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 TITLE

THE USE OF DIALOGUES TO IMPROVE THE ENGLISH VOCABULARY AMONG SEVENTH YEAR STUDENTS, IN PARALLEL "A" AT ´´MATILDE HIDALGO DE PROCEL Nº2 SCHOOL, DURING THE ACADEMIC PERIOD 2013- 2014

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

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THESIS ADVISOR

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Loja – Ecuador

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CERTIFICATION

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PROFESSOR OF THE ENGLISH LANGUAGE CAREER OF THE UNIVERSIDAD NACIONAL DE LOJA

CERTIFIES

That the present research work entitled: **THE USE OF DIALOGUES TO IMPROVE THE ENGLISH VOCABULARY AMONG SEVENTH YEAR STUDENTS, IN PARALLEL "A" AT "MATILDE HIDALGO DE PROCEL Nº 2 SCHOOL, DURING THE ACADEMIC PERIOD 2013- 2014** under the responsibility of the undergraduate **Gabriela del Rocío Enríquez Jadán,** has been advised and monitored with scientific pertinence and rigorousness; therefore, it is authorized its presentation, for its subsequent sustentation, grading, and private and public defense.

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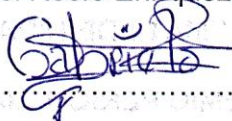
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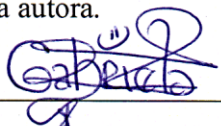
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THE AUTHOR

DEDICATION

This thesis is dedicated to all those who believe in the richness of learning

Thank God for the wisdom and perseverance "*I can do everything through him who give me strength*." (Philippians 4: 13) Thanks to my family and friends for their unconditional support, and encouragement throughout my career.

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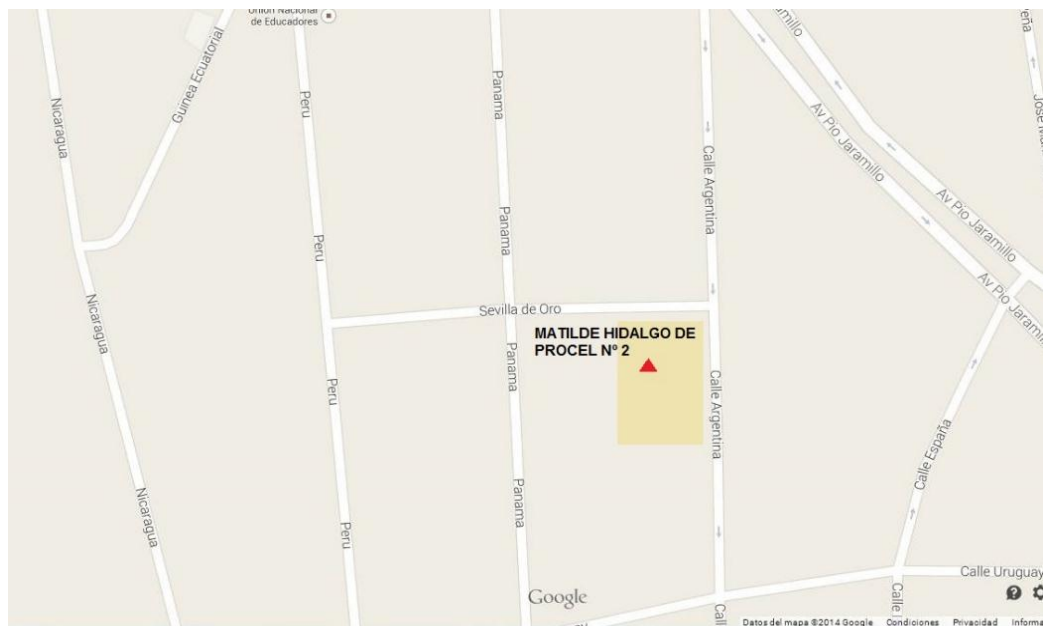
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a. TITLE

THE USE OF DIALOGUES TO IMPROVE THE ENGLISH VOCABULARY AMONG SEVENTH YEAR STUDENTS, IN PARALLEL "A" AT ´´MATILDE HIDALGO DE PROCEL Nº 2 SCHOOL, DURING THE ACADEMIC PERIOD 2013- 2014

b. RESUMEN

Este estudio de investigación acción tuvo como objetivo principal usar diálogos para mejorar el vocabulario del idioma Inglés de los estudiantes del séptimo año de Educación Básica en la escuela pública "Matilde Hidalgo de Procel Nº 2" de la ciudad de Loja, 16 estudiantes es población que participó en este trabajo de investigación. Para alcanzar el objetivo propuesto, un plan de intervención fue diseñado para llevar acabo la implementación de diálogos como estrategia en la enseñanza del vocabulario, y luego éste fue aplicado a través de nueve sesiones. Además, un test y un cuestionario fueron usados antes y después de la intervención como instrumentos para recolectar la información necesaria acerca del conocimiento del vocabulario y la percepción que los estudiantes tenían acerca del uso de diálogos. Los resultados demuestran que el uso de diálogos ayudo a los estudiantes a mejorar su vocabulario, porque los datos obtenidos del post-test muestran un nivel más alto de conocimiento; y de la misma manera, los resultados de los post-cuestionarios indican que la percepción de los estudiantes con respecto a las diálogos es positiva.

En conclusión el uso diálogos fue una guía didáctica compuesta por una serie de ejercicios los cuales contribuyeron con el desarrollo del léxico del inglés con diversas actividades, dinámicas, interactivas, grupales y motivadoras promoviendo la aplicación de este método, dirigido a un aprendizaje permanente de los estudiantes.

ABSTRACT

This action-research study assessed the use of dialogues to improve the English language vocabulary of seventh year Basic-Education students at the "Matilde Hidalgo de Procel Nº 2" public school of Loja city, a total of sixteen students participated in this research work. To achieve the main objective, an intervention plan was designed to carry out the implementation of dialogues in teaching of vocabulary, and then it was applied through nine sessions. In addition, tests and questionnaires were used both before and after the intervention as tools to collect the necessary information about the knowledge of vocabulary and the perception that students had about using dialogues The results demonstrate that the use of dialogues helped students to improve their vocabulary, because the data obtained from the post-test showed a high level of knowledge; and in the same way, the results of the post-questionnaires indicate that the perception of the students regarding the dialogues is positive.

In conclusion, the use of dialogues is a didactic guide that consist of a series of exercises, which contributed to the development the English vocabulary with various activities, dynamic, interactive, group, promoting motivating and application of the method to allow a student's permanent learning.

c. INTRODUCTION

English is one of the most used languages around the world and we as teacher-trainees in English Language teaching need to know which the most appropriate techniques that will help to improve the learning of all language skills are. The present research work was done at the Matilde Hidalgo de Procel Public School of Loja and had the purpose of improving the vocabulary learning through dialogues as a teaching strategy.

Direct observations and an intervention held with students, led the researcher to the detection of the learning issues expressed in the low vocabulary mastered by the target population. The researcher could also witnessed the lack of supporting resources to develop English classes in the research location. The frequent application of traditional methodologies centered on fulfilling textbook tasks and repeating words out of context limited students opportunities to understand and express themselves in the foreign language even at a basic level. The limitation on vocabulary mastery turned the situation more difficult. This means that students were not prepared for verbal communication, having restrictions for the development of productive skills.

This situation motivated the author of this research work to investigate about ways to improve the low level of vocabulary and offer some alternatives of solution to this problem. For this reason this research work is focused on the

use of dialogues to improve vocabulary learning and the subsequent development of productive skills.

This work assisted the researcher to learn more about dialogues. Making short conversations is a good way of inducting and understanding a specific part of grammar. It is essential that in one dialogue there should be only one new element of grammar introduced. Moreover, the teacher should be the one to explain the topic and to show students how to start working. Rivers, (1970).

In order to get better solution to the stated issues, the author established the following objectives: First, to analyze the theoretical references that support this action research; second, to determine the main issue that limits the learning of English-language vocabulary; third, to design and apply an intervention plan that uses dialogues as a main strategy to improve vocabulary; and finally, to reflect upon the effect that dialogues have on students at "Matilde Hidalgo de Procel School N°2 .

For the development of this current research study, the whole population of the 7th Year of General Education was considered, which a total of 16 students is. Also, an intervention plan with nine sessions was designed to face the issues encountered. Next, the section on materials and methods describes the methodology used to obtain and process the information, which is then represented and analyzed in the results section.

In the first session the researcher applied a pre-test and a pre-questionnaire in order to define the level of vocabulary that students had and their perception about the use of dialogues. In the same way, at the end of the intervention plan a post-test and a post-questionnaire were applied to confirm the improvement of the vocabulary and the change in the perception that students had about the use of dialogues.

All the research instruments, resources and tools were designed according to the level of learning level of the students. During the intervention all the sessions were planned, based on the students' cognitive process to build up their knowledge with activities that enabled them to master words, after recognizing to using them in contexts.

The strategy helped students to gain more self-confidence at the time of delivery the message in a conversation. The increase in the vocabulary level was evident. It can be reflected on the data after the application of the instruments, such as post-test and post questionnaire.

Based on the Field Diary outcomes, the researcher could confirm that students' vocabulary level was improving session by session, being reflected on the worksheets that students had to complete in each session. Besides this, the results of the post questionnaire demonstrated that teaching dialogues really had a great and positive impact on students learning English. The results gotten from the study point that the dialogue technique was very useful to improve students' vocabulary learning. Making action research is a necessary work that

should be done for gaining experience as a teacher and prove the effectiveness and weaknesses of certain resources used in teaching-leaning process.

It is significant to mention that this kind of research had not been carried out before in the English Language Department of the Universidad Nacional de Loja; this kind of research design is important because it allows us to apply practical strategies to solve issues in the English learning process. Therefore, the present research work contributed to the students, teachers and community of the "Matilde Hidalgo de Procel N° 2" school to the improvement of teaching-learning process of the English language.

Finally, it is important to mention that this kind of research helps undergraduates of the English Language Career to become aware of the problems that are affecting the teaching-learning process of English language in the context were they will work as teachers and to contribute with factual solutions to deal with them. On the other hand, it is necessary that the university has a closer connection with the educational institutions where the undergraduates carry out their researches in order to get the necessary support and collaboration from school authorities, teachers and students.

d. LITERATURE REVIEW

1. Vocabulary

Vocabulary is a list of words, usually in alphabetical order and with explanations of their meaning. A word, is most linguistic analyses, is described as a set of properties, or features, each word is the combination if its meaning, register, association, collocation, grammatically behavior, written form (spelling), spoken form (pronunciation) and frequency. To master a word is not only to learn its meaning but also to learn seven other aspects. All these properties are called word knowledge. Schimitt, (2000).

Vocabulary, or lexicon, refers to information stored in memory concerning the pronunciation and meanings of words. Snow, (1998). Repetition and multiple exposures are important for learning new vocabulary. Learning how to construct vocabulary from rich (directive) contexts is valuable. Vocabulary learning tasks should be restructured when necessary and should entail active engagement. Explicit vocabulary instruction should address the use of definitions, context, and concept learning.

According to Gardener (2009) vocabulary is not only confined to the meaning of words but also includes how vocabulary in a language is structured: how people use and store words and how they learn words and the relationship between words, phrases, categories of words and phrases.

Hodges (1984) explains that vocabulary, or lexicon of a language encompasses the stock of words of that language which is at the disposal of a speaker or writer. Contained within this lexical storehouse is a core vocabulary of the words used to name common and fundamental concepts and situations of a culture, as well as subsets of words that result from one's personal, social, and occupational experience. Probably the most important influence on one's speech is the simple circumstance of the language spoken in the country of one's birth. Each of us grows up interacting with and interpreting the world around us, to a large degree through the medium of language.

Vocabulary is a stock of words belonging to a branch of knowledge or known by an individual. Vocabulary is the set of words within a language that are familiar to that person. A vocabulary usually develops with age, and serves as a useful and fundamental tool for communication and acquiring knowledge. Graves, (2000).

Vocabulary development is a vital part of each student's life. It affects his thoughts, actions, aspirations, and often his success. In general, success with words means success in many areas, particularly in academic achievement. In a world expanding fast in every field the need to expand and enrich student's vocabularies is compellingly apparent. Spraggins, (1986). Similarly, Chall (1983) states that vocabulary in light of word recognition, or decoding, and word meaning. Word recognition can be thought of as the medium by which a message is conveyed, and word meaning can be seen as the message itself.

It can be concluded that vocabulary is a number of word or a bunch of words that should be familiar with what someone and has in his/her mind. In other words, vocabulary is the word capacity of someone when he is writing or reading a text, or when he or she is expressing his/her own ideas in practical communication. So, it would be impossible for one who doesn't have enough vocabulary to communicate his ideas as clearly as he would like either in oral or written form

The importance of Vocabulary learning for a Foreign Language Learner

The acquisition of vocabulary is arguably the most critical component of successful language learning. Since there are so many things to learn about each piece of vocabulary; meaning, spoken, written forms, collocations, connotations, grammatical behavior. It is important that teachers introduce little at a time, starting with the most frequent, useful, and learnable vocabulary, and returning later to more difficult vocabulary and less frequent uses of previously learned items.

Teacher needs to repeat vocabulary often, because students must work with a word or phrase many times before acquisition takes place, and teacher must offer variety to keep the exercises fresh and to cater to different learning styles. Teacher needs to help students understand that learning is a gradual process that takes place in small, manageable increments over time, and to encourage them to seek additional information on their own, personalizing the learning experience and tailoring it to their own specific needs. Carten, (2007).

Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. While without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Wilkins, (1972). This point reflects my experience with different languages; even without grammar, with some useful words and expressions, I can often manage to communicate. "Lexis is the core or heart of language. Lewis, 1993. 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. Moras, (2001).

Students often instinctively recognize the importance of vocabulary to their language learning. Teaching vocabulary helps students understand and communicate with others in English. Voltaire 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. Moras, (2001).

In a classic classroom observational study, Durkin (1979) found that in the 4,469 minutes of reading instruction that were observed, a mere nineteen minutes were devoted to vocabulary instruction and that virtually no vocabulary development instruction took place during content instruction such as social studies.

The most recently released study of international reading achievement provides some strong evidence that the weakness in U.S. student performance is not the result of decoding problems or inability to comprehend narrative texts. Instead, it seems to be due to weakness in ability to comprehend.

Importance of vocabulary acquisition

Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. Vocabulary is the basis for learning language. Educational research shows that vocabulary strongly relates to reading comprehension, intelligence, and general ability .Lorai, (2008).

As children learn to read, they must learn to decode (sound-out) print, but they also must have a vocabulary base (word knowledge) in order to make sense of what they decode. Students learn more easily and happily by doing some actions or interacting with their classmates in a relaxing environment; learning with games is a useful technique for raising the level of student motivation and vocabulary acquisition. Using games to teach and review vocabulary provides multiple exposures to the word and keeps the brain engaged. (Ideas for teaching vocabulary).

Types of vocabulary

Graves (2000) defines vocabulary as then tire stock of words belonging to a branch of knowledge or known by an individual. Vocabulary is the set of words

within a language that are familiar to that person. A vocabulary usually develops with age, and serves as a useful and fundamental tool for communication and acquiring knowledge. Teaching English vocabulary is integrated into the four skills of the language. These are reading, writing, listening and speaking vocabularies. Sheri,(2012).

According to Wollacott (2013), there are four main types of vocabulary. These are reading, writing, listening and speaking vocabularies. A person's vocabulary develops with age and learning. The author considers that the types of vocabulary can be divided, as with grammatical classes, into adjectives, nouns and verbs. They could also be divided, as with the different fields of semantics, into categories as diverse as emotions, colors, animals and human body parts. When dealing with the types of vocabulary, the four types, including reading and writing, are the most commonly use.

A person's knowledge of words is divided into two broad types of vocabulary: the active and the passive. An active piece of vocabulary is a word a person uses and a pas is one that a person understands, but does not use. There are several degrees of knowledge ranging from no understanding of a word to the full knowledge of the word's meaning, forms and how to use it. Wollacott classifies the types of vocabulary as follows:

Reading Vocabulary is a passive one. This means it is the words understood by the reader when he or she is reading a piece of written text. The person is able to recognize the form of the letters and how they correspond to one

another, and how their sum is understood. This also includes understanding a word's spelling, meaning and the exact meaning in its context.

