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Multiple intelligences and vocabulary recall in Young Learners: An Action Research Project



Multiple intelligences and vocabulary recall in Young Learners:

An Action Research Project

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Abstract

Effective classroom activities that acknowledge multiple intelligences and learning styles increase the probability of young learners' (YLS') acquisition and retention of vocabulary, which is valuable for language acquisition (Hughes, 2006). This research project presented results of a quantitative Action Research Project (AR) involving a class of approximately 25 students in a Japanese kindergarten. The purpose of AR was to investigate the degree of oral recall of new vocabulary in five to six year old learners of English, using three types of oral repetition teaching techniques, specifically drills, chants and song. The context, focus and rationale of this AR, including the research methods and techniques are described, as well as an explanation of the unique ethical considerations encountered whilst conducting this research. The data was presented, as well as an analysis and interpretation of the results, with respect to multiple intelligences (Gardner, 1993).

Keywords: Action Research (AR), young learners (YLS), and multiple intelligences (MI).

Introduction

The Japanese Ministry of Education's strategy of approximately eight hours per month, in principle, devoted to English exposure/instruction for fifth and sixth graders, has meant that students are learning English at an earlier age. In recent years English instruction in kindergartens and nursery schools has seen an increase annually (MEXT, 2011).

This study describes, analyzes, and evaluates an Action Research Project (AR) to answer the question of whether different types of teaching techniques, aimed at eliciting oral repetition, assist five to six year old Japanese learners of English to orally recall new vocabulary. The context, focus and rationale of this AR are discussed, following which a theoretical overview of vocabulary learning is presented. The research methods and techniques employed are subsequently outlined, together with an explanation of the ethical issues and practical considerations encountered in conducting this small-scale intrinsic case study (Stake, 1995). The data are presented with an analysis and interpretation of the results offered, followed by an evaluation of this AR suited not only for Japanese young learner (YL) but would also be applicable to other Asian YLs.

Definitions

Recall is considered achieved when a student successfully verbalizes a word that was previously introduced, either without cues as free recall or by cued recall, utilizing various hints and suggestions (Richards & Schmidt, 2002). For the purpose of this AR, cued oral recall is achieved when a student is able to recognize verbally a word with the

aid of a prompt, such as a card, sound or action.

The term *vocabulary* is used here to mean words related to content, such as nouns (Brewster, Ellis & Girard, 2002). Teaching techniques is defined as the tool or action implemented in the classroom in order to achieve an immediate objective (Richards & Rodgers, 2001).

What is Action Research?

Action research (AR) as defined by Wallace (1998), is: “the systematic collection and analysis of data relating to the improvement of some aspect of professional practice” (p.1). Bogdan and Biklen (1992) elaborate further to state that AR may be viewed as “the systematic collection of information that is designed to bring about social change” (p.223). Moreover, AR maybe viewed as a type of classroom-based research conducted by educational professionals interested in improving the standard of their performance, quite often on a smaller scale such as in classrooms, departments or in some instances schools with the researcher perhaps seen as having a stake in the outcome of the research (Carr & Kemmis, 1992). As Hughes (2005) further comments: “The involvement of teachers in small-scale classroom research is a vital and important aspect of education practice and professional development and understanding” (p.13-14).

It may be theorized that AR differs from traditional types of research as AR may not be conclusive in nature, but considered a discovery performed with the purpose of reflecting on the results with regard to individual professional action as Wallace (1998)

states: “illuminative or heuristic research is much more feasible for practicing professionals: gaining insights into one’s own teaching or discovering something about oneself as a professional that one didn’t know before...” (p.44).

The benefits that may be derived from reflective classroom investigation with the purpose of improvement should not be overlooked, as Elliot (1991) comments: “In action-research ‘theories’ are not validated independently and then applied to practice. They are validated through practice” (p.69). With researchers continuously appraising and reviewing outcomes with sights on the application of resulting improvements, the practice of AR, as Denscombe (2010) states: “involves a feedback loop in which initial findings generate possibilities for change which are then implemented and evaluated as a prelude to further investigation” (p.126). Wallace (1998) terms this loop and process as ‘the reflective cycle’ stating that this cycle is indispensable as it has “provided the momentum for increased professional competence” (p.12).

Why conduct AR?

There are many reasons why AR may be valuable. Professional Development in a reflective manner is often noted as an important motivation behind utilizing AR, as professionals who frequently engage in AR cite a recognized need to improve their current professional circumstances (Bell, 2010).

