration when learning something new; this means that the majority of students presented heightened levels of attention on the topic taught by the teacher. This information was found in the field notes, specifically in responses for the question “*How do students behave when new vocabulary is introduced in*

*the lesson?*” Some of the answers to this question were “students were expectant and curious”, or “students were attentive and concentrated watching an ASL video about colors”, or “students sat still and were expectant looking at the teacher” and “students are waiting for more information in silence”. Concentration was also found in a video recording in which the preschool students were watching a video about colors and their corresponding signs. The video showed quiet and silent students directing their attention to the TV set.

### **Memory and Movement**

As students become more familiar with American Sign Language (ASL), they tended to recall words in this foreign language even without using any visual support such as flashcards or videos, making visible a possible connection between ASL and memory. This finding could be observed when in some review lessons; the teacher showed a flashcard and asked the name of that specific word in the picture in English. When some students could not recall the vocabulary word in English looking at the flashcard, the teacher performed the corresponding ASL sign. This kinesthetic support through the use of ASL signs helped some students to remember the name of that word. However, there were other moments in which the teacher only performed the sign and some children could immediately recall the word, without any other auditory or visual support.

### **Positive Feelings and Self-Esteem linked to Formative feedback**

According to the students’ reaction questionnaires, a significant majority of students developed positive feelings towards the lesson with this new active methodology as they expressed it pasting their names written in post-it notes under the “happy” face on a



cardboard. Positive feelings are also linked to the formative feedback provided by the teacher when some students answered some vocabulary questions correctly. This could also be observed when students insistently showed their teachers what they were able to do or what they had just learnt. Some students raised their hands and conveyed several times this message to the teacher “*Miss, look at me, look at me*”. When the teacher looked, students mimed an ASL sign and said the word in English simultaneously. After producing this oral and kinesthetic response, the teacher immediately congratulated them. Some students smiled as reflect of the positive feeling caused by their participation. This achievement probably produced pride among preschoolers which can have as a consequence an increase in their self-esteem.

### **Disruption**

However, according to the data there is a significant minority of students who do not connect to this type of active learning and disrupted the lesson and their classmates. In the field notes, these actions were described as “*some students talked to other classmates and were not looking at the teacher*” or “*some students stood up in the middle of the lesson to take a toy*” or “*some students do not follow instructions and move around the classroom*”.

The video recordings provided contrasting evidence related to disruptions during some lessons. In this particular case, it is worthy to clarify that according to the field notes, some students seemed to be distracted and disrupting the lesson. However, when analyzing the video, the researcher could observe that even though some other students were laughing and talking, they were interacting and sharing some vocabulary words related to the unit and some signs taught by the teacher. They were still engaged in miming the signs but

without following the teacher's instructions as the rest of the class. When the teacher mentioned their names and asked them to repeat some signs, they connected to the lesson and mimed the sign immediately. This information was not detailed in the field notes.

### **Oral Production**

As a consequence of the use of American Sign Language, some students participated orally in the foreign language more frequently than in previous language learning activities. American Sign Language seemed to have a positive effect on most of students' oral participation during the EFL lesson. Once the students were taught the new vocabulary using American Sign Language, they provided oral responses in English. For example, the teacher showed a flashcard with a vocabulary picture on it, and then she asked: "*What is it?*" Most of students raised their hands and provided the correct answer. The similar reaction was produced when the teacher mimed a sign instead of showing a flashcard and asked their students what the meaning of the sign was. However, in this situation, besides raising their hands to answer, students mimed the sign and said the word in English simultaneously. Oral production could also be observed in moments of the class where the students were coloring or practicing fine motor skills and they say a word in English with its corresponding sign. For example, when students were cutting out some figures, students asked "*Miss, podemos usar scissors*" doing the sign for the word "scissors".