Listening Vocabulary is also a passive type of vocabulary. The listener is able to link the words being spoken to their meaning. This level of understanding is aided by word context, intonation and, if there is visual contact with the speaker, by gestures and facial expressions. Listening is, like reading, an interpretational form of vocabulary.

Writing Vocabulary is the active vocabulary equivalent to reading. With reading, it forms the core skills needed for someone to be literate. The writer demonstrates his or her knowledge of a word in terms of its meaning and how to spell it and use it correctly.

Speaking Vocabulary is one of the types of vocabulary that demonstrates a person's knowledge of words. It is an active demonstration that can also rely on other elements such as facial expressions, intonation, pitch and gestures to help others understand its meaning. Knowledge of a word is demonstrated by its good usage and pronunciation. Wollacott, (2013).

Why to teach vocabulary?

Cynthia and Drew Johnson studies have exposed that reading comprehension and vocabulary knowledge are intensely correlated, and researchers have found that word knowledge in schools can predict how well students will be able to comprehend texts they read in high school.

Limited vocabularies prevent students from comprehending a text to determine the correct use. Poor readers often read less, because reading is difficult and frustrating for them. This means they don't read enough to improve their vocabularies, which could, in turn, help them comprehend more. This perpetuating cycle can mean that as students continue through middle school and high school, the gap between good and poor readers grows wider.

Direct instruction in vocabulary can help arrest this cycle. Good readers often acquire much of their vocabulary through wide independent reading, also known as incidental learning. However, explicit instruction can help students learn enough words to become better readers (and thus acquire even more words). Direct vocabulary instruction is useful for students at all ability levels, but it is particularly useful for beginning students who have a limited reading vocabulary and little exposure to incidental vocabulary learning outside of school.

Teaching Vocabulary within the Foreign Language classroom

Vocabulary holds significant role in mastery of the four skills of the language. In the teaching of English or any foreign language, teaching vocabulary is one of the important aspects because the unlimited number of vocabulary in a language. Teaching vocabulary should be presented interactively in teaching of the four language skills. To support this, River (1972) points out it is impossible to learn a language without words. Therefore, vocabulary is the most important subject in teaching and learning process.

According to Nation, (2004), the first decision to make when teaching a word is to decide whether the word is worth spending time on or not. If the word is a low frequency word and is not a useful technical word and not one that is particularly useful for the learners, it should be dealt with as quickly as possible. He also said that when words come up in the context of a reading or listening text, or of learners need a word or phrase when speaking or writing, they need quick help which does not interrupt the activity too much.

Nation, (1990) states that there are four kinds of resources material that can be used in teaching vocabulary. They are: Material, realia, picture, mime, action, and gesture, contrast, explanation Material is prepared with vocabulary learning as a consideration. This step means the preparation of simple materials and the careful graded of the first lesson of learning English. Words are dealing with as they happen to occur. This means unknown words that appear.

This is a word people use to refer to the use of a real object in the classroom. Thus the word pen, ruler, and ball can be easily explained by showing students a pen, a ball or ruler. The picture can be in form of blackboard drawings, wall pictures, charts, flash card, and any other non-technical visual representation. Picture can be used to explain the meaning of item: the teacher might draw pens, rulers, and balls on the blackboard or draw it on paper. The teacher might bring in a wall picture showing there are people in a room which could be used for introducing the meaning of sentence.

Mime, action, and gesture: Action, in particular, are probably better explained by mime and gesture, for example, for explaining the word like *from, to* etc. **Contrast:** Sometimes, a visual element may not be sufficient to explain the meaning. The other ways that can be used is using contrast of the word. For example, the meaning of full is better understand in the context of empty, the meaning of big in the context of small. **Explanation** It will be important if giving some explanations by including information about when the item can be used. Seda, (2010).

A vocabulary is taught in connection with other language activities, for example, the vocabulary deals with the learners who have known before. Time is spent either in class or out of class where vocabulary is studied without an immediate connection with some other language activities. Learners acquire vocabulary in various ways. Students are exposed to a lot of new vocabulary during lessons: by the teacher, by texts or other materials they work with. A lot of this vocabulary is automatically absorbed. Joklová, (2009).

Macmillan (2002), inform when teaching vocabulary items, each teacher should bear in mind the level of his or her learners. Teaching beginners would be different than teaching advanced learners and teaching nine year olds would require different ways of presentation and aids than at fifteen year olds. These aspects are very important when choosing the technique for the presentation.

For instance, teaching the word "love" should need quite different ways for different level of the learners. When presenting this word to nine years olds, the

best way would be to draw two young people smiling at each other, or kissing each other, and to put them in a heart. This technique can be used among fifteen years olds but the appropriate definition can be used as well. Love is a very strong emotional and sexual feeling for someone.

Nowadays methodologists and linguists suggest that teachers can decide and select the words to be taught on the basis of how frequently they are used by speakers of the language. Knowing a word involves knowing its spoken and written context of use; its patterns with words of related meaning as well as with its collocation partners; its syntactic, pragmatic and discourse patterns; it means knowing it actively and productively as well as receptively. McCarthy, (1898).

Guidelines for Teaching Vocabulary as a Foreign Language

Allen (2011) Learning words does not occur in a vacuum; that is, children do not acquire meanings of words in isolation. All learning—both personal and academic—occurs within the sociocultural environment of the home, community, and classroom. "Literacy is a social practice, so students learn academic vocabulary through social interactions as members of the learning community". Scott, (2008) Therefore, effective teachers of language and literacy provide practices that stimulate rich uses of language, designing their instructional programs within a social context that promotes literacy learning.

Teachers know that students who are learning to read and write and those who are reading to learn that is, learning in content areas will benefit from a sound

instructional vocabulary program. This is especially true for classrooms where children have small vocabularies and are English language learners. Knowledge of words is acquired incidentally, where vocabulary is developed through immersion in language activities. Words are also learned through direct instruction, where students learn words through a structured approach.

Thus, vocabulary programs should be designed to support children's world learning through a combination of approaches to teaching, direct instruction, and incidental word learning. Offer a framework for successful vocabulary programs that supports effective teaching and students' development of word knowledge. Graves, (2006). The foundation of his instructional program includes a four-part approach to developing robust vocabularies: (1) Provide rich and varied language experiences, (2) teach individual words, (3) teach word-learning strategies, and (4) foster word consciousness.

Providing rich and varied language experiences

Incidental word learning takes place when teachers offer and encourage students to participate in a variety of rich language experiences that occur throughout the day and across the curriculum. Examples of such experiences that promote rich and powerful vocabularies at all grade levels include (1) interactive read-aloud of outstanding children's literature, (2) dialogic-based instructional activities, (3) independent reading, (4) interactive writing, and (5) creating a print-rich environment where the "walls are dripping with words."

Teaching individual words

 Although many words may be learned incidentally and vocabularies do become stronger when they are supported with a language-rich environment, children benefit from systematic and direct instruction of words. The research is clear with respect to effective teaching of words. Graves, (2006). Vocabulary instruction should (1) provide students with information that contains the context as well as the meaning of the word, (2) design instruction that engages students and allows sufficient time for word learning, (3) make sure students have multiple exposures to the words with review and practice, and (4) create a dialogue around the words.

Teaching word-learning strategies

 An important aspect of developing students' robust vocabularies is teaching them tools to unlock the meaning of unknown words. The most effective tools use the context of the surrounding words or sentences to infer the meaning of a word, using meaningful word parts to make sense out of the unknown word and using the dictionary effectively to help define an unknown word.

Building word con consciousness in readers and writers a

An important aspect of a strong vocabulary program is to engage students in learning new words. As teachers, we need to develop word consciousness

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within our students and maintain their interest in words. Graves, (2008) recommend that teachers "(1) make a word-rich environment, (2) identify and encourage expert diction, (3) promote word play, (4) foster word awareness through writing, (5) involve students in original investigations, and (6) teach students about words

Actively Teaching Vocabulary

Vocabulary is a necessary ingredient for all communication. Language learners encounter vocabulary on a daily basis, and must be able to acquire and retain it. As a language teacher, one of your main tasks is to help students develop a rich and useful vocabulary inventory.

Nation (2001) emphasizes that learning vocabulary is a cumulative process and that it must be deliberately taught, learned, and recycled. This is critical for several reasons: Learners need to encounter the words in a variety of rich contexts, often requiring up to sixteen encounters. Learners remember words when they have manipulated them in different ways, so variety is essential for vocabulary teaching. Learners forget words within the first twenty-four hours after class, so it is important to follow up a vocabulary lesson with homework that recycles the words.

Students need to encounter vocabulary in various contexts in order to remember it and to develop an understanding of the range of usage of a given

word. Nation, (2001) argues that vocabulary words must be repeated in different contexts because contexts-of-use are associated with different cognitive processes during language learning.

Receptive and Productive Vocabulary Knowledge

Nation, (2001) distinguishes between receptive and productive language knowledge, and applies this specifically to vocabulary. It is important for an instructor to understand what is involved in knowing a word at both of these levels. In order to know a word receptively, Nation claims that the learner must:

Be able to recognize the word when it is heard;Realize that the word is made up of different morphological parts and be able to relate these parts to its meaning, e.g., "underdeveloped" = [under] + [develop] + [ed]; know the meaning of the word, and also know what the word means in the particular context in which it has occurred; and understand the concept behind the word in order to be able to understand it in a variety of contexts.

Similarly, according to Nation, productive knowledge implies that the learner must be able to properly pronounce the word; write the word and spell it correctly; produce the word to express its proper meaning; and correctly use the word in an original sentence. It means to know a word, it becomes apparent why it is necessary to actively teach vocabulary and to recycle the same vocabulary item in multiple contexts.

Vocabulary learning

According McCarten (2011), learning vocabulary is a challenge for learners, partly because of the size of the task, and partly because of the variety of vocabulary types to be learned, including single words, phrases, collocations, and strategic vocabulary, as well as grammatical patterning, idioms, and fixed expressions. He did a list the different things learners need to know about a word before we can say that they have learned it. These include:

- The meaning(s) of the word

- Its spoken and written forms

- What "word parts" it has (e.g., any prefix, suffix, and "root" form)

- Its grammatical behavior (e.g., its word class, typical grammatical patterns it occurs in)

- Its collocations

- Its register

- What associations it has (e.g., words that are similar or opposite in meaning)

- What connotations it has

To these we could add whether a word has a strategic use and if it has any special uses that are different in registers such as conversation or academic writing. So we can already see how important it is to use a corpus in order to give our learners all the right information they might need to master a word or phrase.

It would be unrealistic to teach everything there is to know about a word the first time it is presented to students – and any such attempt would make for some very tedious lessons. Obviously we need to make choices about how much we teach on a first presentation. For example with the word *like,* in addition to its sound and spelling we might choose to teach only one of its meanings (to enjoy, find something to be pleasant), with one grammatical pattern (*I like* + singular or plural noun) and some associated vocabulary (*I like football/cartoons; I can't stand game shows*). At a later date we can add other meanings such as to be similar to (*I have a car like that*) or add more grammatical patterns such as *like + to* + verb (*I like to play tennis*).

We can also take each type of knowledge from the list above and make students aware of its importance and usefulness in building up their knowledge of a word. For example, we can focus occasionally on how to express opposite or similar meanings for a set of vocabulary we are teaching, show students what is useful to learn about the forms of nouns or verbs, or how prefixes and suffixes can help build vocabulary knowledge quickly. Giving students practice in manipulating these different areas of knowledge teaches useful learning strategies they can apply to learning other vocabulary. We should also encourage students to look at learning the various meanings of an item of vocabulary as a gradual, incremental process, and show them how they can come back to a word they have previously "learned" to add more information about it, such as other meanings, or how to create an opposite meaning using a prefix.

Another issue to consider is which vocabulary we want students to be able to use when they speak and write (their **active** or **productive** vocabulary) and which we want them to be able to recognize and understand but not necessarily produce (their **passive** or **receptive** vocabulary). Students often feel frustrated that they can understand more than they can produce, but explaining this issue of active versus passive knowledge as a normal part of learning can be reassuring. When you assign vocabulary lists to learn, why not include some passive vocabulary items and discuss with students which items they need to learn "for understanding" and which they need to learn really well so that they can use them. (But be sure that in practice or testing activities, students are required to remember and use only the active vocabulary productively.)

Additionally, even from the elementary level, it is important to include in vocabulary lessons not just single words, but also larger "chunks" such as collocations, phrases, or expressions, even whole sentences, as well as strategic vocabulary. By building up a stock of expressions as well as individual words, students can assemble the language they need to communicate more fluently. McCarten (2014).

Vocabulary learning is divided in five strategies. Brown & Payne, (1994)

 Encountering new words: refers to having sources for words. The sources are derived from reading books, newspapers and magazines, listening to TV and radio, having conversations with native speakers, studying‟ language

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textbooks (especially the word lists, end glossaries often provided in the textbooks), and consulting dictionaries.

Getting the word form: means to get a clear visual and/or auditory image of both the written and spoken form of words. It might be done, for instance, by associating the new words with words with sounds similar in language(s) that the learner is familiar with, or by seeing a word that looks like another word the learner has already studied.

Getting the word meaning: As for getting the word meaning, it includes strategies such as asking other people the meaning of the word (i.e., people who speak the same L1 or L2 native speakers), guessing from context, using a dictionary, and so forth. After the form and meaning are discovered.

Consolidating word form and meaning in memory: is to create a strong linkage between the two. This can be done by all kinds of consolidation strategies, such as creating and using flash cards, reviewing the material, using mnemonics, etc.

Using the word: is important especially if the goal of vocabulary learning is to have not only the perceptive, but also the productive vocabulary knowledge. Brown also indicated that making use of words is also one of the ways to test whether knowledge gained in the previous steps is correct and to retain the words longer in the memory.

Stages of vocabulary learning:

First essential step: encountering new words If learners are motivated to learn certain words out of interest or need, they are likely to be learnt more easily. The way or context in which a word is presented as well as the number of times a word is encountered will affect whether it is learnt or not. Learners seem to need various encounters with the same word in multiple sources rather than in just one source.

Second step: getting a clear image of the form of the vocabulary item. This image may be visual or auditory or both. Very often learners tend to associate new words with words that sound / look similar in their FIRST LAGUAGE or even Second Language. Problems for learners arising from words similar in form have been found as a major problem for language learners, especially in such cases where Second Language and First Language both use the Roman alphabet and the two languages are closely related historically.

Third step: getting the word meaning. The level of distinctions that must be made in word definitions vary across situations and learner levels. Low level learners may be satisfied to grasp quite general meanings while advanced learners need more specific definitions in order to be able to see differences between near synonyms.

Fourth step: consolidation of form and meaning in memory

Various memory strategies (see in Oxford, R. 1990. Language Learning Strategies. Newbury House are available that help consolidate the connection between en word form and meaning. 5th step: using the words. Ensures that learners gain confidence as autonomous language users, but at the same time they can refine their language knowledge in general.

Difficulties in vocabulary acquisition

Into the vocabulary learning there are some obstacles like the following four fundamental obstacles:

The size of the task.-The number of words that students need to learn is exceedingly large. The differences between spoken English and written, or "literate" English.- The vocabulary of written English, particularly the "literate" English that students encounter in textbooks and other school materials, differs greatly from that of spoken, especially conversational, English.

The complexity of word knowledge. - Knowing a word involves much more than knowing its dictionary definition, and simply memorizing a dictionary definition does not guarantee the ability to use a word in reading or writing. Adding to the complexity is the fact that different kinds of words place different demands on learners. Keown, (1991).

Different students can have different difficulties and problems in learning English vocabulary. They can make different mistakes in pronunciation, grammar, and orthography and vocabulary usage. Vocabulary is one of the

most comprehensive and difficult aspects of English for foreign learners to master thoroughly. They should first concentrate on learning the most frequently used and therefore most important English vocabulary for their practical real life needs.

