



UNIVERSIDAD  
**DE ATACAMA**

FACULTAD DE HUMANIDADES Y EDUCACIÓN

DEPARTAMENTO DE IDIOMAS

**EXPLORING TARGET LANGUAGE USE FOR TEACHING YOUNG EFL  
LEARNERS IN LOCAL CONTEXTS: STRATEGIES AND TECHNIQUES TO  
INCREASE ENGLISH LANGUAGE USE IN THE CLASSROOM**

Trabajo de titulación presentado en conformidad a los requisitos para obtener el grado de  
Licenciado en Educación y Título de Profesor de Inglés

Profesor Patrocinante: Mg. Rosana Seguel Cabezas

Paola Pierina Carmona López

Copiapó, Chile 2024



UNIVERSIDAD  
**DE ATACAMA**

FACULTAD DE HUMANIDADES Y EDUCACIÓN

DEPARTAMENTO DE IDIOMAS

**EXPLORING TARGET LANGUAGE USE FOR TEACHING YOUNG EFL  
LEARNERS IN LOCAL CONTEXTS: STRATEGIES AND TECHNIQUES TO  
INCREASE ENGLISH LANGUAGE USE IN THE CLASSROOM**

Undergraduate thesis presented for the Bachelor of Arts in Education and Teacher of  
English as a Foreign Language

Thesis Advisor: Mg. Rosana Seguel Cabezas

Paola Pierina Carmona López

Copiapó, Chile 2024

## ACKNOWLEDGEMENTS

I never considered myself a particularly remarkable person. At times, I have felt like a background character in everyone else's story. There are moments when I do not see myself as strong, and I have even considered myself unlucky. Throughout my career and life, I have faced countless difficult and depressing moments. Yet, these challenges have shaped me, and reaching this point in my journey has proven something invaluable: when I set my mind to achieve a goal, I am as strong as an army, capable of forging ahead even without a team, as was the case for this endeavor. I am a person of value, and my desire to live and grow is proof of my worth.

I have also come to appreciate the immense blessings that have shaped my path—not material gifts but gifts of experience, resilience, and the people who have supported me along the way. I am deeply thankful for these gifts, which have helped me overcome obstacles and given me the strength to uplift myself. Every chance I get, I strive to cherish those who have accompanied me on this journey. I see this work as a reflection of my gratitude for the opportunities I have been given and the power I have to support and inspire others facing greater struggles.

I want to thank and dedicate this work to the following people who have been with me during this long journey:

**To my parents:** Thank you for building the foundation of who I am today. Whose love and care were my lifelines during the moments I could not care for myself. You nurtured my dreams when they felt fragile and encouraged me to keep moving forward, even when the path seemed uncertain. Your strength has been my anchor, and I am forever grateful.

**To my brother:** You have been my closest friend since the day you were born. Each memory we have created together is a treasure to me, from the laughter we have shared to the lessons we have learned side by side. I am incredibly thankful to have a brother like you who understands me, stands by me, and always brings joy into my life.

**To my sister:** Though our personalities sometimes clash and we often find ourselves disagreeing, your unconditional love has never wavered. Even in our moments of conflict, you have always cared for me, protected me, and reminded me of what family truly means. I love and admire your strength and your heart.

**To my puppies:** You have been my greatest source of comfort during my most anxious moments. Your unconditional love and gentle presence have brightened my days and eased my burdens. You have been with me during wonderful years, offering joy and companionship in ways words cannot fully express.

**To my grandpa:** You stepped up when I needed you most, taking on responsibilities that were never yours to bear. Your selflessness and unwavering support have taught me the true meaning of family and resilience. Thank you for always being there for me.

**To my therapist:** To my wonderful therapist, thank you for your kindness and insight. You helped me uncover and address the things that held me back, guiding me toward healing and strength. Each day, I feel better and more equipped to face life, thanks to your care.

**To Mrs. Sandrita:** You were not just a therapist but also a beacon of love and compassion. You treated me with the warmth and understanding of a mother, healing my heart and soul. You helped me realize my worth and reminded me of the incredible potential within me.

**To Miss Rosana:** You have been a patient and inspiring guide throughout this investigation. Your gentleness and brilliance have left a lasting impression on me. Thank you for your encouragement and support—I hope you never lose the light that makes you such an exceptional mentor.

**To Miss Deisy:** More than a wonderful teacher, you have been a caring friend. In my saddest moments, when I needed someone to talk to, you were there, offering comfort and understanding. Your kindness has meant the world to me, and I am forever grateful.

**To those who misbehaved with me:** To the bullies and those who doubted me, I want to thank you too. Your negativity challenged me to grow stronger, to rise above, and to believe in myself when others did not. In many ways, you have been an unexpected part of my resilience.

**To everyone who participated in this study:** Thank you for contributing your time, thoughts, and insights. This work would not have been possible without your involvement, and I deeply appreciate your willingness to be part of this journey.

**To those I no longer have a relationship with:** Even though you are no longer part of my life, I am grateful for the support and kindness you once gave me. You were there for me when I needed you, and those moments have left a lasting impact. I cherish the memories and lessons you brought into my life.

**To my partner, best friend, and future husband:**

Words cannot fully capture what you mean to me, but I will try. You are my rock, my greatest supporter, and the love of my life. In every moment since I met you, you have stood by my side, lifting me when I was down and celebrating with me in my successes. You see the best in me, even when I struggle to see it in myself. With you, I have found a love that inspires me, strengthens me, and reminds me of all the beauty life has to offer. You are my haven, my biggest adventure, my constant and my excitement. I cannot wait to build our future together, to share every joy and overcome every challenge as a team. You are not just my partner but my everything, and I am endlessly grateful for you. I love you more than words can say, and I am so proud to call you mine.

To everyone who has been part of this journey, in ways big and small, thank you. This work is not just mine—it is a testament to the love, kindness, and strength that surrounds me. I carry your support in my heart, and I hope this accomplishment makes you as proud as it makes me.

## **ABSTRACT**

This study, "*Exploring Target Language Use for Teaching Young EFL Learners in Local Contexts: Strategies and Techniques to Increase English Language Use in the Classroom.*"; investigates the challenge of maximizing target language (L2) use in English as a Foreign Language (EFL) classrooms for young learners. Grounded in the principles of language acquisition theory and the curricular guidelines set by the Ministry of Education (MINEDUC), this study aims to bridge the gap between theory and practice by analyzing effective strategies that promote English use among students with limited exposure to the language and foundational knowledge of it.

The research adopts a problem-based learning approach, progressively implementing five evidence-based techniques over ten weeks: sandwiching, extralinguistic support, simplifying language structures, mimics and gestures, and repetition with extralinguistic cues. Data were collected through classroom observations, teachers and pedagogy English students feedback surveys, providing a comprehensive view of the impact of these techniques on student engagement, comprehension, and an active use of English.

Results indicate that a gradual, structured approach and organization of the presented strategies can be a great support to increase L2 exposure. It can effectively reduce reliance on L1, boost confidence, and enhance linguistic competence in young learners.

**Key words:** *English as a Foreign Language, Young EFL Learners, L1, L2, methods and approaches for YL, teaching very young learners.*

## RESUMEN

Este estudio, "*Exploring Target Language Use for Teaching Young EFL Learners in Local Contexts: Strategies and Techniques to Increase English Language Use in the Classroom.*"; investiga el desafío de maximizar el uso de la lengua meta (L2) en las aulas de inglés como lengua extranjera (EFL) para estudiantes en niveles de educación parvularia y primer ciclo básico. Basado en los principios de la teoría de la adquisición de un idioma y las directrices curriculares establecidas por el Ministerio de Educación (MINEDUC), este estudio tiene como objetivo cerrar la brecha entre la teoría y la práctica mediante el análisis de estrategias efectivas que promueven el uso del inglés entre estudiantes que cuentan con una exposición limitada a la lengua y conocimiento básico de la misma.

La investigación adopta un enfoque de aprendizaje basado en problemas, implementando progresivamente cinco técnicas basadas en evidencia durante diez semanas: sandwiching, apoyo extralingüístico, simplificación de estructuras lingüísticas, mímica y gestos, y repetición con señales extralingüísticas. Los datos se recopilaban a través de observaciones en el aula, retroalimentación proveniente de encuestas a docentes y estudiantes de pedagogía, lo que proporcionó una visión integral del impacto de estas técnicas en la participación de niños y niñas, la comprensión y el uso activo del inglés.

Los resultados indican que un enfoque gradual y estructurado y la organización de las estrategias presentadas pueden ser de gran ayuda para aumentar la exposición a la L2. Pueden reducir eficazmente la dependencia de la L1, aumentar la confianza y mejorar la competencia lingüística en los niños y niñas más pequeños.

*Palabras clave: Inglés como lengua extranjera, jóvenes estudiantes de EFL, L1, L2, métodos y enfoques para estudiantes pequeños, enseñanza del Inglés a niños y niñas.*

## INDEX

<b>ACKNOWLEDGEMENTS</b> .....	3
<b>RESUMEN</b> .....	7
<b>1. INTRODUCTORY FRAMEWORK</b> .....	13
<b>1.1. Introduction</b> .....	13
<b>1.2 The Research Problem:</b> .....	15
<b>1.2.1. Relevance of the Problem</b> .....	17
<b>1.2.2. Delimitation of the Problem</b> .....	18
<b>1.2.3. Research Questions</b> .....	19
<b>1.3. Objectives of the study</b> .....	19
<b>1.3.1. General Objective</b> .....	19
<b>1.3.2. Specific Objectives</b> .....	20
<b>2. THEORETICAL FRAMEWORK</b> .....	20
<b>2.1. What is a young learner?</b> .....	20
<b>2.2. Characteristics of Young Learners</b> .....	21
<b>2.3. How do young learners learn a foreign language? (Young Learners and Foreign Language Learning)</b> .....	22
<b>a. The Acquisition-Learning Hypothesis:</b> .....	23
<b>b. The Monitor Hypothesis:</b> .....	23
<b>c. The Natural Order Hypothesis:</b> .....	24
<b>d. The Input Hypothesis:</b> .....	24
<b>e. The Affective Filter Hypothesis:</b> .....	24
<b>2.4. The Importance of Meaningful Exposure to the Target Language</b> .....	26
<b>Table N°1 Ways to Provide Meaningful Exposure to the Target Language</b> .....	27

<b>2.5. Teaching Methods, Strategies and Techniques for young learners</b> .....	28
<b>Table N°2 Differentiating Essential Concepts in Language Teaching</b> .....	29
<b>2.5.1. Explanation of Differences between Concepts:</b> .....	30
<b>2.6. Strategies that help teachers and learners increase target language use</b> .....	31
<b>a. Sandwiching (Herbert Puchta-Karen Elliot)</b> .....	32
<b>b. Using extralinguistic support to ensure comprehension (Stephen Krashen)</b> .....	32
<b>Figure N°1 You did a great job!</b> .....	33
<b>Figure N°2 Silence!</b> .....	33
<b>Figure N°3 Let's investigate, Let's observe</b> .....	34
<b>Figure N°4 Reading comprehension</b> .....	34
<b>Figure N°5 Simon says "Jump!"</b> .....	35
<b>Figure N°6 Pay attention! Well done!</b> .....	35
<b>c. Using Sign Language to Teach Concepts (Lynne Cameron)</b> .....	36
<b>d. Using Mimics and Gestures (Caleb Gateno &amp; David Mcneill)</b> .....	37
<b>e. Repetition with Extra Linguistic Support (Merrill Swain)</b> .....	37
<b>f. Play-Based Learning and Interaction (Jean Piaget)</b> .....	38
<b>g. Simplifying the Language (Stephen Krashen)</b> .....	39
<b>3. METHODOLOGY OF THE STUDY</b> .....	40
<b>3.1. Data Presentation:</b> .....	40
<b>3.2. Appendix Reference:</b> .....	40
<b>3.3. Hypothesis:</b> .....	41
<b>3.4. Participants:</b> .....	41
<b>3.5. Data Collection Instruments</b> .....	41
<b>3.6. Procedure:</b> .....	42
<b>4. DATA ANALYSIS</b> .....	43

<b>4.1. Quantitative Data Analysis</b> .....	43
<b>Chart N°1</b> <i>Consent for the use of the data collected</i> .....	44
<b>4.1.1. Participants and their Context:</b> .....	45
<b>Table N°3</b> <i>Participants and Their Contexts</i> .....	45
<b>Chart N°2</b> <i>Identification</i> .....	47
<b>Chart N°3</b> <i>Type of educational institution</i> .....	48
<b>Chart N°4</b> <i>Years of experience in the field of education</i> .....	49
<b>4.1.2. Perceptions on Techniques and Strategies to Increase L2 Use in the Classroom:</b> .....	50
<b>Chart N°5</b> <i>Techniques and Strategies to Increase L2</i> .....	50
<b>Chart N°6</b> <i>Perceptions on L2 Use in the Classroom</i> .....	51
<b>4.1.3. Impact on students’ reaction and engagement:</b> .....	52
<b>Table N°4</b> <i>Degree of usefulness in terms of reaction from young learners</i> .....	52
<b>Chart N°7</b> <i>Percentages for choices in terms of usefulness – reaction</i> .....	54
<b>4.1.4. Impact on students’ motivation towards the lesson:</b> .....	55
<b>Table N°5</b> <i>Degree of effectiveness in terms of motivation towards the learning experience</i> .....	55
<b>Chart N°8</b> <i>Percentages for choices in terms of usefulness – motivation</i> .....	57
<b>4.1.5. Impact on students’ overall performance:</b> .....	58
<b>Table N°6</b> <i>Degree in terms of Impact in exclusive use of the target language</i> ....	58
<b>Table N°7</b> <b>Teacher in training:</b> .....	59
<b>Table N°8</b> <b>English teacher:</b> .....	60
<b>Table N°9</b> <b>Supervising teacher:</b> .....	61
<b>Table N°10</b> <b>English teacher:</b> .....	62
<b>Table N°11</b> <b>English teacher:</b> .....	63
<b>4.2. Qualitative Data Analysis</b> .....	65

<b>Table N°12</b> <i>Topic: Perceptions about possible ways to increase the use of L2 ..</i>	65
<b>Table N°13</b> <i>Topic: Perceptions about the impact of applying direct techniques</i>	69
<b>4.2.1. Private School Observations</b> .....	77
<b>5. CONCLUSIONS</b> .....	80
<b>5.1. Perceptions of EFL Teachers and Student Teachers on L2 Use for Young Learners</b> .....	80
<b>5.2. Teaching Techniques and Strategies for Meaningful L2 Exposure</b> .....	81
<b>5.3. Impact of “All-English Lessons” on Engagement and Motivation</b> .....	82
<b>5.4. General Recommendations for L2 Use in Young Learner Classrooms</b> .....	84
<b>5.5. Contributions to EFL Pedagogy</b> .....	85
<b>5.6. Conclusions and Results from the Hypothesis</b> .....	86
<b>5.7. Justification for Used Sources</b> .....	87
<b>6. SUGGESTIONS FOR FUTURE INVESTIGATIONS</b> .....	88
<b>7. GLOSSARY:</b> .....	90
<b>8. REFERENCES</b> .....	93
<b>9. TOOLS OF USE</b> .....	104
<b>10. APPENDICES</b> .....	105
<b>10.1. Appendix 1 - Data collection instrument validation form</b> .....	105
<b>10.1.1. Appendix 1.1 - Data collection instrument validation - Miss Paulina Tapia.</b> .....	106
<b>10.1.2. Appendix 1.2 - Data collection instrument validation - Miss Katterine Pavez.</b> .....	107
<b>10.1.3. Appendix 1.3. - Data collection instrument validation - Mr Pedro Meléndez.</b> .....	108
<b>10.2. Appendix 2 - Data collection instrument N° 1.</b> .....	109

<b>10.2.1. Illustrations made for “Data collection instrument N°1 - Paola Carmona L.</b>	<b>116</b>
<b>10.2.2. Appendix 3 - Data collection instrument N° 1 - Results - Qualitative section.</b>	<b>119</b>
<b>10.3. Appendix 4 - Data collection instrument validation N°2 - Direct record...</b>	<b>122</b>
<b>10.3.1. Data collection instrument validation N°2 - Direct record - Miss Carolina Villalobos.</b>	<b>123</b>
<b>10.3.2. Data collection instrument validation N°2 - Direct record - Miss Paulina Godoy.</b>	<b>124</b>
<b>10.4. Appendix 5 - Data collection instrument N°2 - Direct record.</b>	<b>125</b>
<b>10.4.1. Data collection instrument validation N°2 - Direct record - Teacher in training.</b>	<b>130</b>
<b>10.4.2. Data collection instrument validation N°2 - Direct record - Supervising teacher.</b>	<b>135</b>
<b>10.4.3. Data collection instrument validation N°2 - Direct record - English teacher - Private school.</b>	<b>140</b>
<b>10.4.4. Data collection instrument validation N°2 - Direct record - English teacher - Public school.</b>	<b>145</b>
<b>10.5. Appendix 6 - Proposal to increase the use of L2 in the classroom</b>	<b>150</b>

# 1. INTRODUCTORY FRAMEWORK

## 1.1. Introduction

Language is both a tool for communication and a gateway to understanding diverse cultures, perspectives, and opportunities. In an increasingly globalized world, English has emerged as a lingua franca, making it a critical skill in both academic and professional domains. Consequently, introducing English as a Foreign Language (EFL) at an early age has become a priority in many educational systems. Young learners, with their natural receptivity to new languages, are seen as prime candidates for EFL instruction. However, a pressing question arises: how can educators maximize the use of the target language (L2) in classrooms to ensure meaningful language acquisition?

In the field of EFL education, increasing the use of the target language in the classroom is a longstanding challenge, particularly for young learners in non-English-speaking countries. While English is often introduced at early stages of education to capitalize on young learners' natural language acquisition abilities, the effective use of L2 is often hindered by various factors. These include local linguistic norms, teacher proficiency, and learners' reliance on their native language (L1). Research has demonstrated that maximizing L2 exposure can significantly enhance students' language acquisition, allowing them to develop fluency and confidence (Lightbown & Spada, 2013; Ellis, 2014). However, striking a balance between L2 use and comprehension requires methods, strategies, and techniques tailored to young learners' needs.

Young EFL learners, particularly at preschool and primary levels, possess unique cognitive and emotional characteristics that make them especially receptive to language acquisition through immersion and meaningful interaction. Their developmental stages enable them to engage with the target language differently from older learners, making the early years an optimal period for implementing immersive and interactive L2 environments (Pinter, 2017).

The selection of this topic is rooted in several key motivations. First, the researcher's personal experience as an educator highlighted a significant gap between theoretical principles advocating for immersive L2 environments and the practical realities of local

EFL classrooms. While policy documents such as the Ministry of Education (MINEDUC) guidelines emphasize maximizing target language exposure, teachers often struggle with challenges such as resource limitations, insufficient training, and the overuse of L1 as a fallback.

Second, young learners represent a demographic uniquely suited to implicit language acquisition through exposure and interaction, as supported by Krashen's Input Hypothesis (1985). However, in practice, fragmented and limited L2 exposure undermines their potential for natural language acquisition. This research seeks to address this discrepancy by focusing on strategies that make L2 learning accessible, engaging, and effective, ultimately empowering students with skills for a globalized world.

Finally, the broader implications of this work reinforce its importance. Increasing L2 use in young learner classrooms is not solely about language acquisition; it also fosters linguistic confidence and emotional closeness to the language. By creating supportive environments for L2 immersion, this research aims to contribute to a more inclusive and effective model of EFL education, preparing learners to participate meaningfully in a globalized society. Research shows that immersive approaches not only improve language outcomes but also build learners' self-confidence and foster positive attitudes toward the target language (Garton & Copland, 2018; Nikolov, 2009).

Ergo, this research project focuses on analyzing the use of English (L2) during English lessons for young learners at preschool and primary levels. It seeks to identify strategies and resources to increase L2 use in EFL contexts while evaluating the impact of "all-English lessons" on students' engagement, comprehension, and learning processes. Through a mixed-methods approach, including surveys and case studies, the study aims to supply practical strategies for decreasing L1 use and incrementing L2 exposure in classrooms. Ultimately, this research aspires to ensure opportunities for meaningful L2 exposure, facilitating greater language acquisition and linguistic proficiency in young EFL learners.

In order to develop this study, the information is presented in several structured sections. The first section outlines the introductory framework in which presents the

problem that led to this study, the theoretical framework, drawing on second language acquisition theories and previous research in EFL pedagogy for young learners. The second section details the methodology employed, including the research design, participants, and instruments used for data collection and analysis. The third section discusses the findings of the study, integrating quantitative and qualitative data to explore the effectiveness of various strategies and techniques for maximizing L2 exposure. The final section concludes with key insights, implications for EFL teaching practice, and recommendations for future research.

## **1.2 The Research Problem:**

Taking the previous context into consideration, there is ongoing debate regarding the use of L1 versus L2 in teaching very young learners the English language. However, according to the curricular guidelines (MINEDUC), English teachers are encouraged to maximize L2 exposure to align with established goals. These guidelines expect students to reach specific language proficiency levels by particular stages of their education. In the Chilean context, the national guidelines for teaching very young learners (Inglés Propuesta NT1/NT2), state that:

“The incorporation of the English language into the curriculum has acquired significant relevance over time due to the various skills that can be enhanced and, at the same time, the access it provides to the various communication areas. Thanks to the command of this language, it is possible to explore in depth various areas of information and discover useful tools in written or oral platforms for the acquisition of new knowledge. On the other hand, learning a new language provides the opportunity to delve deeper into new cultures and realities.” (P.3)

It can be interpreted and explicitly comprehended, by the means of the previous citation, that it is important to handle English as if it was our own mother tongue since it can be useful for the development of each student during their academic lives.

In the circumstances of this issue, one critical observation is that the language acquisition capabilities of young learners are often underestimated. By shifting towards more consistent use of L2 in the classroom, educators could tap into the natural language-learning potential of young students, helping them develop stronger linguistic foundations earlier in their educational journey, which is a simple and explicit picture highlighted in the national guidelines (Inglés, Propuesta NT1/NT2, MINEDUC) as they state the following concerning young learners' skills for language acquisition:

“In the context of early childhood education, it is essential to begin with the first notions of the English language, since children are in their years of greatest neuronal plasticity and, for the same reason, it becomes the level in which most notions of comprehension and execution are acquired. Likewise, it becomes an opportunity for children to acquire new words in their vocabulary in parallel with their mother tongue and thus continue the learning process in a more fluent and natural way in the future.” (P.4)

As Honorato (2016) claims, “In foreign language contexts, the reason for starting at an early age is mainly to extend the learning period when there is little exposure to the language; thus, students have greater opportunities to achieve a better level of linguistic competence in the language when they become adults.” (p.4)

In other words, the main issues leading this investigation, complementing the problem exposed, is the insufficient implementation of immersive L2 spaces in classrooms during the early years of life and their educational paths, particularly in non-English-speaking contexts. While research has highlighted the benefits of maximizing L2 exposure (Lightbown & Spada, 2013; Ellis, 2014), many teachers rely heavily on L1 due to challenges such as limited resources, lack of training, or concerns about learners' comprehension (Cook, 2001; Turnbull & Arnett, 2002). These barriers prevent young learners from fully benefiting from their innate ability to acquire languages through exposure and interaction (Krashen, 1985).

Due to the characteristics of the educational settings, English is taught in our country as a foreign language (English as a Foreign Language or EFL), which means that most students do not have opportunities to speak or practice the language in daily life, in common situations or even outside the classroom. Consequently, and as an observation that directly deals with this problem, starting to learn English from the transition levels means a contribution to their training. However, this opportunity is not being fully leveraged, as the potential benefits of early and consistent L2 exposure are often overlooked in practice (Garton & Copland, 2018).

Previous studies have emphasized the effectiveness of strategies such as scaffolding, Total Physical Response (TPR), and interactive activities in promoting L2 use while maintaining comprehension and engagement (Garton & Copland, 2018; Brewster, Ellis, & Girard, 2002). Additionally, the use of multimodal teaching techniques, such as incorporating gestures, visuals, and play-based learning, has been shown to create more accessible and engaging language-learning environments for young learners (Cameron, 2001; Pinter, 2017). Despite these findings, many classrooms still struggle to implement these strategies consistently, leaving gaps in achieving the goals outlined by curricular frameworks like those from MINEDUC.

This investigation seeks to address these gaps by exploring practical strategies and techniques to increase L2 use in classrooms in the first years of learning, evaluate their impact on comprehension and language acquisition, and offer solutions to overcome common challenges faced by educators in local EFL contexts.

### **1.2.1. Relevance of the Problem**

The issue of maximizing L2 use in teaching young learners holds significant relevance in the field of language education. Early exposure to English can have a profound impact on children's cognitive, linguistic, and social development, equipping them with skills essential for academic and professional success in a globalized world.

Current research highlights that young learners are uniquely positioned to benefit from immersive language experiences due to their heightened ability to absorb language through implicit learning mechanisms (Ellis, 2014; Nikolov, 2009). Despite this, many local contexts exhibit a strong reliance on L1, which limits the potential for meaningful L2 acquisition. Addressing this problem not only supports the development of communicative competence in young learners but also aligns with national curricular goals (MINEDUC) that emphasize achieving specific English proficiency levels.

This research is particularly relevant as it seeks to provide teachers with practical strategies for overcoming common barriers to L2 use, such as limited resources, lack of training, and traditional teaching practices. By empowering educators to create immersive and engaging English language environments, this study contributes to the broader goal of enhancing language education quality and outcomes.

### **1.2.2. Delimitation of the Problem**

This study focuses specifically on the strategies and techniques that can be employed to increase L2 use in classrooms for young EFL learners, defined as children in preschool and early primary school. The research is conducted within the local educational context, where English exposure outside the classroom is typically minimal, and where reliance on L1 in teaching practices is prevalent. The scope of the study excludes older learners and adult students, as their language acquisition processes differ significantly from those of young learners.

Furthermore, the study is limited to practical classroom applications of teaching techniques such as scaffolding, Total Physical Response (TPR), and play-based learning, rather than exploring broader curricular reforms or policy-level interventions. The research also primarily considers the perspectives of teachers and students within public and private educational institutions in the city of Copiapó, aiming to provide actionable insights that are immediately applicable to similar local settings. By narrowing its focus,

this study ensures a detailed and context-specific exploration of strategies for increasing L2 use, contributing valuable findings to the field of young learner EFL education.

