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Topic:

Visualization and repetition to motivate preschoolers to speak in online classes

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Hazel Rosa & Joseling Martinez

Abstract

Motivation is one of the most important elements in the students' learning process. Nowadays, English teachers have faced arduous work with online classes because teachers and their students had to adapt to the online environment. The purpose of this research is to analyze visualization and repetition as motivation for preschoolers to speak English in online classes. Besides, to determine if visualization encourages students to speak more in online classes. Also, to assess the effect of repetition in helping preschoolers to actively participate in online classes. The subject of the study was 18 students from preschool and English teachers, teacher surveys, and class observations were used as data collection techniques.

The findings suggest that preschoolers need visualization and repetition to be motivated to speak more in online classes because they need to be active and interact at the same time they are learning. Aside from that English teachers missed applying the strategies necessary to have an interactive and fun class with children. Besides, the Ministry of education should have an alternative program for unexpected situations and provide to the English teachers training that improves teaching strategies, workshops about the use of technological tools for a successful class and didactic materials such as flashcards, posters, worksheets, and supplies to make handicrafts.

Table of contents

I. Introduction

The last year (2020) we faced a big health problem, which has affected our lifestyle; this health problem is the pandemic. As adults, we are still not used to many changes in our lives. Do you imagine a child's lifestyle? Are they ready to live without socialize? Children used to go to school, to the park, play and stay in friends' houses, go to the cinema and so on. Nowadays, they cannot go nor school and, teachers are managing the situation with the best disposition.

During this pandemic, most of the schools have been forced to take very careful and restricted measures, some of them have closed, and others have suspended face-to-face classes and go over the DLP (distance learning program). This program consists of online classes, which include working through excellent apps, such as Zoom, Microsoft Teams, Live Worksheets, ABCYA!, Nearpod, Google Classroom, Google Drive, Flip grid, Jamboard, Slides, among others. Some schools have invested effort, hard work, workshops, and a lot of money to work and continue classes through these apps and platforms that help students in educational growth. Besides, other institutions that do not have the resources have been working through WhatsApp, which is not enough and successful to get significant knowledge.

This research is going to analyze visualization and repetition as motivation for preschoolers to speak in online classes. We chose this topic because visualization and repetition are strategies that teachers can apply in online classes to encourage and, motivate preschoolers to speak. Even though we overcome this situation nobody knows what comes next and we have to be ready to move forward and continue looking for more strategies to make a successful class.

1.1 Rationale

Motivating children in online classes has been one of the major challenges that teachers have faced because they are not used to working online, and they do not have the tools, training, or effective strategies they need to motivate students. Preschoolers need motivation, there is the way they reward involved. The teachers have been very interested in finding strategies to increase children's motivation because they know it is important to find ways to help your child stay motivated and engaged. Motivation is a synonym for engagement and it plays an important role in young learners. Besides, when children are engaged, they tend to perform considerably higher in different abilities.

The speaking skill plays an important and appropriate role for young learners because children can learn the language with the help of communicative interaction. The speaking skill is the ability where young learners need more motivation than others for many reasons, but the most important is the failure to use effective strategies.

The present research wants to make known visualization and repetition as successful strategies to increase preschoolers' motivation to speak more in online classes. We have analyzed visualization and repetition to show the effectiveness of them in speaking activities. All of this with the purpose to help preschool teachers to provide significant knowledge for children.

1.2 Problem statement

In this world, we have experienced many difficulties which have had a big impact on human beings, one of the difficulties that have affected our lifestyle is the current pandemic. This has forced students to have online classes. Children are supposed to know that school is the place where they study and socialize, now they have to change the idea and move the school to their houses, that is why our preschoolers speaking has been decreasing in online classes. According to preschool teachers, children do not participate in speaking activities because they are not motivated. There have been two effective strategies that preschool teachers will apply to motivate children. Therefore, this research encourages us to analyze visualization and repetition as motivation for preschoolers to speak in online classes.

1.3 Objectives

1.3.1 General objective

- To analyze visualization and repetition as motivation for preschoolers to speak English in online classes.

1.3.2 Specific objectives

- To determine if visualization encourages students to speak more in online classes.
- To assess the effect of repetition in helping preschoolers to actively participate in online classes.

1.4 Research questions

a) To what extent, do visualization and repetition encourage preschoolers to speak more in online classes?

b) What is the effect of repetition in fostering preschoolers' participation in online classes?

II. Theoretical framework

In this section, we will briefly explain the two important strategies that teachers can apply to motivate preschoolers in online classes. Besides, relevant and updated theories that we were able to find about the relationship these strategies have with learning, motivation, teachers, preschoolers, and all the tools that teachers use in online classes.

2.1 Visualization

It refers to our ability to create pictures in our heads and describe the characteristics of that picture to communicate something. It is one of many strategies that make comprehension possible, and it is an ideal strategy to teach to young students who are having trouble with speaking.

Visualization has played a very important role in the educational process for quite a long time and has proven to be very effective. Our brains are much better equipped to understand by seeing than by reading. Visualization seems to have become a key learning component. Visualization techniques in the virtual classroom.

2.1.1 Visualization and the neurological phenomena occurring

Visualization is the result of activity in a network of regions widely distributed across the brain, working together to enable us to generate images on the basis of our memory of how things look. These regions include areas in the frontal and parietal lobes, which ‘organize’ the process of visualization, together with areas in the temporal and occipital lobes, which represent the items we wish to call to the mind’s eye, and give visualization its ‘visual’ feel. An inability to visualize could result from an alteration of function at several points in this network. This problem has been described previously following major brain damage and in the context of mood disorder. (Vennells, 2015, par.4)

According to research using brain imagery, visualization works because neurons in our brains, those electrically excitable cells that transmit information, interpret imagery as equivalent to a real-life action. When we visualize an act, the brain generates an impulse that tells our neurons to "perform" the movement. This creates a new neural pathway -- clusters of cells in our brain that

work together to create memories or learned behaviors -- that primes our body to act in a way consistent to what we imagined. All of this occurs without actually performing the physical activity, yet it achieves a similar result. (Niles, 2011, par.9)

Brain studies now reveal that thoughts produce the same mental instructions as actions. Mental imagery impacts many cognitive processes in the brain: motor control, attention, perception, planning, and memory. So the brain is getting trained for actual performance during visualization. It's been found that mental practices can enhance motivation, increase confidence and self-efficacy, improve motor performance, prime your brain for success, and increase states of flow—all relevant to achieving your best life! (Adams, 2009, par.4)

2.1.2 Visualization and Learning

When presented with images, the mind gets the chance to combine senses and create associations between more than one element, generating a correlation between the picture and the information.

When it comes to teaching, this means that the more images that are shown to learners, the more they remember. The variety of what you can include in your lesson is quite large in terms of: shape, color, quality, and form.

- The imaging you provide for your students can be: A simple sketch or drawing on the online whiteboard.
- A picture from the internet.
- An illustration that was drawn for a specific lesson.
- Providing a visual representation on a topic is a helpful tool for enriching the learning experience of different memory types as it involves creating several connections that boost memorization. These memory types are:
- Association: When students recall an image, they are reminded of what it stands for and vice versa.

- Vision: A phenomenon shown and seen in a more physical way is one that is more likely to be retained.
- Emotion: Creating a positive emotion always supports the learning experience. For example, if the teacher uses an amusing picture, it is more likely that it will leave an impression on the students' minds.

On the other hand, one of visualization's main abilities is to create a new frame of reference about a piece of information so that it becomes easier to remember. A good tip to keep in mind is that too many remarkable moments close to one another do, in the end, blend into each other. If each and every element of your lesson is colorful and presented in an exceptional way, it is just as bad as if everything was written in black letters without periods. (Ovcharova, 2019, pr.4)

2.2 Repetition

Repetition is the action of repeating something that has already been said or written. In other words, repetition is the recurrence of saying or doing something. Repetition is the learning aid key because it helps transition a skill from the conscious to the subconscious. Through repetition, a skill is practiced and rehearsed over time and gradually becomes easier. Another important aspect of repetition is the interval at which a skill is repeated.

According to the American Psychologist Association (APA, 2020), repetition is the presentation of information or items typically leads to better memory for the material. that repetition effect is a general principle of learning, although there are exceptions and modifiers. For instance, spaced repetitions are usually more effective than massed repetitions.

For teaching children, repetition have been an essential strategy because, it is necessary that children mention many times the vocabulary, phrases, or concepts they need to learn.

On behalf of QUEENSLAND GOVERNMENT (QG, 2016), repeating words, a concept or a skill allows your child to form an understanding and even attempt to imitate it. Children may repeat new words back to you as they learn them, and will learn letters and words by repeatedly seeing them written down. Similarly, with physical skills, mathematical concepts and social skills, your child will pick up ideas that are repeated and explained to them.

2.2.1 Repetition and Learning

Repetition is of the vital importance in the learning process. It works through neural connection in kids´ brains.

In agreement with Mirza (2014) learning or the growth of neural connections in the brain, is strengthened through repetition. A one-time experience is not enough for a neural connection to form and stabilize. It is through repetition that possibility becomes ability. Further, have you ever wondered why children expect a favorite activity to be repeated again and again and again?

Repetition is a necessary building block of development. Children's brains KNOW that they need repetition. They are pretty smart little creatures and beings of habit! Try changing the bedtime, mealtime and playtime routines and you are in for trouble. They love sticking to a set pattern. Thus, repetition is a strategy that has been used to stimulate young learner's language ability. (par. 4)

Conforming to Children's Learning Adventure (C.L.A, 2019), repetition is a fun strategy for kids but more importantly it is a critical piece in the learning process. In our opinion, there are numerous ways that repetition can help your child learn. In addition to providing an opportunity for children to practice and retain knowledge, repetition:

- Strengthens the brain's neural processors
- Encourages mastery of new skills
- Provides a sense of security and safety through predictability that fosters learning
- Increases confidence
- Reinforces existing skills
- Internalizes concepts
- Teaches the internalization of concepts
- Allows skills or concepts to be applied to new situations
- Encourages coordination through repetitive movement
- Increases the speed of learning
- Encourages self-discipline and critical reflection

- Develops intelligence through higher-order repetition such as synthesis, analysis and application

Most of the teachers tend to ask how repetition works in children, and the answer is always the same. When children born, the first thing they do is repeat everything they hear and everything that people do around them. Studies have shown that children learn new words better, internalize concepts, learn how to develop new abilities and increase the fluency. Children are just beginning to build these neural pathways in their brains. Repetition provides the building blocks for this construction process. It also strengthens the pathways as they are created. The more pathways, and the stronger the pathways they create, the more capacity for learning a child will have. (par. 5)

2.3 Motivation

Motivation is the process that initiates, guides, and maintains goal-oriented behaviors. It is what causes you to act, whether it is getting a glass of water to reduce thirst or reading a book to gain knowledge. Motivation involves the biological, emotional, social, and cognitive forces that activate behavior. In everyday usage, the term "motivation" is frequently used to describe why a person does something. It is the driving force behind human actions. (Cherry, 2020, par.1)

Motivation encourages kids to learn. It is what inspire children to be focus, continue participating and working in their educational activities.

In line with (Chuter, 2020) Motivation, as the name suggests, is what ‘moves’ us. It is the reason we do anything at all. For teachers, a lack of motivation has long been one of the most frustrating obstacles to student learning. While the concept of motivation may intuitively seem fairly simple, a rich research literature has developed as researchers have defined this concept in a number of ways. Social scientists and psychologists have approached the problem of motivation from a variety of different angles, and education researchers have adapted many of these ideas into the school context. (par. 1)

2.3.1 Motivation and Learning

Motivation is a process of learning in general for teachers and students in the classroom.

Motivation is an orientation towards learning. Therefore, it impacts how likely a student is either to give up or push forward, and how thoughtful their reflection on their learning will be. The deeper the motivation for pursuing an activity, the more likely that the student will not accept easy answers to complex questions. In short, intrinsic motivation fosters strong and flexible critical thinking skills. On the other hand, motivation and purely extrinsic motivation lead to low interest and academic persistence. (Chuter, 2020, par.10)

Students motivation is probably the single most important element of learning. Learning is inherently hard work; it is pushing the brain to its limits, and thus can only happen with motivation. Highly motivated students will learn readily, and make any class fun to teach, while unmotivated students will learn very little and generally make teaching painful and frustrating. Fortunately, research shows that there is a lot an instructor can do to motivate their students to learn.