Other difficulties in learning and using English vocabulary include fixed word collocations, phrasal verbs, idioms, proverbs and regional differences in vocabulary usage. There are differences in English usage in English-speaking countries in terms of spelling, pronunciation, vocabulary and grammar. Shelbi, (2013).

No more than ten to twelve new words should be learned at a time. Mostlearners need to experience the word in a variety of different contexts anywhere from five to sixteen different times before they will fully understand and remember.

Repetition is key, as a large majority of new words learned are quickly forgotten within the first twenty-four hours. The variety of ways in which they are presented with the word is also crucial because students need to recognize the multiple contexts in which the word can be presented in English. Roberts, (1998)

Recycling vocabulary

English Second Language Students see acquisition of vocabulary as their greatest source of problems; however, vocabulary is not dealt with sufficiently,

some teachers cover some vocabulary, but this is hardly ever done very systematically.

Vocabulary is something that everyone assumes that learners will somehow pick up, much the same way everyone assumes that students will just pick up good pronunciation. Folse, (2004)

Knowing the word *underdeveloped* involves:

- Being able to recognize it when heard.

- Being familiar with its written form.

- Recognizing its parts and being able to relate them to its meaning.

- Knowing the particular meaning of the word.

- Understanding it in a given context.

- Being able to use it in an original sentence, both spoken and written

Nation , (2001) also emphasizes that learning vocabulary is a cumulative process and that it must be deliberately taught, learned, and recycled. This is critical for several reasons:

1. Learners need to encounter the words in a variety of rich contexts, often requiring up to sixteen encounters

2. Learners remember words when they have manipulated them in different ways, so variety is essential for vocabulary teaching.

3. Learners forget words within the first twenty-four hours after class, so it is important to follow up a vocabulary lesson with homework that recycles the words.

Similarly, according to Nation, (2001), productive knowledge implies that the learner must be able to:

- Properly pronounce the word;

- Write the word and spell it correctly;

- Produce the word to express its proper meaning; and

- Correctly use the word in an original sentence.

2. DIALOGUES

Dialogue is a special kind of discourse employing distinctive skills to achieve mutual understanding. Linguistically speaking, it is a term used very frequently in applied linguistics to refer to conversations serving to fulfill one or more purposes in language teaching such as contextualizing or setting the scene, focusing the attention on the meaning, familiarization, and creation of new utterances. Çakır, (1996).

A dialogue is an exchange of speech acts between two speech partners in turn-taking sequence aimed at a collective goal. The dialogue is coherent to the extent that the individual speech acts fit together to contribute to this goal. Walton,(1992).

Dialogues are meaningful natural excerpts of conversation focused on one point of English usage and capable of stimulating further conversation. That is to say, a dialogue in foreign language teaching, as we usually understand it, is a natural conversation to be presented either orally or in writing, practiced, and drilled in class. Çakır (1996).

There are many definitions of dialogue journal as it is a vehicle for written communication. Take the following six authors. First, Moon, (2006) mentioned DJ is a written conversation between two or more people, each responding to the other's entries, usually around an agreed topic. Secondly, DJ is coined to represent written communication that may come in the form of letters that are given back and forth between students and teacher as instructional tool. Gebhard, & Dionisio, (1991). Then, it is an informal conversation either among peers or between teachers and students. Wells, (1992). Fourth, Mastroprieri and Scruggs, (2005) stated DJ as written discussion between teacher and students. Lastly, Peyton, (2000), named DJ to an ongoing written communication in which language learners and teacher participate and communicate on a regular basis. Brown, (2001)

The help which we give to children in order to further their learning is often called scaffolding, a term coined by Bruner. But Eve Gregory (1996) warns us that, as learning is different across cultures, so the scaffolding we provide should also take account of this difference.

Dialogue is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in variety of contexts Chaney, (1998) It is a crucial part of second language learning and teaching, Despite its importance, for many years, teaching dialogue has been undervalued and English language teachers have continued to teach dialogue just as a repetition of teaching, dialogue skill should improves students. Communicative skill because only in that way. Students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

In order to teach second language learners how to speak in the best way possible, some speaking activities are provided below, that can be applied to English Second Language and English foreign Language classroom settings, together with suggestions for teachers who teach oral language. If students want to be able to use English dialogue fluently, they need to be able pronounce phonemes correctly, use appropriate stress and intonation parents and speak in connected speech. However, there is more to it than that.

Speakers of English especially where it is a second language-will have to be able to speak in range of different genres and situations, and they will have to be able to use a range of conversational and conversational repair strategies. They will need to be able to survive in typical functional exchanges, too. Getting students to speak in class can sometimes be extremely easy. In a good class atmosphere, a student who gets on with each other and who English is at an appropriate level will often participate freely and enthusiastically if we give them a suitable topic and task.

However, at other times it is not so easy to get students going. Maybe the class mix is not quite right. Perhaps we have not chosen the right kind of topic sometimes it is the organization of the task which is at fault. But a problem that occurs more often than any of the natural reluctance of some students to speak and to take parts in such situations the role that teachers play will be crucial.

Importance of dialogues

As aforementioned, dialogues play an increasingly important role for a myriad of language teachers especially in the presentation stage of the lesson. When viewed through teaching materials, it can be said that they are an ideal way of bringing external situations into the classroom and demonstrating the use of the new structure in natural context.

Put another way, it certainly offers a milieu where most of the intended teaching points can be practiced without making the lessons boring but more enjoyable. In this respect, it can be added that the use of them in the classroom adequately helps learners grasp the target language more efficiently due to the natural, meaningful contexts they provide with new structures and vocabulary.

In a word, while working on dialogues in the classroom we automatically create an opportunity for learners to practice language in terms of its pronunciation, stress, intonation, pitch etc. Their listening comprehension skills also develop and they learn new vocabulary in the social contexts. Moreover, culture of the target language is presented via the various discourses within dialogues.

Vocabulary is a very important element within a language as the overwhelming majority of meaning of meanings is carried lexically; and, therefore, something to be taken into consideration both in Second and Foreign Language Teaching- although not the only one that conveys meaning.   There are certainly other elements such as grammar, stress, rhythm, and intonation, tone of voice, pauses, hesitations or silences. Not to mention the use of non-vocal phenomena such as kinesics and proxemics features.

Learning a language cannot be reduced, of course, to only learning vocabulary, but it is also true that not matter how well the students learn grammar, not matter how successfully the sounds of second language Second language are mastered, without words to express a wide range of meanings communication in an Second Language just cannot happen in any meaningful way. McCarthy, (1990). However, in spite of the importance of this element, vocabulary is often the least systematized and the most neglected of all the aspects of learning and second language, as well. Kennedy, (1984).

This lack attention is not only characteristic of older grammatical syllabuses but f more recent communicates approaches. On the contrary the emphasis is rather placed on structures, functions are notions and communicative strategies. Dubin & Olshtain, (1986)

Working with dialogues is a useful way to bridge the gap between guided practice and free activities. Controlled dialogues can easily develop into fee

work when the pupils are ready for it. Putting pupils into pairs for doing the dialogues is a simple way of organizing even large classes.

The teacher will have to present the dialogue in whatever wy seems most suitable. You might like to use puppets or Teddy or a magnet board or a flannel board. It really depends on what you have available. Dialogues which involve some sort of action or movement are the ones which work best with young children. Intonation is terribly important too, and the children love to play around with his.

After the pupils have heard the dialogue a couple of times, and you have done it with some individuals, with you giving them their parts, let them all repeat it with you, making sure that it does not become a chant. Then let half the class do it with the other half of the class and then let the pupils do it in twos.

Use of dialogues for teaching

It is accepted that language is primarily speech and its primacy is valid in a correct communication. We, foreign language teachers, believe that communicative skills should be developed as much as possible if we want our pupils to communicate appropriately in the target language.

However, Albright (1979), claims that most students cannot reach a satisfactory level of proficiency if text books do not present materials designed to develop communicative skill. One of the reasons for using dialogues, most probably the underlying purpose, is to enable learners to promote their communicative

competence through which they can get the ability to be able to use the target language appropriately. The other factors could be to stress on the language items such as vocabulary, structure, pronunciation and culture.

Teaching Dialogue

English dialogue is the main of many adult learners. Their personalities play a main role in determining how quickly and correctly the will accomplish this goal. Those who are risk-takers unafraid of making mistakes will generally be more talkative, but with many errors that could became hard-to-break habits. Shy students may take a long time to speak confidently. Its a master of quantity vs., quality, and nether approach is wrong.

However, if the aim of speaking is communication and that does not require perfect English. Then it makes sense to encourage quantity in your classroom, break the silence and get students communicating with whatever English they can use, correct or not, and selectively address error that block communication.

Conversation lessons often tie in pronunciation and grammars (discussed elsewhere in this guide) which are necessary for effective oral communication or a grammar or reading lesson may incorporate a speaking activity. Either way, your students will need some preparation before the speaking task. This includes introducing the topic and providing a model of the speech they are to produce. A model may not apply to discussion-type activates, in which case

students will need clear and specific instruction about the task to be accomplished. Then the students will practice with the actual speaking activity.

These activities may include imitating (repeating), answering verbal cause, interactive conversation, or an oral presentation. Most speaking inherently practice listening skill as well, such as when one students is given a simple drawing and sits behind another students. Facing away the first must give instructions to the second to reproduce the drawing. The second student asks questions to clarify unclear instruction, and neither can look at each other's page during the activity. Information gaps are also commonly used for speaking practice, as are surveys, discussions, and role-plays. Speaking activities abound; see the A civet as and further resources sections of this guide for ideas.

As much as possible, the content sound is practical and usable in real-life situations. Avoid too much new vocabulary or grammar, and focus on speaking with the language the students have. According to the Jeremy Harmer, (1988). There are three main reasons for getting students to speak in the classroom.

How to teach dialogues?

Dialogues in learning is not a one-way linear communication but a reciprocal process in which ideas are bounced back and forth and on that basis take children's thinking forward' Alexander (2004). In dialogue, ideas are bounced

back and forth, participants are equal partners striving to reach an agreed outcome and trying out and developing what Mercer has described as the joint construction of knowledge or becoming involved in a process of 'inter thinking'. Hubbard, (2000).

Teacher will need to think about the kind of questions, and how students are going to respond to the children's answers so that you can extend their thinking. This is also the case when children work together in small groups; they will also need to adjust the way they talk together and will be helped by an introduction to ground rules for talk and a discussion of the importance of talk to their learning.

Dialogues are the best ones to introduce new vocabulary. Making short conversations is a good way of inducting and understanding a specific part of grammar. It is essential that in one dialogue there should be only one new element of grammar introduced. Moreover, the teacher should be the one to explain the topic and to show students how to start working. Rivers, (1970).

You can do this in dialogue with your pupils; pupils can do it with each other in a process of 'joint enquiry' Barnes and Todd (1995). In order to create a dialogic repertoire in the classroom, 'It is not sufficient, to repeat or reformulate a pupil's contribution: what is said needs actually to be reflected upon, discussed, even

argued about, and the dialogic element lies partly in getting pupils themselves to do this'.. Murphy, (2003).

Students introduce an inductive recognition of the grammar rule. Secondly, using dialogues help to explain English. Learners are able to understand where and when a specific grammar structure should be used. It gives an intensive practice of structural and functional English.

Using dialogues in order to teach some grammar structures is beneficial for many reasons. First of all, it provides a context, students are more likely to understand a given structure.

Students are practicing a direct use of a language. And finally, using this type of dialogue in teaching grammar is favorable because it provides a strong connection between a language and a situation. Students, while showing their own emotions and feelings in a dialogue, are able to understand, exercise and memorize a target piece of grammar.

Learning English has predominantly taken center stage due to the need of non-English speaking people to cope with the demand of globalization. We now see flock of students going to English speaking nations like the united states, united kingdom and Australia to study the language as well an increase demands of Asian countries for ESL teachers. In this light , teachers have now the burden of

various ways to increase proficiency on the language of their students and develop their listing, speaking .reading and writing skills relative to English grammars and vocabularies,

One of the medium that ESL teacher uses is the utilization of music or songs to increase students. Literatures attest to the ability of human to pick up new knowledge more quickly when it is contained in a song with appealing rhythm and theme. Introducing songs into classroom instruction signification change the routine and provide students with better appreciation of the language through learning sentence pattern, stress and proper intonations of and grammar usage. Now many linguistics and ESL teachers agree on the students learn to speak in the second language by interacting communicative language teaching and collaborative learning serve best for this aim.

Communicative language teaching is based on real-life situations that require communication. By using this method in ESL Classes, students will have the opportunity of communicating whit each other in the target language. In brief, communication, authentic activities, and meaningful tasks that promotes oral language. This can occur when students collaborate in groups to achieve a goal or to complete a takes.

Benefits of using Dialogues

- More exposure to Target Language
- More authentic opportunities to use the language

- Fun and interesting for learners

- Provides opportunity to use authentic material

- Dialogue can be used to develop oral language in the classroom

Scripted Dialogue

Between two or more students; each student has a completely scripted portion of the dialogue to read and no additions to the dialogue are expected.

The students gain more comfort with their ability to say the vocabulary found in the dialogue; they are able to experiment with pronunciation and may gain confidence in their ability to talk in the language classroom. Piwek, (2000).

Partially Scripted Dialogue

Between two or more students; one student may have a scripted portion of the dialogue to read (i.e. questions) and the other students must spontaneously develop and say their section of the dialogue. To be effective, students must take turns being the student with the scripted section of the dialogue.

While reading the scripted section of the dialogue, the student can work on pronunciation and building confidence with the language. While creating the spontaneous portion of the dialogue, students gain valuable practice transferring vocabulary and grammar concepts, and using their language awareness to suit the context of the dialogue. Klesen, (2000).

Vocabulary is one of the most important factors into the process of language acquisition. One of the tools is the use of dialogues which provide students a variety of new vocabulary.. The use of dialogues in the classroom constitutes a useful tool towards the learning of English as a foreign language. Dialogues allow the acquisition of grammar structures, and new vocabulary, according to Tim Murphy   The dialogues are appropriate way to provide vocabulary because they employed practically in any lesson or topic and at every level of learning as these phases the students are engaged in developing their language.. Dialogues aimed to improve students' level of vocabulary. It means that by using dialogues teacher and students will be helped to overcome their problem in teaching and learning process through the strategy students could recognize and pronunciation words. Of course, when the students recognize the words, they could not only differentiate the words but also they could mention the words in context.

The students enjoy the process of learning because they had low experiences with the dialogues. For the students at this school, using dialogues is something new for them in learning English Therefore; this activity can be said as their new experience and challenges in learning process

e.   MATERIALS AND METHODS

In this section by methods and materials, it is meant the methodology of this research work. The section is developed considering: design of the research, context, participants, methods, techniques, instruments, materials and procedure.

Design of the research

The present research work was based on the Action Research Model proposed by Kemmis and Mc Taggart (2000), which has become more popular as a mode of research among practitioners. It was employed in order to understand, to evaluate and then change a situation connecting the research to practice. It involves a self-reflective cycle of identifying a problem, planning a change, acting, and observing and reflective.

This action research has the aim of improving the vocabulary through the use of dialogues as a tool. Besides, this study is an applied educational research work since it is a practical action research that will allow the practitioner to study aspects, analyze and reflect on the results that was derived of the implementation of dialogues to improve dialogues

CONTEXT

Matilde Hidalgo de Procel Nº 2 public school was selected as the place for the present research work since it is the school where the researcher had the

opportunity to observed as a pre-investigation activity; therefore She has an insight of the spectrum of English teaching within the school. Matilde Hidalgo de Procel Nº 2 school is located in San Pedro de Bellavista neighborhood, on Argentina and Seville de Oro streets and it is organized according to Ecuadorian School System requirements for a basic education school. Students attending this urban public school live under the social surroundings, which characterizes developing communities in Latin American countries as Ecuador.

PARTICIPANTS

The students that participated in this action research belong to the Seventh Year of Basic Education. The total amount of students were 16, 9 girls and 7 boys who are about 10 to 11 years old. The English class has one period per week, each lesson lasts 40 minutes. The textbook they use for teaching is "Enterprise ". This book does not have activities to teach or learn vocabulary, for that reason the students do not have any chances to practice English language with this kind of technique. The resources that this Institution has for the teaching-learning of this foreign language are just a few posters and flash cards which are not enough to guarantee a complete learning.