### **Interest and Curiosity**

As a result of the use of this new active methodology through American Sign Language, there was a minor group of students who presented increased levels of interest and curiosity. This could be observed when this minor group of students asked occasionally

how to mime other words different from the ones taught by the teacher and from the words included in the unit plan. In a specific lesson, when colors were taught, some students asked how to mime other colors, like gold and silver which were not part of the unit. There was another occasion, in a post intervention lesson, where students were been taught about classroom objects, some of them apparently recalled “My house” unit because of the word “room” and began to ask how to mime the word “classroom”, relating this new information to prior knowledge.

### **Predictions**

Due to the nature of some signs, there was a minor group of students who were able to make some predictions related to the subsequent signs that would be presented later. Activating some prior knowledge about a couple of signs, this group of preschool students followed certain patterns to predict how to mime for example the word “grandmother”. The teacher had taught them how to mime the word “mother” and “grandfather”. Therefore, they concluded how to mime “grandmother”.

### **Off-Task Students and Self-Regulation Issues**

Finally there was a minority group of students who were consistently off-task during most English lessons. Some of the students in this group belonged to the inclusion program at school. During EFL lessons, some students who had self-regulation issues did not participate and in fact those students preferred to perform other activities as coloring or reading books instead of following the teacher’s instructions and miming American Sign Language. In fact, there were some opportunities in which a couple of these students had

tantrums during the review lessons. Those were controlled and well-managed by the teacher assistant.

### **Routine**

As part of the unit “Family”, the intervention included the use of a song to say hello and goodbye using American Sign Language. With this song the teacher taught her preschool students some new words in English. However, the data showed an unexpected outcome related to the motivation and interest produced by the need of singing this song every class at the beginning and at the end of each lesson. In the observations, the researcher could witness that some students remembered the teacher to sing the song by saying “*Miss, no hemos cantado hello friends! (We have not sung the hello friend song!)*” and the rest of the class started to sing immediately the song by using the American Sign Language.

In summary and according to this data analysis most of students demonstrated heightened interest in the lessons and were engaged with learning new English vocabulary through the use of American Sign Language. However, there is a minor group of students who were distracted and lost interest easily; they moved around and talked to other classmates. At the beginning of each unit, in the introductory lesson, most of students appeared to be concentrated and expectant to what the teacher was doing because of the new words and signs, showing active listening. In the subsequent vocabulary reviewing sessions using American Sign Language, most of students actively participated by raising their hands to answer some questions made by the teacher, they mimed the signs actively and showed interest by looking at the teacher and by repeating the words in English. However, in every lesson, there was a small group who did not participate like the rest of the class.

It is notable to mention that the classroom had a warm atmosphere and had all the materials to work with students as described in some peer field notes by stating “it is a cozy classroom”, “order can be maintained” which could also be observed in the video recordings.

In addition to the previous findings provided by the data, there were moments in which the data itself was not clear and therefore inconclusive. An example of this can be the supposed complexity or the supposed easiness of a sign. This contradiction was found between the researcher’s field notes and the peers’ field notes in a specific lesson. The researcher declared that some students lost interest in the lesson because they complained by saying that some signs were difficult to mime; while the teacher assistant declared that some students lost interest because they complained by saying that some signs were too easy to mime. Therefore, they disrupted the lesson while talking to other classmates.

In other opportunities the data was not precise. There was a number of students who expressed they felt puzzled and sad in the students’ reaction questionnaires but they showed interest in lesson, asking questions, participating and miming the signs as noted in the video recordings. Here probably lies one reason why the students’ reaction questionnaires were not reliable and they were part of secondary data, as very young students cannot be expected to provide reliable sources of data.