With regard to professionals who teach English to YLs (for the purposes of this study, 5-6 year old students learning English as a second language), researchers offer numerous reasons why AR projects are used in the classroom (Hughes, 2005). These

include: examining the relevance or benefit of materials or activities used with YLs; to investigate YL interaction with current instruction, activities or materials used with YLs; to produce, implement or gauge new viewpoints of teaching to YLs as well as to acquire insights into YL learning to determine and attempt to remedy a perceived problem in the classroom (Hughes, 2005).

In order to commence an AR project, a researcher must first choose a topic, or as Elliot (1991) states, a “general idea” which “refers to a state of affairs or situation one wishes to change or improve on” (p.72). The term “working title” has been indicated initially to allow more leeway for modifications during research (Bell, 2010). Additionally, to narrow the focus of an AR project, Wallace (1998) states there are “... a number of practical issues, particularly the use of time and other resources” (p.34).

In the collection of data for any research, including AR, it is beneficial to address the concepts of reliability and validity. Reliability in AR is achieved when the same results consistently occur with identical research methods performed with the same or matched groups (Brown, 1994). However, AR may not be highly reliable; as Wallace (1998) comments: “Sometimes achieving a high degree of reliability means controlling nearly all aspects of the situation that can change or vary (i.e. the variables). In many action research situations this is impossible or undesirable” (p.36). Validity in research is attained when the investigation examines the topic that is intended, not something else (Harris & McCann, 1994). In relation to AR, Wallace (1998) elaborates: “...validity is clearly an extremely important issue: there is no point in reflecting on data that are misleading or irrelevant” (p.38).

Research studies are typically characterized as either qualitative or quantitative, based on the approaches of data categorization (Wallace, 1998). The qualitative approach, using techniques relying on opinions such as interviews or verbal reports may be “subjective”, as data may not be measurable or may be measured in a manner which is not objective (Wallace, 1998). Quantitative data, such as evaluation or trialing, are often considered “objective” as they may be regarded as measurable in some manner (Wallace, 1998). Not all data collection methods used in AR are easily categorized as qualitative or quantitative; for example, the use of case studies or classroom observations may be less conclusive and perhaps the results more illuminative in nature (Wallace, 1998).

In an attempt to increase reliability and reduce subjectivity of results in AR, triangulation, a multi-method approach using more than one research method to analyze data, may be beneficial (Hopkins, 2008). Laws (2003, as cited by Bell, 2010) states that utilization of triangulation enables the researcher to: “See the same thing from different perspectives and thus to be able to confirm or challenge the findings of one method with those of another” (p.118). In the current AR, both qualitative and quantitative data were collected, with triangulation later applied.

Furthermore, in conducting AR, issues of practicality, (e.g. time and/or financial constraints) should be addressed when choosing data collection methods (Bell, 2010). Ethical issues should also not be overlooked. As stated by Blaxter et. al. (2006, as cited by Bell, 2010): “Ethical research involves getting the informed consent of those you are going to interview, question, observe or take materials from. It involves reaching

agreements about uses of the data and how its analysis will be reported and disseminated” (p.47).

Context

This AR project was conducted in a private kindergarten class of approximately 25 students, aged five to six years, living in rural Japan. For all students, Japanese was their first language, and this was their first formal experience learning English. There appeared to be no other apparent outside English influences. As students enrolled were at the same English experience levels, a sample of eight students, four boys and four girls, were chosen randomly with the results from these used in subsequent data collection in this AR. The teacher-researcher had more than 20 years teaching experience and had taught the class used for this AR for approximately eight months.

Ethical Issues and Considerations

All students, including the eight sample students, were taught in the same manner as other class members throughout the entire AR in an effort to increase the consistency of the ensuing results, as well as to maintain ethics (Brown, 1994). Through discussions with the students and parents, it was determined that the eight students who were randomly chosen, were learning English formally for the first time and did not have constant exposure to English outside the classroom, Therefore it was a suitable ethical sample. Permission to conduct the AR was granted by the kindergarten administration. Additionally, verbal parental consent was obtained for the entire class, including the

eight students used in the sample. Individual student privacy was ensured by maintaining students' anonymity throughout the AR. In an effort to maintain students' normal study patterns throughout the AR, the eight sample students were not informed specifically of their precise role in the AR.