METHODS, TECHNIQUES, INSTRUMENTS AND MATERIALS

This general denomination includes description of research design, methods and techniques used along the research stages as well as the data collection

instruments and resources. The procedure followed in conducting the study is also described in this section.

1.   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 ***Scientific method*** assisted the study of the dialogues applied in the developing of improve the vocabulary. It 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 about the possible solution.

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 the questionnaires, tests. It was adopted also   to make the interpretation of data, the logical analysis and drawing up the conclusions.

The ***statistic method*** permitted to make possible the quantitative statistical analysis of data derived from the test and questionnaires and the qualitative text analysis of the data received from the observations, ***questionaries and field diary.***

TECHNIQUES AND INSTRUMENTS

Data Collection:

In order to gather the necessary information to carry out this research work, the researcher applied, tests, observations sheet, questionnaires and diary, during and after the application of the intervention plan.

Tests:

First pre-test that contained some information questions were used to collect student's answers, in order to diagnose the level of students' knowledge about listening skill, at the beginning of the intervention plan. The same pre-test was used as post-test and applied at the end of the intervention plan, to obtain information about students' progress on listening skill, during the intervention plan. The test was conducted in class and the researcher gave students a clear explanation and clarified all queries raised.

Observation:

Through the observation sheet the researcher observed the students' performance during the lessons. It also was used to determine what happened in class and then to analyze and reflect upon the findings when the plan ended.

Questionnaires:

A questionnaire with six closed questions and multiple choice questions was applied to collect students' answers about the development of listening skill inside the classroom. This instrument was applied at the beginning and at the end of the intervention plan. The post questionnaire was used to collect students´ progress about the listening skill developed during the intervention plan.

 Field Diary:

The researcher used a diary to record what happened in each lesson. It helped to writer up the findings during the intervention, relevant events during the observation or particular situations that happened.

MATERIALS

This research work was accomplished with the assistance of three resources: **The Human Resources** that participated during the different stages; **the cooperating English schoolteacher**; and **the researcher´s thesis advisor**. In this study, the target population was the Seventh-Year students at the "Matilde hidalgo de Procel N°2 school. The cooperating teacher helped provide general information about these target students, and the thesis advisor supervised the development of the stages of the study. The researcher worked enthusiastically

to both learn from the various human resources and also play an active role in the research work.

PROCEDURE

The action research work process will include the following stages:

The intervention plan will start and end with questionnaires. Two questionnaires were applied; one at the beginning of the study to collect data on students'. Dialogues were introduced to improve vocabulary learning through the application of dialogues in each class. A check list will be used as instrument to help the researcher to observe students' performance during class.

Finally, the second questionnaire was applied to check the overall students' progress after the intervention plan. A semi- structured interview was conducted to see teacher's perception of the students' progress. The Students' progress before and after the intervention were compared and analyzed to draw the conclusions about the action research work. After the intervention the researcher analyzed the data collected. Then, she will draw the conclusions of the intervention. Finally, the report of her intervention was presented for the private and public presentation.

Tabulation

The tabulation of quantitative and qualitative date was done with the results obtained in the pre-post test and pre-post questionnaires. Also the information

was translated into tables. The mean for each test section was calculated taking

into account the formula $x = \frac{x}{n}$

The calculation provides an overall view of performance of the group in each

test.

The Pearson correlation coefficient $r = \dfrac{n\left(\sum xy\right) - \left(\sum X\right)\left(\sum Y\right)}{\sqrt{[n(\sum x^2) - (\sum x)^2][n\left(\sum y^2\right) - \left(\sum y\right)^2]}}$ was

applied to find out the relationship between the learning outcomes before and

after the intervention plan.

Organization

The information was organized based on the information received in all

strategies applied to compare and analyze the impact of the intervention plan.

Both variables were expressed quantitatively and the statistical analysis was

used to determine whether there was a significant change in achieveme

f.   RESULTS

-QUANTITATIVE DATA ANALYSIS

The following tables show the results obtained from the Pre-test and Post-test that was applied to students of the seventh year of basic education at Matilde Hidalgo de Procel N° 2 " school. The tests were administered to assess students´ vocabulary before and after the application of the dialogues intervention plan. Each table presents a graph that clearly shows the results, followed by a logical analysis of the data in ok to explain the results.

-PRE-TEST SCORES ANALYSIS

TABLE 1: *Vocabulary Pre –Test scores*

CODE	Image WORD	Writen Word	Oral Word	Pronunciation	Comprehension word in context.	Score total	%
	Score 1	Score 2	Score 3	Score 4	Score 5		
	2	2	2	2	2	10	100%
MH1	1,6	0,8	2	1	0	5,4	54,00
MH 2	1,6	2	2	2	0	7,6	76,00
MH 3	1,6	0,96	2	1	0	5,56	55,60
MH 4	1,6	0,96	2	2	0	6,56	65,60
MH 5	1,6	1,28	1,6	1,5	0	5,98	59,80
MH 6	1,6	0,96	2	1	0	5,56	55,60
MH 7	2	1,12	2	1	0	6,12	61,20
MH 8	1,6	0,96	2	2	0	6,56	65,60
MH 9	0,4	0,16	2	1	0	3,56	35,60
MH 10	1,6	1,84	2	1	1	7,44	74,40
MH 11	1,6	1,12	2	2	0	6,72	67,20
MH 12	2	1,12	2	1	0	6,12	61,20
MH 13	1,6	1,28	2	0,5	0	5,38	53,80
MH 14	1,6	1,12	2	1	0	5,72	57,20
MH 15	1,6	0,64	1	0,5	0	3,74	37,40
MH 16	1,6	1,12	2	0,5	0	5,22	52,20
TOTAL	25,2	17,44	30,6	19	1	93,24	
%	78,75	54,5	95,625	47,5	3,125	58,28	

1*) The association of image and oral form of the vocabulary item, 2) Association of image and written form, 3) Association of written form and oral form 4) Pronunciation of words.* **5)** *Comprehension of   word in context.*

This Vocabulary Pre- Test was applied to students in order to find out their knowledge level of Vocabulary. The test was organized in five parameters, 1) the association of image and oral form of the vocabulary item, 2) Association of image and written form, 3) Association of written form and oral form 4) pronunciation of words and the last. 5) Comprehension of word in context.

The results of the examination evidence the weaknesses in vocabulary learning considering all parameters. This total score 58% does not reach the passing percentage (80%) stated for this research work. The majority of students could not reach that percentage: being 3.74 the lowest score corresponding the 3.74%. It implies that the majority of students exhibit a limited level of proficiency in the English language especially in the vocabulary learning language.

Analyzing each one of the parameters that were taken into account for this study, it was found that the highest level of achievement was 78.25% which was located in the *association of image and oral form of the vocabulary item*. The lowest percentage 3.12 of performance was located in the ***comprehension of words in context.***

This diagnostic assessment places students at the second level knowledge memory according to Disick and Valette Taxonomy (1972) concerning *the association sound and meaning*. Which means that student understand the meaning of words being able to translate words remember and memorize expressions and they can also answer to familiar questions.

The facts encountered indicate that some parameters are relatively more advanced than others. The language skills are not acquired to the same extent. Nation (2001) emphasizes that learning vocabulary is a cumulative process and that it must be deliberately taught, learned, and recycled.

According to the theoretical frame, students need to encounter vocabulary in various contexts in order to remember it and to develop an understanding of the range of usage of a given word as pointed out in the Literature Review, the objective of using dialogues to provide a language context that allows students to achieve an appropriate use of vocabulary.

According to these results, it is evident that the students of the seventh year of basic education at Matilde Hidalgo de Procel N° 2 " school had a poor knowledge of English-language vocabulary prior to the implementation of the intervention plan.

POST TEST SCORES ANALYSIS

After conducting four weeks of intervention a post-test was administrated to the same 16 students, who belonged to the seventh year of basic education at Matilde Hidalgo de Procel N 2. The data of the post-test can be seen in table N 2

Table N 2 VOCABULARY POST -TEST SCORES

STUDENTS	1.Image WORD	2.Writen Word	3 Oral Word	4.Pronunciation	5.Comprehension Word context	5.Score total	%
CODE	Score	Score	Score	Score	Score	Score	
	2	2	2	2	2	10	100
MH1	2	2	2	2	2	10	88
MH 2	2	2	2	2	1,5	9,5	84
MH 3	2	2	2	1,5	1	8,5	74,4
MH 4	2	2	2	2	2	10	88
MH 5	2	2	2	1,5	1,5	9	75,2
MH 6	1,6	2	2	1,5	1	8,1	79,2
MH 7	2	1,5	2	1,5	2	9	68,96
MH 8	1,6	1	2	2	2	8,6	72,48
MH 9	1,8	2	2	2	1,5	9,3	78,4
MH 10	2	1,5	2	1	2	8,5	66,56
MH 11	2	2	2	2	1	9	84
MH 12	2	1,5	1	1,5	1,5	7,5	68,96
MH 13	1,8	1,5	2	2	1	8,3	72,64
MH 14	1,8	2	2	2	2	9,8	78,4
MH 15	2	1	1	1,5	1	6,5	65,6
MH 16	2	2	2	1	1,5	8,5	83,2
TOTAL	30,6	28	30	27	24,5	140,1	78,12
%	95,63	87,5	93,75	84,38	76,56	87,56	

1) The association of image and oral form of the vocabulary item, 2) Association of image and written form, 3) Association of written form and oral form 4) Pronunciation of words, 5 Comprehension of word in context)

At the completion of the intervention plan, a post-test was applied. The results of this test indicate that there was an improvement in students´ vocabulary, because the average of each question is higher than the pre-test.

This Vocabulary Post - Test was developed in five parameters, the majority of students scored 8 points which equals 80% that was the limit value adopted for this study. Students' scores reached the passing level adopted for this research work except two (7.8 -6.5)

The highest score was 10, which was over the limit value used in the analysis. In conclusion, the knowledge vocabulary level was at satisfactory stage. As it can be seen the sections of the test in which the students had a higher level of difficulty were use **_Comprehension words in context_** the lowest percentage (76.56%) On the other hand the parameter which seems to be the easiest for the participants was the **_association between image and oral word (_**96%) This reveals that the students did not have test any problem in the parameters related to the vocabulary learning, as a result, they obtained a high level of proficiency.

There is been a significant change in relation to the pre-test scores, and as a result all the students overcome the post-test. These results suggest that the use of dialogues helped students improve their English-language vocabulary in a significant way. It is important to note though, that the teacher has to develop suitable activities that encourage students to practice the vocabulary in different ways.

Teaching dialogues was a great strategy that helped students in the improvement of their pronunciation, it also helped students to gain more self-confidence at the time of telling the message and use words in context. The increase on the vocabulary level was evident; it can be reflected on the founded data after the application of different activities. The results of the posttest, demonstrated that teaching dialogues really had a great and positive impact on students learning English.

COMPARING TEST RESULTS.

The following chart shows the results **and the comparison between the pre-
and post-est. The "Pearson Product-Moment Correlation**" was used to carry
out this comparison, which helped to determine the correlation between the pre-
and post-tests.

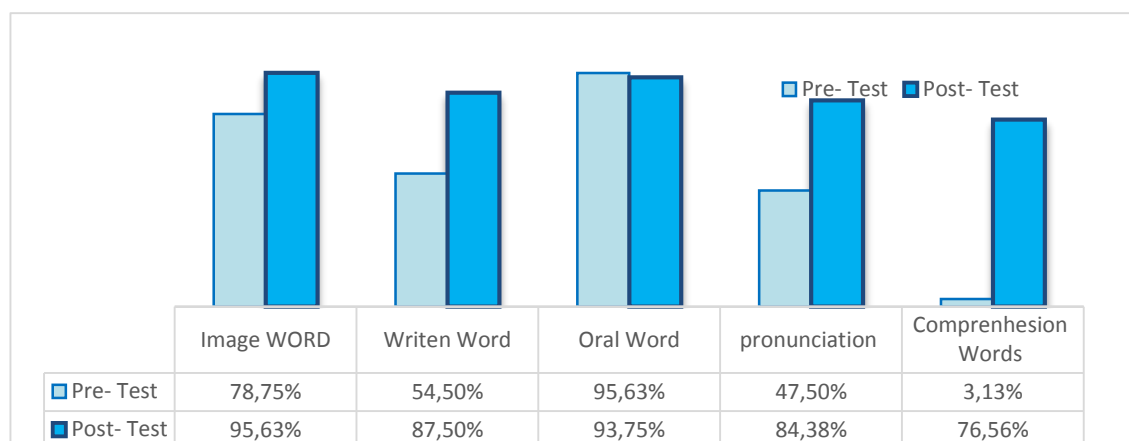X= Pre-test scores
Y= Post test scores

$$r = \frac{n\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{[n\Sigma X^2 - (\Sigma X)^2][n\Sigma Y^2 - (\Sigma Y)^2]}}$$

= 0, 3646797

TABLE 3

CODE	Variable X	Variable Y	X^2	Y^2	XY
	Pre-Test	Post-Test			
MH1	**5,4**	10	10,8	20	54
MH 2	**7,6**	9,5	15,2	19	72,2
MH 3	**5,56**	8,5	11,12	17	47,26
MH 4	**6,56**	10	13,12	20	65,6
MH 5	**5,98**	9	11,96	18	53,82
MH 6	**5,56**	8,1	11,12	16,2	45,036
MH 7	**6,12**	9	12,24	18	55,08
MH 8	**6,56**	8,6	13,12	17,2	56,416
MH 9	**3,56**	9,3	7,12	18,6	33,108
MH 10	**7,44**	8,5	14,88	17	63,24
MH 11	**6,72**	9	13,44	18	60,48
MH 12	**6,12**	7,5	12,24	15	45,9
MH 13	**5,38**	8,3	10,76	16,6	44,654
MH 14	**5,72**	9,8	11,44	19,6	56,056
MH 15	**3,74**	6,5	7,48	13	24,31
MH 16	**5,22**	8,5	10,44	17	44,37
N= 12,5	ΣX=93,24	ΣX^2=140.1	ΣX^2=186,48	ΣY^2=280,2	ΣXY=821,53

Note. Q=questions; Σ=Sum; M=24 de Mayo (school name)

Figure 1 Comparing test results.

	Image WORD	Writen Word	Oral Word	pronunciation	Comprenhesion Words
☐ Pre- Test	78,75%	54,50%	95,63%	47,50%	3,13%
■ Post- Test	95,63%	87,50%	93,75%	84,38%	76,56%

The association of image and oral form of the vocabulary item, 2) Association of image and written form, 3) Association of written form and oral form 4) Comprehension of   word in context, 5) Pronunciation of words

In order to evaluate the effectiveness of the different parameters, the researcher compared the results on the vocabulary sections of the test given before and after the intervention.   The researcher compared the total scores of the two tests, where the pre-test scores corresponded to variable X, and the post-test scores were represented by variable Y. It is important to emphasize that the researcher used the Pearson coefficient in order to quantify the correlation between the two variables, and in this way obtain the statistical values of both scores.

The Product Correlation provided a value of   0,36 as the coefficient of correlation between the variables under study, it point out that there was a slight correlation between both variables; even though it can be seen clearly from posttest. It can be inferred from the results that the use of dialogues helped to improve the English language vocabulary of the students in a meaningful way; another important fact that has to be taken into account is that students been exposed to this strategy before Intervention plan.

QUALITATIVE DATA ANALYSIS

QUESTION 1: Do you like English language?