### **Research Implications**

The purpose of this research was to study the level of engagement among preschool students using American Sign Language as an active methodology to learn new English vocabulary. According to some of many definitions found in dictionaries, the word “engage” could be defined as “to hold the attention of”, “to induce to participate” or “to participate or become involved in”. As described earlier in the findings, one of the effects of this intervention in a preschool classroom reported that a significant majority of students demonstrated heightened levels of active listening, concentration and provided several kinesthetic responses to American Sign Language. Jensen (2005) states that we know that we are engaged when “we focus our sight, pitch our ears, and physically attend to the process at hand” (p. 35), which were the indicators found in the data analysis. Paciga, Lisy, & Teale (2009) examined students’ engagement in a preschool classroom during read aloud sessions. This study provided useful information connected to how very young learners express engagement in a classroom setting. The study described two components of child engagement. First, the level of involvement which can be described as child’s visual focus and second, the type of participation which can be seen through verbalization or manipulation of materials in an activity. Even though, this study used read aloud sessions as the main methodology to investigate students’ engagement in an early childhood context in contrast to American Sign Language used in this action research project, Paciga, Lisy, & Teale’s study confirmed the same parameters collected from the data in the present research and through which engagement can be recognized in a preschool classroom. Now we understand how engagement could be distinguished, we will discuss how “engagement” can be encouraged or triggered.

Engagement could be fostered by different factors and can vary during the day in a preschool classroom according to different situations. Vitielloa et al. (2012) assert that engagement could be altered depending on the classroom activity settings, child factors and social interactions with teachers and peers. One of their findings also state that positive engagement with teachers, peers and tasks could help children to obtain higher achievements and social skills. Concerning the classroom activity settings, the data collected in this present research found that the classroom had a good atmosphere and was well-designed, having all the needed materials to make it a learning-friendly environment. Child factors could include a great number of different situations experienced by a child. On this case, it is worthy to mention that within the large range of factors, emotions are in the center stage. Tantrums, fights and disruptions are part of the early childhood which can be interpreted as limitations. This preschool classroom was not exempt from these constraints and emotions. Even though, those situations were properly handled by the teacher having minimum impact on the rest of students, the data revealed that there was a significant minority who disrupted the lesson and did not want to participate with the rest of the class. Further research is suggested to analyze the reasons why those students were not engaged in the lesson using American Sign Language.

According to Jensen (2005) one element that can foster engagement among children is the use of movements in the lessons. In his book, Jensen provides relevant information related to the function of the brain, movement and emotions. She asserts that moving is essential for learning because when a person moves, the brain releases certain substances producing positive feelings while making connections. In this regard, the data found that a significant majority felt engaged in the lesson due to the movement of their hands. In addition to

movement, Jensen (2005) states that engagement is triggered by teachers' behaviors towards students, confirming Vitiello et al.'s findings. If teachers care about students' emotions, they will have more engaged students and thus they will contribute to a positive learning environment.

Hannaford (1995) concurred with these statements, asserting that children need to move to learn, but also they need "personal emotional connection" (p. 60). She provides information related to the importance of connection with students in terms of emotions. The findings of the present study revealed that once the students were able to mime a specific sign, the teacher expressed positive feedback about their performance and participation, which caused positive feelings among students and could reinforce this relationship between teacher and student.

Preschool classrooms always present love-demanding and care-demanding children. The relationship between teachers and students is as relevant as the type of activities designed for a specific purpose. In the school where this study was undertaken, the focus is centered on students' emotions and feelings, especially in preschool, with a notable culture of bonding. Even though, the interaction with teachers was not deliberately observed in the present study, the close relationship between teacher and students and their significant bond could help on the success of the use of American Sign Language among these preschool students. However, additional investigation is recommended on this matter.