Focus and Rationale

The rationale behind conducting an AR is often linked to a desire to improve professional conditions (Bell, 2010). The reasoning behind the choice of this topic for an AR project originated from the teacher-researcher's desire to improve the current techniques used in teaching vocabulary, in order to improve learning with this age group within the current class time allotted. Three vocabulary categories or themes were chosen: animals, vehicles and sports. As previously stated, the contribution of these practical considerations, such as word groups and allotted instruction time, aided in narrowing the focus, resulting in the creation of a more succinct piece of classroom-based research (Wallace, 1998). Singing, chanting, drilling, and employing flash cards and objects are the main techniques normally utilized in the classroom as part of usual lessons to motivate students in vocabulary learning. As these techniques are used on a continual, regular basis in the classroom, the teacher-researcher wanted to ascertain which techniques are most effective with this group of YLs and to determine how the techniques might be improved to benefit current and future students.

Vocabulary Learning – A theoretical overview

In learning a new language, the accumulation of functional words for young learners may be instrumental in their development (Cameron, 2001). There has been debate as to the benefits of teaching grammar to YLs; students at this concrete-operational developmental level (four to eight years old) are known to seek tangible meaning from their environment (Brewster et. al, 2002). This would be the situation of the five to six year old learners in this AR. With the contribution of concrete structured classroom activities, YLs at this developmental stage have greater ability to learn and retain vocabulary, also a valuable step to aid in future grammar acquisition and general language learning (Cameron, 2001).

As YLs are thought to acquire foreign languages in the same way as they learn their first language (L1), the vocabulary taught to these students should be both age-appropriate and developmentally appropriate (Donaldson, 1978). It may be further theorized that, if foreign language vocabulary introduced at this point in the YL development consists of a choice of words that are of immediate interest to the YL, and are easily demonstrated, with importance placed on the meaning, pronunciation or usefulness of the word for future use, the probability of successful learning of vocabulary may be increased (Brewster et. al., 2002).

Additionally, with regard to teaching techniques used in the FL instruction of YLs, an acknowledgment that these learners have the ability to learn in various ways and possess different learning styles would be beneficial to successful language learning. Researchers such as Vouillemin (1994) comment that there are three specific learning

styles that that may explain the mechanisms by which learners gain knowledge, namely visual learning style, auditory learning style, and kinesthetic learning style (Cameron, 2001). With regard to YL learning a foreign language (FL), a visual learning style present in an YL may be evident with a learner who is more successful learning through visual cues such as flashcards. Similarly, an YL that is an auditory learner may have a preference for activities that utilize hearing, whereas a kinesthetic learner may attain more learning success through movement and touch (Brewster et. al., 2002). Making use of these learning styles with YLs, particularly five to six year olds may be beneficial, as commented by Brewster et. al. (2002): “This ability tends to be discouraged and fades away as children grow older” (p.34).

Research conducted by Gardner (1993) suggests that each child has the possibility of possessing different types of intelligence, not typically acknowledged, with regard to learning and language learning namely: linguistic intelligence, logical-mathematical intelligence, visual-spatial intelligence, bodily-kinesthetic intelligence, musical intelligence, interpersonal intelligence, and interpersonal intelligence (Richards & Rodgers, 2001). Although linguistic intelligence is thought to be the intelligence most closely associated with language acquisition, the presence of other intelligences may be significant for language learning including FL acquisition in YLs (Cameron, 2001). For example, an YL who is a kinaesthetic learner may find the use of objects such as flash cards enhances language learning. An YL with musical intelligence may benefit from techniques involving songs and music in the classroom (Hughes, 2006). The techniques utilized in this AR, specifically drills, chants and songs, draw on these various

intelligences and learning styles (Brewster et. al., 2002).

Repetition

In addition to making use of multiple intelligences in YLs, the repetitive nature of songs, chants and drills are an indispensable tool for successful learning (Hughes, 2006). Drilling and repetition in language learning has been closely identified with the audio-lingual method (ALM) of foreign language learning, which is based on behaviorist theory that advocates conditioning and habit-formation models of learning through repetition (Lightbown & Spada, 2006). ALM is founded on a belief that speaking and listening skills are the most basic language skills and should be stressed prior to reading and writing (Richards & Rodgers, 2001). ALM sets out to achieve quick communicative competence through a procedure of drills, repetitive patterns, and dialogues in the target language, without a direct focus on grammar rules or subject meaning (Nunan, 1991). The use of drilling with YLs is an effective way to learn new vocabulary and engage YLs in speaking practice, particularly with larger class sizes, in which it may be difficult for learners to participate in individual speaking practice (Cameron, 2001).