TABLE 4 Students being motivated with English language

STUDENTS LIKE ENGLISH LANGUAGE	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Yes	2	*12.5*	15	87.5
No	14	*93.7*	1	*6.25*
Total	**16**	**100**	**16**	**100**

Figure 2 This figure shows the contrast between pre- questionnaire and post-questionnaire values. Questionnaire was conducted in students' first language

FIGURE N 2: Students being motivated with English language.
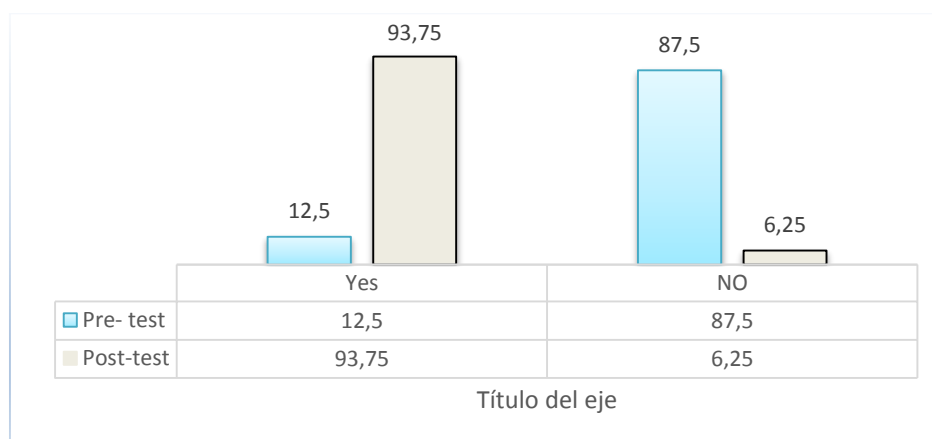
The results indicated that in the pre - questionnaire 12 % of students reported that students like to English language. In the post- questionnaire this difference was significant because 93.75 % students reported being motivated with English language. Analyzing the results of the pre and post-questionnaires, it may be concluded that students felt motivated by the practical activities that were developed during the intervention plan. As result, they were more interested in English language, the use of dialogues helped to make the class more enjoyable and students liked the English subject.

QUESTION 2 Does your teacher use dialogues to teach you vocabulary?

TABLE 5: Use of dialogues to teach vocabulary

Use of dialogues to teach vocabulary	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Yes	2	*75*	16	*100*
No	14	*25*	0	*0*
Total	**16**	**100**	**16**	**100**

-This table shows the contrast between pre- questionnaire and post-questionnaire values.
-Questionaire was conducted in student's first language

FIGURE 3: Use of dialogues to teach vocabulary
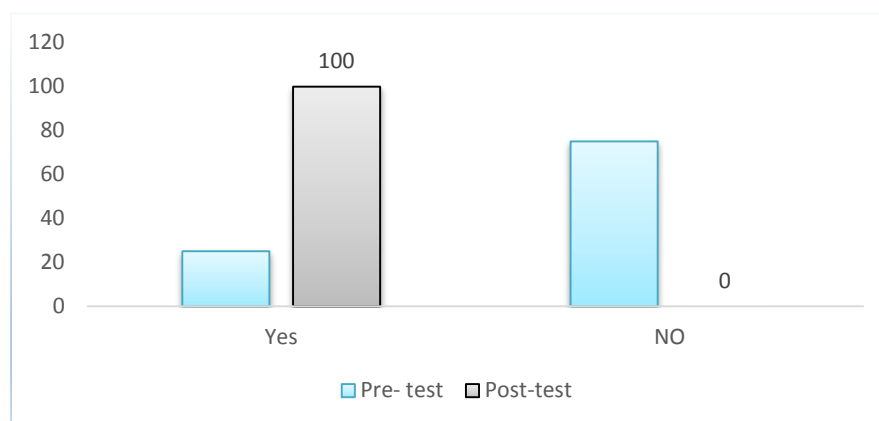
It can be seen in the graph, in the pre-questionnaire 25 % students indicated that dialogues are not used in the English class to teach them vocabulary; while, in the post-questionnaire 100 of the students said that the researcher used dialogues to help them to improve the vocabulary.

Analyzing the result Dialogues are an underexploited resource by teachers, when dialogues are a very valuable tool to help students to develop the English language vocabulary through different kind of activities. In accordance with Hill (1991), dialogues can be used for presenting new language, controlled practice

or prompts for vocabulary activities; besides they can also be used to catch learners' attention, to raise their interest in the presented subject and hence also their motivation.

QUESTION 3 **Do you think that use of dialogues help you to improve your vocabulary?**

TABLE 6 *The use of dialogues improve vocabulary*

The use of dialogues help to improve your vocabulary	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Yes	1	93,75	16	100
No	15	6,25	0	0
Total	**16**	**100**	**16**	**100**

-Figure 2 This figure shows the contrast between pre- questionnaire and post-questionnaire values.
-Questionnaire was conducted in student's first language

FIGURE N°4: Learning vocabulary thought dialogues
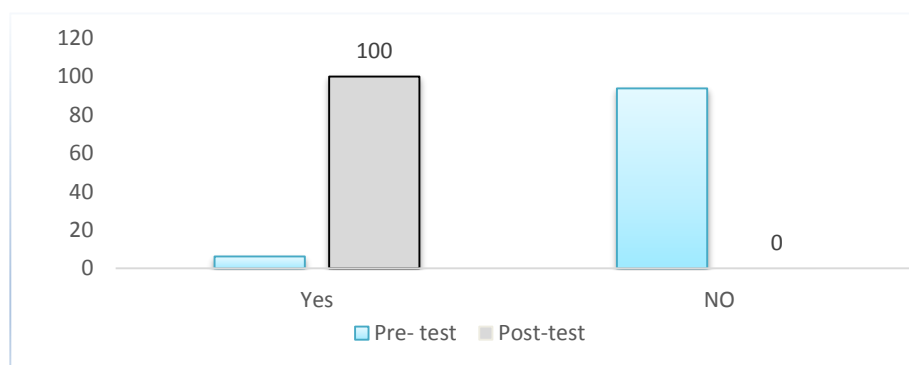
The results in the pre-questionnaire indicate that 6 % students think that the use dialogues help them to learn the English vocabulary, but in the post-questionnaire, a of them mentioned that dialogues can help them to acquire it. It is important to mention that at the beginning the students were not used to the dialogues to learn the vocabulary because their teacher had not used this didactic resource, for this reason they were not sure if the dialogues would be

helpful; on the other hand, after the intervention plan, the students consider that dialogues can help in the learning of the English language vocabulary.

In summary, dialogues are a very helpful resource that support the learning of English-language vocabulary. According to Wollacot, (2013), unlike the learning of grammar, which is essentially a rule-based system, vocabulary knowledge is largely a question of accumulating individual items. Therefore, resources like dialogues help learners memorize and learn the words presented.

QUESTION 4 Do you consider that learning English vocabulary with dialogues is funny or boring?

TABLE 7 Dialogues as strategy is funny

Dialogues as strategy is funny	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Funny	2	75	16	100
Boring	14	25	0	0
Total	**16**	**100**	**16**	**100**

-This table shows the contrast between pre- questionnaire and post-questionnaire values.
-Questionnaire was conducted in student's first language

FIGURE N 3: Dialogues, as strategy is funny

61
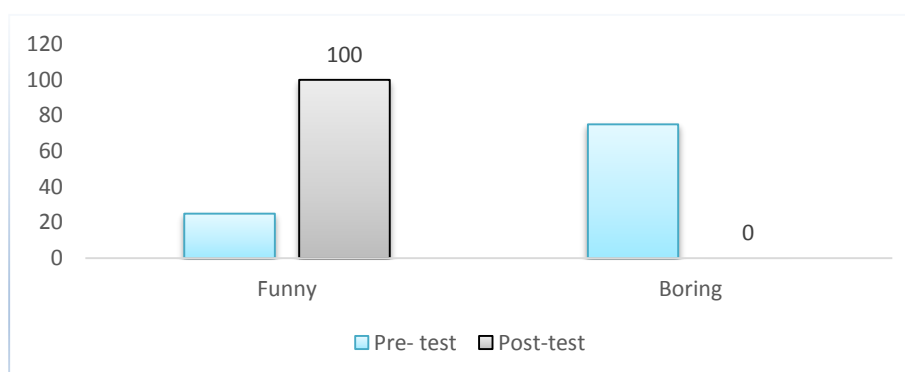
These results show that in the pre-questionnaire almost 75 students considered that the learning of the vocabulary with dialgoues is boring, while after the test all of them believe that it is funny to learn the vocabulary with the use of dialgoues; it can be noticed that before have applied the intervention plan of this action research, the students had a wrong perception of the use of dialogues to learn vocabulary, and it might be because of their teacher does not use this resource to encourage the learning of the English language vocabulary; but after have used the dialgues in the development of the classes, they noticed that learning vocabulary with this resource is funny. In accordance with David Hill (1990), dialogues are very helpful tools to develop different kind of interactive communicative activities and to carry out a wide range of games, which draw learners' attention and make often boring activities more enjoyable

g. DISCUSSION

This study performed one group pretest-posttest experimental design to determine the relationship between *teaching dialogues* and t*he vocabulary learning* of seventh grade students parallel "A" at "Matilde Hidalgo de Procel Nº 2" School, during the academic year 2013- 2014". The expectation was that there would be an increase in the students 'vocabulary level by implementing dialogues during the nine sessions of the intervention period. These dialogues were designed and applied along nine lessons; aimed at improving vocabulary learning.

Dialogues were the subject matter of the strategy. Dialogues are the appropriate way to provide vocabulary, they can be employed in any lesson or context and at every learning level. This strategy promoted the exploration of new vocabulary. Therefore, the strategy supports teachers to practice their teaching in a collaborative and successful process. Dialogues are the best scenario to introduce and practice new vocabulary. Short conversations are a good way of inducting and understanding a specific grammatical structure.

In addition, teachers should explain the topic and show students the best way to produce dialogues. (Rivers, 1970). The Dialogues can be used in many ways to introduce and practice vocabulary, as well as consolidate, recycle and extend to a next level the children's language.

The acquisition of vocabulary is arguably the most critical component of success - full language learning. Since there are so many things to learn about each piece of vocabulary; meaning, spoken, written forms, collocations, connotations, grammatical behavior; it is important that teachers introduce vocabulary words topic by topic. At the beginning, teachers' methods are focused on the most frequent, useful, and learnable vocabulary, and returning later to more difficult vocabulary and less frequent uses of previously learned items. (Carten, 2007).

The results of the pre-test showed that the students had difficulties with the *image association of image and word and pronunciation.* Also they had trouble with the *understanding of vocabulary words in context.* On the other hand, the results of the post-test revealed that the students improved significantly their vocabulary, because they overtook the problems about the images' association in oral production. Finally, the data displayed in tables prove that students only had a little of difficulty with the use of vocabulary in context.

 The Pearson coefficient (0.36) indicates the presence slight correlation between the variables under study which could mean that the strategy used to solve issue of the English language vocabulary learning was successful and that the intervention was positive. This study indicated that the use of dialogues had a great effect in the vocabulary learning, although the results were not statistically significant as expected.

Based on the results above indicated, it can be noticed that the applied strategy during the intervention plan helped not only to improve the knowledge of the English language vocabulary but also to change students' perception of the use of dialogues in learning a second language.

The researcher reported some limitations that had a negative influence in the success of the intervention For instance the size of the class was not big enough for 16 students, it made that students miss the concentration easily, students arrived late at class. This weakness makes controlling the class, and managing the group a hard task during the intervention. Another limitation was the weekly class-periods; they only attended at one-class periods per week.

These results demonstrate that action research is a positive and helpful research resource that teachers can carry out to find out and solve the issues related to the learning of the English language. Besides, the important outcomes found and the strategy applied during this action research, were a great practice not only for doing this study but also for gaining experience for the future as an English teacher. During the intervention it was experienced how the dialogues technique could help students to improve their vocabulary as a foreign language. This work made the researcher and other reflect about the importance of making real practice as future teacher using a specific resource before starting as a professional. Questionnaires field diary, checklist and the tests were the methods of data collection used in the intervention. They were essential for getting the quantitative and qualitative data. The results gotten from the study point that dialogues technique was very useful to improve

students' vocabulary. Making action research is a necessary work should be done for gaining experience as a teacher and prove the effectiveness and weaknesses of certain resources used in teaching-leaning process.

The researcher wants the reader knows, that Action Research, is the best way to carry out a classroom research. It involves working on a real situation with students and teachers together, facing all the strengths and weaknesses that students have. It is characterized by the application a strategy during a determined time period. At the end of the intervention, the researcher could reflect and analyze how students improve or overcame their troubles in learning.

h. CONCLUSIONS

- The issues that limited the vocabulary learning of seventh year students were associated to the lack of exposures that they had to learn it with a strategy that could facilitate the learning process. The results from in the pre questionnaire showed that students perceived the vocabulary was taught using solely the textbook and the application of traditional methodologies without the support of resources and activities that help to increase the knowledge of English vocabulary. Also the pretest results revealed that they had more difficulties on identifying words in context in which they improved in a considerable manner after the intervention plan was developed.

- The 9 sessions of intervention plan were designed to face the issues that students had in learning vocabulary, these were reinforced with activities that enable students to master new words, remembering and understanding them. These were planned based on the students' cognitive process to build up their knowledge. Each lesson was prepared considering the use of dialogues to overcome that barrier. This technique was very useful because Dialogues is a teaching technique that is effective in teaching English. It makes students have responsibility to teach each other. It means that the students become teachers for their teammates, thanks to this technique students naturally developed the interest of working with their peers and through that they learnt from each other and hence learnt better also dialogues technique help students cultivated good attitudes from each other.

- The 9 lesson were reinforced with activities that enable students to improve their level vocabulary learning as a cumulative process, mastering new words taking into account the different parameters that involve the learning vocabulary. At the beginning of the intervention was tough to introduce vocabulary in order to students understand the context at the moment of practicing the vocabulary was applied dialogue technique during each lessons Subsequently, the results obtained after applying the dialogues as a strategy to develop their comprehension words in context, vocabulary showed a few improvements by students. Such information allow us to affirm that the low use of dialogues as a strategies directly influence to the development of it, because students do not know about the strategies that help them to improve their vocabulary and understand words in a context.

- The use of dialogues as part of the classroom activities reduced the students' limitations meaningfully. It was demonstrated in the students' collaboration to participate in each lesson and the progress they reached performing their tasks. The change of the scores from the pre and posttests is relevant evidence that demonstrates the positive impact that the dialogues had in this intervention.

- The comparison in the scores from the pre and post -tests was made through the Pearson Coefficient Correlation which demonstrated a small impact that dialogues as strategy had in this intervention, and the parameter which they had a higher difficulty was in follow steps in a

process. To put it briefly the action research presented dealt with the influence that Dialogues technique might have on to improve of vocabulary learning The findings of the research showed that the use of them determined positively the improvement of reading comprehension and made the students more relaxed and cooperative.

i. **RECOMMENDATIONS**

The following are suggestions from the writer to enrich the teaching of by using dialogues in Matilde Hidalgo de Procel N° 2

- Technique and materials that are appropriate the students' needs and experiences should be chosen carefully so the class atmosphere would become enjoyable and interesting. Understanding students' needs and adapting methodologies that are interactive in their delivery, and which aid the learning of language in an unimposed manner should also be enhanced The use of dialogues not only makes the class interactive it helps students in learning lexical items, Interacting with each other, is a significant outcome as it stimulates their communication skills also.

- English teacher, should use dialogues as one of the alternative way in teaching vocabulary to make variation and combination in it, so that the students do not get bored in learning English especially in vocabulary.an the students, they feel more interested and motivated in improving their vocabulary because they can gain their prior knowledge, remember the vocabulary in long term memory and can refresh or remain their vocabulary.

- Teachers should prepare materials and they can make good scenery to create fun situation and make it is more interesting. This research can motivate the students to improve their vocabulary mastery. Teaching vocabulary through dialogues could make the students are more enjoy, relax and fun in following teaching learning process.

- This kind of teaching and learning technique should not always be applied to teach vocabulary only, but it may be applied to teach speaking (pronunciation) class. Moreover, the researcher may suggest the next researcher to conduct further study that can enhance this research because this research actually can be broaden and extended to other subject and also in different setting. Finally, this research may be helpful and give positive contribution to English language learning context.