In the attempt of finding an effective methodology, American Sign Language was thought to be a suitable and engaging activity because it involves the movements of hands. Daniel (2001) provides some advantages when using American Sign Language among preschool students. These advantages could be difficult to measure: "Attend", "Self-Esteem",



“Enthusiasm” and “Enrichment”. Daniel asserts that using American Sign Language “children demonstrate a natural curiosity and interest in learning a sign” and that “they become active participants in learning” (p. 133). These benefits of American Sign Language could be observed and are part of the outcomes found in this study. Most of students presented heightened levels of participation and motivation, they were curious and expectant when learning a new sign, and they were enthusiastic and showed interest in the lesson. Daniel states that “Sign language is engaging for children” (p. 133), which was confirmed by this study. Furthermore, the data drew, as an outcome of this action research, a possible increase in self-esteem because of the student’s participation in class which was also reflected on the students’ reaction questionnaires. Concerning these findings, Vosniadou (2001) conveys that “extrinsic motivation results when positive rewards are used to increase the frequency of a targeted behavior” (p. 27). Motivation could arise in children as a result of teachers making positive statements and recognizing their students’ achievements, which could have as a consequence an increase in self-esteem. In this study, the teacher provided constant positive feedback to her students after miming a sign or answering questions.

Nevertheless, a contrast was found on the enrichment in the classroom climate. Daniel (2001) declares that American Sign Language promotes a quieter classroom environment and that “signs quiet them [students] and calm them [students]” (p. 135) which was the opposite situation experienced during the intervention in this study. Preschool students became more active when signing; they were more talkative and participative. However, participation is one of the expected finding for an EFL lesson considering that the final goal is learning English to communicate and to interact with others in an elementary level.

Daniels, M. (1997) in other study investigated the connection between student outcomes and a teacher's signing ability in a prekindergarten class including 108 multi-cultural students between 7 and 9 years old over a three-year period. The findings of Daniel's study showed "how simultaneously presenting words in visual, kinesthetic, and oral ways can enhance young children's language development" (p. 32). Although language development is not part of the findings of the present study, on the basis of the above, we can concur with Daniel's study that using American Sign Language as an active learning methodology when teaching new English vocabulary seemed to have a positive impact on a significant majority of preschoolers because they were able to more effectively learn through multiple sensory activities by seeing, hearing, speaking and doing. Daniel's own words explain it, "using sign language literally allows a child to feel language" (p 29) because all children's senses were being used.

Another finding is that presenting gesture and oral output simultaneously can produce better results than just verbal training alone. According to Good, Feekes, and Shaw (1993), signing represented a concrete methodology to teach vocabulary, making learning visible to children, especially considering the stage of preschoolers' cognitive development. ASL can also improve students' self-esteem and motivation, while encouraging visual attention. Regarding the stage of preschoolers' cognitive development, the National Research Council (2001) confirms that children "lack the conceptual capabilities", therefore "it was appropriate to provide children with concrete materials to explore and categorize" (p. 40). American Sign Language in this case is presented to children as concrete material to practice the foreign language and learn. Learning was revealed when some students were

able to recall and later recognize words in English, either through a visual or kinesthetic/gestural support. One of the main distinctions between Daniel's research and this study is that in the first, the context involves a classroom where English was taught as first language and ASL was taught as second language. In the second, the context involves a classroom where English was taught as foreign language and ASL was taught as an active methodology to teach the foreign language.

Daniel also suggests that presenting sign language when introducing new vocabulary the "intervention is increasingly successful", provided that the teacher demonstrates expertise on signing. Daniel's (1997) study confirms that the more experienced the teacher is in signing, the better the outcomes on language development will be. However in her book (2001), Daniel gathered several research studies she conducted on the subject of American Sign Language. In one of those studies (in press) undertaken in a kindergarten class with hearing children, she concluded that "a minimal amount in preparation will provide a teacher with the medium needed to effectively incorporate this second language in kindergarten instruction" (p. 57). Learning some American Sign Language vocabulary was one of the limitations the teacher had to cope. In this action research, the teacher learned the specific amount of American Sign Language signs she would teach in her prekindergarten class in an autonomous and independent way through video tutorials. Although the teacher's signing ability was not part of this study, further research should be undertaken to investigate if there is a relationship between the teacher's expertise on signing and the students' outcomes in an EFL context.

