Creating an English learning station as a tool to practice phonics and vocabulary in English in kinder 5 at Liceo Ingles

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Creating an English learning station as a tool to practice phonics and vocabulary in English in kinder 5 at Liceo Ingles

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Contents table

List of tables

List of graphics

Resumen

El presente trabajo de grado es una propuesta de intervención que describe y propone la creación de una estación de aprendizaje como herramienta para la práctica experiencial, dinámica y activa del aprendizaje de los sonidos fonéticos y el vocabulario en inglés en el aula de clase. Para desarrollar este proyecto se desarrolló de una entrevista a los estudiantes donde con gran asertividad accedieron a repasar los sonidos y el vocabulario visto, involucrando para ello actividades diferentes a las trabajadas en la clase regular. Desde el área de Ingles de preescolar, se busca brindar a los estudiantes experiencias educativas para adquirir aprendizajes significativos, que unidos a una serie de herramientas y alternativas permita a los estudiantes la construcción de conocimientos propios, la socialización, el trabajo en equipo y la resolución de problemas. Actualmente, algunas de las actividades propuestas en el presente proyecto se implementan en las aulas del grado kínder 5 del colegio Liceo Ingles, donde los actividades aquí planteadas se proponen en la planeación de las clases obteniendo resultados positivos por parte de los estudiantes.

Palabras clave: aprendizaje, estación, sonidos, vocabulario, inglés, educación, fonética, estudiantes.

Abstract

The actual degree project is an intervention proposal that describes and proposes the creation of an English learning station, where students can develop skills and strategies such as: Observation, listening, cooperation, solving problems and sharing knowledge with other students; it is a tool in the experiential, dynamic and active practice of learning phonetic sounds and vocabulary in the classroom. In order to achieve this project, we develop an interview to students and in their positive respond, they agree to review the sounds and the vocabulary already seen by involving different activities complementing those already worked in the regular classes. From the development of this degree project, we seek to provide students with a meaningful educational experience to acquire language and learning by involving a series of tools and alternativesto allow students to build their own knowledge, socialization, team work and problem resolution by the implementation of an English learning station in the classroom. Currently, some of the proposed activities in this project have being implemented in Kinder 5 classrooms at Liceo Ingles, where the activities here exposed are still part of the lesson planning with positive results from students.

Keywords: learning, station, sounds, vocabulary, English, education, phonetics, students.

Introduction

One of the essential activities for learning is playing; it is a spontaneous activity with pedagogical proposals where kids learn about a specific topic, in this particular case about English phonics and sounds, where they are engage with activities for the learning of vocabulary in English within meaningful contexts. Playing involves the whole self, by interacting and discovery. This became evident in the processes of interaction with the boys and girls of kinder 5C at Liceo Ingles, who initially presented a low level of knowledge in the sounds evaluated.

Phonics and vocabulary have had little importance throughout history, since educational processes are being center on grammatical elements. The knowledge of the lexicon of a specific language facilitates communication between people; from here, that this project of degree deals learning of phonics and vocabulary in English in Kinder 5C at Liceo Ingles through an English learning station.

The theoretical exposition is involved with the design and implementation of an English learning station that involves contextualized activities to review and teach in a meaningful way the use and learning of new phonics and lexicon in English.

Some references on which this project is based are the dimensions and pillars of the development of the document N ° 20 by Ministerio de Educación Nacional. (1998), the socio-constructivist theory of the game since Vygotsky (1924), the significant learning from Ausubel (1983), the lexical competition from Lewis (1993) and the learning stations implementation in the classroom by Snow(1998).

This degree project collect the information by using some instruments and techniques such as direct observation, students' interviews and diagnostic tests at the beginning and at the end of the learning station´s implementation in order to compare results of its implementation.

Initially, we will describe the situation that led us to the research question, which contains a justification, a state of the art, and a series of objectives, after that, you will find a background that take us to the beginning of this project.

Continuing with the sections of this degree project, you will find the methodology used that includes the type of research, the education context and target group, an analysis of the data and the procedures used of them follow by the results obtained from the diagnosis that we made at the beginning and at the end of the intervention are analyzed.

Next, you will find the theoretically substantiating our object of study, emphasizing on the dimensions and pillars of development, the constructivist theory of the game, the lexical competence in children (in childhood) and the language learning centers. We proceed to its practical application; which presents a series of contextualized activities within an intervention proposal, to finally, expose the conclusions we have reached at the end of this degree project.

1.   Problem description

During the teaching practice at Fundación Liceo Ingles, we identify the need of students to have a space where they could practice and recognize the sounds properly, and to identify vocabulary by looking at an image. Then, decide to analyze, observe and interact with the students and I noticed the need of creating a learning station where students could practice phonics and vocabulary in English in a space created for it with concrete and ludic material, resources and activities to make learning meaningful and fun.

A potential resource for meaningful learning and that generates contexts of real use, is the game; Vygotsky (1924) considers it as a social activity, in which, thanks to cooperation with other children, they acquire roles that are complementary to their own. According to his, own words "the game is a changing reality and above all a driver of the child's mental development" (Vygotsky, 1924: 3). Concentrate attention, memorize and remember is done, in the game, in a fun way and without any difficulty.

In order to develop and strength learning of initial sounds in English, the vocabulary and the initial writing process, it was decided to carry out an English learning station in kinder 5c at Liceo Inglés, where students can contextualized and practice the topics they already learn.

2.   Research question
How an English learning station may affect the learning of phonics and vocabulary in English in Kinder 5C at Liceo Ingles?

3. Justification

Time has change and so education, world and technology bring the learning of new things, therefore, the importance of vocabulary in English since pre-school education to develop communicative and linguistic skills in children and open doors to higher levels of knowledge at primary ages, where the learning process is easily to assimilate

English has become a necessity nowadays and the in service - teachers should be up to date when implementing strategies that allow children to acquire communication skills in English by interacting and playing with students in different spaces.

Early childhood it´s an important stage to acquire phonetic and communicative skills in a foreign language as it begins since early ages. In this case specifically, the second language acquisition improve while the higher levels are reached at the end of the school stage, just as it is proposed by the Ministerio de Educación Nacional through the PFCLE (Proyecto de Fortalecimiento de Competencias en Lengua Extranjera Inglés) (2004 - 2019).

Considering all this, the strategy used to develop the practice and improvement of phonics and vocabulary in English of students at Liceo Ingles, will be the creation of an English learning station in the classroom to develop participation, socialization, improvement and practice of communication skills, supported by the use of this didactic resource.

4. State of art

The classroom is a place where students spend most of the day in school and the use of centers or learning stations are effective when managing the flow of children and overseeing the instruction given. It is not only to adequate a space where kids can learn, it also needs to combine a ludic and holistic organization for kids to understand the purpose or topics.