2.4 Preschoolers

A child from 3 to 6 is considered a preschooler. So, whether or not your child is attending a formal preschool program, he is no longer a toddler. Preschoolers are different from toddlers in that they are developing the basic life skills, independence, and knowledge that they will need as they enter their school years.

Preschoolers are young children in which combine learning with play in a program, run by professionals trained adults. Preschoolers' emphasis is learning and development of pre-skills.

Preschoolers learn "pre-skills," which lay the groundwork for the future. Through their playing, singing and learning, preschoolers gain skills that ultimately help them learn to read, write, build their math and science skills, and become successful students. Preschoolers also learn "school readiness" skills, which help them understand the routines of school, how to work in groups, and how to be students.

In fact, preschoolers learn through the fun and games! Research has shown that the development of early literacy and math skills in preschool is associated with future school achievement in both mathematics and literacy. (Here's everything to know about language and literacy development in children ages 3 to 5.) Preschoolers are very enthusiastic about exploring the math and science concepts described below and these positive attitudes can also greatly contribute to their future success in school. In addition, as preschoolers move through their classrooms and manipulate toys, puzzles, and shapes, they develop important cognitive skills.

Preschoolers develop their literacy skills throughout the day, not only during the scheduled "reading" time. Teachers use read-aloud as well as poems, songs, and rhymes to teach topics across all subjects, and classrooms are filled with signs and labeled objects which help kids make connections between objects and words, and words and letters. (Ackerman, 2019)

2.5 Preschool teachers

Preschool teachers nurture, teach, and care for children who have not yet entered kindergarten. They provide early childhood care and education through a variety of teaching strategies. They teach children, usually aged 3 to 5, both in groups and one on one. They do so by planning and implementing a curriculum that covers various areas of a child's development, such as motor skills, social and emotional development, and language development.

In the field of education, preschool teachers play a vital role in the development of children. They introduce children to reading and writing, expanded vocabulary, creative arts, science, and social studies. They use games, music, artwork, films, books, computers, and other tools to teach concepts and skills.

Mentioned by Academic Programs of Interest (API, 2009) Preschool teachers often work with students from varied ethnic, racial, and religious backgrounds. With growing minority populations in most parts of the country, it is important for teachers to be able to work effectively with a diverse student population. Accordingly, some schools offer training to help teachers

enhance their awareness and understanding of different cultures. Teachers may also include multicultural programming in their lesson plans, to address the needs of all students, regardless of their cultural background.

2.6 Speaking skill

Speaking skill, is the skill that give us the ability to communicate effectively. This skill allows the speaker, to convey his message in a passionate, thoughtful, and convincing manner, it is also the ability to talk at any time and in any situation.

According to (Nunan, 2018) ´´it is easier for young learners to develop or improve their speaking skill when they are learning English as a foreign language because children reproduce faster the vocabulary they hear and identify the concepts and words through audiovisual tools´´ (par.1)

In keeping with Koran, speaking skill is considered to be the most important skill by language learners. Learners often measure their success in language learning by the extent to which they can use their spoken English. Notwithstanding, this skill is one of the most neglected skills in language instruction. Most students do not even have the opportunity to speak in the classroom or outside it.

Moreover, speaking is not a part of the examination in most language courses. As it has been discovered by many researchers, foreign language learning best occurs through interaction, teachers should provide learners with the opportunities to communicate in English at the lesson. Since many learners' goal in language learning is to be able to communicate fluently in formal and informal interaction, classroom activities should be designed to promote oral fluency. However, the ability of speaking is a complex process in its nature; many of the learners feel anxious to speak in the classroom or outside it due to different social or psychological reasons, so they keep silent.

Therefore, it is necessary for language teachers to implement some natural strategies such as: role plays, group work, projects, etc. to avoid shyness and unwillingness to speak English.

Thus, the primary job of a language teacher is to encourage learners to use English not only in the classroom but also in their daily interaction with their classmates, with teachers or any other English-speaking people, if possible. (Koran, 2015, par.3)

2.7 Technology

On the other hand, technology is an important tool that people need to work, communicate and get help from it to make things easy.

Technology is the use of scientific knowledge for practical purposes or applications, whether in industry or in our everyday lives. So, basically, whenever we use our scientific knowledge to achieve some specific purpose, we're using technology. Well, there is slightly more to it than that.

Technology usually involves a specific piece of equipment, but that equipment can be incredibly simple or dazzlingly complex. It can be anything from the discovery of the wheel, all the way up to computers and MP3 players. (Wood, 2020, par.3)

According to Google Trends, the use of the word “Technology” has really grown in popularity since the 1950s. It originates from the Greek for art or craft, “teckne”, and “logia” relating to study. Together these words became technology meaning the systematic treatment. Technology can be considered to be anything created, not-naturally occurring that improves a process, outcome or understanding. (interesting, 2020, par.2)

2.7.1 Technology in teaching and learning

Conforming to U.S. Department of Education (E.D, 2020) Technology ushers in fundamental structural changes that can be integral to achieving significant improvements in productivity. Used to support both teaching and learning, technology infuses classrooms with digital learning tools, such as computers and hand held devices; expands course offerings,

experiences, and learning materials; supports learning 24 hours a day, 7 days a week; builds 21st century skills; increases student engagement and motivation; and accelerates learning. Technology also has the power to transform teaching by ushering in a new model of connected teaching. This model links teachers to their students and to professional content, resources, and systems to help them improve their own instruction and personalize learning.

Online learning opportunities and the use of open educational resources and other technologies can increase educational productivity by accelerating the rate of learning; reducing costs associated with instructional materials or program delivery; and better utilizing teacher time.

2.8 Online classes

An online class is a course conducted over the Internet. They are generally conducted through a learning management system, in which students can view their course syllabus and academic progress, as well as communicate with fellow students and their course instructor.

Online classes are generally self-paced, allowing for greater flexibility in completing coursework. Some examples of online courses are MOOCs, or Massive Open Online Courses, as produced by organizations such as edX or Coursera. Many traditional universities offer online courses, including Purdue University via their takeover of Kaplan. (HAT, 2020, par.1)

One of the biggest casualties of the Covid-19 pandemic and the resultant lockdown has been institutionalized education. Schools have been shut to prevent the spread of the virus and this has given way to online classrooms, a very new concept in India even for the most sophisticated schools. It is commendable how easily some educational institutions have moved to virtual classrooms, all thanks to tools such as Zoom, Google Hangouts and Microsoft Teams. But there are some still struggling to get online.

There are teachers and schools putting extra effort to engage students in classes by revamping timetables, shifting discussions online, taking feedback from parents and monitoring students constantly. While there are some who are doing the bare minimum and using WhatsApp

to stay connected with students. Some schools are trying out tools like Seesaw, Google Suite and YouTube videos to make online classes as engaging as offline ones. But there are also those that are failing miserably at this shift. (Saha, 2020, parr.3)

2.8.1 Online classes tools

With the rapid increase of technology over the last 20+ years, the way students learn and teachers teach have changed too. Luckily, today a wealth of online tools can supplement your ability to bring new information to students, while providing students with many different options for learning input and output. You may be able to teach more effectively and your students may enjoy learning more using a variety of tools like these.

As reported by Moon It's difficult to provide a single definition of online learning tools, because of the variety of tools. Think about online learning tools in this way: online learning tools refer to any program, app, or technology that can be accessed via an Internet connection and enhance a teacher's ability to present information and a student's ability to access that information. (Moon, 2020, par.2)

2.8.2 Zoom

It has been one of the most famous and easy to use educational platform. It is excellent for teaching children because of the limit of time in each meeting. It is to helpful because teachers can share their screen and show students videos, slides and others, teachers can count with zoom whiteboard in which also students can write on it and share their thoughts.

Zoom is the leader in modern enterprise video communications, with an easy, reliable cloud platform for video and audio conferencing. ‘’Zoom helps businesses and organizations bring their teams together in a frictionless environment to get more done. Our easy, reliable cloud platform for video, voice, content sharing, and chat runs across mobile devices, desktops, telephones, and room systems’’ (ZOOM, 2020, par.1).

2.8.3 Microsoft Teams

Microsoft teams has been one of the most important tools in these years, because it is a complete educational platform.

Microsoft Teams is a persistent chat-based collaboration platform complete with document sharing, online meetings, and many more extremely useful features for business communications. Having an excellent team space is key to being able to make creative decisions and communicate with one another.

Microsoft Teams is incredibly straightforward and user-friendly. There is little to no set up required. Still, some thought should be put into how a business wants to use the platform before rolling it out across the company. (Compete, 2018, par.4)

2.8.4 Live Worksheets

Teachers use live worksheets to review and test students based on their previous knowledge. It has many areas to assess.

Live Worksheets are interactive worksheets that save paper, ink, and time, and are fun to complete. Teachers create an account and go to the website to upload a worksheet pdf, then drag text entry boxes on top of the worksheet. Student then enter the answers online. Questions can be fill in the blank, multiple choice, matching, drag and drop, join with arrows, recording audio, word search, and more, with new activities frequently added. Teacher enter in correct answers when they create the text boxes, which the program uses to give students instant feedback (correct answers are green and incorrect answers are red) with total score for the worksheet visible for each student. (adshelf, 2020, par.1)

2.8.5 Nearpod

Nearpod helps educators make any lesson interactive whether in the classroom or virtual. The concept is simple. A teacher can create interactive presentations that can contain Quiz's, Polls, Videos, Collaborate Boards, and more. You can access thousands of pre-built K-12 standards-aligned lessons or upload your existing lessons and make them interactive.

The students can access a teacher's presentation through a code and the teacher then moves the class through the presentation and lets students interact with the media as they go. Teachers can also opt for Student-Paced mode, where the student controls the flow of the lesson. This mode is perfect for sub days, weather days, homework assignments, or independent work. The app is web-based and works on any device with an internet connection. Below are just ten ways of utilizing this multifaceted tool. (nearpodblog, 2020, par.1)

2.8.6 Google classroom

Classroom is a free web-based platform that integrates your G Suite for Education account with all your G Suite services, including Google Docs, Gmail, and Google Calendar. Classroom saves time and paper, and makes it easy to create classes, distribute assignments, communicate, and stay organized.

Teachers can quickly see who has or hasn't completed the work, and provide direct, real-time feedback and grades right in Classroom. (DiMaria, 2016, par.7)

2.8.7 Flipgrid

Flipgrid is a website that allows teachers to create "grids" to facilitate video discussions. Each grid is like a message board where teachers can pose questions, called "topics," and their students can post video responses that appear in a tiled grid display. Grids can be shared with classes, small groups, or any collection of users interested in a common strand of questions. Each grid can hold an unlimited number of topics and each topic can hold an unlimited number of responses. Topics can be text-based or include a resource such as an image, video, Giphy,

Emoji, or attachment. Customizable security settings help protect student privacy.

Students can respond via the Flipgrid app or website with any camera-enabled device or by uploading a previously recorded video. Responses can be 15 seconds to five minutes, and a maximum recording time can be set. Teachers can also allow students to record replies to classmates' responses. There are a variety of moderation features teachers can turn on or off per topic. The CoPilot feature allows more than one teacher to be a grid moderator. Teachers have access to a help center and two active teacher communities: Disco Library for sharing grid templates and GridPals for connecting with educators and classrooms around the world. (Flipgrid, 2020)

2.8.8 Google drive

Google Drive is a cloud-based storage solution that allows you to save files online and access them anywhere from any smartphone, tablet, or computer.

You can use Drive on your computer or mobile device to securely upload files and edit them online. Drive also makes it easy for others to edit and collaborate on files. (Nolledo, 2020, par. 1)

2.8.9 Jamboard

While educators are adjusting to the “new” normal of teaching in a technology-driven society and under the current COVID-19 pandemic, many educators are challenged with how to connect with their students, deliver content, grade (optional), and provide feedback to their students digitally.

Jamboard is G Suite's digital whiteboard that offers a rich collaborative experience for teams and classrooms. Watch your creativity unfold: you can create a Jam, edit it from your device, and share it with others. Everybody can collaborate on the Jam anytime, anywhere.

The Jamboard service is now covered under your existing G Suite agreement and offers the same technical support and service level commitments as any other core service.

