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**FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN**

**ENGLISH LANGUAGE DEPARTMENT**

## **TITLE**

**MULTIMEDIA AS A DIDACTIC RESOURCE TO DEVELOP VOCABULARY AMONG STUDENTS OF TENTH- YEAR “A” AT MARIETA DE VEINTIMILLA HIGH SCHOOL IN THE CITY OF LOJA DURING THE 2018 – 2019 SCHOOL YEAR.**

This thesis as a previous requirement to obtain the Bachelor's Degree in Sciences of Education, English Language Specialization.

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**2019**

## **CERTIFICATION**

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### **CERTIFIES:**

The present research work entitled **MULTIMEDIA AS A DIDACTIC RESOURCE TO DEVELOP VOCABULARY TO STUDENTS OF TENTH-YEAR "A" AT MARIETA DE VEINTIMILLA HIGH SCHOOL IN THE CITY OF LOJA DURING THE 2018-2019 SCHOOL YEAR**, under the responsibility of the undergraduate student: Marianela de los Angeles González Ponce, has been thoroughly revised and fully analyzed; therefore, I authorize the presentation of the thesis for the pertinent legal aims.

Loja, August 15<sup>th</sup>, 2019

  
Dra. Carmen Aurora Ojeda Pardo Mg. Sc.  
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## **THE AUTHOR**

## **DEDICATION**

I dedicate this work to my family, who supported me during my years of study and all this process until I finished my work. To my husband Jason Paul and my son Josue Sebastián, who encouraged me all the time during my studies and who were my motivation to finish my studies and this work.

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**MARIANELA DE LOS ANGELES**

## MATRIZ DE ÁMBITO GEOGRÁFICO

ÁMBITO GEOGRÁFICO DE LA INVESTIGACIÓN											
BIBLIOTECA: FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN											
TIPO DE DOCUMENTO	AUTOR/NOMBRE DEL DOCUMENTO	FUENTE	FECHA/AÑO	ÁMBITO GEOGRÁFICO						OTRAS DESAGREGACIONES	OTRAS OBSERVACIONES
				NACIONAL	REGIONAL	PROVINCIAL	CANTÓN	PARROQUIA	BARRIOS COMUNIDAD		
TESIS	MARIANELA DE LOS ANGELES GONZÁLEZ PONCE  MULTIMEDIA AS A DIDACTIC RESOURCE TO DEVELOP VOCABULARY OF THENT-YEAR "A" AT MARIETA DE VEINTIMILLA HIGH SCHOOL IN THE CITY OF LOJA DURING THE 2018-2019 SCHOOL YEAR	UNL	2019	ECUADOR	ZONA 7	LOJA	LOJA	EL VALLE	MOTUPE	CD	LICENCIADA EN CIENCIAS DE LA EDUCACIÓN, MENCIÓN IDIOMA INGLÉS

# MAPA GEOGRÁFICO Y CROQUIS

## UBICACIÓN GEOGRÁFICA DEL CANTÓN LOJA



## CROQUIS DE LA INVESTIGACIÓN UNIDAD EDUCATIVA “MARIETA DE VEINTIMILLA”



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**a. TITLE**

MULTIMEDIA TO DEVELOP VOCABULARY AMONG  
STUDENTS OF TENTH- YEAR “A” AT MARIETA DE  
VEINTIMILLA HIGH SCHOOL IN THE CITY OF LOJA DURING  
THE 2018 – 2019 SCHOOL YEAR.

## **b. RESUMEN**

El objetivo de esta investigación fue mejorar el conocimiento del vocabulario a través del uso de recursos multimedia con los estudiantes de décimo año de Educación General Básica en la Unidad educativa “Marieta de Veintimilla” durante el periodo académico 2018-2019. Los métodos utilizados fueron: el científico el cual facilitó el estudio del marco teórico, el descriptivo sirvió para describir las diferentes etapas del estudio y el tipo de recursos utilizados, los métodos analítico-sintético y estadístico fueron utilizados para analizar, interpretar y representar información. También, se aplicaron exámenes y cuestionarios a veinte y ocho estudiantes para conocer su nivel en vocabulario. Además, se utilizaron hojas de campo y hojas de observación para registrar lo que sucedió durante cada clase y los avances en vocabulario. Los resultados mostraron que los estudiantes, obtuvieron una excelente mejora en vocabulario. En conclusión, el uso de recursos multimedia ayudó a los estudiantes a aprender de mejor manera vocabulario y a comunicar sus ideas utilizando vocabulario más avanzado.

## **ABSTRACT**

The objective of this research work was to improve vocabulary knowledge through the use of multimedia resources in students of tenth year “A” of basic education at “Marieta de Veintimilla” high school during the 2018-2019 academic period. The methods used were: the scientific, which facilitated the study of the theoretical framework, the descriptive which served to describe the different stages of the study and the kind of resources used, and the analytical-synthetic and statistical were used to analyze, interpret and represent the obtained data. Also, tests and questionnaires were applied to the twenty-eight students to know their level in vocabulary. Additionally, field notes and observation sheets were used to record what happened during the class and to record students’ improvement in vocabulary. The results showed that the students had an excellent improvement in vocabulary. In conclusion, the use of multimedia resources helped students to better learn vocabulary, and communicate their ideas using more advanced vocabulary.

### **c. INTRODUCTION**

Vocabulary is defined as the body of words in a particular language. A person's vocabulary knowledge is considered to be all the words understood and used by him or her. To develop vocabulary, it is necessary to be in constant contact with the language that is going to be learned, to practice every day, and to learn at least one word per day. For English as a Second Language (ESL) learners it is advisable to have a good store of words to understand and communicate.

The new vocabulary from another language has lots of advantages but, one of the problems of developing vocabulary is that it is not used frequently. Because of the lack of use of the new vocabulary, students are less interested in developing their vocabulary, therefore it becomes difficult to teach them.

After an observation, it was determined that students from Unidad Educativa "Marieta de Veintimilla" have problems when developing vocabulary, they struggle with using and learning new words, do not have enough motivation to learn English vocabulary and they are not provided the correct materials and resources with which learn it. Having looked at the students' situation, it was necessary to formulate a question; how does the use of multimedia as a didactic resource help to develop vocabulary among students of tenth- year "A" at Marieta de Veintimilla high school of the city of Loja during the 2018– 2019 school year?