Research Methods and Techniques

In an effort to obtain the most reliable results from the AR, a combination of quantitative data, namely, checklists completed by the teacher and an independent observer. These descriptive statistics for the 8 student sample were averaged. , and qualitative data in the form of field notes from both the researcher and the observer,

were analyzed in terms of descriptive summaries and themes with the results triangulated (Wallace, 1998).

General Explanation of Cycles

A baseline cycle was conducted during one class to ascertain oral recall of the planned vocabulary. It was established that all six vocabulary words used for each of the three cycles were unknown to the students, as the YLs were unable to orally recall the presented vocabulary. The three individual action cycles were carried out to determine the extent to which different teaching techniques, specifically chants, drills and songs, influenced YLs' oral recall of vocabulary. Each cycle followed the same format with the three individual techniques administered using a pre-planned lesson format and same amount of practice time. Three action cycles were performed in three separate classes for a total of four class periods over a two month period. Each cycle was completed in one class of approximately 45 minutes. Upon the completion of each cycle the number of target vocabulary words orally recalled by the students at the end of the lesson was tallied and recorded by the researcher and independent observer, along with the number of words that were remembered by each of the eight students in the sample documented (see Appendix 1). At the end of each cycle the independent observer and researcher discussed their observations and impressions of each cycle, and improvements that might be made for the ensuing cycles were documented in a Cycle Observation Report (see Appendix 3).

Cycle 1

The purpose of Cycle 1 was to examine the extent to which the usage of a chant can assist vocabulary oral recall. To determine whether or not the vocabulary words were known to the students, they were introduced to a chant designed by the researcher containing six vocabulary words (see Appendix 4). The independent observer and researcher recorded that there was no oral recall of the target vocabulary prior to demonstrating the chant (see Appendix 2). The original chant was then repeated five times, and the students' participation encouraged. The sixth presentation of the chant was done in the form of a verbal fill in the blank test with no verbal cues from the researcher, only hand clapping at the timing of the expected vocabulary. The orally recalled words from the samples were then recorded by the observer and researcher (see Appendix 1).

Reflections on Cycle 1

At the conclusion of cycle 1 the researcher's field notes were reviewed in order to improve further cycles. During cycle 1 there were no specific problems encountered with students' ability to see the teacher's presentation, but as commented by Richards and Lockhart (1996):

...despite a teacher's best intentions, teachers sometimes interact with some students in the class more frequently than others. Although teachers generally try to treat students fairly and give every student in the class an equal opportunity to participate in the lesson, it is often hard to avoid interacting with some students more than others. This creates what is referred to as the teacher's action zone. (p.139)

It was observed by both the researcher and the observer that a number of the students may have had a better view of the teacher than others. It also appeared that the teacher may have been giving more attention to the students located in the first two rows. The observer suggested that the 'teacher's action zone' could be widened if the chairs were placed in a semi-circle as opposed to the usual rows (see appendix 3), hence increasing direct contact with the teacher and improving eye contact, which is instrumental in increasing student participation (Richards & Lockhart 1996). The seating plan was altered for further cycles (see appendix 3).

Cycle 2

The intention of cycle 2 was to determine the effect of drilling on students' oral recall of the target vocabulary. The students were first shown six flashcards (Free printables for teachers, n.d.) without any verbal cues to determine whether or not any of the vocabulary words could be orally recalled by the students without help. No words were found to be orally recalled, and these results were recorded (see Appendix 2). The flashcards (see Appendix 4) were then presented to the students in the original presentation order an additional five times, with the researcher repeating the words to the students, and the students repeating the target vocabulary. In the sixth presentation, the students were shown the flashcards only, without any verbal cue from the researcher. Upon completion of the second cycle, the orally recalled vocabulary was documented by both the observer and researcher (see Appendix 2).

Reflections on Cycle 2

Upon completion of cycle 2, a review of the teachers' field notes (see Appendix 3) was conducted in an effort to improve the following cycle. In terms of improving the students' ability to orally reproduce the presented vocabulary, the teacher's speaking speed and clarity of pronunciation was thought to adversely affect the results. Therefore, in the following cycle, the teacher made an effort to speak more slowly and clearly (see Appendix 3).

