



1859

UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE CAREER

TITLE:

“USING PICTURES TO IMPROVE VOCABULARY LEARNING IN
THE ENGLISH LANGUAGE WITH STUDENTS OF 6TH AND 7TH
YEARS OF BASIC EDUCATION AT “JOSÉ RAFAEL ARÍZAGA
VEGA” SCHOOL. ACADEMIC YEAR 2013-2014”

Thesis required for obtaining the
Bachelor's Degree in Sciences
of Education, English Language
Specialization

AUTHOR: Gina Micaela Quezada Quezada

THESIS ADVISOR: Rosa Virginia González Zúñiga, Mg. Sc.

Loja- Ecuador

2015

CERTIFICACIÓN

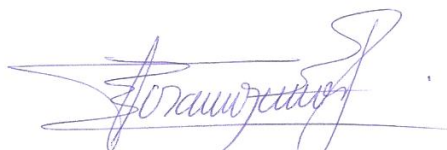
Rosa Virginia González, Mg Sc.
Profesora de la Universidad Nacional de Loja

CERTIFICA:

Que, el presente trabajo de investigación titulado **“USO DE IMÁGENES PARA MEJORAR EL APRENDIZAJE DE VOCABULARIO EN EL IDIOMA INGLÉS CON ESTUDIANTES DE 6^{TO} Y 7^{MO} AÑO DE EDUCACIÓN BÁSICA EN LA ESCUELA “JOSÉ RAFAEL ARÍZAGA VEGA”. AÑO ACADÉMICO 2013-2014”**, es de responsabilidad de la egresada: Gina Micaela Quezada Quezada.

Certifica además, que éste ha sido revisado y analizado completamente: por lo tanto, la directora autoriza su presentación para los fines legales pertinentes.

Julio del 2015, Loja, Ecuador,



Rosa Virginia González, Mg. Sc
DIRECTORA DE TESIS

CERTIFICATION

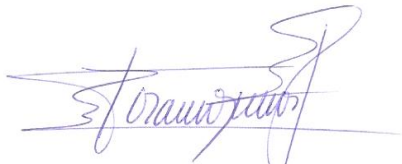
Rosa Virginia González Z, Mg. Sc
Professor of the Universidad Nacional de Loja

CERTIFIES:

That the present research work entitled “**USING PICTURES TO IMPROVE VOCABULARY LEARNING IN THE ENGLISH LANGUAGE WITH STUDENTS OF 6TH AND 7TH YEARS OF BASIC EDUCATION AT “JOSÉ RAFAEL ARÍZAGA VEGA” SCHOOL.ACADEMIC YEAR 2013-2014**”, is the responsibility of the undergraduate student: Gina Micaela Quezada Quezada.

In addition, it has been thoroughly revised and fully analyzed; therefore, the advisor authorizes its presentation for the pertinent legal aims.

July , 2015, Loja, Ecuador

A handwritten signature in blue ink, appearing to read 'Rosa Virginia González Z', is written over a horizontal line.

Rosa Virginia González Z, Mg. Sc.
THESIS ADVISOR

AUTORÍA

Yo, Gina Micaela Quezada Quezada declaro ser autora del presente trabajo de tesis y eximo expresarme a la Universidad Nacional de Loja y a sus representantes jurídicos de posibles reclamos o acciones legales, por el contenido de la misma.

Adicionalmente acepto y autorizo a la Universidad Nacional de Loja la publicación de mi tesis en el Repositorio Institucional- Biblioteca Virtual.

Autor: Gina Micaela Quezada Quezada

Firma:


Número de cédula: 1900813740

Fecha: 28 de Julio de 2015

**CARTA DE AUTORIZACIÓN DE TESIS POR PARTE DEL AUTOR,
PARA LA CONSULTA, REPRODUCCIÓN PARCIAL O TOTAL, Y
PUBLICACIÓN ELECTRÓNICA DEL TEXO COMPLETO.**

Yo, Gina Micaela Quezada Quezada declaro ser autora de la tesis titulada: **"USING PICTURES TO IMPROVE VOCABULARY LEARNING IN THE ENGLISH LANGUAGE WITH STUDENTS OF 6TH AND 7TH YEARS OF BASIC EDUCATION AT "JOSÉ RAFAEL ARÍZAGA VEGA" SCHOOL.ACADEMIC YEAR 2013-2014"**; como requisito para obtener el grado de: Licenciada en Ciencias de la Educación, mención: Idioma Inglés; autorizo al Sistema Bibliotecario de la Universidad Nacional de Loja para que con fines académicos, muestre al mundo la producción de la Universidad, a través de la visibilidad de su contenido de la siguiente manera en el Repositorio Digital Institucional (RDI):

Los usuarios pueden consultar el contenido de este trabajo en el RDI, en las redes de información del país y del exterior, con las cuales tenga convenio la Universidad.

Para constancia de esta autorización, en la ciudad de Loja, a los 28 días del mes de Julio de dos mil quince, firma el autor.

Firma:



Autor: Gina Micaela Quezada Quezada
Cédula: 1900813740
Dirección: San José Bajo
Correo electrónico: ginita93@outlook.com

DATOS COMPLEMENTARIOS

Directora de tesis: Rosa Virginia González Zúñiga.Mg. Sc.

TRIBUNAL DE GRADO

PRESIDENTA: Dra. Mg. Carmen Enith Dávila Vega

PRIMER VOCAL: Dra. Mg. María Lorena Muños Vallejo

SEGUNDO VOCAL: Lcda. Mg. María Augusta Reyes Vélez

ACKNOWLEDGEMENTS

I want to give our thanks first to Universidad Nacional de Loja for offering me the opportunity to study and obtain the degree as English Language Teacher.

Next, to the English Language Career and its authorities and teachers, who shared their knowledge which helped me in my professional formation during these years.

Besides, to Amelia González principal of “José Rafael Arízaga Vega” school, who gave me the opportunity to apply my thesis work in that institution.

Finally, to Rosa Virginia González Mg. Sc. who has given me all her support needed as my thesis advisor to finish this research work.

THE AUTHOR

DEDICATION

Firstly, I want to dedicate this work to God who allowed me to live and enjoy all the beautiful things he created. I also dedicate this work to my family, especially to my mother, who has given me their unconditional support to fulfill one of the wished goals in my life.

GINA MICAELA

MATRIZ DE ÁMBITO GEOGRÁFICO

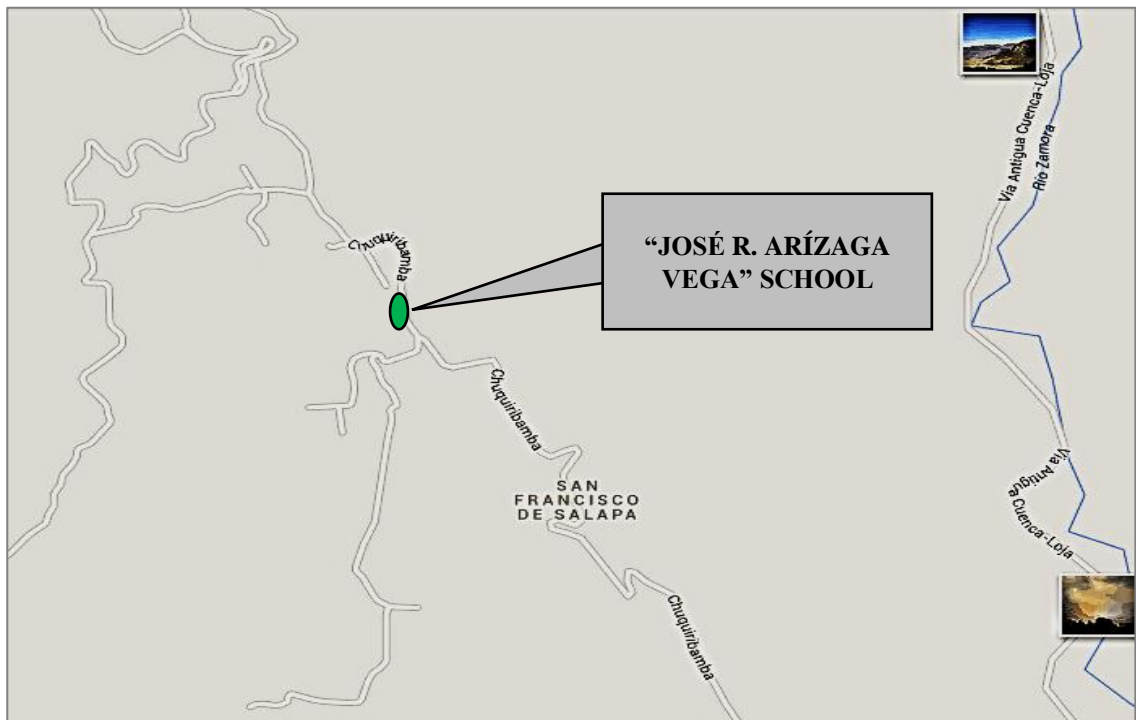
ÁMBITO GEOGRÁFICO DE LA INVESTIGACIÓN											
BIBLIOTECA:ÁREADE LAEDUCACIÓN,ELARTEYLACOMUNICACIÓN											
Tipo de documento	Autor y Título de la tesis	Fuente	Fecha/año	Ámbito geográfico						Otras desagregaciones	Notas observaciones
				Nacional	Regional	Provincial	Cantonal	Parroquial	Barrios comunidad		
TESIS	“USING PICTURES TO IMPROVE VOCABULARY LEARNING IN THE ENGLISH LANGUAGE WITH STUDENTS OF 6 TH AND 7 TH YEARS OF BASIC EDUCATION AT “JOSÉ RAFAEL ARÍZAGA VEGA” SCHOOL. ACADEMIC YEAR 2013-2014”	UNL	2015	Ecuador	Zona 7	Loja	Loja	El Valle	Zalapa Alto	CD	Licenciada en Ciencias de la Educación, mención Idioma Inglés

MAPA GEOGRÁFICO Y CROQUIS



Loja, Mapa División Política (2014).mapa Ecuador.net

CROQUIS



Ubicación de la Escuela "José Rafael Arízaga Vega".(2014).google.com

THESIS SCHEME

- ii Cover Page
- ii Certification
- iii Autoría
- iv Carta de Autorización
- v Acknowledgement
- vi Dedication
- vii Ámbito Geográfico de la Investigación
- viii Mapa Geográfico y Croquis
- ix Thesis Scheme

- a. TITLE
- b. RESUMEN/ ABSTRACT
- c. INTRODUCTION
- d. LITERATUREREVIEW
- e. MATERIALSAND METHODS
- f. RESULTS
- g. DISCUSSION
- h. CONCLUSIONS
- i. RECOMMENDATIONS
- j. BIBLIOGRAPHY
- k. ANNEXES

a. TITLE

**“USING PICTURES TO IMPROVE VOCABULARY
LEARNING IN THE ENGLISH LANGUAGE WITH STUDENTS
OF 6TH AND 7TH YEARS OF BASIC EDUCATION AT “JOSÉ
RAFAEL ARÍZAGA VEGA” SCHOOL. ACADEMIC YEAR
2013-2014”**

b. RESUMEN

El propósito de esta investigación acción fue el uso de imágenes en el mejoramiento del aprendizaje de vocabulario con 13 estudiantes de sexto y séptimo año en la escuela "José Rafael Arízaga Vega". Para mejorar el aprendizaje de vocabulario se implementó una intervención de doce sesiones. Para medir el progreso de los alumnos en los 5 parámetros que el proceso de aprendizaje de vocabulario implica, se utilizó una prueba hecha por el investigador. También se usaron guías de observación para confirmar la evolución en el aprendizaje de los estudiantes. Los resultados del post-test mostraron un avance importante en el aprendizaje del vocabulario mediante imágenes. Se puede concluir que el progreso en el aprendizaje de los estudiantes en relación al vocabulario fue significativo. Una recomendación para los futuros profesores es incluir con frecuencia el uso de imágenes en sus clases y seguir el proceso lógico de la enseñanza para consolidar el aprendizaje.

ABSTRACT

The purpose of this action research study was focused on the use of pictures in the improvement of vocabulary learning with 13 sixth and seventh year students at “José Rafael Arízaga Vega” school. A twelve-session intervention plan was carried out to improve the vocabulary learning. A researcher-made test was used to measure the students’ advancement in the 5 parameters that vocabulary learning process implies. Observation guides were also utilized to confirm the students’ learning growth. The results of the posttest revealed important progress in vocabulary learning using pictures. Based on these results, it might be concluded that the evolution in the students’ learning concerning vocabulary was significant. A recommendation for future teachers is to include the use of pictures frequently in their classes and to follow the logical process of teaching to consolidate learning.

c. INTRODUCTION

This research work deals with a contemporary issue of importance that is the teaching of vocabulary using pictures. Perhaps a little neglected in the past, vocabulary teaching is today a hot topic for many teachers; they have realized that without the cornerstone of a well-functioning mental lexicon, no student can possibly engage in meaningful active communication.

The researcher chose the topic "*Using Pictures to Improve Vocabulary Learning in the English Language*" as the subject matter of this study after previous observations to the participants during the pre-proposal stage in the teaching practices. It was found that the most critical problems into the English language learning were the lack of vocabulary, motivation to learn it and the difficulty to retain information. Some inferences stated from this study are that the target population belonged to a public school located in a rural area where the English subject was not within the curriculum and therefore they did not have a regular English teacher being the UNL teacher students the only source of foreign language input.

The specific objectives that guided to the researcher along the research process on how to improve vocabulary learning in students were the following:

1. To examine the theoretical references about pictures as a strategy to enhance the vocabulary learning in the English Language Learning
2. To identify the negative issues that limits the vocabulary learning in the English Language
3. To select the appropriate pictures to enrich the vocabulary learning in the English Language
4. To implement the selected pictures as a part of the classroom activities in order to improve the limitations in the vocabulary learning in the English Language
5. To appreciate about the effectiveness those pictures had on the vocabulary learning in the English Language

The current study was carried out with a sample of 13 students at José Rafael Arízaga Vega school. Also, it was created an intervention plan developed in 12 workshops. It involved some data collection instruments such as: a pre and post-test, a student observation guide and field diary. A worksheet was applied at the end of each intervention to assess students' learning. All the intervention process was carried out according to

students' interests and needs, and following the logical process of teaching: presentation, practice and assessment.

This research work is organized in different sections:

The **Literature Review** section describes the variables: “*Pictures and Vocabulary Learning*” which are supported by different authors, among them: Wilkins (1972:111-112) who points out the critical role of vocabulary in learning stating that “while without grammar very little can be conveyed, without vocabulary *nothing* can be conveyed”. The **Materials and methods** section describes the design of the investigation, action research. The **Results** section deals with findings of the research which are carefully detailed. These findings are displayed in tables and figures with the corresponding logical analysis. The **Discussion** section describes the major findings of the research which are presented to demonstrate the effectiveness of the strategy in the vocabulary learning. The last section, **Conclusions and Recommendations** answers all the research questions and some suggestions concerning learning and action research are stated to teachers, authorities of the institution and future researchers.

d. LITERATURE REVIEW

VOCABULARY LEARNING

Vocabulary is the knowledge of words and word meanings. As Steven (2005: 52) Stahl puts it, "Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world." Vocabulary knowledge is not something that can ever be fully mastered; it is something that expands and deepens over the course of a lifetime. Instruction in vocabulary involves far more than looking up words in a dictionary and using the words in a sentence. Vocabulary is acquired incidentally through indirect exposure to words and intentionally through explicit instruction in specific words and word-learning strategies.

According to Webster's Ninth Collegiate Dictionary (1978), Vocabulary is:

- ❖ A list of words and phrases usually alphabetically arranged and explained or defined.

- ❖ A sum or stock of words employed by a language group individual or work or in a field of knowledge.

- ❖ A list or collection of terms or codes available for use.

Hatch and Brown (1995) define vocabulary as a list or set of words for a particular language or a list or set of word that individual speaker of language might use.

Roget (1980) adds other important element to the definition of vocabulary that is: Specialized expression indigenous to a particular fields, subject, trade or subculture

➤ **Importance of vocabulary in the English language learning**

Vocabulary is central to English language learning because without sufficient vocabulary students cannot understand others or express their own ideas. Wilkins (1972:111-112) wrote that “while without grammar very little can be conveyed, without vocabulary *nothing* can be conveyed”. This point reflects the importance of vocabulary because even without grammar, but with some useful words and expressions, it is possible to communicate. Lewis (1993:89) went further to argue, “Lexis is the core or heart of language”. Particularly as students develop greater fluency and expression in English; it is significant for them to acquire more productive vocabulary knowledge and to develop their own personal vocabulary learning strategies.

Furthermore, students often instinctively recognize the importance of vocabulary to their language learning. As Schmitt (2010:4) noted, "Learners carry around dictionaries and not grammar books". The students' vocabulary learning helps and gives them more opportunities to understand and communicate with others in English. (TESOL)

➤ **Types of vocabulary**

According to Aebbersold & Field (1997), there are some types of vocabulary; however, they have defined two of them as the most relevant into vocabulary learning.

✓ Active Vocabulary refers to items the learner can use appropriately in speaking or writing and it is also called productive vocabulary, although, it's more difficult to put into practice.

It means that to use the productive vocabulary, the students are supposed to know how to pronounce it well, they must know and be able to use grammar of the language target, they are also hoped to be familiar with collocation and understand the connotation meaning of the words. This type is often used in speaking and writing skill.

✓ Passive Vocabulary refers to a language items that can be recognized and understood in the context of reading or listening and also called as receptive vocabulary. Passive Vocabulary or comprehension consists of the words comprehended by the people, when they read and listen. (ko, 2011)

TEACHING VOCABULARY IN FOREIGN LANGUAGE LEARNING

➤ Approaches and techniques to vocabulary teaching

There are a lot of approaches and techniques to vocabulary teaching; however, just two traditional approaches have been considered as the most common ways to convey new vocabulary items.

a) Teacher-centered

This approach is divided into three main types: visual techniques, verbal techniques and translation.