As a solution for students' difficulties with vocabulary learning, multimedia was chosen to develop vocabulary. Multimedia catches students' attention and motivate them to develop vocabulary which leads to a better comprehension of

the language and to a better use of it. Also, it allows students to be creative and to construct their own knowledge according to their necessities and in the way they prefer.

To achieve the main objective of this research work, some specific objectives were set up. They were: to look for theoretical and methodological references of multimedia as a didactic resource to develop vocabulary, to identify the issues that limit the development of vocabulary, to create an intervention plan based on the usage of multimedia as a didactic resource to develop vocabulary, to apply the most useful multimedia resources to develop vocabulary and to evaluate the results obtained from the application of multimedia as a didactic resource to develop vocabulary among students of tenth – year “A” at Marieta de Veintimilla High school during the 2018 – 2019 school year.

Different methods were applied during this research work. The first one was the scientific method, which facilitated the study of the two variables: Multimedia and Vocabulary. The descriptive method served to describe the different stages of the study and the kind of the resources used during this research work. The analytic-synthetic method allowed the researcher to analyze the obtained results through the questionnaires and test. It also was used to make the interpretation of the data, theoretical analysis, and to draw up the conclusions. The statistical method was helpful to make the quantitative and qualitative statistical analysis of the data collected.

The structure of this research work is detailed as follows: First, the abstract, which contains the general objective of the research, methods, main result and

main conclusion. Second; the introduction, which includes the contextualization of the central problem, the reasons why the multimedia was chosen, the specific objectives, the methodology and the content of the thesis. Third, the literature review, which involves essential information about the two variables of the research. After that, the materials and methods, which contains the design of the research, materials used during the intervention, methods, techniques and instruments and the population who participated in the application of this research work. Then, the results obtained from the application of the tests and questionnaires are clearly organized into figures and tables. Each result has a logical analysis and interpretation. Later, the discussion, which includes the major findings of the research, the meanings behind the results, and reasons why the findings are relevant.

Afterwards, the conclusions, which announce the findings and the growth students had when the intervention plan was concluded. These interpretations were drawn up considering the results collected from the tests and questionnaires applied to students. Finally, the recommendations, which are suggestions for possible future researchers in this field.

## **d. LITERATURE REVIEW**

### **Multimedia**

According to Grzeszczyk (2016) the term multimedia can be defined in various ways. Multimedia is considered to consist of computer program which is the combination of a text with at least one of the following elements: audio or sound, music, video, photographs, 3D graphics, animation, or high-resolution graphics. It is stated that multimedia is information that takes the form of audio, video graphics or movies. A multimedia document contains a media element other than plain text.

Pandey (2018) mentions Multimedia is the combination of different content forms. It includes a combination of text, audio, still images, animation, video, or interactivity content forms. It is usually recorded and played, displayed, or accessed by information content processing devices, such as computerized and electronic devices, but can also be part of a live performance.

Multimedia provides a complex multi-sensory experience in exploring our world through the presentation of information through text, graphics, images, audio and video, and there is evidence that support that a mixture of words and pictures increases the likelihood that people can integrate a large amount of information. Students learn best by seeing the value and importance of the information presented in the classroom. In order to achieve the ultimate goal of student learning it is important to use a combination of teaching methods and to make the classroom environment as stimulating and interactive as possible.

Multimedia can provide a large amount of instructional information to the students for the purpose of English learning and accelerate the process of information searching. We can get some related information from the large amount of information stored on the internet. With a wealth of updated information from the internet, multimedia is popular with the teacher who needs to update the teaching materials.

### **Multimedia resources**

Power Point is the tool commonly known and used these days. Its popularity is growing as it is perceived that it influences teaching and learning significantly. (Grzeszczyk 2016)

Power Point incorporates animation, graphic, color, and the imagination. It is possible to employ a variety of computer applications and methodologies. The findings show that presenting materials on a computer raise the attention which in turn learning results. Power Point also improves four skills in language learning, namely: listening, speaking, reading, and writing. This tool stimulates the imagination, contributes to understanding, and improves short and long-term memory. There is better information retention when pictures and texts are presented together.

It is proved that color is a memory stimulus and is encoded as a verbal representation that improves language learning. The colors of text in many cases can be the indicator in responding to teachers' messages. However, their choice has to be carefully thought through and the teachers should keep color selections simple and restrained as the inappropriate colors can undermine subject and cause

distraction of the students (Grzeszczyk 2016). Power Point is the program that enables interactivity, with which it is possible to create wide range of activities, ranging from treasure hunts to interactive quizzes and even to game-show type games.

In contrast to paper-and-pencil activities, quizzes, games, and activities created in Power Point can be additionally enhanced by the use of visuals, graphics, and sound clips. It is essential that interactivity is used in a thoughtful way and fulfills the purpose of supporting instruction.

In conclusion, according to Ghassabsaraie (2014) Power Point is a powerful tool that enables creative designing. It is possible to turn paper quizzes to more meaningful learning activities, resulting in the feeling of closer connection between the content and the application of the learners.

## **Video**

Videos motivate students by showing real-life situations, in ways that are often superior to a teacher narrating them or a text describing them. Videos can be used when introducing a new theme to motivate and contextualize learning, after a topic has been addressed in a few class periods to aid students in applying the knowledge they acquired, or after an entire module is completed to show connections to other subjects and disciplines. (Nunes & Gaible , 2002)

Video production is not easy. If a video is intended for widespread use or for broadcast, required resources and resulting costs mount quickly. Professionals should be involved in production of good storyboards, lighting and shooting the

video, and editing and postproduction. Beta-format equipment should be used, rather than VHS, to ensure high quality. Nunes & Gaible (2002)

### **Audio**

According to Nunes & Gaible, (2002) audio technology has been used widely with tape recorders and radio programs. Some uses do not depend on the production of material, but stem, instead, from good infrastructure. For instance, students can progress rapidly in language studies if they interact with students from other places; they can hear specific and authentic dialects and languages. In addition, the explosive popularity of various techniques for exchanging music over the Internet has already led many students to explore the power of information exchange via Web-based and peer-to-peer collaboration.