The Jamboard service will be removed from the list of Additional Google Services and added to the list of core G Suite services in your Admin console. (Workspace, 2018, par.4)

Jamboard is the perfect tool to use with your students because it supports the 5 Cs of Education, which are communication, critical thinking, creativity, collaboration, and curation. It allows students to brainstorm, research, organize information, and show their work as well as create illustrations, concept maps, timelines, flowcharts, emoji story writing, sketch notes, and digital storytelling components. (Mattina, 2020, par. 4)

2.8.10 Slides

Slides is a suite of modern presentation tools, available right from your browser. Unlike traditional presentation software, there's no need to download anything. Working with collaborators to make an awe-inspiring presentation has never been easier. (slide, 2020, par.1)
According to Smith, Gardner, and Ryan (2019), PowerPoint slides can improve learning, particularly for the lowest performing STEM students. The authors found that visual representations of physical and natural phenomena are beneficial for student learning in STEM disciplines.

However, slides that include visuals with text are actually correlated with lower student performance on exams. This suggests that slideshows requiring students to engage visually with complex material may be better than slides that combine visual components and text. Center for Teaching & Learning (B.U, 2020, par.4)

2.8.11 Kahoot!

This platform has been an amazing tool for teacher because it is a funny way to review the vocabulary with kids.

Kahoot! Is a game-based learning platform that makes it easy to create, share and play learning games or trivia quizzes in minutes. Unleash the fun in classrooms, offices and living rooms!

It creates a fun learning game in minutes – we call these 'kahoot'. The format and number of questions is up to you. Add videos, images and diagrams to your questions to amplify engagement. (Kahoot, 2020, par.1)

2.8.12 ABCYA!

ABCYA! Is a platform where children face to their previous knowledge in different subjects through games.

ABCya provides over 400 fun and educational games for grades PreK through 6**.** Our activities are designed by parents and educators, who understand that children learn better if they are having fun. Young learners will love working with Fuzz Bugs to recognize consonant blends, or taking a stroll through a gnome's garden to practice measuring in centimeters and inches. And adults can rest assured that kids are staying on track with common core standars.

ABCya is used by over 100 million kids each year, in countless classrooms and homes around the world. Our activities are categorized by grade and subject, and cover topics such as multiplication, parts of speech, typing, pattern recognition, and more. We even have games that are just plain fun (and safe) to play! With so much variety, there is sure to be something for kids at all learning levels and styles. (ABCya, 2020, par.1)

III. METHODOLOGICAL DESIGN

3.1 Type of research

The method of this research is qualitative; in which data collection and analysis will be considered. The results of this research will be descriptive since it is easier to understand the conclusion of the analysis exposed. Qualitative and descriptive research methods have been very common procedures for research in many disciplines, including education.

This is qualitative-descriptive research of quasi-experimental inspiration. The prefix quasi means "resembling." Thus, quasi-experimental research is research that resembles experimental research but is not true experimental research. Although the independent variable is manipulated, participants are not randomly assigned to conditions or orders of conditions (Cook & Campbell, 1979)

As we are interested in discovering the effectiveness of visualization and repetition to motivate children to speak more in online classes, we will observe two groups of students in which one of them is going to be the contrast and the other one the experiment. Although the groups were not randomly assigned.

Summary of Quasi-Experiment

	Contrast Group	*Experimental Group*
Intervention	Traditional Classes	**Visualization and Repetition**
Online class observation	+	+

3.2 Population and sample

The sampling of this research includes 18 students from ANS (American Nicaraguan School) taking advantage that we work there, we had the teachers' permission to observe their online classes by following the conditions and protocol. The classes were observed in the morning shift, in which four English teachers participate in this research to get reliable information. In total 9 of 18 preschool students were part of group A (contrast) and the other 9 students were part of group B (experimental).

3.3 Data collection techniques

3.3.1 Instrument

The instrument is intended to get teachers' strategies information to motivate students to speak in online classes. It consists of a paper-based survey that contains multiple choices; the survey is a system for collecting information from or about people to describe, compare, or explain their knowledge, attitudes, and behavior.

For the purpose of this research, two instruments were designed: the teachers' survey instrument and classroom observation instrument. The questions range from general to basic.

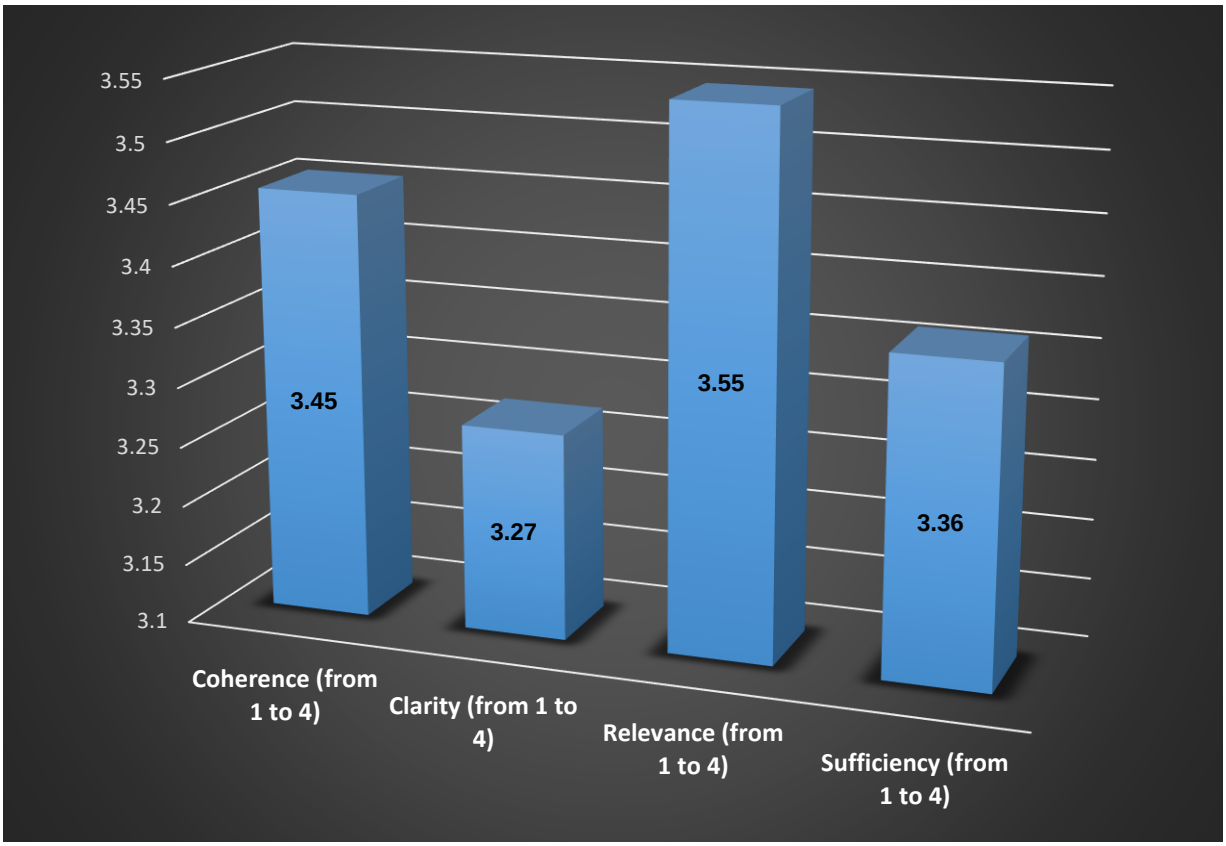
3.3.2 Teachers' survey instrument

The objective of this instrument is to get the English teachers' perspectives regarding visualization and repetition as strategies to motivate preschoolers to speak in online classes. This survey has been answered based on teachers' knowledge and experience, their answers were individual and confidential. This instrument asks teachers about how motivation infer in learning and participation in speaking activities; also, asks teachers about the strategies they apply in speaking activities.

3.3.2.1 Validation of the instrument

The jury expert for this validation was the Dr. Alber Sanchez English department principal at UNAN-Managua. The rating given by the jury per item was calculated as an average to make the interpretation of the validation easier.

CATEGORY	RATING	INDICATOR
COHERENCE The item has a logical relationship with the dimension or indicator you are measuring.	1. Does not meet the criterion 2. Low level 3. Moderate level 4. High level	1. The item has no logical relationship with the 2. The item has a tangential relationship with the dimension. 3. The item has a moderate relationship with the dimension you are measuring. 4. The item is completely related to the dimension you are measuring.
CLARITY Degree to which the item is written clearly and precisely, facilitating its understanding by the subjects surveyed.	1. Does not meet the criterion 2. Low level 3. Moderate level 4. High level	1. The item is not clear 2. The item requires quite a few modifications or a very large modification in the use of the words according to their meaning or by their arrangement. 3. A very specific modification of some of the item's terms is required. 4. The item is clear, has semantics and adequate syntax.
RELEVANCE Importance of the item with respect to the contribution it can provide for a better understanding of the characteristic or situation being measured.	1. Does not meet the criterion 2. Low level 3. Moderate level 4. High level	1. Does not meet the criterion. 2. The item can be removed without affecting the dimension measurement. 3. The item has some relevance, but another item may be including its measurement. 4. The item is essential or important, i.e. it must be included.
SUFFICIENCY Items belonging to the same dimension are sufficient to obtain the measurement of this dimension.	1. Does not meet the criterion 2. Low level 3. Moderate level 4. High level	1. Items are not sufficient to measure the dimension 2. The items measure some aspect of the dimension but do not correspond to the total dimension 3. Some items must be increased in order to fully evaluate the dimension. 4. The items are sufficient.



Source. Validation rubric

From all the questions applied to the different teachers, a validation of the questionnaire was carried out, from which 4 aspects were taken for said validation, which are: (coherence, clarity, relevance, and sufficiency) each one taking values from 1 to 4 where 1 is the lowest score and 4 the highest.

According to the graph, we can observe that coherence has a 3.45% of approval on a scale of 4; clarity we find a 3.27% of approval; relevance has a 3.55% and sufficiency a 3.36% of acceptance for this validation of the questionnaire.

Teacher Strategies Survey

Dear teacher:

Based on your knowledge and experience, please answer the following questions. Your answer is individual and confidential, thank you for your cooperation and honesty.

Objective:

This survey is to get information about the strategies preschooler professors apply in online classes to motivate students in speaking activities.

- How important is the motivation for preschoolers?

a) It is the most important element of learning to its limits.
b) That makes any class fun to teach.
c) It pushes the brain to its limits.
d) It is important in some cases.
e) A, B, and C are correct.
f) Any of these.

- How often do your students participate in speaking activities?

a) Always.
b) Very often.
c) Sometimes.
d) Rare.
e) Any of these.

- Why do you think students like to participate in speaking activities?

a) Because of the strategies you use.
b) Because they like to share their ideas and experiences.
c) Because they are motivated.
d) All are correct.
e) Any of these.

- ❖ How do you engage your students in speaking activities?

a) Repeating words or phrases many times.
b) Through fluently formal and informal interaction.
c) Working by themselves.
d) A, B, and C are correct.
e) Any of these.

- ❖ What is the visualization for you as a teacher?

a) A simple way to teach students.
b) An important teaching strategy.
c) Pictures presentation.
d) B and C are correct.
e) Any of these.

- ❖ Why visualization is very important in teaching?

a) Because our brains are much better equipped to understand by seeing than by reading.
b) Because visualization has played a very important role in the educational process
c) Because of the association: When students recall an image.
d) Because of emotion: Creating a positive emotion always supports the learning experience.
e) All are correct.
f) Any of these.

- ❖ How visualization works in your students?

a) Students' minds get the chance to combine senses.
b) Visualization creates associations between more than one element.
c) Visualization generates a correlation between the picture and the information.
d) Visualization makes students identify shapes, colors, qualities, and forms.
e) All are correct
f) Any of these

- ❖ What is repetition for you as a teacher?

a) It is a recurrence of saying something.
b) It is the action of repeating words.
c) It is the opportunity to practice and retain knowledge.
d) All of them are correct.
e) Any of these,

- ❖ Why repetition is very important in teaching?

a) Because repetition is a strategy that has been used to stimulate young learner's language ability.
b) Because Repetition is a necessary building block of development.
c) Because repetition provides an opportunity for children to practice and retain knowledge.
d) All are correct.
e) Any of these.

- ❖ How repetition works in your students?

a) Strengthens the brain's neural processes.
b) Encourages mastery of new skills.
c) Increase confidence.
d) Reinforces existing skills.
e) All are correct.
f) Any of these.