- **Visual techniques**

In teaching the meaning of words, especially at the elementary stage, we should try to establish a link between the word and the meaning by

using one of the following means or techniques depending on the word to be taught:

- a) Realia, i.e. objects in the class, including the SS themselves, and other brought to class;
- b) Pictures, photos, BB drawings, flashcards, slides, wall charts, transparencies, etc.
- c) Mime, gestures, actions, facial expressions, ...

Of course, not all vocabulary can be presented in this way. According to Doff (1998) should only be presented visually if it can be done quickly, easily and clearly. However, for suitable vocabulary, it is a very effective method: it is directing, interesting and makes an impression on the class.

- **Verbal techniques**

There are certainly other techniques which can be used to present vocabulary which are as follows:

- a) by giving examples of the type, e.g. to illustrate the meaning of super-ordinates

b) by using illustrative situations, to explain abstract words, for instance: through definitions, with synonyms/opposites, by using scales for gradable items

- **Translation**

Used sensibly, translation can be a useful way to convey meaning as:

- It saves times
- It allow us to check correct comprehension, if necessary (e.g. in the case of false friends)

On the whole, however, translation of vocabulary into the mother tongue should be kept into tight control. From the lower intermediate stages on wars it is better to resort to other techniques (e.g. a simple explanation in the target language). Apart of giving the student extra exposure to the target language (as students rarely listen so intently as when they are learning new words), this technique has another benefit: if on a future occasion he cannot remember the target item, he can always give an explanation or a synonym, a technique that is in fact often used by native speakers of the language. The problem with students who have been taught through translation techniques is that they often give up if the

exact lexeme does not come to mind, while those who are accustomed to operating in the target language will often fall back on some type of alternative communicative strategy (Wallace 1988).

Of course, it is also possible to use a combination of the techniques mentioned above.

b) Student-centered learning

Student-centred learning can also take place in different ways such as by allowing them to ask other students in the classroom, by using a dictionary or through contextual guesswork.

As regards the proper and efficient use of a dictionary, it is something that students certainly ought to be trained in, if only as a way of helping the student to be independent of the teacher and the classroom. On the other hand, many of the students' errors derive from its wrong usage.

Nevertheless, recourse to the dictionary should not be typical of every reading session as:

- It may encourage the tendency to concentrate on individual words rather than on overall meaning.

- The learner may not attempt to use the context to decode meaning, and over-frequent use of the dictionary slows up the flow of reading, and makes the passage more boring to read and perhaps even more difficult to understand since concentration is interrupted (Wallace 1988).

We may also choose to teach vocabulary within a written context, especially at intermediate and advanced levels. If we are thinking about a comprehension lesson the teacher should make sure that the SS have at least a general understanding of the passage. The usual procedure would be to ask questions to establish the general sense of the passage first and then continue with more specific questions about the meanings of pieces of the text and individual words.

This technique is probably the most efficient in the long run. As the teacher will only be able to teach the student a small percentage of the words that he or she later need, it seems to be a good idea to promote extensive reading so that the SS's vocabulary can grow naturally, and to spend some time on showing SS what Nutall (1988:66) calls "word-attack skills". Through these it is possible:

- To infer meaning from context in the same way native speakers or competent speakers of foreign language learning do.

- To show SS that many words can just be ignored, probably the first and most basic word-attack skill and the difficult one to accept.

Students must be taught to use sentence structure to establish the grammatical category of the new item, word structure to find out the type of word it is and its meaning, as well as contextual, logical and cultural clues to discover the meaning (Grellet 1990). And the FL readers certainly do require specific training in using this skill for different reasons:

- Because L2 readers have less exposure to the language than L1 readers and, therefore, have to make more conscious effort to learn words (Nuttall 1998).
- Because most SS are not aware that it is possible to understand new words without being told what they mean (Bright & McGregor 1970).
- Because we need to encourage the students to adopt a positive attitude towards new lexical items instead of the negative one instinctively adopted.(Lopez, 2011)

❖ **Stages in teaching vocabulary**

According to the process concerning to vocabulary teaching/learning, it is divided into 3 stages that are integrated for a set of ideas, activities and steps that ensure the success of every single vocabulary class.

Presentation

Setting up a context, which is relevant to learners' interest and age, builds on or incorporates learners' experience.

1. Elicitation of the target vocabulary item (i.e. trying to get the target item from the learners first) in order to enhance their involvement as well as to help them fit the new item in their existing vocabulary knowledge.
2. Choral and/or individual repetition (this may be optional at higher levels) in order to standardize pronunciation.
3. Consolidation / concept check questions, which are aimed to check whether meaning has been properly understood and to provide further meaningful opportunities for learners to use the item in context.

4. Board record for later reference.

Practice

Having used any of the vocabulary presentations techniques in class, it is not a guarantee that learners have learned the new items. For this reason, the teacher should remember that in a vocabulary presentation lesson, the teacher should provide meaningful controlled practice for learners so that they could recognize, manipulate and use the new vocabulary items.

Vocabulary practice should be regular, carefully planned and should not involve too many words at one time. Many simple vocabulary practice activities are based around the following ideas:

- Discussions, communicative activities and role-play requiring use of the words
- making use of the vocabulary in written tasks.
- matching pictures to words
- matching parts of words to other parts, e.g. beginnings and endings

- matching words to other words, e.g. collocations, synonyms, opposites, sets of related words, etc.
- using prefixes and suffixes to build new words from given words
- classifying items into lists
- using given words to complete a specific task
- filling in crosswords, grids or diagrams
- filling in gaps in sentences
- memory games

Revision

The importance of recycling previously presented vocabulary is obvious. Revision activities can easily be incorporated into the lesson by way of five-minute activities or warmers. These activities can successfully aid students' recall of the new words and develop their retrieval systems.

Some of activities that can be used are: listing or categorizing items,

vocabulary quizzes, noughts and crosses, brainstorming round an idea, guessing games, etc.(indonesia-blogspot, 2010)

❖ **Practical recommendations for vocabulary teaching**

Apart from the above mentioned recommendations concerning vocabulary teaching, I would like to add more observations that can enhance the success of vocabulary learning.

- Give your students a few vocabulary items. Tell them to find their meaning, pronunciation and ask them to write a sample sentence with the word in.
- Prepare worksheets and ask your students to match words to definitions.
- Ask students to classify a group of words into different categories (so-called semantic fields).
- Ask students to find new vocabulary from reading their homework. They can teach each other in the class.
- Review the vocabulary you teach through a game or activity and

encourage your students to do the same at home.

- Encourage autonomy in your learners. Tell them to read, watch films,
- Listen to songs, etc. and point out useful words.
- It is a good idea to teach/learn words with similar meanings together, but only in case of more advanced students.
- Encourage your students to buy a good dictionary and use class time to highlight its benefits.
- Teach your students grammatical names for the parts of speech and the phonemic script of words.
- Always keep a good dictionary by your side in case a student asks a word you are not sure about.
- If you have never heard of the word, tell the student you will check and get back to them. Do get back to them.

NEGATIVE ISSUES THAT LIMIT THE DEVELOPMENT OF VOCABULARY LEARNING

❖ Difficulties in vocabulary learning

There are different things that can go wrong in learning vocabulary. Probably the most basic type of problem is the inability to retrieve vocabulary that has been taught. In this situation either communication breaks down altogether or else the student has to convey the message in a different way by drawing on his strategic competence.

The use of vocabulary inappropriate to a given situation is another fault. Thus, for instance, “right/left” are usually acceptable ways of indicating direction, although not on a ship, where “starboard/port” is more appropriate.

Another common error is the use of vocabulary at the wrong level of formality, e.g. “Be seated, ladies and gentleman” vs “Sit”: or possessing the wrong kind of vocabulary for one’s needs, e.g. academic instead of conversational English.

Further problems may be using vocabulary in an unidiomatic way or even in a meaningless way (“verbalism”), or the use of an incorrect

grammatical form, spelling or pronunciation as well as the improper use of a dictionary, the source of numerous mistakes.

It is clear then that learning vocabulary is something more than just memorizing lists of words.

From the problems described above, some of them were found in the students who will participate in the present research work; for instance, they did not remember what the teacher teaches them. They use vocabulary in an inappropriate way and use the incorrect grammatical form; spelling and pronunciation of words which are the principal limitations to learn English as a foreign language. (Lopez, 2011)

PICTURES TO IMPROVE VOCABULARY LEARNING IN THE ENGLISH LANGUAGE

Of the different resources to teach vocabulary, pictures have been chosen as the most suitable resource because it helps to solve or improve the found difficulties in the vocabulary learning acquisition. It has been proved that the benefits of these are really satisfactory, so that, these are very helpful for helping students to practice and remember and also increase their motivation.

Jean L. Mcknchnie (1980) defines picture in Webster dictionary that Picture is an image, or likeness of an object, person, or scene produce on a flat surface, especially by painting, drawing or photography.

Meanwhile according to Andrew Wright (1989), Picture is not just an aspect of method but through its representation of place, object, and people, it is essential part of the overall experiences.

Vernon S Gerlach stated:

Pictures are a two dimension visual representation of person, places, or things. Photograph prints are most common, but sketches, cartoons, murals, cut outs, charts, graphs and maps are widely used. A picture may not only be worth a thousand words it is may also be worth a thousand years or a thousand miles.

Through pictures, learner can see people, place and things from areas for outside their own picture can also represent image from ancient times or portray the future. (Gerlach & Donald , 1980)

❖ **Importance of pictures**

As Hill (1990) pointed out, “the standard classroom” is usually not a very suitable environment for learning languages. That is why teachers

search for various aids and stimuli to improve this situation. Pictures are one of these valuable aids. They bring “images of reality into the unnatural world of the language classroom.”

Pictures bring not only images of reality, but can also function as a fun element in the class. Sometimes it is surprising, how pictures may change a lesson, even if only employed in additional exercises or just to create the atmosphere.

Pictures meet with a wide range of use not only in acquiring vocabulary, but also in many other aspects of foreign language teaching. (Wright A. , 1990) Demonstrated this fact on an example, where he used one compiled picture and illustrated the possibility of use in five very different language areas. His example shows employing pictures in teaching structure, vocabulary, functions, situations and all four skills. Furthermore he pointed out that “potential of pictures is so great that only a taste of their full potential can be given” in his book. To be more specific, beside lessons where pictures are the main focus, they might be used just as a “stimulus for writing and discussion, as an illustration of something being read or talked about, as background to a topic and so on” (Hill, 1990).

Using pictures is one of the teaching aids that teachers depend on their teaching. Harmer (2001) states that “Teachers have always used pictures

or graphics – whether drawn, taken from books, newspapers and magazines, or photographs to facilitate learning”. English teachers tend to feel that using pictures in teaching new words makes the process enjoyable and memorable. They also feel that pictures attract pupils’ attention and deepen their understanding of vocabulary. Pictures can also help learners with abstract words, as associating the word with a concrete object makes these words easier to remember. Harmer states that “one of the most appropriate uses for pictures is for the presenting and checking of meaning. An easy way of explaining the meaning of the word airplane, for example, is to have a picture of one”. Of course, not all new words can be taught using pictures. On the other hand, images help students to remember the topic that the teachers are talking about; however they are mainly used as a strategy for making students be interested in the class. What is more, thanks to the use of pictures students can identify such as events, experiences, facts and the connection that they have with their daily life; this use of images is well known as “Imagery.”

❖ **Types of pictures**

According to Betty Morgan Bowen, there are some types of pictures as their shapes:

- **Wall charts-Wall pictures:** is simply a large illustration of scenes or events. It is usually to be used with the whole of class.
- **Flash cards**
- **Big pictures flash cards:** Big picture flashcards are very helpful tools in presenting and drilling forms of new words, since they draw learners' attention and make these often boring activities more enjoyable.
- **Word Flash cards;** card with printed words on it can help up rapidly; the cards can be used to demonstrate exactly what the teacher wishes.
- **Picture Flash cards;** useful for the representation of a single concept, such as an object or in action.
- **Work cards:** Includes visual as well as text magazine pictures drawing maps and diagrams, semantic maps can be important part or work cards at all levels used for variety of purposes.
- **Small picture flashcards:** A plenty of variations of these cards are typically applied in communicative activities in pairs or small groups of students, thus finding a meaningful role in reviewing and practicing vocabulary. (Bowen, 1973)

❖ **Advantages of using pictures in the classroom**

There are many reasons for using pictures in language teaching. Wright (1990) pointed out; pictures are motivating and draw learners' attention. This fact will be repeatedly demonstrated in the practical part of this project. Furthermore, Wright refers to the fact that they provide a sense of the context of the language and give a specific reference point or stimulus.

Pictures, being suitable for any group of learners independently on age or level, can be used in lots of various ways. As Hill stated, "What is done is limited only by the preparation time available, the visuals to hand and the imagination of the individual teacher."

Hill (1990) listed several advantages of pictures, such as availability (one can get them in any magazines, on the internet, etc.); they are cheap, often free; they are personal (teacher selects them); flexibility - easily kept, useful for various types of activities (drilling, comparing, etc.), they are "always fresh and different", which means they come in a variety of formats and styles and moreover the learner can manipulate pictures cards. Hill mentioned, "From my experience, learners always pay attention and are curious about what are they going to do with the pictures shown." However, there is always a downside: it can be quite time consuming to find the right pictures for a specific type of activity for a beginner teacher

who lacks his or her own collection. Still on the whole, this drawback is greatly outweighed by the above-mentioned pros. Furthermore, when the collection of pictures is once made, it can serve for a long time.

Another matter is the question of how to use pictures effectively. It counts as general methodological knowledge that in learning languages, students should perceive the input through as many channels as possible. Therefore it is important to include variety of stimuli in teaching. It is important to find a balance and not to use pictures or visuals only but to combine them with other techniques and different types of stimuli (movement, verbal stimuli, sound, etc). Moreover, pictures used for demonstration of the meaning should be repeatedly connected with the spoken and subsequently also written form of the word or chunk of language.

❖ **Objectives of pictures**

There are five roles of pictures within the process of teaching- learning vocabulary:

- a. Pictures can motivate the students and make him or her want to pay attention and want to take part.

- b. Pictures contribute to the context in which the language is being used. They bring the world into the classroom.
- c. The pictures can be described an objective way or interpreted or responded to subjectively.
- d. Pictures can cue responses to questions or cue substitutions through control practice.
- e. Pictures can stimulate and provide information to be referred to in conversation, discussion and story-telling beside Horse five roles in using picture.(Gerlach & Donald , 1980)

❖ **Pictures activities in the English language**

- **Semantic maps**

Semantic maps, also known as word diagrams, are not exactly what people usually imagine under the heading 'Pictures'. Nonetheless, they are visuals and they are very closely related to pictures. When looking into this matter, it is even possible to claim that they actually are pictures - pictures of sense relations of words. In any case, they are very valuable and highly beneficial not only in learning vocabulary but also, as Gairns

and Redman (1992), pointed out, as a tool for storing lexis already learned.

Semantic maps will find various functions in classes. They can be used in presentations of vocabulary for a particular topic, making this vocabulary organized, withdrawing their relations. They can be used in brainstorming activities as a tool for vocabulary organization again. Furthermore, McCarthy (1992) listed other uses such as gap-filling activities, speaking activities for group-work, or “as reference device”

- **Wall-pictures and posters, compiled pictures**

Wall-pictures are another valuable visual material for language classes. In the first place, they can be displayed in the classroom to set English (or foreign in general) environment and then they function as another source of language to be absorbed by students in the process of natural acquisition. Furthermore, they will find their use both in presentation of new language and controlled practice.

Due to their character, they are obviously suitable for presentation of new language. They put vocabulary into context and therefore make the presentation meaningful, which is highly recommended for successful retention of new words.

- **Flashing picture**

The picture is used in a more meaningful and 'real-life communicative' way than being just displayed for students to say what they can actually see (Wright & Haleem, 1996). This will probably have a greater impact on the retention of a piece of vocabulary again and also subsequently on the ability to use it in communication.

- **Drilling with picture flashcard**

Drilling using pictures can be useful as well. In the introduction, show students both the image and word sides of each flashcard. When you start drilling words for the first time, show students the word side of the flashcard so they can practice reading and pronouncing it. Later on, rather than show students the word you want them to pronounce, show them the image. This will help check their comprehension of the material. With Pictures, you can also challenge your students when they become more familiar with certain vocabulary by flipping through the cards at a faster rate. (Busy Teacher)

- **Drawing picture**

Children in general love drawing; therefore exercises with drawing are rather popular, especially among young learners. Pupils can relax while

doing this calming activity and the combination of fun and well-being forms a solid ground for successful learning. Drawing as an activity might serve a lot of goals (these often combined together) in learning languages. It is often used to support developing particular language skills, mostly (but not only) listening and speaking. Furthermore it meets with a great benefit and usefulness in practicing or learning vocabulary, especially when talking about elementary English, since a lot of essential vocabulary here are concrete and easy-to draw. However, the teacher can control this into some extent by setting an exact time limit or by telling pupils not to concentrate too much on the artistic quality. Moreover, he or she can choose things easy to draw. To sum it up, if used in the right way, drawing is not wasted time at all, as it is often considered to be by some teachers (Wright A. , 1990).

There are several ways of using drawing as an activity in language teaching. As was already mentioned, vocabulary is often practiced within exercises focused at the same time on other aspects of language, such as skills and structures. This enables vocabulary to be used in context, which is more meaningful. Besides, vocabulary is hard to be separated from these other aspects of language anyway. Very favorable is the listen-and-draw or alternatively the listen-and-color type of activity. This can be organized either as teacher-to-class, student-to-class or as pair work.