Many students are eager to produce and publish their own sound files. It is easy to channel such motivated activity toward production of materials that also have educational value for the creator. Again, resource considerations may pose limitations: although software is not too expensive, it is necessary to have a good sound card, a good processor, and sufficient RAM (random access memory) and storage capacity. (Nunes & Gaible, 2002)

Sound files can be kept small, and the most recent Internet browsers play all common formats. For more sophisticated formats, there are free players. Simple sound cards are not expensive. So, with reasonably current hardware, technology is not a barrier to the use of audio resources. (Nunes & Gaible, 2002)

## **The roles of teachers in multimedia environment**

The implementation of the multimedia into educational institutions requires major changes in traditional learning and teaching. This, in turn is connected to different roles of teacher that has to perform in multimedia- applied classroom (Grzeszczyk, 2016)

Teacher fulfills the role of guide and facilitator and therefore, must know a wide range of different materials that are available and serve in developing learners' language skills as language textbooks are no longer the only source of information.

Multimedia programs provide vision and sound that enable showing the students how native speakers interact.

Teacher serves as the Integrator in multimedia enhanced language learning. Not only should teachers know and comprehend functions of various media available, but also know the best time to deploy them. At the time when the projects are constructed, students need guidance in the use of word-processing, graphics, and presentation programs. Integrating audio- visual elements makes learners realize that a foreign language environment of the target language is as multifaceted and vibrant as their own surrounding. It is essential for teachers to possess knowledge on how and where to access information for their own and students' use.

The role of a designer requires putting together tasks and materials to guide students to successful completion of their projects and allows them to draw conclusions from it. Obtaining this learning situation is very complex and involves

higher order skills in researching and appraising source materials. Moreover, it requires setting overall goals and creating manageable and meaningful sequences by breaking down tasks. In fulfilling this role, the teacher should be an example of good practice, giving: help, advice and encouragement to students, therefore, serving as a source of inspiration for similar tasks. It is thought to be beneficial for a teacher to collaborate with his students. The result is seen in bringing more fruitful and rewarding efforts.

### **Advantages of using multimedia in Teaching**

The constant advancement of technology is the main factor that occur changes. Since internet emergence, the traditional teaching of English has been challenged, as a result introduce various new ways of teaching. The role of teacher is to confront issues with rising student's interest in English learning and increasing the efficiency of teaching during class. Multimedia has been proven to be a golden mean in coping with these problems. Teaching using multimedia makes English class more lively, vivid, and interesting.

Multimedia is the factor influencing areas such as: student's interest stimulation, efficiency improvement in the class, and satisfactory effects achievement. (Dong and Li 2011)

As a result, English classes are more interesting, vivid, and lively. By the means of pictures, sound, and animation, multimedia teaching provides a wide range of implicit information. In traditional learning students receive information by listening in a rather passive manner. Moreover, students perform mechanical and repeated exercises that are especially designed for them. Traditional learning is

not conducive to cultivating student's learning interests, contrary to multimedia teaching, which is a lively means of providing information in a realistic and vivid way.

## **Vocabulary**

AbManan, Azizan, & Nasir (2017) say that vocabulary is defined as the body of words in a particular language and that a person's vocabulary knowledge is considered as all the words known and used by him or her. ESL learners are required to have a large repertoire of English words to perform academic tasks at university level.

Lessard-Clouston (2013) a professor of Applied Linguistics of Biola University, argues that vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. This point reflects the experiences with different languages; even without grammar, with some useful words and expressions. According to Wilkins (1972) "while without grammar very little can be conveyed, without vocabulary nothing can be conveyed".

Students often instinctively recognize the importance of vocabulary to their language learning. Learners carry around dictionaries and not grammar books. Teaching vocabulary helps students understand and communicate with others in English (Schmitt, 2010)

According to Cross (2000) a good store of words is crucial for understanding and communication. A major aim of most teaching programmes is to help students to gain a large vocabulary of useful words. In every lesson, you have to introduce

new words and practice them, making clear the meanings and the ways in which each can be used.

### **Kinds of Vocabulary**

In the determination of vocabulary, the experts have different opinions about dividing vocabulary into different types. Hatch and Brown certify two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

- **Receptive Vocabulary**

According to (Alqahtani, 2015) Receptive vocabulary are words that learners recognize and understand when they are used in context, but which they cannot produce. Receptive vocabulary is the capacity to comprehend a word when it is heard or seen. So, receptive vocabulary is words that are found by the students for the first time but the students only understand and recognize that words without the ability to pronounce that words or use that words in their speaking or their writing.

- **Productive Vocabulary**

Maskor & Harun Baharudin, (2016) mention that productive vocabulary knowledge accepted as the words that are comprehended and can be pronounced by the learners. Indeed, learners can utilize these words in speech and writing well.

Moreover, Zhou, (2010) stated that productive knowledge is the ability to produce a word in speaking and writing. It means productive vocabulary is the ability of a person to understand and pronounce the words correctly in their speaking and writing. In productive vocabulary, the learners can use the words to

express their feelings or their ideas to the other people because they really understand the words.

### **Word Classes**

In 2010, Delahunty & Garvey state that all languages have a set of words that has some grammatical characteristics in common. These groups are named word classes, some linguists mention eight word classes (e.g. Weaver, 1996 as cited in Delahunty & Garvey, 2010), the current number of word classes that someone requires to know in a language is established by how great our capacity of analysis of the language is, its result is the more investigation about any language the greatest number of word classes it has. Nouns, verbs, adjectives, and adverbs are distinguished as the major parts of word classes; and pronouns, wh-words, articles, auxiliary verbs, prepositions, intensifiers, conjunctions, and particles as the minor parts of word classes.

The major word classes promote the more “content” of a message; therefore, they are sometimes named content words, while the other parts of word classes are known as function words or structure words (Delahunty & Garvey, 2010).

**Nouns:** traditionally, a noun is defined as a word that names “a person, place, thing, or idea” (Weaver, 1996 as cited in Delahunty & Garvey, 2010).