Many researchers have been developed about the usage and accommodation of learning stations in the classroom, as its importance is relevant we are going to learn about some experiences related with this subject and the results of its implementation:

4.1 Differentiated Instruction Strategies: Learning Stations

Janelle Cox is an educational writer, in her article *"Differentiated Instruction Strategies: Learning stations"* she talks about how teachers should supply classrooms with multiple ways to learn and understand concepts. As she said: "Learning stations expose students to a variety of strategies and choices that address many learners' needs".

In the article, we can identify the difference between traditional and differentiated center and multiple centers. While in the traditional centers are based on a whole group instruction and the resources are not differentiated, the learning stations are focus on student's assessment data and multilevel resources full of activities for them to practice and explore.

On the other hand, as the author said: "learning stations specifically—allows you to meet the needs of *all* learners while maintaining high standards within groups or individually. When you match a variety of exciting activities to a student's learning style and preference, and then magic happens".

4.2 Learning centers: Providing a Wide Variety of Learning Activities

Nancy Bitnner is a writer for Utah education network, in the text; she talked about how children learn better by doing and how they build knowledge with the world by spaces of

interaction, resources and their classmates. According to Bitnner (2003), "They can be structured activities with a specific sequence of tasks, or openhanded materials that stimulate student Creativity and oral vocabulary. Teachers introduce materials and how to use any tools. Materials should support learning from Initial explorations to mastery levels. ".

During the development of the project the interest of students for the activities in the station where evident, they were motivated to learn and collaborate one to another, to work independently, to learn and socialize competently.

4.3 Designing effective activity centers for diverse learners

Transforming a space in the classroom into a learning station involves also a meaningful learning in students and a context for teaching transformation, in the learning station we create, the collaborative work among students after following teacher´s instruction was determinate.

According to the book, some of the goals of the activities stations the teacher ´s role not only facilitates the work in the class, as it said: "teacher participates with students in meaningful activities; assesses students' levels of understanding by observing, listening, and questioning; and provides assistance that is responsive to students' developmental levels and advances their understanding". During the sessions, we observed students and their interactions, the collaboration was valued, the inclusion was evident and each student was able to engage with the topic in a fun, different, social and experimental context.

El fact of having small groups working on centers, allow students to work in a variety of roles, and abilities. On the text, we read about pedagogy standards, where *language and literacy development* was related with: "developing competence in the language and literacy of instruction, as well as the academic disciplines, throughout all instructional activities for students to connect it to prior knowledge or experience from home, school, or community". In the lesson planning most of the activities are related with things that are common for them, the vocabulary used for example is related with everyday things, allowing student to identify them around their environment.

4.4 The new kindergarten – Chapter 3 – How to organize and manage a full day child-centered academic kindergarten.

After the interview we did to students, the determination of creating a space for the learning station in the classroom was the top, arranging chairs and tables, reorder some spaces and bringing out some furniture were some of the accommodations did in order to create the station.

I agree with Marzollo (2000) when he said that**:** "Establishing a mood of autonomy, inquiry, sharing, and respect in the classroom enables children to feel pride in their ideas and to be curious about the ideas of others. Such a classroom atmosphere leads to improvement in the children's ability to listen to each other and to focus on their own activities without being distracted". Classrooms are places where kids can have fun, feel safe and pleasant to learn and to be.

While kids are in the centers, teachers visit them; ask them some question about the topic taught. The center is the proper space to participate and strength the learning, places where one on one interaction occurs. Teachers find in centers the opportunity to observe, evaluate and identify student´s strengths and weaknesses. Having children in the center, talk to them and observe their progress individually allow teacher to record progress easily and keep the station functioning.

5. General objective of the research

The main aim of this research is to analyze how the creation of a learning station affects pronunciation and vocabulary in kinder 5C at Liceo Ingles.

- To analyze how the creation of a learning station affects pronunciation and vocabulary.

- To practice sounds recognition and vocabulary.

- To provide a space in the classroom to interact with kids.

6. Background

Throughout history, humans have used written and spoken language to communicate and express their ideas. It is well know that English has become a worldwide language, which is key to scientific and technological knowledge, we can see how schools are teaching English since early childhood, promoting the use of different strategies to develop oral skills and vocabulary.

In the book English phonetics, by Ramelan (1985) it is said that: "The greater similarity between two languages, the less difficult it will be for the students to learn the foreign language". In both, English and Spanish, there is some phonics and alphabet letter sounds that are written and spoken in similar ways, these factors are very useful in the acquisition of vocabulary in a second language because students can relate words to their mother tongue and identify them easily.

Many schools around the world use learning centers or stations to develop language acquisition, writing- reading skills and social interactions by creating an environment in the classroom where students can improve and practice sounds and vocabulary.

At Fundacion Liceo Ingles, the school where I developed this project, students usually work on stations and develop different kind of activities by playing with specific materials such as: realia, images, toys, play dough, sensory games and some others. Teachers create a meaningful space in the classroom to offer children a variety of activities where they can have a positive, fun and meaningful relationship with the English language acquisition.

7. Methodology

In order to implement this research project, it was necessary to create a plan to reach the aim objectives planned. The intervention proposal was developed in Fundacion Liceo Ingles, a bilingual and private B calendar educational institution in the city of Pereira. We choose kinder 5C grade to develop this project, in this classroom, there are twenty children in their totality, eleven girls and nine boys. Most of them are five years old and their parents are mostly young and professional, who live in the wealthy areas of the city.

The instruments use to collect the information were: a direct observation of the group needs, an interview to ask students if they would like to practice the English topics and two oral tests to check recognition of vocabulary and phonics one before and one after the intervention to compare results.

In our research question: How an English learning station may affect the learning of phonics and vocabulary in English in Kinder 5C at Liceo Ingles? We use the instruments to collect all the information, the English learning station was adequate during five weeks in the classroom, students could practice the sound given for 20 minutes daily, and they were distributed into groups of seven students. They use concrete materials, copies, books and flashcards related to the sound to be worked. At the end of the process, we make an oral test to check students 'progress.

7.1 Type of research

The methodology of research used is the intervention proposal methodology, is a theoretical strategy - practice that corresponds to three phases: planning, development and conclusion, where lesson approach students to language in a memorable and natural way, they are free to use language and achieve goals by playing games, participating actively, solving a problem, communicating and helping each other. This type of research is appropriate for students because they practice and learn vocabulary through different tasks. As a teacher, I consider this methodological teaching strategy are going to improve my own teaching practice by including something new, motivating and didactic for students to enjoy learning and practice English in a useful and fun learning station.