Another useful exercise is the draw-and-describe type of activity, which is usually done in pairs. (Scott & Ytreberg, 1993)

Scott and Ytreberg (1993) specify that this type of activity “is particularly useful for checking object vocabulary, prepositions, colors and numbers. It is not so useful for actions, since drawing people doing things is quite difficult for most of us.”

e. MATERIALS AND METHODS

DESIGN OF THE RESEARCH

The spiral model of action research proposed by Kemmis and McTaggart (2000) was followed in this study. Action research is a general name for research done by undergraduate (practitioners) and postgraduate students. Action research has the potential to make a substantial impact on the process of teaching and learning. Thus, it is a methodological technique that connects research to practice. It involves a self-reflective cycle of identifying a situation or problem, planning a change, acting and observing the processes and consequences, and then re-planning, and so forth; that is why action research was applied to this study. It has assisted the practitioner researcher of this thesis development moving in following the first cycle of the Kemmis and McTaggart's spiral. This process facilitated her reflected upon her teaching and improved her students' situation.

CONTEXT

José Rafael Arízaga Vega public school was selected as the place for the present research work since it is the school where the researcher had the opportunity to observe as a pre-investigation activity; therefore she has

an insight of the spectrum of English teaching within the school. José Rafael Arízaga Vega is located in Zalapa and it is not organized according to Ecuadorian School System requirements for a basic education school. Students attending this rural public school live under the social surroundings which characterizes developing communities in Latin American countries as Ecuador.

Having English as a subject within curriculum in Ecuadorian public elementary schools is not compulsory as it is for middle and high schools. In the case of José Rafael Arízaga Vega, the treatment of English as a subject within the curriculum of the school is optional and it is reflected in the limited class periods devoted to teach it. It does not have an English teacher as part of its teaching staff and the only English instruction children receive is that coming from the teacher trainees who are required to complete a certain number of classes as part of their undergraduate studies.

PARTICIPANTS

The total population consisted of 13 beginners level EFL students who were enrolled in a public school in a small community located in Zalapa Alto-Loja. Two classrooms were the issue in the present study; 8students

of sixth year, and 5 students of seventh year; 7 female and 6 males. Ages of participants ranged from 10 to 12 years of age.

METHODS, TECHNIQUES, INSTRUMENTS AND MATERIALS

METHODS

Action Research was adopted as the research design of the study and was integrated within the development of the academic course. This study aimed at describing the data resulting from the application of an intervention plan. The following general methods were applied along the descriptive research: the *Participative Diagnostic method* helped the researcher to know the specific limitations and difficulties students had in vocabulary. It let the researcher correct this reality by applying new strategies through pictures as a possible solution that helped children into the English Language process.

The *Scientific method* assisted the study of pictures used in the developing of vocabulary learning. It also helped in the observations done before and during the intervention. This one also assisted during the anticipation of the possible solution; it supported during data collection to make relevant predictions and further analysis.

The *workshop method* was so useful in the elaboration of an intervention plan using pictures as an effective strategy and stating specific objectives for each workshop which were directly related to improvement of students' limitations in vocabulary. The *Proactive method* was used to select the best models or alternatives that pictures offer in order to ensure the improvement of vocabulary into the English learning process.

The *Descriptive method* enabled the researcher to describe the different stages of the study and the kind of resources used. It served to explain and analyze the object of the investigation. The *analytic-synthetic method* was used to analyze the obtained results through tests. It was adopted also to make the interpretation of data, the logical analysis and drawing up the conclusions.

The *comprehensive assessment method* was used to assess the students' outcomes at the end of every session through an observation guide which included items that let the researcher to specifically detect the students' improvements. The *statistic method* made possible the quantitative statistical analysis of data derived from tests and the qualitative text analysis of the data received from the observation guide, and field diary & notes.

TECHNIQUES AND INSTRUMENTS

This study involved some techniques & instruments as meant of data collection about students' learning in the English language, before, during and after the intervention plan.

As first step, the investigator carried out a *Systematic observation* during the pre-proposal stage to determine students' limitations within the English Language learning and to know what was the area or aspect they needed more support.

The researcher also applied an *Interview* to the principal of the school as an instrument to gather general information about the English language teaching within the institution and its importance. *Observation guides*, provided quantitative data and were used to observe students' performance and analyze their learning growth in every session.

Students' work (worksheets) were another useful instrument because these revealed the students' level of understanding in each topic previously taught at the end of each session. *A field diary & notes* were also used at the end of each intervention with the purpose to monitor the degree of students' involvement in every activity, the appropriateness of

activities for each class and the understanding and accomplishment of objectives according to the strategy applied.

Finally, *researcher's made tests* were used to gather quantitative data at the beginning and at the end of all intervention process; the results allowed the researcher, compare, analyze and draw conclusions about the impact the strategy (pictures) had in this research work.

MATERIALS

This research work was accomplished with the help of three main resources. The **Human resources** that participated during the different stages were: The target population (the students of sixth and seventh years of José Rafael Arízaga Vega School); another human resource was the principal of the school who facilitated general information about target students. The thesis advisor who tutored along the stages of the study and the researcher that worked motivated and eager to learn from the relevant moments were active issues in the development of this work.

The personal computer, internet, removable memory stick, and multimedia were the **technological resources** used. And the **office supplies** like handouts, flashcards, videos, textbooks and bibliography made it possible.

PROCEDURE

The study started with the observations of the English classes of sixth and seventh years of basic education in order to identify the issues the students were facing. The analysis of the observations facilitated the problem statement and figuring out a possible solution. At the same time, the structuring of a theoretical framework based on vocabulary learning was done to support the questions raised along the observations.

An *intervention plan*, organized in 12 lessons, was designed with the help of the literature framework. After that, the application of the plan was carried out. During this stage quantitative and qualitative data was collected using the instruments mentioned above.

The Pearson Correlation coefficient $r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$ was used to find out the relationship between *the Use of Pictures* and the improvement of *Vocabulary Learning*. Both variables were expressed in terms of quantitative scores and the statistical analysis was used to determine whether there was a significant change in achievement from the baseline data to the posttest results. Observation data was also obtained by periodical monitoring of the evolution of the vocabulary learning by means of a teacher- designed observation guide to know if the applied strategy caused positive results on the students' vocabulary learning.

After, the gathered data was tabulated and analyzed. The discussion of the outcomes was completed with the triangulation of the outcomes was completed with the triangulation of the findings and the literature that supports this study. The conclusions were drawn up considering the initial inquiries. Finally, the reporting of the thesis was written and disseminated.

The total population involved in this research was integrated by 13 participants; 8 students of sixth and 5 students of seventh years of basic education at José Rafael Arízaga Vega School located in Zalapa Alto. Age of participants ranged from 10-12 years old.

f. RESULTS

The quantitative data came from the vocabulary pre-test administered to 10-12 year old students of 6th and 7th years of basic education at “José Rafael Arízaga Vega” at the beginning of the intervention period. Analysis for the test was performed using data from the pre-test. Participants’ performance was measured in terms of percentage of correct responses to 5 parameters which describe the associations among: *Image-Written word*, *Image-Oral word*, *Written word-Oral word*, *Spelling*, and *Understanding in Context* which are fundamental requirements in a foreign language teaching/learning situation.

The data of the pre-test scores is shown in the Table 1.

a. Table 1:

Vocabulary Pre-test Scores

Students code	VOCABULARY LEARNING PARAMETERS					TOTAL	%
	IWA	IOA	WOA	RS	UWC		
	4.0/4.0	2.0/2.0	2.0/2.0	1.0/1.0	1.0/1.0	10.0/10.0	100%
JRAV-01	3,3	0,4	1,25	0,75	0	5,7	57
JRAV-02	2,35	0,2	0,75	0	0	3,3	33
JRAV-03	4	0,6	0	0	0,4	5	50
JRAV-04	2,2	0,4	0,5	0,25	0,4	3,75	37,5
JRAV-05	1,95	0	1,25	0,5	0	3,7	37
JRAV-06	2,8	0	0,25	0,25	0	3,3	33
JRAV-07	3,5	1,2	1,25	0,5	0,6	7,05	70,5
JRAV-08	2,8	0,6	0,5	0,25	0	4,15	41,5
JRAV-8	3,5	0,4	1,5	0,75	0	6,15	61,5
JRAV-10	3,25	0,4	1	0,5	0	5,15	51,5
JRAV-11	2,8	0,2	2	1	0	6	60
JRAV-12	3,5	1	1	0,75	1	7,25	72,5
JRAV-13	3,5	0,6	1	0,25	0,4	5,75	57,5
TOTAL	39,45	6	12,25	5,75	2,8	66,25	
M	3,03	0,46	0,94	0,44	0,22	5,10	
%	75,87	23,08	47,12	44,23	21,54		

Note. Students' code= School name José Rafael Arízaga Vega (JRAV) and Number of participant (1-13); IWA=Image and Written word Association; IOA= Image and Oral word Association; WOA= Written and Oral word Association; RS=Remembering Spelling; UWC= Understanding words in Context.

Of the 13 participants who were tested, none get scores higher than eight, which is the passing grade adopted for this study which means they are under the limit value adopted for the analysis. From the whole group, 4 students obtained the lowest scores which mean they are far from reaching the stated score. However, one student got a score that is slightly close to the adopted value for passing the test.

It is evident that from the 5 parameters tested in the pre-test, establishing the relationship between *Image and Written word* was the less difficulty parameter since it obtained the highest percentage of all (75, 87%), being this the less critical area of learning. On the other side, according to the results, *Understanding words in Context* association was the most difficult parameter since it obtained the lowest percentage (21, 54 % proficiency) which means this is the most critical area of learning.

After conducting a 4-week intervention period, a post-test was administered to the same group of students. The data of this post-test is shown in the table 2.

a. Table 2

Vocabulary Post- Test Scores

Students code	VOCABULARY LEARNING PARAMETERS					TOTAL	%
	IWA	IOA	WOA	RS	UWC		
	4.0/4.0	2.0/2.0	2.0/2.0	1.0/1.0	1.0/1.0		
JRAV-01	4	2	1,75	1	1	9,75	97,5
JRAV-02	4	2	1,5	1	0,8	9,3	93
JRAV-03	4	1,8	1,5	1	0,8	9,1	91
JRAV-04	4	1,4	0	0,75	0,8	6,95	69,5
JRAV-05	4	2	2	1	1	10	100
JRAV-06	4	2	1	1	0,2	8,2	82
JRAV-07	4	2	2	1	1	10	100
JRAV-08	4	0	2	1	1	8	80
JRAV-9	4	2	2	1	1	10	100
JRAV-10	4	2	1,5	1	0,6	9,1	91
JRAV-11	4	2	2	1	0,8	9,8	98
JRAV-12	4	2	2	1	1	10	100
JRAV-13	4	1,6	1,25	1	0,6	8,45	84,5
Total	52	22,8	20,5	12,75	10,6	118,65	
M	4,00	1,75	1,58	0,98	0,82	9,1	
%	100,00	87,69	78,85	98,08	81,54		

Note. Students' code= School name José Rafael Arízaga Vega (JRAV) and Number of participant (1-13); IWA=Image and Written word Association; IOA= Image and Oral word Association; WOA= Written and Oral word Association; RS=Remembering Spelling; UWC= Understanding words in Context.

Of the 13 students who were tested, one participant got a lower score than 8 which means it is under but slightly close to the required passing grade adopted for this study. On the other hand, 3 students obtained the top grade which means they are over the limit value for passing the test. Of the 13 students the majority reached the goal.

From the 5 parameters that were tested in the post-test, it is noticeable that 100% of participants did not have difficulty establishing the relationship between image- written words, being this the less critical area of learning. In contrast, establishing the relationship between *Written- Oral*

word was the parameter where students even showed a slightly difficulty which means this is the area of learning that need a little more of support. It might be conclude that there was a positive change since the application of the pre-test.

Comparing Test Results

The Pearson Correlation is known as the most common measure of correlation between variables in Educational Research. The Pearson product-moment correlation coefficient is a measure of the strength of the linear relationship between two variables; X, which in this case the pre-test is and Y which is the post-test.

Besides, correlation is, thus a measure of joint covariance that tells the researcher, the meaning of this and their significance, which is bounded and allows comparison between different cases. For this reason correlation coefficient is used by the researcher in this study.

Numerically, Pearson's Correlation(r) can range from -1 to 1. An r of 1 indicates a perfect positive linear relationship between variables, an r of 0 indicates no linear relationship between variables, and conversely, an r of -1 indicates a perfect negative linear relationship between variables. In the

present study the desired kind of correlation expected was a positive correlation between variables.

The correlation coefficient calculation expression is by:

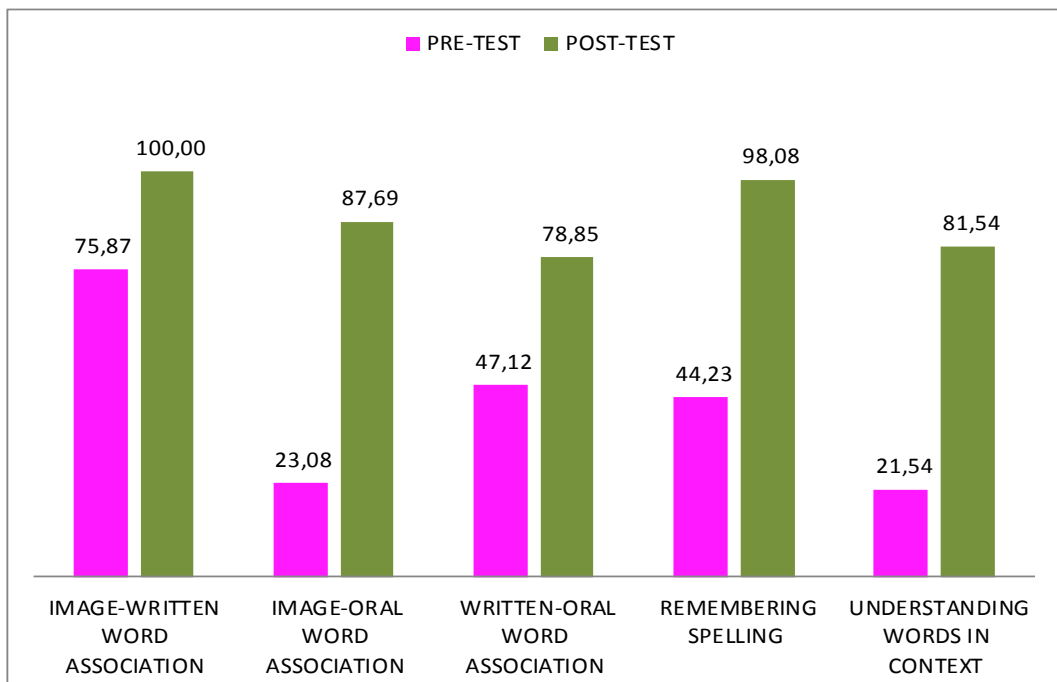
$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

$$r = 0,57$$

a. Table 3

Pre-test and Post-test Values

Students code	Variable X Pre-test Scores	Variable Y Post-test Scores	X ²	Y ²	XY
JRAV-01	5,7	9,8	32,5	95	55,6
JRAV-02	3,3	9,3	10,9	86	30,7
JRAV-03	5,0	9,1	25,0	83	45,5
JRAV-04	3,8	7,0	14,1	48	26,1
JRAV-05	3,7	10	13,7	100	37,0
JRAV-06	3,3	8,2	10,9	67	27,1
JRAV-07	7,1	10	49,7	100	70,5
JRAV-08	4,2	8,0	17,2	64	33,2
JRAV-09	6,2	10	37,8	100	61,5
JRAV-10	5,2	9,1	26,5	83	46,9
JRAV-11	6,0	9,8	36,0	96	58,8
JRAV-12	7,3	10	52,6	100	72,5
JRAV-13	5,8	8,5	33,1	71	48,6
N= 13	EX=66,3	EY=118,7	EX ² =359,9	EY ² =1094,2	EXY=613,8



b. Figure 1. Bar graph comparing vocabulary pre-test and vocabulary post-test values.

The Pearson coefficient is 0, 57; consequently it is near 1 which means there was a positive relationship between both variables. In other words, there has been an increase in the values of the variable under study although it is not certain that this variation could be the results of the implementation of the strategy. This statistical measure confirms what is been showed in Table 3. Apparently, the strategy being applied has had a positive influence on the results obtained.

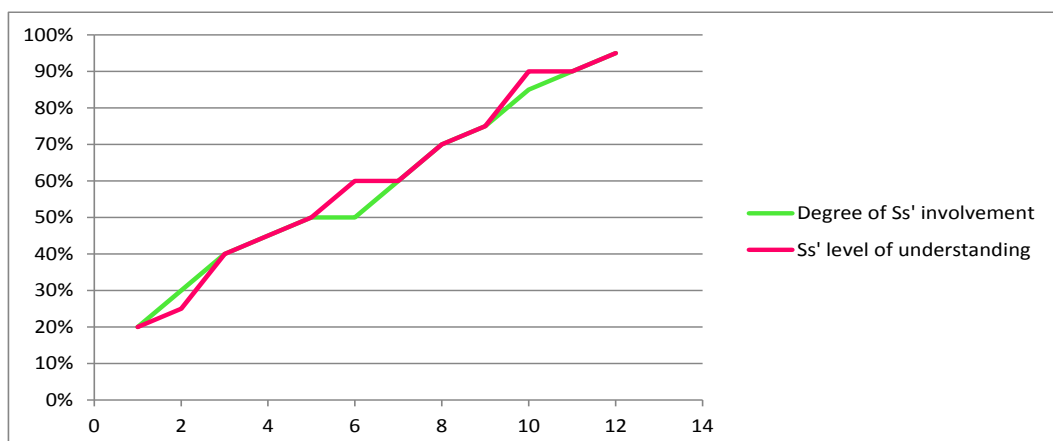
FIELD DIARY

A field diary was also used in this study. It was created by the researcher with consistent questions regarding the students' improvement. The researcher used it at the end of each intervention session to monitor students' learning growth.

a. Table 4

Students' attitude evolution

Sessions	Degree of students' involvement	Students' level of understanding
1	20%	20%
2	30%	25%
3	40%	40%
4	45%	45%
5	50%	50%
6	50%	60%
7	60%	60%
8	70%	70%
9	75%	75%
10	85%	90%
11	90%	90%
12	95%	95%



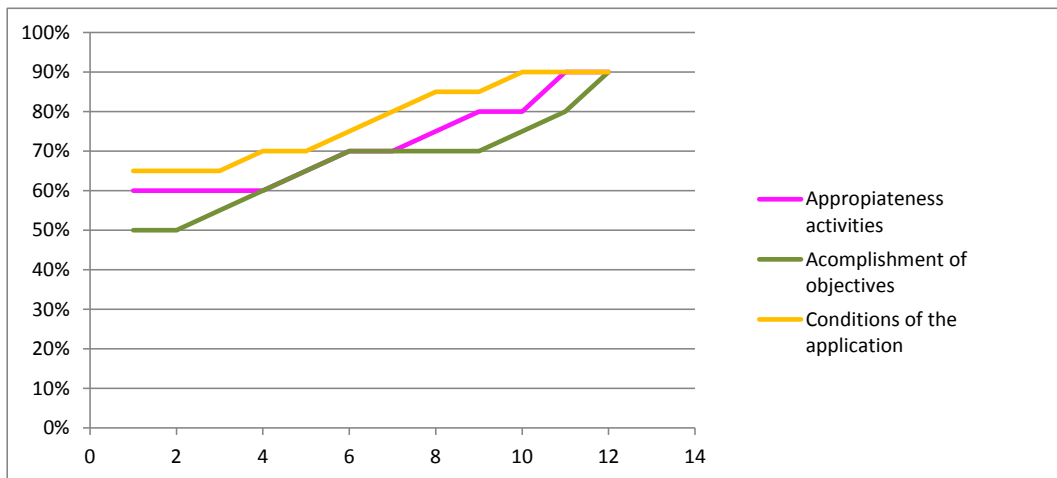
b. Figure 2. Students' attitude evolution.