Cycle 3

The target of Cycle 3 aimed to discover the effect of teaching through song on oral recall. The song chosen was "I am a monkey" (Richelson, 2011; see Appendix 4). As explained in the reflection of Cycle 2, the students' oral recall might improve. If the teacher's speaking speed was reduced. As this cycle relied on an audio CD, rather than on the teacher-researcher's voice, the CD track was slowed down by one increment (approximately 1.6 seconds) in an effort to aid oral recall. The students were first played the CD of the song containing the six target vocabulary words. Both the independent observer and the researcher recorded oral recall of the target vocabulary for each student (see Appendix 1). The song was then repeated five times and the students' participation was encouraged. The sixth presentation of the song was done with the CD, but the expected vocabulary was deleted from the CD track and there were no verbal cues from the researcher, aside from a two second pause in the CD at the timing of the expected vocabulary. The orally recalled words of the sample were then recorded by the

observer and researcher (see Appendix 2).

Reflections on Cycle 3

At the end of cycle 3 a discussion was held in an effort to improve future cycles. As in cycle 2, it was also observed that the speed of the pre-recorded song may have been too fast and may have consequently affected the students' oral recall of vocabulary. It was commented by the independent observer that slowing the CD track further may have produced a more desirable result of more vocabulary being orally recalled (see Appendix 3).

Data Presentation

In each cycle, the words orally recalled and not orally recalled by the sample were recorded by both the independent observer and the researcher (see Appendix 2). The average orally and not orally recalled vocabulary of the sample was calculated for each cycle with the results presented in Figure 1 and Table 1. Students orally recalled vocabulary 81.25%, 91.67% and 77.08% of the time in cycle 1 – chant, cycle 2 – drill and cycle 3 – song, respectively.

Figure 1 Proportion of Orally Recalled Vocabulary

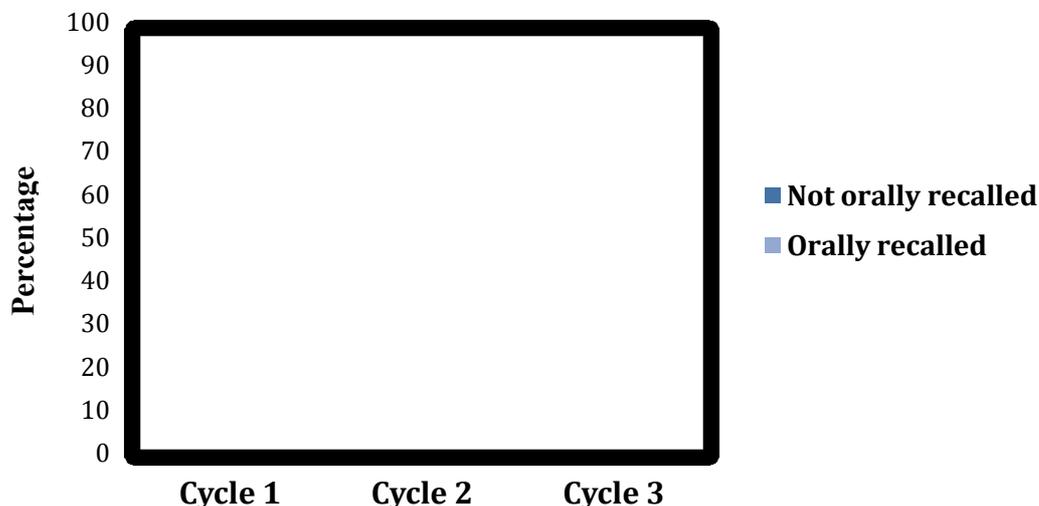


Table 1. Orally Recalled Vocabulary

Average Percentage (%)	Cycle 1 Chant	Cycle 2 Drill	Cycle 3 Song
Orally recalled	81.25%	91.67%	77.08%
Not orally recalled	18.75%	8.33%	22.92%
Total	100%	100%	100%

Data Analysis and Interpretation

Based on data analysis, all three teaching techniques seemed to have a positive effect on the ability to orally recall the new vocabulary (see Appendix 2). Cycle 2, which utilized drilling, appeared to be the most successful technique, producing the highest percentage of orally recalled words (91.67%). The technique in cycle 3 using song appeared least successful, as this cycle yielded the smallest amount of orally recalled words (77.08%). Cycle 1, using chants, is ranked second in these findings

(81.25%). This quantitative data alone does not adequately summarize the results of this AR. Therefore, further examination of the qualitative data may help to clarify contributing factors to the YLs apparent increase in oral recall.