Richards and Rodgers (2004) say that Task-Based Learning is an approach that uses tasks as the main unit for planning and instruction. Language is meaningful so that learners engage in tasks and thus learning takes place. The previous models show that a lesson could be a series of tasks or a task may be developed in more than one lesson, which means there may be multiple tasks or mini-tasks within the main task. Goals and objectives will be started in terms of language use (functions) rather than linguistic forms.

During the observations in the classroom, we realize that students need to continue practicing the vocabulary given, reason why we decide to make a diagnostic interview to consider this situation. The date collected indicate us the need of a space in the classroom which include vocabulary and phonics practice. As a teacher, I consider this methodological teaching strategy are going to improve my own teaching practice by including something new, motivating and didactic for students to enjoy learning and practice English in a useful and fun learning station.

The participation of both, teachers and students was meaningful, fun and ludic. After the interventions to the class, we consider a final test in order to identify if students where accurate in the practiced sounds by writing and listening to them while in the vocabulary given students identify different images, all this based on their knowledge, strengthens and practice on the English learning station.

7.2 Educational context and target group

The educational context for this research project was developed in preschool at Fundación Liceo Ingles in Pereira; the target group was kinder 5C, kids between five and six years old. They are starting the reading and writing process by identifying sound and form word in English and Spanish, the group has twenty (20) students: eleven (11) girls and nine (9) boys. Students are all different and learn different too, while some are visual learners, other need to listen or move, they also have vary needs and ability levels and it is necessary to provide them with multiple opportunities and activities to improve and practice.

In an English learning station, a physical area in the classroom designed for a specific purpose, students can have contact with different audio, visual and manipulative material related

to a determinate topic. In this case, phonics and vocabulary to promote autonomy, participation, vocabulary development, sound recognition and learning, where most of the activities are open rather than oriented.

In the station, the use of functional materials, develop language skills and get valuable information about children through observational assessment and interaction between them. In this classroom space, students can practice sounds by using all skills, they practice pronunciation, trace sounds, match vocabulary, write letter sounds or words using different materials, listen to their classmates or teachers to follow instructions and develop social skills such as sharing as respecting turns.

One of the goals of an English learning station is to provide students with meaningful, independent and creative tasks, as the work is develop with small groups, it's easier to identify strengthens and weaknesses in order to increase vocabulary and comprehension skills, the use of this space in the classroom can be daily or weekly according to student's needs.

7.3 Data analysis

To make this pedagogical intervention proposal, it was necessary to elaborate a plan in order to reach the proposed objectives. At first we make two observations to identify the necessity of having a different space inside the classroom and secondly making an interview to ask students a couple questions in Spanish as follow: "¿Te gustaría repasar los sonidos vistos con otras actividades?" and " ¿Te gustaría repasar las palabras del vocabulario ?", using a table to summarize their answers. (See table 1)

During the diagnosis interview, we could evidence the need of creating an English learning station where students could practice the sounds in which they have mayor difficulties. The activities and environment give students a chance to use supplies they like such as boards, markers, cards, sand, paint, books and some others.

English learning stations more than provide a visual exposure create a meaningful interaction that engage students to the activities and approach them to the way they learn, while as teachers we evidence how the data and interactions give support and credibility to the process.

In the station, they could practice and use all the resources after following teacher´s instruction, up following, you can find the dates of group intervention per phonic or sound, you can check the weekly lesson plans on the annex.

SESSIONS DATE	SOUND/PHONIC
September 25 - 29 / 2017	M
October 2 - 6 / 2017	R
October 17 - 20 / 2017	D
October 23 - 27 / 2017	G
October 30 - November 3 / 2017	K

Fundación Liceo Ingles is a private institution located in Pereira with over 600 students in their entirety, distributed among four levels: preschool, primary, middle school and high school, our target population was preschool, where we can find kids from two to six years old, distributed into ten classrooms like:

Graphic 1. Preschool students per grade - Fundacion Liceo Inglés

The research project was develop twice a week, during the months of October, November and December of 2017 in the Fundacion Liceo Inglés with a group of 20 students in preschool, grade kinder 5c.

As the institution use B calendar, they started classes by the middle of August, the group get easily adapt to kinder 5C, and they are friendly, helpful, and active and like to participate of all the activities. They have a good relationship with all teachers and their favorite activities focus on playing with blocks, form puzzles, play with sand and read books. During the first trimester students were exposed to new academic topics to initiate them into the reading and writing processes by using letter sounds and vocabulary, some of the sounds were learn while students were in kinder four, so they were practicing about previous sounds and vocabulary with different activities, focusing on vocabulary acquisition and phonics recognition they already have.

7.4 Data collection procedure

In order to collect the information, I use some instruments and techniques such as direct observation, students' interviews and diagnostic tests at the beginning and at the end of the learning station´s implementation.

7.4.1   Direct observation: This technique allowed recognizing the group and the different students in the classroom their English level to determine the need and identify the phonics that should be reinforce and diagnosed.

7.4.2   Interview to student: This technique intent to know the level of interest of students in having a space in the classroom to practice English, we ask them two questions and they answered in Spanish because it was easier for them to understand and give a better answer. (See table 1).

The questions were:

1. Would you like to review the English sounds we have learned with other activities?

2. Would you like to review the vocabulary words?

7.4.3   Diagnostic tests: This technique used to evaluate the recognition of the vocabulary and the phonics practice in the English learning station in two stages: at the beginning and at the end of the intervention. It was an oral test where students write sounds and identify images according to our pedagogical purpose.

7.4.3.1 **Beginning test:** This instrument includes the name of the institution, the grade, the date of application, the teacher´s name and the number of students. Additionally it includes five columns, one per phonic sound (m, r, d, g, and k) to check three things (visual recognition, speaking and writing skills). Each column was checked according to the correct or incorrect identification with a tick (□) or crossing out (X). *(See table 2).*

7.4.3.2 Final test: This instrument includes the name of the institution, the grade, the date of application, the teacher´s name and the number of students. Additionally it includes five columns, one per phonic sound (m, r, d, g, and k) to check three things (visual recognition, speaking and writing skills). Each column was checked according to the correct or incorrect identification with a tick (□) or crossing out (X). *(See table 2).* (*See table 3*).

LEARNING STATION AS A TOOL TO PRACTICE PHONICS

8. Expected outcomes

8.1   Interview to student: On September 14-2017 we made an interview to identify the level of interest of students in having a space in the classroom to practice English, we ask them two questions and they answered in Spanish because it was easier for them to understand and give a better answer. (See table 1).