### **1.2.3. Research Questions**

Taking the previously described context and problem into account, the following research questions arose to guide this study.

1. What are teachers' perceptions regarding the exclusive use of L2 in English lessons for young learners?
2. Which teaching strategies and techniques are handfull for increasing L2 use and exposure in EFL lessons for young learners?
3. How does the exclusive use of L2 affect classroom dynamics and student engagement in young EFL learners?
4. What would be the impact of applying direct teaching techniques on young students' learning experience?

## **1.3. Objectives of the study**

### **1.3.1. General Objective**

Having the previous research questions into consideration, the main objective of this research attempts:

Analyze the use of the target language in terms of strategies and techniques for teaching English to students in Early Childhood Education and early primary levels.

### 1.3.2. Specific Objectives

In order to accomplish the general objective, the following specific objectives were established:

- To identify perceptions of English language teachers and teachers in training regarding the use of the target language (English) for teaching the language to young children.
- To explore teaching strategies and techniques that promote meaningful acquisition and increased use of the English language in children.
- To evaluate the impact of exclusive use of the target language (English) on children's reactions and motivation during English learning experiences.

## 2. THEORETICAL FRAMEWORK

### 2.1. What is a young learner?

A "young learner", in language education, generally refers to children between the ages of 3 and 12 who are in the process of learning a language (Brewster, Ellis, & Girard, 2002; Shin & Crandall, 2014). This group is often divided into two main categories:

- **Very Young Learners (3-6 years old):** This age group includes preschool or kindergarten-aged children who are at the beginning of their educational journey. These learners tend to acquire language naturally through play, songs, and storytelling, relying heavily on non-verbal cues like gestures and facial expressions to support understanding (Nikolov, 2009).
- **Young Learners (7-12 years old):** These are primary or elementary school-aged children who are developing a greater capacity for abstract thought and cognitive skills. They benefit from interactive and hands-on learning experiences but also

start understanding more complex language structures. Although they can begin formal language study, they learn best when language is embedded in meaningful and engaging contexts (Enever, 2011; Garton & Copland, 2018).

Young learners have a natural openness to absorbing new sounds and language structures, especially compared to older learners or adults. Research by Shin and Crandall (2014) and Brewster, Ellis, and Girard (2002) highlights that young learners thrive in language-rich environments filled with visual aids, songs, and interactive activities that make language learning enjoyable and intuitive. Language acquisition in young learners is primarily implicit, meaning they acquire language through exposure and interaction rather than explicit grammar instruction (Lightbown & Spada, 2013; Nikolov, 2009).

So, now, What are the essential features that characterize a young learner? How is a young learner identified? How will we know how essential this stage is for learning?

## **2.2. Characteristics of Young Learners**

Young learners, particularly preschool students, are at a developmental stage where they are highly receptive to new language input. They tend to learn languages through implicit acquisition, meaning that they acquire language naturally through exposure, repetition, and interaction, as opposed to formal instruction (Ellis, 2014; Krashen, 1982). Their cognitive development allows them to absorb sounds, vocabulary, and simple structures effortlessly when immersed in a language-rich environment. According to Cameron (2001) and Pinter (2006), children also learn best when language is presented in a meaningful and engaging way, often through play, stories, songs, and interaction. As they are more attuned to social cues and emotional context, young learners are more motivated when language learning feels relevant and enjoyable.

For preschool students, language acquisition typically takes precedence over formal language learning. At this stage, children acquire language in much the same way they learn their first language: by hearing and using it in context without conscious

analysis of rules or grammar (Copland, Garton, & Burns, 2014). Their brains are primed to pick up language patterns naturally, allowing them to form connections between words, phrases, and meanings through repeated exposure. Unlike older students, preschoolers are not yet developmentally ready for explicit grammar instruction, so they benefit most from methods that encourage real-time understanding and use of language, often imitating what they hear from adults and peers (Nikolov, 2009). This exposure-based approach aligns with their natural learning style, as they intuitively acquire vocabulary and expressions relevant to their immediate social interactions, which builds a foundation for later language learning stages (Moon, 2005; Enever, 2011).

### **2.3. How do young learners learn a foreign language? (Young Learners and Foreign Language Learning)**

Young learners acquire a foreign language in a manner that is distinct from older learners, primarily due to their developmental stage and cognitive abilities. Their learning process tends to be more implicit, relying heavily on natural exposure, interaction, and engagement rather than formal instruction (Murphey, 1992; Tabors, 2008).

Stephen Krashen's theory on second language acquisition highlights the difference between 'acquisition' and 'learning.' Acquisition occurs naturally and unconsciously when learners are exposed to comprehensible input in the target language, without a direct focus on grammar or rules. In contrast, learning refers to the formal, conscious study of a language. For young learners, acquisition tends to be more effective, as it mirrors the way they naturally pick up their first language (Halliwell, 1992; Kuhl, 2000). By maximizing L2 exposure in meaningful contexts, children are more likely to acquire English as they do their native language, without the cognitive strain that comes with formal instruction (Curtain & Dahlberg, 2016; Nikolov & Mihaljević Djigunović, 2011).

In this regard, Stephen Krashen's theory of second language acquisition is one of the most influential frameworks in language education. It is composed of five key

hypotheses that explain how people learn a second language (L2), particularly focusing on natural acquisition versus formal learning (Krashen, 1982). The five hypotheses are:

**a. The Acquisition-Learning Hypothesis:**

This hypothesis distinguishes between two ways of developing language competence, in this sense, acquisition is a subconscious process, similar to the way children learn their first language. It happens when learners are exposed to meaningful communication in the target language without focusing on formal rules or grammar. Learning is a conscious process that involves studying the rules and structure of a language. It typically happens in formal settings like classrooms, where grammar, vocabulary, and language forms are explicitly taught.

Krashen argues that acquisition is more effective for developing language fluency, especially for young learners, as it mimics how people naturally acquire their first language.

**b. The Monitor Hypothesis:**

This hypothesis states that while we acquire language through meaningful communication, our conscious knowledge of language (from the "learning" process) acts as a monitor or editor. In other words, learners use their conscious knowledge of grammar and rules to correct or polish their language use. However, this conscious monitoring can slow down language production and is not always used in fluent speech.

Krashen believes that the monitor is best used in writing or after learners have had enough practice with the language, not during spontaneous communication.

### **c. The Natural Order Hypothesis:**

Krashen's Natural Order Hypothesis suggests that language learners acquire the rules of a language in a predictable order, regardless of their first language or the teaching method used. Certain grammatical structures tend to be acquired earlier, while others come later, even if they are taught in a different sequence.

This hypothesis emphasizes that formal instruction cannot change the natural sequence of language acquisition.

### **d. The Input Hypothesis:**

The Input Hypothesis is central to Krashen's theory. It suggests that learners acquire language when they are exposed to comprehensible input (language input that is slightly beyond their current level of proficiency, referred to as "i+1"). This means learners understand most of what they hear or read, but there are some elements that challenge their understanding, pushing them to acquire new language forms.

Krashen stresses the importance of exposure to input that is understandable but also contains new language features (the "+1") to encourage acquisition.

### **e. The Affective Filter Hypothesis:**

This hypothesis addresses the emotional factors that influence language acquisition. According to Krashen, a learner's emotional state can either facilitate or hinder language acquisition. If learners are anxious, stressed, or have a high affective filter, they are less likely to acquire language because emotional barriers block input from being processed. On the other hand, a low affective filter—when learners feel comfortable, motivated, and confident—creates an optimal environment for language acquisition.

Krashen's theory emphasizes that meaningful, comprehensible input and a positive emotional environment are key to successful language acquisition, especially in natural settings. It also suggests that formal grammar instruction plays a limited role compared to the natural acquisition process, which is driven by exposure to the target language in context.

For young learners, Krashen's focus on acquisition over formal learning and his emphasis on comprehensible input support the idea that immersive, all-English lessons can significantly boost language proficiency based on this theory. This being said, in the second language acquisition, considering the aspects and the concept of what a "young learner" is, the most relevant hypothesis for young learners learning English can be the *Input Hypothesis*.

Why the "input Hypothesis"? The effectiveness of this hypothesis can be observed through these essential key points supporting this section of the hypothesis:

1. **Natural Acquisition:** Young learners acquire language naturally through meaningful exposure rather than formal instruction. The Input Hypothesis suggests that when children are exposed to language in context—through stories, songs, and interactions—they can absorb and internalize new language structures and vocabulary more effectively (Lightbown & Spada, 2013; Pinter, 2006).
2. **Focus on Comprehension:** Young learners are often more engaged and motivated when they understand the content being presented. By providing comprehensible input, teachers can facilitate a more natural learning process, allowing children to make connections and develop language skills organically (Garton, Copland, & Burns, 2011).
3. **Social Interaction:** The Input Hypothesis aligns with the idea that social interaction is crucial for language learning. Young learners thrive in environments

where they can communicate and interact with peers and teachers, enhancing their exposure to the target language (Nikolov & Mihaljević Djigunović, 2011).

4. **Play-Based Learning:** Activities such as role-playing, games, and storytelling provide rich contexts for language use, supporting the Input Hypothesis by ensuring that young learners receive language input that is both engaging and understandable (Curtain & Dahlberg, 2016)
  
5. **Low Affective Filter:** Krashen also discusses the concept of the "affective filter," which refers to the emotional factors that can inhibit language acquisition. Young learners tend to have a lower affective filter when learning through enjoyable, relevant experiences, further supporting the Input Hypothesis (Krashen, 1982; Tabors, 2008).

By prioritizing comprehensible input and creating a rich, engaging language environment, teachers can work around through the “Input Hypothesis” to enhance English language acquisition among young learners. This approach allows children to absorb language naturally, aligning with their developmental needs and learning preferences.

#### **2.4. The Importance of Meaningful Exposure to the Target Language**

Meaningful exposure refers to providing language input that is understandable, relevant, and engaging for learners (VanPatten & Benati, 2015; Arezoo, 2019). When children are exposed to language that they can connect with their real-world experiences (through storytelling, games, visual aids, and songs), they are more likely to internalize and use it. The more frequently they hear and use L2 in natural interactions, the more fluent and confident they become (Vygotsky, 1978). This research emphasizes that consistent L2 exposure within the classroom allows young learners to develop their

listening comprehension and speaking skills organically, leading to better overall language acquisition (Dixon & Tilley, 2016; Garton, Copland, & Burns, 2011).

The frequency of exposure also plays a crucial role in language acquisition. The more often children hear and use L2 in natural interactions, the more fluent and confident they become (Vygotsky, 2004). Garton, Copland, and Burns (2011) further assert that regular and meaningful exposure helps young learners develop critical listening comprehension and speaking skills organically. This aligns with Krashen's (1982) Input Hypothesis, which suggests that language acquisition occurs most effectively when learners receive comprehensible input slightly above their current proficiency level, referred to as “i+1.”

Additionally, meaningful exposure can involve a variety of teaching strategies that cater to different learning preferences. Activities that engage multiple senses—such as visual aids, auditory materials, and kinesthetic experiences—help reinforce language retention. According to Dixon and Tilley (2016), incorporating a mix of these strategies not only maintains learners' interest but also allows for a deeper understanding of language structures and vocabulary through contextualized practice.

In summary, considering the previous sources and authors, the following options can be contemplated as helpful ways to provide meaningful exposure to the target language:

**Table N°1**

*Ways to Provide Meaningful Exposure to the Target Language*

· <b>Storytelling:</b> Use engaging stories that incorporate familiar themes and vocabulary. Often Short or very brief stories are often used for the target audience.
· <b>Games:</b> Implement language games that encourage communication and interaction among students.
· <b>Visual Aids:</b> Utilize pictures, charts, and flashcards to connect words with real-life objects and concepts.

<ul style="list-style-type: none"> <li>· <b>Songs and Chants:</b> Integrate music to make learning enjoyable and memorable, helping with rhythm and pronunciation.</li> </ul>
<ul style="list-style-type: none"> <li>· <b>Role Play:</b> Create scenarios where children can practice language in context, mimicking real-life situations.</li> </ul>
<ul style="list-style-type: none"> <li>· <b>Interactive Activities:</b> Incorporate hands-on activities that require language use, such as arts and crafts, to reinforce vocabulary and phrases.</li> </ul>
<ul style="list-style-type: none"> <li>· <b>Brief TV show scenes or movie scenes:</b> Movies and TV shows expose you to everyday English in its most natural form. Unlike classroom dialogues, the language used in films and series is how native speakers communicate in real life, complete with idioms, slang, and cultural references.</li> </ul>

Source, adapted from: *Lucarevschi (2016), Tomlinson; Masuhara (2009), Halwani (2017), Ludke; Akhtar; Moran (2013), Heinz (2024), Clémence (2024).*

## 2.5. Teaching Methods, Strategies and Techniques for young learners

In this regard, Garton and Copland (2018), claim that effective teaching techniques for young EFL learners often include a mix of direct methods, Total Physical Response (TPR), storytelling, and play-based learning. TPR involves using physical movement to reinforce language concepts, making the learning process fun and kinesthetic. Visual and auditory stimuli, such as videos, songs, and images, support language retention by engaging multiple senses (Brewster, Ellis, & Girard, 2002). Additionally, techniques like scaffolding (supporting learners through hints and prompts and gradually releasing responsibility) help children build upon their existing knowledge without feeling overwhelmed (Fisher & Frey, 2023). Scaffolding is used as a teaching strategy that involves providing learners with structured support to help them accomplish tasks they cannot complete independently. This approach, which is foundational to effective teaching, is often linked to Lev Vygotsky’s concept of the Zone of Proximal Development (ZPD), which is the range of tasks a learner can perform with guidance but not yet on their own. Scaffolding often involves peer collaboration, where more knowledgeable peers or

the teacher provide guidance. This approach allows learners to negotiate meaning and practice language with support, enhancing comprehension and engagement (Vygotsky, 1978).

To effectively implement these teaching techniques, it is crucial to understand the distinctions among methods, approaches, strategies, and techniques in language teaching. The following chart provides clarity on these terms, illustrating how they interrelate and contribute to the overall teaching process. By aligning specific methods and strategies with appropriate materials and resources, educators can create a more structured and impactful learning environment.

The following chart summarizes and differentiates these essential terms, using specific examples to teach young learners. By clarifying how these concepts interrelate, educators can more effectively select and align methods and strategies with suitable materials and resources, ultimately creating a structured and impactful learning environment for young students.

**Table N°2**

*Differentiating Essential Concepts in Language Teaching*

<b>Term</b>	<b>Definition</b>	<b>Sources</b>	<b>Examples</b>
Method	A set of principles and procedures for teaching a language, often formalized.	Richards & Rodgers (2001)	Communicative Language Teaching (CLT), Task-Based Learning (TBL), Total Physical Response (TPR)
Approach	A way of looking at teaching and learning, based on theoretical principles.	Brown (2007)	The Natural Approach

Strategy	Specific plans or actions employed to facilitate learning.	Oxford (2011)	Group work, role play, games, sign language use, voice inflections (varying tone and pitch), songs and chants
Technique	Specific activities or tasks used in the classroom to implement strategies.	Harmer (2007)	Making associations, distinguishing patterns in a sequence, solving puzzles, working with rhythm and rhyme, imaginative thinking (Herbert Puchta-Karen Elliot), Imitating Storytelling
Resources	Tools or materials that support teaching and learning.	Tomlinson (2011)	Textbooks, videos, real objects (realia), visual aids, stickers, flashcards

*Source, adapted from: Richards & Rodgers (2001), Brown (2007), Oxford (2011), Harmer (2007), Tomlinson (2011)*

**Note:** *The examples mentioned are for reference purposes only and may be adapted depending on the context in which they are used within the pedagogical framework.*

There are many misconceptions about each of these concepts, especially when discussing language teaching. While the terms method, approach, strategy, technique, and resources are often used interchangeably, they each represent distinct elements of the teaching process. Understanding the differences between them is crucial for effective teaching, as each component plays a unique role in guiding both the structure and delivery of lessons. To come clear about the different interpretations, it is crucial to have a clear explanation of these constructs.

### **2.5.1. Explanation of Differences between Concepts:**

- Method refers to the overarching framework or set of principles that guide language instruction. For example, Communicative Language Teaching (CLT) focuses on interaction as a key component of learning.
- Approach provides the theoretical foundation for teaching and learning. It influences how methods are developed. For instance, The Natural Approach emphasizes comprehension and meaningful communication over grammatical structures.
- Strategy encompasses the intentional plans and actions that a teacher employs to support learning. These include activities such as role play and group work to engage students.
- Technique refers to the specific, practical tasks or actions carried out in the classroom to implement a strategy. Examples include imitating storytelling or solving puzzles.
- Resources are the tangible tools and materials that support learning, such as textbooks, videos, or real objects (realia). These complement methods, strategies, and techniques by providing visual or hands-on learning aids.

## **2.6. Strategies that help teachers and learners increase target language use**

To teach effectively in an L2 environment, teachers can employ strategies that help increase the use of the target language while supporting students' understanding and comfort. The following strategies are designed to maximize L2 exposure by creating an engaging and supportive environment that encourages young learners to interact in the target language. These techniques also consider students' affective filters, reducing anxiety and promoting a positive attitude toward language learning. By integrating these

strategies consistently, teachers can enhance students' confidence and comprehension, fostering a more immersive and effective language learning experience.

#### **a. Sandwiching (Herbert Puchta-Karen Elliot)**

"Sandwiching" is a strategy that involves briefly using L1 (the learner's native language) to ensure comprehension of a key concept or instruction, followed by a return to L2 for reinforcement. This method prevents over-reliance on L1 while still ensuring that learners understand the critical information being communicated. It is most effective when L1 is used sparingly, providing just enough support to clarify meanings and immediately shifting back to L2.

For example, a teacher might give an instruction in English: "Please take out your books." If the learners do not seem to understand, the teacher might quickly say the same in L1, "Saquen sus libros" and then repeat it again in L2: "Take out your books." This creates a sandwich effect where L1 is the middle layer, but L2 remains the dominant language for communication.

This strategy helps increase L2 exposure while maintaining student comprehension, minimizing frustration, and fostering a smooth transition into using the target language for classroom instructions and interactions

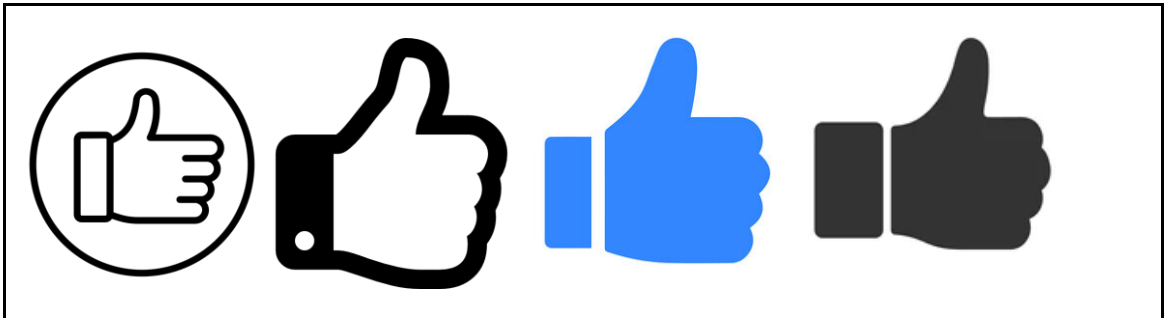
#### **b. Using extralinguistic support to ensure comprehension (Stephen Krashen)**

Extralinguistic support refers to using non-verbal cues and other contextual elements to assist learners in understanding the target language without relying on translation. To interpret this in a more modern context, a very useful and popular example of this strategy includes, pictograms:

- **Gestures:** “Thumbs up” for example, is a common gesture for approval or encouragement. It can be represented as the following (along with a phrase of positive reinforcement, such as “Very good!”):

**Figure N°1**

*You did a great job!*

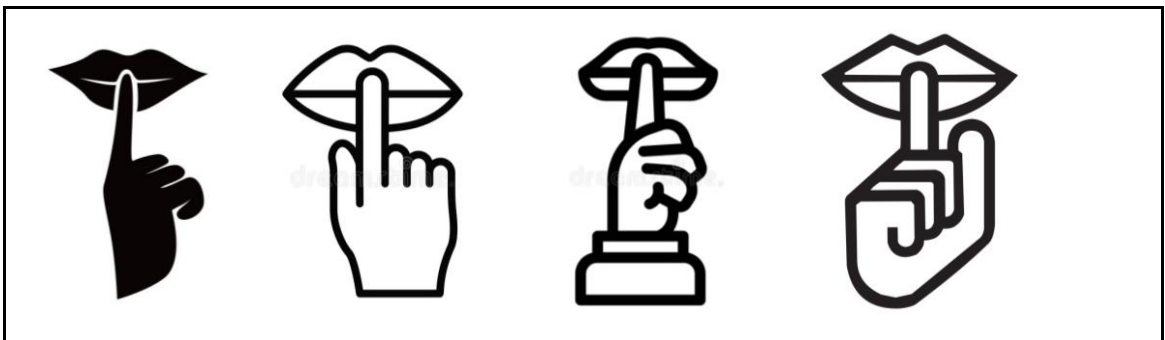


*Source, adapted from: Stock Images.*

As well for another example, “finger on lips (shh)”, to indicate the need for quiet, along with the command “Silence” or “be quiet”.

**Figure N°2**

*Silence!*



*Source, adapted from: Stock Images.*

- **Visual aids:** a “Magnifying glass” can be used to indicate focus on detail, an investigation upcoming or exploration along with the command “Let’s observe”.

**Figure N°3**

*Let's investigate, Let's observe...*

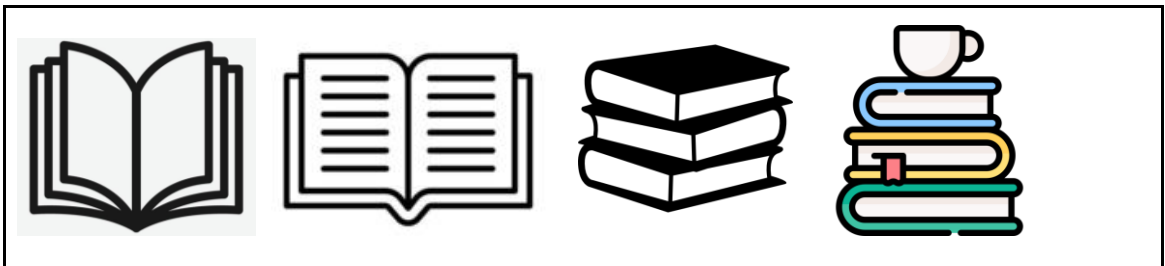


*Source, adapted from: Stock Images.*

- **Objects:** Pictograms of a Book, symbolizing reading materials or textbooks can be very useful as well, along with the command “take out your books”.

**Figure N°4**

*Reading comprehension*



*Source, adapted from: Stock Images.*

- **Body language:** A silhouette of a person jumping can be useful to encourage young learners to move around if the activity the teacher is conducting requires it, either with a song or to indicate the previously mentioned action.

**Figure N°5**

*Simon says "Jump!"*



*Source, adapted from: Stock Images.*

- **Tone of voice (using voice inflections):** Speech bubbles are a better fit for this kind of situation when using L2. A speech bubble with a happy face can represent a cheerful tone or positive speech, while a speech bubble with an exclamation mark can indicate excitement, surprise, or a raised voice, such as when trying to say 'Pay attention to me!'"

**Figure N°6**

*Pay attention! Well done!*



*Source, adapted from: Stock Images.*

Young learners in particular benefit from this type of support, as they are often very attuned to visual and contextual cues when learning a new language. Not just only by pictograms, but from other visual resources, such as flashcards.

For example, when introducing new vocabulary like "apple" or "ball," teachers can show a picture or the actual object while saying the word in English. These visual or tangible references provide context and make it easier for learners to grasp meaning without needing L1 explanations. Over time, learners become more comfortable interpreting language through contextual cues, increasing their L2 comprehension and use.

While no single author is exclusively credited with this concept, it is often discussed in relation to Stephen Krashen's theories, particularly his emphasis on the importance of comprehensible input and contextual learning (Krashen, 1982).

### **c. Using Sign Language to Teach Concepts (Lynne Cameron)**

Introducing basic sign language or gestures into the classroom can be a powerful tool for reinforcing vocabulary and concepts in L2, particularly with young learners who respond well to physical engagement. Sign language offers a visual and physical representation of words, allowing learners to make connections between gestures and their meanings in the target language.

For example, when teaching action words like "run," "jump," or "sit," teachers can demonstrate or use a relevant sign while saying the word in English. This multimodal approach supports learners who may struggle with auditory input alone, and it creates a more inclusive and interactive learning environment. Using signs not only enhances comprehension but also fosters memory retention, as learners often find it easier to recall vocabulary they have physically acted out or gestured.

Lynne Cameron discusses the significance of incorporating gestures and visual aids in language teaching, particularly with young learners. She emphasizes that such techniques can help make abstract concepts more concrete (Cameron, 2001).

#### **d. Using Mimics and Gestures (Caleb Gattenno & David Mcneill)**

Mimics and gestures are closely related to extralinguistic support, but they specifically involve using facial expressions and hand movements to enhance communication. These non-verbal cues can make the input more engaging and comprehensible, especially for younger students who may have limited exposure to the target language.

For instance, when teaching emotions (happy, sad, angry), teachers can exaggerate their facial expressions to match each word. Similarly, hand gestures can accompany directional words like "up," "down," "left," or "right."

Gestures and facial expressions make the language input richer and more accessible, providing clues that help learners deduce meaning without needing translations. By regularly incorporating mimics and gestures into instruction, teachers can maintain an L2 environment while ensuring that students still understand what is being communicated.

Caleb Gattegno, known for his work on the Silent Way method, emphasized the importance of non-verbal communication in the language learning process, which includes the use of gestures to facilitate understanding (Gattegno, 1976). While on the other side, David McNeill has conducted extensive research on the role of gestures in communication and language acquisition, providing insights into how gestures can enhance the understanding of verbal input (McNeill, 2005).