As commented earlier, drilling appears to be a popular teaching technique with YL (Cameron, 2001). With regard to cycle 2, the observer remarked that the students seemed more familiar with the drilling technique than the other techniques, which may have contributed to the students' success in this cycle (see Appendix 3). The observer, as well as the teacher/researcher, observed that during cycle 2 the students' enthusiasm level seemed the highest, perhaps due to the vocabulary theme, thus aiding in oral recall of the target vocabulary.

Word choice may also be a contributing factor. In Appendix 3, the observer commented on that factor, which may have contributed to the students' oral recall. The results of the quantitative data (see Appendices 1 and 2) may be viewed as supporting this observation.

The words selected for this AR may be judged to be basic level words falling between the general, superordinate and the more specific subordinate hierarchies which, as Cameron (2001) remarks, "Basic level words are likely to be more appropriate for younger children or when learning vocabulary for new concepts" (p.81). Additionally, repetition is considered instrumental in oral recall for YLs (Hughes, 2006). In the present AR another factor that might have affected the YL's' successful oral recall of the presented vocabulary may have been the number of times the word was presented to the students. It has been suggested that the more frequently a student is exposed to a word,

the easier it may be to learn. As Nation (1990 as cited in Cameron, 2001) comments “A new word needs to be met at least five or six times in a text book unit before it has any chance of being learnt” (p.84). In addition to the frequency at which new words are presented, the context in which they are presented may be significant in aiding oral recall (Brewster et. al., 2002). As new words are often remembered in groups, presenting new vocabulary in sets that are logical to YLs would be helpful in aiding oral recall (Brewster et. al., 2002). In the present AR it is difficult to comment indisputably on the level of assistance achieved in presenting the vocabulary in groups provided. However, it was observed that some students during the cycle 3 recognized the words as being part of a group (see Appendix 3).

Another issue, which may have affected the reliability of this AR, is that, although results of the baseline tests demonstrated that the words presented were unknown to the students (see Appendix 2), Lightbown and Spada (2006) comment: “With increasing internationalization of communications, many languages have borrowed and adapted words from other languages...and borrowed words can also be exploited for vocabulary development” (p.99). As the observer commented (see Appendix 3), all the words in cycle 2 might be loan words or words that are similar in both English and Japanese, except for the word baseball, which was the least remembered by the sample, with five of the eight students having successful oral recall (see appendix 2).

Evaluation of the Research Methods and Techniques

Reliability and Validity

It would be inaccurate for this AR to claim reliability in terms of another researcher replicating this research in the same context and achieving the same results. Such variables as word choice, class size or an unobtrusive objective observer would be impossible to imitate (Wallace, 1998). This AR may be regarded as valid with triangulation of the results of quantitative data from the researcher as well as the observer, in conjunction with the qualitative data collected from both the researcher and the observer. This triangulation determined to what extent the utilized teaching techniques aided in oral recall (Hopkins, 2008).

The independent observer was enlisted to increase the AR's validity, and to a lesser extent, reliability (Wallace, 1998). The feedback from the independent observer in conjunction with the researcher's field notes and AR journal was beneficial and aided in improving the validity of each cycle in the AR. Interestingly, the data, although independently collected and tabulated, yielded identical results from both the observer and the researcher (see Appendices 1 and 2).

A limitation of this study is that permission was not granted to video this AR. In retrospect, it would have been beneficial to do so. Should a future opportunity arise to do this AR, permission would be sought to video, as post-cycle video viewing might have been an advantageous tool.

As the three techniques used in this AR are utilized extensively by the teacher/researcher, examining these techniques with an independent observer in the classroom was enlightening. Often teachers work in isolation. Thus having another professional opinion was invaluable.

Although the results of this AR demonstrated that the drilling technique offered the highest rate of recall, limitations such as sample size, word choice, must be noted as these factors may have impaired possible conclusions. The opportunity to design and conduct this AR in its entirety has given this researcher/teacher a unique insight into teaching practices used with YLs, contributing greatly to the teacher/researcher's Professional Development.