The questions were:

1. Would you like to review the English sounds we have learned with other activities?

2. Would you like to review the vocabulary words?

According to the information given in the interview to identify the interest of students in practice English, the results were the following:

Table 1

Interview to students – Fundación Liceo Ingles

INTERVIEW TO STUDENTS																	
Institution: Fundacion Liceo Ingles				**Grade:** Kinder 5C				**Date:** September 14 - 2017									
In service teacher: Yuri Paulina Villada																	
Number of students: 20				**Number of boys:** 9				**Number of girls:**									
Question 1: ¿Te gustaría repasar los sonidos vistos con otras actividades?																	
YES																	14
NO																	6
Question 2: Te gustaría repasar las palabras del vocabulario																	
YES																	12
NO																	8
COLOR CODE:			**YES:**				**NO:**										

Note: Data reached in the interview

8.2 **Beginning test:** On September 20- 21 of 2017 using flashcards with images of the sound to be work on the learning station, we test students orally and writing in three main topics: visual recognition, speaking and writing skills. Each column was checked according to the correct or incorrect identification with a tick (□) or crossing out (X). *(See table 2).*

Table 2

*Beginning test – Fundación Liceo Ingles*Note:

BEGGINING TEST

Institution: Fundación Liceo Inglés
In service teacher: Yuri Villada
Grade: Kinder 5C
Number of students: 20
Date: September 20 & 21 of 2017

| N°	STUDENT NAME	VISUAL RECOGNITION					SPEAKING					WRITING SKILLS				
		M m	R s	D d	G g	K k	M m	R s	D d	G g	K k	M m	R s	D d	G g	K k
1	Botero Botero Verónica	✓	X	X	X	✓	✓	X	X	✓	X	X	✓	X	X	✓
2	Buitrago Mejia Mariana	X	X	✓	X	X	X	✓	X	X	X	X	X	✓	X	X
3	Cardona Gaviria Tomás	✓	X	X	X	X	X	X	X	✓	X	X	✓	X	✓	X
4	Fortich Díaz Fernan Daniel	✓	X	✓	X	✓	✓	X	X	X	✓	✓	X	✓	X	✓
5	Gaviria Sánchez Martina	X	✓	X	✓	X	X	✓	X	X	X	✓	X	X	X	X
6	Giraldo Herrera Mariano	X	X	✓	X	X	X	X	X	X	✓	X	X	✓	X	X
7	Guerrero Hoyos Camila	✓	X	X	✓	X	✓	X	X	X	X	✓	X	✓	X	✓
8	Lopera Marín Amelia	✓	X	✓	X	X	X	✓	X	X	X	X	✓	X	✓	X
9	Miranda Jiménez Samara	X	X	X	✓	✓	✓	X	X	✓	X	✓	X	X	X	✓
10	Molteni Posada Agustín	X	✓	X	✓	X	X	✓	X	X	✓	X	✓	X	✓	X
11	Morales Palacio Sara María	✓	X	✓	X	X	✓	X	✓	✓	X	X	✓	✓	X	✓
12	Quintero Vásquez Samuel	X	X	X	✓	✓	X	X	✓	X	X	X	✓	X	✓	X
13	Rojas Gandur Vicente	✓	X	X	X	✓	✓	X	X	✓	X	X	✓	✓	X	✓
14	Sánchez Londoño María Paula	X	✓	✓	X	X	X	✓	X	X	X	✓	X	✓	X	X
15	Sierra Hincapié Emiliano	✓	X	X	X	✓	✓	X	X	X	✓	X	✓	X	X	✓
16	Sinisterra Valencia Raquel	X	X	✓	✓	X	X	X	X	X	X	X	✓	X	✓	X
17	Valencia Sánchez Luciana	X	✓	✓	X	X	X	✓	X	✓	X	X	X	✓	X	✓
18	Vargas Guerrero Jerónimo	X	✓	X	✓	X	X	X	✓	X	X	✓	X	✓	X	✓
19	Zapata Muñoz Lucas	✓	X	✓	X	X	✓	X	X	X	✓	✓	X	✓	✓	X
20	Zapata Uribe Celeste	X	✓	X	✓	X	X	✓	X	X	X	X	✓	X	X	✓

Data reached in the beginning test

According to the **visual recognition** of sounds (Mm, Rr, Dd, Gg, Kk) (See *Graphic 2)* we evidence that the sounds: *Mm* and *Kk* are mostly recognize, while *Mm*, *Dd* and *Gg* sounds were less identified.

	M m	R r	D d	G g	K K
YES	9	6	9	8	6
NO	11	14	11	12	8
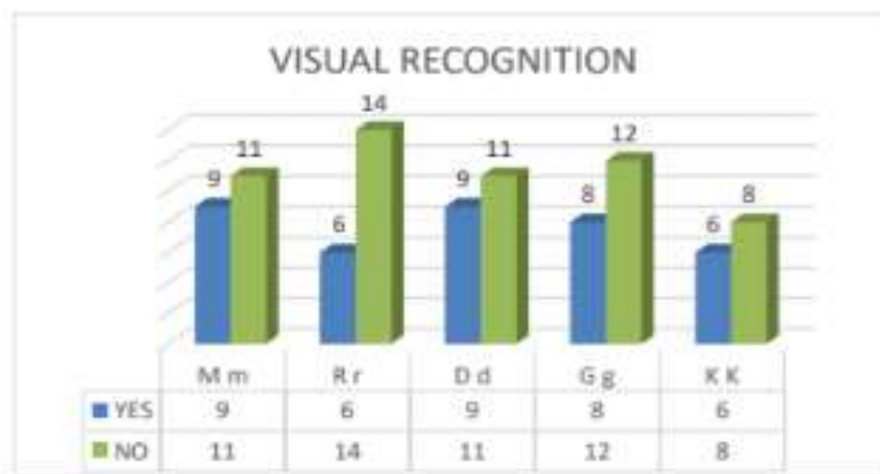
Graphic 2. Results about visual recognition of sounds – Beginning test

According to the **speaking** of sounds (Mm, Rr, Dd, Gg, and Kk) (See *Graphic 3) we* evidence that the sounds: *Mm* and *Kk* are mostly recognize, while *Mm*, *Dd* and *Gg* sounds were less identified.