Daniel (2001) in his book provides relevant information related to the reasons why teaching ASL to preschoolers works and have positive effects in her context. The first reason is

related to memory. She states that language is stored in the left hemisphere of the brain. Every language that is learned is located in a specific “memory store”. Therefore, and according to the brain functioning, all languages are stored separately. Daniels expresses “if they [students] don’t find the answer in the English data base, they [students] may find it in their ASL data base” (p. 121), meaning that students have “two places to look for the information” (p.121). Comparing Daniel’s finding to one of the unexpected findings of this study, it is possible to recognize the important connection between American Sign Language and memory. During the intervention, every time a preschool student could not recall the name of a word in English, the teacher mimed the corresponding ASL sign. Thus this student was able to remember the name. Broader et al. (2007), confirms that encouraging gestures in students could be helpful for some students to express and/or recall any implicit knowledge they might have and also to be more receptive for learning. Even though, Broader et al.’s study was undertaken in a math lesson including students of older ages which differs from this study undertaken in an English lesson including preschool students, it concords with this present research.

The second reason is related to visual perspective. Children and adults respond most of the time to visual communication. Children respond better to what they see more than what they hear. A great part of the brain located in the right hemisphere dedicates to sign language visual perception and processing. According to the outcomes of this study, ASL seemed to have a positive impact on the majority of students who presented heightened levels of attention on the topic taught by the teacher through the use of signs.

The third reason is related to movement. Piaget (1955) stated that “gesture and mime-language in movement is the real social language of the child” (p. 77). Movement is part of

every child's life. It is the way how children communicate and interact. In this regard, American Sign Language seemed to be an excellent kinesthetic method to help children to Learn, to communicate and to develop thought. "Each sign with its accompanying movement becomes a vital link in thought processing and learning" (Daniel, 2001, p. 126). One of the main outcomes found in this study was the kinesthetic responses provided by some preschool students when they were asked a question or when they wanted to make their learning visible. In this case kinesthetic responses are associated to movement which at the same time is linked to participation. In this case, hand movements offer the necessary connections in the brain to help the children to learn. According to Jensen (2005) movement can help the brain increase the level of amines because they are the "brain's primary fuels for the attentional system" (p. 38) and that they also can increase dopamine in the brain which are neurotransmitters related to the movement in charge of "producing a positive mood or feelings" (p. 160). The data findings demonstrated that due to the hand movement, a significant majority of students had positive feelings towards the lesson while learning a foreign language. The cerebellum is the organ responsible for cognition, emotions and movements among other actions. Jensen (2005) confirms in his book the strong connection between learning, movement and emotions and describes it as "a healthy integration of mind and body" (p.65). According to this information and the outcomes of this study, American Sign Language seemed to meet all the relevant conditions to activate the brain and thus to foster learning.

In Mejía-Menéndez's (2016) study, a similitude was observed because in this study the data demonstrated "a significant increase in their ability to recall new Spanish vocabulary words" (p.3). In this particular case, the study was undertaken with primary students

learning Spanish as a second language. However, this study portrays strong evidence supporting the use of ASL in an ESL context. This study provides interesting findings related to classroom management, language development and memory.

A study undertaken by Kushnir (2010) reports that “babies and children are like little scientists. They gather evidence by observing and experiencing the world” (p. 1), indicating that children from very early ages are able to infer preferences, make hypotheses and use statistical evidence from their social context in order to reach learning. This is probably the reason why some students were able to make predictions about some signs the teacher taught, which represents one of the unexpected findings of this study.