Conclusion

This study presented a brief introduction to the principles and methodology of 'action research' (AR) as well as a discussion and analysis of principles of AR outlining the techniques and procedures utilized in executing an AR. An AR conducted in an Asian setting was described, analyzed, and evaluated posing the question whether different types of teaching techniques aimed at eliciting oral repetition assist five to six year old Japanese learners of English to orally recall new vocabulary. Specifically, the techniques drilling, chants, and songs were investigated. The context, focus and rationale of this AR was discussed highlighting the importance of triangulation of data, followed by a description of the research methods and techniques utilized and an explanation of the ethical issues and considerations encountered in conducting this research. Data was presented demonstrating that that all three teaching techniques had a positive effect on the ability to orally recall new vocabulary. Drilling performed in cycle 2 proving to be the most successful technique, producing the highest percentage of orally recalled words. The constructive nature of conducting an AR was highlighted

by the positive experiences documented by the participating students and the contribution to professional development this AR provided to the teacher/researcher.

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Appendix 1

Word List

Cycle/Category	Vocabulary Words
1.Transportation	bicycle, helicopter, motorcycle, truck, airplane, boat
2.Sports	baseball, basketball, golf, ping pong, tennis, volleyball
3.Animals	monkey, kangaroo, tiger, elephant, zebra, lion

Cycle 1 Oral Recall Test (Researcher)

Learner	Bicycle	helicopter	motorcycle	Truck	airplane	boat
L1	X	O	X	O	O	O
L2	X	O	O	O	O	O
L3	O	O	O	O	O	O
L4	O	O	X	O	X	O
L5	X	O	X	O	O	O
L6	O	O	O	O	X	O
L7	O	O	X	O	O	O
L8	O	O	O	O	O	O
Total recall frequency by word	5	8	4	8	6	8

O orally recalled

X not orally recalled

Cycle 1 Oral Recall Test (Observer)

Learner	bicycle	helicopter	motorcycle	Truck	airplane	boat
L1	X	O	X	O	O	O
L2	X	O	O	O	O	O
L3	O	O	O	O	O	O
L4	O	O	X	O	X	O
L5	X	O	X	O	O	O
L6	O	O	O	O	X	O
L7	O	O	X	O	O	O
L8	O	O	O	O	O	O
Total recall frequency by word	5	8	4	8	6	8

O orally recalled

X not orally recalled

Cycle 2 Oral Recall Test (Researcher)

Learner	baseball	basketball	golf	ping pong	tennis	volleyball
L1	O	O	O	O	O	O
L2	O	O	O	O	O	O
L3	O	O	O	O	O	O
L4	X	X	O	O	O	O
L5	X	O	O	O	O	O
L6	O	O	O	O	O	O
L7	X	O	O	O	O	O
L8	O	O	O	O	O	O
Total recall frequency by word	5	7	8	8	8	8

O orally recalled

X not orally recalled

Cycle 2 Oral Recall Test (Observer)

Learner	baseball	basketball	golf	ping pong	tennis	volleyball
L1	O	O	O	O	O	O
L2	O	O	O	O	O	O
L3	O	O	O	O	O	O
L4	X	X	O	O	O	O
L5	X	O	O	O	O	O
L6	O	O	O	O	O	O
L7	X	O	O	O	O	O
L8	O	O	O	O	O	O
Total recall frequency by word	5	7	8	8	8	8

O orally recalled

X not orally recalled

Cycle 3 Oral Recall Test (Researcher)

Learner	monkey	kangaroo	elephant	tiger	zebra	lion
L1	X	O	X	O	O	O
L2	X	O	X	O	O	O
L3	O	O	X	X	O	O
L4	X	O	X	O	O	O
L5	O	O	X	O	O	O
L6	O	O	O	O	O	O
L7	O	O	X	O	O	O
L8	O	O	X	O	O	O
Total recall frequency by word	5	8	1	7	8	8

O orally recalled

X not orally recalled

Cycle 3 Oral Recall Test (Observer)

Learner	monkey	kangaroo	elephant	tiger	zebra	Lion
L1	X	O	X	O	O	O
L2	X	O	X	O	O	O
L3	O	O	X	X	O	O
L4	X	O	X	O	O	O
L5	O	O	X	O	O	O
L6	O	O	O	O	O	O
L7	O	O	X	O	O	O
L8	O	O	X	O	O	O
Total recall frequency by word	5	8	1	7	8	8

O orally recalled

X not orally recalled

Appendix 2

Total Number of Words Orally Recalled Vocabulary by Learner (pre/post cycle)

Cycle 1 (Researcher)