**Verbs:** they can be subdivided into main and auxiliary verbs. We must first distinguish formally between main verbs and auxiliary verbs. The main verb can appear by itself in a verb phrase; an auxiliary verb regularly appears only before a main verb (Delahunty & Garvey, 2010).

**Adjectives:** a typical definition of adjective is “a word that modifies a noun or pronoun.” Occasionally you will see adjectives defined as “words that describe nouns” (Delahunty & Garvey, 2010).

**Prepositions:** These denote direction, instrumentality, and a number of other such notions. (Delahunty & Garvey, 2010)

### **Idioms**

Dixson (2004) stated that idiomatic expressions have long played an important role in the English language. In fact, the use of idioms is so widespread that an understanding of these expressions is essential to successful communication, whether in listening, speaking, reading, or writing. The student may learn grammar and, with time, acquire adequate vocabulary, but without a working knowledge of such idioms even the best student's speech will remain awkward and ordinary.

Teachers of English have long recognized that idiomatic expressions add elegance and exactness to the language. The alert teacher will make their study an integral part of the teaching process.

Efforts to translate literally from the student's native tongue usually lead to roundabout expression of meaning and, more often, to confusion (Dixson, 2004).

## **e. MATERIALS AND METHODS**

### **Materials**

In this research three kinds of resources were applied. The human resources were the students from tenth year of Basic Education “A” and the teacher of the subject that helped to control the class’s discipline, supervise and support the researcher. The second was the material resources such as the teacher’s book level A2.1, paper to print vocabulary worksheets, Power Point presentations, audios and videos. The third one was technical resources, as the computer to type all the information and internet to search information needed for the elaboration and implementation of this work and a flash memory to save all the searched information, a projector, speakers and a printer.

### **Design of the research**

The present Research work was based on Action Research, which was carried out in order to diagnose, to evaluate and then to change a situation, at that time the research was conducted to improve educational practice. This work was an educational research that allowed the practitioner to study and practice a variety of aspects making use of Power Point presentations, audios and videos, with the purpose of increasing the English vocabulary.

### **Methods**

The following general methods were applied along the research:

The Scientific method facilitated the study of Multimedia as a didactic resource to develop vocabulary. Also, it helped with the elaboration of the instruments

applied during the intervention and supported the analysis of the data collected with theory.

The Descriptive method was useful to describe the different stages of the research work, at the beginning, during and after the intervention and how multimedia as a didactic resource developed vocabulary. It served to describe the results obtained from the pre and post tests represented on the tables and figures.

The Analytic-synthetic method was helpful to analyze and interpret the results obtained from the tests and questionnaires. It also helped to draw up the conclusions.

The Statistical method was used to make the quantitative statistical analysis of the data obtained from the tests and the qualitative data from the questionnaires. Also, the information was represented into tables and figures.

### **Techniques and Instruments**

To collect data, tests, questionnaires, a rubric and a diary were designed and applied at the beginning, during and after the application of the intervention plan.

#### **Test**

Two kinds of tests were used. A pre-test of was used to diagnose the students' level of vocabulary. 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 vocabulary development. The test contained five questions, each one was directed to ask for different aspects.

### **Questionnaires**

Two kinds of questionnaires were applied, a pre and post-questionnaire with five multiple choice questions and were applied to collect qualitative information of students' feelings about Multimedia as a didactic resource and noticed positive or negative changes in their vocabulary development through these resources.

### **Field notes**

The researcher used field notes to record what happened in each lesson. They helped to write up the findings during the intervention, relevant events during the observation or particular situations that could have happened.

### **Population**

The students of tenth "A" year of Basic Education of the Unidad Educativa "Marieta de Veintimilla" participated in the development of this action research. The participants were twenty-eight between boys and girls. They were between fourteen and fifteen years old. The students received five hours of English per week with a certified English teacher.

## **f. RESULTS**

This section details how the objectives of this research were accomplished:

The first objective was achieved through researching theoretical references that contain information about multimedia as a didactic resource to develop vocabulary. It also served to design an intervention plan, research instruments and to analyze the results of the study.

The second objective was accomplished through the application of the pre-test and the results allowed the researcher to diagnose the students' difficulties in vocabulary development.

The third objective was fulfilled through the elaboration of an intervention plan that contained eight lessons taught, five hours a week, over two months. Each lesson contained multimedia resources about several topics which were applied in three different steps: activation, connection and affirmation.

The fourth objective was accomplished through the application of multimedia resources to develop vocabulary and the results of the pre and post questionnaires.

The fifth objective was reached through the post test results, which were helpful for validating students' progress in vocabulary development and the effectiveness of multimedia resources.

### **Pre-Test Results**

**Objective Two:** To identify the issues that limit the development of vocabulary among students of tenth – year “A” at Marieta de Veintimilla High school during the 2018 – 2019 school year.