#### **e. Repetition with Extra Linguistic Support (Merrill Swain)**

Repetition is a well-known strategy in language teaching, but when combined with extra-linguistic support, it becomes an even more powerful tool for increasing L2 use and ensuring comprehension. For young learners, hearing the same words, phrases, or instructions multiple times helps reinforce language patterns and vocabulary. When this

repetition is paired with gestures, visual aids, or objects, the language becomes more meaningful and memorable.

For example, during circle time, a teacher might say "sit down" while making a sitting motion. By repeating this phrase multiple times throughout the day, always with the gesture, the learners will eventually associate the words with the action without needing further explanations in L1. Repetition ensures that learners get ample exposure to key phrases, while the added visual or physical elements make the language input clearer and easier to retain. Over time, this practice helps learners internalize L2 language patterns and use them independently. Merrill Swain's work on the Output Hypothesis suggests that producing language (which can include repetition) helps learners notice gaps in their language knowledge and encourages them to use the language more effectively (Swain, 1985).

#### **f. Play-Based Learning and Interaction (Jean Piaget)**

For young learners, play-based learning is one of the most effective methods for acquiring a foreign language. Language learning happens naturally during play as children engage with peers, teachers, and their environment. Games, role-plays, and interactive activities create a stress-free atmosphere where learners can practice new words and phrases in context, without the pressure of formal instruction.

Through play, children experiment with language, make mistakes, and gradually improve, using the language for communication rather than as an academic subject. Interaction during play, whether with teachers or other children, allows them to practice language in meaningful, real-life situations.

Piaget's theories of cognitive development emphasize the role of play in children's learning processes. He argued that play is essential for children to construct knowledge and understand their world, facilitating language development through interaction and exploration (Piaget, 1962).

### **g. Simplifying the Language (Stephen Krashen)**

This strategy, when used consistently, allows teachers to maintain a predominantly L2 environment without overwhelming learners or compromising comprehension. They adhere to the principles of comprehensible input, as outlined in Krashen's Input Hypothesis, where language is presented just beyond the learner's current level of understanding but made accessible through contextual cues. This approach creates an ideal learning environment where students are both challenged and supported, facilitating natural language acquisition.

Furthermore, by reducing the need for L1 and increasing L2 input, these strategies help lower the affective filter, as described in Krashen's Affective Filter Hypothesis. When learners feel comfortable and confident in understanding what is being communicated—thanks to visual aids, gestures, or brief clarifications in L1—they experience less anxiety and are more likely to engage actively in the language learning process.

The technique of simplifying language in teaching is often associated with Stephen Krashen, who emphasizes the importance of comprehensible input in language acquisition.

The concepts and strategies discussed emphasize the importance of tailoring language instruction to meet young learners' developmental and cognitive needs. By leveraging methods that prioritize comprehensible input, interactive learning, and emotional support, teachers can create an environment where language acquisition occurs naturally and effectively. Approaches such as simplifying language, using visual and contextual cues, and integrating play-based activities ensure that learners remain engaged while developing their skills in the target language. These foundational insights guide the practical application of these strategies in the following sections.

### **3. METHODOLOGY OF THE STUDY**

This study is a field research dissertation, according to the Cambridge dictionary as well, employing a mixed-methods approach to collect and analyze data from real-world educational settings. By integrating both qualitative and quantitative methodologies, the research aims to provide a comprehensive understanding of how L2 use impacts young learners in EFL classrooms within local contexts.

The current study seeks to analyze the use of English as a second language (L2) in early childhood and primary education settings. The focus is on evaluating the perceptions of teachers and student teachers, exploring effective strategies to maximize L2 exposure, and assessing the impact of "all-English lessons" on students' engagement and learning outcomes. To achieve these objectives, a combination of quantitative data analysis and qualitative content analysis was employed, aiming to identify, explore, and evaluate recurrent themes and patterns related to L2 use in young learner classrooms.

#### **3.1. Data Presentation:**

First, the study presents the quantitative data, which provides statistical evidence to complement and validate the qualitative findings. This is followed by the qualitative data, offering a detailed analysis of participants' perceptions, insights, and classroom practices. Together, these data sets offer a holistic view of the research problem, bridging subjective experiences with measurable outcomes.

#### **3.2. Appendix Reference:**

All instruments, raw data, and supplementary materials used throughout the study are included in the appendix. Readers are encouraged to consult the sections for a deeper understanding of the methodologies, instruments, and results that support the study's findings.

### **3.3. Hypothesis:**

It is hypothesized that the use of practical, hands-on teaching strategies, coupled with engaging and immersive activities, will significantly enhance the use of L2 in the classroom. These approaches are expected to foster a positive and emotionally supportive learning environment, reducing the reliance on L1 while encouraging meaningful language acquisition among young learners.

### **3.4. Participants:**

The participants of this study included:

- **EFL Teachers:** Experienced professionals teaching English to preschool and primary students in Copiapó.
  
- **Student Teachers:** Undergraduate students from the English Pedagogy Program at Universidad de Atacama, who have completed teaching practicums processes with preschool and primary learners.

All participants were selected based on their prior experience with the targeted education levels and were invited to complete the next presented survey designed to gather insights on L2 use and teaching strategies for young learners.

### **3.5. Data Collection Instruments**

Accordingly, to collect essential information for the study purposes, two data collection instruments were elaborated:

#### **a. Survey:**

The survey (Appendix 2) was designed to gather participants' perspectives on L2 use in EFL classrooms for young learners. Questions were structured to address key areas such as:

- Teachers' attitudes toward L2 use.
- Preferred strategies and techniques for promoting L2 exposure.
- Perceptions of the challenges and benefits of all-English lessons.

The survey combined closed-ended questions to facilitate quantitative analysis and open-ended questions to capture qualitative insights.

#### **b. Direct Observation Record**

This instrument (Appendix 5) was used to document classroom practices during "all-English lessons" in public and private educational settings. Observations focused on:

- The frequency and context of L2 use.
- The effectiveness of specific teaching strategies.
- Students' engagement and responses to L2 immersion.

The purpose of this tool was to validate survey findings and gain an in-depth understanding of the practical application of L2 in local classrooms.

#### **3.6. Procedure:**

To achieve the study's objectives, the following steps were undertaken:

- **Exploration and Selection of Strategies:**

A thorough review of relevant literature was conducted to identify evidence-based strategies and techniques for meaningful L2 exposure.

- **Survey Design and Implementation:**

A survey was designed, validated (Appendix 1), and distributed to EFL teachers and student teachers who agreed to participate. This step aimed to collect perceptions and insights on L2 use.

- **Development and Application of Observation Records:**

A direct observation record was developed and validated (Appendix 4) to document classroom practices. Observations were conducted during "all-English lessons" in both public and private schools to ensure a diverse and representative data set.

- **Data Analysis:**

Qualitative and quantitative data were systematically analyzed to identify trends, themes, and patterns. Results were interpreted to draw conclusions on the effectiveness of L2 use in EFL classrooms.

- **Conclusions and Recommendations:**

Based on the findings, conclusions were formulated, and actionable recommendations were provided for teachers and other educational roles to enhance L2 use in early childhood and primary education.

## **4. DATA ANALYSIS**

### **4.1. Quantitative Data Analysis**

Regarding the quantitative analysis for the study, valuable information was obtained from closed ended questions (in the conducted survey and subsequent direct observation record).

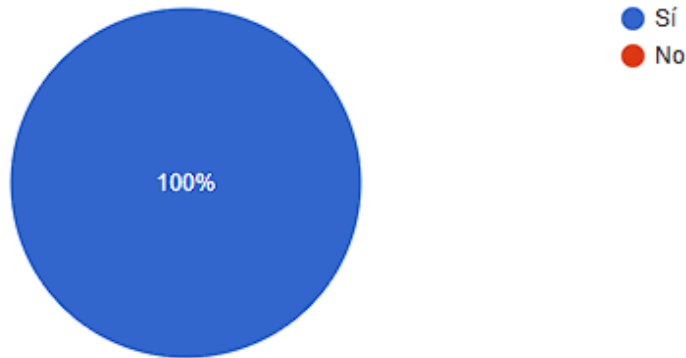
#### **a) Survey**

## Chart N°1

*Consent for the use of the data collected*

¿Usted está de acuerdo en participar de este estudio?

23 respuestas



***Question reads: “Do you agree to participate in this study?”***

It is important to let participants know that every data collected during the study is displayed with the consent of the participants. Their personal information will be kept confidential and used solely for the purposes of the study. Participants have the right to withdraw at any time without facing any consequences, and their decision to participate or not will not affect their relationship with the researchers or the institution conducting the study. By agreeing to participate, they acknowledged their informed consent to the study's procedures and data usage.

It must be highlighted that only one individual did not consent to the use of the data collected but still completed the questionnaire, nonetheless. In this case, the participant's responses were excluded from any analysis that required the use of the presented data, in accordance with ethical guidelines. The participant's decision to not consent to data use was respected, ensuring that their privacy of the given answers and confidentiality were upheld throughout the study.

The quantitative information collected from the survey was organized into the following categories: (a) **“Participants and their context”** and (b) **“Perceptions on Techniques and Strategies to Increase L2 Use in the Classroom”**.

#### 4.1.1. Participants and their Context:

Here in the following presented table are the total of participants in this investigation and their respective contexts:

**Table N°3**  
*Participants and Their Contexts*

<b>Role</b>	<b>Institution Type (Work place)</b>	<b>Experience (Years)</b>	<b>Count (Total)</b>
English teacher-student, level 202	N/A	N/A	8
English teacher-student, level 302	N/A	N/A	5
English teacher-student, level 402	N/A	N/A	1
English teacher, early childhood education and first cycle basic levels	Public	1 to 5 years	1
English teacher, early childhood education and first cycle basic levels	Subsidized	1 to 5 years	2

English teacher, early childhood education and first cycle basic levels	Subsidized	10 years or more	1
English teacher, preschool levels	Private	5 to 10 years	1
English teacher, preschool levels	Public	10 years or more	2
English teacher, primary school	Subsidized	1 to 5 years	2
Total of participants:			23

The table provides a categorized summary of the participants in the study, highlighting their roles, teaching or learning contexts, and years of experience. It distinguishes between students from the English pedagogy program at different academic levels and practicing English teachers working in various educational settings (public, subsidized, and private). Additionally, the chart includes the years of teaching experience for educators, providing insight into the diversity of expertise and exposure to young learner classrooms. This data underscores the comprehensive nature of the sample, ensuring a well-rounded perspective on strategies to enhance target language use in young EFL classrooms.

## Chart N°2

### Identification

¿Usted es... ?

23 respuestas



This chart displays the distribution of respondents based on their current role or educational level in relation to English language learning. The categories are:

- **Estudiante ped. en inglés, nivel 202 (English teacher-student, level 202) - 17.4%**
- **Estudiante ped. en inglés, nivel 302 (English teacher-student, level 302) - 17.4%**
- **Estudiante ped. en inglés, nivel 402 (English teacher-student, level 402) - 21.7%**
- **Profesor/a de inglés, niveles de Ed. Parvularia (English teacher, preschool levels) - 39.1%**
- **Profesor/a de inglés, primer ciclo básico (English teacher, primary school) - 4.3%**
- **Profesor/a de inglés, Niveles de Ed. Parvularia (English teacher, Early Childhood Education Levels) - 0%**

This chart shows the distribution of the 23 participants based on their role in the educational context. The largest group (39.1%) consists of students from pedagogy programs at the 202 level, followed by 21.7% in the 302 level, and 17.4% in both the 402

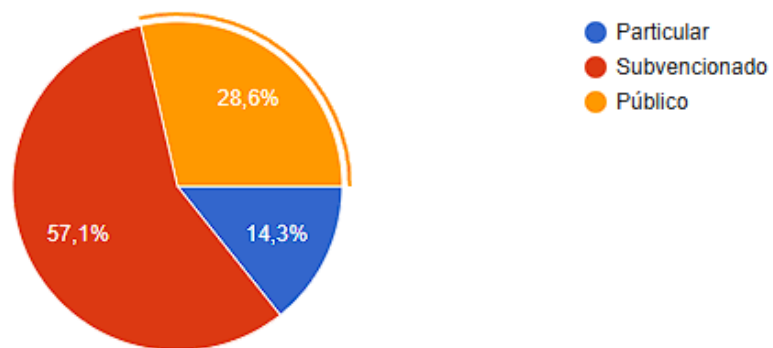
level and educators teaching at the preschool and primary levels. This distribution highlights a significant representation of pedagogy students at various stages of their education, reflecting the relevance of training future teachers. A smaller but notable proportion comprises active teachers, indicating the inclusion of practical teaching perspectives in the data collection.

### Chart N°3

*Type of educational institution*

**(Sólo para profesores egresados de inglés)** Dependencia del establecimiento educacional donde trabaja:

7 respuestas



**Section reads:** “(Only for English graduate teachers) Dependency of the educational establishment where you work:”

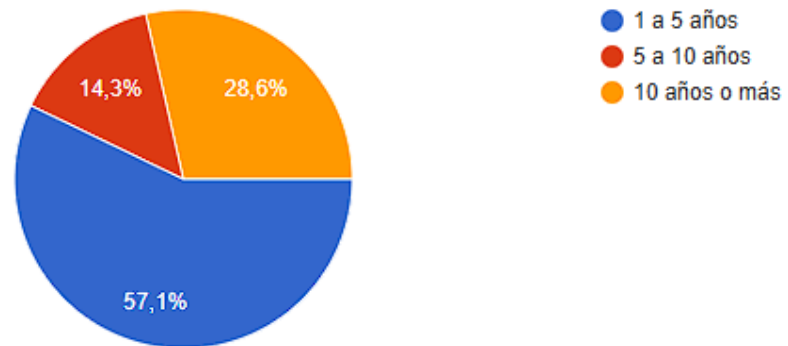
Among the 7 responses from English teachers included in this study, the majority (57.1%) work in subsidized schools, 28.6% in public schools, and 14.3% in private schools.

#### Chart N°4

*Years of experience in the field of education*

**(Sólo para profesores egresados de inglés)** Años de experiencia en la enseñanza del inglés para niños/as pequeños:

7 respuestas



The responses from the same group of 7 English teachers indicate that most have 1 to 5 years of experience (57.1%) teaching English to young learners. A significant portion of respondents is relatively new to the profession, which might affect their approach to language instruction. Another 28.6% have 5 to 10 years of experience, while 14.3% report having 10 years or more of experience, demonstrating a mix of novice and seasoned professionals in the sample. The higher proportion of early-career teachers may point to recent efforts to expand English instruction in early education settings.

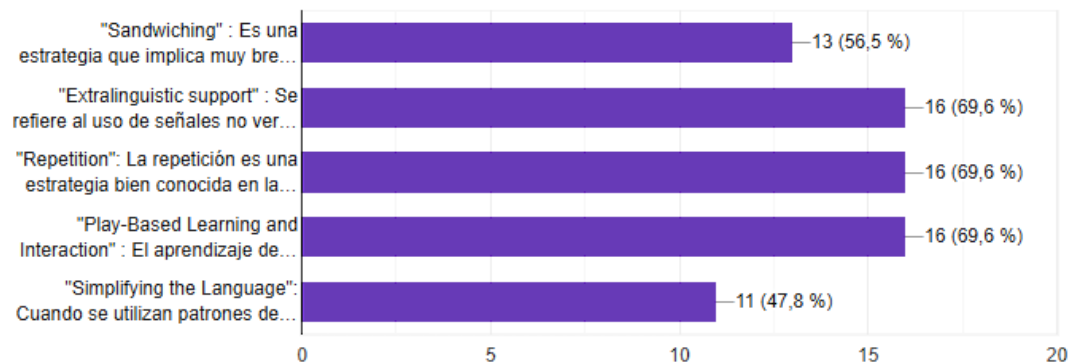
#### 4.1.2. Perceptions on Techniques and Strategies to Increase L2 Use in the Classroom:

##### Chart N°5

##### *Techniques and Strategies to Increase L2*

1. ¿Cuál(es) de las siguientes opciones le parece más apropiada para incrementar el uso del idioma inglés en experiencias de aprendizaje con niñas y niños pequeños? (En complemento al uso de canciones, cuentos y juegos) Puede seleccionar una o más opciones.

23 respuestas



**Question reads:** “Which of the following options do you think is most appropriate for increasing the use of the English language in learning experiences with young children? (In addition to the use of songs, stories, and games)”

When participants were asked about techniques and strategies to increase L2 use in the classroom, their preferences demonstrated a clear inclination toward methods that promote interaction and contextual support. The strategies "Extralinguistic Support," "Repetition," and "Play-Based Learning and Interaction" each received 69.6% agreement, showing that educators value techniques that are accessible and effective for young learners. These methods align with approaches that enhance comprehensible input and engagement in immersive language settings. On the other hand, "Sandwiching," which involves brief L1 clarifications, was selected by 56.5% of participants, indicating its usefulness but perhaps limited applicability compared to other strategies. "Simplifying the Language" had the lowest selection at 47.8%, suggesting that while important, it may not be seen as a primary strategy for maximizing L2 exposure.

## Chart N°6

### *Perceptions on L2 Use in the Classroom*

4. ¿Qué porcentaje del uso de la lengua meta (inglés) usted considera idóneo para la realización de experiencias de aprendizaje en la asignatura?

23 respuestas



**Question reads:** “What percentage of the use of the target language (English) do you consider suitable for carrying out learning experiences in the subject?”

When participants were asked about the percentage of L2 they considered adequate for English lessons, most individuals (around 74%) agreed that 80% to 90% of the target language should be used during the majority of classroom interactions. This reflects a strong consensus on the need for extensive exposure to L2 to facilitate language acquisition effectively. Additionally, 13% of participants advocated for 100% L2 use, highlighting a more immersive approach, while smaller percentages favored lower exposure, such as 60%-70% or a case-dependent evaluation. These findings underscore the general preference for high levels of L2 input, aligning with theories emphasizing the importance of maximizing target language exposure in EFL settings.

As the aforementioned techniques and strategies were applied in two teaching contexts for young learners, the quantitative information collected from the “direct observation record reveals the following results concerning an exclusive use of the target language and its impact on students’ performance.

**b) Direct observation record:**

The following section presents the data collected from the direct observation record. It will be divided into 2 groups depending on the type of educational institution. The following results go through public and private schools.

**4.1.3. Impact on students’ reaction and engagement:**

**Table N°4**

*Degree of usefulness in terms of reaction from young learners*

Instrucciones: Las técnicas y estrategias mencionadas en la siguiente pauta serán aplicadas en complemento a indicaciones, canciones, juegos o cuentos con el fin de incrementar el uso del inglés durante la experiencia de aprendizaje, a fin de evitar depender de la traducción al español. Utilice la pauta para evaluar el grado de efectividad de dichas estrategias/técnicas con respecto a la reacción y motivación de las y los estudiantes al participar en la experiencia, marcando con una (X) según sea su percepción: "muy efectivo", "efectivo", "poco efectivo".			
Técnica y/o estrategia	I. Grado de utilidad en términos de <b>reacción/ involucramiento</b> en la experiencia por parte de los niños y niñas		
	Muy efectivo	Efectivo	Poco efectivo
1. Extra linguistic support	<b>X</b>		
2. Play-based learning and interaction	<b>X</b>		
3. Repetition		<b>X</b>	
4. Sandwiching		<b>X</b>	
5. Simplifying the language	<b>X</b>		

*Observation reads: "I. Degree of usefulness in terms of reaction/involvement in the experience by children." - options: Very effective - Effective - Less effective.*

**Note:** In the presented table are the common choices identified in the answers given by the participants.

**The answers read the following:**

**- Private School - Playgroup Program (2 to 3 year old students):**

**Teacher in training:**

1. Extralinguistic support: Very Effective
2. Play-based learning and interaction: Very effective
3. Repetition: Very effective
4. Sandwiching: Effective
5. Simplifying the language: Very effective

**English teacher:**

1. Extralinguistic support: Very Effective
2. Play-based learning and interaction: Effective
3. Repetition: Effective
4. Sandwiching: Effective
5. Simplifying the language: Very effective

**Supervising teacher:**

1. Extralinguistic support: Very Effective
2. Play-based learning and interaction: Very effective
3. Repetition: Very effective
4. Sandwiching: Effective
5. Simplifying the language: Very effective

**Public School - Kindergarten (5 to 6 year old students):**

**English teacher:**

1. Extra linguistic support: Very effective

2. Play-based learning and interaction: Very effective
3. Repetition: Effective
4. Sandwiching: Very effective
5. Simplifying the language: Very effective

**English teacher:**

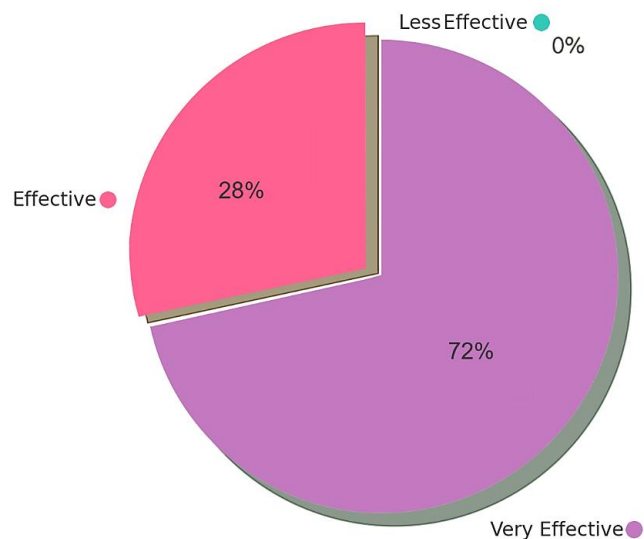
1. Extralinguistic support: Very effective
2. Play-based learning and interaction: Very effective
3. Repetition: Effective
4. Sandwiching: Very effective
5. Simplifying the language: Very effective

The percentages for the choices in terms of their usefulness based on the observations are as follows:

- **Very Effective:** 72% - Between: Extra Linguistic support, Play-based learning and interaction, Simplifying the language.
- **Effective:** 28% - Between: Repetition and Sandwiching
- **Less Effective:** 0%

**Chart N°7**

*Percentages for choices in terms of usefulness – reaction*



This indicates a strong preference for the strategies being "Very Effective" across observations.

#### 4.1.4. Impact on students' motivation towards the lesson:

**Table N°5**

*Degree of effectiveness in terms of motivation towards the learning experience*

Técnica y/o estrategia	II. Grado de efectividad en términos de <b>motivación</b> hacia la experiencia de aprendizaje		
	Muy efectivo	Efectivo	Poco efectivo
1. Extralinguistic support	<b>X</b>		
2. Play-based learning and interaction	<b>X</b>		
3. Repetition	<b>X</b>		
4. Sandwiching		<b>X</b>	
5. Simplifying the language		<b>X</b>	

*Observation reads: "II. Degree of effectiveness in terms of motivation towards the learning experience" - options: Very effective - Effective - Less effective.*

**Note:** In the presented table are the common choices identified in the answers given by the participants.

**The answers read the following:**

- **Private School - Playgroup program (2 to 3 year old students):**

**Teacher in training:**

1. Extralinguistic support: Very effective
2. Play-based learning and interaction: Very effective

3. Repetition: Very effective
4. Sandwiching: Effective
5. Simplifying the language: Very effective

**English teacher:**

1. Extralinguistic support: Very effective
2. Play-based learning and interaction: Very effective
3. Repetition: Effective
4. Sandwiching: Effective
5. Simplifying the language: Effective

**Supervising teacher:**

1. Extralinguistic support: Very effective
2. Play-based learning and interaction: Very effective
3. Repetition: Very effective
4. Sandwiching: Effective
5. Simplifying the language: Very effective

**Public School - Kindergarten (5 to 6 year old students):**

**English teacher:**

1. Extralinguistic support: Very effective
2. Play-based learning and interaction: Very effective
3. Repetition: Effective
4. Sandwiching: Very effective
5. Simplifying the language: Effective

**English teacher:**

1. Extralinguistic support: Very effective
2. Play-based learning and interaction: Very effective
3. Repetition: Effective
4. Sandwiching: Very effective

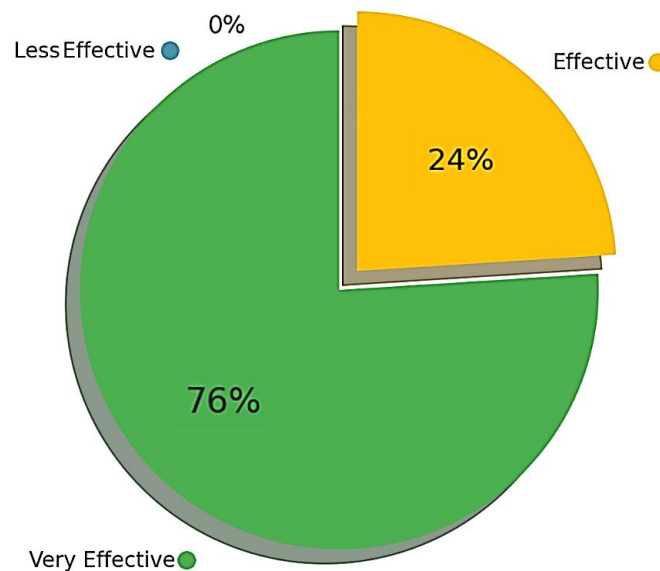
## 5. Simplifying the language: Effective

The percentages for the choices in terms of their usefulness based on the observations are as follows:

- **Very Effective:** 76% - Between Extra linguistic support, Play-based learning and interaction and Repetition.
- **Effective:** 24% - Between Sandwiching and Simplifying the language.
- **Less Effective:** 0%

### Chart N°8

*Percentages for choices in terms of usefulness – motivation*



This indicates a strong preference for the strategies being considered "Very Effective" across the observations. However, there was a slight preference for the term "Effective," maintaining the choice of "Sandwiching" but with a slight change. In this instance "Simplifying the language" is chosen, which seems to stem from a variation in perspective, particularly when viewed from the children's point of view in terms of motivation.