	M m	R r	D d	G g	K K
YES	8	7	3	7	6
NO	12	13	17	13	8
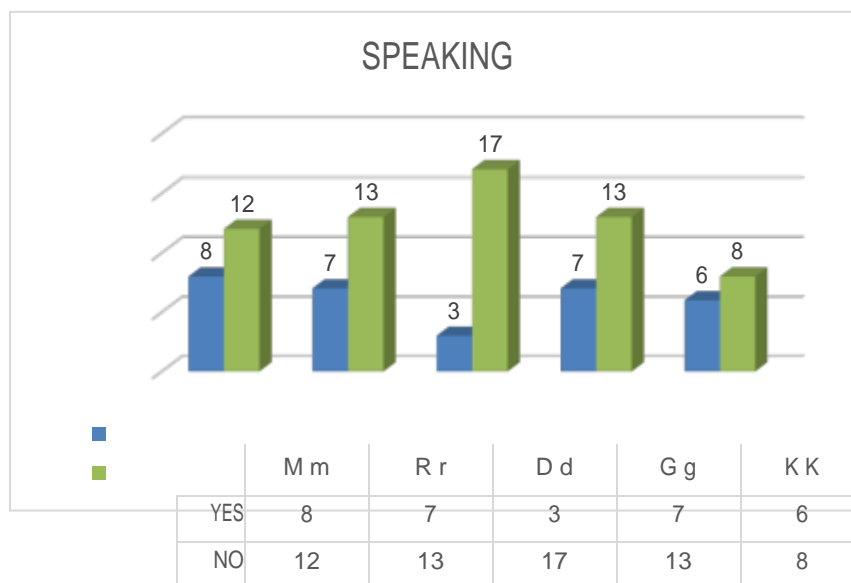
Graphic 3. Results about speaking of sounds – Beginning test

LEARNING STATION AS A TOOL TO PRACTICE PHONICS

According to the **writing skills** of sounds (Mm, RR, Dd, Gg, Kk) (See *Graphic 4)* we evidence that the sounds: *Mm, Dd* and *Kk* are mostly recognize, while Rr and *Gg* sounds were less identified.

WRITING SKILLS

	M m	R r	D d	G g	K K
YES	7	10	10	6	11
NO	13	10	10	14	9

*Graphic 4.* Results about writing skills of sounds – Beginning test

The following graphic (*graphic 5)* show he percentage of recognized and not recognized sounds in each of the evaluated topics.

SET OF EVALUATED TOPICS
Beginning test

	Visual recognition	Speaking	Writing skills
YES	38%	31%	44%
NO	62%	69%	56%
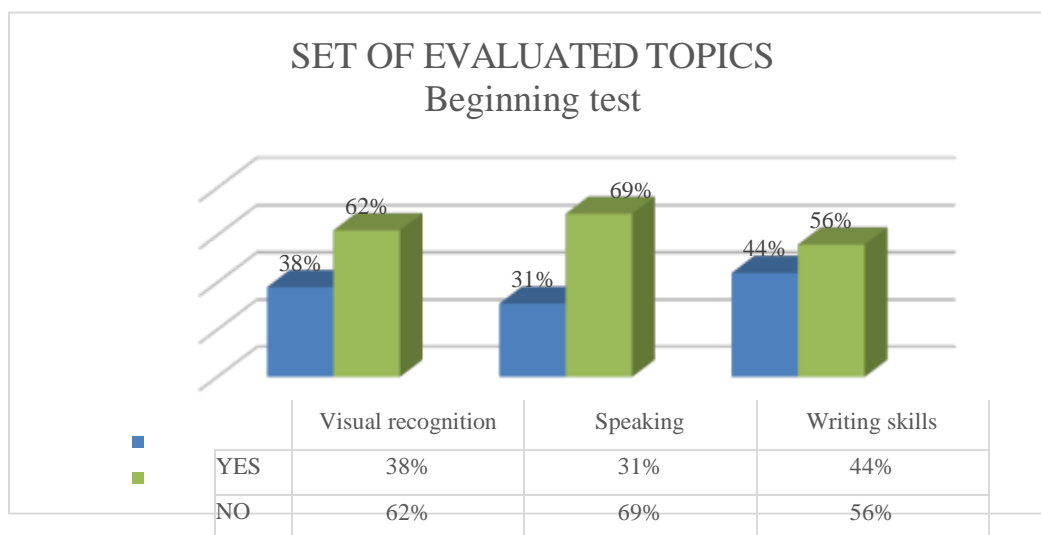
Graphic 5. Set of evaluated topics – Beginning test

In the following diagram, we consolidated the information of the percentage of sounds recognized and not recognized in the beginning test initially evaluated.
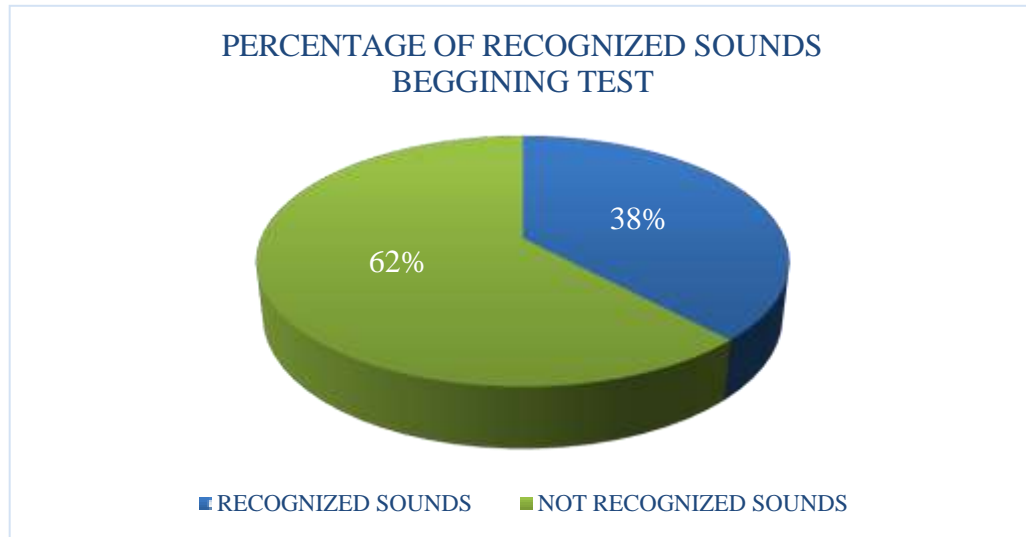
Graphic 6. Percentage of recognized sounds– Beginning test

We can evident that the 62% of the sounds we not recognized by kids, while the 38% were recognized. (See graphic 6), we can also noticed that the lack of knowledge of the evaluated words is quite high in the kids.