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k. ANNEXES

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

THEME

THE USE OF DIALOGUES TO IMPROVE THE ENGLISH VOCABULARY AMONG SEVETH YEAR STUDENTS, IN PARALLEL "A" AT ´´MATILDE HIDALGO DE PROCEL Nº 2" SCHOOL, DURING THE ACADEMIC PERIOD 2013- 2014

AUTHOR:

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LOJA -ECUADOR

2014

a. THEME

THE USE OF DIALOGUES TO IMPROVE THE ENGLISH VOCABULARY AMONG SEVETH YEAR STUDENTS, IN PARALLEL "A" AT ´´MATILDE HIDALGO DE PROCEL Nº 2" SCHOOL, DURING THE ACADEMIC PERIOD 2013- 2014

b. PROBLEM

1.1 BACKGROUND

Matilde Hidalgo de Procel school Nº2 was created on October 11th in 1976. It operates on a Vespertine schedule, from 13h00 to 18h00. The objectives of the school are to lead an education of quality; and to improve children's education according to the social necessities.

This school is located in San Pedro de Bellavista neighborhood, on Argentina and Seville de Oro streets; its campus is big and has all the facilities to develop the school activities. Nowadays, the school has 90 students registered from first to seventh grade and their ages are around five to twelve years old. The teacher staff is formed with 10 educators; most of them certified teachers.

1.2 CURRENT SITUATION

This action research project will be developed with 7th A" year students at Matilde Hidalgo de Procel N°2 Public school. The group observed is made up of 16 students, boys and girls who are between 9 and 10 years old; they have one English lesson per week, each lesson lasts 40 minutes. The children are eager to use English in their communication.

During the period of observation it was possible to see the issues this group have in the English classes. They are related with the book they use, the English teacher and the use of the mother tongue when they communicate.

First students often switch to Spanish when they work in the English classes. They do not have wide knowledge of English vocabulary to share their thoughts. They have problems to understand the teacher´s instructions or commands to develop the tasks.

Second this group works with a book called "Enterprise". This book does not have activities to develop vocabulary for that reason students do not have any chances to practice English language. Third, the teacher is not a certified English teacher. For that reason, it seems he teaches English only using the book activities and he does not search for extra activities to develop the four skills which can help learners to learn more vocabulary. He does not apply activities to promote English learning. Additionally, it might be realized that teacher does not apply activities to promote students interest on the learning of the language or to draw students' attention to a certain topic.

The relevance of this research is focused on the dialogues used to improve vocabulary and help these kids to improve vocabulary learning in the English Language. Their level of learning in the English Language is very basic, that is why it is important to improve their vocabulary so they can get a basic communication in the English class with the teacher and students. Applying dialogues activities is going to help them to improve vocabulary.

1.3 RESEARCH PROBLEM

How does the use of dialogues improve English vocabulary among of seven year student in parallel "A" at Matilde Hidalgo de Procel Nº 2 school, in **the academic period 2013- 2014?**

1.4 DELIMITACION OF THE RESEARCH

a)   Temporal

The research project will be developed in the academic period 2013 -2014.

b)   Spatial

The Escuela Matilde Hidalgo de Procel Nº 2 is the establishment in which will be carried out this project.

c)   Observation units

The researcher, Gabriela Enriquez Jadán as a practitioner.

Seventh year student in parallel "A" at Matilde Hidalgo de Procel Period Nº 2 school.

d)   Sub problems

-To investigate the theoretical references about vocabulary and dialogues in the English language learning to help students of 7th year in parallel "A" at Matilde Hidalgo de Procel nº 2" school, during the academic period 2013-2014?

-What are the issues that limit the vocabulary learning among 7th Year students in parallel "A" at Matilde Hidalgo de Procel nº 2" school, during the academic period 2013- 2014?

-What are the important phases of the intervention plan that address the current issues of the vocabulary learning with students of 7th year in parallel "A" at Matilde Hidalgo de Procel nº 2" school, during the academic period 2013-2014 ?

-Which dialogues activities are implemented to improve the vocabulary learning with students of 7th year in parallel "A" at Matilde Hidalgo de Procel nº 2" school, during the academic period 2013- 2014?

-How do dialogues as part of the classroom activities reduce the limitation of the vocabulary learning with students of 7th year in parallel "A" at Matilde Hidalgo de Procel nº 2" school, during the academic period 2013- 2014?

c. JUSTIFICATION

The present research will be carrying out in order to improve vocabulary learning through dialogues with 7th year students at "Matilde Hidalgo de Procel, the development of this research is a requirement for the researcher to obtain the Bachelor's Degree in Sciences of Education, English Language Specialization established in the regulations of the Education, Art and Communication Area of the National University of Loja.

This work will assist the researcher to learn more about the dialogues, it will allow the teacher to support students in the learning-teaching process based on vocabulary and finally this strategy will help the researcher to gain practice and learn more from the experience. The strategy that the research is going to use is dialogues. It also promotes exploration of new vocabulary, thereby leading to a deeper understanding of word meanings by developing their conceptual knowledge related to words.

Therefore the strategy support the researcher to practice their teaching in a modern and successful The idea to improve English vocabulary becomes meaningful if it is complementing with dialogues, because their powerful value can help students' retaining and memorizing of new words by permitting students enrich their lexicon. The dialogues are appropriate way to provide vocabulary because they can be employed practically in any lesson or topic and at every level of learning as these phases the students are engaged in developing their language.

Finally, it is justified enough because it is a previous requirement for an English Career undergraduate student, in order to get the Bachelor's in Arts Degree in Sciences of the Education, English language specialization. The researcher has the skills to be part of it and she counts with enough resources to finish it successfully.

d. OBJECTIVES

4.1   GENERAL

To improve the English vocabulary with the use of dialogues among of seventh year student in parallel "A" at Matilde Hidalgo de Procel Nº 2 school, in the academic period 2013- 2014.

4.2   SPECIFIC:

-To investigate the theoretical references about dialogues and vocabulary learning in the English language with students of 7th year students parallel "A" at Matilde Hidalgo de Procel Nº 2 school, in the academic period 2013- 2014.

-To diagnose the issues that limit the vocabulary learning with 7th year students parallel "A" at Matilde Hidalgo de Procel Nº 2.

-To make an intervention plan with the use of dialogues to improve the vocabulary learning among 7th year students parallel "A" at Matilde Hidalgo de Procel Nº 2 school, in the academic period 2013- 2014.

-To apply the intervention plan as part of the classroom activities in order to solve the limitations in the learning of the vocabulary among 7th year students parallel "A" at Matilde Hidalgo de Procel Nº 2 school, in the academic period 2013- 2014

-To reflect upon the effect that dialogues had on 7th year students' vocabulary at Matilde Hidalgo de Procel Nº 2 school, in the academic period 2013- 2014.

e. THEORICAL FRAME

5.1. Vocabulary

5.1.1 DEFINITION VOCABULARY

"Vocabulary" is all the words that a person knows or uses; all the words in a language; and all the words with their meanings, especial in a book for learning a foreign language. In this case, "vocabulary" means a list of words taught by the teacher through big book. (Gibbons, 2009).

Vocabulary is a list of words and sometime phrase usually arranged in alphabetical order and define Vocabulary is all the words that a person knows or uses; all the words in a language; and all the words with their meanings, especial in a book for learning a foreign language. (Kamis, 2012).

Vocabulary is a list of words, usually in alphabetical order and with explanations of their meaning. A word, is most linguistic analyses, is described as a set of properties, or features, each word is the combination if its meaning, register, association, collocation, grammatically behavior, written form (spelling), spoken form (pronunciation) and frequency. To master a word is not only to learn its meaning but also to learn seven other aspects. All these properties are called word knowledge (Schimitt, 2000).

Vocabulary development is a vital part of each student's life. It affects his thoughts, actions, aspirations, and often his success. In general, success with words means success in many areas, particularly in academic achievement. In a world expanding fast in every field the need to expand and enrich student's vocabularies is compellingly apparent, (Spraggins, 1986)

It can be concluded that vocabulary is a number of word or a bunch of words that should be familiar with someone and have in his/her mind. In other words, vocabulary is the word capacity of someone when he is writing or reading a text, or when he or she is expressing own ideas in practical communication. So, it would be impossible for one who doesn't have enough vocabulary to communicate his ideas as clearly as he would like either in oral or written.

5.1.2 THE IMPORTANCE OF VOCABULARY

The acquisition of vocabulary is arguably the most critical component of success- full language learning. Since there are so many things to learn about each piece of vocabulary; meaning, spoken, written forms, collocations, connotations, grammatical behavior. It is important that teachers only introduce a little at a time, starting with the most frequent, useful, and learnable vocabulary, and returning later to more difficult vocabulary and less frequent uses of previously learned items.

Teacher need to repeat vocabulary often, because students must work with a word or phrase many times before acquisition takes place, and teacher must offer variety to keep the exercises fresh and to cater to different learning styles. Teacher needs to help students understand that learning is a gradual process that takes place in small, manageable increments over time, and to encourage them to seek additional information on their own, personalizing the learning experience and tailoring it to their own specific needs. (Carten, 2007).

5.1.3   TYPES OF VOCABULARY

Graves (2000) defines vocabulary as then tire stock of words belonging to a branch of knowledge or known by an individual. Vocabulary is the set of words within a language that are familiar to that person. A vocabulary usually develops with age, and serves as a useful and fundamental tool for communication and acquiring knowledge. Teaching English vocabulary is integrated into the four skills of the language. These are reading, writing, listening and speaking vocabularies. (Sheri, 2012).

Listening is type of vocabulary. The listener is able to link the words being spoken to their meaning.

Writing is forms the core skills needed for someone to be literate. The writer demonstrates his or her knowledge of a word in terms of its meaning and how to spell it and use it correctly. The words we can retrieve when we write to express ourselves. (Montgomery, 2007).

Speaking is one of the types of vocabulary that demonstrates a person's knowledge of words. It is an active demonstration that can also rely on other elements such as facial expressions, intonation, pitch and gestures to help others understand its meaning.   And Reading vocabulary are the words we understand when we read text.

5.1.4 Teaching Vocabulary.

Vocabulary holds significant role in mastery of the four skills of the language. In the teaching of English or any foreign language, teaching

vocabulary is one of the important aspects because the unlimited number of vocabulary in a language. Teaching vocabulary should be presented interactively in teaching of the four language skills. To support this, River (1972:28) points out it is impossible to learn a language without words. Therefore, vocabulary is the most important subject in teaching and learning process.

According to Nation (2004), the first decision to make when teaching a word is to decide whether the word is worth spending time on or not. If the word is a low frequency word and is not a useful technical word and not one that is particularly useful for the learners, it should be dealt with as quickly as possible. He also said that when words come up in the context of a reading or listening text, or of learners need a word or phrase when speaking or writing, they need quick help which does not interrupt the activity too much. Nation (1990) states that there are four ways that can be used in teaching vocabulary. They are: Material, realia, picture, mime, action, and gesture, contrast, explanation Material is prepared with vocabulary learning as a consideration. This step means the preparation of simple materials and the careful graded of the first lesson of learning English. Words are dealing with as they happen to occur. This means unknown words that appear.

Realia: This is a word people use to refer to the use of a real object in the classroom. Thus the word pen, ruler, and ball can be easily explained by showing students a pen, a ball or ruler.

Picture: The picture can be in form of blackboard drawings, wall pictures, charts, flash card, and any other non-technical visual representation. Picture can be used to explain the meaning of item: the teacher might draw pens, rulers, and balls on the blackboard or draw it on paper. The teacher might bring in a wall picture showing there are people in a room which could be used for introducing the meaning of sentence.

Mime, action, and gesture: Action, in particular, are probably better explained by mime and gesture, for example, for explaining the word like from, to etc.

Contrast: Sometimes, a visual element may not be sufficient to explain the meaning. The other ways that can be used is using contrast of the word. For example, the meaning of full is better understand in the context of empty, the meaning of big in the context of small.

Explanation It will be important if giving some explanations by including information about when the item can be used (Seda, 2010).A vocabulary is taught in connection with other language activities, for example, the vocabulary deals with the learners who have known before. Time is spent either in class or out of class where vocabulary is studied without an immediate connection with some other language activities. Learners acquire vocabulary in various ways. Students are exposed to a lot of new vocabulary during lessons: by the teacher, by texts or other materials they work with. A lot of this vocabulary is automatically absorbed (Joklová, 2009).

When teaching vocabulary items, each teacher should bear in mind the level of his or her learners. Teaching beginners would be different than teaching advanced learners and teaching nine year olds would require different ways of presentation and aids than at fifteen year olds. These aspects are very important when choosing the technique for the presentation. For instance, teaching the word "love" should need quite different ways for different level of the learners. When presenting this word to nine years olds, the best way would be to draw two young people smiling at each other, or kissing each other, and to put them in a heart. This technique can be used among fifteen years olds but the appropriate definition can be used as well. Love is a very strong emotional and sexual feeling for someone. (Macmillan, 2002).

Vocabulary Instruction

Spraggins (1986) cited on her investigation to Dale (1969) there is currently no science of vocabulary development. The classroom teacher has no real guidelines to help with this vital part of a student's educational experience.

O'Rourke (1974) further points out that the typical approach to vocabulary teaching, as a means of improving comprehension in all areas of learning, is in asking students to learn lists of words and their meanings, or teaching words and meanings as they come up. Further evidence of the lack of systematic vocabulary instruction comes from (Durkin, 1978) who observed 4000 minutes of reading instruction in 24 elementary classrooms and found that only 2.6 percent of the total instructional time was devoted to word meanings.

Teaching individual words

Although many words may be learned incidentally and vocabularies do become stronger when they are supported with a language-rich environment, children benefit from systematic and direct instruction of words. (Graves M. F., 2006).

Vocabulary instruction should (1) provide students with information that contains the context as well as the meaning of the word, (2) design instruction that engages students and allows sufficient time for word learning, (3) make sure students have multiple exposures to the words with review and practice, and (4) create a dialogue around the words.

Choosing Words to Teach.

There are so many words to choose from! When teaching a vocabulary lesson which Teachers face several issues which sometimes makes choosing vocabulary words confusing First of all, there is no agreed upon list of best individual words to teach. Second, there is no definitive research based method for approaching the issue how to choose words. Finally, teachers' choices may vary depending on grade level and the reading ability of their students.

These variables researchers are the best practices in vocabulary instruction. Dole, Liang, and Nelson (Nelson, 2007) propose the following five possible approaches to choosing vocabulary words:

- Teach a group of words that have related meanings or related to a single topic.
- Teach words that are important to the understanding of selection or because of their general usefulness.

- Teach words that are conceptually difficult such as superconductor as opposed to superfluous (Nagy, 1988).

- Teach words teachers want to be incorporated into their writing or speaking (Duin and Graves, 1987)

- Teach words based on a three-tiered (Beck, 2002).

How is vocabulary learned?

Knowing a word is one thing – but how is the knowledge acquired? In learning their first language the first words that children learn are typically those uses for labeling – that is mapping word on to concepts, so that the concept, for example, of dog has a name of dog. Or doggie, but not all four legged animals are digs; some may be cats, so that the child them has to learn how far to extend the concept of dog, so as not to include cats, but to include others people's dogs, toy dogs, and even pictures of dogs. In other words acquiring a vocabulary requires not only labeling but categorizing skills.

The studentes need to realize that common words like apple and dog can be replaced by superordinate terms like fruits and animals. And that animal can accommodate other lower order words such as cat, horse and elephant. This involves a process of networks building, constructing a complex web words, so that items like black and white, or fingers and toes, or family and brother are interconnected.

Network building serves to link all the labels and packages, and lays the groundwork for a process that continues for as long as we are exposed to the new words (and new meanings for old words) – that is, for the rest of our lives (Thornbury, 2002).

5.2 Dialogues

5.2.1 Definition

Dialogue is a special kind of discourse employing distinctive skills to achieve mutual understanding. Linguistically speaking, it is a term used very frequently in applied linguistics to refer to conversations serving to fulfill one or more purposes in language teaching such as contextualizing or setting the scene, focusing the attention on the meaning, familiarization, and creation of new utterances. (Çakır, 1996).

A dialogue is an exchange of speech acts between two speech partners in turn-taking sequence aimed at a collective goal. The dialogue is coherent to the extent that the individual speech acts fit together to contribute to this goal. (Walton, 1992).