#### 4.1.5. Impact on students' overall performance:

**Table N°6**

*Degree in terms of Impact in exclusive use of the target language*

IV. En una escala del 1 al 5, evalúe el impacto del **uso exclusivo de la lengua meta** en el **desempeño** de los niños y niñas durante la experiencia de aprendizaje observada, **encerrando en un círculo** la opción que represente el nivel de impacto percibido:

Nivel de impacto:      5= Muy alto      4= Alto      3= Medio      2= Bajo      1= Muy bajo

Desempeño	Indicadores de logro	Escala nivel de impacto				
Actitudinal	Demuestran curiosidad e interés hacia el aprendizaje del idioma inglés y las actividades de la experiencia.	1	2	3	4	5
Procedimental	Siguen instrucciones simples al momento de participar al reproducir canciones, jugar, escuchar una historia, o realizar otras actividades de la experiencia como asociar y relacionar conceptos.	1	2	3	4	5
Conceptual	Identifican, a través de imágenes u otros recursos didácticos, conceptos claves de la experiencia.	1	2	3	4	5
	Verbalizan palabras simples y aisladas, correspondientes a expresiones de saludo/despida y/o conceptos claves de la experiencia.	1	2	3	4	5

*Observation reads: "On a scale of 1 to 5, evaluate the impact of the exclusive use of the target language on the performance of the children during the observed learning experience, circling the option that represents the level of perceived impact"*

*Level of impact: 5 = Very high 4 = High 3 = Medium 2 = Low 1 = Very low*

**The answers read the following:**

- **Private School - Playgroup program (2 to 3 year old students):**

**Table N°7**

**Teacher in training:**

Performance	Achievement indicators	Impact level scale				
Attitudinal	Students show curiosity and interest in learning the English language and the activities of the experience.	1	2	3	4	5
Procedural	Students follow simple instructions when participating in playing songs, playing, listening to a story, or doing other activities of the experience such as associating and relating concepts.	1	2	3	4	5
Conceptual	Students identify, through images or other teaching resources, key concepts of the experience.	1	2	3	4	5
	Students verbalize simple and isolated words, corresponding to expressions of greeting/farewell and/or key concepts of the experience.	1	2	3	4	5

**Table N°8**  
**English teacher:**

Performance	Achievement indicators	Impact level scale				
Attitudinal	Students show curiosity and interest in learning the English language and the activities of the experience.	1	2	3	4	5
Procedural	Students follow simple instructions when participating in playing songs, playing, listening to a story, or doing other activities of the experience such as associating and relating concepts.	1	2	3	4	5
Conceptual	Students identify, through images or other teaching resources, key concepts of the experience.	1	2	3	4	5
	Students verbalize simple and isolated words, corresponding to expressions of greeting/farewell and/or key concepts of the experience.	1	2	3	4	5

**Table N°9**

**Supervising teacher:**

Performance	Achievement indicators	Impact level scale				
Attitudinal	Students show curiosity and interest in learning the English language and the activities of the experience.	1	2	3	4	5
Procedural	Students follow simple instructions when participating in playing songs, playing, listening to a story, or doing other activities of the experience such as associating and relating concepts.	1	2	3	4	5
Conceptual	Students identify, through images or other teaching resources, key concepts of the experience.	1	2	3	4	5
	Students verbalize simple and isolated words, corresponding to expressions of greeting/farewell and/or key concepts of the experience.	1	2	3	4	5

- **Public School - Kindergarten (5 to 6 year old students):**

**Table N°10**

**English teacher:**

Performance	Achievement indicators	Impact level scale				
Attitudinal	Students show curiosity and interest in learning the English language and the activities of the experience.	1	2	3	4	5
Procedural	Students follow simple instructions when participating in playing songs, playing, listening to a story, or doing other activities of the experience such as associating and relating concepts.	1	2	3	4	5
Conceptual	Students identify, through images or other teaching resources, key concepts of the experience.	1	2	3	4	5
	Students verbalize simple and isolated words, corresponding to expressions of greeting/farewell and/or key concepts of the experience.	1	2	3	4	5

**Table N°11**  
**English teacher:**

Performance	Achievement indicators	Impact level scale				
Attitudinal	Students show curiosity and interest in learning the English language and the activities of the experience.	1	2	3	4	5
Procedural	Students follow simple instructions when participating in playing songs, playing, listening to a story, or doing other activities of the experience such as associating and relating concepts.	1	2	3	4	5
Conceptual	Students identify, through images or other teaching resources, key concepts of the experience.	1	2	3	4	5
	Students verbalize simple and isolated words, corresponding to expressions of greeting/farewell and/or key concepts of the experience.	1	2	3	4	5

The data indicates a strong consensus among participants regarding the effectiveness of various strategies employed in teaching young learners English as a foreign language. The following observations and analyses can be made according to the results:

- **Extralinguistic Support:**

Across all participants, extralinguistic support was deemed "Very effective." This highlights its critical role in providing visual and contextual cues that help young learners comprehend and retain new vocabulary and concepts. This method's success aligns with

existing literature emphasizing the importance of multimodal teaching in language acquisition.

- **Play-based Learning and Interaction:**

Universally rated as "Very effective," play-based methods are highly engaging for young learners. They encourage interaction and active participation, which are essential for building confidence and improving communication skills in the target language.

- **Repetition:**

While repetition was generally considered "Very effective" by some and "Effective" by others, its consistent rating indicates its importance in reinforcing language structures and vocabulary. The slight variability may reflect differing perceptions of how repetition is implemented in each classroom context.

- **Sandwiching:**

Sandwiching was consistently rated as "Effective" or "Very effective," suggesting that while it is a valuable strategy, its success might depend on the frequency and context of its use. This technique serves as a bridge, helping learners connect new information with their existing knowledge.

- **Simplifying the Language:**

Simplification received high marks across the board, with most participants rating it as "Very effective." This approach ensures that language input remains comprehensible, facilitating better understanding and acquisition among young learners.

While, in the table presented: "*Degree in terms of Impact in exclusive use of the target language*" revealed consistent responses, with 5 points awarded to each answer across 4 choices, which confirms the strong impact these strategies have in young learners.

## 4.2. Qualitative Data Analysis

Regarding the qualitative analysis for the study, valuable information was obtained from 2 open ended questions (in the conducted survey and the subsequent direct observation record).

### a) Survey:

#### Table N°12

Topic: Perceptions about possible ways to increase the use of L2

**Question reads:** “2. Complementing the previous question, how do you think it is possible to increase the use of English during a learning experience with young children?”

Participants related answers	Interpretation
<p><b>Pregunta 2:</b> “Complementando la pregunta anterior, ¿De qué forma cree usted que es posible incrementar el uso del inglés durante una experiencia de aprendizaje con niñas y niños pequeños?”</p> <p>P1: “Durante mis años de experiencia como profesora de inglés de Pre Básica he experimentado que es esencial trasladar el idioma Inglés al mundo tangible y experimental del niño (los juegos son el mejor recurso para lograr captar el interés del niño en aprender este nuevo idioma). Es necesario que él pueda experimentar todas sus experiencias escolares aplicando la lengua meta.”</p> <p>P2: “Mientras el niño esté más expuesto a experimentar las habilidades de</p>	<p>The participants’ responses in the survey highlighted a nuanced understanding of teaching English as a second language to young learners, emphasizing the importance of experiential, play-based, and immersive learning. Many participants stressed the necessity of contextualizing English within tangible and meaningful experiences, aligning with theories of constructivism (Cognitive constructivism - Jean Piaget). Strategies such as Total Physical Response (TPR),</p>

*listening and speaking en su entorno, existirán mayores posibilidades de adquirir la lengua meta (rutinas de juegos, canciones, rimas, trabalenguas son recursos muy recomendables para trabajar en niños preescolares). Este un proceso gradual, similar a la adquisición de la lengua materna”*

P3: *“Inicialmente, el alumno debe estar expuesto a la lengua objetivo, se debe estimular la comprensión general de este nuevo idioma con exposición constante dentro de su entorno. Los niños comenzarán demostrando comprensión, a través de respuestas simples (yes/no answers: imágenes y/o respuesta verbal). Una vez que el niño se sienta preparado comenzará a desarrollar las habilidades de speaking, pronunciando palabras y posteriormente, frases cortas.”*

P4: *“Es muy importante trabajar con rutinas diarias: rutinas de saludos, rutinas de presentación de contenidos de las unidades en estudio, rutinas de juegos (vocabulario y/o gramática de la unidad) y rutinas de despedidas.”*

P5: *“Mezclando ambos idiomas, si bien como profesores debemos fomentar el hablar en inglés, pero si los estudiantes*

games, rhymes, and songs were frequently mentioned as effective tools for engaging children and fostering natural language acquisition. Several participants underscored the gradual progression of language learning, starting with comprehension through consistent exposure and advancing to speaking in short phrases, which parallels the natural process of first-language acquisition. Routines emerged as a central theme, with activities like greetings, transitions, and classroom commands offering structure and repetitive opportunities for vocabulary and grammar reinforcement. Moreover, the responses demonstrated an awareness of the need for multimodal supports, such as visual aids and gestures, to cater to diverse learning styles and provide contextual cues that enhance comprehension.

While the goal is to maximize target language use, some participants advocated for balancing L1 and L2, particularly at the early stages of instruction, to mitigate frustration and ensure learners’ confidence and participation. Tailoring activities to students’ interests and preferences was

*no tienen una base para poder comprendernos puede ser frustrante para ellos y quizá no quieran participar de las clases.”*

*P6: “Potenciando el TPR y el uso del inglés en la sala, con el apoyo también de la lengua materna. Es fundamental el aprendizaje basado en dinámicas de juegos, sopas de letras, crucigramas, etc. Los cantos y bailes con los niños serían esenciales para su base y formación en el idioma inglés.”*

*P7: “La exposición al lenguaje por medio de canciones me parece una de las mejores estrategias para trabajar con los pequeños y que estos puedan utilizar más frases relacionadas. A través de apoyo visual e implementando carteles en la sala con palabras de uso frecuente y con vocabulario atingente a la unidad tratada.”*

*P8: “Estableciendo rutinas para diferenciar la clase de inglés con las otras (canciones hello y goodbye en párvulo), además poniendo énfasis en el nuevo vocabulario, canciones e instrucciones, ya que una vez aprendidos estos nuevos conceptos los niños*

also emphasized, recognizing that differentiated and personalized approaches sustain motivation and engagement. Collectively, these insights reflect a dynamic and child-centered approach to English language teaching, grounded in immersive, communicative, and developmentally appropriate practices that foster a gradual and meaningful acquisition of the language. These strategies provide a framework for scaffolding learning, enabling young learners to build confidence and proficiency in English within supportive and engaging classroom environments.

*comienzan a utilizarlos automáticamente.”*

*P9: “Estableciendo commands para uso cotidiano o enseñando expresiones para interacciones diarias entre pares y no sólo con el/la profesor/a como pedir prestado algún útil escolar, dar las gracias, pedir permiso etc. Si es posible también establecer mímica a algunas frases y commands.”*

*P10: “Considerando las preferencias de los estudiantes y realizando actividades lo más cortas posibles. También el uso de actividades que impliquen el movimiento o juegos, no solo canciones dónde debían bailar ya que a varios estudiantes no les llama la atención el baile.”*

**Table N°13**

*Topic: Perceptions about the impact of applying direct techniques*

**Question reads:** “3. *In your opinion, what impact would applying direct techniques (exclusive use of English) have with students in Early Childhood Education and the first elementary school education?*”

<b>Pregunta 3:</b> “3. Según su percepción, ¿qué impacto tendría el aplicar técnicas directas (uso exclusivo del inglés) con estudiantes en niveles de Educación Parvularia y primer ciclo básico?”	
<b>Participants related answers</b>	<b>Interpretation</b>
<p>P1: <i>“Desde mi percepción el utilizar técnicas muy directas se puede volver algo complicado para los alumnos, no podemos utilizar “Natural approach” si no conocemos el contexto del colegio o no conocemos a nuestros estudiantes pero de igual manera encuentro que es más fácil que los niños aprendan en los niveles de Ed. Parvularia y primer ciclo pero siempre necesitaran el español o algo visual para entender.”</i></p> <p>P2: <i>“ Personalmente creo debería existir flexibilidad en el uso de la lengua meta para derribar barreras en el aprendizaje. En mi práctica temprana usaba casi el 100% del idioma en clase, sin embargo, tuve que reformular mi estrategia debido a que muchos niños crearon miedo por no entenderme y así</i></p>	<p>The responses highlight the complexities of implementing immersive L2 teaching methodologies for young learners, emphasizing both the benefits and challenges of such approaches. Participants generally agree that early and consistent exposure to English can foster natural language acquisition, improve comprehension, build foundational skills, and increase motivation, particularly when supported by engaging strategies like routines, visual aids, and extralinguistic resources. However, significant challenges arise, such as comprehension barriers, especially for students unfamiliar with L2, and the limited frequency of English lessons (e.g., once a week), which hampers the effectiveness of immersion. Many participants caution against rigid</p>

*un bloqueo en el aprendizaje del idioma, a pesar de usar TPR. Sinceramente, creo que enseñar inglés una vez a la semana no es suficiente para poder realizar una clase con mayor porcentaje en el uso de la lengua. De lo contrario, si fuesen 3 o 4 veces a la semana, el panorama cambiaría significativamente.”*

*P3: “Su impacto sería de exposición total, lo que sería beneficioso, pero hay que tener en consideración que por muy sencillas que sean las palabras o instrucciones que se les den a los estudiantes, hay muchos que aun así no lo entienden por completo.”*

*P4: “Tendría un impacto positivo en el proceso de aprendizaje de los estudiantes, ya que estarían expuestos desde temprana edad al segundo idioma lo que facilitaría un aprendizaje significativo a largo plazo.”*

*P5: “La aplicación de técnicas directas para la adquisición de una segunda lengua tendría un alto impacto en niños pequeños debido a que en esos niveles su adaptación es rápida y la disposición de aprendizaje es dócil. Sería efectivo y ha sido comprobado a través del*

methods, noting that abrupt transitions to full L2 use can lead to anxiety, confusion, or disengagement, especially for students with speech or attention difficulties or those impacted by external factors like the pandemic. Instead, they advocate for a gradual integration of English, balancing immersion with bilingual approaches and scaffolding techniques, such as Total Physical Response (TPR), visual aids, and bilingual support, to ensure accessibility and confidence building. Moreover, participants stress the importance of adapting methods to contextual factors, such as the school environment and learners’ developmental stages, arguing that differentiated instruction and increased exposure frequency (e.g., three or four lessons per week) would significantly enhance outcomes. Together, the responses underline the need for flexible, context-sensitive, and engaging methodologies to maximize L2 use in young learner classrooms while addressing their unique cognitive, emotional, and situational needs.

*estudio, experiencias y teorías que avalan el uso de técnicas directas.”*

*P6: “Para los pequeños de párvulos quizá sea sencillo absorber un idioma, pero también mezclar el uso del español.”*

*P7: “En primer lugar, mejoraría su comprensión del idioma objetivo, además de ofrecerle en la mayoría de los casos la única instancia que poseen ellos para exponerse al idioma. En segundo lugar reforzaría las bases para que puedan desarrollar el nivel esperado cuando egresen. Finalmente, aumentaría la motivación de los estudiantes con respecto a las clases de inglés en contraposición de las clases tradicionales del Grammar Translation.”*

*P8: “Cómo los niños de ahora han pasado por el proceso de la pandemia y demás, la enseñanza del idioma no ha sido muy eficiente, entonces si se aplica un método más directo, sería chocante para los niños si el docente realiza una clase completamente en inglés. En mi opinión, deberíamos integrar el idioma más gradualmente.”*

P9: *“Los estudiantes se acostumbran a utilizar el inglés y se envuelven en el idioma, por lo que van entendiendo las palabras en inglés de forma instintiva gracias al uso de material extralingüístico y generan conocimiento a partir del Inglés en vez del Español que luego debe de ser traducido al Inglés.”*

P10: *“Yo creo que podría tener un impacto negativo el hacer uso exclusivo del idioma del inglés en la sala de clases, sobre todo para estudiantes de Ed. Parvularia. Son niños que recién están aprendiendo su lengua madre e intentar internalizar un idioma nuevo en conjunto con otro, podría generar confusiones y retrasos de aprendizaje en algunos casos específicos como estudiantes que presenten dificultades en el habla o dificultades para la concentración, si ya se les puede hacer difícil con su lengua madre, intentar agregar otro en este nivel de educación puede ser perjudicial.”*

**b) Direct observation record:**

The following section presents the data collected from the direct observation record. It will be divided into 2 groups depending on the type of educational institution. The following results go through public and private schools.

- I. Comentarios adicionales en términos de reacción/involucramiento de las/los estudiantes al aplicar las estrategias/técnicas:

*Section reads: Additional comments in terms of student reaction/involvement in applying the strategies/techniques”*

The answers were the following:

**- Private School - Playgroup program (2 to 3 year old students):**

**Teacher in training:** “En perspectiva sobre la técnica de sandwiching, la experiencia observada fue puesta 100% en Inglés, por lo que no se requirió una utilización de esta estrategia como tal. Solo se utilizó una vez para darle un comando a un estudiante fuera de los contenidos de la clase. No se descarta la utilización de este recurso como tal, en situaciones que lo requieran, pero los estudiantes no lo requirieron en esta experiencia en relación a el involucramiento de la experiencia.”

**English Teacher:** “En general con este nivel es posible realizar clases de Inglés casi completamente en dicho idioma, y teniendo en cuenta las clases del resto del año, el uso de “Extralinguistic support” y “Simplifying the Language” siempre han sido altamente efectivas.”

**Supervising teacher:** “A pesar de que la estrategia “sandwiching” se percibe como efectiva, se utilizó en menor medida (en comparación con las demás estrategias). Ya que no hubo necesidad de recurrir a ella; los párvulos se involucraban en la experiencia sin inconvenientes a pesar del uso constante de la lengua meta.

A pesar de su edad (2 a 3 años), se percibe que a través de las estrategias utilizadas, en complemento a los recursos didácticos y demostraciones, los párvulos lograban comprender instrucciones simples y reaccionaban, algunos verbalmente y otros a través de gestos a la interacción con la docente.”

- **Public School - Kindergarten (5 to 6 year old students) :**

**English Teacher (For both observations of the 2 learning experiences observed in this level):**

“- Los estudiantes se vieron muy participativos y demostraron interés en el tema.

-Se pudo haber utilizado más efectivamente los recursos audio-visuales para practicar el vocabulario de la repetición”

II. Comentarios adicionales en términos de motivación observada al aplicar las técnicas/estrategias:

*Section reads: Additional comments in terms of motivation observed when applying the techniques/strategies*

The answers were the following:

- **Private School - Playgroup program (2 to 3 year old students):**

**Teacher in training:** “Podemos decir que durante la observación de la experiencia, los estudiantes obtuvieron una respuesta positiva con el manejo del idioma, entendieron claramente lo que debían realizar. Se observó una alta motivación y entusiasmo por parte de los niños pequeños, en conjunto con las actividades llamativas y didácticas.”

**English Teacher:** “Debido a la edad de los/las estudiantes las actividades que involucren el juego siempre prueban ser eficaces para motivarlos a participar”

**Supervising teacher:** “La motivación fue constante durante la experiencia. A pesar de que los párvulos aún no se encuentran en proceso de aprendizaje de su lengua materna, en ninguna instancia se percibió frustración ante una experiencia exclusiva en inglés. Las técnicas/estrategias utilizadas, en complemento a los recursos y tono de voz utilizado por la profesora favorecieron la motivación.

- **Public School - Kindergarten (5 to 6 year old students):**

**English Teacher (For both observations of the 2 learning experiences observed in this level):**

“-Los estudiantes demostraron gran motivación durante los distintos momentos de la clase.

-Hubo momentos de la clase donde se logró la participación de todos los estudiantes, incluyendo 2, los menos participativos.”

III. Técnicas no observadas directamente: (si no se identificó y observó alguna técnica, puede realizar sus observaciones en esta sección.)

*Section reads: Techniques not directly observed: (If any technique was not identified and observed, you may make your observations in this section.)*

The answers were the following:

- **Private School - Playgroup program (2 to 3 year old students):**

**Teacher in training:** “Solo un comando se presentó y utilizó en español respecto a el “Sandwiching””

**English Teacher:** No observed comments.

**Supervising teacher:** “Si bien, todas las técnicas/estrategias fueron utilizadas,

“Sandwiching” se utilizó en menor medida (Solo 2 oportunidades) ya que el contexto fue exclusivo L2; no surgió necesidad de utilizar el español.”

- **Public School - Kindergarten (5 to 6 year old students):**

**English Teacher (For both observations of the 2 learning experiences observed in this level):**

“Se podría reforzar más la técnica de repetición del vocabulario y de esta forma chequear la correcta pronunciación.”

IV. Comentarios adicionales respecto a las estrategias/técnicas que permiten mayor uso de la lengua meta (inglés)

*Section reads: Additional comments regarding strategies/techniques that allow for greater use of the target language (English)*

The answers were the following:

- **Private School - Playgroup program (2 to 3 year old students):**

**Teacher in training:** “Mismas instrucciones de comandos; sobre todo el que se indica de “sit down”, debieron ser utilizadas con un español de intermedio, las técnicas se deben usar de la mano o al menos, en un conjunto dependiente de lo que se quiere lograr llegar a los estudiantes.”

**English Teacher:** “Es difícil dar cuenta de la verbalización en sí en este nivel, ya que están en proceso de desarrollar sus habilidades verbales, pero son capaces de demostrar su comprensión usando otros recursos.

Las técnicas propuestas son útiles para conseguir mayor y mejor exposición a la lengua meta, además de ser fáciles de implementar día a día en el aula.”

**Supervising teacher:** “Extralinguistic support” en complemento con “Repetition” y “Play-based learning and interaction” mantuvieron la atención de los párvulos durante toda la experiencia de aprendizaje, permitiendo el uso exclusivo del idioma inglés en nivel “medio menor”. Inclusive en aquellas infancias donde ocurría alguna interrupción en la experiencia, la profesora mantuvo el uso del inglés, logrando exitosamente captar la atención de los párvulos nuevamente.”

- **Public School - Kindergarten (5 to 6 year old students):**

**English Teacher (For both observations of the 2 learning experiences observed in this level):** No comments observed.

The data collected from the direct observation records presents a clear “comparison” between private and public preschool environments in terms of student reactions, involvement, and motivation when exposed to strategies and techniques aimed at increasing L2 (English) use.

#### **4.2.1. Private School Observations**

##### **Reactions and Involvement:**

- **Minimal Use of Sandwiching:** Teachers rarely needed to resort to L1 due to the exclusive L2 environment. This suggests that the students were accustomed to English, likely because of exposure throughout the academic year.
- **Effectiveness of Other Techniques:** Extralinguistic support and simplifying the language proved highly effective, as students displayed understanding through gestures and simple verbal responses, despite their young age (2–3 years).
- **Engagement:** Activities were described as engaging, with students responding positively and actively participating. Play-based methods were particularly noted as being motivating and effective.

### **Motivation:**

- **High Enthusiasm:** Across all respondents, there was a consensus that students showed high levels of motivation, largely attributed to the use of engaging, interactive, and play-based activities.
- **No Frustration:** Despite the exclusive use of English, students did not exhibit frustration, which highlights the importance of using age-appropriate strategies and resources to maintain a low affective filter.

### **Techniques for Greater L2 Use:**

- **Combination of Strategies:** Extralinguistic support, repetition, and play-based interaction maintained attention and ensured comprehension without relying on L1.
- **Challenges in Verbalization:** The English teacher noted that verbal responses were limited due to the developmental stage of the learners, but comprehension was evident through non-verbal cues.

#### **4.2.7. Public School Observations**

### **Reactions and Involvement:**

- **Active Participation:** Students were generally participative and interested, with moments where all learners, including less participative ones, were engaged.
- **Use of Audio-Visual Resources:** The observations suggested that better utilization of audio-visual resources could have further enhanced vocabulary acquisition and pronunciation.

### **Motivation:**

- **Positive Engagement:** Students were described as motivated throughout the class, indicating that the strategies used were appropriate for their level and context.

- **Inclusive Participation:** The inclusion of typically less participative students highlights the potential of the strategies to reach a diverse group of learners.

#### **Techniques for Greater L2 Use:**

- **Repetition as a Key Technique:** The English teacher suggested that repetition of vocabulary could have been better employed to reinforce pronunciation and ensure accurate retention.

The findings reveal that while both private and public-school contexts can successfully implement strategies to increase L2 use, the outcomes are influenced by the students' prior exposure to English and the resources available. In private schools, the established L2 environment supports a higher degree of English immersion, while in public schools; opportunities exist to strengthen L2 use through improved application of strategies like repetition and enhanced use of resources. Across both contexts, play-based and interactive methods proved universally effective for motivating and engaging young learners.

## 5. CONCLUSIONS

Concerning the results obtained from the quantitative and qualitative data analysis, the following conclusions emerged in connection with the objectives of the current study:

**NOTE:** These observations are based on the contents, information, responses and aspects analyzed during the process of this study and how they relate to each objective.

### 5.1. Perceptions of EFL Teachers and Student Teachers on L2 Use for Young Learners

When it comes to identifying the perceptions of EFL teachers and student teachers (specific objective number one) it is crucial to highlight that, while Spanish (L1) cannot be entirely excluded from EFL classrooms, there is a strong consensus among participants that the use of L2 should be increased to maximize its benefits. Participants recognize that young learners have unique cognitive flexibility, which makes them particularly receptive to language learning when immersed in the target language. Teachers and student-teachers, in general, are open to adopting strategies that expose children to L2 as early as possible, supporting the idea that the younger the learners are, the greater their capacity for natural language acquisition.

However, participants emphasized that this process should not disregard the specific contexts in which learners and teachers operate. The use of L2 needs to be carefully balanced with occasional reliance on L1 to ensure comprehension, particularly in challenging or new situations. This highlights the importance of gradual immersion and adapting teaching methods to the realities of each classroom.

Participants also noted that many barriers, such as limited exposure to L2 outside the classroom and the frequency of English lessons (often only once per week traditionally in schools), significantly hinder students' ability to develop fluency. Increasing lesson frequency to three or more times per week would provide exposure that is more consistent and foster greater linguistic confidence among learners. Additionally, some participants

expressed that excessive or abrupt immersion in L2 could cause anxiety or learning blocks, particularly for young learners transitioning into formal schooling. This underscores the need for flexible, supportive, and age-appropriate approaches to L2 use in the classroom.