8.3 **Final test:** On November 8 of 2017 using flashcards with images of the sound to be work on the learning station, we test students orally and writing in three main topics: visual recognition, speaking and writing skills to get results about the usage of the learning station. Each column was checked according to the correct or incorrect identification with a tick (□) or crossing out (X). *(See table 3).*

Table 3

Final test – Fundación Liceo Ingles

FINAL TEST																

Institution: Fundación Liceo Inglés
In service teacher: Yuri Villada
Grade: Kinder 5C
Number of students: 20
Date: November 8 - 2017

| N°	STUDENT NAME	VISUAL RECOGNITION					SPEAKING					WRITING SKILLS				
		M m	R r	D d	G g	K k	M m	R r	D d	G g	K k	M m	R r	D d	G g	K k
1	Botero Botero Verónica	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	✓	✓	✓
2	Buitrago Mejia Mariana	✓	✓	✓	✓	✓	✓	✓	✓	X	✓	✓	✓	✓	✓	✓
3	Cardona Gaviria Tomás	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	Fortich Díaz Fernan Daniel	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5	Gaviria Sánchez Martina	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
6	Giraldo Herrera Mariano	✓	✓	✓	✓	✓	✓	✓	✓	X	✓	✓	✓	X	✓	✓
7	Guerrero Hoyos Camila	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
8	Lopera Marín Amelia	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	✓	✓	✓
9	Miranda Jiménez Samara	✓	✓	✓	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓
10	Molteni Posada Agustín	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
11	Morales Palacio Sara María	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
12	Quintero Vásquez Samuel	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	✓	✓
13	Rojas Gandur Vicente	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
14	Sánchez Londoño María Paula	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
15	Sierra Hincapié Emiliano	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
16	Sinisterra Valencia Raquel	✓	✓	✓	✓	✓	✓	X	✓	✓	✓	✓	X	✓	✓	✓
17	Valencia Sánchez Luciana	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	✓	✓
18	Vargas Guerrero Jerónimo	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
19	Zapata Muñoz Lucas	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
20	Zapata Uribe Celeste	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Note: Data reached in the final test

The following graphic (*graphic* 7) show he percentage of recognized and not recognized sounds in each of the evaluated topics

SET OF EVALUATED TOPICS
Final test

	Visual recognition	Speaking	Writing skills
YES	100%	96%	94%
NO	0%	4%	6%
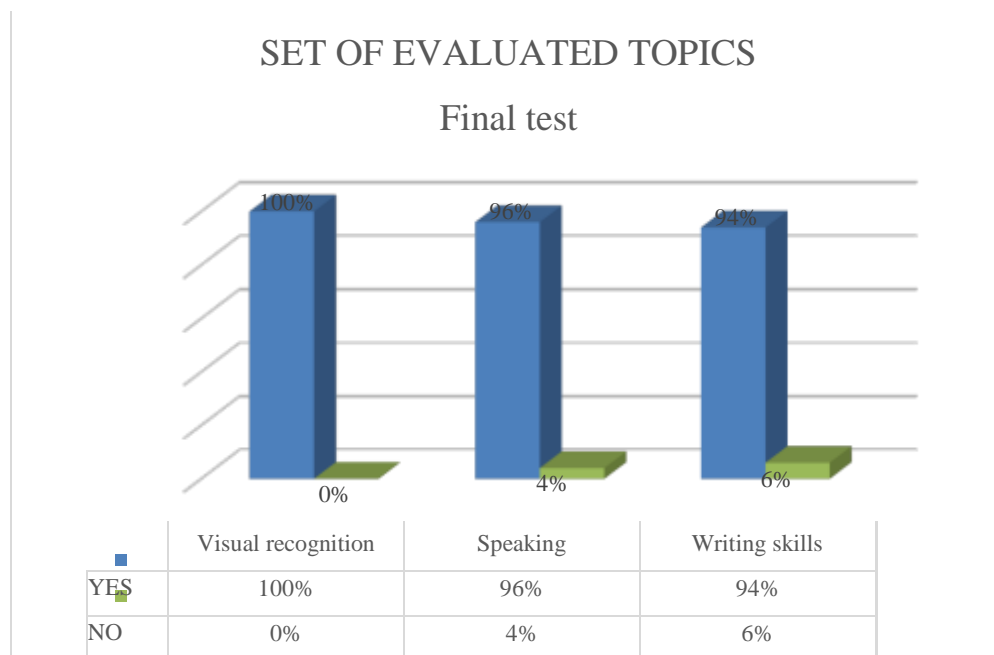
Graphic 7. Percentage of evaluated topics – Final test

In the following graphic, we consolidated the information of the percentage of sounds recognized and not recognized sounds after the implementation of the English learning station and the final test.

PERCENTAGE OF RECOGNIZED SOUNDS FINAL TEST

3%

97%

■ RECOGNIZED SOUNDS
■ NOT RECOGNIZED SOUNDS
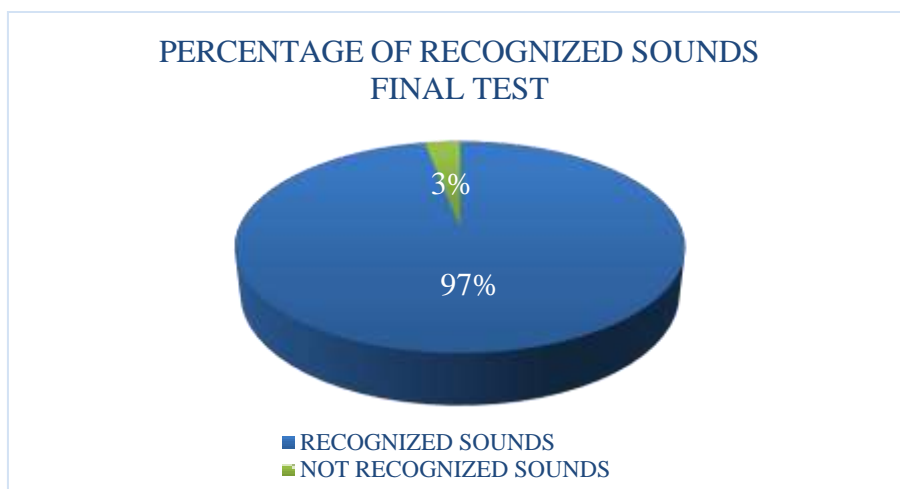
Graphic 8. Percentage of recognized sounds–Final test

We could evidence that 97% of the sounds and words were recognized, while only 3% were not recognized. (See graphic), by this, we can conclude: the interaction activities in the learning station, the implementation of games, the development of activities related with the visual recognition of sounds, speaking and writing skills, help children to improve remarkably and meaningfully on the language approach.

9. Theoretical framework

In order to give theoretical support to this proposal of didactic intervention about the creation of an English learning station, we focus on first, the dimensions and pillars of the development of the document N ° 20 (MEN, 2014). Then, the socio-constructivist theory of the game and socialization will be addressed from Vygotsky (1924), while the meaningful learning from Ausubel (1983) and the lexical competition from Lewis (1993) finally, the learning stations comments from Snow (1998).