	L1	L2	L3	L4	L5	L6	L7	L8
Pre-chant (baseline)	0	0	0	0	0	0	0	0
Post-chant	4	5	6	4	4	5	5	6

Cycle 1 (Observer)

	L1	L2	L3	L4	L5	L6	L7	L8
Pre-chant (baseline)	0	0	0	0	0	0	0	0
Post-chant	4	5	6	4	4	5	5	6

Cycle2 (Researcher)

	L1	L2	L3	L4	L5	L6	L7	L8
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Pre-drill (baseline)	0	0	0	0	0	0	0	0
Post-drill	6	6	6	4	5	6	5	6

Cycle 2 (Observer)

	L1	L2	L3	L4	L5	L6	L7	L8
Pre-drill (baseline)	0	0	0	0	0	0	0	0
Post-drill	6	6	6	4	5	6	5	6

Cycle 3 (Researcher)

	L1	L2	L3	L4	L5	L6	L7	L8
Pre-song (baseline)	0	0	0	0	0	0	0	0
Post-song	4	4	4	4	5	6	5	5

Cycle 3 (Observer)

	L1	L2	L3	L4	L5	L6	L7	L8
Pre-song (baseline)	0	0	0	0	0	0	0	0
Post-song	4	4	4	4	5	6	5	5

Appendix 3

Summary of the Independent Observer’s Field Notes

Cycle 1 Chant

- Students appeared to keep the beat and enjoyed the chant from the beginning and right to the end.
- The gesture seemed to be understood easily and could be considered culturally accurate for example the bus was driven on the left side of the road.
- As the chant continued the students seemed to be moving and repeating the

vocabulary naturally in beat with the chant.

- In the final chant (test phase) with only clapping on the teachers part. There was no hesitation on the students' part with verbalizing the target vocabulary.
- Suggestion: Keep the students in the same seating plan but change the positioning of the chairs from rows to a semi-circle.

Cycle 2 Drills

- The students found the flashcards very entertaining and enjoyed the pictures, the students' interest as captured and their attention was kept.
- It was obvious that drilling was a familiar activity and they appeared very comfortable and enjoyed it .
- The students said many of the sports in Japanese at the first turn of the cycle but pronunciation seemed to improve as the cycle continued.
- In the final drill presentation (test) the students' pronunciation was more accurate than in the first presentation, particularly l/r and b/v.
- Baseball was the most difficult word for the students to remember perhaps because it was the only non-loanword of the 6 presented.
- The students were very excited and noisier than usual. Darlene's (researcher's) voice may have been louder but use of a microphone is not necessary or maybe slower.

Cycle 3 Song

- The students were very excited and enjoyed the singing activity.
- The beat was easily learned and the point at which the target vocabulary was easily understood by the students.
- Oral recall of the target vocabulary was observed by some students in the first or second presentation.
- In the final presentation (test phase) students did not seem distracted by the pause of the CD and in fact seemed excited to say the target vocabulary without help.
- The students could not recall the word elephant maybe or the song was too fast in the middle or the background music was too loud to make out the pronunciation.
- The song could have been a bit slower but done without the done without the CD may not have been as enjoyable; slowing the track is the best idea or practicing the song once without the music.

Appendix 4

Examples of Materials

Cycle 1

Let's Go Chant!

Airplane helicopter truck (clap)

Airplane helicopter truck

Airplane helicopter

Airplane helicopter

Airplane helicopter

Airplane helicopter truck (clap)

Let's Go! (clap, clap, clap)
Bicycle motorcycle boat (clap)
Bicycle motorcycle boat (clap)
Bicycle motorcycle
Bicycle motorcycle
Bicycle motorcycle
Bicycle motorcycle boat (clap)
Let's Go! (Clap, clap, clap)

Cycle 2 Flashcards



Cycle 3 Song

“I’m a monkey” By Matt Richelson (2011)

What’s that sound? Look over there!

I’m a monkey (x4)

I’m a kangaroo (x4)

Tip toe, tip toe, shh, shh, shh

Tip toe, tip toe, who are you?

I’m a tiger! (x4)

I’m an elephant (x4)

I’m a zebra (x4)

Tip toe, tip toe, shh, shh, shh

Tip toe, tip toe, who are you?

I’m a lion! (x4)

I’m a monkey

I’m a kangaroo

I’m an elephant

I’m a zebra

Tip toe, tip toe, shh, shh, shh

Tip toe, tip toe, who are you?

I’m a crocodile!