## **5.2. Teaching Techniques and Strategies for Meaningful L2 Exposure**

When exploring and teaching techniques and strategies that promote meaningful acquisition (specific objective number two), the study explored a variety of teaching techniques and strategies designed to promote meaningful exposure to L2. While all five strategies analyzed were found to have positive impacts, play-based interaction and repetition emerged as the most effective for young learners. These strategies leverage children's natural inclination for exploration and play, making the learning process enjoyable and memorable. Play-based interaction fosters engagement by connecting learning to activities that are familiar and enjoyable for children, while repetition solidifies language comprehension and retention over time.

The sandwiching technique, though sometimes perceived as unnecessary, proved vital in bridging the gap between L1 and L2, especially in the initial stages of learning. This method allows teachers to provide contextual clues that facilitate understanding, gradually reducing the need for L1 as students become more comfortable with L2. Similarly, simplifying language and using extralinguistic support (e.g., gestures, flashcards, visual aids) were essential in ensuring that learners could comprehend instructions and interact with the language meaningfully. Over time, as students became more familiar with L2, the reliance on these techniques naturally diminished, illustrating their role as transitional tools rather than permanent crutches.

The findings also suggest that teaching strategies must be closely tied to learners' developmental stages and cognitive capacities. For instance, younger learners in pre-kindergarten displayed greater openness and adaptability to L2, while kindergarten students often expressed fears of not understanding or using the language. This

demonstrates the importance of tailoring strategies to the age group and ensuring gradual and supportive immersion to build confidence and reduce anxiety.

### **5.3. Impact of “All-English Lessons” on Engagement and Motivation**

Moving on, while inspecting the exclusive use of the target language on children's reactions and motivation during English learning experiences (specific objective number three), it is concluded that “all-English lessons” could have a positive impact on young learners’ engagement and motivation. Students responded well to immersive environments where L2 was the primary medium of instruction, displaying heightened curiosity and interest. This curiosity, a defining characteristic of young learners, allows them to approach new experiences with enthusiasm, making them highly receptive to L2 when introduced in an engaging manner.

The success of “all-English lessons” is closely tied to the teacher’s ability to adapt strategies to the needs of the classroom. For example, integrating games, songs, and repetition into lessons not only facilitates comprehension but also sustains learners’ interest over time. Extra linguistic resources, such as visuals, props, and gestures, play a pivotal role in bridging gaps in understanding, particularly for younger students who rely heavily on visual and contextual clues.

Importantly, the study found no evidence of frustration or negative reactions among learners when L2 was used extensively, if appropriate strategies and support were in place. Teachers reported that students often demonstrated amazement and excitement when exposed to new linguistic experiences, reinforcing the idea that young learners are naturally curious and adaptable. However, the frequency and intensity of L2 use should be adjusted based on the learners’ context and prior exposure to avoid overwhelming them.

Lastly, it is important to note that in these types of lessons, students have positive reactions and no matter which condition (physical or psychological) or learning style

(visual, auditory, kinesthetic, verbal and multimodal) does not limit their motivation and desire to learn. There were students presented with Autism Spectrum Disorder (ASD) at a higher level during the application of the “Direct observation record” and they had positive reactions with the application of the 5 strategies and zero frustration as they frequently presented during the English classes. These classes are inclusive, for all types of students.

Ultimately, when analyzing the general objective—to analyze the use of the target language in terms of strategies and techniques for teaching English to students in Early Childhood Education and early primary levels—it becomes evident that the deliberate and strategic use of L2, supported by age-appropriate pedagogical techniques, plays a crucial role in fostering language development among young learners. The findings from this study confirm that strategies such as extralinguistic support, simplified language, repetition, sandwiching, and play-based interaction not only enhance comprehension but also encourage active engagement and motivation in the learning process.

Moreover, it was observed that consistent exposure to L2—particularly through “all-English lessons”—can generate a meaningful and inclusive learning environment where students, regardless of their learning style or developmental condition, can thrive. The effectiveness of these strategies is heightened when they are implemented with flexibility, sensitivity to context, and an understanding of the learners’ cognitive and emotional needs.

Overall, this research underscores the importance of intentional language use in the EFL classroom and demonstrates that young learners benefit greatly from immersive, interactive, and supportive approaches. The success of these methods highlights the value of preparing teachers to select and adapt techniques that maximize students’ natural language acquisition capacities, ensuring that English learning becomes not only accessible but also enjoyable for all children.

#### 5.4. General Recommendations for L2 Use in Young Learner Classrooms

To conclude, the study wants to provide several actionable recommendations for teachers aiming to increase L2 use in young learner classrooms:

- **Adapt Extra linguistic Resources to Age Groups:** Teachers should select materials that align with learners' developmental stages and interests. For instance, pre-kindergarten students may benefit from simple songs and colorful flashcards, while kindergarten learners may engage more with role-playing activities and story-based visuals. Additionally, for students entering their elementary levels (1st graders), can be approached as a combination of both methods or can be tailored to align with their interests. As children grow each year, their interests become more defined, which can lead to increased motivation and engagement. This, in turn, encourages greater participation in their own learning experience.
- **Teacher Enthusiasm and Engagement:** Teachers play a critical role in setting the tone for language learning. By using exaggerated gestures, varied tones of voice, and creative delivery methods, they can create a lively and supportive environment that motivates learners and fosters engagement. Teachers must not forget to adapt and practice tones of voice and "acting" in general aspects.
- **Continuous Strategy Evaluation:** Teachers should regularly assess the effectiveness of their strategies and adjust them to meet learners' evolving needs. For example, as learners gain confidence in L2, teachers may reduce reliance on techniques like sandwiching and instead focus on more immersive activities.
- **Practice and Preparation:** Teachers must invest time in practicing their use of extra linguistic resources, such as gestures and songs, to ensure seamless delivery in the classroom. Confidence in these techniques helps create a more dynamic and effective learning environment.

- **Gradual Immersion:** To avoid overwhelming learners, teachers should gradually increase L2 use while providing ample support through visuals, gestures, and contextual cues. This approach helps build confidence and reduces anxiety among students.

## 5.5. Contributions to EFL Pedagogy

This study wants to contribute to the field of EFL pedagogy by offering a replicable framework for implementing targeted strategies that increase L2 use in young learner classrooms. It addresses the challenges and opportunities associated with L2 immersion, providing actionable insights for teachers and emphasizing the importance of creating immersive, engaging, and supportive learning environments. By fostering linguistic confidence and curiosity, the study highlights the potential for young learners to develop English proficiency naturally and effectively, preparing them for future academic and professional opportunities in a globalized world.

In summary, this study accentuates the significant potential of increasing L2 use in young EFL classrooms through thoughtful, age-appropriate strategies and immersive practices. The progress observed, both in learners' engagement and in their capacity to adapt to English as the medium of instruction, highlights the transformative impact of well-implemented techniques. The results demonstrate that young learners thrive in environments where curiosity and creativity are nurtured, and where teaching methods align with their developmental needs. This research reinforces the importance of flexibility and teacher preparation, emphasizing that successful language acquisition is a dynamic process requiring continuous adaptation and reflection. Ultimately, this study not only provides a roadmap for educators aiming to enhance L2 instruction but also contributes to the broader discourse on EFL pedagogy, offering valuable insights for future research and practical applications in diverse educational contexts.

## 5.6. Conclusions and Results from the Hypothesis

The hypothesis proposed in this study stated that practical, hands-on teaching strategies and techniques, when implemented in immersive English-only classroom environments, would prove to be the most effective in increasing L2 use while maintaining an engaging and emotionally supportive atmosphere for young learners.

The findings from this research support the hypothesis to a considerable extent. Through the analysis of qualitative and quantitative data collected via surveys and direct observations, it became evident that employing strategies such as Total Physical Response (TPR), scaffolding, role-play, and multimodal approaches (e.g., combining gestures, visuals, and interactive activities) significantly enhanced students' comprehension and participation in L2. These strategies leveraged young learners' natural language acquisition abilities, as hypothesized, and demonstrated the potential to foster meaningful language development even in contexts with limited exposure to English outside the classroom.

The hypothesis holds true for the majority of contexts analyzed in this study. The practical application of hands-on techniques created a dynamic, engaging learning environment that encouraged natural language acquisition. This aligns with the theoretical framework outlined by Krashen (1985), which emphasizes the importance of comprehensible input and a low-anxiety environment for effective language learning.

In conclusion, while the hypothesis was largely validated, its success depends on contextual variables such as teacher training, resource availability, and classroom dynamics. Future efforts should focus on addressing these variables to ensure the consistent implementation of L2-focused teaching strategies in young learner classrooms. Additionally, these results reinforce the need for policy makers and institutions to prioritize professional development programs and invest in teaching materials to support the use of English as the primary medium of instruction.

## **5.7. Justification for Used Sources**

In the development of this study, a range of academic sources has been utilized to provide a robust theoretical foundation for understanding and addressing the research problem. These sources were selected not only for their relevance but also for their enduring contributions to the field of language teaching and learning.

It is also important to note that, although many of the sources referenced in this study are older than what is typically recommended, the information they present remains highly valid and applicable. In fact, their foundational nature enhances their reliability, as it allows us to stay closer to the original insights, frameworks, and findings conveyed by each author through their rigorous investigations. These works have shaped modern understandings of language acquisition and teaching strategies, making them indispensable for this research.

Furthermore, contemporary studies and more recent findings have been incorporated to complement and contextualize these earlier works, ensuring that the research aligns with current trends and practices in the field of English as a Foreign Language (EFL) education.

Moving on, in the appendix, specific suggestions on using each strategy and technique discussed in this study are provided to guide educators in effectively implementing these methods in their classrooms. (Appendix 6) These practical resources aim to bridge the gap between theory and practice, offering actionable steps to enhance language teaching and learning for young learners in local contexts.

## 6. SUGGESTIONS FOR FUTURE INVESTIGATIONS

To widen the presented data and build upon the findings of this study, it is suggested that further research might be focused on:

- **Analyzing Authentic Resources for L2 Exposure:**

Future studies could explore how authentic materials such as videos, songs, storytelling, games, and real-world objects align with young learners' preferences and cognitive abilities. Investigating the effectiveness of these resources in fostering engagement, comprehension, and retention could provide a deeper understanding of their role in EFL pedagogy.

- **Exploring L2 Use in Teaching Older Learners (High School Students):**

This study focuses on young learners; however, analyzing the impact of L2 use in secondary education settings could offer valuable insights. Future research might examine how adolescent learners respond to increased L2 exposure, their unique challenges, and the strategies most effective for fostering motivation and language acquisition at this stage.

- **Evaluating Long-Term Effects of Early L2 Exposure:**

Longitudinal studies that track students' language development over several years could assess the enduring benefits of early L2 exposure. These investigations could also identify how early immersion impacts learners' attitudes, fluency, and academic performance in the long run.

- **Investigating Teacher Training and Professional Development:**

Future research could examine how EFL teacher training programs prepare educators to implement high levels of L2 use in the classroom. This could include exploring the role of workshops, peer coaching, and mentorship in equipping teachers with the confidence and tools necessary for effective L2 instruction.

- **Examining the Role of Classroom Dynamics in L2 Use:**

Additional research could explore how classroom factors, such as group size, classroom environment, and peer interactions, influence the effectiveness of L2 use. This could provide valuable strategies for optimizing classroom setups to support immersive language experiences.

- **Assessing the Role of Technology in Supporting L2 Instruction:**

Investigating how digital tools, apps, and online platforms can supplement L2 teaching strategies might offer innovative ways to increase exposure and engagement. Research could explore the integration of technology in traditional and virtual classroom settings.

- **Cultural Contexts and L2 Use:**

Researching how cultural differences and local educational practices influence perceptions and implementation of L2 use could provide a broader, cross-cultural understanding of effective strategies. This would be particularly valuable for regions with varying levels of English exposure and resources.

## 7. GLOSSARY:

**English as a Foreign Language (EFL):** A field to study and practice focused on teaching English to individuals who do not speak it as their native language. EFL typically refers to contexts where English is taught in a country where it is not the dominant language, such as in schools or language programs in non-english-speaking countries. (Cambridge Dictionary)

**Young EFL Learners:** Refers to children, typically aged between 3 and 12 years old, who are learning English as a second language. These learners are in the early stages of language acquisition, and teaching methods are adapted to suit their developmental stages, using engaging, interactive and playful techniques to facilitate learning. (Young learners - Clarifying our terms - Researchgate)

**L1 (First Language):** The native language or mother tongue of an individual. L1 is the language a person learns from birth, typically spoken at home and within the community. In the context of language learning, it is the starting point from which a learner acquires additional languages. (Cambridge Dictionary)

**L2 (Second Language):** Any language learned after the first language (L1), often in a formal educational setting. L2 refers to languages learned later in life, whether in a classroom or immersion setting, and in the context of teaching English, L2 usually refers to English when learned as a second language. (Cambridge Dictionary)

### **Methods and Approaches for Young Learners (YL):**

Refers to the specific techniques, theories, and strategies used in the teaching of young learners (typically under the age of 12) to acquire a second or foreign language. These methods often prioritize play, creativity, songs, games, and visual aids. Some popular methods for young learners include:

- **Total Physical Response (TPR):** Involves students physically responding to language commands. (Cambridge Dictionary)

- **Task-Based Language Teaching (TBLT):** Focuses on using language for practical communication through tasks. (Teachers Academy)
- **Communicative Language Teaching (CLT):** Focuses on communication and real-world language use. (Grade University)

**Teaching very young learners (VYL):** Refers to the practice of teaching language to children typically aged 3 to 6 years old. Teaching very young learners requires specialized methods that accommodate their developmental stages, such as visual, auditory, and kinesthetic learning styles. Teachers often use songs, stories, games, and repetition to introduce basic vocabulary and simple sentence structures, focusing on creating a fun, immersive, and engaging environment. The approach is often play-based, with a strong emphasis on positive emotional experiences and sensory engagement. (John Benjamin)

**MINEDUC:** Refers to the Ministerio de Educación (Ministry of Education) in Chile. It is the government institution responsible for overseeing the country's educational system. Its primary functions include formulating policies, establishing standards, ensuring the quality of education, and promoting equitable access to education for all Chilean citizens. MINEDUC works with schools, universities, and other educational institutions, as well as managing national curricula, teacher training, educational research, and the implementation of various educational programs and reforms across all levels of education, from preschool through higher education. (Ministerio de Educación)

**Extralinguistic Support:** Refers to the use of non-verbal signals and other contextual elements to help students understand the target language without relying on translation. A clear example of this is the use of "signs" or "mimics" to represent a concept. (Network Interpreting Service)

**Involvement:** Refers to the degree of active participation of children in the learning experience. It involves their level of focus, effort, interaction, and engagement during the activity. A high level of involvement suggests that children are truly connected to the experience and dedicated to it. (Cambridge Dictionary)

**Motivation:** The level of interest, enthusiasm, or willingness that a person (in this case, a student) feels towards the learning process or the educational experience. (Cambridge Dictionary)

**Play-Based Learning and Interaction:** Language learning occurs naturally during play, when children interact with their peers, teachers, and environment. Traditional games like puzzles, memory games, role-playing, and interactive activities create a stress-free atmosphere. (Department of Education - Europe)

**Reaction:** Refers to the initial response of children to the learning experience. This can include their emotions, comments, facial expressions, or immediate attitudes, such as enthusiasm, interest, surprise, or even rejection. It is how children perceive or react to the activity spontaneously. (Cambridge Dictionary)

**Repetition:** A pedagogical strategy that involves the systematic reiteration of words, phrases, grammatical structures, or concepts in the teaching process to reinforce memory, facilitate understanding, and promote the active use of a language. (Cambridge Dictionary)

**Sandwiching:** A strategy that briefly involves using the student's native language to ensure understanding of a key concept or instruction, followed by a complete return to the second language for reinforcement. (Multilingual Montessori)

**Simplifying the Language:** A pedagogical strategy that involves adapting the teacher's language to the students' level of comprehension, using simple grammatical structures, basic vocabulary, short, and clear sentences. (Coursensu)

## 8. REFERENCES

Main, P (2021, August 16). Embracing the Learning Theory: Constructivism. Retrieved from: <https://www.structural-learning.com/post/embracing-the-learning-theory-constructivism>

Cameron, L. (2001). *Teaching Languages to Young Learners*. Cambridge University Press. 12-157. 199-246.

[crop.pdf - Teaching languages to young learners : Cameron, Lynne : Free Download, Borrow, and Streaming : Internet Archive](#)

The Role of Storytelling in Language Learning: A Literature Review. (2016).

Claudio Rezende Lucarevschi. 29-38

<https://journals.uvic.ca/index.php/WPLC/article/view/15309/6820#:~:text=Storytelling%20is%20considered%20to%20be,in%20the%20language%20learning%20process.>

Ellis, R. (2014). *Understanding Second Language Acquisition*. Oxford University Press. 75-243.

[Rod-Ellis-The-Study-of-Second-Language-A.pdf](#)

Krashen, S. (1982). *Principles and Practice in Second Language Acquisition*.

Pergamon Press. 9-32

[https://www.sdkrashen.com/content/books/principles\\_and\\_practice.pdf](https://www.sdkrashen.com/content/books/principles_and_practice.pdf)

Pinter, A. (2006). *Teaching Young Language Learners*. Oxford University Press.

400-403

[\(PDF\) Teaching Young Language Learners, A. Pinter. Oxford University Press, Oxford \(2006\), 192 pp.](#)

Brewster, J., Ellis, G., & Girard, D. (2002). *The Primary English Teacher's Guide*.

Penguin English Guides. 1-110.

[Brewster Jean. - The Primary English Teacher's Guide PDF - PDFCOFFEE.COM](#)

Enever, J. (2011). EYL: Early Language Learning in Europe. British Council. 81-102  
[B309 ELLiE\\_2011\\_Book\\_050112.indb](#)

Garton, S., & Copland, F. (2018). *The Routledge Handbook of Teaching English to Young Learners*. Routledge. 13-27 [The Routledge Handbook of Teaching English to Young Learners](#)

Lightbown, P., & Spada, N. (2013). *How Languages are Learned*. Oxford University Press. Third edition. 1-82. [How Languages are Learned.pdf](#)

Nikolov, M. (2009). *The Age Factor and Early Language Learning*. De Gruyter Mouton. 45-70 [The age factor and early language learning : Free Download, Borrow, and Streaming : Internet Archive](#)

Shin, J. K., & Crandall, J. (2014). *Teaching Young Learners English: From Theory to Practice*. National Geographic Learning. 1-19  
[chapter\\_1\\_from\\_9781111771379\\_p02\\_lores.pdf](#)

Copland, F., Garton, S., & Burns, A. (2014). *Challenges in Teaching English to Young Learners: Global Perspectives and Local Realities*. British Council. 741-749  
[\(PDF\) Challenges in Teaching English to Young Learners: Global Perspectives and Local Realities](#)

Moon, J. (2005). *Children Learning English*. Macmillan Education. 1-86  
[Children learning English : Moon, Jayne : Free Download, Borrow, and Streaming : Internet Archive](#)

Curtain, H., & Dahlberg, C. A. (2016). *Languages and Children: Making the Match*. 1-131

[Languages and children, making the match : new languages for young learners : Curtain, Helena Anderson : Free Download, Borrow, and Streaming : Internet Archive](#)

Halliwell, S. (1992). *Teaching English in the Primary Classroom*. 131-139.

[\(PDF\) Teaching English at Primary School](#)

MUSIC AND SONG: A LEARNING TOOL Juliana Spirlandeli Batista. 156-161.

<https://publicacoes.unifran.br/index.php/dialogospertinentes/article/view/228/182>

Tabors, P. O. (2008). *One Child, Two Languages: A Guide for Preschool Educators of Children Learning English as a Second Language*.

Paul H. Brookes Publishing Co. 75-171.

[One child, two languages : a guide for preschool educators of children learning English as a second language : Tabors, Patton O : Free Download, Borrow, and Streaming : Internet Archive](#)

Unidad de Currículum y Evaluación (UCE), M. d. E. (2019).

*Idioma Extranjero Inglés - Propuesta curricular - NT1 - Pre Kinder*. Biblioteca digital. 4-12. [.Propuesta programa ingles prekinder.pdf](#)

Unidad de Currículum y Evaluación (UCE), M. d. E. (2019).

*Idioma Extranjero Inglés - Propuesta curricular - NT2 - Kinder*. Biblioteca digital. 2-10. [articles-175765\\_programa.pdf](#)

*Learning English Through Movies and TV Shows: Best Recommendations*. (2024).

Learn English With Clémence.

<https://www.learnenglishwithclemence.com/blog/learning-english-through-movies-and-tv-shows-best->

[recommendations#:~:text=Movies%20and%20TV%20shows%20expose.,%20slang,%20and%20cultural%20references.](#)

Garton, S., Copland, F., & Burns, A. (2011). Investigating Global Practices in Teaching English to Young Learners. British Council. 3-17. [B094 FINAL Aston University A4 report\\_2column\\_V3.pdf](#)

Brewster, J., Ellis, G., & Girard, D. (2014). Tell it again! The Primary English Teacher's Guide. Penguin English Guides. 2-25.  
[pub\\_D467\\_Storytelling\\_handbook\\_FINAL\\_web.pdf](#)

Wood, D., Bruner, J. S., & Ross, G. (1976). The Role of Tutoring in Problem Solving. *Journal of Child Psychology and Psychiatry*, 17(2), 89-99.[\(PDF\) The Role of Tutoring in Problem Solving](#)

Stern, H. H. (1983). Fundamentals of Language Teaching. Oxford University Press. 289-497 [fundamental-concepts-of-language-teaching\\_by-stern.pdf](#)

Vygotsky, L. S. (2004). Mind in Society: The Development of Higher Psychological Processes. Harvard University Press. 3-29. [Mind and Society by Lev Vygotsky](#)

Kuhl, P. K. (2000). A new view of language acquisition. *Proceedings of the National Academy of Sciences*, 97(22), 11850–11857.  
<https://doi.org/10.1073/pnas.97.22.11850>

ASHOORI TOOTKABONI, Arezoo. Teachers' beliefs and practices towards communicative language teaching in the expanding circle. *Rev. signos* [online]. 2019, vol.52, n.100 [citado 2024-12-30], pp.265-289. Disponible en: <http://dx.doi.org/10.4067/S0718-09342019000200265>

Tomlinson, B. (2011). *Materials Development in Language Teaching*.

Cambridge University Press. 179-296 [Tomlinson Brian Materials Development in Language Teaching - PDFCOFFEE.COM](#)

Brown, H. D. (2007). *Principles of Language Learning and Teaching*. San Francisco State University. 20-99.

[H-Douglas-Brown-Principles-of-Language-Learning-and-Teaching.pdf](#)

Harmer, J. (2007). *The Practice of English Language Teaching*. Fourth edition. PEARSON longman. 49-78.

[jeremy\\_harmer\\_the\\_practice\\_of\\_english\\_language\\_teaching\\_4th\\_edition\\_longman\\_handbooks\\_for\\_language\\_teachers.pdf](#)

Richards, J. C., & Rodgers, T. S. (2001). *Approaches and Methods in Language Teaching*. Second edition. Cambridge University Press. 71-223.

[Approaches\\_and\\_Methods\\_in\\_Language\\_Teaching\\_2nd\\_Edition\\_Cambridge\\_Language\\_Teaching\\_Library\\_.pdf](#)

Oxford, R. L. (1990). *Language Learning Strategies: What Every Teacher Should Know*. Heinle & Heinle.

[Language learning strategies : what every teacher should know : Oxford, Rebecca L : Free Download, Borrow, and Streaming : Internet Archive](#)

Gattegno, C. (1976). *The Silent Way*. Educational Solutions Worldwide. 81-88.

[Silent Way2.pdf](#)

McNeill, D. (2005). *Hand and Mind: What Gestures Reveal about Thought*.

University of Chicago Press. [gesture.thought.fundamentals.pdf](#)

Lightbown, P. M., & Spada, N. (2013). *How Languages Are Learned* (4th ed.). Oxford University Press. (Page 186) - Chapter 1 “LANGUAGE LEARNING IN EARLY CHILDHOOD”

<https://s1.papyruspub.com/files/demos/products/ebooks/academicbooks/applied->

[linguistics/Preview-How-Languages-are-Learned-by-Lightbown-and-Patsy-M.pdf](#)

VanPatten, B. Chapter 10. Input, Interaction, and Output in Second Language Acquisition.  
In J. Williams (Ed.), *THEORIES IN SECOND LANGUAGE ACQUISITION* (2nd  
edition, pp. 180–207)  
[Theories in Second Language Acquisition](#)

Swain, M. (1985). "Communicative Competence.", 26-34.  
[Theoretical-Bases-of-Communicative-Approaches-to-Second-Language-Teaching-and-Testing.pdf](#)

Piaget, J. (1962). *Play, Dreams and Imitation in Childhood*. Norton.  
<https://www.jordanbpeterson.com/docs/230/2014/03Piaget.pdf>

Nuriye Degirmenci Uysal, Fatih Yavuz, *Teaching English to Very Young Learners*,  
Procedia - Social and Behavioral Sciences, Volume 197, 2015, Pages 19-22, ISSN  
1877-0428,  
[https://www.sciencedirect.com/science/article/pii/S1877042815040367?ref=pdf  
download&fr=RR-2&rr=8fa4e520f8460dda](https://www.sciencedirect.com/science/article/pii/S1877042815040367?ref=pdf_download&fr=RR-2&rr=8fa4e520f8460dda)

Fisher & Frey, (2023), How Scaffolding Works:  
“A Playbook for Supporting and Releasing Responsibility to Students, SAGE  
Publications” [https://theteachingfactor.wordpress.com/2023/09/07/how-  
scaffolding-works-a-playbook-key-takeaways/](https://theteachingfactor.wordpress.com/2023/09/07/how-scaffolding-works-a-playbook-key-takeaways/)

Meltzoff, A. N., & Williamson, R. A. (2017). Imitation and modeling.  
*Reference Module in Neuroscience Biobehavioral Psychology*. doi:10.1016/B978-  
0-12-809324-5.05827-2  
[https://ilabs.uw.edu/sites/default/files/17Meltzoff\\_Williamson\\_Synthesis\\_Infant  
%20and%20Child%20Imitation.pdf](https://ilabs.uw.edu/sites/default/files/17Meltzoff_Williamson_Synthesis_Infant%20and%20Child%20Imitation.pdf)

Texas Education Agency. (s.f.). *Krashen's Five Hypotheses*.