**a. Table 1**

*Pre-Test Scores of the Tenth Year “A” Students in Vocabulary*

Students' code	NN /2	ADJ /2	VRB /2	PREP /2	IDIM /2	Total /10
UEMV 001	2.00	0.50	0.40	1.00	0.00	3.90
UEMV 002	2.00	0.75	0.80	2.00	0.00	5.55
UEMV 003	1.60	1.00	0.40	2.00	0.00	5.00
UEMV 004	2.00	1.50	2.00	2.00	0.00	7.50
UEMV 005	2.00	1.25	0.80	2.00	0.00	6.05
UEMV 006	0.80	0.75	0.00	1.00	0.00	2.55
UEMV 007	1.60	0.50	0.40	2.00	0.00	4.50
UEMV 008	1.60	1.25	1.2	1.50	0.00	5.55
UEMV 009	2.00	1.00	0.00	1.00	0.80	4.80
UEMV 010	1.60	0.00	0.00	2.00	0.40	4.00
UEMV 011	0.80	0.75	0.00	1.00	0.00	2.55
UEMV 012	1.60	0.50	0.40	2.00	0.00	4.50
UEMV 013	1.20	0.00	0.80	2.00	0.00	4.00
UEMV 014	1.60	0.50	0.40	2.00	0.00	4.50
UEMV 015	1.60	0.75	0.40	2.00	0.00	4.75
UEMV 016	2.00	0.00	1.20	2.00	0.80	6.00
UEMV 017	1.60	0.50	0.00	2.00	0.00	4.10
UEMV 018	2.00	0.00	0.80	0.00	0.00	2.80
UEMV 019	2.00	1.25	0.00	2.00	0.00	5.25
UEMV 020	2.00	1.00	1.20	0.00	0.00	4.20
UEMV 021	2.00	1.25	0.80	2.00	0.00	6.05
UEMV 022	0.80	0.75	0.40	0.50	0.00	2.45
UEMV 023	1.60	1.00	0.40	2.00	0.00	5.00
UEMV 024	0.40	0.75	0.40	1.00	0.00	2.55
UEMV 025	1.60	1.00	0.00	1.00	0.80	4.40
UEMV 026	2.00	0.00	0.40	0.50	0.00	2.90
UEMV 027	1.60	0.50	0.00	0.50	0.40	3.00
UEMV 028	2.00	0.75	0.50	1.00	0.40	4.65
<b>Mean</b>	<b>1.55</b>	<b>0.70</b>	<b>0.50</b>	<b>1.48</b>	<b>0.12</b>	<b>4.39</b>

**Note.** UEMV= Unidad Educativa Marieta de Veintimilla; **001**= Students' code; **NN**= Nouns; **ADJ**= Adjectives; **VRB**= Verbs; **PREP**= Prepositions; **IDIM**= Idioms

**b. Interpretation and Analysis**

According to the findings in Table 1, students obtained the total mean score of 4.39 out of 10, which corresponds to a failing level in knowledge of vocabulary (see grading scale in p.109). However, the highest mean score obtained by students was in “Nouns”. Students achieved a mean of 1.55 out of 2, which means

that students were able to recognize the lexical set that some words belong to, but others were confused about some of them. On the other hand, the lowest mean score was in “Idioms”, in which students obtained a mean of 0.12 out of 2. This means that students were not able to match the idioms with their corresponding meanings in context due that they translated the idioms literally.

It was noticeable that students struggled with the classification of nouns into lexical sets, in recognizing adjectives from a list of words, in identifying regular and irregular verbs in present and past tenses in sentences, in using prepositions of place in sentences correctly and in matching idioms with their correct meaning in context.

AbManan, Azizan, & Nasir (2017) say that vocabulary is defined as the body of words in a particular language and that a person’s vocabulary knowledge is considered to be all the words understood and used by him or her. Delahunty & Garvey (2010) stated that “the major word classes promote the more “content” of a message; therefore, they are sometimes named content words, while the other parts of word classes are known as function words or structure words”. In reference to idioms, Dixson (2004) said that “idiomatic expressions have long played an important role in the English language. In fact, the use of idioms is so widespread that an understanding of these expressions is essential to successful communication, whether in listening, speaking, reading, or writing. Moreover, efforts to translate literally from the student's native tongue usually lead to roundabout expression of meaning and, more often, to confusion”.

## Comparison of the Pre and Post Questionnaire Results

**Objective four:** To apply the most useful multimedia resources to develop vocabulary among students of tenth – year “A” at Marieta de Veintimilla High school during the 2018 – 2019 school year.

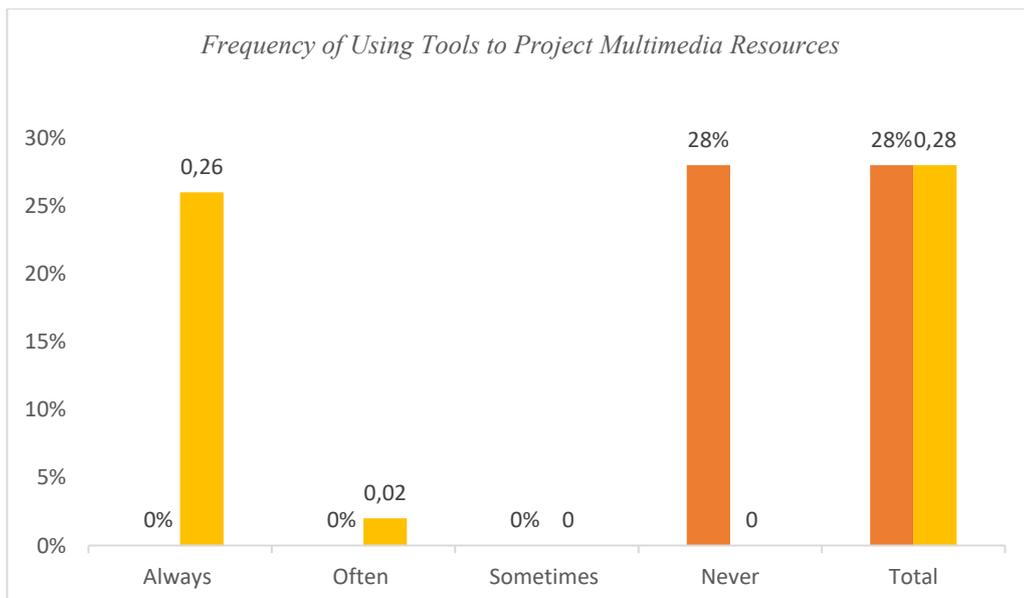
**Question 1:** How often does your teacher use tools in the classroom to project Multimedia resources (Power Point presentation, audio and video)?

**Table 2**

*Frequency of Using Tools to Project Multimedia Resources*

Options	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Always	0	0	26	92.86
Often	0	0	2	7.14
Sometimes	0	0	0	0
Never	28	100	0	0
<b>Total</b>	28	100	28	100

**b. Figure 1**



Results in Table 2 show that 100% of students have never been exposed to the use of tools to project multimedia resources. This means, students learn vocabulary in a traditional way so that they only use basic words to express their ideas in English. However, after the intervention plan, 92.86%, which represented 26 of students, answered that multimedia resources were always implemented in classes. This demonstrates that students learned English vocabulary in a dynamic and interactive manner, which increased their interest in learning. According to Dong and Li (2011), traditional learning is not conducive to cultivating student's learning interests, contrary to multimedia teaching, which is a lively means of providing information in a realistic and vivid way.