As it can be seen in figure 2 students' attitude evolution was significant because it is evident that students before the intervention showed a low involvement during the activities developed in each session and also their level of understanding related to the strategy applied was minimum, however, with the passing of time students felt gradually involved in each session, participating and understanding the strategy applied during the intervention.

a. Table 5

Researcher's Perception of student' reaction to application of teaching variables

Sessions	Appropriateness of activities	Accomplishment of objectives	Conditions of the application
1	60%	50%	65%
2	60%	50%	65%
3	60%	55%	65%
4	60%	60%	70%
5	65%	65%	70%
6	70%	70%	75%
7	70%	70%	80%
8	75%	70%	85%
9	80%	70%	85%
10	80%	75%	90%
11	90%	80%	90%
12	90%	90%	90%



b. *Figure3. Researcher's Perception of student' reaction to application of teaching variables*

The researcher observed a positive tendency toward the realization of her teaching goals because and therefore the strategy adopted by the researcher seemed to be the appropriate one for the class as it is evident in the direction of the percentages analyzed. Students improved their vocabulary learning little by little after each intervention session.

The researcher concluded through the application of the field diary that the intervention was successful because as it can be seen in the chart, it shows how students improved along the teaching sessions in the intervention.

DIRECTOR INTERVIEW

At the beginning of the intervention, the researcher applied an interview to the principal of the school “José Rafael Arízaga Vega”. The questions formulated in the interview were related to the teaching of English as a subject and as well as importance of within the institution.

During the interview the principal mentioned that she considers that English is very important in any educative and social field, and therefore it is fundamental that students learn it. Also she alleged that students’ level of English in the institution is very beginner because of they have never have an English teacher. Also, she commented that some time ago, some practitioners of the UNL made English teaching practices in the institution.

She expressed to be very grateful to the practitioners because without them children had not learned basic vocabulary concerning to the English language.

Finally, the principal manifested that actually English is not within the curriculum of the institution, therefore, the institution does not have an English teacher but she expects to have one in the future.

g. DISCUSSION

This study performed a one group pretest-posttest experimental design to determine the relationship between *the use of pictures* and *vocabulary learning* in the English language within the classroom with 13 students of 6th and 7th years of basic education at “José Rafael Arízaga Vega”. The expectation was that there would be a remarkable improvement in the 5 parameters that vocabulary learning demands; *Image and Written Word Association*, *Image and Oral Word Association*, *Written and Oral Word Association*, *Spelling and Understanding* in context after the application of the intervention plan.

The findings support the research question: *What kind of pictures is effective to teach the vocabulary learning in the English Language with students of 6th and 7th years of basic education at “José Rafael Arízaga Vega School”*, which are also consistent with the previous literature. Gerlach & Donald (1980) who say that pictures can motivate the student and make him or her want to pay attention and want to take part in the learning process.

The data, measured through simple statistics procedures considered percentages obtained from the pre-test and post-test. The results obtained from the pre-test showed that participants got higher scores in establishing

the association between image and written word whereas the post-test results indicated a significant increase in all the vocabulary learning parameters used for this study after the four-week intervention. Some conclusions derived from these facts are the effectiveness of the strategy to catch students' attention and improve their understanding and memory retention of words. Also it was observable that using pictures facilitated that students established the associations that vocabulary learning process demands without problem and as well as the classes were more dynamic and enjoyable than before.

It is important to point out that at the beginning of the study, students' attitude for learning English was not good because they never had English as a subject in the school that is why they believed that learning English will not be important or useful in the future. However, during the process of intervention the researcher could realize that there was a significant change in the participants' attitude.

Twelve sessions were planned for the intervention period. The first and the last session were used for a pre-test and post-test while the others were designed to teach some vocabulary topics related to English vocabulary learning. Each session was designed according to the stages that a good teaching process (presentation, practice and assessment) involves. Each topic was taught in 3 sessions; in the first session, the

researcher started with a presentation class about the topic that was to be taught, in the second session, the investigator focused on students' practice and in the third session; participants were evaluated.

During the intervention period, the flexibility in setting up schedule and the participants' collaboration were really satisfactory and became important strengths to accomplish the intervention plan. However, there were some limitations too, for example: the period of time devoted to teaching, it did not allow the researcher to develop the class activities as planned in calm or take some extra minutes to reinforce what was taught. Another limitation was the classroom space; it was very small and did not allow participants to make a lot of movements in the development of dynamic.

At the end of the intervention period the researcher concluded that "Pictures" were a very effective and helpful resource to improve vocabulary learning because the strategy had a considerable acceptance by participants. Also, pictures helped participants to be more involved in the activities developed during each session and overcome the difficulties found at the beginning of the research. In addition, the applied strategy was very successful because it has done that students overcome three main problems " lack of vocabulary knowledge ", "difficulty to retain

information” and “has motivation to learn” allowing the researcher to accomplish the stated objectives.

The experience obtained from this study had a great impact on the researchers’ point of view as a student and as a teacher. As a student, this helped the investigator to realize that teaching involves more than knowledge because it needs love, patience and dedication that each student-teacher needs to have. As a teacher, this research work allowed the investigator to have a clear vision about teaching and the importance to be well prepared to face difficulties as future English teachers.

In the researcher’s opinion, this kind of study is a very convenient approach to classroom research because it allows the teachers improve the learning quality and ensure success in the future professionals.

h. CONCLUSIONS

Results overall showed an important change in the ability to recognize and use some basic vocabulary words in the foreign language after the implementation of pictures to improve comprehension in vocabulary learning as it is showed by the Pearson Coefficient (0, 57), which states the existence of a correlation between both variables; *The Use of Pictures and the Vocabulary Learning*.

1. After the literature review, it was found that pictures were an effective strategy that helped to improve vocabulary in a foreign language learning which is supported by, Gerlach& Donald (1980) who say that pictures can motivate the student and make him or her want to pay attention and want to take part in the learning process. In conclusion, the researcher found that the applied strategy caused positive results so that, the previous literature was confirmed by the researcher.
2. The researcher concluded that some issues found in the participants' vocabulary learning were; the lack of vocabulary knowledge, the difficulty to retain information, the lack of motivation, the incorrect grammatical form, spelling and the pronunciation of words. Also the researcher found that according to the results of the

pre-test, students presented more difficulty in *Understanding Words in Context* (21, 54% proficiency).

3. The kind of pictures selected to be applied during the study, was carefully chosen according to the participants' needs, age and interests which were very useful to enrich vocabulary learning. Also, the pictures were chosen to teach basic vocabulary according to the level of students' knowledge that is why the researcher concludes they did not have much problem to learn and comprehend new vocabulary.
4. It was concluded that using pictures in classroom activities such as drilling, visual and dynamic activities as a stimulus helped the participants to improve the issues found at the beginning of the research.
5. As a final conclusion, it was determined that the application of the strategy improved all the parameters that were involved in the vocabulary learning allowing the participants establish the associations among image and written word, image and oral word, written word and oral word, spelling, and understanding in context.

i. RECOMMENDATIONS

- The researcher suggests to the English teachers the use of pictures to teach vocabulary in the classroom because it was proved that this is an effective strategy for helping students to remember vocabulary easily and catch their attention. Also, pictures can be used in different activities adapted according to students' interests as long as it covers all the aspects that vocabulary learning implies.
- To apply action research within the classroom in order to detect and work purposefully to solve or improve their students' learning difficulties and improve the learning outcomes.
- The authorities of the institution should request to Universidad Nacional de Loja to assign one practitioner of the English career that supports them with the English language teaching within the institution all year long since it is not convenient to frequently change practitioners. The presence of different teaching trainees can cause learning problems since each one uses a different approach to teaching English.
- To create a curriculum for practitioners of English to structure learning and avoid repetition in the teaching of topics to students.

- To organize and distribute the space of the classrooms in a better way so that students can be comfortable and allow them to have a better environment to study.
- A recommendation for future researchers is that before applying action research, they should make a more deeply research about the cycles of action research and how each one works to avoid confusion between the traditional and new way of making research.
- A final recommendation for researchers is to follow all the stages of action research thoroughly to get better results at the end of the research.

j. BIBLIOGRAPHY

- Bowen, B. M. (1973). *Visual Aids In Language Teaching*. London: essential Language Teach-Series.
- Busy Teacher. (n.d.). *Teaching English vocabulary-10 fabulous ways to teach new words*. Retrieved from <http://busyteacher.org/2921-teaching-english-vocabulary-10-fabulous-ways-to.html>
- Fariska, H. (2010) *The Importance of Vocabulary in English Learning*. Retrieved from <http://universityofibnkhaldunbogor-indonesia.blogspot.com/2010/01/importance-of-vocabulary-in-english.html>
- Gairns, R., & Redman, S. (1986). *Working with words: a guide to teaching and learning vocabulary*. Cambridge: Cambridge University Press.
- Gerlach, V. S., & Donald, P. E. (1980). *Teaching and Media a Systematic Approach 2nd*. New Jersey: New Jersey; Prentice Hall.
- Google Maps. (n.d) Google Maps. Retrieved from: <https://maps.google.com/maps?output=classic&dg=brw>
- HILL, D. A. (1990). *Visual Impact: Creative language learning through pictures*. UK: Longman Group UK Limited.
- Hatch, E., & Cheryl, B. (1995). *Vocabulary, Semantic and Language Education*. Cambridge: Cambridge University Press.
- Ko, A. (2011) *Definiton of vocabulary*. Retrieved from <http://05128800.blogspot.com/2011/06/definition-of-vocabulary.html>
- Ko, A. (2011) *Types of vocabulary*. Retrieved from <http://05128800.blogspot.com/2011/06/types-of-vocabulary.html>
- Koshy, V. (2005). *Action Research for Improving Practice*. London: Paul Chapman Publishing (P.C.P).
- Lewis. (1993). *The lexical approach; The state of ELT and a way forward*. Hove, UK: Language Teaching Publications.
- Lopez, R. (2011). Dialnet: *Teaching and Learning Vocabulary.pdf*. Retrieve from dialnet.unirioja.es/descarga/articulo/2282507.pdf
- Merriem, Webster Ninth Collegiate Dictionary. (1978). New York: Merriem Webster.

- Mckenkchnie, J. L. (1980). *Webster New Twentieth Century Dictionary Cambridge*. William Collins Publisher.
- Nation, I. (1990). *Teaching and Learning Vocabulary*. New York: Newbury House.
- Roget. (1980). *the New Thesaurus*. Boston: The American Heritage Dictionar.
- Shing , Tang Li. (Oktober:1981). *English Teaching Forum*. Retrieved from: http://www.academia.edu/5710378/teaching_vocabulary_through_pictures_to_the_kindergarten_students.
- Schmitt, N. (2010). *An Introduction to Applied Linguistics..* Routledge Press.
- Stahl , S. A. (2005). *Four problems with teaching words meaning (and what to do to make vocabulary an integral part of instruction)*.Cambrigde : Cambridge University Press.
- TESOL. (n.d.). *Vocabulary and Its Importance in Vocabulary Learning*.Retrieved from http://www.tesol.org/docs/books/bk_ELTD_Vocabulary_974
- Wilkins, D. A. (1972). *Linguistics in Language Teaching*. London: London: Arnold.
- Wright, A. (1990). *Pictures for Language Learning*. Cambridge Handbooks for Language Teachers.
- Wright, A. (1989). *Pictures For Language, learning:Cambridge Handbook for Language Teachers*. USA: Cambridge University Press.



k. ANNEXES

UNIVERSIDAD NACIONAL DE LOJA

**ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE CAREER**

THEME:

**“USING PICTURES TO IMPROVE VOCABULARY LEARNING IN
THE ENGLISH LANGUAGE WITH STUDENTS OF 6TH AND 7TH
YEARS OF BASIC EDUCATION AT “JOSÉ RAFAEL ARÍZAGA
VEGA” SCHOOL. ACADEMIC YEAR 2013-2014”**

This project required for
obtaining the Bachelor's Degree
in Sciences of Education, English
Language Specialization

AUTHOR

Gina Micaela Quezada Quezada

Loja – Ecuador

2014

a. THEME

**“USING PICTURES TO IMPROVE VOCABULARY
LEARNING IN THE ENGLISH LANGUAGE WITH STUDENTS
OF 6TH AND 7TH YEARS OF BASIC EDUCATION AT “JOSÉ
RAFAEL ARÍZAGA VEGA” SCHOOL. ACADEMIC YEAR
2013-2014”**

b. PROBLEM STATEMENT

1. BACKGROUND

The present research work will be developed at “José Rafael Arízaga Vega” school for this reason, it is necessary to present you a background of it.

The “José Rafael Arízaga Vega” school is an institution located in an urban city area. It was created in October 1st of 1958 and built in “Zalapa alto” in the land that was donated by the Mrs. Rosa Burneo owner of the farmer of Zalapa alto- Loja.

At the beginning when the school started to work, it did not have name but after some years it was called “Vicente Rocafuerte” until the year of 1986. In October of 1987 the school’s name was changed to “José Rafael Arízaga Vega.

Its vision is to be a perfectible educational institution in the academic formation offering an education of quality and disposing of a suitable infrastructure with professional teachers that promote the development of skills and competencies with processes clearly defined toward satisfaction of students’ necessities.

The mission is to form children with knowledge, identity, responsibility, autonomy, and intelligence development, with a high quality of education and a docent staff that plan and guide with ethics the processes of the learning construction in an environment of effective and democratic participation.

This institution educates children from 5 to 10 years old and works with 45 students and 3 teachers .Also, the majority of pupils that study in that school are people that live around the neighborhood. They are children of scarce resources and do not have an English teacher. Therefore, they do not have enough knowledge about the English language; this is the reason why the project will be focused on vocabulary teaching through the use of pictures.

2. CURRENT SITUATION OF THE RESEARCH OBJECT

The English language is considered as a fundamental tool of communication around the world. It is very necessary for the development of science, technology to give to the education and its integral development.

Vocabulary is one of the most important cornerstones in English because without this, any language could not exist. Besides, it gives many benefits to the students. To be able to understand what they hear or read, students need to have vocabulary knowledge and must be trying to use intensively and continually in the real world.

For this reason this project has the purpose to improve vocabulary knowledge with students of sixth and seventh years of basic education at "José Rafael Arízaga Vega" 70% percent of students do not have a basic knowledge of vocabulary and have problems to understand to the teacher when she gives instructions or when they have to do vocabulary activities; most of the students feel confused because they do not feel sure about what they know. Other important aspect is student's participation in class; they do not want to take part because they feel scared to make a mistake and their classmate make jokes of their mistakes

On the other hand, it is complicated to teach them because they do not have much knowledge about English because they just learn English just when their parents pay a teacher for teaching their which is not enough to learn a foreign language. This institution does not have enough classroom and teachers to teach for that reason; the director tries to support their parents in order to hire an English teacher to teach their students, at least two-hour per week.

Finally, another relevant problem with students is they do not care to take part of the process because teacher create an atmosphere fatigue and boredom as fact students do not care what the teacher explains. That is why; this project will be developed with 13 students who belong to the group that has more limitations in mastering vocabulary in the English Language. It is predictable that through the application of pictures they will be more involved and it will improve their vocabulary knowledge in the English language class.

Due to students' limitations at English comprehension it is important to make an action research, whose main problem is:

3. RESEARCH PROBLEM

WHAT KIND OF PICTURES IS EFFECTIVE TO IMPROVE VOCABULARYLEARNING IN THE ENGLISH LANGUAGE WITH STUDENTS OF 6TH AND 7TH YEARS OF BASIC EDUCATION AT "JOSÉRAFAEL ARÍZAGA VEGA"? ACADEMIC YEAR 2013-2014.

4. DELIMITATION OF PROBLEM

A) Temporal. - The present research work will be developed during the academic period February – April 2014.

B) Research place. –The research work will be developed at “José Rafael Arízaga Vega” school of Loja city.

C) Observation. - The people that will contribute with the present researching work are students of 6th and 7th years of basic education and the researcher.

D) Sub-problems:

- What kind of theoretical references about pictures are effective to enhance the vocabulary learning in the English Language with students of 6th and 7th years of basic education at José Rafael Arízaga Vega School? Academic year 2013-2014.
- Which are the negative issues that limit the vocabulary learning in the English Language with students of 6th and 7th years of basic education at José Rafael Arízaga Vega School? Academic year 2013-2014.