- ❖ How have visualization and repetition motivated students in speaking activities?

a) They make a neural connection in the brain.
b) They are fun strategies to use with kids.
c) They involve several connections that boost memorization.
d) All of them are correct.
e) Any of these.

3.3.3 Online classroom observation

Observation research is a qualitative research technique where researchers observe participants' ongoing behavior in a natural situation.

The online classroom observation in group A (traditional class) helped to identify the lack of motivation in speaking activities without visualization and repetition, while the observation in group B (experimental class) proved visualization and repetition as successful strategies to motivate students to speak on online classes. Additionally, we created an online classroom observation rubric in order to obtain the necessary information to analyze the effectiveness of the strategies already mentioned.

Online classroom observation rubric

Items
1. The teacher introduced the new vocabulary by repeating many times Yes _____ No_____
2. The teachers repeated each word Twice____ 3 times_____ 4 times or more_____
3. Were children repeating the words? Yes_____ No_____ Some of them_____
4. The teachers were enthusiastic and dynamic in their classes Yes_____ No_____
5. The teachers used the whiteboard zoom, jamboard, or any other tool to visualize Yes____ No____

6. The teacher used didactic materials such as flashcards, posters, videos, puppets and memory games to motivate students Yes_____ No_____
7. What was the children´s reaction when they saw the pictures? They were exited_____ They were motivated_____ The teacher did not show any picture_____
8. Were children speaking using the vocabulary already taught? Yes_____ No_____
9. How often were the students participating? Always_____ Sometimes_____ Rare_____
10. Were children distracted? Yes_____ No_____
11. Were teachers applying visualization and repetition? Yes_____ No_____ Others_____
12. Were students engaged? Yes_____ No_____

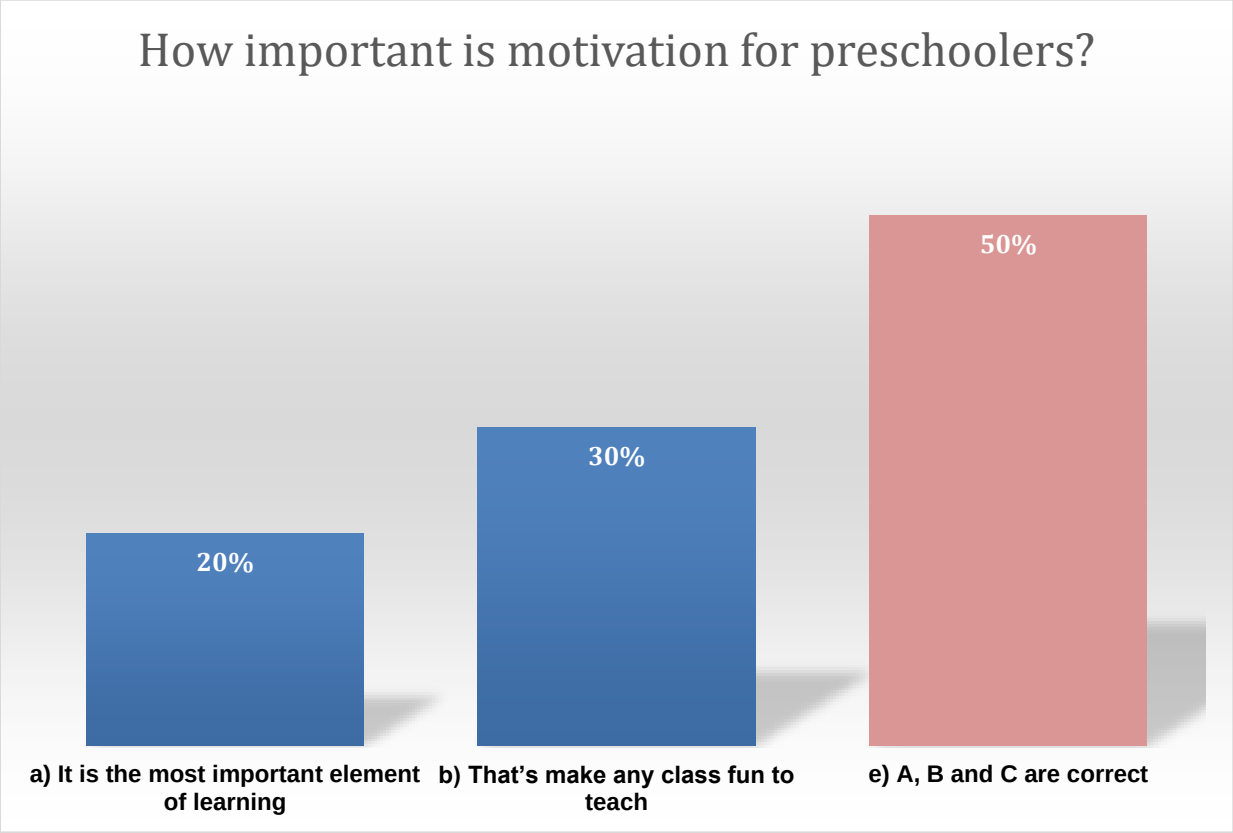
Online classroom observation results

Based on the teaching-learning process environment, when observing the online traditional class and the experimental online class, the following was obtained:

Traditional class	Experimental class
- In the traditional class, it was observed that teachers did not use enough materials as visualization tools such as flashcard, posters, puppets, memory cards, and others, that help children identify the vocabulary was taught. - The teachers introduce the new vocabulary and they just repeat a maximum twice each word, which is not enough for children to learn a new word. - The teachers were not enthusiastic and dynamic, so children were bored and asking about what time the class was going to end. - The teachers did not use the whiteboard zoom, jamboard, or PowerPoint presentations any other as a visualization tools to engage students to speak. - The children were distracted by their toys and things that were around them. They were not engaged with the class. - The children's attitude was quiet because the teacher spent most of the time talking without asking the children's opinion. - Parents were frustrated because their children did not engage.	- In the experimental online class, the teachers were using a lot of materials such as flashcards, posters, videos, puppets, memory cards as visualization tools. Those materials help children to identify and understand the vocabulary. - The teachers repeated the vocabulary as many times it was necessary to help students learn new words. - The teachers made the class fun and the children enjoyed watching the coloring pictures and the animated videos. - The teachers were using many programs such as jamboard, slides, zoom whiteboard that helps with the learning process. The children were enthusiastic about writing on the whiteboard and using reactions to show how they felt in the class. - In both sections, visualization and repetition; children were engaged. They were paying attention and attending to the instructions that the teacher was saying. - Children's attitude was active. - Parents were helping the children to work on the platforms.

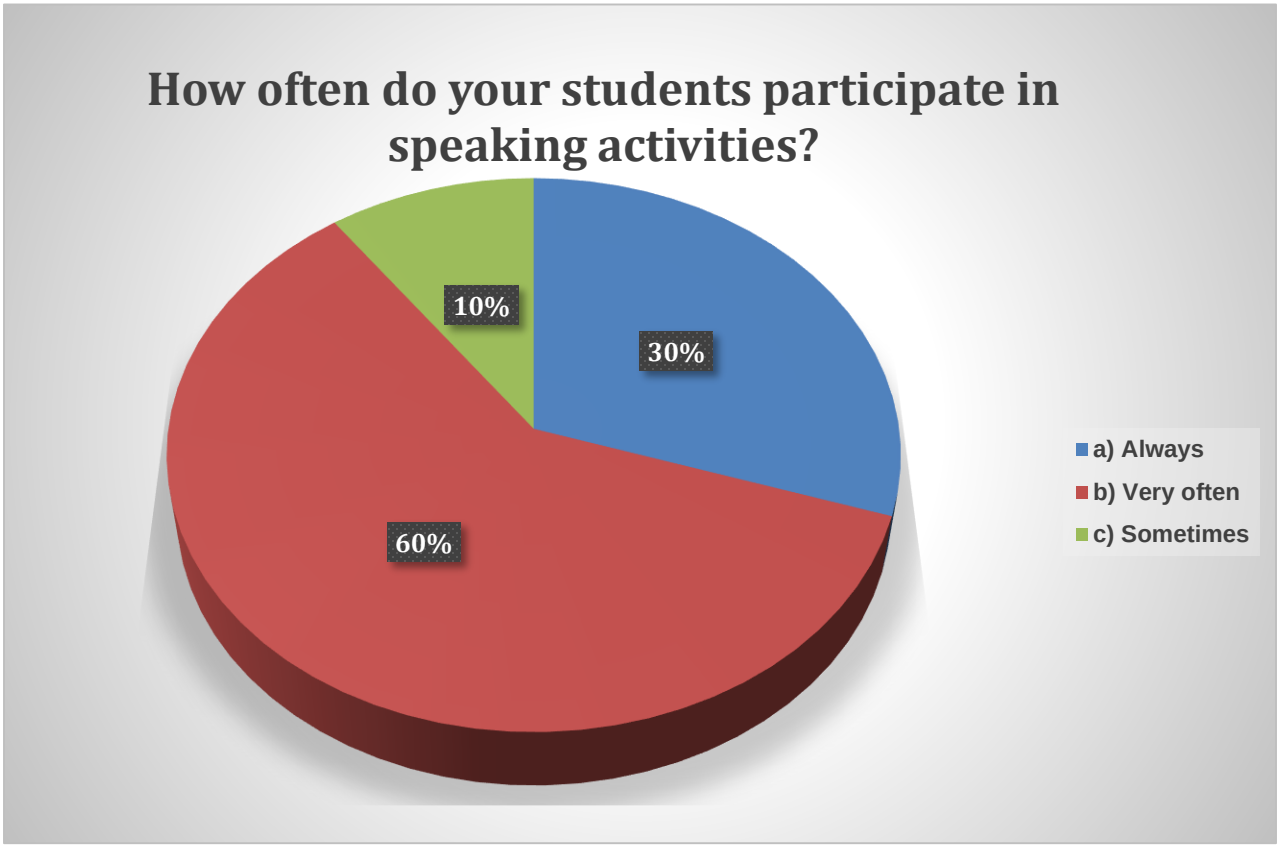
3.4 Data Processing

In this section, the following graphs show the result and the analysis in each section of the test.



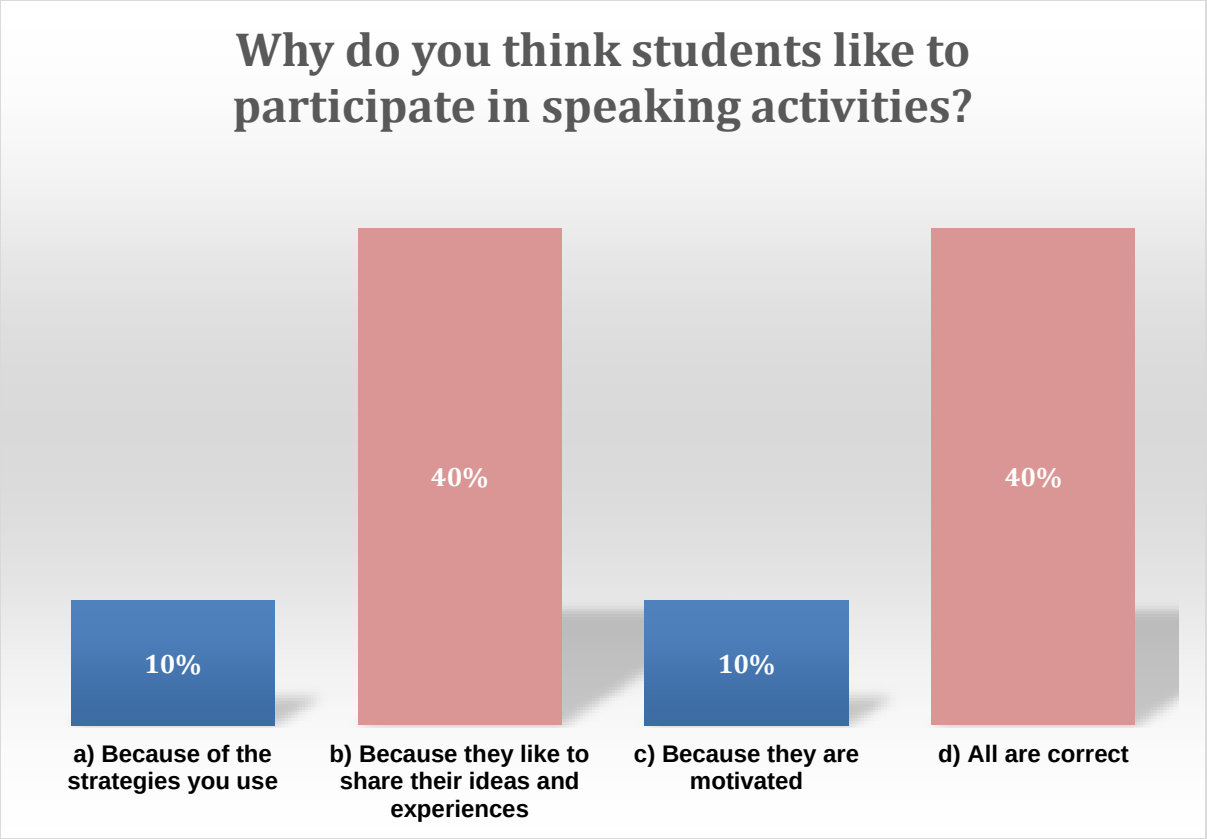
Graph 1. *Source. Teacher survey*

Graph 1 shows that 50% of respondents indicate that answers A, B, and C are important for keeping children motivated at an early age. Meanwhile, 30% of teachers indicate that motivation makes any class fun to teach and only 20% show an inclination to be the most important element in learning.