Including ASL in the lesson allowed the students to use simple movements while reproducing oral output in this foreign language which caused heightened levels of participation among a significant majority of preschool students. National Research Council (2001) states that “current understandings suggest that cognitive development takes place in the context of the child’s interactions with others and with the environment—interactions in which the child is a very active participant” (p. 39). With the adoption of American Sign Language, preschool students are given the opportunity to participate and interact among them, becoming the main agents of their own learning process. Even though American Sign Language seems to be useful when teaching in this foreign language context, it is worthy to emphasize that no sound empirical evidence exists to demonstrate how a foreign language must be taught among very young learners. As mentioned at the beginning of this study, the lack of a coordinated national curriculum to teach English as a Foreign Language in preschool was the first limitation this action research had to consider,

because the researcher did not have the certainty of the knowledge and skills students are expected to learn, the learning objectives they are expected to meet or the most appropriate methodology to use in this early childhood context to achieve a memorable, meaningful and long-lasting learning. Derived from this limitation, the researcher could consider a possible range of other constraints found in this study. For example, it is possible that the amount of hours allocated for teaching English vocabulary through the use of American Sign Language was insufficient; or that American Sign Language should have been used not as an isolated activity but integrated and connected to other activities, for example as part of the routines described in one of the unexpected findings. Perhaps, the selection of words taught through American Sign Language was not the adequate option for very young learners. It is likely that effective vocabulary instruction could be achieved through a variety of other more engaging activities different from American Sign Language.

As a matter of fact, here lies the relevance of conducting this type of action research in Chilean classrooms. By undertaking this kind of study, teachers-researchers provide useful information to other English as Foreign Language teachers.

## **Conclusions**

In general terms this paper has investigated the effects on the levels of engagement when integrating American Sign Language as a movement-based dynamic activity within EFL lessons among preschool students ranging from 4 to 5 years old in a private school.

The results of this study suggest that American Sign Language proved to be a successful methodology to teach English as a Foreign Language for a significant majority of very young learners in an active and engaging way. Even though further studies are required in the field of Teaching English as a Foreign Language among preschool students, American Sign Language was an effective strategy due to the movement of the hands and, as some studies confirmed it, movement allows learning. Thus, American Sign Language has positive effects on early childhood, not only at a learning level, but also at a memory and emotional level. According to the findings, signing and gesturing helped the students to recall some English words without additional visual or auditory support. Nevertheless, further work needs to be undertaken in order to observe the same students next year to verify if they can recall the vocabulary taught during this year to study a possible connection between signing and long term memory.

According to the data, high levels of participation and engagement were accomplished in this early childhood setting when using signs. In fact, one potential application of this effective strategy could be the use of signs during daily routines, which according to the findings; it motivated students at the beginning and at the end of the lessons. The data showed that students were able to include and were keen of using sign language in their daily routines and songs, making this experience more significant. Nevertheless, further study would be recommended to observe the impact of the use of American Sign Language



on daily routines and classroom commands, which can improve the relevance of these findings.

This research has underlined the importance of connecting movement, thoughts and emotions within the learning process of children and adults. Several studies contended that teacher-students relationship is extremely important to promote students' engagement in the lesson. When children feel secure and loved, there is a high probability of successfully engaging them. Besides, the movements of the hands at the same time produce neural pathways in the brain assisting the connections needed to allow learning. This study informs how eager children are to learn new things, and how much they love and enjoy moving and using their body without being completely aware that through motion they are learning.

In terms of building students' engagement in this early childhood context, we can conclude that American Sign Language proved to be an appropriate and engaging activity because it activated preschool students' brains while moving their hands, allowing the creation of new neural connections producing learning. This means that very young learners need to move in order to achieve a good level of social, emotional and academic development. That said, whichever movement-based activity could be used in order to stimulate students. Most of the time, those achievements could be seen through participation and engagement. However, this methodology will be successful only if a variety of other elements meet. Among these factors, emotions play an essential role, most especially, at this stage of very young learners' development. It is of the utmost importance the relationship between teachers and students. Linked to this, preschool classroom settings must include the needed material to be used in the lessons and must have a warm learning environment.