- Which pictures are valuable to enrich the vocabulary learning in the English Language with students of 6th and 7th years of basic education at José Rafael Arízaga Vega School? Academic year 2013-2014.
- How do pictures help to support the limitations in the vocabulary learning in the English Language with students of 6th and 7th years of basic education at José Rafael Arízaga Vega School? Academic year 2013-2014.
- How successful was the application of pictures in the vocabulary learning in the English Language with students of 6th and 7th years of basic education at José Rafael Arízaga Vega School? Academic year 2013-2014.

c. JUSTIFICATION

Nowadays English has become very important in all aspects, for this reason this project is focused in the improvement of students' vocabulary knowledge in order to facilitate students a better expression and try to get them involved in an active learning process. Furthermore, this project is justified from different points of view such as: the social, educational, scientifically, pertinent and as a requirement.

In the social aspect, the present research project was developed to contribute to the social conditions of a group of students who study in an educative institution that do not have an English teacher and that also do not have the enough elements and resources to employ one. So, this project will be a contribution for students' progress and the institution too.

In the educational aspect this research will help to the progress of the English language learning of the group of students in the researched institution. This project will be a big support because they will be involved in active classes where they feel comfortable and motivated. Therefore, through this great process students will get success, not only in education but, also in their lives.

Scientifically, this project will be supported by different activities and

techniques to teach vocabulary through pictures. It is also necessary to emphasize that there is sufficient and appropriate literature for the theoretical analysis and that all the activities have been selected according to their effectiveness and testimony based on results obtained by other researchers.

This research is pertinent because this theme has not been developed in the past years; this is also the first time that Universidad National de Loja implements this kind of action research. Furthermore, it will be a good support to improve student's vocabulary learning, encourage them, and to get a good level of English knowledge.

Finally, this research project is justified as a previous requisite to get the licentiate's degree in Sciences of Education, English Language Specialization, since it has the necessary economic resources for the development of it in an established period of time.

d. OBJECTIVES:

1. GENERAL

- To use pictures to enhance the vocabulary learning in the English language with students of 6th and 7th years of basic education at José Rafael Arízaga Vega School? School year 2013-2014.

2. SPECIFIC

- To examine the theoretical references about pictures as a strategy to enhance the vocabulary learning in the English Language Learning with students of 6th and 7th years of basic education at José Rafael Arízaga Vega School. Academic year 2013-2014.
- To identify the negative issues that limits the vocabulary learning in the English Language with students of 6th and 7th years of basic education at José Rafael Arízaga Vega School. Academic year 2013-2014.
- To select the appropriate pictures to enrich the vocabulary learning in the English Language with students of 6th and 7th years of basic education at José Rafael Arízaga Vega School. Academic year 2013-2014.
- To implement the selected pictures as a part of the classroom activities in order to improve the limitations in the vocabulary learning in the English Language with students of 6th and 7th years of basic education at José Rafael Arízaga Vega School. Academic year 2013-2014.

- To appreciate about the effectiveness those pictures had on the vocabulary learning in the English Language with students of 6th and 7th years of basic education at José Rafael Arízaga Vega School. Academic year 2013-2014.

e. THEORETICAL FRAME

1. VOCABULARY LEARNING

1.1. Definition

Vocabulary is the knowledge of words and word meanings. As Steven Stahl (2005) puts it, "Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world." Vocabulary knowledge is not something that can ever be fully mastered; it is something that expands and deepens over the course of a lifetime. Instruction in vocabulary involves far more than looking up words in a dictionary and using the words in a sentence. Vocabulary is acquired incidentally through indirect exposure to words and intentionally through explicit instruction in specific words and word-learning strategies. (Stahl , 2005)

According to Webster's Ninth Collegiate Dictionary (1978), Vocabulary is:

-A list or collection of words and phrases usually alphabetically arranged and explained or defined.

- A sum or stock of words employed by a language group individual or work or in a field of knowledge.

- A list or collection of terms or codes available for use.

Evelyn Hatch and Cheryl Brown (1995) define vocabulary as a list or set of words for a particular language or a list or set of word that individual speaker of language might use.

While according to Roget, Vocabulary is:

- An alphabetical list of words often defined or translated, the vocabulary includes idioms and two words verb.

- All the word of Language.

- Specialized expression indigenous to a particular fields, subject, trade or subculture. (Roget, 1980)

1.2. Importance of vocabulary

Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. (Wilkins, 1972) Wrote that "...while without grammar very little can be conveyed, without vocabulary *nothing* can be conveyed". This point reflects my experience with different languages; even without grammar, with some useful words and expressions, I can often manage to communicate. (Lewis, 1993) went further to argue, "lexis is the core or heart of language". Particularly as students develop greater fluency and expression in English; it is significant for them to acquire more productive vocabulary knowledge and to develop their own personal vocabulary learning strategies.

Students often instinctively recognize the importance of vocabulary to their language learning. As Schmitt (2010) noted, "Learners carry around dictionaries and not grammar books". Teaching vocabulary helps students understand and communicate with others in English. Voltaire purportedly said, "Language is very difficult to put into words." I believe English language students generally would concur, yet learning vocabulary also helps students master English for their purposes. (TESOL)

1.2. Types of vocabulary

Nation (1990) has divided vocabulary in the specific reference, such a word.

1. **Receptive Vocabulary:** Knowing a word involves being able to recognize it when it is heard (What is the sound like?) or when it seen (What does it look like ?) and having an expectation of what grammatical pattern the word will occurrence. This includes being able to distinguish it from word with a similar form and being able to judge if the word form sounds right or look right.
2. **Productive Vocabulary:** Knowing a word involves being able to pronounce the word, how to write and to spell it, how to use it in grammatical pattern along with the word in usually collocates with it, it involves not using the word too.

Often if it is typically a low frequency word and using it in a suitable situation using the word to stand for the meaning it represents and being able to think of suitable substitutes for the word if there any.

Jo Ann Aeborsold and Mary Lee Field (1997:139) Classified Vocabulary into two terms there are:

- Active Vocabulary refers to items the learner can use appropriately in speaking or writing and it is also called as productive vocabulary, although, it's more difficult to put into practice.

It means that to use the productive vocabulary, the students are supposed to know how to pronounce it well, they must know and be able to use grammar of the language target, they are also hoped to familiar with collocation and understand the connotation meaning of the words. This type is often used in speaking and writing skill.

- Passive Vocabulary refers to a language items that can be recognized and understood in the context of reading or listening and also called as Receptive Vocabulary. Passive Vocabulary or comprehension consists of the words comprehended by people when they read and listen.(ko, 2011)

1.3. Vocabulary Teaching Techniques

There are numerous techniques concerning vocabulary presentation.

Gairns and Redman (1986) suggest the following options for vocabulary presentation.

1. visual techniques
2. verbal techniques
3. dictionaries

Visual techniques for the presentation of new lexical items pertain to visual memory, which is considered helpful especially with vocabulary retention. Learners can remember the presented material far more effectively if it has been presented by means of visual aids. They help students associate presented material in a meaningful way and incorporate it into their existing system of language.

Teachers can benefit from the use of:

1. flashcards,
2. photographs and pictures, blackboard drawings
3. word pictures

4. information on culture
5. labelling pictures / objects
6. mime and gesture
7. action
8. incongruous visuals

Before to start to present a new vocabulary, it is useful to implement some recommendations:

1. Spoken language precedes written mode. When our students can pronounce words, we can introduce their written form. This can prevent them from trying to pronounce English words as if they were written in their own language.
2. Try to present new words in context.
3. Revision is essential. We can blend new words into later practice.

Teacher can choose from several ways of presenting vocabulary and making clear its meaning. He can use these separately or in combination with each other. The way to present the meaning of many abstract words is through the creation of a context or a situation that is helpful when deducing the meaning of a word. When we want to present person's feature as "innocent" it is very useful to create a character which is innocent (e.g. a figure taken from the history). If it is necessary we can accompany example by mime or drawing. Ur, in this connection, offers the following ways of presenting the meaning of new vocabulary items:

- concise definition (taken from dictionary, or invented by the teacher him/herself)
- detailed description (appearance, qualities)
- examples (hyponyms)
- illustration (picture, object)
- demonstration (acting, mime)
- context (story or sentence in which the item occurs)

- synonyms
- opposites (antonyms)
- translation
- associated ideas, collocations

1.4. Practical recommendations for vocabulary teaching

Apart from the above mentioned recommendations concerning vocabulary teaching, I would like to add more observations that can enhance the success of vocabulary learning.

- Give your students a few vocabulary items. Tell them to find their meaning, pronunciation and ask them to write a sample sentence with the word in.
- Prepare worksheets and ask your students to match words to definitions.
- Ask students to classify a group of words into different categories (so-called semantic fields).

- Ask students to find new vocabulary from reading their homework. They can teach each other in the class.
- Review the vocabulary you teach through a game or activity and encourage your students to do the same at home.
- Encourage autonomy in your learners. Tell them to read, watch films, listen to songs, etc. and point out useful words.
- It is a good idea to teach/learn words with similar meanings together, but only in case of more advanced students.
- Encourage your students to buy a good dictionary and use class time to highlight its benefits.
- Teach your students grammatical names for the parts of speech and the phonemic script of words.
- Always keep a good dictionary by your side in case a student asks a word you are not sure about.
- If you have never heard of the word, tell the student you will check and get back to them. Do get back to them.

1.5. Processes of teaching vocabulary

a. Stage of presenting vocabulary

5. Setting up a context, which is relevant to learners' interest and age, builds on or incorporates learners' experience.
6. Elicitation of the target vocabulary item (i.e. trying to get the target item from the learners first) in order to enhance their involvement as well as to help them fit the new item in their existing vocabulary knowledge.
7. Choral and/or individual repetition (this may be optional at higher levels) in order to standardize pronunciation.
8. Consolidation / concept check questions, which are aimed to check whether meaning has been properly understood and to provide further meaningful opportunities for learners to use the item in context.
9. Board record for later reference.

b. Practicing vocabulary

Having used any of the vocabulary presentations techniques in class, it is not a guarantee that learners have learnt the new items. For this reason, that the teacher remembers that in a vocabulary presentation lesson, the teacher should provide meaningful controlled practice for learners so that they could recognize, manipulate and use the new vocabulary items.

Vocabulary practice should be regular, carefully planned and should not involve too many words at one time. Many simple vocabulary practice activities are based around the following ideas:

- Discussions, communicative activities and role-play requiring use of the words
- making use of the vocabulary in written tasks. More specific exercise types:
 - matching pictures to words
 - matching parts of words to other parts, e.g. beginnings and endings
 - matching words to other words, e.g. collocations, synonyms, opposites,

sets of related words, etc.

- using prefixes and suffixes to build new words from given words
- classifying items into lists
- using given words to complete a specific task
- filling in crosswords, grids or diagrams
- filling in gaps in sentences
- memory games

The importance of recycling previously presented vocabulary is obvious. Revision activities can easily be incorporated into the lesson by way of five-minute activities or warmers. These activities can successfully aid students' recall of the new words and develop their retrieval systems.

Vocabulary revision activities: listing or categorizing items, vocabulary quizzes, noughts and crosses, brainstorming round an idea, guessing games, etc. (indonesia-blogspot, 2010)

2. NEGATIVE ISSUES THAT LIMIT THE DEVELOPMENT OF VOCABULARY LEARNING

2.1. Difficulties in vocabulary learning

Learning vocabulary is a very important part of learning a language. The more words you know, the more you will be able to understand what you hear and read; and the better you will be able to say what you want to when speaking or writing. The vocabulary we know can be divided into two groups - passive vocabulary and active vocabulary. Passive vocabulary contains all the words that you understand when you read or listen, but which you do not use (or cannot remember) in your own writing and speaking. Active vocabulary is all the words you understand, plus all the words that you can use yourself.

Special problems involved in vocabulary understanding, such as polysemy, the word's idiomatic usage, false cognates and distinction between homophones, can also be solved by the context and the dictionary.

Usually the first things you learn about a new English word are what it means and its translation in your own language. But there are other things you need to find out before you can say that you know a word like a native speaker does. For example, you have to learn: how it is spelled, how it is

pronounced, how it is inflected (i.e. how it changes if it is a verb, noun or adjective), other grammar information about it, how it collocates (i.e. what other words are often used with it).

Learning vocabulary seems to be one of the easiest things about learning a language, but it's also one of the hardest things to do, especially when you have reached a certain level. Learning vocabulary needs practice and time and in our days, time is a problem. We can face some difficulties, such as: deciding which words are worth learning. There are a lot of words in English compared with many other languages, and it is impossible to know them all - even native speakers frequently meet words they have never seen before in their reading. Another problem can be how to organize our vocabulary. Most people find that it's useful to organize the vocabulary they write down in some way, either to break the words/phrases into groups for learning, to show relationships between similar words, or to make it easier to find a particular word. Here are some ways of classifying your vocabulary that you might consider: according to alphabetical order; the order in which you found the words; topics; situations; 'families' of similar word meanings; frequency of occurrence.

Remembering vocabulary (Vocabulary learning has largely been construed as a memory problem) seems to be another difficulty for vocabulary learners. One of the biggest problems with vocabulary learning

is that what's 'learned' today is often forgotten tomorrow. (Guccirush2, 2010)

3. PICTURES TO IMPROVE VOCABULARY LEARNING IN THE ENGLISH LANGUAGE

3.1. Definitions

Jean L. Mckenchnie(1980) defines picture in Webster dictionary that Picture is an image, or likeness of an object, person, or scene produce on a flat surface, especially by painting, drawing or photography.

Meanwhile according to Andrew Wright (1989), Picture is not just an aspect of method but through its representation of place, object, and people, it is essential part of the overall experiences.

Vernon S Gerlach stated:

Pictures are a two dimension visual representation of person, places, or things. Photograph prints are most common, but sketches, cartoons, murals, cut outs, charts, graphs and maps are widely used. A picture may not only be worth a thousand words it is may also be worth a thousand years or a thousand miles.

Through pictures, learner can see people, place and things from areas for outside their own picture can also represent image from ancient times or portray the future. (Gerlach & Donald , 1980)

3.2. Types of pictures

According to Betty Morgan Bowen, there are some types of pictures as their shapes:

- ❖ **Wall charts-Wall pictures:** is simply a large illustration of scenes or events. It is usually to be used with the whole of class.

- ❖ **Flash cards**

- ❖ **Big pictures flash cards:** Big picture flashcards are very helpful tools in presenting and drilling forms of new words, since they draw learners' attention and make these often boring activities more enjoyable.

- ❖ **Word Flash cards;** card with printed words on it can help up rapidly; the cards can be used to demonstrate exactly what the teacher wishes.

- ❖ **Picture Flash cards;** useful for the representation of a single concept, such as an object or in action.

- ❖ **Work cards:** Includes visual as well as text magazine pictures drawing maps and diagrams, semantic maps can be important part or work cards at all levels used for variety of purposes

- ❖ **Small picture flashcards:** A plenty of variations of these cards are typically applied in communicative activities in pairs or small groups of students, thus finding a meaningful role in reviewing and practicing vocabulary. (Bowen, 1973)

3.3. Advantages of using pictures in the classroom

There are many reasons for using pictures in language teaching.

Wright (1990) pointed out; pictures are motivating and draw learners' attention. This fact will be repeatedly demonstrated in the Practical Part of this project. Furthermore, Wright refers to the fact that they provide a sense of the context of the language and give a specific reference point or stimulus.

Pictures, being suitable for any group of learners independently on age or

level, can be used in lots of various ways. As Hill stated, “What is done is limited only by the preparation time available, the visuals to hand and the imagination of the individual teacher.”

Hill (1990) listed several advantages of pictures, such as availability (one can get them in any magazines, on the internet, etc.); they are cheap, often free; they are personal (teacher selects them); flexibility - easily kept, useful for various types of activities (drilling, comparing, etc.), they are “always fresh and different”, which means they come in a variety of formats and styles and moreover the learner often wonders what comes next. Hill mentioned, from my experience, learners always pay attention and are curious about what are they going to do with the pictures shown. However, there is always a downside: it can be quite time consuming to find the right pictures for a specific type of activity for a beginner teacher who lacks his or her own collection. Still on the whole, this drawback is greatly outweighed by the above-mentioned pros. Furthermore, when the collection of pictures is once made, it can serve for a long time.

Another matter is the question of how to use pictures effectively. It counts as general methodological knowledge that in learning languages, students should perceive the input through as many channels as possible. Therefore it is important to include variety of stimuli in teaching. It is important to find a balance and not to use pictures or visuals only but to

combine them with other techniques and different types of stimuli (movement, verbal stimuli, sound, etc). Moreover, pictures used for demonstration of the meaning should be repeatedly connected with the spoken and subsequently also written form of the word or chunk of language.

3.4. Objectives of pictures

There are five roles of pictures:

1. Pictures can motivate the students and make him or her want to pay attention and want to take part.
2. Pictures contribute to the context in which the language is being used. They bring the world into the classroom.
3. The pictures can be described an objective way or interpreted or responded to subjectively.
4. Pictures can cue responses to questions or cue substitutions through control practice.

5. Pictures can stimulate and provide information to be referred to in conversation, discussion and story-telling beside Horse five roles in using picture. (Vernon & Donald)

3.5 Why use pictures in teaching.

There is no question that pictures are a good source of teaching materials; but what are those benefits? This section shall examine those advantages closely, one by one.

- **Motivation:** A reading class, as many would agree, requires the students to be more highly-motivated than any other classes. This is probably because the questions are boring, or understanding the article itself demands a lot of patience from the readers. For this reason, delivering an inspiring lesson is a hard task and requires a great deal of effort from teachers. Using pictures, however, these difficulties can be overcome.