English Learner Portal-Home Page.

[https://www.txel.org/media/bvblndin/di\\_krashen-s-five-hypotheses.pdf](https://www.txel.org/media/bvblndin/di_krashen-s-five-hypotheses.pdf)

Mahmudul, H. (2022). “*Krashen's Monitor Model in L2 Acquisition: A Critical Review*“.

Utamax - Journal of Ultimate Research and Trends in Education.

Edward Povey Hankuk University of Foreign Studies South Korea. (s.f.). Characteristics of Young Learners. edwardtesol.

[https://www.edwardtesol.com/uploads/2/6/5/8/26581579/week\\_1\\_characteristics\\_of\\_yls.pdf](https://www.edwardtesol.com/uploads/2/6/5/8/26581579/week_1_characteristics_of_yls.pdf)

Aslamiah, S. (2022, October). *CHARACTERISTIC ENGLISH LEARNING STYLE FOR YOUNG LEARNER IN NEW NORMAL ERA*. researchgate.

[https://www.researchgate.net/publication/365065171\\_CHARACTERISTIC\\_ENGLISH\\_LEARNING\\_STYLE\\_FOR\\_YOUNG\\_LEARNER\\_IN\\_NEW\\_NORMAL\\_ERA](https://www.researchgate.net/publication/365065171_CHARACTERISTIC_ENGLISH_LEARNING_STYLE_FOR_YOUNG_LEARNER_IN_NEW_NORMAL_ERA)

Pearson Higher Education. (2009). “Chapter 1 - Characteristics of Young Learners” - Higher education | Pearson.

<https://www.pearsonhighered.com/assets/samplechapter/0/2/0/5/0205535488.pdf>

Al Zoubi, Samer. (2018). The Impact of Exposure to English Language on Language Acquisition.

[\(PDF\) The Impact of Exposure to English Language on Language Acquisition](#)

Ghaderpanahi, Leila. (2012). Using Authentic Aural Materials to Develop Listening Comprehension in the EFL Classroom. English Language Teaching. 5. 10.5539/elt.v5n6p146.

[\(PDF\) Using Authentic Aural Materials to Develop Listening Comprehension in the EFL Classroom](#)

Maulida, Sarah & Warni, Silih. (2024). Students' Perceptions Toward the Impact of English Movies on Students' Vocabulary Knowledge. *SALEE: Study of Applied Linguistics and English Education*. 5. 666-680. 10.35961/salee.v5i2.1448.

[\(PDF\) Students' Perceptions Toward the Impact of English Movies on Students' Vocabulary Knowledge](#)

Tomlinson, Brian & Masuhara, Hitomi. (2009). Playing to Learn: A Review of Physical Games in Second Language Acquisition. *Simulation & Gaming XX*. 40. 10.1177/1046878109339969.

[\(PDF\) Playing to Learn: A Review of Physical Games in Second Language Acquisition](#)

Halwani, N. (2017, 26 de mayo). *Visual Aids and Multimedia in Second Language Acquisition* | Halwani | *English Language Teaching* | CCSE. Home | CCSE. [https://www.ccsenet.org/journal/index.php/elt/article/view/68449\\_EJ1143525.pdf](https://www.ccsenet.org/journal/index.php/elt/article/view/68449_EJ1143525.pdf)

Ludke, Karen & Akhtar, Gillian & Moran, Nikki. (2013). Integrated music and language learning: The European Music Portfolio – A Creative Way into Languages.

[\(PDF\) Integrated music and language learning: The European Music Portfolio – A Creative Way into Languages](#)

ASCAP Agencia e. Sigurimit të Cilësisë së Arsimit Parauniversitar, & Abrahams, G. (2023). Effective Teaching Techniques for Young English Language Learners (L. Stefani, Ed.). 1-15

[Effective Teaching Techniques for Young English Language Learners:](#)

Engh, D. (2013, January 9 ). *ERIC EJ1076582: Why Use Music in English Language Learning? A Survey of the Literature* : ERIC : Free Download, Borrow, and Streaming : Internet Archive. Internet Archive.

[ERIC EJ1076582: Why Use Music in English Language Learning? A Survey of the Literature : ERIC : Free Download, Borrow, and Streaming : Internet Archive](#)

Baker, J. (July 16, 2024). *12 Best Teaching Methods for Modern-Day Educators*.  
SplashLearn Blog – Educational Resources for Parents, Teachers & Kids.

[12 Best Teaching Methods for Modern-Day Educators](#)

Kotkov, G. (2021, April 17). *What is the Sandwich Technique? – Multilingual Montessori*.  
Multilingual Montessori – montessori resources and inspiration for raising  
multilingual children.

[What is the Sandwich Technique? – Multilingual Montessori](#)

Kemsley, F. (2015, February 25). *Techniques for using students' own language in the  
classroom*. Cambridge.

[Techniques for using students' own language in the classroom | Cambridge English](#)

Drakulic, Morana. Mind the gap: age-related differences in students' perceptions of  
English foreign language teacher and motivation CEPS Journal 12 (2022) 2, S.  
267-291

[Mind the gap: age-related differences in students' perceptions of English foreign language  
teacher and motivation](#)

Ellis, Gail. (2014). 'Young learners': Clarifying our terms. *ELT Journal*. 68. 75-78.  
10.1093/elt/cct062.

[https://www.researchgate.net/publication/279952006\\_'Young\\_learners'\\_Clarifying\\_our  
terms](https://www.researchgate.net/publication/279952006_'Young_learners'_Clarifying_our_terms)

First language. (2024). In the Cambridge English Dictionary.

<https://dictionary.cambridge.org/es/diccionario/ingles/first-language>

English as a foreign language. (2024). Cambridge English Dictionary.

[https://dictionary.cambridge.org/es/diccionario/ingles/english-as-a-foreign-  
language?q=English+as+a+Foreign+Language+%28EFL%29](https://dictionary.cambridge.org/es/diccionario/ingles/english-as-a-foreign-language?q=English+as+a+Foreign+Language+%28EFL%29)

Second language. (2024). Cambridge English Dictionary.

<https://dictionary.cambridge.org/es/diccionario/ingles/second-language>

Total physical response. (2024). Cambridge English Dictionary.

<https://dictionary.cambridge.org/es/diccionario/ingles/total-physical-response?q=Total+Physical+Response>

Corwin, S. (2024, July 30). Introduction to Task-Based Learning (TBL). Europass Teacher Academy.

<https://www.teacheracademy.eu/blog/task-based-learning/>

What is Communicative Language Teaching? (n.d.). Grade University.

<https://grade-university.com/blog/what-is-communicative-language-teaching>

Misión - Ministerio de educación. (2016, October 13). Ministerio De Educación.

<https://www.mineduc.cl/ministerio/mision/>

Cliff. (2017, July 21). Extralinguistic knowledge: Why is it so important in interpreting? Network Interpreting Service.

[Extralinguistic Knowledge: Why Is It So Important in Interpreting? \(NIS\)](#)

*Language simplification - Coursensu Instructional Designer Terms Explorer.* (n.d.).

[Language Simplification - Coursensu Instructional Designer Terms Explorer](#)

*Repetition.* (2024). Cambridge English Dictionary.

<https://dictionary.cambridge.org/es/diccionario/ingles/repetition?q=Repetition>

*Reaction.* (2024). Cambridge English Dictionary.

<https://dictionary.cambridge.org/es/diccionario/ingles/reaction?q=Reaction>

*Play based learning - Department of Education.* (n.d.). Department of Education.

[Play based learning - Department of Education](#)

*Motivation.* (2024). Cambridge English Dictionary.

<https://dictionary.cambridge.org/es/diccionario/ingles/motivation?q=Motivation>

*Involvement.* (2024). Cambridge English Dictionary.

<https://dictionary.cambridge.org/es/diccionario/ingles/involvement?q=Involvement>

## 9. TOOLS OF USE

In this section are the following applications and tools that helped during this investigation:

- **Microsoft Word:** Used for drafting, formatting, and finalizing the thesis document, including tables, headers, and citations.
- **Google Docs:** Collaborative platform for drafting and receiving feedback.
- **Grammarly:** Assisted in grammar checking for difficult concepts and enhancing the clarity and coherence of the said written contents.
- **Cambridge Dictionary:** A reliable source for accurate definitions, synonyms, and usage examples, ensuring proper vocabulary usage and contextual understanding in the thesis.
- **Google Forms:** For designing and distributing surveys, collecting data directly from respondents.
- **Paint.Net:** Screenshotting and editing visual information.
- **Paint Tool Sai:** Program used for the illustrations made for this investigation.
- **Scribbr:** For text citations and sources used in this study.

## 10. APPENDICES

### 10.1. Appendix 1 - Data collection instrument validation form

EVALUACIÓN DE ENCUESTA:

Nombre Evaluador(a): \_\_\_\_\_  
Universidad a la que pertenece: \_\_\_\_\_  
Asignatura que imparte o especialidad afín a la evaluación del instrumento  
presentado \_\_\_\_\_

Estimado(a) evaluador:

La siguiente pauta tiene por propósito evaluar la encuesta del trabajo de grado denominado:

**"Exploring Target Language Use for Teaching Young EFL Learners in Local Contexts: Strategies and Techniques to Increase English Language Use in the Classroom"**

Este cuestionario es parte de una investigación para obtener el grado de licenciado en Educación y profesor de Inglés de la Universidad de Atacama.

A continuación, se presenta la siguiente pauta para que pueda evaluar el instrumento. Marque con una X la alternativa que considere adecuada para la evaluación.

	RÚBRICA EVALUACIÓN ENCUESTA	DEFICIENTE	SATISFACTORIO	MUY SATISFACTORIO
01	La encuesta entrega una introducción sobre la finalidad del estudio.			
02	La encuesta tiene secciones para la identificación del contexto de las/los participantes (dependencia del establecimiento donde trabaja y experiencia en el área).			
03	Las preguntas ofrecen claridad en sus enunciados y apoyan la entrega de una opción por parte del encuestado.			
04	La encuesta incluye título, objetivos y numeración.			
05	Todas las preguntas y respuestas están enunciadas de forma clara y concisa.			
06	Los contenidos y secciones de la encuesta son adecuados para obtener resultados sobre la temática a investigar.			

OBSERVACIONES

\_\_\_\_\_  
Firma digital evaluador externo

### 10.1.1. Appendix 1.1 - Data collection instrument validation - Miss Paulina Tapia.

EVALUACIÓN DE ENCUESTA:

Nombre Evaluador(a): Paulina Tapia Caballero  
 Universidad a la que pertenece: Universidad de Atacama  
 Asignatura que imparte o especialidad afín a la evaluación del instrumento  
 presentado Didáctica

Estimado(a) evaluador:

La siguiente pauta tiene por propósito evaluar la encuesta del trabajo de grado denominado:

**"Exploring Target Language Use for Teaching Young EFL Learners in Local Contexts: Strategies and Techniques to Increase English Language Use in the Classroom"**

Este cuestionario es parte de una investigación para obtener el grado de licenciado en Educación y profesor de Inglés de la Universidad de Atacama.

A continuación, se presenta la siguiente pauta para que pueda evaluar el instrumento. Marque con una X la alternativa que considere adecuada para la evaluación.

	RÚBRICA EVALUACIÓN ENCUESTA	DEFICIENTE	SATISFACTORIO	MUV SATISFACTORIO
01	La encuesta entrega una introducción sobre la finalidad del estudio.			X
02	La encuesta tiene secciones para la identificación del contexto de las/los participantes (dependencia del establecimiento donde trabaja y experiencia en el área).			X
03	Las preguntas ofrecen claridad en sus enunciados y apoyan la entrega de una opción por parte del encuestado.			X
04	La encuesta incluye título, objetivos y numeración.			X
05	Todas las preguntas y respuestas están enunciadas de forma clara y concisa.			X
06	Los contenidos y secciones de la encuesta son adecuados para obtener resultados sobre la temática a investigar.			X

OBSERVACIONES
Me parece una encuesta fácil y rápida de responder y las imágenes apoyan la comprensión de la pregunta 1. Las instrucciones son claras y se relacionan con los objetivos.



Firma digital evaluador externo

## 10.1.2. Appendix 1.2 - Data collection instrument validation - Miss Katterine Pavez.

### EVALUACIÓN DE ENCUESTA:

Nombre Evaluador(a): Katterine Pavez Bravo  
 Universidad a la que pertenece: Universidad de Atacama  
 Asignatura que imparte o especialidad afín a la evaluación del instrumento presentado: Línea didáctica.

Estimado(a) evaluador:

La siguiente pauta tiene por propósito evaluar la encuesta del trabajo de grado denominado:  
**"Exploring Target Language Use for Teaching Young EFL Learners in Local Contexts: Strategies and Techniques to Increase English Language Use in the Classroom"**

Este cuestionario es parte de una investigación para obtener el grado de licenciado en Educación y profesor de Inglés de la Universidad de Atacama.

A continuación, se presenta la siguiente pauta para que pueda evaluar el instrumento. Marque con una X la alternativa que considere adecuada para la evaluación.

	RÚBRICA EVALUACIÓN ENCUESTA	DEFICIENTE	SATISFACTORIO	MUY SATISFACTORIO
01	La encuesta entrega una introducción sobre la finalidad del estudio.		X	
02	La encuesta tiene secciones para la identificación del contexto de las/los participantes (dependencia del establecimiento donde trabaja y experiencia en el área).			X
03	Las preguntas ofrecen claridad en sus enunciados y apoyan la entrega de una opción por parte del encuestado.			X
04	La encuesta incluye título, objetivos y numeración.			X
05	Todas las preguntas y respuestas están enunciadas de forma clara y concisa.			X
06	Los contenidos y secciones de la encuesta son adecuados para obtener resultados sobre la temática a investigar.			X

### OBSERVACIONES

- Se sugiere que la introducción sea más breve.
- En cuanto a la nota que indica sugerencias para visualizar la imagen, a mí no me funcionó la sugerencia de ver más grande la imagen, realice los pasos y al parecer depende del navegador. Por lo tanto sugiero eliminar la nota ya que con la explicación que hay debajo de la imagen, esta se comprende.
- En la imagen de play-based learning and interaction la palabra puzzle está mal escrita.
- 

Miss Katterine Pavez Bravo

\_\_\_\_\_  
 Firma digital evaluador externo

### 10.1.3. Appendix 1.3. - Data collection instrument validation - Mr Pedro Meléndez.

#### EVALUACIÓN DE ENCUESTA:

**Nombre Evaluador(a):** Pedro Meléndez Páez

**Universidad a la que pertenece:** Departamento de Idiomas

**Asignatura que imparte o especialidad afin a la evaluación del instrumento presentado:** Investigación en inglés como lengua extranjera

Estimado(a) evaluador:

La siguiente pauta tiene por propósito evaluar la encuesta del trabajo de grado denominado:

***"Exploring Target Language Use for Teaching Young EFL Learners in Local Contexts: Strategies and Techniques to Increase English Language Use in the Classroom"***

Este cuestionario es parte de una investigación para obtener el grado de licenciado en Educación y profesor de Inglés de la Universidad de Atacama.

A continuación, se presenta la siguiente pauta para que pueda evaluar el instrumento. Marque con una X la alternativa que considere adecuada para la evaluación.

	RÚBRICA EVALUACIÓN ENCUESTA	DEFICIENTE	SATISFACTORIO	MUY SATISFACTORIO
01	La encuesta entrega una introducción sobre la finalidad del estudio.			X
02	La encuesta tiene secciones para la identificación del contexto de las/los participantes (dependencia del establecimiento donde trabaja y experiencia en el área).			X
03	Las preguntas ofrecen claridad en sus enunciados y apoyan la entrega de una opción por parte del encuestado.			X
04	La encuesta incluye título, objetivos y numeración.			X
05	Todas las preguntas y respuestas están enunciadas de forma clara y concisa.			X
06	Los contenidos y secciones de la encuesta son adecuados para obtener resultados sobre la temática a investigar.			X

OBSERVACIONES
El instrumento puede parecer demasiado breve y no considerar otras estrategias plausibles.

.....Pedro Meléndez Páez.....  
Firma digital evaluador externo

## 10.2. Appendix 2 - Data collection instrument N° 1.

### *"Exploring Target Language Use for Teaching Young EFL Learners in Local Contexts: Strategies and Techniques to Increase English Language Use in the Classroom"*

Estimado(a) profesor(a)/docente en formación:

Agradecemos a usted contestar el presente instrumento, el cual permitirá recopilar información valiosa para el estudio denominado: *"Exploring Target Language Use for Teaching Young EFL Learners in Local Contexts: Strategies and Techniques to Increase English Language Use in the Classroom"*. Las percepciones obtenidas a través de esta encuesta serán de gran relevancia para identificar formas de incrementar el uso del idioma inglés durante experiencias de aprendizaje con estudiantes en niveles de Educación Parvularia y primer ciclo básico. Es importante destacar que esta encuesta es de carácter anónima.

Los objetivos del estudio son los siguientes:

**Objetivo general:** *Analizar el uso de la lengua meta en términos de estrategias y técnicas para la enseñanza del idioma inglés a estudiantes en niveles de Educación Parvularia y primer ciclo básico.*

**Objetivos específicos:**

1. Identificar percepciones de docentes de inglés y docentes en formación de la carrera con respecto al uso de la lengua meta (inglés) para la enseñanza del idioma a niñas y niños pequeños.

2. Explorar estrategias y técnicas de enseñanza que promuevan una adquisición significativa y mayor uso del idioma inglés en niños y niñas.

3. Evaluar el impacto de un uso exclusivo de la lengua meta (inglés) en las reacciones y motivación de niños y niñas durante experiencias de aprendizaje en inglés.

La presente encuesta no tomará más de 8 minutos.

Muchas gracias por su colaboración.

- Paola Carmona López.

*Carrera de licenciatura en Educación y Pedagogía en inglés.*

*Departamento de Idiomas.*

*Universidad de Atacama.*

paola.carmona.19@alumnos.uda.cl [Cambiar de cuenta](#)



No compartido

\* Indica que la pregunta es obligatoria

¿Usted está de acuerdo en participar de este estudio? \*

Sí

No

## Identificación

¿Usted es... ? \*

Elige



**(Sólo para profesores egresados de inglés)** Dependencia del establecimiento educacional donde trabaja:

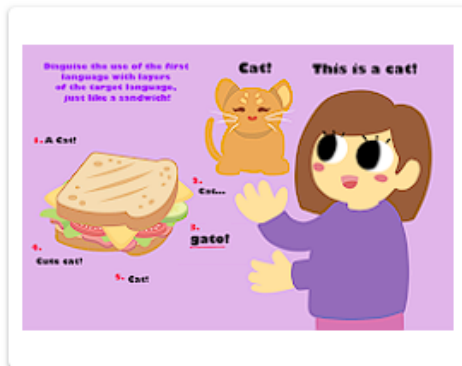
- Particular
- Subvencionado
- Público

**(Sólo para profesores egresados de inglés)** Años de experiencia en la enseñanza del inglés para niños/as pequeños:

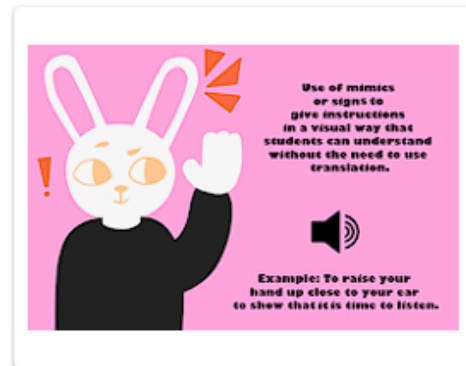
- 1 a 5 años
- 5 a 10 años
- 10 años o más

## Sobre el uso del idioma inglés durante experiencias de aprendizaje en contextos EFL

1. ¿Cuál(es) de las siguientes opciones le parece más apropiada para incrementar el uso del idioma inglés en experiencias de aprendizaje con niñas y niños pequeños? (En complemento al uso de canciones, cuentos y juegos) Puede seleccionar una o más opciones. \*



"Sandwiching" : Es una estrategia que implica muy brevemente el uso de la lengua materna del estudiante para asegurar la comprensión de un concepto o instrucción clave, seguido de un regreso absoluto al 2do idioma para refuerzo.



"Extralinguistic support" : Se refiere al uso de señales no verbales y otros elementos contextuales para ayudar a los estudiantes a comprender el idioma de destino sin depender de la traducción. Un ejemplo claro para esto es el uso de "signs" o "mimics" para representar un concepto: La introducción del lenguaje de señas básico o de

gestos en el aula puede ser una herramienta poderosa para reforzar el vocabulario y los conceptos en L2, en particular con estudiantes que responden bien a la interacción física.



"Repetition": La repetición es una estrategia bien conocida en la enseñanza de idiomas, pero cuando se combina con apoyo extralingüístico e inflexiones de voz, se convierte en una herramienta aún más poderosa para aumentar el uso de la L2 y garantizar la comprensión.



"Play-Based Learning and Interaction" : El aprendizaje de una lengua se produce de forma natural durante el juego, cuando los niños y niñas interactúan con sus compañeros, profesores y su entorno. Los juegos tradicionales como puzzles, memorice, los juegos de rol y las actividades interactivas crean una atmósfera libre de estrés.

Instead of using long sentences to explain or give instructions, a teacher can simplify language use.

Simple sentences and expressions (and their demonstration) enhance L2 comprehension.

For example: instead of saying, "Today, we're going to use our pencils to draw a picture of...".

a teacher can use:  
"Show me your blue pencil."  
"Let's draw a house!"  
(imperative sentences or commands)



- "Simplifying the Language": Cuando se utilizan patrones de forma sistemática, permiten a los profesores mantener un entorno predominantemente de segunda lengua sin abrumar a los estudiantes ni comprometer la comprensión. Se adhieren a los principios de la comprensión oral.

2. Complementando la pregunta anterior, ¿De qué forma cree usted que es posible incrementar el uso del inglés durante una experiencia de aprendizaje con niñas y niños pequeños? \*

Tu respuesta

---

3. Según su percepción, ¿qué impacto tendría el aplicar técnicas directas (uso exclusivo del inglés) con estudiantes en niveles de Educación Parvularia y primer ciclo básico? \*

Tu respuesta \_\_\_\_\_

4. ¿Qué porcentaje del uso de la lengua meta (inglés) usted considera idóneo para la realización de experiencias de aprendizaje en la asignatura? \*

- 100% - Uso exclusivo - Utilizar el idioma meta durante toda la experiencia.
- 80 a 90% - Uso del idioma meta durante la mayoría de la interacción.
- 60 a 70% - Utilizar el idioma meta con uso de ciertas interacciones en la lengua materna.
- Otro: \_\_\_\_\_


10.2.1. Illustrations made for “Data collection instrument N°1 - Paola Carmona L.

**Instead of using long sentences to explain or give instructions, a teacher can simplify language use.**

**Simple sentences and expressions (and their demonstration) enhance L2 comprehension.**

**For example: instead of saying, "today, we're going to use our pencils to draw a picture of...",**


**a teacher can use:**  
**"Show me your blue pencil."**  
**"Let's draw a house!"**  
**(Imperative sentences or commands)**

A cartoon penguin with black and white feathers, a yellow beak, and large brown eyes. It is wearing a purple hoodie and holding a pair of red-handled scissors in front of its chest. The background is a solid orange color.

*“Simplifying the language”*

**Emphasizing key words by repeating them as many times as necessary and using voice inflections.**

**"What is this?"**

A cartoon brown dog with floppy ears, wearing a red long-sleeved shirt and blue pants. It is holding a blue book in its right paw and pointing with its left paw. There are three red triangular shapes above its head, suggesting excitement or emphasis. The background is a solid light green color.

**"This is a book!"**

**"A book!"**

**"Book! this is a book!"**

**"What is this?"**

*”Repetition”*

**Disguise the use of the first language with layers of the target language, just like a sandwich!**

**1. A Cat!**

**2. Cat...**

**3. gato!**

**4. Cute cat!**

**5. Cat!**


**Cat!**      **This is a cat!**

*”Sandwiching”*


**By adding games, students learn in a safe, stress free environment where they can directly interact with key lexis and simple instructions.**

**A clear example of this is roleplay!**

*“Play-based learning”*



**Use of mimics  
or signs to  
give instructions  
in a visual way that  
students can understand  
without the need to use  
translation.**



**Example: To raise your  
hand up close to your ear  
to show that it is time to listen.**

*“Extralinguistic support”*

## 10.2.2. Appendix 3 - Data collection instrument N° 1 - Results - Qualitative section.

2. Complementando la pregunta anterior, ¿De qué forma cree usted que es posible incrementar el uso del inglés durante una experiencia de aprendizaje con niñas y niños pequeños?

23 respuestas

Durante mis años de experiencia como profesora de inglés de Prebásica he experimentado que es esencial trasladar el idioma Inglés al mundo tangible y experimental del niño (los juegos son el mejor recurso para lograr captar el interés del niño en aprender este nuevo idioma). Es necesario que el pueda experimentar todas sus experiencias escolares aplicando la lengua meta.

Mientras el niño esté más expuesto a experimentar las habilidades de listening and speaking en su entorno, existirán mayores posibilidades de adquirir la lengua meta (rutinas de juegos, canciones, rimas, trabalenguas son recursos muy recomendables para trabajar en niños preescolares). Este un proceso gradual, similar a la adquisición de la lengua materna:

Inicialmente, el alumno debe estar expuesto a la lengua objetivo, se debe estimular la comprensión general de este nuevo idioma con exposición constante dentro de su entorno. Los niños comenzarán demostrando comprensión, a través de respuestas simples (yes/no answers: imágenes y/o respuesta verbal). Una vez que el niño se sienta preparado comenzará a desarrollar las habilidades de speaking, pronunciando palabras y; posteriormente, frases cortas.

Es muy importante trabajar con rutinas de diarias: rutinas de saludos, rutinas de presentación de contenidos de la unidades en estudio, rutinas de juegos (vocabulario y/o gramática de la unidad) y rutinas de despedidas.

2. Complementando la pregunta anterior, ¿De qué forma cree usted que es posible incrementar el uso del inglés durante una experiencia de aprendizaje con niñas y niños pequeños?