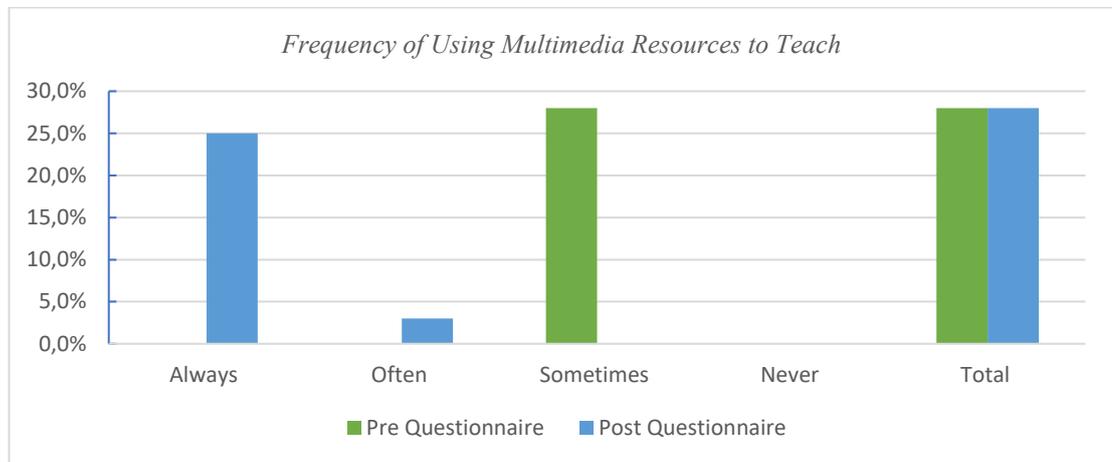
**Question 2:** How often does your teacher use Multimedia resources (Power Point presentation, audio and video) to teach?

**Table 3**

*Frequency of Using Multimedia Resources to Teach*

Options	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
<b>Always</b>	0	0	25	89.29
<b>Often</b>	0	0	3	10.71
<b>Sometimes</b>	28	100	0	0
<b>Never</b>	0	0	0	0
<b>Total</b>	28	100	28	100

**b. Figure 2**



Results in Table 3 show that 100% of students answered that sometimes multimedia resources are used in classes to teach vocabulary. This indicates that students are not frequently exposed to activities where they can interact, listen and learn new vocabulary. On the other hand, after the intervention plan was implemented 89.29% of students answered that multimedia resources were always used in classes to teach vocabulary. This shows that students were exposed frequently to these resources and they had the opportunity to take advantage of the use of them. Zhen, (2016) argues that multimedia appears in widely school, and is gradually moving into the front line of education. School teaching methods have become more inclined to multimedia teaching methods, and demonstrate its superiority in teaching.

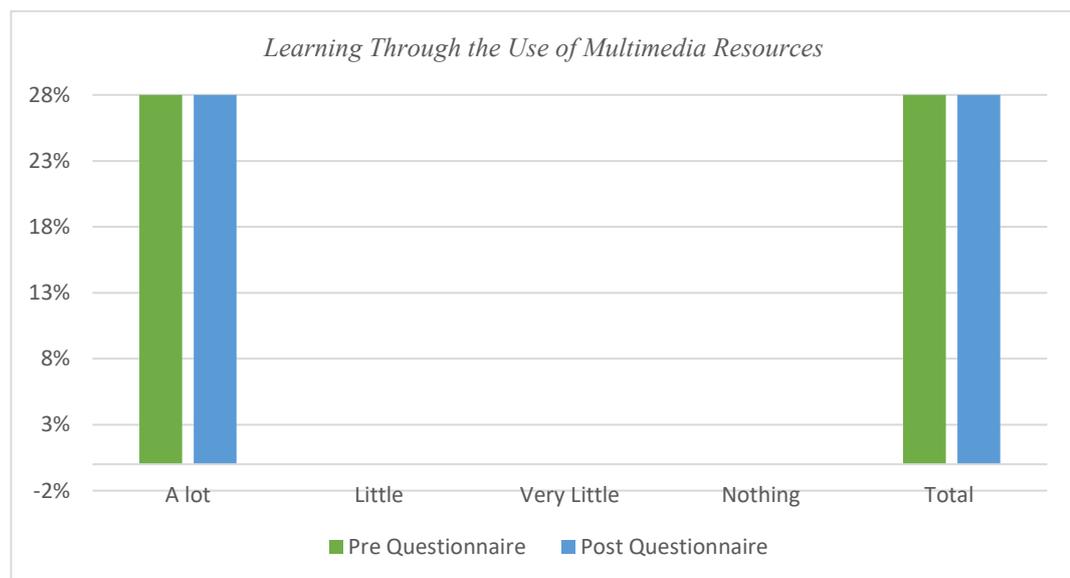
**Question 3:** How much do you learn through the use of Multimedia resources (Power Point presentation, audio and video)?

**Table 4**

*Learning Through the Use of Multimedia Resources*

Options	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
<b>A lot</b>	28	100	28	100
<b>Little</b>	0	0	0	0
<b>Very little</b>	0	0	0	0
<b>Nothing</b>	0	0	0	0
<b>Total</b>	28	100	28	100

**Figure 3**



Results in Table 4 show that 100% of students answered that they learn a lot when multimedia resources are used. This demonstrates that students find multimedia resources really useful for learning vocabulary. After the intervention plan was implemented 100% of students said that they learn a lot with the use of multimedia resources. This indicates that students were really pleased with the use of these

resources and they find them really useful when learning new vocabulary. Pandey (2018), says that multimedia provides a complex multi-sensory experience in exploring our world through the presentation of information through text, graphics, images, audio and video, and there is evidence that supports that a mixture of words and pictures increases the likelihood that people can integrate a large amount of information.

**Question 4:** How much interaction between you and your teacher are there during the use of Multimedia resources (power point presentation, audio and video)?