Assume that you are going to give the students a reading article about, say, 'Sports'. With enough pictures of famous sportsmen and sportswomen from your country and around the world, you can easily engage the participants actively. One simple activity is that you can get the students to work in groups of threes or fours and ask them to use their background knowledge to identify the names of the sports' celebrities and

then find out what sports they play. Not only do the pictures motivate the students, but they also provoke lively discussions and thus demand the students to give their ideas (in English, of course!). Try this in your class, and you'll find that the 10-15 minute preparation is certainly worth your while.

Pre-teaching vocabulary: To continue with our 'Sports' example, let's imagine we are going to teach our students a new word, a particular sport called 'Rugby'. Instead of using pictures, some of us may anticipate exhibiting the different movements that rugby requires. However, we may only have to include a picture of a rugby player, for instance, 'Johnny Wilkinson' (England Rugby World Cup winner) with his Rugby jersey on, or draw a picture of a rugby ball, and then we can get the idea across very easily.

A teacher can pre-teach vocabulary on, for example, adjectives describing feelings and actions with ease. Just hand out a number of pictures of faces of people that express different moods (happy, sad, angry, upset, etc.), the students will learn new vocabulary effectively while having fun.

Pictures allow you to pre-teach, practice, or review any vocabulary items if you take some time to think about how to manipulate them, and what and who you should include in the pictures. Sports, celebrities, flags of

countries, electronic gadgets, buildings and clothes are just some of the many examples of the different types of topics that allow you to use pictures as a tool for teaching.

- **Comprehension:** It is an old saying that ‘a picture speaks a thousand words’. Images are more ‘evocative’ than words and can initiate a variety of associations. Oftentimes students are asked comprehension questions based on the text they have read. Comprehension questions are important but it is equally important for teachers to get students to discuss and reflect on pictures as well. While texts can communicate facts, information, or an argument, images allow imagination, creative thinking, and objectivity to come into play. If teachers can establish a balance between the use of pictures and words, they can as well increase the learning potential of their students (Technical Advisory Service for Images, 2004).

3.6 Classroom development

Warm-up: This includes a review (revision) of the previous lesson linked to this new lesson. It should also include the questions and answers you have written above as well as questions used to elicit conversation using the new structures and functions you intend to teach. This section can also show examples of what your students will learn in this lesson. In some

countries and with some age groups, this may come in the form of a specifically designed game.

Presentation (or ESA format): Note the target language to be taught and how you will teach it. Include how you will stimulate the students' interest in the language and how you might elicit from the students the language you are planning to teach. Include details as specific as when you might model structures and dialog and when you will require a repeated response (choral response) from the students. Include a structure chart for the grammar or the dialog you intend to teach.

Practice: Include the specific activities you have planned and attach any handouts related to them to the lesson plan. Include up to three practice activities, sequencing them from most to least structured, slowly giving the students more freedom.

Production: This is where students really learn and generalize a new language skill. Allow/encourage the students to talk about themselves, their lives or specific situations using their own information but focusing on the target language that was taught in the presentation and practiced in the previous activities. Include exactly what you will ask the students to do and that you intend to monitor students and encourage and correct them as needed in their use of the target language. (Educator)

Conclusion: Discuss/recap what you have studied and learned during the lesson. In some countries and for some ages, this will be followed by a game that uses the target language.

4. PICTURES TO TEACH VOCABULARY LEARNING IN ENGLISH LANGUAGE

4.1 PICTURES ACTIVITIES

4.1.1 Semantic maps

Semantic maps, also known as word diagrams, are not exactly what people usually imagine under the heading 'Pictures'. Nonetheless, they are visuals and they are very closely related to pictures. When looking into this matter, it is even possible to claim that they actually are pictures - pictures of sense relations of words. In any case, they are very valuable and highly beneficial not only in learning vocabulary but also, as Gairns and Redman (1992), pointed out, as a tool for storing lexis already learned.

Semantic maps will find various functions in classes. They can be used in presentations of vocabulary for a particular topic, making this vocabulary organized, withdrawing their relations. They can be used in

brainstorming activities as a tool for vocabulary organization again. Furthermore, McCarthy (1992) listed other uses such as gap-filling activities, speaking activities for group-work, or “as reference device”

4.1.2 Wall-pictures and posters, compiled pictures

Wall-pictures are another valuable visual material for language classes. In the first place, they can be displayed in the classroom to set English (or foreign in general) environment and then they function as another source of language to be absorbed by students in the process of natural acquisition. Furthermore, they will find their use both in presentation of new language and controlled practice.

Due to their character, they are obviously suitable for presentation of new language. They put vocabulary into context and therefore make the presentation meaningful, which is highly recommended for successful retention of new words.

4.1.3 Drawing as a students' activity

Drawing as an activity might serve a lot of goals (these often combined together) in learning languages. It is often used to support developing particular language skills, mostly (but not only) listening and speaking.

Furthermore it meets with a great benefit and usefulness in practicing or learning vocabulary, especially when talking about elementary English, since a lot of essential vocabulary here are concrete and easy-to- draw.

Scott and Ytreberg (1993) specify that this type of activity “is particularly useful for checking object vocabulary, prepositions, colors and numbers. It is not so useful for actions, since drawing people doing things is quite difficult for most of us.”

The picture is used in a more meaningful and ‘real-life communicative’ way than being just displayed for students to say what they can actually see (Wright & Haleem, 1996). This will probably have a greater impact on the retention of a piece of vocabulary again and also subsequently on the ability to use it in communication.

5. APPLYING PICTURES IN ORDER TO IMPROVE THE VOCABULARY LEARNING IN THE ENGLISH LANGUAGE

5.1. WORKSHOP 1

THEME: PRE-TEST		CONTENTS: Exercises about animals, fruits, and clothes' vocabulary.	TIME: 60 Minutes LEVEL: Beginners
TEACHER OBJECTIVES	STUDENTS OBJECTIVES	CLASS DEVELOPMENT	MATERIALS
❖ To diagnose students' vocabulary level.	<ul style="list-style-type: none"> • To demonstrate vocabulary knowledge by a test. 	<p>PRESENTATION</p> <ul style="list-style-type: none"> ✓ Teacher explains students the purpose of taking the test and clarify them that it is not going to be graded. ✓ Teacher uses function words to explain Ss how to complete the test. T uses some flashcards to show students how to complete each question. <p>PRACTICE</p> <ul style="list-style-type: none"> ✓ Ss develop the test. 	<ul style="list-style-type: none"> ✓ Test ✓ Paper

5.2. WORKSHOP N° 2.

THEME: Animals		CONTENTS dog, cow, duck, cat, pig, mouse, horse, sheep, snake, chicken, frog, and donkey	TIME: 60 Minutes
			LEVEL: Beginners
TEACHER OBJECTIVES	STUDENTS OBJECTIVES	CLASS DEVELOPMENT	MATERIALS
<ul style="list-style-type: none"> ❖ To introduce vocabulary about animals. 	<ul style="list-style-type: none"> ❖ To recognize introduced vocabulary. ❖ To practice pronunciation of vocabulary. To clearly pronounce the vocabulary introduced. 	<p>WARM UP/ LEAD IN</p> <ul style="list-style-type: none"> ✓ Teacher starts the class with a warm –up a song “THE ANIMALS SOUNDS” about animals to motivate students to study the topic. <p>PRESENTATION</p> <ul style="list-style-type: none"> ✓ Teacher sticks some picture cards of different animals on the board. ✓ Students look at the pictures and mimic the animal sound of each picture card after teacher’s demonstration. ✓ Teacher names each picture card <p>PRACTICE</p> <ul style="list-style-type: none"> ✓ Students repeat the pronunciation of the vocabulary after the teacher several times ✓ Teacher uses flashing picture activity where she shows the pictures to Ss in a brief way and they have to name each one. ✓ Teacher repeats the activity 2 more times but she changes the order of pictures each time. ✓ Teacher makes students practice the pronunciation of the animals name once again. ✓ Teacher divides the class in two groups A-B. Teacher gives pictures to group A and the other group have to mimic the animals sound ✓ Teacher names an animal and students have to find their pair. Then, they pass in front of the class and say aloud the animal name. <p>ASSESSMENT</p> <ul style="list-style-type: none"> ✓ Teacher gives students a worksheet where they have to listen and match the picture with a number according the order the teacher says. 	<ul style="list-style-type: none"> ✓ Picture cards ✓ Worksheets ✓ Tape recorder ✓ Cd player

5.3. WORKSHOP N° 3.

THEME: Animals		CONTENTS: dog, cow, duck, cat, pig, mouse, horse, sheep, snake, chicken, frog, and donkey.	TIME: 60 Minutes LEVEL: Beginners
TEACHER OBJECTIVES	STUDENTS OBJECTIVES	CLASS DEVELOPMENT	MATERIALS
<ul style="list-style-type: none"> • To reinforce pronunciation of the introduced vocabulary about animals. • To introduce spelling of vocabulary items. • To introduce the plural form of vocabulary items 	<ul style="list-style-type: none"> ❖ To exercise the pronunciation of vocabulary learned. ❖ To write the plural form of words. 	<p>WARM UP/LEAD IN</p> <ul style="list-style-type: none"> ✓ Teacher starts the class with a warm –up activity “TOUCH THE PICTURE” in order to motivate students and make a brief review about the last class. ✓ Ss in turns pass in front of the class and touch the picture card that the teacher says. <p>PRESENTATION</p> <ul style="list-style-type: none"> ✓ T explains students what they are going to study in that class (spelling of the vocabulary learned and plural form) ✓ Teacher labels each picture with the spelling word about the vocabulary studied the last class ✓ T makes students practice the pronunciation of each vocabulary item several times. ✓ T sticks just spelling cards on the board and students have to choose the correct picture and put it together the correct spelling. ✓ T. introduces plural forms of vocabulary. ✓ T. relates numbers with the vocabulary to explain the plural form. <p>PRACTICE</p> <ul style="list-style-type: none"> ✓ Teacher writes numbers and sticks pictures of animals on the board and Ss have to say the plural form of the animal, but they have to use the number that teacher wrote. ✓ Ss practice the pronunciation of the animals’ names by reading names of animals aloud. ✓ T. asks Ss the name of the animal she is showing in the pictures. T. repeats the process but this time she just shows the spelling word. ✓ T. introduces Ss the plural form of animals’ names. ✓ Students try to say sentences using the singular and plural form of the vocabulary learned. ✓ Ss complete a crossword with the vocabulary introduced about animals. <p>ASSESSMENT</p> <ul style="list-style-type: none"> ✓ Ss complete a worksheet with some exercises with matching picture to word/word to picture and label the picture activities. 	<ul style="list-style-type: none"> ✓ Spelling cards ✓ Picture cards ✓ Worksheets

5.4. WORKSHOP N° 4.

THEME: Animals		CONTENTS: EVALUATION ABOUT ANIMALS VOCABULARY	TIME: 60 Minutes
			LEVEL: Beginners
TEACHER OBJECTIVES	STUDENTS OBJECTIVES	CLASS DEVELOPMENT	MATERIALS
<ul style="list-style-type: none"> To appraise Ss vocabulary knowledge about animals vocabulary 	<ul style="list-style-type: none"> To take the test about animals vocabulary. To associate pictures with the written word. To associate pictures with the oral word. To use the vocabulary in sentences. 	<p>WARM UP/LEAD IN</p> <ul style="list-style-type: none"> Teacher starts the class with a warm up "PICTURE PUZZLE" in order to motivate and make a review about the previous classes. T. gives Ss some pictures of animals cut in different parts and they have to match all the parts together. After that, they have to say aloud the animal they formed. <p>PRESENTATION</p> <ul style="list-style-type: none"> Teacher makes a brief review about the previous vocabulary classes by showing pictures, naming and writing the word on the board. Teacher gives students a test Teacher explains students the purpose of taking the test. Teacher gives Ss instructions about the test, and explains how to complete each question. <p>PRACTICE</p> <ul style="list-style-type: none"> Students take the test related to the vocabulary learned. <p>Extension/Reinforcement</p> <ul style="list-style-type: none"> If there is time: T. gives some Ss an extra material to develop. In the case that some Ss still have difficulties with vocabulary about animals, T. works with them to reinforce their knowledge. 	<ul style="list-style-type: none"> Worksheets Test Board markers

5.5. WORKSHOP N° 5

THEME: Fruits		CONTENTS: grapes, strawberry, orange, pineapple, pear, watermelon, peach, apple, kiwi, plum, cherries, grapefruit.	TIME: 60 Minutes LEVEL: Beginners
TEACHER OBJECTIVES	STUDENTS OBJECTIVES	CLASS DEVELOPMENT	MATERIALS
❖ To introduce vocabulary about fruits	<ul style="list-style-type: none"> ❖ To recognize introduced vocabulary. ❖ To practice pronunciation of vocabulary 	<p>WARM UP/ LEAD IN</p> <ul style="list-style-type: none"> ✓ Teacher starts the class with a warm –up “song” about fruits <p>PRESENTATION</p> <ul style="list-style-type: none"> ✓ Teacher sticks some picture cards of some fruits on the board. ✓ Students look at the pictures and talks about their favorite fruit. ✓ Teacher names each picture card. <p>PRACTICE</p> <ul style="list-style-type: none"> ✓ Students repeat the pronunciation of the vocabulary after the teacher several times ✓ Teacher uses flashing picture activity where she shows the pictures to Ss in a brief way and they have to name each one. ✓ Teacher repeats the activity 2 more times but she changes the order of pictures each time. ✓ Teacher makes students practice the pronunciation of the animals name once again. ✓ Teacher divides the class in two groups A-B. Teacher gives pictures to group A and the other group have to say the name of the fruit. ✓ Both groups have to line up and form two lines. Both groups have to be face to face. ✓ Each student of group A shows his/her picture to the student of the other group. The student that is front has to say the name of the fruit, and so on. ✓ Students play another round , but this time the group A pass to group B and the group B pass to group A. <p>ASSESSMENT</p> <ul style="list-style-type: none"> ✓ Teacher gives students a worksheet where they have to listen and number fruits in the order that teacher says. 	<ul style="list-style-type: none"> ✓ Spelling cards ✓ Picture cards ✓ Worksheets ✓ Tape recorder ✓ Cd player

5.6. WORKSHOP N° 6

THEME: FRUITS		CONTENTS: grape, strawberry, orange, pineapple, pear, watermelon, peach, apple, kiwi, lemon, cherries, coconut	TIME: 60 Minutes
			LEVEL: Beginners
TEACHER OBJECTIVES	STUDENTS OBJECTIVES	CLASS DEVELOPMENT	MATERIALS
<ul style="list-style-type: none"> • To reinforce pronunciation of introduced vocabulary about fruits ❖ To introduce spelling of vocabulary ❖ To introduce the plural form of vocabulary 	<ul style="list-style-type: none"> ❖ To exercise the pronunciation of vocabulary learned. ❖ To distinguish and write the spelling word of the introduced vocabulary. ❖ To write the plural form of words. 	<p>WARM UP/ LEAD IN</p> <ul style="list-style-type: none"> ✓ Teacher starts the class with a warm up "PICTURE PUZZLE" in order to motivate and make a review about the previous classes. ✓ T. gives Ss some pictures of fruits cut in different parts and they have to match all the parts together. After that, they have to say aloud the fruit they formed. <p>PRESENTATION</p> <ul style="list-style-type: none"> ✓ T explains students what they are going to study in that class (spelling of the vocabulary learned and plural form) ✓ Teacher labels each picture with the spelling word about the vocabulary studied the last class ✓ T makes students practice the pronunciation of each vocabulary item several times. ✓ T sticks just spelling cards on the board and students have to choose the correct picture and put it together the correct spelling. ✓ T. introduces plural forms of vocabulary. ✓ T. relates numbers with the vocabulary to explain the plural form. <p>PRACTICE</p> <ul style="list-style-type: none"> ✓ Teacher writes numbers and sticks pictures of fruits on the board and Ss have to say the plural form of the fruit, but they have to use the number that teacher wrote. ✓ Ss practice the pronunciation of the fruits' names by reading names of fruits aloud. ✓ T. asks Ss the name of the fruits she is showing in the pictures. ✓ T. repeats the process but this time she just shows the spelling word. ✓ T. introduces Ss the plural form of fruits' names. ✓ Students try to understand sentences using the singular and plural form of the vocabulary learned. ✓ Ss complete a crossword with the vocabulary introduced about fruits. <p>ASSESSMENT</p> <ul style="list-style-type: none"> ✓ Ss complete a worksheet with some exercises with matching picture to word/word to picture and label the picture activities. 	<ul style="list-style-type: none"> ✓ Spelling cards ✓ Picture cards ✓ Worksheets ✓ Tape recorder ✓ Cd player

5.7. WORKSHOP N° 7

THEME: Fruits		CONTENTS: EVALUATION ABOUT FRUITS VOCABULARY	TIME: 60 Minutes
			LEVEL: Beginners
TEACHER OBJECTIVES	STUDENTS OBJECTIVES	CLASS DEVELOPMENT	MATERIALS
<ul style="list-style-type: none"> To appraise Ss vocabulary knowledge about fruits vocabulary 	<ul style="list-style-type: none"> To take the test about fruits vocabulary. To associate pictures with the written word. To associate pictures with the oral word. To understand vocabulary in sentences. 	<p>WARM UP/LEAD IN</p> <ul style="list-style-type: none"> ✓ Teacher starts the class with a warm up “PICTURE PUZZLE” in order to motivate and make a review about the previous classes. ✓ T. gives Ss some pictures of fruits cut in different parts and they have to match all the parts together. After that, they have to say aloud the fruit they formed. <p>PRESENTATION</p> <ul style="list-style-type: none"> ✓ Teacher makes a brief review about the previous vocabulary classes by showing pictures, naming and writing the word on the board. ✓ Teacher gives students a test ✓ Teacher explains students the purpose of taking the test. ✓ Teacher gives Ss instructions about the test, and explains how to complete each question. <p>PRACTICE</p> <ul style="list-style-type: none"> ✓ Students take the test related to the vocabulary learned. <p>Extension/Reinforcement</p> <ul style="list-style-type: none"> ✓ If there is time: T. gives some Ss an extra material to develop. ✓ In the case that some Ss still have difficulties with vocabulary about fruits, T. works with them to reinforce their knowledge. 	<ul style="list-style-type: none"> ✓ Worksheets ✓ Test ✓ Board ✓ markers