23 respuestas

Otro punto muy importante es el "Refuerzo positivo", un alumno que posee autoconfianza,, tendrá mayor éxito en desarrollar las habilidades de speaking.

A través de actividades guiadas que les permitan explorar el uso de este idioma.

Por medio de juegos/canciones, actividades entretenidas por el hecho de que son niños.

Mezclando ambos idiomas, si bien como profesores debemos fomentar el hablar en inglés, pero si los estudiantes no tienen una base para poder comprendernos puede ser frustrante para ellos y quizá no quieran participar de las clases.

La exposición al lenguaje por medio de canciones me parece una de las mejoras estrategias para trabajar con los pequeños y que estos puedan utilizar más frases relacionadas.

A través de apoyo visual e implementando carteles en la sala con palabras de uso frecuente y con vocabulario atinente a la unidad tratada.

2. Complementando la pregunta anterior, ¿De qué forma cree usted que es posible incrementar el uso del inglés durante una experiencia de aprendizaje con niñas y niños pequeños?

23 respuestas

A través de canciones y juegos repetitivos como head soulders knees and toes o Symon Says

Estableciendo rutinas para diferenciar la clase de inglés con las otras (canciones hello y goodbye en párvulo), además poniendo énfasis en el nuevo vocabulario, canciones e instrucciones, ya que una vez aprendidos estos nuevos conceptos los niños comienzan a utilizarlos automáticamente.

Creo que una de las mejores formas de incrementarlo es a través de imágenes acompañadas de la guía del docente, no esperar que el niño ya sepa todo y ser un guía para el.

Estableciendo commands para uso cotidiano o enseñando expresiones para interacciones diarias entre pares y no sólo con el/la profesor/a como pedir prestado algún útil escolar, dar las gracias, pedir permiso etc. Si es posible tambien establecer mímica a algunas frases y commands.

La creación y adaptación de rutinas es primordial para estos niveles de aprendizaje; por lo tanto, simplificar el lenguaje y utilizando patrones de forma sistemática ayuda a avanzar en la adquisición de una segunda lengua.

2. Complementando la pregunta anterior, ¿De qué forma cree usted que es posible incrementar el uso del inglés durante una experiencia de aprendizaje con niñas y niños pequeños?

23 respuestas

Como dice arriba, el uso de juegos es muy efectivo en niños pequeños ya que a ellos les gusta mucho interactuar, moverse, tocar objetos, por lo que incrementar el inglés mediante experiencias lúdicas sería muy bueno.

Mediante el juego debido a la curiosidad y entusiasmo de los niños pequeños

Considerando las preferencias de los estudiantes y realizando actividades lo mas cortas posibles. También el uso de actividades que impliquen el movimiento o juegos, no solo canciones dónde deban bailar ya que varios estudiantes no le llama la atención el baile.

Es posible incrementar el uso del ingles durante la experiencia, haciendo uso de casi completo del ingles, a modo que si se utiliza el español para relacionar una palabra con otras en ingles

A través de canciones. Por lo general, según mi percepción, los niños pequeños aprenden normal y muchas más cosas a través de la música; además que es algo que los divierte dentro de la sala de clases, generando así según mi parecer, una experiencia significativa en su enseñanza.

2. Complementando la pregunta anterior, ¿De qué forma cree usted que es posible incrementar el uso del inglés durante una experiencia de aprendizaje con niñas y niños pequeños?

23 respuestas

Una forma es crear actividades simples que impliquen el uso de las habilidades de Listening y Speaking mayormente, ya que a niños muy pequeños Reading y Writing no es muy apropiado practicarlo extensamente.

A través de la exposición constante

Mediante bailes y juegos de actividad física

Normalmente uso la repetición del vocabulario acompañado de gestos y para su mayor comprensión la traducción

Con juegos y expresiones con las cuales puedan reconocer con facilidad las palabras.

Enseñarles para que sirva lo que están aprendiendo

Considero que en primer lugar debemos elevar las expectativas con respecto a lo que nuestros estudiantes son capaces de hacer y ofrecerles la oportunidad de que ellos puedan llegar a las respuestas por sus propios medios en vez de simplemente dárselas.

potenciando el TPR, uso del ingles en la sala con apoyo de igual manera de la lengua materna. Fundamental el aprendizaje basado en dinámica de juegos, sopa de letras, crucigramas, etc. Los cantos y bailes con los niños serían esenciales para su base y formación en el idioma inglés.

### 10.3. Appendix 4 - Data collection instrument validation N°2 - Direct record.

EVALUACIÓN DE INSTRUMENTO "PAUTA DE OBSERVACIÓN DIRECTA":

Nombre Evaluador(a): \_\_\_\_\_  
 Universidad a la que pertenece: \_\_\_\_\_  
 Asignatura que imparte o especialidad afin a la evaluación del instrumento: \_\_\_\_\_

Estimado(a) evaluador:

La siguiente pauta tiene por propósito evaluar el instrumento "Pauta de observación directa" a ser utilizada en el trabajo de grado denominado:

***"Exploring Target Language Use for Teaching Young EFL Learners in Local Contexts: Strategies and Techniques to Increase English Language Use in the Classroom"***.

Este instrumento es parte de una investigación para obtener el grado de licenciado en Educación y profesor de Inglés de la Universidad de Atacama.

A continuación, se presenta la siguiente pauta para que pueda evaluar el instrumento presentado. Marque con una X la alternativa que considere adecuada para la evaluación.

	RÚBRICA EVALUACIÓN ENCUESTA	DEFICIENTE	SATISFACTORIO	MUY SATISFACTORIO
01	La pauta entrega una introducción sobre la finalidad del estudio.			
02	La encuesta tiene secciones para la identificación del contexto de las/los participantes.			
03	Las secciones ofrecen claridad en sus enunciados y apoyan la entrega de una opción por parte del encuestado.			
04	La pauta incluye título, objetivos y numeración.			
05	Todas las preguntas u opciones de respuesta (donde corresponde) están enunciadas de forma clara y concisa.			
06	Los contenidos y secciones de la encuesta son adecuados para obtener resultados sobre la temática a investigar.			

OBSERVACIONES

\_\_\_\_\_  
 Firma digital evaluador externo

### 10.3.1. Data collection instrument validation N°2 - Direct record - Miss Carolina Villalobos.

EVALUACIÓN DE INSTRUMENTO "PAUTA DE OBSERVACIÓN DIRECTA":

Nombre Evaluador(a): Carolina Villalobos Quiroz  
 Universidad a la que pertenece: Universidad de Atacama  
 Asignatura que imparte o especialidad afín a la evaluación del instrumento: Competencia Comunicativa II

Estimado(a) evaluador:

La siguiente pauta tiene por propósito evaluar el instrumento "Pauta de observación directa" a ser utilizada en el trabajo de grado denominado:

**"Exploring Target Language Use for Teaching Young EFL Learners in Local Contexts: Strategies and Techniques to Increase English Language Use in the Classroom".**

Este instrumento es parte de una investigación para obtener el grado de licenciado en Educación y profesor de Inglés de la Universidad de Atacama.

A continuación, se presenta la siguiente pauta para que pueda evaluar el instrumento presentado. Marque con una X la alternativa que considere adecuada para la evaluación.

	RÚBRICA EVALUACIÓN ENCUESTA	DEFICIENTE	SATISFACTORIO	MUV SATISFACTORIO
01	La pauta entrega una introducción sobre la finalidad del estudio.			X
02	La encuesta tiene secciones para la identificación del contexto de las/los participantes.			X
03	Las secciones ofrecen claridad en sus enunciados y apoyan la entrega de una opción por parte del encuestado.			X
04	La pauta incluye título, objetivos y numeración.			X
05	Todas las preguntas u opciones de respuesta (donde corresponde) están enunciadas de forma clara y concisa.			X
06	Los contenidos y secciones de la encuesta son adecuados para obtener resultados sobre la temática a investigar.			X

#### OBSERVACIONES

A modo de sugerencia, y para que el encuestado no se sienta abrumado por la extensión del instrumento, el glosario podría resumirse a que significa X vocabulario, y obviar la información relativa a la efectividad de cada vocabulario, sin perjuicio de que ésta vaya incluida en el relato.

Carolina Villalobos Quiroz

Firma digital evaluador externo

### 10.3.2. Data collection instrument validation N°2 - Direct record - Miss Paulina Godoy.

EVALUACIÓN DE INSTRUMENTO "PAUTA DE OBSERVACIÓN DIRECTA":

Nombre Evaluador(a): Paulina Godoy

Universidad a la que pertenece: Universidad de Atacama

Asignatura que imparte o especialidad afín a la evaluación del instrumento: Trabajo de Campo IV + ABP

Estimado(a) evaluador:

La siguiente pauta tiene por propósito evaluar el instrumento "Pauta de observación directa" a ser utilizada en el trabajo de grado denominado:

***"Exploring Target Language Use for Teaching Young EFL Learners in Local Contexts: Strategies and Techniques to Increase English Language Use in the Classroom".***

Este instrumento es parte de una investigación para obtener el grado de licenciado en Educación y profesor de Inglés de la Universidad de Atacama.

A continuación, se presenta la siguiente pauta para que pueda evaluar el instrumento presentado. Marque con una X la alternativa que considere adecuada para la evaluación.

	RÚBRICA EVALUACIÓN ENCUESTA	DEFICIENTE	SATISFACTORIO	MUV SATISFACTORIO
01	La pauta entrega una introducción sobre la finalidad del estudio.			X
02	La encuesta tiene secciones para la identificación del contexto de las/los participantes.			X
03	Las secciones ofrecen claridad en sus enunciados y apoyan la entrega de una opción por parte del encuestado.	X		
04	La pauta incluye título, objetivos y numeración.			X
05	Todas las preguntas u opciones de respuesta (donde corresponde) están enunciadas de forma clara y concisa.			X
06	Los contenidos y secciones de la encuesta son adecuados para obtener resultados sobre la temática a investigar.		X	

OBSERVACIONES
<p>Estimada al revisar el instrumento tuve conflictos en comprender a que se refiere el concepto de "motivación" en la sección dos ya que tenemos diferentes niveles o tipos de aplicaciones para este. Quizás podrían aclarar el concepto.</p> <p>En segundo lugar, creo que sería muy útil que el glosario esté antes de las secciones ya que sea que lo lean los encuestados o no, pueden notar que haya un glosario que pueden consultar en algún momento si lo consideran necesario para evitar el impulso de buscar aclaración a los conceptos si es que no llegaron a notar que hay un glosario al final del instrumento.</p> <p>En tercer lugar, entiendo que el instrumento está dirigido a docentes y estudiantes de inglés directamente, me parece que esto es completamente adecuado, y no que se aplique a otros profesionales de la educación que no tiene formación oficial en la disciplina de la enseñanza del idioma.</p> <p>En cuarto lugar, y en relación al punto anterior, creo que es necesario dar una opción fuera de la efectividad en el caso de que no hayan podido observar en su experiencia de formación o de ejercicio de la docencia la aplicación de alguna de las técnicas o estrategias señaladas. Podría ser "no observado directamente" u otra.</p> <p>En último lugar, en términos estético y de formato.</p>

- Si es que la pauta va a ser impresa y completada de forma física me parece que está bien en formato Word. Si es que va a ser enviada por correo para la completación, creo que no es un formato práctico ya que toma tiempo la completación, guardado, edición (para aquellos que son perfeccionista) y envío. Para evitar el que no respondan por el tiempo que puede tomarles si es que se diera el último caso, creo que podría compartirse el instrumento a los encuestados en formato *Google form* para su completación.
- La sección dos tiene un color muy oscuro y alejado de la tonalidad del ítem anterior. Esto puede molestar a aquellos que tiene alguna necesidad y complejizar la lectura de los enunciados en las casillas de la tabla.
- La sección de comentarios podría estar en casa sección separada para que pueda recoger oportunamente ideas que vienen inmediatamente luego de llevar a la mente a tratar un tema y que puede perderse al comenzar a pensar en otra actividad o temática.



UNIVERSIDAD  
DE ATACAMA  
FACULTAD DE HUMANIDADES  
Y EDUCACIÓN  
Departamento de Idiomas

Paulina Godoy Mercado  
Supervisora de Práctica  
Lic. en Educación y Pedagogía en Inglés  
Universidad de Atacama

Firma digital evaluador externo

#### 10.4. Appendix 5 - Data collection instrument N°2 - Direct record.



UNIVERSIDAD  
DE ATACAMA  
FACULTAD DE HUMANIDADES  
Y EDUCACIÓN  
Departamento de Idiomas

##### **Pauta de observación directa: Aplicación de estrategias y técnicas para la enseñanza del idioma inglés a estudiantes pequeños.**

Estimado/a evaluador/a, esta pauta de observación constituye uno de los instrumentos de recopilación de datos para el estudio denominado: "*Exploring Target Language Use for Teaching Young EFL Learners in Local Contexts: Strategies and Techniques to Increase English Language Use in the Classroom*", cuyos objetivos son los siguientes:

**Objetivo general:** Analizar el uso de la lengua meta en términos de estrategias y técnicas para la enseñanza del idioma inglés a estudiantes en niveles de Educación Parvularia y primer ciclo básico.

##### **Objetivos específicos:**

1. Identificar percepciones de docentes de inglés y docentes en formación de la carrera con respecto al uso de la lengua meta (inglés) para la enseñanza del idioma a niñas y niños pequeños.
2. Explorar estrategias y técnicas de enseñanza que promuevan una adquisición significativa y mayor uso del idioma inglés en niños y niñas.
3. Evaluar el impacto de un uso exclusivo de la lengua meta (inglés) en las reacciones y motivación de niños y niñas durante experiencias de aprendizaje en inglés.

Por consiguiente, al estar de acuerdo en participar de este estudio, se solicita responder la siguiente pauta (de forma anónima), la cual se relaciona directamente con el objetivo número 3 de este estudio.

**Contextualización:**

Fecha de aplicación: \_\_\_\_/\_\_\_\_/\_\_\_\_

Cargo/función del evaluador(a): \_\_\_\_\_ (Docente en formación, *supervisor/a de práctica, profesor/a de inglés, etc.*)

Nivel/curso en el que se aplican las estrategias: \_\_\_\_\_

Establecimiento de dependencia: \_\_\_\_\_ Público      \_\_\_\_\_ Subvencionado      \_\_\_\_\_ Particular



**Glosario de estrategias/técnicas a aplicar y términos claves en la pauta de observación directa:**

**Extralinguistic support:** Se refiere al uso de señales no verbales y otros elementos contextuales para ayudar a los estudiantes a comprender el idioma de destino sin depender de la traducción. Un ejemplo claro para esto es el uso de "signs" o "mimics" para representar un concepto.

**Involucramiento:** Hace referencia al grado de participación activa de los niños y niñas en la experiencia de aprendizaje. Implica su nivel de concentración, esfuerzo, interacción y compromiso durante la actividad. Un alto nivel de involucramiento sugiere que los niños están realmente conectados con la experiencia y dedicados a ella.

**Motivación:** El nivel de interés, entusiasmo o disposición que una persona (en este caso, un estudiante) siente hacia el proceso de aprendizaje o la experiencia educativa.

**Play-Based Learning and Interaction:** El aprendizaje de una lengua se produce de forma natural durante el juego, cuando los niños y niñas interactúan con sus compañeros, profesores y su entorno. Los juegos tradicionales como puzzles, memorice, los juegos de rol y las actividades interactivas crean una atmósfera libre de estrés.

**Reacción:** Se refiere a la respuesta inicial de los niños y niñas frente a la experiencia de aprendizaje. Esto puede incluir sus emociones, comentarios, expresiones faciales o actitudes inmediatas, como entusiasmo, interés, sorpresa, o incluso rechazo. Es cómo los niños perciben o reaccionan ante la actividad de forma espontánea.

**Repetition:** es una estrategia pedagógica que consiste en la reiteración sistemática de palabras, frases, estructuras gramaticales o conceptos en el proceso de enseñanza, con el objetivo de reforzar la memoria, facilitar la comprensión y promover el uso activo de un idioma.

**Sandwiching:** Es una estrategia que implica muy brevemente el uso de la lengua materna del estudiante para asegurar la comprensión de un concepto o instrucción clave, seguido de un regreso absoluto al segundo idioma para refuerzo.

**Simplifying the Language:** es una estrategia pedagógica que consiste en adaptar el lenguaje del docente al nivel de comprensión de los estudiantes, utilizando estructuras gramaticales simples, vocabulario básico, frases cortas y claras.

**Instrucciones:**

Las técnicas y estrategias mencionadas en la siguiente pauta serán aplicadas en complemento a indicaciones, canciones, juegos o cuentos con el fin de incrementar el uso del inglés durante la experiencia de aprendizaje, a fin de evitar depender de la traducción al español. Utilice la pauta para evaluar el grado de efectividad de dichas estrategias/técnicas con respecto a la reacción y motivación de las y los estudiantes al participar en la experiencia, marcando con una (X) según sea su percepción: "muy efectivo", "efectivo", "poco efectivo".

Técnica y/o estrategia	I. Grado de utilidad en términos de <b>reacción/ involucramiento</b> en la experiencia por parte de los niños y niñas		
	Muy efectivo	Efectivo	Poco efectivo
1. Extra linguistic support			
2. Play-based learning and interaction			
3. Repetition			
4. Sandwiching			
5. Simplifying the language			
Comentarios adicionales en términos de reacción/involucramiento de las/los estudiantes al aplicar las estrategias/técnicas:			

Técnica y/o estrategia	II. Grado de efectividad en términos de <b>motivación</b> hacia la experiencia de aprendizaje		
	Muy efectivo	Efectivo	Poco efectivo
1. Extralinguistic support			
2. Play-based learning and interaction			
3. Repetition			
4. Sandwiching			
5. Simplifying the language			
Comentarios adicionales en términos de motivación observada al aplicar las técnicas/estrategias:			

III. **Técnicas no observadas directamente:** (si no se identificó y observó alguna técnica, puede realizar sus observaciones en esta sección.)

- IV. En una escala del 1 al 5, evalúe el impacto del **uso exclusivo de la lengua meta** en el **desempeño** de los niños y niñas durante la experiencia de aprendizaje observada, **encerrando en un círculo** la opción que represente el nivel de impacto percibido:

Nivel de impacto:    5= Muy alto    4= Alto    3= Medio    2= Bajo    1= Muy bajo

Desempeño	Indicadores de logro	Escala nivel de impacto				
		1	2	3	4	5
Actitudinal	Demuestran curiosidad e interés hacia el aprendizaje del idioma inglés y las actividades de la experiencia.	1	2	3	4	5
Procedimental	Siguen instrucciones simples al momento de participar al reproducir canciones, jugar, escuchar una historia, o realizar otras actividades de la experiencia como asociar y relacionar conceptos.	1	2	3	4	5
Conceptual	Identifican, a través de imágenes u otros recursos didácticos, conceptos claves de la experiencia.	1	2	3	4	5
	Verbalizan palabras simples y aisladas, correspondientes a expresiones de saludo/despedida y/o conceptos claves de la experiencia.	1	2	3	4	5

- V. Comentarios adicionales respecto a las estrategias/técnicas que permiten **mayor uso de la lengua meta** (inglés)

¡Muchas gracias por su participación!

## 10.4.1. Data collection instrument validation N°2 - Direct record - Teacher in training.



### Pauta de observación directa: Aplicación de estrategias y técnicas para la enseñanza del idioma inglés a estudiantes pequeños.

Estimado/a evaluador/a, esta pauta de observación constituye uno de los instrumentos de recopilación de datos para el estudio denominado: "Exploring Target Language Use for Teaching Young EFL Learners in Local Contexts: Strategies and Techniques to Increase English Language Use in the Classroom", cuyos objetivos son los siguientes:

**Objetivo general:** Analizar el uso de la lengua meta en términos de estrategias y técnicas para la enseñanza del idioma inglés a estudiantes en niveles de Educación Parvularia y primer ciclo básico.

#### **Objetivos específicos:**

1. Identificar percepciones de docentes de inglés y docentes en formación de la carrera con respecto al uso de la lengua meta (inglés) para la enseñanza del idioma a niñas y niños pequeños.
2. Explorar estrategias y técnicas de enseñanza que promuevan una adquisición significativa y mayor uso del idioma inglés en niños y niñas.
3. Evaluar el impacto de un uso exclusivo de la lengua meta (inglés) en las reacciones y motivación de niños y niñas durante experiencias de aprendizaje en inglés.

Por consiguiente, al estar de acuerdo en participar de este estudio, se solicita responder la siguiente pauta (de forma anónima), la cual se relaciona directamente con el objetivo número 3 de este estudio.

#### **Contextualización:**

Fecha de aplicación: 29, 11, 24

Cargo/función del evaluador(a): Docente en formación (Docente en formación, supervisor/a de práctica, profesor/a de inglés, etc.)

Nivel/curso en el que se aplican las estrategias: Nivel medio menor 2-A

Establecimiento de dependencia:  Público  Subvencionado  Particular

**Glosario de estrategias/técnicas a aplicar y términos claves en la pauta de observación directa:**

**Extralinguistic support:** Se refiere al uso de señales no verbales y otros elementos contextuales para ayudar a los estudiantes a comprender el idioma de destino sin depender de la traducción. Un ejemplo claro para esto es el uso de "signs" o "mimics" para representar un concepto.

**Involucramiento:** Hace referencia al grado de participación activa de los niños y niñas en la experiencia de aprendizaje. Implica su nivel de concentración, esfuerzo, interacción y compromiso durante la actividad. Un alto nivel de involucramiento sugiere que los niños están realmente conectados con la experiencia y dedicados a ella.

**Motivación:** El nivel de interés, entusiasmo o disposición que una persona (en este caso, un estudiante) siente hacia el proceso de aprendizaje o la experiencia educativa.

**Play-Based Learning and Interaction:** El aprendizaje de una lengua se produce de forma natural durante el juego, cuando los niños y niñas interactúan con sus compañeros, profesores y su entorno. Los juegos tradicionales como puzzles, memorice, los juegos de rol y las actividades interactivas crean una atmósfera libre de estrés.

**Reacción:** Se refiere a la respuesta inicial de los niños y niñas frente a la experiencia de aprendizaje. Esto puede incluir sus emociones, comentarios, expresiones faciales o actitudes inmediatas, como entusiasmo, interés, sorpresa, o incluso rechazo. Es cómo los niños perciben o reaccionan ante la actividad de forma espontánea.

**Repetition:** es una estrategia pedagógica que consiste en la reiteración sistemática de palabras, frases, estructuras gramaticales o conceptos en el proceso de enseñanza, con el objetivo de reforzar la memoria, facilitar la comprensión y promover el uso activo de un idioma.

**Sandwiching:** Es una estrategia que implica muy brevemente el uso de la lengua materna del estudiante para asegurar la comprensión de un concepto o instrucción clave, seguido de un regreso absoluto al segundo idioma para refuerzo.

**Simplifying the Language:** es una estrategia pedagógica que consiste en adaptar el lenguaje del docente al nivel de comprensión de los estudiantes, utilizando estructuras gramaticales simples, vocabulario básico, frases cortas y claras.

**Instrucciones:**

Las técnicas y estrategias mencionadas en la siguiente pauta serán aplicadas en complemento a indicaciones, canciones, juegos o cuentos con el fin de incrementar el uso del inglés durante la experiencia de aprendizaje, a fin de evitar depender de la traducción al español. Utilice la pauta para evaluar el grado de efectividad de dichas estrategias/técnicas con respecto a la reacción y motivación de las y los estudiantes al participar en la experiencia, marcando con una (X) según sea su percepción: "muy efectivo", "efectivo", "poco efectivo".

Técnica y/o estrategia	I. Grado de utilidad en términos de <b>reacción/ involucramiento</b> en la experiencia por parte de los niños y niñas		
	Muy efectivo	Efectivo	Poco efectivo
1. Extra linguistic support	X		
2. Play-based learning and interaction	X		
3. Repetition	X		
4. Sandwiching		X	
5. Simplifying the language	X		

Comentarios adicionales en términos de reacción/involucramiento de las/los estudiantes al aplicar las estrategias/técnicas:

En perspectiva sobre la técnica de "sandwiching", la experiencia es llamada que puntúa 100% en inglés, por lo que no se requirió una utilización como tal. No se destaca la utilización de este recurso como tal en situaciones que lo requirieron, pero los estudiantes no lo requirieron en esta experiencia en relación a costuras.

Técnica y/o estrategia	II. Grado de efectividad en términos de motivación hacia la experiencia de aprendizaje		
	Muy efectivo	Efectivo	Poco efectivo
1. Extralinguistic support	X		
2. Play-based learning and interaction	X		
3. Repetition	X		
4. Sandwiching		X	
5. Simplifying the language	X		

Comentarios adicionales en términos de motivación observada al aplicar las técnicas/estrategias:

*Los/as alumnos/as que durante la observación de la experiencia, los estudiantes obtuvieron una respuesta positiva con el manejo del idioma, entendieron claramente lo que debían realizar, se observó una alta motivación y entusiasmo por parte de los/as niños/as pequeños/as en conjunto con estrategias lúdicas y dialécticas.*

III. Técnicas no observadas directamente: (si no se identificó y observó alguna técnica, puede realizar sus observaciones en esta sección.)

*III. Solo un comentario se expresó respecto a el "Sandwiching".*

IV. En una escala del 1 al 5, evalúe el impacto del **uso exclusivo de la lengua meta** en el **desempeño** de los niños y niñas durante la experiencia de aprendizaje observada, **encerrando en un círculo** la opción que represente el nivel de impacto percibido:

Nivel de impacto:    5= Muy alto    4= Alto    3= Medio    2= Bajo    1= Muy bajo

Desempeño	Indicadores de logro	Escala nivel de impacto				
		1	2	3	4	5
Actitudinal	Demuestran curiosidad e interés hacia el aprendizaje del idioma inglés y las actividades de la experiencia.					5
Procedimental	Siguen instrucciones simples al momento de participar al reproducir canciones, jugar, escuchar una historia, o realizar otras actividades de la experiencia como asociar y relacionar conceptos.					5
Conceptual	Identifican, a través de imágenes u otros recursos didácticos, conceptos claves de la experiencia.					5
	Verbalizan palabras simples y aisladas, correspondientes a expresiones de saludo/despedida y/o conceptos claves de la experiencia.	1	2	3	4	5

V. Comentarios adicionales respecto a las estrategias/técnicas que permiten **mayor uso de la lengua meta** (inglés)

*Las mismas instrucciones de comando; sobretodo el que se incluya de "sit down", debieron ser utilizados con un apoyo de intermedios, las lecturas se deben mostrar de la mano o al menos un pequeño apoyo de los logros se quiere lograr mejor o ser entendido.*

¡Muchas gracias por su participación!