Many researchers have been developed about the usage and accommodation of learning stations in the classroom, as its importance is relevant we are going to learn about some experiences related with this subject and the results of its implementation:

9.1 Dimensions and pillars of development

Ministerio de Educación Nacional in document *20 ibíd*. "El sentido de la educación inicial" based on socio-constructivist theories affirms that children are building knowledge from birth, which implies being active builders of meaning, proposes to work from the characteristics of children in early childhood, recognizing that the meaningful activities in this stage of the life cycle are determined by the game, literature, exploration of the environment and the different artistic manifestations, which become the pillars of initial education.

At the same time, in the Lineamientos curriculares de preescolar (MEN 1998), it is stated that boys and girls are human beings who develop integrally, it is necessary to understand them as a total unit, and it is not possible to approach one of its dimensions without affecting the others. Understanding human development as a process implies understanding the interrelations between its dimensions: ethical, communicative, spiritual, cognitive, socio-affective and corporeal.

Finally, these dimensions are closely relate, since the stimulation of one of them brings the advance in the others. In parallel, this is evident in the execution of each learning station activity, allowing boys and girls to strengthen their interpersonal relationships, the development

of their oral language, the exploration of the activities on the station and the contact with real objects of their environment, expanding their cognitive level when acquiring new knowledge.

9.2   Constructivist theory of the game

The game is a fundamental and significant element in the children´s development since it allows him to generate new learnings, develop social, intellectual and psychomotor skills in order to acquire experiences that teach them to live in society, to grow and mature.

According to Vygotsky (1924), "The game is a changing reality and motivates the mental development of the child" (Soviet psychology. 3), is considered in turn a social activity, in which thanks to cooperation and interaction with other children , you can acquire roles or roles that are complementary to your own. His theory is socio-constructivist because through the game with others, the child builds his learning and his own social and cultural reality.

Vygotsky (1989) states in turn, that the acquisition and improvement of the child's mother tongue helps him to learn the English language because it does not interfere with this process. When the two languages (the first or the mother tongue and the second one) have affective, cultural and social values, the children build their learning and develop comprehension skills in the daily life of the classroom, where they interact and exchange experiences.

In this sense, children playing expand their ability to understand the reality of their social-natural environment continuously increasing. What Vygotsky (1989) calls "zone of proximal development" (ZPD) occurs in the process of interaction with others. It is define as "the distance between the levels of real cognitive development, the capacity acquired up to that moment to solve problems independently without the help of others and the level of potential development, or the ability to solve them with the guidance of an adult or of other more capable children."

The game and interaction, in turn, generate significant learning, as established by Ausubel (1983), who states that: "a learning is significant when the contents are related in a non- arbitrary and substantial way the student already knows". Understanding that: "ideas are related to some specifically relevant existing aspect of the student's cognitive structure, such as an image, a meaningful symbol, a concept or a proposition" (Ausubel, 1983: 18).

Significant learning occurs when a new information "connects" with a relevant and pre-existing concept in the cognitive structure. This implies that new ideas, concepts and propositions that can be learned significantly to the extent that other ideas, concepts or propositions are adequately clear in the cognitive structure of the individual and they function as a point of "anchorage" to the former.

Taking into account the approach of Ausubel (1983), we worked on a vocabulary already known for students in their mother tongue (pre-knowledge), this facilitated the acquisition and practice of phonics and vocabulary in English through the creation of the English learning station that allows practice and generates significant learning.

During the different sessions, it was evident that through different activities and participation on the English learning station, the children practice phonics and vocabulary in a spontaneous and entertaining way, strengthening their attention, memory and different dimensions of development. The activities were part of their immediate surroundings in which students who had difficulty in the process relied on both their peers and their teachers to achieve the proposed objectives.

9.3 Lexical competence in the childhood

The CEFR (Common European Framework of Reference, 2001: 108) defines lexical competence as "the knowledge of the vocabulary of a language and the ability to use it, consists of lexical items and grammatical elements". Bearing in mind that its development is fundamental to achieve communicative competence.

According to Lewis (1993,) "The lexical approach encourages the development of the learner's linguistic ability through the learning of prefabricated blocks of words. The main idea is to achieve fluency and naturalness in communication ... "So. Lewis (1993) suggests that there should be a greater presentation of the lexical in the foreign language class provided by a linguistic environment context.

Learning the lexical becomes a constructive process where students involve the vocabulary and phonics learned to identify, recognize, understand, use and represent mentally

and orally the phonetics and lexical exposed to communicate ideas or needs orally in a meaningful environment.

According to Bitnner (2003), "They can be structured activities with a specific sequence of tasks, or open handed materials that stimulate student Creativity and oral vocabulary. Teachers introduce materials and how to use any tools. Materials should support learning from Initial explorations to mastery levels. ".

During the development of the project the interest of students for the activities in the station where evident, they were motivated to learn and collaborate one to another, to work independently, to learn and socialize competently.

9.4 Learning stations in the preschool classroom

Preschool is consider an important grade as it is the base of the school fundamentals where kids start the reading and writing process using contextualized phonics and vocabulary, in this way they start to develop language skills that will be successful in the academic years to come.

As teachers we should motivate students to be strong readers and writers since preschool, for this, we can focus on some foundational areas of literacy development and include activities related to alphabet and letter knowledge, recognition, letter sound correspondence (phonics), oral comprehension and vocabulary.

According to Snow (1998), "Enhancing children's letter knowledge and phonological awareness skills should be a priority goal in the kindergarten classroom". After the observation we did, it was evident the need to develop these skill in the Kinder5C classroom to develop a strong understanding of both concepts and a receptive and expressive efficiency in the speaking skills and vocabulary knowledge.

Taking into account the classroom needs and the students reading and writing process, we decide to create a space in the classroom to practice phonics and vocabulary using different activities and materials to provide intentional literacy experiences to children and develop their language skills in an English learning station. Activities were planned including play, sensory

and phonetically activities, as they are related things they know or connect properly.

Transforming a space in the classroom into a learning station involves also a meaningful learning in students and a context for teaching transformation. In the learning station we create, the collaborative work among students after following teacher´s instruction was determinate.

In the lesson planning most of the activities are related with things that are common for them, the vocabulary used for example is related with everyday things, allowing student to identify them around their environment.

After the interview we did to students, the determination of creating a space for the learning station in the classroom was the top, arranging chairs and tables, reorder some spaces and bringing out some furniture were some of the accommodations did in order to create the station.