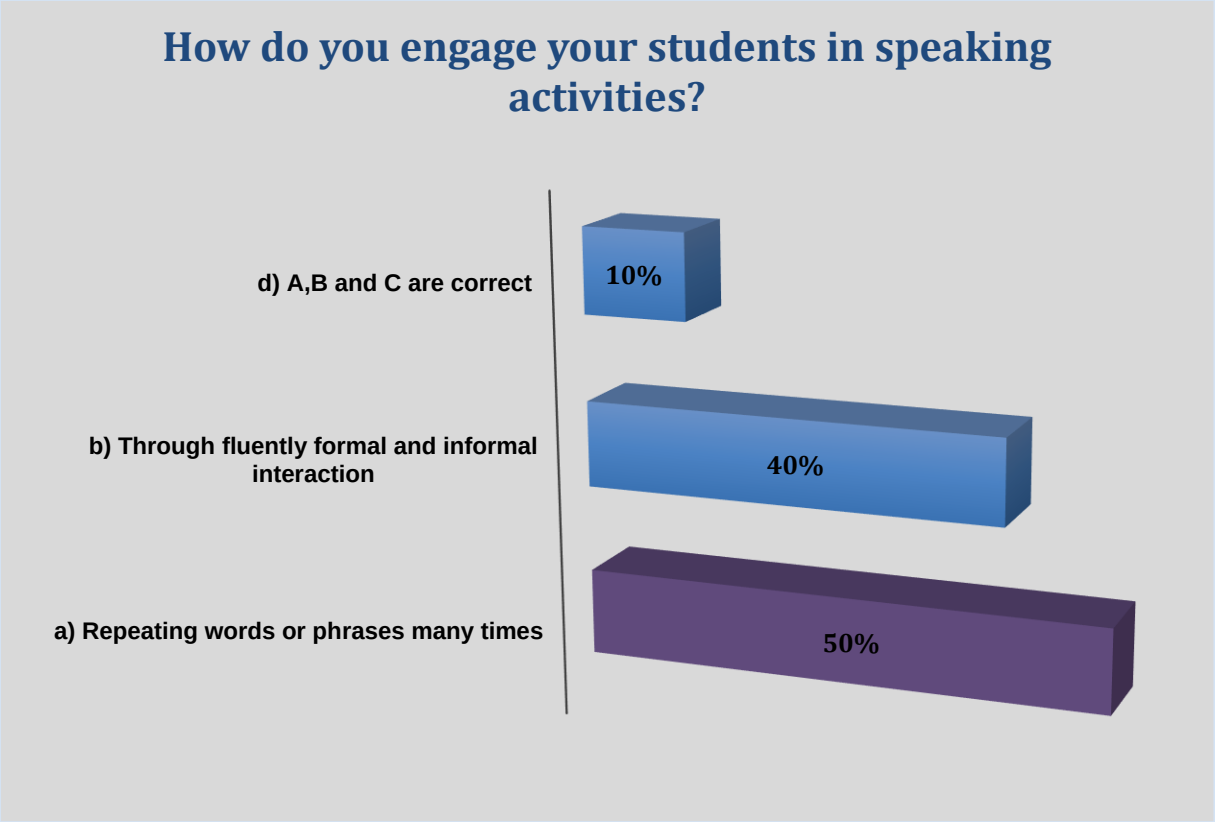
Graph 2. *Source. Teacher survey*

Graph 2 shows that 60% of their students participate very often, while 30% of the teachers indicated that the students always participate. Adding up both answers since they mean almost the same thing shows that almost 90% of their students tend to participate in the activities. And only 10% indicated that children sometimes participate.



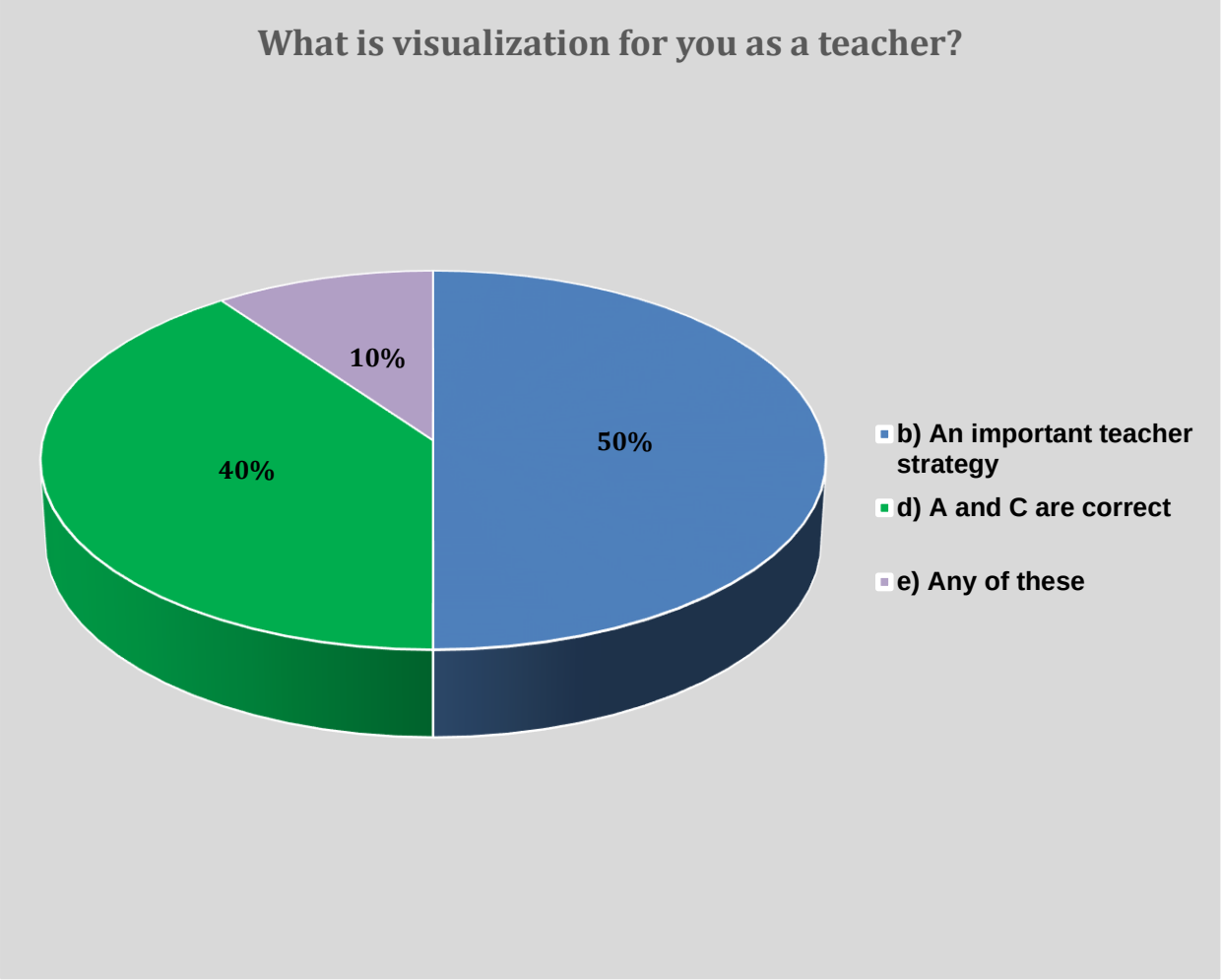
Graph 3. *Source. Teacher survey*

40% of teachers indicated that students like to participate because they like to share their ideas and experiences, and 40% indicated that answers A, B, and C were reasons why students like to participate. 10% of teachers indicated that students participate in class because of the strategies they use, while the other 10% indicated that students participate because they are motivated. (See graph 3)



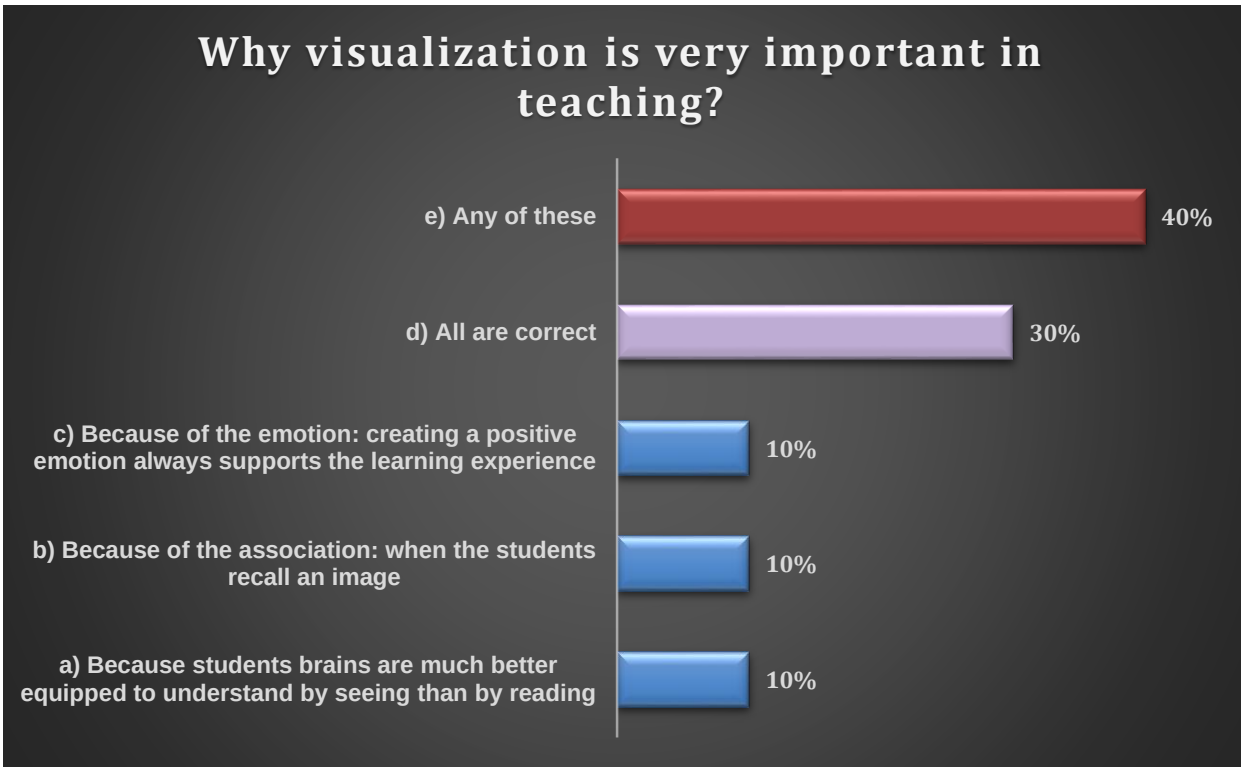
Graph 4. *Source. Teacher survey*

According to the graph, 50% of the 4 show that teachers involve their students in activities through repeating words or phrases many times, while 40% of the respondents show a preference for through fluently formal and informal interaction, and only 10% indicate that all of the above responses apply to achieve student participation.