## 10.4.2. Data collection instrument validation N°2 - Direct record - Supervising teacher.



### Pauta de observación directa: Aplicación de estrategias y técnicas para la enseñanza del idioma inglés a estudiantes pequeños.

Estimado/a evaluador/a, esta pauta de observación constituye uno de los instrumentos de recopilación de datos para el estudio denominado: "Exploring Target Language Use for Teaching Young EFL Learners in Local Contexts: Strategies and Techniques to Increase English Language Use in the Classroom", cuyos objetivos son los siguientes:

**Objetivo general:** Analizar el uso de la lengua meta en términos de estrategias y técnicas para la enseñanza del idioma inglés a estudiantes en niveles de Educación Parvularia y primer ciclo básico.

#### Objetivos específicos:

1. Identificar percepciones de docentes de inglés y docentes en formación de la carrera con respecto al uso de la lengua meta (inglés) para la enseñanza del idioma a niñas y niños pequeños.
2. Explorar estrategias y técnicas de enseñanza que promuevan una adquisición significativa y mayor uso del idioma inglés en niños y niñas.
3. Evaluar el impacto de un uso exclusivo de la lengua meta (inglés) en las reacciones y motivación de niños y niñas durante experiencias de aprendizaje en inglés.

Por consiguiente, al estar de acuerdo en participar de este estudio, se solicita responder la siguiente pauta (de forma anónima), la cual se relaciona directamente con el objetivo número 3 de este estudio.

#### Contextualización:

Fecha de aplicación: 29 / 11 / 24

Cargo/función del evaluador(a): Supervisora de práctica (Docente en formación, supervisor/a de práctica, profesor/a de inglés, etc.)

Nivel/curso en el que se aplican las estrategias: Medio Menor

Establecimiento de dependencia:  Público  Subvencionado  Particular

**Glosario de estrategias/técnicas a aplicar y términos claves en la pauta de observación directa:**

**Extralinguistic support:** Se refiere al uso de señales no verbales y otros elementos contextuales para ayudar a los estudiantes a comprender el idioma de destino sin depender de la traducción. Un ejemplo claro para esto es el uso de "signs" o "mimics" para representar un concepto.

**Involucramiento:** Hace referencia al grado de participación activa de los niños y niñas en la experiencia de aprendizaje. Implica su nivel de concentración, esfuerzo, interacción y compromiso durante la actividad. Un alto nivel de involucramiento sugiere que los niños están realmente conectados con la experiencia y dedicados a ella.

**Motivación:** El nivel de interés, entusiasmo o disposición que una persona (en este caso, un estudiante) siente hacia el proceso de aprendizaje o la experiencia educativa.

**Play-Based Learning and Interaction:** El aprendizaje de una lengua se produce de forma natural durante el juego, cuando los niños y niñas interactúan con sus compañeros, profesores y su entorno. Los juegos tradicionales como puzzles, memorice, los juegos de rol y las actividades interactivas crean una atmósfera libre de estrés.

**Reacción:** Se refiere a la respuesta inicial de los niños y niñas frente a la experiencia de aprendizaje. Esto puede incluir sus emociones, comentarios, expresiones faciales o actitudes inmediatas, como entusiasmo, interés, sorpresa, o incluso rechazo. Es cómo los niños perciben o reaccionan ante la actividad de forma espontánea.

**Repetition:** es una estrategia pedagógica que consiste en la reiteración sistemática de palabras, frases, estructuras gramaticales o conceptos en el proceso de enseñanza, con el objetivo de reforzar la memoria, facilitar la comprensión y promover el uso activo de un idioma.

**Sandwiching:** Es una estrategia que implica muy brevemente el uso de la lengua materna del estudiante para asegurar la comprensión de un concepto o instrucción clave, seguido de un regreso absoluto al segundo idioma para refuerzo.

**Simplifying the Language:** es una estrategia pedagógica que consiste en adaptar el lenguaje del docente al nivel de comprensión de los estudiantes, utilizando estructuras gramaticales simples, vocabulario básico, frases cortas y claras.

**Instrucciones:**

Las técnicas y estrategias mencionadas en la siguiente pauta serán aplicadas en complemento a indicaciones, canciones, juegos o cuentos con el fin de incrementar el uso del inglés durante la experiencia de aprendizaje, a fin de evitar depender de la traducción al español. Utilice la pauta para evaluar el grado de efectividad de dichas estrategias/técnicas con respecto a la reacción y motivación de las y los estudiantes al participar en la experiencia, marcando con una (X) según sea su percepción: "muy efectivo", "efectivo", "poco efectivo".

Técnica y/o estrategia	I. Grado de utilidad en términos de <b>reacción/ involucramiento</b> en la experiencia por parte de los niños y niñas		
	Muy efectivo	Efectivo	Poco efectivo
1. Extra linguistic support	X		
2. Play-based learning and interaction	X		
3. Repetition	X		
4. Sandwiching		X	
5. Simplifying the language	X		

Comentarios adicionales en términos de reacción/involucramiento de las/los estudiantes al aplicar las estrategias/técnicas:

- A pesar de que la estrategia "sandwiching" se percibe como efectiva, se utilizó en menor medida (en comparación con las demás estrategias), ya que no hubo necesidad de recurrir a ella; los párvulos se involucraban en la experiencia sin inconvenientes a pesar del uso constante de la lengua meta.
- A pesar de su edad (2 a 3 años), se percibe que a través de las estrategias utilizadas, en complemento a los recursos didácticos y demostraciones, los párvulos lograban comprender instrucciones simples y reaccionaban, algunos verbalmente y otros a través de gestos a la interacción con la docente.

Técnica y/o estrategia	II. Grado de efectividad en términos de motivación hacia la experiencia de aprendizaje		
	Muy efectivo	Efectivo	Poco efectivo
1. Extralinguistic support	X		
2. Play-based learning and interaction	X		
3. Repetition	X		
4. Sandwiching		X	
5. Simplifying the language	X		

Comentarios adicionales en términos de motivación observada al aplicar las técnicas/estrategias:  
 La motivación fue constante durante la experiencia. A pesar de que los párvulos aún se encuentran en proceso de aprendizaje de su lengua materna, en ninguna instancia se percibió frustración ante una experiencia exclusiva en inglés. Las técnicas/ estrategias utilizadas, en complemento a los recursos y tono de voz utilizado por la profesora favorecieron la motivación.

III. **Técnicas no observadas directamente:** (si no se identificó y observó alguna técnica, puede realizar sus observaciones en esta sección.)

Si bien todas las técnicas/ estrategias fueron utilizadas, "Sandwiching" se utilizó en menor medida (sólo 2 oportunidades) ya que el contexto fue exclusivo L2; no surgió la necesidad de utilizar el español.

- IV. En una escala del 1 al 5, evalúe el impacto del uso exclusivo de la lengua meta en el desempeño de los niños y niñas durante la experiencia de aprendizaje observada, encerrando en un círculo la opción que represente el nivel de impacto percibido:

Nivel de impacto: 5= Muy alto 4= Alto 3= Medio 2= Bajo 1= Muy bajo

Desempeño	Indicadores de logro	Escala nivel de impacto				
		1	2	3	4	5
Actitudinal	Demuestran curiosidad e interés hacia el aprendizaje del idioma inglés y las actividades de la experiencia.	1	2	3	4	5
Procedimental	Siguen instrucciones simples al momento de participar al reproducir canciones, jugar, escuchar una historia, o realizar otras actividades de la experiencia como asociar y relacionar conceptos.	1	2	3	4	5
Conceptual	Identifican, a través de imágenes u otros recursos didácticos, conceptos claves de la experiencia.	1	2	3	4	5
	Verbalizan palabras simples y aisladas, correspondientes a expresiones de saludo/despedia y/o conceptos claves de la experiencia.	1	2	3	4	5

- V. Comentarios adicionales respecto a las estrategias/técnicas que permiten mayor uso de la lengua meta (inglés)

"Extralinguistic support" en complemento con "repetition" y "play-based learning and interaction" mantuvieron la atención de los párvulos durante toda la experiencia de aprendizaje, permitiendo el uso exclusivo del idioma inglés en nivel "Medio Menor". Incluso en aquellas instancias donde ocurrió alguna interrupción de la experiencia, la profesora mantuvo el uso del inglés, logrando exitosamente captar la atención de los párvulos nuevamente.

¡Muchas gracias por su participación!

### 10.4.3. Data collection instrument validation N°2 - Direct record - English teacher - Private school



#### Pauta de observación directa: Aplicación de estrategias y técnicas para la enseñanza del idioma inglés a estudiantes pequeños.

Estimado/a evaluador/a, esta pauta de observación constituye uno de los instrumentos de recopilación de datos para el estudio denominado: "*Exploring Target Language Use for Teaching Young EFL Learners in Local Contexts: Strategies and Techniques to Increase English Language Use in the Classroom*", cuyos objetivos son los siguientes:

**Objetivo general:** Analizar el uso de la lengua meta en términos de estrategias y técnicas para la enseñanza del idioma inglés a estudiantes en niveles de Educación Parvularia y primer ciclo básico.

**Objetivos específicos:**

1. Identificar percepciones de docentes de inglés y docentes en formación de la carrera con respecto al uso de la lengua meta (inglés) para la enseñanza del idioma a niñas y niños pequeños.
2. Explorar estrategias y técnicas de enseñanza que promuevan una adquisición significativa y mayor uso del idioma inglés en niños y niñas.
3. Evaluar el impacto de un uso exclusivo de la lengua meta (inglés) en las reacciones y motivación de niños y niñas durante experiencias de aprendizaje en inglés.

Por consiguiente, al estar de acuerdo en participar de este estudio, se solicita responder la siguiente pauta (de forma anónima), la cual se relaciona directamente con el objetivo número 3 de este estudio.

**Contextualización:**

Fecha de aplicación: 29 / 11 / 2024

Cargo/función del evaluador(a): profesora de inglés (Docente en formación, supervisor/a de práctica, profesor/a de inglés, etc.)

Nivel/curso en el que se aplican las estrategias: Medio menor

Establecimiento de dependencia:  Público  Subvencionado  Particular

**Glosario de estrategias/técnicas a aplicar y términos claves en la pauta de observación directa:**

**Extralinguistic support:** Se refiere al uso de señales no verbales y otros elementos contextuales para ayudar a los estudiantes a comprender el idioma de destino sin depender de la traducción. Un ejemplo claro para esto es el uso de "signs" o "mimics" para representar un concepto.

**Involucramiento:** Hace referencia al grado de participación activa de los niños y niñas en la experiencia de aprendizaje. Implica su nivel de concentración, esfuerzo, interacción y compromiso durante la actividad. Un alto nivel de involucramiento sugiere que los niños están realmente conectados con la experiencia y dedicados a ella.

**Motivación:** El nivel de interés, entusiasmo o disposición que una persona (en este caso, un estudiante) siente hacia el proceso de aprendizaje o la experiencia educativa.

**Play-Based Learning and Interaction:** El aprendizaje de una lengua se produce de forma natural durante el juego, cuando los niños y niñas interactúan con sus compañeros, profesores y su entorno. Los juegos tradicionales como puzzles, memorice, los juegos de rol y las actividades interactivas crean una atmósfera libre de estrés.

**Reacción:** Se refiere a la respuesta inicial de los niños y niñas frente a la experiencia de aprendizaje. Esto puede incluir sus emociones, comentarios, expresiones faciales o actitudes inmediatas, como entusiasmo, interés, sorpresa, o incluso rechazo. Es cómo los niños perciben o reaccionan ante la actividad de forma espontánea.

**Repetition:** es una estrategia pedagógica que consiste en la reiteración sistemática de palabras, frases, estructuras gramaticales o conceptos en el proceso de enseñanza, con el objetivo de reforzar la memoria, facilitar la comprensión y promover el uso activo de un idioma.

**Sandwiching:** Es una estrategia que implica muy brevemente el uso de la lengua materna del estudiante para asegurar la comprensión de un concepto o instrucción clave, seguido de un regreso absoluto al segundo idioma para refuerzo.

**Simplifying the Language:** es una estrategia pedagógica que consiste en adaptar el lenguaje del docente al nivel de comprensión de los estudiantes, utilizando estructuras gramaticales simples, vocabulario básico, frases cortas y claras.

**Instrucciones:**

Las técnicas y estrategias mencionadas en la siguiente pauta serán aplicadas en complemento a indicaciones, canciones, juegos o cuentos con el fin de incrementar el uso del inglés durante la experiencia de aprendizaje, a fin de evitar depender de la traducción al español. Utilice la pauta para evaluar el grado de efectividad de dichas estrategias/técnicas con respecto a la reacción y motivación de las y los estudiantes al participar en la experiencia, marcando con una (X) según sea su percepción: "muy efectivo", "efectivo", "poco efectivo".

Técnica y/o estrategia	I. Grado de utilidad en términos de <b>reacción/ involucramiento</b> en la experiencia por parte de los niños y niñas		
	Muy efectivo	Efectivo	Poco efectivo
1. Extra linguistic support	X		
2. Play-based learning and interaction		X	
3. Repetition		X	
4. Sandwiching		X	
5. Simplifying the language	X		

Comentarios adicionales en términos de reacción/involucramiento de las/los estudiantes al aplicar las estrategias/técnicas:

En general con este nivel es posible realizar clases de inglés casi completamente en dicho idioma, y teniendo en cuenta las clases de el resto del año el uso de "Extra linguistic support" y "Simplifying the language" siempre han sido altamente efectivas.

Técnica y/o estrategia	II. Grado de efectividad en términos de <b>motivación</b> hacia la experiencia de aprendizaje		
	Muy efectivo	Efectivo	Poco efectivo
1. Extralinguistic support	X		
2. Play-based learning and interaction	X		
3. Repetition		X	
4. Sandwiching		X	
5. Simplifying the language		X	

Comentarios adicionales en términos de motivación observada al aplicar las técnicas/estrategias:

Debido a la edad de los/las estudiantes las actividades que involucren el juego siempre prueban ser eficaces para motivarlos a participar.

III. **Técnicas no observadas directamente:** (si no se identificó y observó alguna técnica, puede realizar sus observaciones en esta sección.)

IV. En una escala del 1 al 5, evalúe el impacto del uso exclusivo de la lengua meta en el desempeño de los niños y niñas durante la experiencia de aprendizaje observada, encerrando en un círculo la opción que represente el nivel de impacto percibido:

Nivel de impacto: 5= Muy alto 4= Alto 3= Medio 2= Bajo 1= Muy bajo

Desempeño	Indicadores de logro	Escala nivel de impacto				
		1	2	3	4	5
Actitudinal	Demuestran curiosidad e interés hacia el aprendizaje del idioma inglés y las actividades de la experiencia.	1	2	3	4	5
Procedimental	Siguen instrucciones simples al momento de participar al reproducir canciones, jugar, escuchar una historia, o realizar otras actividades de la experiencia como asociar y relacionar conceptos.	1	2	3	4	5
Conceptual	Identifican, a través de imágenes u otros recursos didácticos, conceptos claves de la experiencia.	1	2	3	4	5
	Verbalizan palabras simples y aisladas, correspondientes a expresiones de saludo/despedida y/o conceptos claves de la experiencia.	1	2	3	4	5

V. Comentarios adicionales respecto a las estrategias/técnicas que permiten mayor uso de la lengua meta (inglés)

Es difícil dar cuenta de la verbalización en sí en este nivel, ya que están en proceso de desarrollar sus habilidades verbales, pero son capaces de demostrar su comprensión usando otros recursos.  
 Las técnicas propuestas son útiles para conseguir mayor y mejor exposición a la lengua meta, además de ser fáciles de implementar día a día en el aula.

¡Muchas gracias por su participación!

#### 10.4.4. Data collection instrument validation N°2 - Direct record - English teacher - Public school.



##### **Pauta de observación directa: Aplicación de estrategias y técnicas para la enseñanza del idioma inglés a estudiantes pequeños.**

Estimado/a evaluador/a, esta pauta de observación constituye uno de los instrumentos de recopilación de datos para el estudio denominado: "*Exploring Target Language Use for Teaching Young EFL Learners in Local Contexts: Strategies and Techniques to Increase English Language Use in the Classroom*", cuyos objetivos son los siguientes:

**Objetivo general:** Analizar el uso de la lengua meta en términos de estrategias y técnicas para la enseñanza del idioma inglés a estudiantes en niveles de Educación Parvularia y primer ciclo básico.

##### **Objetivos específicos:**

1. Identificar percepciones de docentes de inglés y docentes en formación de la carrera con respecto al uso de la lengua meta (inglés) para la enseñanza del idioma a niñas y niños pequeños.
2. Explorar estrategias y técnicas de enseñanza que promuevan una adquisición significativa y mayor uso del idioma inglés en niños y niñas.
3. Evaluar el impacto de un uso exclusivo de la lengua meta (inglés) en las reacciones y motivación de niños y niñas durante experiencias de aprendizaje en inglés.

Por consiguiente, al estar de acuerdo en participar de este estudio, se solicita responder la siguiente pauta (de forma anónima), la cual se relaciona directamente con el objetivo número 3 de este estudio.

##### **Contextualización:**

Fecha de aplicación: 02 / 12 / 2024

Cargo/función del evaluador(a): Profesor de Inglés (Docente en formación, supervisor/a de práctica, profesor/a de inglés, etc.)

Nivel/curso en el que se aplican las estrategias: Kinder - A / Kinder - B

Establecimiento de dependencia:  Público  Subvencionado  Particular

**Glosario de estrategias/técnicas a aplicar y términos claves en la pauta de observación directa:**

**Extralinguistic support:** Se refiere al uso de señales no verbales y otros elementos contextuales para ayudar a los estudiantes a comprender el idioma de destino sin depender de la traducción. Un ejemplo claro para esto es el uso de "signs" o "mimics" para representar un concepto.

**Involucramiento:** Hace referencia al grado de participación activa de los niños y niñas en la experiencia de aprendizaje. Implica su nivel de concentración, esfuerzo, interacción y compromiso durante la actividad. Un alto nivel de involucramiento sugiere que los niños están realmente conectados con la experiencia y dedicados a ella.

**Motivación:** El nivel de interés, entusiasmo o disposición que una persona (en este caso, un estudiante) siente hacia el proceso de aprendizaje o la experiencia educativa.

**Play-Based Learning and Interaction:** El aprendizaje de una lengua se produce de forma natural durante el juego, cuando los niños y niñas interactúan con sus compañeros, profesores y su entorno. Los juegos tradicionales como puzzles, memorice, los juegos de rol y las actividades interactivas crean una atmósfera libre de estrés.

**Reacción:** Se refiere a la respuesta inicial de los niños y niñas frente a la experiencia de aprendizaje. Esto puede incluir sus emociones, comentarios, expresiones faciales o actitudes inmediatas, como entusiasmo, interés, sorpresa, o incluso rechazo. Es cómo los niños perciben o reaccionan ante la actividad de forma espontánea.

**Repetition:** es una estrategia pedagógica que consiste en la reiteración sistemática de palabras, frases, estructuras gramaticales o conceptos en el proceso de enseñanza, con el objetivo de reforzar la memoria, facilitar la comprensión y promover el uso activo de un idioma.

**Sandwiching:** Es una estrategia que implica muy brevemente el uso de la lengua materna del estudiante para asegurar la comprensión de un concepto o instrucción clave, seguido de un regreso absoluto al segundo idioma para refuerzo.

**Simplifying the Language:** es una estrategia pedagógica que consiste en adaptar el lenguaje del docente al nivel de comprensión de los estudiantes, utilizando estructuras gramaticales simples, vocabulario básico, frases cortas y claras.

**Instrucciones:**

Las técnicas y estrategias mencionadas en la siguiente pauta serán aplicadas en complemento a indicaciones, canciones, juegos o cuentos con el fin de incrementar el uso del inglés durante la experiencia de aprendizaje, a fin de evitar depender de la traducción al español. Utilice la pauta para evaluar el grado de efectividad de dichas estrategias/técnicas con respecto a la reacción y motivación de las y los estudiantes al participar en la experiencia, marcando con una (X) según sea su percepción: "muy efectivo", "efectivo", "poco efectivo".

Técnica y/o estrategia	I. Grado de utilidad en términos de <b>reacción/ involucramiento</b> en la experiencia por parte de los niños y niñas		
	Muy efectivo	Efectivo	Poco efectivo
1. Extra linguistic support	✓		
2. Play-based learning and interaction	✓		
3. Repetition		✓	
4. Sandwiching	✓		
5. Simplifying the language	✓		

Comentarios adicionales en términos de reacción/involucramiento de las/los estudiantes al aplicar las estrategias/técnicas:

- los estudiantes se vieron muy participativos y demostraron interés en el tema
- se pudo haber utilizado más efectivamente los recursos audio-visuales para practicar el vocabulario por medio de la repetición.

Técnica y/o estrategia	II. Grado de efectividad en términos de motivación hacia la experiencia de aprendizaje		
	Muy efectivo	Efectivo	Poco efectivo
1. Extralinguistic support	✓		
2. Play-based learning and interaction	✓		
3. Repetition		✓	
4. Sandwiching	✓		
5. Simplifying the language		✓	

Comentarios adicionales en términos de motivación observada al aplicar las técnicas/estrategias:

- los estudiantes demostraron gran motivación durante los distintos momentos de la clase.
- hubo momentos de la clase donde se logra la participación de todos los estudiantes, incluyendo a los menos participativos

III. **Técnicas no observadas directamente:** (si no se identificó y observó alguna técnica, puede realizar sus observaciones en esta sección.)

- se podría reforzar más la técnica de repetición del vocabulario y de esta forma chequear la correcta pronunciación

- IV. En una escala del 1 al 5, evalúe el impacto del **uso exclusivo de la lengua meta** en el **desempeño** de los niños y niñas durante la experiencia de aprendizaje observada, **encerrando en un círculo** la opción que represente el nivel de impacto percibido:

Nivel de impacto:    5= Muy alto    4= Alto    3= Medio    2= Bajo    1= Muy bajo

Desempeño	Indicadores de logro	Escala nivel de impacto				
		1	2	3	4	5
Actitudinal	Demuestran curiosidad e interés hacia el aprendizaje del idioma inglés y las actividades de la experiencia.					5 ✓
Procedimental	Siguen instrucciones simples al momento de participar al reproducir canciones, jugar, escuchar una historia, o realizar otras actividades de la experiencia como asociar y relacionar conceptos.					5 ✓
Conceptual	Identifican, a través de imágenes u otros recursos didácticos, conceptos claves de la experiencia.					5 ✓
	Verbalizan palabras simples y aisladas, correspondientes a expresiones de saludo/despedida y/o conceptos claves de la experiencia.			3 ✓	4	5

- V. Comentarios adicionales respecto a las estrategias/técnicas que permiten **mayor uso de la lengua meta** (inglés)

¡Muchas gracias por su participación!

### 10.5. Appendix 6 - Proposal to increase the use of L2 in the classroom

Strategy	Example/Situation	Resources
<b>Extralinguistic Support</b>	Teacher uses gestures, facial expressions, or pointing to objects to clarify meaning without translating to L1. For instance, gesturing “stop” or “come here.”	Flashcards, real objects (e.g., toys, classroom items), videos, and posters.
	When introducing the word "apple," the teacher shows a picture of an apple, points to it, and mimics eating it while saying the word.	Interactive whiteboards with visual cues, pictures, and demonstration videos.
<b>Play-based Learning and Interaction</b>	Students engage in an interactive treasure hunt where they follow instructions in English to find items (e.g., "Go to the table and pick the blue ball").	Props (e.g., small toys, objects), themed role-play kits, costumes, and storytelling cards.
	During circle time, students play a game like "Simon Says" where they follow English commands such as “Touch your head” or “Jump.”	Songs, classroom space for movement, and pre-made activity cards.
<b>Repetition</b>	Teacher repeats vocabulary during transitions, such as saying “sit down” or “line up” multiple times with consistent gestures.	Visual aids, chant templates, and props like puppets for dynamic repetition.

	A teacher introduces days of the week by singing a song repeatedly over several days, encouraging students to sing along.	Songs or rhymes, audio recordings, and visual aids with vocabulary.
<b>Sandwiching</b>	Teacher provides instructions in L2, briefly clarifies in L1 if necessary, and then repeats in L2. For example: “Take out your books” (English), “Saquen sus libros” (Spanish), then “Take out your books” again (English).	Posters with key commands, interactive whiteboards, and visuals of the commands.
	When teaching a new concept like “circle,” the teacher draws a circle on the board and alternates the explanation in L1 for difficult moments.	Drawing tools (e.g., markers, boards), vocabulary charts, and realia.
<b>Simplifying the Language</b>	Teacher uses short, clear sentences like “Pick up the ball” instead of complex phrases like “Could you kindly grab the ball next to the chair?”	Word walls, sentence frame posters, and visual prompts.
	Teacher adjusts questions: Instead of “Can anyone explain what this means?” asks, “What is this?” while pointing to a picture.	Leveled readers, flashcards, and visual word banks with labeled images.

**This thesis entitled:**  
**THE ROLE OF METACOGNITIVE STRATEGIES IN EFL NARRATIVE  
WRITING: INTEGRATION INTO A LESSON SEQUENCE FOR ENGLISH  
PEDAGOGY STUDENTS IN THE ATACAMA REGION**

**Written by**  
**Paola Carmona López**

**has been approved for the Department of Languages**

---

**(Thesis Advisor: Rosana Seguel Cabezas)**

---

**(Thesis Evaluator: Cristian Guerra Maya)**

---

**(Thesis Evaluator: Katterine Pavez Bravo)**

**Date:** \_\_\_\_\_

**The final copy of this thesis has been examined by the signatories, who ascertain that both the content and the form meet acceptable presentation standards of scholarly work in the above mentioned discipline.**