While kids are in the centers, teachers visit them; ask them some question about the topic taught. The center is the proper space to participate and strength the learning, places where one on one interaction occur. Teachers find in centers the opportunity to observe, evaluate and identify student´s strengths and weaknesses. Having children in the center, talk to them and observe their progress individually allow teacher to record progress easily and keep the station functioning.

10. Conclusions

By the end of the interventions, students will be able to read and understand most of the vocabulary and phonics that were practiced they will also strength the phonics in the written and oral skills by the creation of the English learning station where they can practice and learn in a fun and ludic way using different resources. We then can conclude the following:

- The analysis of the creation of the learning station allowed good progress in students on the sounds reviewed.

- Practicing sounds recognition favored in girls and boys the learning of vocabulary in English in a significant way, generating at the same time motivation and interest for learning.

- The analysis and activities used within the context, allowed children to acquire the vocabulary proposed in kinder 5C at Liceo Ingles.

- Providing a space in the classroom to interact with sounds and realia, allow students to practice, review, and share and interact with classmates in a positive and effective environment.

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Annex

English learning station adequation

Students participating and developing activities in the English learning station

LEARNING STATION AS A TOOL TO PRACTICE PHONICS

Weekly lesson plans

INSTITUTION: Fundación Liceo Inglés	SUBJECT: ENGLISH.	GRADE: Kinder 5C
Time of the class: 60 minutes daily (3 sessions of 20 minutes each)	**N° OF STUDENTS:** 20 7 students per session	
TEACHER: Yuri Villada		
WEEK 1: Phonic/ sound M **September 25 to 29/ 2017**		
CONTEXT: English learning station	**Vocabulary:** M words	
Dimensions: Communicative, Cognitive, social		
PILLAR OF EDUCATION: Game - Art		
OBJECTIVE: Practice vocabulary and tracing of M sound using different resources		
METHODOLOGY: Introduction of the station and what activities it contains Showing and modelling the different activities you can do in the station **Activities:** Matching upper or lower case letter sound with a cloth spin Using a cotton swab and paint students will trace M on cardboard Tracing /M m/ using a mini board and a marker Review vocabulary by matching picture and word		
Human resources: 1 teacher – 20 students – 7 students per session		
Material resources: Flashcards - clothe spins – cardboard – paint – cotton swabs – mini boards – markers		

INSTITUTION: Fundación Liceo Inglés	SUBJECT: ENGLISH.	GRADE: Kinder 5C
Time of the class: 60 minutes daily (3 sessions of 20 minutes each)	**N° OF STUDENTS:** 20 7 students per session	
TEACHER: Yuri Villada		

WEEK 2: Phonic/ sound R October 2 to 6/ 2017

CONTEXT: English learning station	**Vocabulary:** M words
Dimensions: Communicative, Cognitive, social	
PILLAR OF EDUCATION: Game - Literature	
OBJECTIVE: Identify upper and lowercase letter Rr and review vocabulary	
METHODOLOGY: Introduction of the station and what activities it contains Showing and modelling the different activities you can do in the station **Activities:** Dice game: through the dice, look at the picture and say the word. Hammer and nail: identify upper and lower case letter R Plates and papers, put the correct letter in the correct plate Tracing exercise: trace upper and lower case letter Rr and draw a picture.	
Human resources: 1 teacher – 20 students – 7 students per session	
Material resources: Flashcards - colors and markers – worksheets – plates – papers with letters – hammer and nail game – foam dice	

INSTITUTION: Fundación Liceo Inglés	SUBJECT: ENGLISH.	GRADE: Kínder 5C
Time of the class: 60 minutes daily (3 sessions of 20 minutes each)	N° OF STUDENTS: 20 7 students per session	
TEACHER: Yuri Villada		
WEEK 1: Phonic/ sound D d October 17 to 20/ 2017		
CONTEXT: English learning station	Vocabulary: D d words	
Dimensions: Communicative, Cognitive, social		
PILLAR OF EDUCATION: Game		
OBJECTIVE: Identify Dd sound by practice tracing and vocabulary		
METHODOLOGY: Introduction of the station and what activities it contains Showing and modelling the different activities you can do in the station Activities: Tracing letter Dd on color sand Listen and draw on the board the word you hear (e.g.: dog, dress, dolphin) Using play dough students will form letter Dd upper or lowercase on a wood table Play with wood cubes: find the words that start with Dd and say them.		
Human resources: 1 teacher – 20 students – 7 students per session		
Material resources: Flashcards - color sand – mini board – markers – play dough – Wood table – wood cubes		

INSTITUTION: Fundación Liceo Inglés	SUBJECT: ENGLISH.	GRADE: Kínder 5C
Time of the class: 60 minutes daily (3 sessions of 20 minutes each)	**N° OF STUDENTS:** 20 7 students per session	
TEACHER: Yuri Villada		
WEEK 1: Phonic/ sound G g **October 23 to 27 / 017**		
CONTEXT: English learning station	**Vocabulary:** M m words	
Dimensions: Communicative, Cognitive, social		
PILLAR OF EDUCATION: Game – Art		
OBJECTIVE: Review and practice Gg sound tracing and speaking		
METHODOLOGY: Introduction of the station and what activities it contains Showing and modelling the different activities you can do in the station **Activities:** Tracing letter G g on color sand Color the uppercase G(purple) and the lowercase g (red), then, decorate the activity using glitter Match picture with word: try to read, then match and color. Draw and write, look at the flashcard and try to draw and write what you see.		
Human resources: 1 teacher – 20 students – 7 students per session		
Material resources: Flashcards - color sand – mini boards – markers – worksheets – colors – markers – glitter		

INSTITUTION: Fundación Liceo Inglés	SUBJECT: ENGLISH.	GRADE: Kínder 5C
Time of the class: 60 minutes daily (3 sessions of 20 minutes each)	**N° OF STUDENTS:** 20 7 students per session	
TEACHER: Yuri Villada		

WEEK 1: Phonic/ sound K k **October 30 to November 3/ 2017**

CONTEXT: English learning station	Vocabulary: M m words

Dimensions: Communicative, Cognitive, social

PILLAR OF EDUCATION: Game – Environment exploration

OBJECTIVE: Listening and speaking the words related with Kk phonics.

METHODOLOGY: Introduction of the station and what activities it contains

Showing and modelling the different activities you can do in the station

Activities:

Exploring the sand to find letter Kk

I seek letter Kk: using a magnifying glass and a book, student will find sound Kk and pictures already practiced.

Using flashcards and a picture dictionary, student will find the correct drawing, show it and say it.

Listen and hang on the word you hear on the clothes line

Human resources: 1 teacher – 20 students – 7 students per session

Material resources: Flashcards - sand – plastic letters – magnifying glass – book – picture dictionary – hangers – clothesline – Little drawings of K k words.