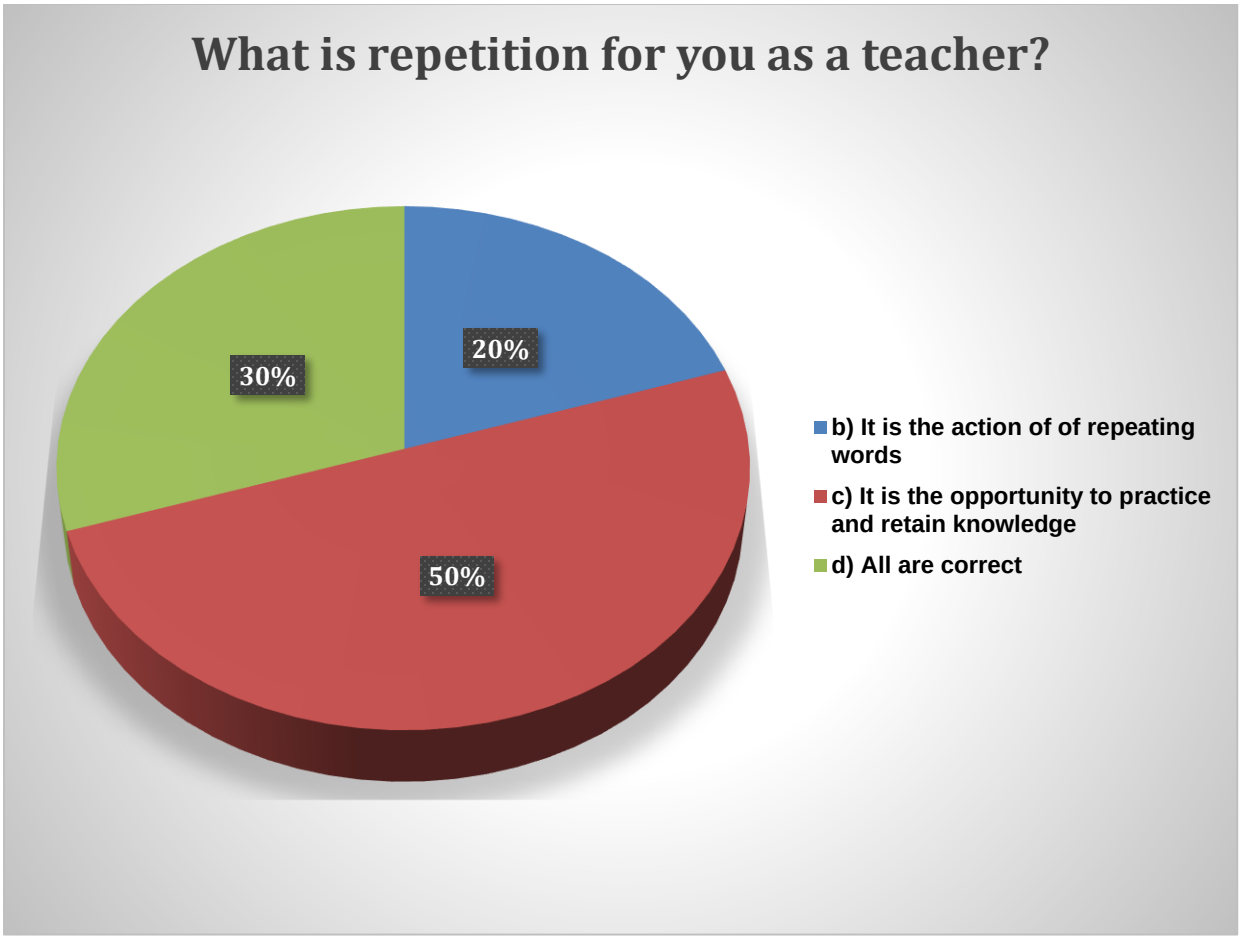
Graph 5. *Source. Teacher survey*

50% of the teachers surveyed indicated that they define visualization as an important teacher strategy, while 40% are inclined to think that the answers A and B are the right ones in the concept of visualization as teachers and only 10% believe that any of these is an adequate answer. See graph 5.



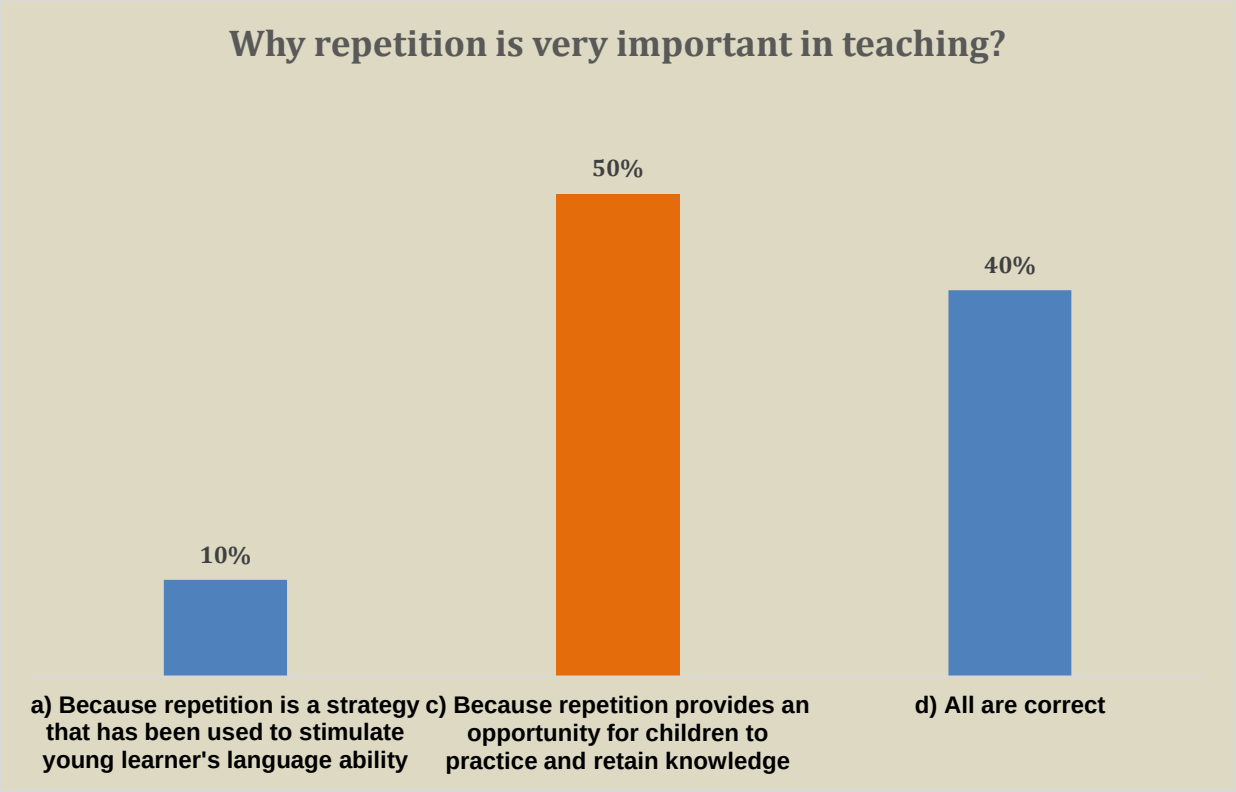
Graph 6. *Source. Teacher survey*

In the study, 40% of the implied ones indicated that none of these could choose as the answer because according to them anyone is important for the education, whereas 30% believes that all are correct is to say that as much answer A, B, and C have the sense that the visualization is important in the education of the children. Adding both results, it can be said that 70% agree with any of the other possible answers, while 10% indicated that visualization is very important in teaching because positive emotion always helps in learning. The other 10% indicated that visualization is very important because of the association, when the students recall an image, while the last 10% shows that visualization is very important because the student's brain is much better equipped to understand by seeing than by reading.



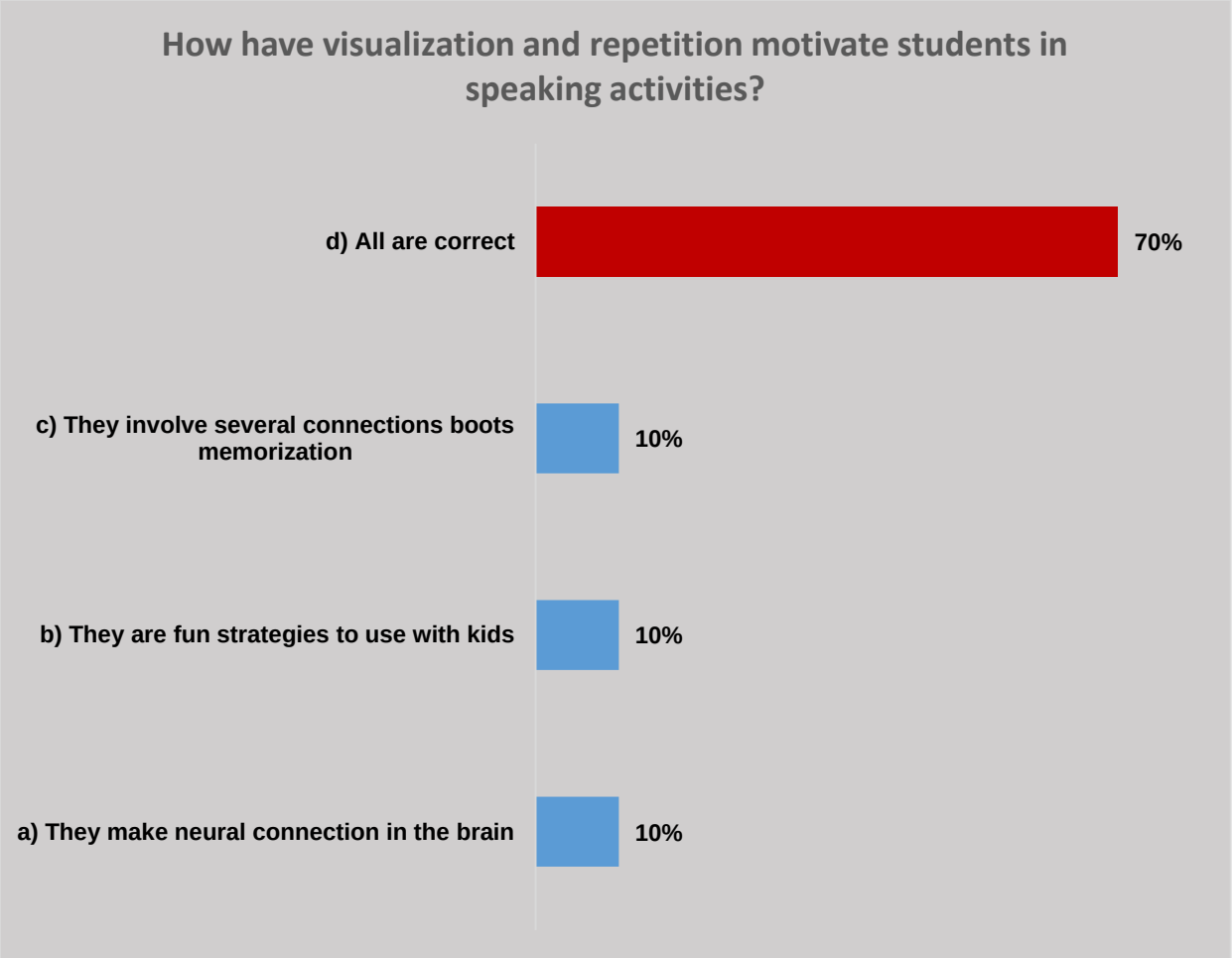
Graph 7. *Source. Teacher survey*

In graph 7 we have that 50% of the teachers involved believe that the repetition is the opportunity to practice and retain knowledge, while 30% indicated that both answers A, B and C are correct and only 20% understand by repetition as the action of repeating words.



Graph *8*. *Source. Teacher survey*

50% of teachers indicate that repetition is important in teaching children because repetition provides an opportunity for children to practice and retain knowledge, while 40% believe that all options A, B, and C are important for teaching by the repetition method. The last 10% indicated that repetition is important in teaching because it is a strategy that has been used to stimulate students in language ability.



Graph 9. *Source. Teacher survey*

We could observe that 70% of those involved in the study indicate that all the factors or possible responses have been used to motivate both visualization and repetition in the students during the conversation activities that are implemented at the time of the class, the other 10% indicated that visualization and repetition involve several connections boost memorization, the other 10% shows that visualization and repetition are fun strategies to use with kids and the last 10% shows they make a neural connection in the brain. See graph 9.