**Table 5**

*Interaction Between Teacher and Students*

Options	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
<b>A lot</b>	0	0	24	85.71
<b>Little</b>	28	100	4	14.29
<b>Very little</b>	0	0	0	0
<b>Nothing</b>	0	0	0	0
<b>Total</b>	28	100	28	100

**Figure 4**

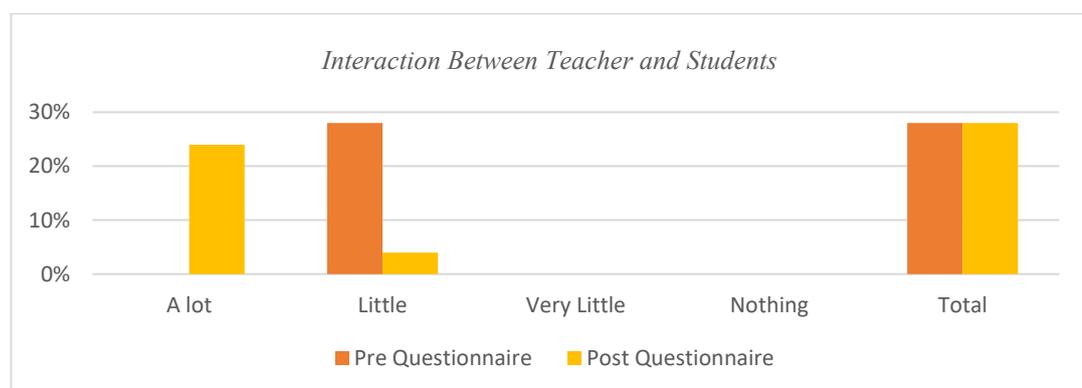


Table 5 indicates that 100% of the students said that there is little interaction between teacher and students during the use of multimedia resources. This demonstrates that students feel frustrated when watching a video or listening to an audio as they cannot ask or answer questions to the teacher about vocabulary. However, after the intervention plan, 85.71% of students answered that they can interact with the teacher during the use of multimedia resources. This indicates that they feel confident participating and interacting with each other and with the teacher during the projection of audios, videos or Power Point presentations. According to Grzeszczyk (2016) the teacher serves as the Integrator when multimedia is used during language learning. Teachers should not only know and comprehend functions of various available media, but also know the best time to deploy them. At the time when the projects are constructed, students need guidance in the use of word-processing, graphics, and presentation programs.

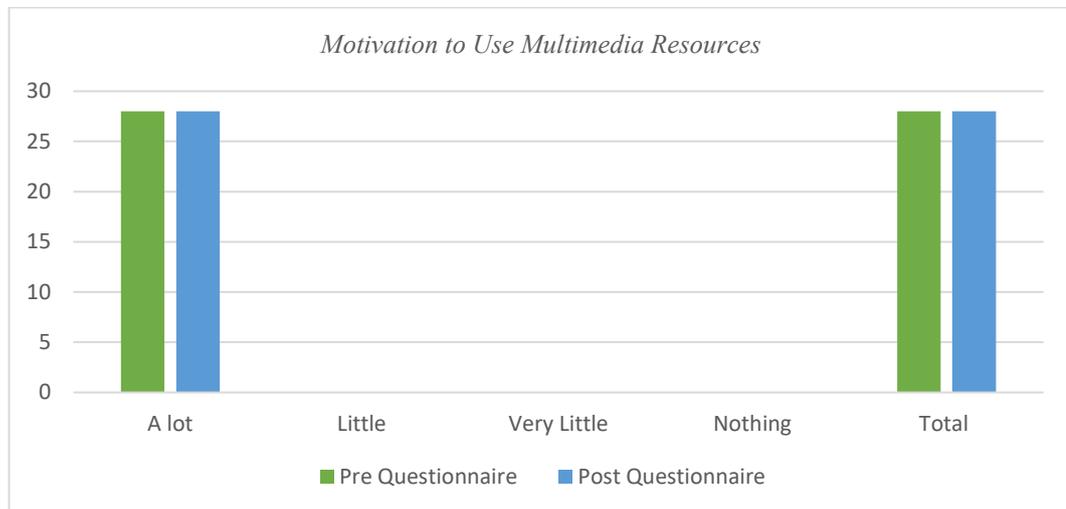
**Question 5:** How motivated do you feel when your teacher uses Multimedia resources (power point presentation, audio and video) in class?

**Table 6**

*Motivation During the Use of Multimedia Resources*

Options	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
<b>A lot</b>	28	100	28	100
<b>Little</b>	0	0	0	0
<b>Very little</b>	0	0	0	0
<b>Nothing</b>	0	0	0	0
<b>Total</b>	28	100	28	100

**Figure 5**



Information in Table 6 show that 100% of students feel motivated a lot when the teacher uses multimedia resources in classes. This indicates that the use of this kind of resources encourages students to work and increases their interest to learning vocabulary. After the intervention plan, the results were the same all students found it really motivating to learn vocabulary through the use of these resources. “Multimedia has been proven to be a golden mean in coping with these problems. Teaching using multimedia makes English class more lively, vivid, and interesting. By the means of pictures, sound, and animation, multimedia teaching provides a wide range of implicit information”. (Dong and Li, 2011)

### **Post Test Results**

**Objective five:** To evaluate the results obtained from the application of Multimedia as a didactic resource to develop vocabulary among students of tenth – year “A” at Marieta de Veintimilla High school during the 2018 – 2019 school year.