5.8. WORKSHOP N° 8

THEME: CLOTHE		CONTENTS: pants, jacket, shirt, T-shirt, skirt, scarf, belt, socks, dress, shorts, coat, umbrella, shoes, and cap.	TIME: 60 Minutes
			LEVEL: Beginners
TEACHER OBJECTIVES	STUDENTS OBJECTIVES	CLASS DEVELOPMENT	MATERIALS
❖ To introduce vocabulary about clothe.	<ul style="list-style-type: none"> ❖ To recognize introduced vocabulary. ❖ To practice pronunciation of vocabulary 	<p>WARM UP/ LEAD IN</p> <ul style="list-style-type: none"> ✓ Teacher starts the classes with a warm –up .Ss have to form 2 groups. Students pass in from the class and take a piece of paper where are written some vocabulary items. Then the student who took the paper has to describe the word and the rest of group has to guess what the word is. They have to take turns. The group that guesses more words is the winner. <p>PRESENTATION</p> <ul style="list-style-type: none"> ✓ Teacher sticks some picture cards of different clothes pieces on the board. ✓ Students look at the pictures and describe them. ✓ Teacher names each picture card <p>PRACTICE</p> <ul style="list-style-type: none"> ✓ Students repeat the pronunciation of the vocabulary after the teacher several times ✓ Teacher uses flashing picture activity where she shows the pictures to Ss in a brief way and they have to name each one. ✓ Teacher repeats the activity 2 more times but she changes the order of pictures each time. ✓ Teacher makes students practice the pronunciation of animals' name once again. ✓ Teacher divides the class in two groups A-B. Teacher gives pictures to group A and the other group have to say the name of the fruit. ✓ Both groups have to line up and form two lines. Both groups have to be face to face. ✓ Each student of group A shows his/her picture to the student of the other group. The student that is front has to say the name of clothes, and so on. ✓ Students play another round , but this time the group A pass to group B and the group B pass to group A. <p>ASSESSMENT</p> <ul style="list-style-type: none"> ✓ Teacher gives students a worksheet where they have to listen and match the picture with a number according the order the teacher says. 	<ul style="list-style-type: none"> ✓ Picture cards ✓ Worksheets

5.9. WORKSHOP N° 9

THEME: CLOTHE		CONTENTS: pants, jacket, shirt, T-shirt, skirt, scarf, belt, socks, dress, shorts, coat, umbrella, shoes, and cap.	TIME: 60 Minutes
			LEVEL: Beginners
TEACHER OBJECTIVES	STUDENTS OBJECTIVES	CLASS DEVELOPMENT	MATERIALS
<ul style="list-style-type: none"> • To reinforce pronunciation of introduced vocabulary about clothe ❖ To introduce spelling of vocabulary ❖ To introduce the plural form of vocabulary 	<ul style="list-style-type: none"> • To exercise the pronunciation of vocabulary learned. • To distinguish and write the spelling word of the introduced vocabulary. • To write the plural form of words 	<p>WARM UP/ LEAD IN</p> <ul style="list-style-type: none"> ✓ Teacher starts the class with a warm up "PICTURE PUZZLE" in order to motivate and make a review about the previous classes. ✓ T. gives Ss some pictures of clothe cut in different parts and they have to match all the parts together. After that, they have to say aloud the fruit they formed. <p>PRESENTATION</p> <ul style="list-style-type: none"> ✓ T explains students what they are going to study in that class (spelling of the vocabulary learned and plural form) ✓ Teacher labels each picture with the spelling word about the vocabulary studied the last class ✓ T makes students practice the pronunciation of each vocabulary item several times. ✓ T sticks just spelling cards on the board and students have to choose the correct picture and put it together the correct spelling. ✓ T. introduces plural forms of vocabulary. ✓ T. relates numbers with the vocabulary to explain the plural form. <p>PRACTICE</p> <ul style="list-style-type: none"> ✓ Teacher writes numbers and sticks pictures of clothe on the board and Ss have to say and write the plural form of clothe, but they have to use the number that teacher wrote. ✓ Ss practice the pronunciation of clothe names by reading names of clothe aloud. ✓ T. asks Ss the name of piece of clothe she is showing in the pictures. ✓ T. repeats the process but this time she just shows the spelling word. ✓ T. introduces Ss the clothe plural. ✓ Students try to understand sentences using the singular and plural form of the vocabulary learned. ✓ Ss complete a crossword with the vocabulary introduced about clothe. <p>ASSESSMENT</p> <ul style="list-style-type: none"> ✓ Ss complete a worksheet with some exercises with matching picture to word/word to picture and label the picture activities. 	<ul style="list-style-type: none"> ✓ Spelling cards ✓ Picture cards ✓ Worksheets

5.10. WORKSHOP N° 10

THEME: CLOTHE		CONTENTS: EVALUATION ABOUT CLOTHE VOCABULARY	TIME: 60 Minutes
			LEVEL: Beginners
TEACHER OBJECTIVES	STUDENTS OBJECTIVES	CLASS DEVELOPMENT	MATERIALS
<ul style="list-style-type: none"> To appraise Ss vocabulary knowledge about clothe vocabulary 	<ul style="list-style-type: none"> To take the test about clothe vocabulary. To associate pictures with the written word. To associate pictures with the oral word. To understand vocabulary in sentences. 	<p>WARM UP/LEAD IN</p> <ul style="list-style-type: none"> Teacher starts the class with a warm up "PICTURE PUZZLE" in order to motivate and make a review about the previous classes. T. gives Ss some pictures of clothe cut in different parts and they have to match all the parts together. After that, they have to say aloud the clothe they formed. <p>PRESENTATION</p> <ul style="list-style-type: none"> Teacher makes a brief review about the previous vocabulary classes by showing pictures, naming and writing the word on the board. Teacher gives students a test Teacher explains students the purpose of taking the test. Teacher gives Ss instructions about the test, and explains how to complete each question. <p>PRACTICE</p> <ul style="list-style-type: none"> Students take the test related to the vocabulary learned. <p>Extension/Reinforcement</p> <ul style="list-style-type: none"> If there is time: T. gives some Ss an extra material to develop. In the case that some Ss still have difficulties with vocabulary about clothe, T. works with them to reinforce their knowledge. 	<ul style="list-style-type: none"> Worksheets Test Board markers

5.11. WORKSHOP N° 11

THEME: WRAP UP		CONTENTS: ANIMALS,FRUITS AND CLOTHES	TIME: 60 Minutes
			LEVEL: Beginners
TEACHER OBJECTIVES	STUDENTS OBJECTIVES	CLASS DEVELOPMENT	MATERIALS
<ul style="list-style-type: none"> To make a wrap up about the vocabulary previously studied (animals, fruits, clothes) To review the last classes. To reinforce knowledge about the three sets of vocabulary previously studied 	<ul style="list-style-type: none"> To remember the vocabulary studied in the last classes To put in practice the knowledge acquired on the previous sessions through a lot practice 	<p>WARM UP/LEAD IN</p> <ul style="list-style-type: none"> Teacher starts the class with a warm up "PICTURE PUZZLE" in order to motivate and make a review about the previous classes. T. gives Ss some pictures of clothe cut in different parts and they have to match all the parts together. After that, they have to say aloud the clothe they formed. <p>PRESENTATION</p> <ul style="list-style-type: none"> Teacher makes a brief review about the previous vocabulary classes by showing pictures, naming and writing the word on the board. <p>PRACTICE</p> <ul style="list-style-type: none"> Students repeat the pronunciation of the vocabulary after the teacher several times Teacher uses flashing picture activity where he shows the pictures to Ss in a brief way and they have to name each one. Teacher repeats the activity 2 more times but She changes the order of pictures each time. Teacher makes students practice the pronunciation of the animals, fruits and clothes name once again. Teacher divides the class in two groups A-B. Teacher gives pictures to group A and the other group have to say the name of them. Both groups have to line up and form two lines. Both groups have to be face to face. Each student of group A shows his/her picture to the student of the other group. The student that is front has to say the name of picture, and so on. Students play another round , but this time the group A pass to group B and the group B pass to group A. <p>ASSESSMENT</p> <p>Ss complete a worksheet with some exercises with matching picture to word/word to picture and label the picture activities.</p>	<ul style="list-style-type: none"> worksheets pictures cards spelling cards board markers

5.12. WORKSHOP 12

THEME: POST-TEST		CONTENTS: Exercises about animals, fruits, and clothes' vocabulary.	TIME: 60 Minutes
		LEVEL: Beginners	
TEACHER OBJECTIVES	STUDENTS OBJECTIVES	CLASS DEVELOPMENT	MATERIALS
<ul style="list-style-type: none"> ❖ To confirm students' learning in vocabulary through a test. 	<ul style="list-style-type: none"> • To take the test about the vocabulary previously studied. 	<p>PRESENTATION</p> <ul style="list-style-type: none"> ✓ Teacher explains students the purpose of taking the test and clarify them that it is not going to be graded. ✓ Teacher uses function words to explain Ss how to complete the test. T uses some flashcards to show students how to complete each question. <p>PRACTICE</p> <ul style="list-style-type: none"> ✓ Ss develop the test. 	<ul style="list-style-type: none"> ✓ Test ✓ Paper

6. ASSESSMENT WORKSHEET: OBSERVATION GUIDE

CHECKLIST FOR MONITORING VOCABULARY PROGRESS						
Date:						
Content:						
Activity:						
	SKILL DEVELOPMENT /PROGRESS					
	Understanding words			Producing words		
	Oral form	Written form	In context	Spelling	Pronunciation	Use in a sentence
76 – 100%						
50-75%						
Less than 50%						

f. METHODOLOGY

1. DESIGN OF THE RESEARCH

Action research has become more popular as a model of research among practitioners. It is a quasi-experimental or transversal model because the following reasons:

It is transversal because this kind of research study a phenomenon in a concrete and temporary moment so that, the variable effect or dependent variable is measured in just one moment. It is a kind of design in which it is possible to make a comparison before applying the intervention plan and after concluding it. The emerging evidence-based outcomes will then contribute to the researching practitioner's continuing professional development (Koshy, 2005)

Action research is a process of study done by systematically collecting data on one's everyday practice and analyzing it in order to draw conclusions about a determined problem. It can be undertaken by undergraduate and postgraduate students, assisted or guided by professional researchers, with the aim of improving their strategies, practices and knowledge of the surroundings within which they practice.

This work will use the research spiral cycles proposed by Kemmis and McTaggart since the process is likely to be more fluid, open and responsive. It includes planning, acting and observing, and reflecting suggests. The researcher starts from a detected problem, plans an action in order to solve that problem, he /she applies the strategy proposed, and reflects about the possible outcomes after finishing the intervention stage which will be reported in the thesis work.

2. METHODS

In the present research work the following methods will be used:

To study the vocabulary and pictures that will be used in the developing of vocabulary learning, the researcher is going to use the comprehensive which will serve in the following:

- ❖ **COMPREHENSIVE METHOD:** This will be used as a means to study the vocabulary in children of 10-12 years old and how it is developed or taught. It will also help to understand the importance that vocabulary as a sub-skill of the English language learning process.

It is important to know that by analyzing the development of vocabulary it will possible to understand the best way that it should

be taught into the English class. This method will facilitate this analysis and it will improve vocabulary by the application of pictures during a period of time that let the researcher get effective results.

To make a theoretical relation between pictures with the development of vocabulary the researcher will use the analytic and synthetic methods.

- ❖ **ANALYTIC METHOD:** This method will help to know more about the benefits of pictures to improve vocabulary learning of the children who will participate in the project.

According to (Wilkins, 1972) without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Therefore, vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas.

It will also be useful to analyze the data gathered by the researcher during the action stage, where there will be some instruments like an observation guide which will include indicators that will show how children are improving in their vocabulary into the English language process.

- ❖ **SYNTHETIC METHOD:** It will help in the right understanding of the core problem in vocabulary in the students of 10-12 years old, which will help the research to synthesize the models of pictures that are appropriate and are useful to improve vocabulary learning in children.

To determine the negative aspects that limit the development of vocabulary in children, the researcher will use the participative diagnostic method.

- ❖ **PARTICIPATIVE DIAGNOSTIC METHOD.** It will let the real situation of vocabulary of students at “José Rafael Arízaga Vega” school in a determined moment. It will let start knowing the specific limitations and difficulties that they have in vocabulary. It will let the researcher correct this reality by applying new strategies through pictures as a possible solution that will help the children into the English Language process.

To select the appropriate pictures to improve vocabulary learning the proactive method will be used:

- ❖ **PROACTIVE METHOD:** This is useful to identify the difficulties that students have in vocabulary learning and to determine the improvements that the application of pictures have and which will

help to solve the problem found in vocabulary. It will let select the best models or alternatives that pictures have in order to improve the students' limitations in the vocabulary into the English language process.

- ❖ **WOKSHOPS METHOD:** It is a practical alternative that will help the researcher to plan and apply the contents that will be useful to work through the application of pictures, so students are able to solve their limitations and be more active learners into the English learning process. It will also help to state specific objectives for each workshop which are directly related to the improvement of students' limitations in vocabulary and they will let get better outcomes in the new strategies used in this intervention.

Finally to assess the every workshop the researcher will use comprehensive assessment method:

- ❖ **COMPREHENSIVE ASSESSMENT METHOD:** It will be useful to assess the students' outcomes after every session that the researcher will develop through the application of the pictures strategies and it will be checked in the observation guide which will include items that let the researcher specifically detect the students' improvements in the development of vocabulary learning.

3. TECHNIQUES AND INSTRUMENTS

1.1. Data Collection

Test

Two sets of Test will be used; pre and post-test. A test; this test also includes multiple choices, fill in blank, match, true / false sentences, circle, check boxes, drawing and story completion, questions will be used to collect students' answers about vocabulary at the beginning and at the end of the intervention. This will allow the students to provide a wide range of responses. Another test will be used to collect students' progress about the vocabulary. All tests will be conducted in class so that researcher give a clear explanation to students and clarify all queries raised. In addition, one hundred percent return rate should be ensured

Observation

The researcher will carefully observe students' performance during lessons. She/he will use an observation guide to record what has happened in class that helps them investigate, analyze and reflect upon their findings when the project comes to an end.

Field Dairy and notes

The researcher will use a dairy to record what happens in each lesson. In this way, it will help to write up the findings during the intervention, significant events during the observation or any particular situations that happen.

4. PROCEDURES

The action research work process will include the following stages:

Investigate

In this stage the researcher is going to start with systematic observations to investigate what are the difficulties students have to learn the English language, after that, the researcher will structure a theoretical framework based on the issues found and the possible solution. Also, a pre- test will be applied to the participants. Two semi-structured test will be conducted. The pre-test is going to be applied with the purpose to collect data and diagnose the level of students' vocabulary knowledge in the English Language. The test will include questions of multiple choices; fill in blank, match, true / false questions, circle, check boxes, drawing and story completion. Each question is going to be valued in one point.

Plan

According to the issues found in the English learning, the researcher will design an intervention plan through the use of pictures as a strategy to improve vocabulary learning during the time February-April 2014. The numbers of sessions that will be developed are 12; one per week and four per month. Finally, each session will be developed in periods of 60 minutes per session.

Act

The researcher will carry out the intervention plan where there will be a variety of activities such as: warm-up, presenting new words, repetition, drawing, compiled pictures, Pictionary, and worksheets. All these activities will be applied in the development of the class to teach and improve students' vocabulary knowledge in the English Language.

Observe

The researcher is going to use an observation guide, and a field diary & notes as instruments to help the researcher to observe students' performance during class in order to know the improvements in vocabulary learning during the time of intervention.

Reflect

In this stage the researcher will apply a post -test to check the students' progress in vocabulary learning at the end of the intervention plan. The test will include questions of multiple choices; fill in blank, match, true / false questions, circle, check boxes, drawing and story completion. The results will be compared and analyze to draw the conclusions about the action research work.

Dissemination

Finally, at this point the investigator is going to demonstrate the improvement of students in vocabulary in the English Language through the use of pictures as a strategy to improve vocabulary learning. The results are going to be exposed in a demonstrative class integrated by the authorities, the students' parents and the school where the research was performed.

5. POPULATION

The individuals who will be taken in account are the following:

Chart of the population

GROUP OF SIXTH AND SEVENTH YEARS OF BASIC EDUCATION		
YEARS	MEN	WOMEN
6	3	5
7	3	2
6-7	6	7
TOTAL	13CHILDREN	

h. ORGANIZATION AND MANAGEMENT OF THE RESEARCH

1. RESOURCES

1.1. HUMAN

- Researcher
- Students of sixth and seventh years of Basic Education

1.2. MATERIAL

The material sources used throughout this research are:

- **Office material:** book, dictionaries, flash card, copies, paper prints, folders and bindings, pictures prints, posters.
- **Technical Resources:** Computer, printer, flash memories, and board.