IV. Conclusions

Through our research, we focused on visualization and repetition as successful strategies to increase preschoolers' motivation to speak more in the online class. We have analyzed visualization and repetition to show the effectiveness of them in speaking activities. All of this with the purpose to help preschool teachers to provide significant knowledge for children.

The study showed that the lack of visualization and repetition strategies in online classes provokes that children stayed unmotivated, bored, and distracted during the lessons. That means that learning in children has been decreasing and teachers are not achieving the lesson plan goals with children.

We have determined that visualization encourages students' mind by getting the chance to combine senses, it creates associations between more than one element, and it generates a correlation between the picture and the information. Besides, it makes students identify shapes, colors, qualities, and forms.

However, we assess the effect of repetition in helping preschoolers to actively participate in online classes because it encourages mastery of new skills. Also, it increases confidence and reinforces existing skills.

Supported on the information obtained in the analysis result on the teachers' survey, online classes observation, and taking into account the objectives of this research, it can be concluding that the effectiveness of visualization and repetition indicates that children need these strategies to increase their participation in speaking activities. Besides, we found that teachers need to be updated with the strategies they have to apply to have a fun and enjoyable class to motivate and engage students.

V. Recommendations

After finishing the research, the following is recommended:

The ministry of education

- Should have an alternative program for unexpected situations.
- Should offer training that improve teaching strategies.
- Must provide workshops about the use of technological tools for a successful class.
- Must provide teachers didactic materials such as flashcards, posters, worksheets, and supplies to make handicrafts.

English teachers

- Should apply effective social strategies which would include online classroom interaction, increase learning motivation in oral practice.
- Teaching materials must be highly linked to speaking activities, and these, as well be enjoyable, so students can take part in choosing their best interests.
- For those teachers who work online, should take advantage of those platforms, tools, and programs that are helpful to the students' learning process.
- Should take advantage of the webinars they receive and apply them.
- Should use more technological resources in present or virtual classes to help students to assimilate any kind of content.
- Should be updated with teaching strategies in online classes.

Children's parents

- Should help their children with technological sources.
- Should maintain their children without distraction such as toys, food, etc.

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VII. Annexes

Respected judge:

You have been selected to evaluate the Instrument "Questionnaire on the Use of Metacognitive Strategies" which is part of the research: "Effect of Metacognitive Strategies on the Learning of English Grammar as a Foreign Language.

The evaluation of the instruments is of great relevance to ensure that they are valid and that the results obtained from them are used efficiently.

We appreciate your valuable collaboration.

NAMES AND SURNAMES OF THE JUDGE:

_____

ACADEMIC BACKGROUND

_____

_____

AREAS OF PROFESSIONAL EXPERIENCE

_____

_____

TIME _____

AREAS OF PROFESSIONAL EXPERIENCE

_____

_____

TIME _____

CURRENT

POSITION_____

_____

INSTITUTION _____

Objective of the research:

To analyze visualization and repetition as motivation for preschoolers to speak English in online classes.

Objective of the expert judgment:

To validate the content of this questionnaire.

Objective of the survey:

According to the following indicators qualify each of the items as appropriate.

CATEGORY	RATING	INDICATOR
COHERENCE The item has a logical relationship with the dimension or indicator you are measuring.	5. Does not meet the criterion 6. Low level 7. Moderate level 8. High level	1. The item has no logical relationship with the 2. The item has a tangential relationship with the dimension. 3. The item has a moderate relationship with the dimension you are measuring. 4. The item is completely related to the dimension you are measuring.
CLARITY Degree to which the item is written clearly and precisely, facilitating its understanding by the subjects surveyed.	5. Does not meet the criterion 6. Low level 7. Moderate level 8. High level	1. The item is not clear 2. The item requires quite a few modifications or a very large modification in the use of the words according to their meaning or by their arrangement. 3. A very specific modification of some of the item's terms is required. 4. The item is clear, has semantics and adequate syntax.
RELEVANCE Importance of the item with respect to the contribution it can provide for a better understanding of the characteristic or situation being measured.	5. Does not meet the criterion 6. Low level 7. Moderate level 8. High level	1. Does not meet the criterion. 2. The item can be removed without affecting the dimension measurement. 3. The item has some relevance, but another item may be including its measurement. 4. The item is essential or important, i.e. it must be included.
SUFFICIENCY Items belonging to the same dimension are sufficient to obtain the measurement of this dimension.	5. Does not meet the criterion 6. Low level 7. Moderate level 8. High level	1. Items are not sufficient to measure the dimension 2. The items measure some aspect of the dimension but do not correspond to the total dimension 3. Some items must be increased in order to fully evaluate the dimension. 4. The items are sufficient.

Dimension	Sources	Description	Ítems	Coherence (from 1 to 4)	Clarity (from 1 to 4)	Relevance (from 1 to 4)	Sufficiency (from 1 to 4)
Motivation	(Chuter, 2020, par.10)	Motivation is an orientation towards learning.	How important is motivation for preschoolers?				
	(Cherry, 2020, par.1)	Cognitive forces	How often do your students participate in speaking activities?				
	(Koran, 2015, par.2)	Formal and informal interaction	Why do you think students like to participate in speaking activities?				
	Alternative comment/formulation						

Teacher Strategies Survey

Dear teacher:

Based on your knowledge and experience, please answer the following questions. Your answer is individual and confidential, thank you for your cooperation and honesty.

Objective:

This survey is to get information about the strategies preschooler professors apply in online classes to motivate students in speaking activities.

Dimension	Resources	Description	Ítems	Coherence (from 1 to 4)	Clarity (from 1 to 4)	Relevance (from 1 to 4)	Sufficiency (from 1 to 4)
	(Nunan, 2018, par.1)	Speaking strategies	How do you engage your students in speaking activities?				
strategies	Visualization Par.1	Definition of visualization	What is visualization for you as a teacher? Why visualization is important in teaching?				
	(Ovcharova, 2019, pr.4)	Visualization example	How visualization works with your students?				
	Repetition par.1	Definition of repetition	What is repetition for you as a teacher? Why repetition is important in teaching?				
	Children's Learning Adventure (C.L.A, 2019)	Repetition Example	How repetition works with your students?				
	(Ovcharova, 2019, pr.4) (C.L.A, 2019)	Visualization and learning. Repetition and learning.	How have visualization and repetition motivated students in speaking activities?				
			Alternative comment/formulate				

- How important is the motivation for preschoolers?

a) It is the most important element of learning to its limits.
b) That makes any class fun to teach.
c) It pushes the brain to its limits.
d) It is important in some cases.
e) A, B, and C are correct.
f) Any of these.

- ❖ How often do your students participate in speaking activities?

a) Always.
b) Very often.
c) Sometimes.
d) Rare.
e) Any of these.

- ❖ Why do you think students like to participate in speaking activities?

a) Because of the strategies you use.
b) Because they like to share their ideas and experiences.
c) Because they are motivated.
d) All are correct.
e) Any of these.

- ❖ How do you engage your students in speaking activities?

a) Repeating words or phrases many times.
b) Through fluently formal and informal interaction.
c) Working by themselves.
d) A, B, and C are correct.
e) Any of these.

- ❖ What is the visualization for you as a teacher?

a) A simple way to teach students.
b) An important teaching strategy.

c) Pictures presentation.
d) B and C are correct.
e) Any of these.

- ❖ Why visualization is very important in teaching?

a) Because our brains are much better equipped to understand by seeing than by reading.
b) Because visualization has played a very important role in the educational process
c) Because of the association: When students recall an image.
d) Because of emotion: Creating a positive emotion always supports the learning experience.
e) All are correct.
f) Any of these.

- ❖ How visualization works in your students?

a) Students' minds get the chance to combine senses.
b) Visualization creates associations between more than one element.
c) Visualization generates a correlation between the picture and the information.
d) Visualization makes students identify shapes, colors, qualities, and forms.
e) All are correct
f) Any of these

- ❖ What is repetition for you as a teacher?

a) It is a recurrence of saying something.
b) It is the action of repeating words.
c) It is the opportunity to practice and retain knowledge.
d) All of them are correct.
e) Any of these,

- ❖ Why repetition is very important in teaching?

a) Because repetition is a strategy that has been used to stimulate young learner's language ability.

b) Because Repetition is a necessary building block of development.

c) Because repetition provides an opportunity for children to practice and retain knowledge.

d) All are correct.

e) Any of these.

- ❖ How repetition works in your students?

a) Strengthens the brain's neural processes.

b) Encourages mastery of new skills.

c) Increase confidence.

d) Reinforces existing skills.

e) All are correct.

f) Any of these.

- ❖ How have visualization and repetition motivated students in speaking activities?

a) They make a neural connection in the brain.

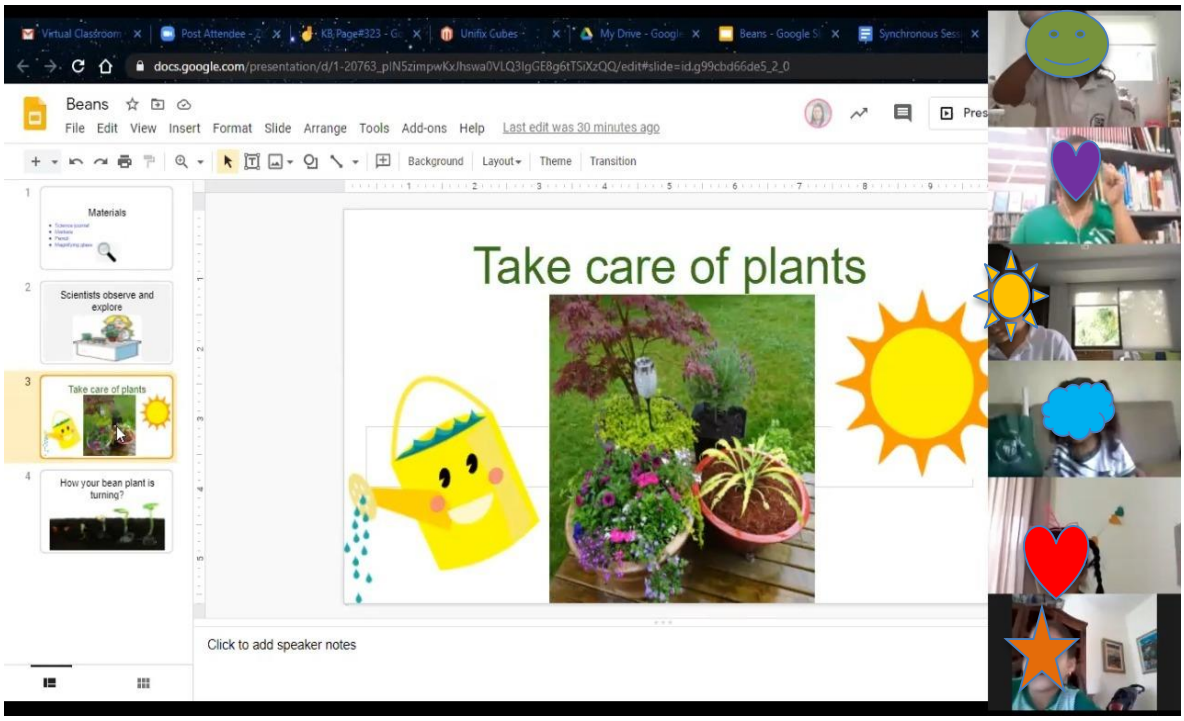
b) They are fun strategies to use with kids.