Dialogues are meaningful natural excerpts of conversation focused on one point of English usage and capable of stimulating further conversation. That is to say, a dialogue in foreign language teaching, as we usually understand it, is a

natural conversation to be presented either orally or in writing, practiced, and drilled in class. (Çakır, 1996).

There are many definitions of dialogue journal as it is a vehicle for written communication. Take the following six authors. First, Moon (2006:2) mentioned DJ is a written conversation between two or more people, each responding to the other's entries, usually around an agreed topic. Secondly, DJ is coined to represent written communication that may come in the form of letters that are given back and forth between students and teacher as instructional tool (Gebhard, 2000: 233, Dionisio, 1991).

Then, it is an informal conversation either among peers or between teachers and students (Wells, 1992). Fourth, Mastroprieri and Scruggs (2005) stated DJ as written discussion between teacher and students. Lastly, Peyton (2000, cited in Kim, 2005) named DJ to an ongoing written communication in which language learners and teacher participate and communicate on a regular basis. (Brown, 2001).

The help which we give to children in order to further their learning is often called scaffolding, a term coined by Bruner. But Eve Gregory (1996: 21) warns us that, as learning is different across cultures, so the scaffolding we provide should also take account of this difference.

5.2.2 Use of dialogues for teaching

It is accepted that language is primarily speech and its primacy is valid in a correct communication. We, foreign language teachers, believe that communicative skills should be developed as much as possible if we want our pupils to communicate appropriately in the target language.

However, Albright (1979), claims that most students cannot reach a satisfactory level of proficiency if text books do not present materials designed to develop communicative skill. One of the reasons for using dialogues, most probably the underlying purpose, is to enable learners to promote their communicative competence through which they can get the ability to be able to use the target language appropriately. The other factors could be to stress on the language items such as vocabulary, structure, pronunciation and culture.

5.2.3 IMPORTANCE OF DIALOGUES

As aforementioned, dialogues play an increasingly important role for a myriad of language teachers especially in the presentation stage of the lesson. When viewed through teaching materials, it can be said that they are an ideal way of bringing external situations into the classroom and demonstrating the use of the new structure in natural context.

Put another way, it certainly offers a milieu where most of the intended teaching points can be practiced without making the lessons boring but more enjoyable.

In this respect, it can be added that the use of them in the classroom adequately helps learners grasp the target language more efficiently due to the natural, meaningful contexts they provide with new structures and vocabulary.

In a word, while working on dialogues in the classroom we automatically create an opportunity for learners to practice language in terms of its pronunciation, stress, intonation, pitch etc. Their listening comprehension skills also develop and they learn new vocabulary in the social contexts. Moreover, culture of the target language is presented via the various discourses within dialogues.

Vocabulary is a very important element within a language as the overwhelming majority of meaning of meanings is carried lexically; and, therefore, something to be taken into consideration both in Second and Foreign Language Teaching-although not the only one that conveys meaning. There are certainly other elements such as grammar, stress, rhythm, and intonation, tone of voice, pauses, hesitations or silences. Not to mention the use of non-vocal phenomena such as kinesics and proxemics features.

Learning a language cannot be reduced, of course, to only learning vocabulary, but it is also true that << not matter how well the students learn grammar, not matter how successfully the sounds of second language (L2) are mastered, without words to express a wide range of meanings communication in an L2 just cannot happen in any meaningful way (McCarthy M. , 1990).

However, in spite of the importance of this element, vocabulary is often the least systematized and the most neglected of all the aspects of learning and second language, as well (Kennedy, 1984).

This lack attention is not only characteristic of older grammatical syllabuses but f more recent communicates approaches. On the contrary the emphasis is rather placed on structures, functions are notions and communicative strategies (Dubin & Olshtain, 1986)

Working with dialogues is a useful way to bridge the gap between guided practice and free activities. Controlled dialogues can easily develop into fee work when the pupils are ready for it. Putting pupils into pairs for doing the dialogues is a simple way of organizing even large classes.

The teacher will have to present the dialogue in whatever wy seems most suitable. You might like to use puppets or Teddy or a magnet board or a flannel board. It really depends on what you have available. Dialogue which involve some sort of action or movement are the ones which work best with young children. Intonation is terribly important too, and the children love to play around with his.

After the pupils have heard the dialogue a couple of times, and you have done it with some individuals, with you giving them their parts, let them all repeat it with you, making sure that it does not become a chant. Then let half the class do it with the other half of the class and then let the pupils do it in twos.

Benefits of using Dialogues

- More exposure to Target Language
- More authentic opportunities to USE the language
- Fun and interesting for learners
- Provides opportunity to use authentic material
- Dialogue can be used to develop oral language in the classroom

5.2.4 Presenting dialogues

We should keep in mind that dialogues are useful source of materials to present the functional language and students mostly enjoy working on them when they are presented appropriately. We can either teach new vocabulary or stress on the pronunciation or focus on a language item with the help of dialogues regardless of learner's ages and levels.

To get learners' attraction and teach the target point, here are some general principles that we can implement in the classroom. Teachers, of course, do not have to rely on these steps; they can adapt and change them depending on the levels of learners and their intentions etc. Here are the steps and activities that can be followed while teaching dialogues.

To introduce effective dialogic talk in your classroom you may want to think about the different ways you plan to involve talk in your teaching. In many cases, your talk will focus on organization, the content of your lesson and questions which will show you how well the children are understanding that content. When you include speaking and listening in your planning, however,

remember that engaging in dialogue with children involves a process of joint inquiry and the construction of meaning.

5.2.5 How to teach dialogues?

Dialogues in learning is not a one-way linear communication but a reciprocal process in which ideas are bounced back and forth and on that basis take children's thinking forward' (Alexander 2004: 48). In dialogue, ideas are bounced back and forth, participants are equal partners striving to reach an agreed outcome and trying out and developing what Mercer has described as the joint construction of knowledge or becoming involved in a process of 'inter thinking'). (Hubbard, 2000).

Teacher will need to think about the kind of questions, and how students are going to respond to the children's answers so that you can extend their thinking. This is also the case when children work together in small groups; they will also need to adjust the way they talk together and will be helped by an introduction to ground rules for talk and a discussion of the importance of talk to their learning.

Dialogues are the best ones to introduce new vocabulary. Making short conversations is a good way of inducting and understanding a specific part of grammar. It is essential that in one dialogue there should be only one new element of grammar introduced. Moreover, the teacher should be the one to explain the topic and to show students how to start working. (Rivers, 1970).

You can do this in dialogue with your pupils; pupils can do it with each other in a process of 'joint enquiry' (Barnes an Todd 1995). In order to create a dialogic repertoire in the classroom, 'It is not sufficient, to repeat or reformulate a pupil's contribution: what is said needs actually to be reflected upon, discussed, even argued about, and the dialogic element lies partly in getting pupils themselves to do this'. (Murphy, 2003). Students introduce an inductive recognition of the grammar rule. Secondly, using dialogues help to explain English. Learners are able to understand where and when a specific grammar structure should be used. It gives an intensive practice of structural and functional English.

Taking into consideration for example the introduction of verb 'to be', the teacher can prepare the flashcards with some people and their names on it. While showing a picture, a teacher says: "He is James". Then, the children repeat the sentence, pointing at James. Next, a teacher asks one student: "Who is he?", and a student already knows how to answer this question. Learners should exercise making dialogues using flashcards that a teacher gives them. Consequently, thanks to the presentation dialogues, students become acquainted with the most basic verb in English. (Delaney, 1995).

Using dialogues in order to teach some grammar structures is beneficial for many reasons. First of all, it provides a context, students are more likely to understand a given structure. Students are practicing a direct use of a language. And finally, using this type of dialogue in teaching grammar is favorable because it provides a strong connection between a language and a

situation. Students, while showing their own emotions and feelings in a dialogue, are able to understand, exercise and memorize a target piece of grammar.

Scripted Dialogue

Between two or more students; each student has a completely scripted portion of the dialogue to read and no additions to the dialogue are expected. The students gain more comfort with their ability to say the vocabulary found in the dialogue; they are able to experiment with pronunciation and may gain confidence in their ability to talk in the language classroom. (Piwek, 2000).

Partially Scripted Dialogue

Between two or more students; one student may have a scripted portion of the dialogue to read (i.e. questions) and the other student(s) must spontaneously develop and say their section of the dialogue (i.e. answers). To be effective, students must take turns being the student with the scripted section of the dialogue While reading the scripted section of the dialogue, the student can work on pronunciation and building confidence with the language. While creating the spontaneous portion of the dialogue, students gain valuable practice transferring vocabulary and grammar concepts, and using their language awareness to suit the context of the dialogue. (Klesen, 2000).

f. METHODOLOGY

WORK PLAN

6.1 DESIGN OF THE RESEARCH

Action research has become more popular as a mode of research among practitioners. It includes the process of actively participating in a change situation at the same time as conducting research. Action research 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 study is an applied educational research work since it is a practical action research that will allow the practitioner to study aspects of practice with the introduction of dialogues to improve the vocabulary and see the reflections of her intervention.

6.2. METHODS, THECNIQUES AND INSTRUMENTS

6.2.1   METHODS

This study will make a description of the data resulting from the application of an intervention plan. The following general methods will be applied along the descriptive research:

The Scientific method will facilitate the study of dialogues applied in the developing of vocabulary learning of 7th year. It will help in the observations

done before and during the intervention. This one will also assist during the prediction of the possible solution; it will assist with gathering data to make relevant predictions and the analysis of it.

The Descriptive method will enable to describe the different stages of the study and the kind of resources used by the researcher. It will serve to explain and analyze the object of the investigation.

The analytic-synthetic method will be used to analyze the obtained results through the questioners, and checklists. It will be used also to make the interpretation of the data, the logical analysis and draw up the conclusions.

The statistic method will be used to make the quantitative statistical analysis of the data received from the questionnaires and the qualitative text analysis of the data received from the checklists.

This work will use the research spiral cycles proposed by (Kemmis, 2000) since the process is likely to be more fluid, open and responsive. It includes planning, acting and observing, and reflecting suggests. Action research is an inquiry, undertaken with rigor and understanding in order to constantly refine practice; the emerging evidence-based outcomes will then contribute to the researching practitioner's continuing professional development. (KOSHY, ACTION RESEARCH FOR IMPROVING PRANCTICS, 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 how future practice should be.

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. It offers a valuable opportunity for teachers or practitioners to be involved in the research to collect first-hand information (McNiff, 1993; Atweb, Kemmis & Weeks, 1998).

Action research will be applied in this study because it will enable the practitioner or researcher of this project to follow the steps in the spiral that helped her reflect upon her teaching and improve his/her students' situation.

The researcher intends to see if the plan would work well or if any necessary modification or amendment would be needed to improve her students' language learning.

6.2.2 TECHNIQUES AND INSTRUMENTS

Data Collection

Researcher's close observations of students' performance during class, two sets of structured questionnaires and a field diary will be used to collect data in this study. Quantitative data will come from the questionnaires and qualitative data will come from the researcher´s field diaries observations.

Questionnaires

Two sets of face-to-face questionnaires will be used. A questionnaire of true/false questions will be used to collect students' answers about vocabulary and dialogues at the beginning and at the end of the intervention. This will allow the students to provide a wide range of responses. All questionnaires will be conducted in class so that researcher gives a clear explanation to students and clarify all queries raised. In addition, one hundred percent return rate should be ensured.

The test: In the same way, a test will be applied at the beginning and at the end of the intervention plan; at the beginning it will be used to diagnose the level of vocabulary that students have; and, at the end to verify the level of vocabulary achieved by the students after the strategies and activities applied with dialogues.

Summarizing, the results of the observation will help carry out a qualitative analysis to find out the problematic related to the learning of vocabulary; while the results of the survey and test will allow developing a quantitative analysis in order to determine if the intervention plan has been successful and in order to achieve the proposed objectives of this action research.

Observation

The researcher will carefully observe students' performance during lessons. She will use an observation checklist to record what has happened in class that

helps them investigate, analyze and reflect upon their findings when the project comes to an end.

6.3 PROCEDURES

The action research work process will include the following stages:

The intervention plan will start and end with questionnaires. Two questionnaires will be applied; one at the beginning of the study to collect data on students'. Dialogues will be introduced to improve vocabulary learning through the application of dialogues in each class. A check list will be used as instrument to help the researcher to observe students' performance during class.

Finally, the second questionnaire will be applied to check the overall students' progress after the intervention plan. A semi- structured interview will be conducted to see teacher's perception of the students' progress. The Students' progress before and after the intervention will be compared and analyzed to draw the conclusions about the action research work. After the intervention the researcher will analyze the data collected. Then, she will draw the conclusions of the intervention. Finally, the report of her intervention will be presented for the private and public presentation.

INTERVENTION AND OBSERVATION PLAN

This intervention plan comprises 8 lessons based using dialogues to improve the vocabulary with among of seven year student in parallel ¨A" at Matilde Hidalgo de Procel Nº 2 school, in the academic period 2013- 2014

General Objetive	To improve the English vocabulary with the use of dialogues among of seventh year student in parallel "A" at Matilde Hidalgo de Procel Nº 2 school, in the academic period 2013- 2014.
Descriptive:	The present intervention plan will be carrying out in order to improve vocabulary learning through dialogues with 7th year students at "Matilde Hidalgo de Procel. It will allow the teacher to support students in the learning-teaching process based on vocabulary and finally this strategy will help the researcher to gain practice and learn more from the experience.

Lesson	Objective teacher	Student's Teacher	Resource
Topic: Questionnaire	To obtain information for the research work.	To answer the questionnaire.	Pen questionnaire.
Topic: Pre-test	To evaluate the level of vocabulary that the students have	To answer the Pre-test	Pre- test Internet resources: https://www.youtube.com/watch?v=FvqHu oZlKmc
Topic: FOOD "Countable Nouns"	To introduce the vocabulary " 10 countable nouns"	To recognize the vocabulary " 10 countable nouns"	Word Flashcard, mini flashcards, real objects.
Topic: FOOD "Un Countable Nouns"	To introduce the vocabulary " 10 Un countable nouns"	To recognize the vocabulary " 10 Un	Flash cards

Lesson	Objective teacher	Student's Teacher	Resources
		countable nouns"	
Topic: FOOD " Countable and Un Countable Nouns"	To present dialogues with countable and uncountable nouns	To identify the countable an uncountable nouns.	https://www.youtube.com/watch?v=FvqHuoZlKmc worksheet
Topic: Countable and Un Countable Nouns	To use count and no count nouns	the correct use of count and no count nouns	Cd -Markers -Board Real food Plastic foods
Lesson	**Objective teacher**	**Student's Teacher**	**Resources**
Topic: Countable and Un Countable Nouns	To present the dialogue	To join sentences and questions and produce dialogue	Notebook Pencil
Topic post questionnaire	Taking post questionnaire.	Answer taking post questionnaire.	questionnaire pencil board marker
Topic Diagnostic test	To evaluate the level of the English language vocabulary achieved by students during the intervention plan.	Answer the diagnostic test	Copies of the test Pencils

Lesson one	
1	**Topic:** Questionnaire
2	**Teacher's Objective:** To obtain information for the research work. **Students's Objective:** To answer the questionnaire**.**
3	**Students level:** beginners **Number of students:** 16
4	T**ime:** 40 minutes
5	**Warm up:** have students skim the questionnaire to obtain from them the main objective of it. **Test purpose:** To take the questionnaire and the pre-test. **Presentation:** To introduce students the purpose of the intervention plan through the action research that will be carried out. First of all, the researcher shows and gives the questionnaire. Then, she explains about the questionnaire and gives the corresponding instructions about how to develop it. **Practice:** Students take the questionnaire. **Assessment:** Students express how they felt after taking the questionnaire
6	**Resources:** Pen questionnaire.