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## **APPENDIX A**

### Observational Field Note Questionnaire:


1. Start time and date:
2. How do students behave when new vocabulary is introduced in the lesson?
3. Are students engaged in the lesson?
4. If yes, how do students communicate that they are engaged?
5. If not, how do students communicate that they are not engaged?
6. What made students lose engagement in the class at a certain point in the lesson?
7. Free comments (disruptions, unexpected situations, interactions among students, classroom atmosphere, etc.)
8. End time

## APPENDIX B


First format of Students' reaction questionnaire before being changed

**STUDENTS' REACTION QUESTIONNAIRE**

- How did you feel when the teacher taught you the new vocabulary? Color



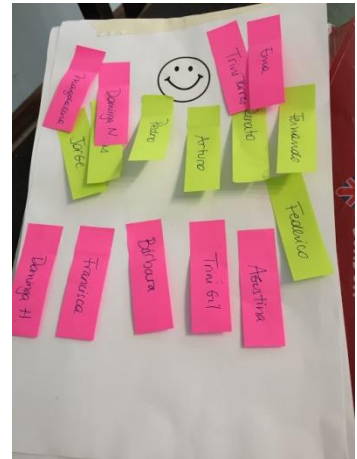
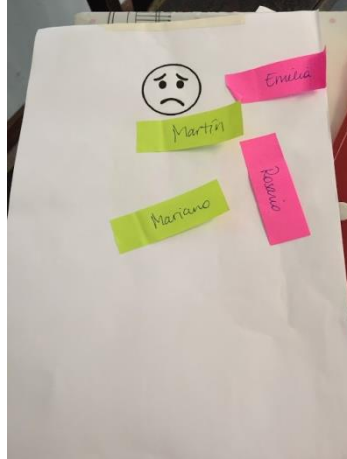
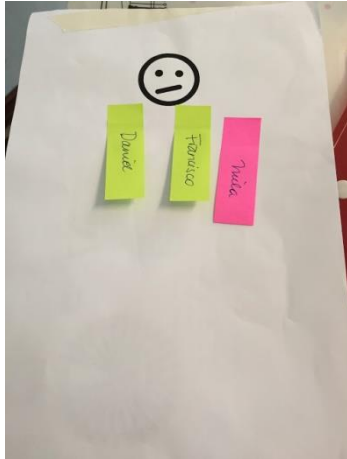
- How did you feel when the teacher asked you a question related to the new vocabulary taught in classes? Color:



EFL for preschool students: Can American Sign Language give us a hand?

## APPENDIX C

Students' reaction questionnaire modified (14 June)



## APPENDIX D

Written permission sent by the University to the school Principal to undertake this study in the school:

 <p><b>UNIVERSIDAD ALBERTO HURTADO</b> FACULTAD DE EDUCACIÓN</p>
Señores Colegio San José de Chicureo Presente
Santiago, 5 de mayo de 2017.
Estimada Sra. Badilla,
Por medio de la presente hago constar que la profesora <b>Evelyn González</b> es alumna regular del Magíster en <i>Enseñanza del Inglés como Idioma Extranjero</i> en nuestra universidad. La profesora González está terminando este programa de postgrado y se encuentra realizando su trabajo final de grado en un proyecto de investigación-acción en el aula. Para ello necesita hacer intervenciones en sus clases de inglés con sus estudiantes que luego aparecerán mencionadas en dicho trabajo. Debido a lo anterior, les solicitamos autorización para que pueda usar observaciones, recursos y resultados de aula en su tesis. La identidad de los estudiantes será totalmente confidencial y jamás será revelada.
Agradeciendo de antemano la buena acogida a esta solicitud, me despido cordialmente,

Mary Jane Abrahams Directora Magíster en <i>Enseñanza del Inglés como Idioma Extranjero</i> Facultad de Educación Universidad Alberto Hurtado Erasmó Escala 1825 Santiago, CHILE

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## APPENDIX E

Picture from video recording: Some students were miming the word “Bedroom”