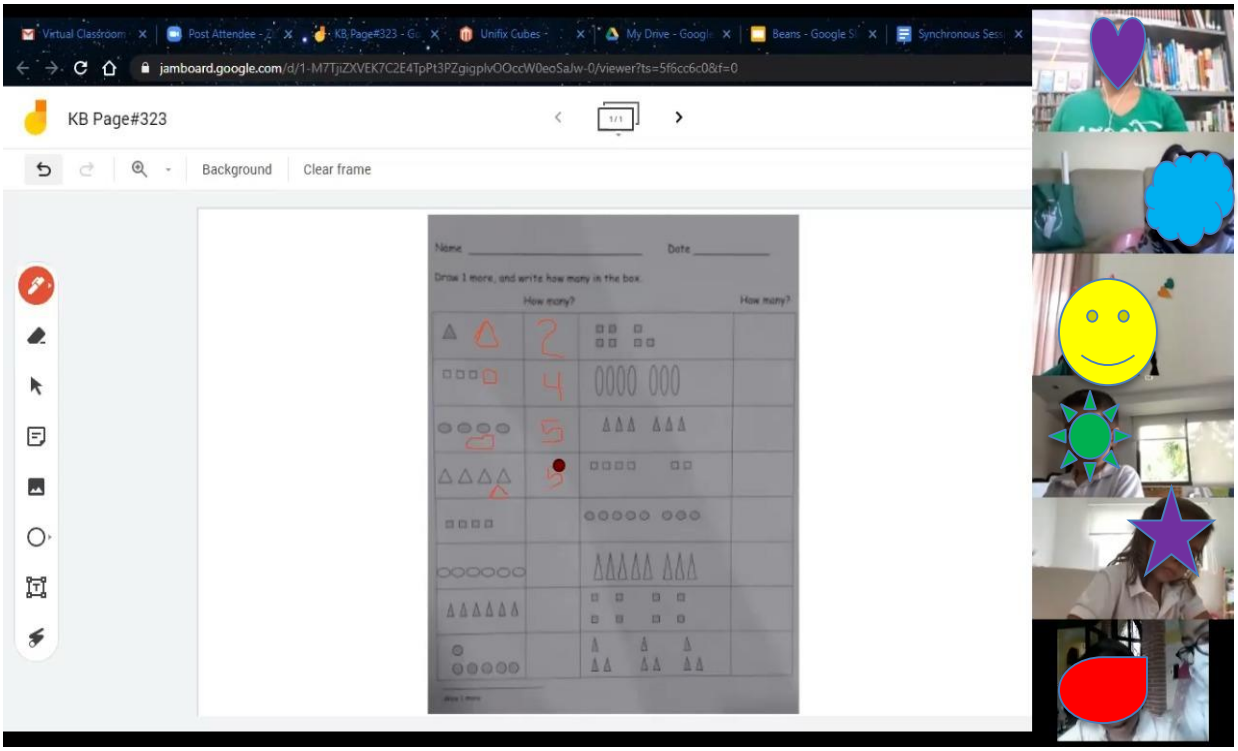
c) They involve several connections that boost memorization.

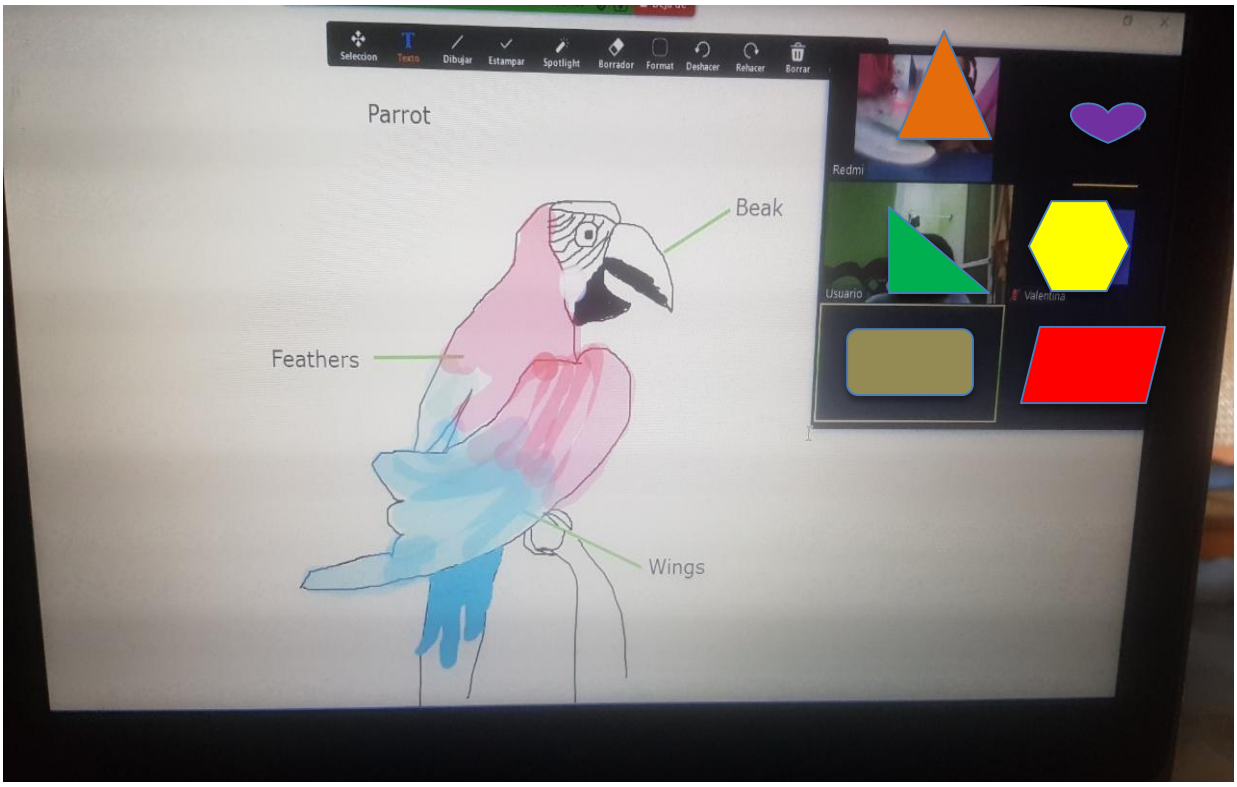
d) All of them are correct.

e) Any of these.

Online classes



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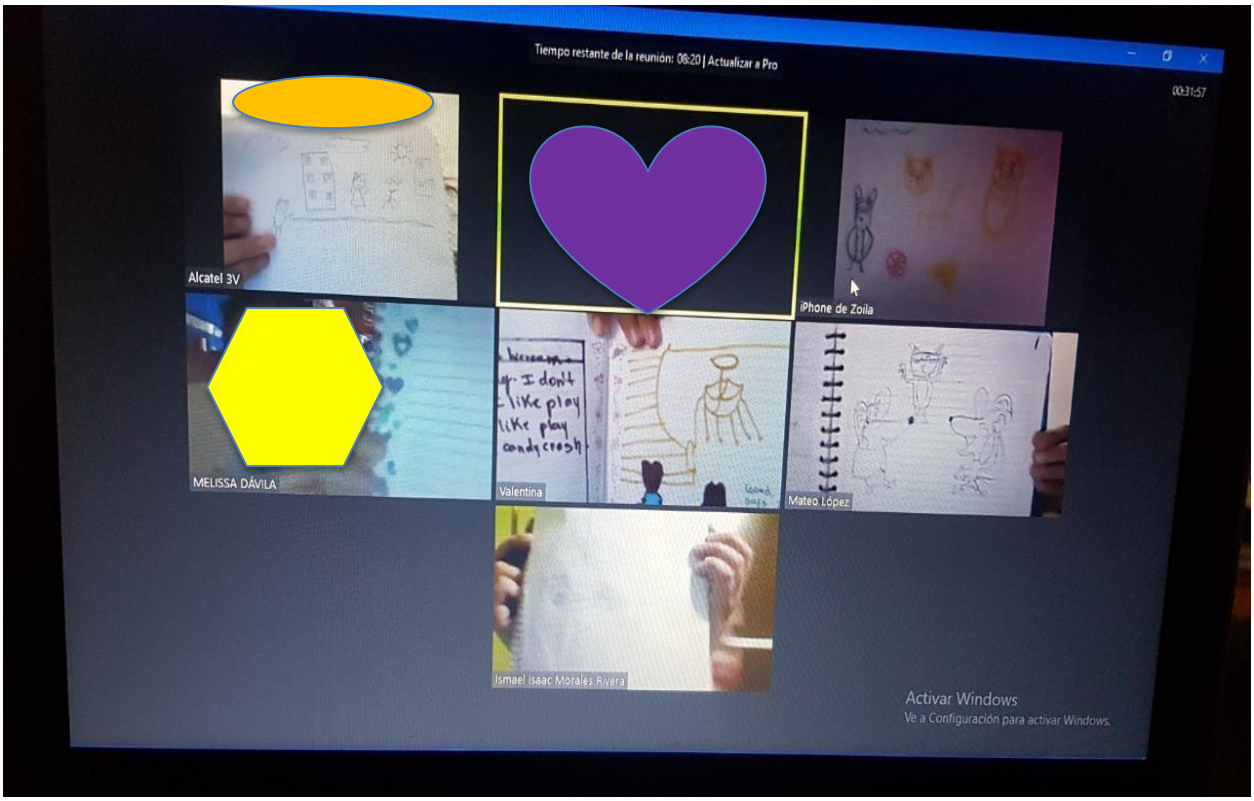
Tiempo restante de la reunión: 08:20 | Actualizar a Pro
Alcatel 3V
iPhone de Zoila
MELISSA DÁVILA
Valentina
Mateo López
Ismael Isaac Morales Rivera
Activar Windows
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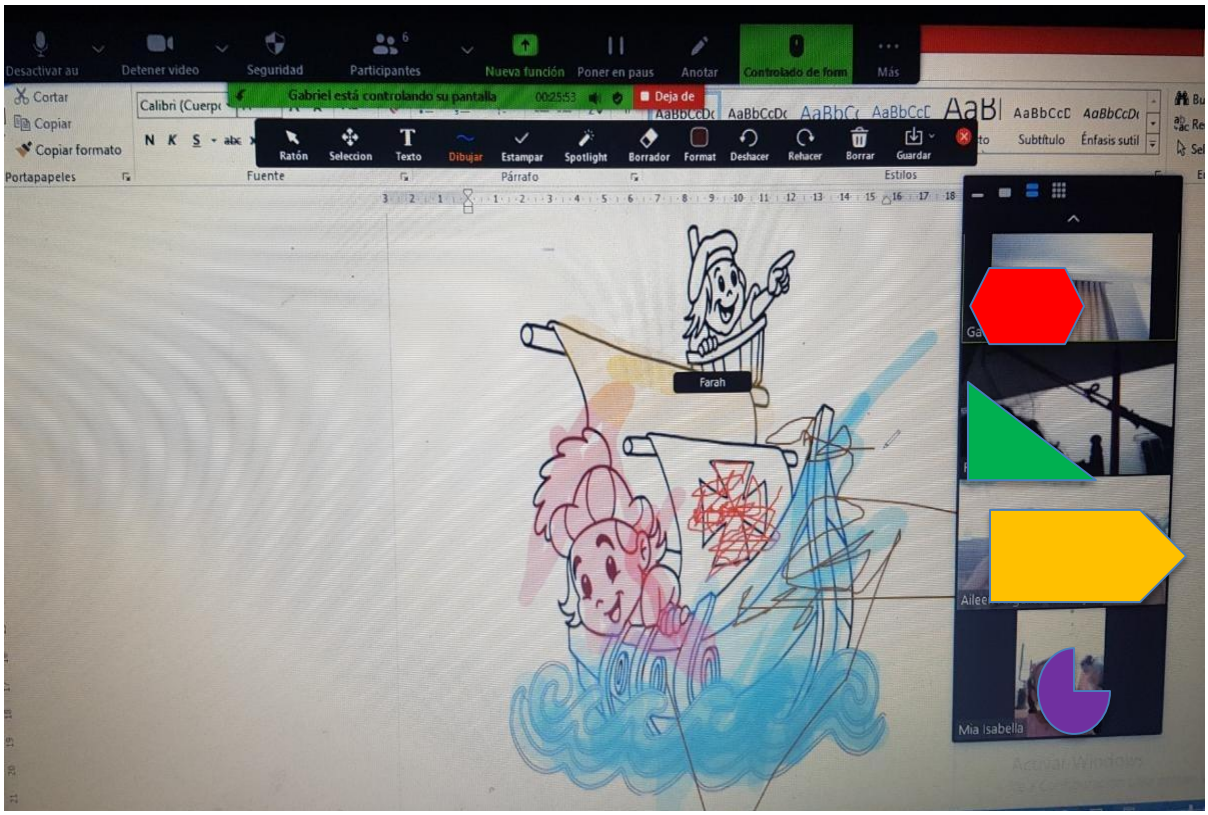
Desactivar au
Detener video
Seguridad
Participantes
Nueva función
Poner en paus
Anotar
Controlado de form
Más
Gabriel está controlando su pantalla
Deja de
Ratón
Seleccion
Texto
Dibujar
Estampar
Spotlight
Borrador
Format
Deshacer
Rehacer
Borrar
Guardar
Farah
Mia Isabella