	Lesson Two
1	**Topic:** Pre-test
2	**Teacher's Objective:** to evaluate the level of vocabulary that the students have **Students's Objective:** To answer the Pre- test
3	**Students level:** beginners **Number of students:** 16
4	**Time:** 40 minutes
5	**Warm up:** Listen to a song (The Countable Noun Song) **Test purpose:** To take the questionnaire and the pre-test. **Presentation:** The researcher explains every question of the pre-test in order to find out the level of vocabulary that the students have, The researcher shows and gives the pre- test. **Practice:** Students take the questionnaire. **Assessment:** Students express how they felt after taking the questionnaire
6	**Physical Resources:** Pre- test **Internet resources:** https://www.youtube.com/watch?v=FvqHuoZlKmc

	Lesson three
1	**Topic:** FOOD "Countable Nouns"
2	**Teacher's Objective:** To introduce the vocabulary " 10 countable nouns" **Students's Objective:** To recognize the vocabulary " 10 countable nouns"
3	**Students level:** beginners **Number of students:** 16
4	**Time:** 40 minutes
5	**5.1 Warm up: "Word lottery"** The teacher will need a box containing mini flashcards paper with names of food written on them, one for each student. Every learner chooses one mini flashcard with a written word. The Teacher hides fruit around the class. In 3-4 minutes Students have to find the hidden fruit in the room according to their rolls. Finally, each participant presents the fruit and its name. **5.2 Presentation:** The researcher presents the vocabulary applying word flashcards and real material, the material given to the students involve only countable nouns. Researcher sticks a series of flashcards that contains the same pictures. She will elicit from the students the number of the objects showed on the board. **5.3 Practice:** The Researcher will ask students to count the numbers of the pictures as those are being presented. After that teacher give students a worksheet focused on current lesson. **5.4. Assessment:** Teacher gives students a crossword puzzle based on countable food.
6	**Physical Resources: Word Flashcard, mini flashcards, real objects.**

	Lesson four
1	**Topic:** FOOD "Un Countable Nouns"
2	**Teacher's Objective:** To introduce the vocabulary " 10 Un countable nouns" **Students's Objective:** To recognize the vocabulary " 10 Un countable nouns"
3	**Students level:** beginners **Number of students:** 16
4	**Time:** 40 minutes
5	**5.1 Warm up:** The focus is on the students! We start off by writing a word or a phrase on the board. (food with countable nouns)The next step is to have a student co-ordinate his or her colleagues as they walk up to the board. They can either come up in small groups or individually to write on the board anything related to the word or phrase in question. **5.2 Presentation:** Teacher will demonstrate students that there are food that they cannot count; therefore, she will present pictures of uncountable nouns. The pictures will be stuck on the board. Then the whole class will pronoun the new vocabulary. After that, students will say the words individually. The researcher will make students to memorize as many nouns as they can. Next, the teacher will remove all of the pictures. Then, they will be asked to make a list **5.3 Practice:** Making a list with uncountable nouns **5.4. Assessment:** Teacher gives students worksheet based on countable food
6	**Physical Resources: flash cards**

Lesson five

Topic: FOOD " Countable and Un Countable Nouns"

Teacher's Objective: To use count and no count nouns "20 words "

Students level: beginners
Number of students: 16

T**ime:** 40 minutes

5.1 Warm up: Listen to the song. (The Countable Noun Song) 5 minutes
5.2 Presentation: Teacher presents a dialogue to go shopping. The conversation contains the vocabulary taught and the beginning of the class.
-Researcher asks comprehension questions on the dialogue. These questions should test the students' understanding of the meaning of the dialogue.
-Teacher puts the dialogue on the board and erases a few words each time. This continues until it is totally erased.
5.3 Practice: Making a list with uncountable nouns
5.4. Assessment:

Physical Resources: https://www.youtube.com/watch?v=FvqHuoZlKmc

	Objectives	Activities	Methodology	Resources, Instruments	Observation Notes
Lesson six	To recognize the new vocabulary in the dialogue	Practicing reading with dialogue **Lesson 4**	• The researcher introduces students new vocabulary related to food (5 words Noncount nouns). -Researcher reads the dialogue at normal speed. -Students are paired up. Each takes the part of one character and writes the dialogue in his or her notebook. - Students reads aloud the dialogue. -Students change roles and have the chance to gain empathy with different characters -Students swap roles and read the dialogue.	Dialogue Notebook Pencil	

	Objectives	Activities	Methodology	Resources, Instruments
Lesson seven	To use count and no count nouns **(1 class)**	**Lesson 5:** **-** making list of food and questions whit count and no count nouns	- Researcher divides students into two groups: - Shoppers and grocery clerks. - The shoppers make a list of foods to buy. (Count and non-count nouns) - Researcher makes sure the students specify a quantity of each item, such as a gallon of milk, two loaves of cheese, or two tomatoes. - The clerks to set up the "store" with real foods, plastic foods, or pictures of foods. Next, the shoppers take their list to the store and have a conversation with the clerks: "Do you have any cheese?" "Yes, how many loaves do you want?" "Two loaves." "Do you have any milk?" "Yes, how much do you want?" "A gallon." The clerks hand over the foods. -The challenge here will be the correct use of count and no count nouns, respectively.-Researcher may help to write the phrases on the board for students to refer to during the activity.	-Cd -Markers -Board Real food Plastic foods

	Objectives	Activities	Methodology	Resources, Instruments
Lesson eigth	To make sentences using new vocabulary	Writing sentences using the new vocabulary **(Lesson 6)**	-The researcher starts the class by showing dialogue in the board about food that students probably identify very well. After Researcher gives sheet of paper with a dialogue. (5 sentences and 5 answers) -The researcher explains vocabulary related to food. (5 words Noncount nouns, 5 count nouns). Students practice the pronunciation with the dialogue -Researcher provide guidance if where it necessary -Researcher write 10 word in the board Students will create sentence with the 10 words.	Notebook Pencil
	To join sentences and questions and produce dialogue	**Lesson 7** Making a dialogue using count and no count nouns.	-Students write sentences and questions. - Students produce dialogues using sentences and questions. - Students organize the sentences and questions - Students join these sentences and questions and create a dialogue	Notebook Pencil
	Objectives	**Activities**	**Methodology**	**Resources, Instruments**

Week nine	To answer the post questionnaire	Taking post questionnaire. **Lesson 8**	The researcher explains the way students have to answer the questionnaire Students pay attention to teacher's instructions -Students take the questionnaire	questionnaire pencil board marker
	To evaluate the level of the English language vocabulary achieved by students during the intervention plan.	**Lesson 9** Aswering the questions.	The researcher will evaluate the level of the English language vocabulary acquired by the students through the test. The researcher will explain every question of the final test in order to students do not have problems taking it.	Copies of the test Pencils

Tabulation

The tabulation of data will be done with the data collected in the two questionnaires conducted. A logical analysis will be done with the information received.

6.3.2 Organization

The researcher will organize the work with the information received in all the strategies applied to compare and analyze the impact of the intervention. A report of the intervention will be disseminated with the findings and ideas among the teachers, the partners and the school.

6.3.3 Description

The description of the data collected and graphics will be described considering the information pre and post intervention. The description of each questionnaire's data will be completed to facilitate the interpretation of the information shown; and also do the logical analysis of the data received.

6.3.4 Population Sample

Students from class 7th year parallel "A" are chosen as sampling; in second quizmaster of the school year 2013-2014. Most of them are in beginning level of English.

g. TIME TABLE

PHASES	ACTIVITIES	2014 Mar.	Apr.	May.	Jun.	Jul.	Aug.	Sep.	Oct.	Nov.	Dec.	2015 Jan.	Feb.	Mar.	Apr.	May
PROJECT	Project presentation	■														
PROJECT	Project approval	■														
PROJECT	Appointment of Thesis Advisor	■														
INTERVENTION / ACTION	Revision of the instruments		■													
INTERVENTION / ACTION	Plan the lessons		■													
INTERVENTION / ACTION	Act / Observe		■	■												
THESIS PROCESS	Data organization and tabulation				■											
THESIS PROCESS	Interpreting and Reflecting				■											
THESIS PROCESS	Writing up and reporting					■										
THESIS PROCESS	Presenting the thesis report					■										
THESIS PROCESS	Correction						■	■	■	■	■					
THESIS PROCESS	Private review											■				
THESIS PROCESS	Correction												■			
THESIS PROCESS	Copying and Filling													■		
THESIS PROCESS	Legal procedures														■	
THESIS PROCESS	Public presentation														■	■

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h. BUDGET AND FINANCING

ORGANIZATION AND MANAGEMENT OF THE RESEARCH

7.1 RESOURCES

Human

- Researcher

- English coordinator

- English staff

Material

- **Office material:** book, dictionaries, copies, paper, folders and bindings

- **Technical Resources:** internet, computer, printer, flash memories, and camera.

7.2 BUDGET

Elaboration of the project	**$ 80.00**
Copies and creation of the project	$ 100.00
Elaboration of the thesis	$ 200.00
Copies and creation of the thesis	$ 100.00
Unforeseen	$ 100.00
TOTAL	**$ 580.00**

7.3 FINANCING: The expenditures resultant from the development of this research work will be covered by the research

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ANNEXES

Escuela Matilde Hidalgo de Procel Nro. 2

Séptimo Grado paralelo "A"

Name:_____

Fecha: 16 de Mayo 2014

1. Marque su respuesta con una X

N°	OPCIÓN	Si	No	COMO
	Me gusta el Ingles			
1	He trabajado con diálogos alguna vez			
2	Conozco como desarrollar un dialogo			
3	Me gusta trabajar con diálogos			
4	Es sencillo aprender vocabulario con diálogos			
5	Los diálogos me ayudan a desarrollar mi vocabulario.			

2. ¿Con qué frecuencia realiza estas actividades en su clase de inglés para aprender vocabulario?

N°	Opciones	Siempre	A veces	Nunca
1	Mi maestro utiliza diálogos para introducir vocabulario.			
2	Mi maestro utiliza los diálogos del libro de Ingles para enseñar vocabulario.			
3	Mi maestro utiliza diálogos para mostrar la forma escrita de las palabras.			
4	Memorizo diálogos sin conocer el significado de nuevas palabras.			
5	Mi maestro usa diálogos para mejorar mi vocabulario.			
6	Muestro dominio del vocabulario en la realización de un dialogo.			

Gracias

ANNEXES 2

Checklist for Tracking Vocabulary

CODE	Degree of Completion and Development				
	Spelling		Understanding Words	Ability to use the vocabulary	Ability to use correctly the strategy
	Weaknesses	Strength			
AV01					
AV02					
AV03					
AV04					
AV05					
AV06					
AV07					
AV08					
AV09					
AV10					
AV11					
AV12					
AV13					
AV14					
AV15					
AV16					

CHECKLISTFOR MONITORING SKILL PROGRESS/DEVELOPMENT

Date:	
Content:	
Activity:	

	SKILL DEVELOPMENT/PROGRESS																	
Student	**Oral form**			**Written form**			**In context**			**Spelling**			**Pronunciation**			**Use in a**		
Code	76 – 100%	50-75%	Less than 50%	76 – 100%	50-75%	Less than 50%	76 – 100%	50-75%	Less than 50%	76 – 100%	50-75%	Less than 50%	76 – 100%	50-75%	Less than 50%	76 – 100%	50-75%	Less than 50%
Student1																		
Student2																		
Student3																		
Student4																		
Student5																		
Student 6																		
Student7																		
Student8																		
Student9																		
Student10																		
Student 11																		
Student12																		
Student13																		
Student 14																		
Student 15																		

ANNEXES 3

Name: _____ **Class:** 7th

Date: _____

1. **LISTEN AND CIRCLE THE PICTURE YOU HEAR**
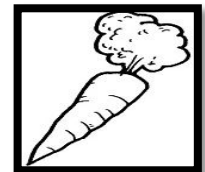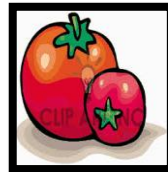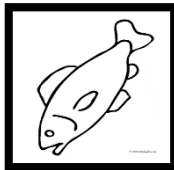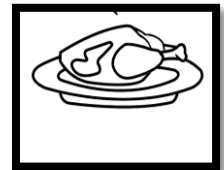
2. **Label in the pictures.**

....

....

....
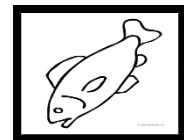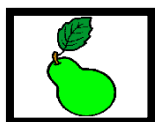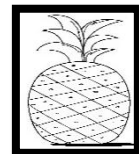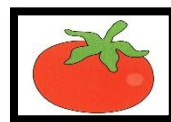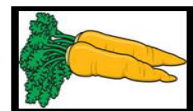
3. Listen and check ☑

✔
___ Cheese   ___ tomatoes   ___ sugar   ___ apples   ___ milk

___ Pear   ___ Peach   ___ yogurt   ___ice cream   ___ chicken

___ Egg   ___ orange   ___ chocolate   ___ beef   ____ fruit.

4. Answer the question

How many pineapples are there?

_____

Are there 5 eggs?

_____

Is there milk in the refrigerator?

_____

How many **apples** are there?

_____

How do you feel with test?

☐   ☐   ☐

MATRIX OF CONSISTENCY

Theme: The use of dialogues to improve the English vocabulary among seventh year students in parallel "A" at Matilde Hidalgo de Procel Nº 2 school, in the academic period 2013- 2014

Problem	Objectives	Theoretical frame	Methodological design (action research)	Instruments
Main (Research) problem: How does the use of dialogues improve English vocabulary among of seven year student in parallel ¨A¨ at Matilde Hidalgo de Procel Nº 2 school, in the academic period 2013- 2014?	**General** -To improve the English vocabulary with the use of dialogues among of seventh year student in parallel ¨A¨ at Matilde Hidalgo de Procel Nº 2 school, in the academic period 2013- 2014.	**-VOCABULARY** -Definition-vocabulary -The importance of - vocabulary Types of vocabulary -Teaching vocabulary -Vocabulary instruction -Teaching individual words -Choosing words to teach -How is vocabulary learned	**Preliminary investigation** -observing the English classes -Stating the background of problem -Describing current situation -Locating and reviewing the literature -Creating a methodological framework for research -preparing an intervention plan	**Questionnaires** **Tests** **Observation Checklists**
Sub-problems -To investigate the theoretical references about vocabulary and dialogues in the English language learning to help students of 7th year in parallel "A" at Matilde Hidalgo de Procel nº 2" school, during the academic period 2013- 2014? -What are the issues that limit	**Specific** - To investigate the theoretical references about dialogues and vocabulary learning in the English language with students of	***DIALOGUES*** -Definition -Use of dialogues for teaching		

the vocabulary learning among 7th Year students in parallel "A" at Matilde Hidalgo de Procel nº 2" school, during the academic period 2013- 2014? -What are the important phases of the intervention plan that address the current issues of the vocabulary learning with students of 7th year in parallel "A" at Matilde Hidalgo de Procel nº 2" school, during the academic period 2013- 2014 ? -Which dialogues activities are implemented to improve the vocabulary learning with students of 7th year in parallel "A" at Matilde Hidalgo de Procel nº 2" school, during the academic period 2013- 2014? -How do dialogues as part of the classroom activities reduce the limitation of the vocabulary learning with students of 7th year in parallel "A" at Matilde Hidalgo de Procel nº 2" school, during the academic period 2013- 2014?	7th year students parallel "A" at Matilde Hidalgo de Procel Nº 2 school, in the academic period 2013- 2014. -To diagnose the issues that limit the vocabulary learning with 7th year students parallel "A" at Matilde Hidalgo de Procel Nº 2. -To make an intervention plan with the use of dialogues to improve the vocabulary learning among 7th year students parallel "A" at Matilde Hidalgo de Procel Nº 2 school, in the academic period 2013- 2014. -To apply the intervention plan as part of the	- Importance of dialogues -Presenting dialogues How to teach dialogues?	**Intervention and observation** -Applying, observing and monitoring students' performance according to the intervention plan **Presentation of research findings** -Reflecting, analyzing and answering the proposed inquiries	

	classroom activities in order to solve the limitations in the learning of the vocabulary among 7th year students parallel "A" at Matilde Hidalgo de Procel Nº 2 school, in the academic period 2013-2014 -To reflect upon the effect that dialogues had on 7th year students' vocabulary at Matilde Hidalgo de Procel Nº 2 school, in the academic period 2013-2014.		-Organizing the final report.	

ÍNDICE