2. BUDGET

DESCRIPTION	VALUE
To elaborate this Project	300
Printer material	250
Internet	200
Copies	100
Transaction	100
Mobilization	100
TOTAL	\$ 1.050

3. FINANCING

The expenditures resultant from the development of this research work will be covered by the researcher.

i. BIBLIOGRAPHY

BOOKS

- Hatch , E., & Cheryl, B. (1995). *Vocabulary, Semantic and Language Education*. Cambridge: Cambridge University Press.
- Wright, A. (1989). *Picture For Language, learning:Cambridge Handbook for Language Teachers*. USA: Cambridge University Press.
- Bowen, B. M. (1973). *Look Here!, Visual Aids In Language Teaching*. London: essential Language Teach-Series.
- Gairns, R., & Redman, S. (1986). *Working with words: a guide to teaching and learning vocabulary*. Cambridge: Cambridge University Press.
- Gerlach , V. S., & Donald , P. E. (1980). *Teaching and Media a Systematic Approach 2nd*. New Jersey: New Jersey; Prentice Hall.
- HILL, D. A. (1990). *Visual Impact: Creative language learning through pictures*. UK: Longman Group UK Limited.
- Koshy, V. (2005). *Action Research for Improving Practice*. London: Paul Chapman Publishing (P.C.P).
- Lewis. (1993). *The lexical approach; The state of ELT and a way forward*. Hove,UK: LanguageTeaching Publications.
- Mckenkchnie, J. L. (1980). *Webster New Twentieth Century Dictionary Cambridge*. William Collins Publisher.
- Merriem, Webster Ninth Collegiate Dictionary*. (1978). New York: Merriem Webster.
- Nation, I. (1990). *Teaching and Learning Vocabulary*. New York: Newbury House.
- Roget. (1980). *the New Thesaurus*. Boston: The American Heritage Dictionar.
- Schmitt, N. (2010). *An Introduction to Applied Linguistics..* Routledge Press.
- Stahl , S. A. (2005). *Four problems with teaching words meaning (and what to do to make vocabulary an integral part of instruction)*.
- Vernon , S. G., & Donald, P. P. (s.f.).

Wilkins, D. A. (1972). *Linguistics in Language Teaching*. London: London: Arnold.

Wright, A. (1990). *Pictures for Language Learning*. Cambridge Handbooks for Language Teachers.

WEBSITES

Guccirush2. (2010). Scribd. *Difficulties in vocabulary learning*. Retrieved from: <http://es.scribd.com/doc/31165556/Difficulties-in-Learning-Vocabulary>

Fariska, H. (2010) *The Importance of Vocabulary in English Learning*. Retrieved from <http://universityofibnkhaldunbogor-indonesia.blogspot.com/2010/01/importance-of-vocabulary-in-english.html>

Ko, A.(2011) *Definiton of vocabulary*. Retrieved from <http://05128800.blogspot.com/2011/06/definition-of-vocabulary.html>

Ko, A. (2011) *Types of vocabulary*. Retrieved from <http://05128800.blogspot.com/2011/06/types-of-vocabulary.html>

TESOL. (n.d.). *Vocabulary and Its Importance in Vocabulary Learning*. Retrieved from http://www.tesol.org/docs/books/bk_ELTD_Vocabulary_974

ANNEXES

1. APPENDIX 1: FIEL DIARY

Date:		Time:	
Objective :			
Content:			
Activity:			
Aspects to be observed	76%- 100%	50% - 75%	Less than 50%
Were students involved in the activity?			
Was the activity appropriate for the class?			
Did students understand and follow the strategy being applied?			
Were the objectives of the activities accomplished?			
Were conditions favorable to the application of strategy?			
Comments			



2. APPENDIX 2: TEST

ENGLISH LANGUAGE TEST

Name:..... Date:.....

1. Match the picture with the correct word.(1,5 points)



cow

chicken

donkey

pig

duck

horse



2. Write the singular or plural form of the following fruits (1 point)

• I have two _____



• I have two _____



• I have a _____



• I have two _____



• I have a _____



3. Write the name of the following animals.(1,5 points)





- | |
|-------|
| cat |
| frog |
| mouse |
| sheep |
| snake |
| dog |

4. Circle the correct word. (1 point)



cherries / strawberry

lemon / kiwi

pear/watermelon

grapes / apple

grapes/pear



pineapple/ watermelon

peach / strawberry

peach/ banana

lemon/orange

pear/apple

5. Listen and label the picture with the correct number.(2 points)



6. Listen and write the words into the box in order. (2 points)

1		5	
2		6	
3		7	
4		8	

7. Scramble the words of the following pictures. (1 p)



hsrit-T



okcss



ressd



arscf

3. APPENDIX 3: WORKSHOPS CONTENTS

SESSIONS	CONTENT
SESSION 1	PRE-TEST
SESSION 2	ANIMALS
SESSION 3	ANIMALS
SESSION 4	ANIMALS
SESSION 5	FRUITS
SESSION 6	FRUITS
SESSION 7	FRUITS
SESSION 8	CLOTHES
SESSION 9	CLOTHES
SESSION 10	CLOTHES
SESSION 11	WRUP UP
SESSION 12	POST-TEST

4. APPENDIX 4: OBSERVATION GUIDE

CHECKLIST FOR MONITORING VOCABULARY PROGRESS						
Date:						
Content:						
Activity:						
	SKILL DEVELOPMENT /PROGRESS					
	Understanding words			Producing words		
	Oral form	Written form	In context	Spelling	Pronunciation	Use in a sentence
76 – 100%						
50-75%						
Less than 50%						

5. APPENDIX 5: RESEARCH MATRIX

THEME: Using pictures to improve vocabulary learning in the English Language with students of 6th and 7th years of basic education at “José Rafael Arizaga Vega” school. Period February-April 2014.

PROBLEM	OBJECTIVES	THEORETICAL FRAME CATEGORIES	RESEARCH STAGE	TECHNIQUES AND INSTRUMENTS
<p>GENERAL WHAT KIND OF PICTURES IS EFFECTIVE TO TEACH THE VOCABULARY LEARNING IN THE ENGLISH LANGUAGE WITH STUDENTS OF FOURTH AND FIFTH YEARS AT “JOSE RAFAEL ARIZAGA VEGA”? ACADEMIC YEAR 2013-2014.</p> <p>SPECIFIC</p> <ul style="list-style-type: none"> • What kind of theoretical references about pictures are effective to enhance the vocabulary learning in the English Language with students of 6th and 7th years of basic education at José Rafael Arizaga Vega School? School year 2013-2014. • Which are the negative issues that limit the vocabulary learning in the English Language with students of 6th and 7th years of basic education at José Rafael Arizaga Vega School? School year 2013-2014. • Which pictures are valuable to enrich the vocabulary learning in the English Language with students of 6th and 7th years of basic education at José Rafael Arizaga Vega School? School year 2013-2014. • How do pictures help to support the limitations in the vocabulary learning in the English Language with students of 6th and 7th years of basic education at José Rafael Arizaga Vega School? School year 2013-2014. • How successful was the application of pictures in the vocabulary learning in the English Language with students of 6th and 7th years of basic education at José Rafael Arizaga Vega School? School year 2013-2014 	<p>GENERAL To apply pictures to enhance the vocabulary learning in the English language with students of 6th and 7th years of basic education at José Rafael Arizaga Vega School? School year 2013-2014.</p> <p>SPECIFIC</p> <ul style="list-style-type: none"> • To investigate the theoretical frame about pictures as a strategy to improve the vocabulary learning in English language with students of fourth and fifth years at “Jose Rafael Arizaga Vega” school. Period February- April 2014 • To identify the negative issues that limit the vocabulary learning in the English language with students of fourth and fifth years at “Jose Rafael Arizaga Vega” period February- April 2014 • To select the applicable pictures to enhance the vocabulary learning in the English language with students of fourth and fifth years at “Jose Rafael Arizaga Vega” period February- April 2014 • To put into effect the selected pictures as part of the classroom activities in order to improve the limitation in the vocabulary learning in the English language with students of fourth and fifth years at “Jose Rafael Arizaga Vega” period February- April 2014 • To appreciate about the effectiveness those pictures had on the vocabulary learning of the English language with students of fourth and fifth years at “Jose Rafael Arizaga Vega” period February- April 2014 	<p><u>1. VOCABULARY LEARNING</u> <u>1.1. DEFINITION</u> <u>1.2. Importance of vocabulary</u> <u>1.3. Types of vocabulary</u> <u>1.4. Vocabulary Teaching Techniques</u> <u>1.5. Practical recommendations for vocabulary teaching</u> <u>1.6. Processes of teaching vocabulary</u> <u>2. NEGATIVE ISSUES THAT LIMIT THE DEVELOPMENT OF VOCABULARY LEARNING.</u> <u>2.1. Difficulties in vocabulary learning</u> <u>3. PICTURES TO IMPROVE VOCABULARY LEARNING IN THE ENGLISH LANGUAGE LEARNING.</u> <u>3.1. Definitions</u> <u>3.2. Types of pictures</u> <u>3.3. Advantages of using pictures in the classroom</u> <u>3.4. Objectives of pictures</u> <u>3.5. Why use pictures in teaching.</u> <u>3.6. Classroom development</u> <u>4. PICTURES TO TEACH VOCABULARY LEARNING IN ENGLISH LANGUAGE</u> <u>4.1. PICTURES ACTIVITIES</u> <u>4.1.1 Semantic maps</u> <u>4.1.2 Wall-pictures and posters ,compiled pictures</u> <u>4.1.3.Drawing as a students’ activity</u></p>	<p>INVESTIGATE Diagnose problems in vocabulary learning</p> <hr/> <p>PLAN WORKSHOPS</p> <hr/> <p>ACT Pictures to improve vocabulary knowledge</p> <hr/> <p>REFLECT Analyze or value pictures in the improvement of vocabulary</p>	<p>PRE- TEST</p> <hr/> <p>LESSON PLAN</p> <hr/> <p>OBSERVATION GUIDE NOTE TAKING FIELD DIARY</p> <hr/> <p>POST- TEST</p>

ANNEX 2: PHOTOGRAPHS



Students in the classroom are completing a worksheet using fruit vocabulary.



A student of 6th year is completing a worksheet using clothes vocabulary (Clothes Crossword, Label the pictures).

Photos taken by: Gina Quezada



A student of 6th year is completing a clothes crossword and labelling pictures using vocabulary learned.



A student of 7th year is completing a clothes crossword and labelling pictures with their names.

ANNEX 3: MATERIALS

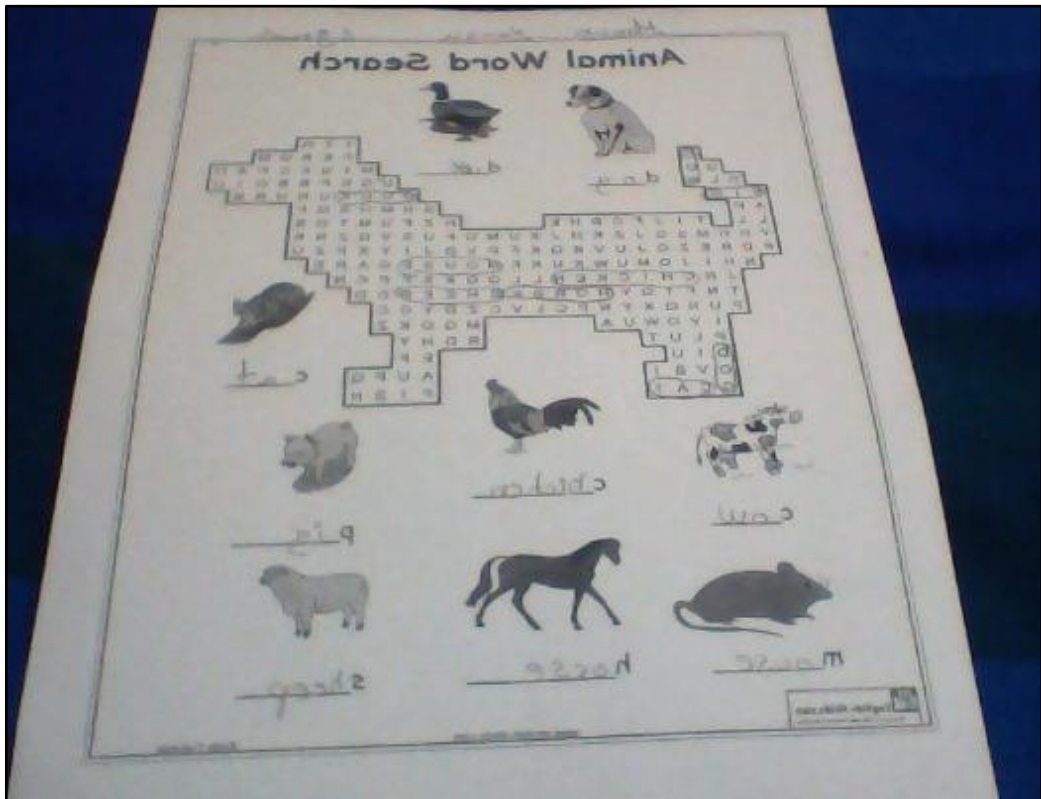


Picture Cards used by the teacher to teach vocabulary to students.



Spelling Cards used by the teacher to teach the written form of vocabulary

Photos taken by: Gina Quezada



Vocabulary worksheet used by students to practice and reinforce learning.



Vocabulary worksheet used by students to practice and reinforce learning.

Photos taken by: Gina Quezada

INDEX

CERTIFICATION:	¡ERROR! MARCADOR NO DEFINIDO.
AUTORÍA	II
CARTA DE AUTORIZACIÓN.....	IV
ACKNOWLEDGEMENTS	IV
DEDICATION.....	VI
MATRIZ DE ÁMBITO GEOGRÁFICO	VII
MAPA GEOGRÁFICO Y CROQUIS.....	VII
THESIS SCHEME.....	IX
A. TITLE.....	1
B. RESUMEN.....	2
ABSTRACT.....	3
C. INTRODUCTION.....	4
D. LITERATURE REVIEW.....	7
VOCABULARY LEARNING.....	7
➤ Importance of vocabulary in the English language learning.....	8
➤ Types of vocabulary	9
TEACHING VOCABULARY IN FOREIGN LANGUAGE LEARNING.....	10
➤ Approaches and techniques to vocabulary teaching.....	10
❖ Stages in teaching vocabulary.....	16
❖ Practical recommendations for vocabulary teaching.....	19
NEGATIVE ISSUES THAT LIMIT THE DEVELOPMENT OF VOCABULARY	
LEARNING.....	21
❖ Difficulties in vocabulary learning.....	21
PICTURES TO IMPROVE VOCABULARY LEARNING IN THE ENGLISH	
LANGUAGE.....	22
❖ Importance of pictures.....	23
❖ Types of pictures.....	25
❖ Advantages of using pictures in the classroom	27
❖ Objectives of pictures	28
❖ Pictures activities in the English language	29
• Semantic maps	29
• Wall-pictures and posters, compiled pictures.....	30
• Flashing picture.....	31
• Drilling with picture flashcard	31
• Drawing picture	31
E. MATERIALS AND METHODS	34
METHODS, TECHNIQUES, INSTRUMENTS AND MATERIALS	36
F. RESULTS	42
G. DISCUSSION.....	52
H. CONCLUSIONS.....	56
I. RECOMMENDATIONS	58
J. BIBLIOGRAPHY.....	60

K. ANNEXES : PROJECT	62
A. THEME	63
B. PROBLEM STATEMENT	64
1. BACKGROUND.....	64
2. CURRENT SITUATION OF THE RESEARCH OBJECT.....	66
3. RESEARCH PROBLEM.....	67
4. DELIMITATION OF PROBLEM.....	68
D) Sub-problems:.....	68
C. JUSTIFICATION	70
D. OBJECTIVES:	71
1. GENERAL.....	71
2. SPECIFIC.....	72
E. THEORETICAL FRAME	73
1. VOCABULARY LEARNING.....	73
1.1. Definition.....	73
1.2. Importance of vocabulary.....	75
1.2. Types of vocabulary	76
1.3. Vocabulary Teaching Techniques.....	77
1.4. Practical recommendations for vocabulary teaching.....	81
1.5. Processes of teaching vocabulary	83
2. NEGATIVE ISSUES THAT LIMIT THE DEVELOPMENT OF VOCABULARY LEARNING.....	86
2.1. Difficulties in vocabulary learning.....	86
3. PICTURES TO IMPROVE VOCABULARY LEARNING IN THE ENGLISH LANGUAGE.....	88
3.1. Definitions	88
3.2. Types of pictures.....	89
3.3. Advantages of using pictures in the classroom	90
3.4. Objectives of pictures	92
3.5. Why use pictures in teaching.....	93
3.6. Classroom development.....	95
4. PICTURES TO TEACH VOCABULARY LEARNING IN ENGLISH LANGUAGE..	97
4.1 PICTURES ACTIVITIES.....	97
4.1.1 Semantic maps.....	97
4.1.2 Wall-pictures and posters, compiled pictures	98
4.1.3 Drawing as a students' activity.....	98
5. APPLYING PICTURES IN ORDER TO IMPROVE THE VOCABULARY LEARNING IN THE ENGLISH LANGUAGE	100
5.1. WORKSHOP 1	100
5.2. WORKSHOP N° 2.....	101
5.3. WORKSHOP N° 3.....	102
5.4. WORKSHOP N° 4.....	103
5.5. WORKSHOP N° 5.....	104
5.6. WORKSHOP N° 6.....	105
5.7. WORKSHOP N° 7.....	106
5.8. WORKSHOP N° 8.....	107
5.9. WORKSHOP N° 9.....	108
5.10. WORKSHOP N° 10.....	109
5.11. WORKSHOP N° 11.....	110
5.12. WORKSHOP 12.....	111
6. ASSESSMENT WORKSHEET: OBSERVATION GUIDE.....	112

F. METHODOLOGY.....	113
1. DESIGN OF THE RESEARCH.....	113
2. METHODS.....	114
3. TECHNIQUES AND INSTRUMENTS.....	118
1.1. Data Collection.....	118
4. PROCEDURES.....	119
5. POPULATION.....	121
G. TIMELINE	1243
H. ORGANIZATION AND MANAGEMENT OF THE RESEARCH	1234
1.RESOURCES.....	124
1.1. HUMAN.....	124
1.2. MATERIAL.....	124
2. BUDGET.....	125
3. FINANCING.....	125
I. BIBLIOGRAPHY.....	1246
ANNEXES.....	128
1. APPENDIX 1: FIEL DIARY.....	128
2. APPENDIX 2: TEST.....	129
3. APPENDIX 3: WORKSHOPS CONTENTS.....	132
4. APPENDIX 4: OBSERVATION GUIDE.....	133
5. APPENDIX 5: RESEARCH MATRIX.....	134
ANNEX 2: PHOTOGRAPHS.....	135
ANNEX 3: MATERIALS.....	137
INDEX.....	139