**a. Table 7**

*Post-Test Scores of the Tenth Year “A” Students in Vocabulary*

<b>Students’ code</b>	<b>NN /2</b>	<b>ADJ /2</b>	<b>VRB /2</b>	<b>PREP /2</b>	<b>IDIM /2</b>	<b>Total /10</b>
<b>UEMV 001</b>	2.00	0.75	2.00	2.00	1.00	7.75
<b>UEMV 002</b>	2.00	1.00	2.00	1.00	1.00	7.00
<b>UEMV 003</b>	2.00	1.00	2.00	2.00	1.00	8.00
<b>UEMV 004</b>	2.00	0.75	2.00	2.00	1.00	7.75
<b>UEMV 005</b>	2.00	1.75	2.00	2.00	1.00	8.75
<b>UEMV 006</b>	2.00	1.50	2.00	2.00	1.00	8.50
<b>UEMV 007</b>	2.00	1.25	2.00	2.00	1.00	8.25
<b>UEMV 008</b>	2.00	1.25	1.60	2.00	1.00	7.25
<b>UEMV 009</b>	2.00	1.50	2.00	2.00	1.00	8.50
<b>UEMV 010</b>	2.00	1.50	2.00	2.00	1.00	8.50
<b>UEMV 011</b>	2.00	1.50	2.00	2.00	1.00	8.50
<b>UEMV 012</b>	2.00	1.50	2.00	2.00	1.00	8.50
<b>UEMV 013</b>	2.00	1.50	2.00	2.00	1.00	8.50
<b>UEMV 014</b>	2.00	1.25	2.00	2.00	1.00	8.25
<b>UEMV 015</b>	2.00	1.75	2.00	2.00	0.80	8.55
<b>UEMV 016</b>	2.00	1.25	2.00	2.00	1.00	8.25
<b>UEMV 017</b>	2.00	1.50	2.00	2.00	1.00	8.50
<b>UEMV 018</b>	2.00	1.75	2.00	2.00	1.00	8.75
<b>UEMV 019</b>	2.00	1.25	2.00	2.00	1.50	8.75
<b>UEMV 020</b>	2.00	1.25	2.00	2.00	1.00	8.25
<b>UEMV 021</b>	2.00	1.75	2.00	2.00	1.00	8.75
<b>UEMV 022</b>	2.00	1.50	2.00	2.00	1.00	8.50
<b>UEMV 023</b>	2.00	1.25	2.00	2.00	0.80	7.05
<b>UEMV 024</b>	2.00	1.25	2.00	2.00	1.00	8.25
<b>UEMV 025</b>	2.00	1.75	2.00	2.00	1.00	8.75
<b>UEMV 026</b>	2.00	1.00	0.00	0.80	1.50	5.30
<b>UEMV 027</b>	2.00	2.00	2.00	2.00	2.00	10.00
<b>UEMV 028</b>	2.00	2.00	2.00	2.00	2.00	10.00
<b>Mean</b>	<b>2.00</b>	<b>1.40</b>	<b>1.91</b>	<b>1.92</b>	<b>1.09</b>	<b>8.21</b>

**Note.** UEMV= Unidad Educativa Marieta de Veintimilla; **001**= Students’ code; **NN**= Nouns; **ADJ**= Adjectives; **VRB**= Verbs; **PREP**= Prepositions; **IDIM**= Idioms

**b. Interpretation and Analysis**

According to the findings in Table 7, students achieved the mean score of 8.21/10 in vocabulary learning. This shows that students who participated in the research got an excellent average (see grading scale in p.109). The highest mean score was for Nouns (2/2), which demonstrates that students could categorize

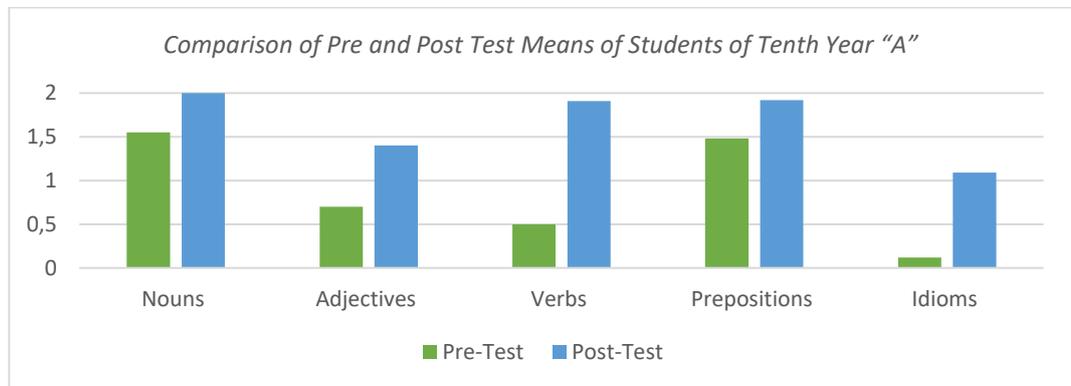
words into lexical sets. However, the lowest score obtained was in Idioms (1.09), which indicates that students still have problems recognizing the correct meaning of them and they still try to translate them literally. It is evident that, students have considerably increased their knowledge in nouns, adjectives, verbs, and prepositions. Lessard-Clouston, a professor of Applied Linguistics of Biola University, argues that vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. Wilkins (1972), wrote that “while without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. This point reflects the experiences with different languages; even without grammar, with some useful words and expressions.

### **Comparison of Pre and Post Test Means**

#### *Comparison of Pre and Post Test Means of Students of Tenth Year “A”*

<b>Indicators</b>	<b>Pre-Test</b>	<b>Post-Test</b>
<b>Nouns</b>	1.55	2.00
<b>Adjectives</b>	0.70	1.40
<b>Verbs</b>	0.50	1.91
<b>Prepositions</b>	1.48	1.92
<b>Idioms</b>	0.12	1.09
<b>Mean</b>	4.39	8.21

**b. Figure 6**



**c. Interpretation and analysis**

The results in figure 6, show the important improvement that students achieved in vocabulary, which is demonstrated with the mean score of 4.39/10 in the pre-test and 8.21/10 in the post-test. In nouns, the mean score changed from 1.55/2 to 2/2; in adjectives from 0.7/2 to 1.4/2; in verbs from 0.5/2 to 1.91/2, in prepositions from 1.48/2 to 1.92/2 and in idioms from 0.12/2 to 1.09/2. In fact, the implementation of Multimedia as a resource was positive to developing students' vocabulary. After the intervention plan, students used vocabulary appropriately. Furthermore, they also knew how to express ideas using the vocabulary in speaking and writing.

## **g. DISCUSSION**

The implementation of multimedia as a didactic resource to develop vocabulary among students of tenth year “A” at Marieta de Veintimilla high school in the city of Loja during the 2018 – 2019 school year; helped students to increase their knowledge of vocabulary. Students mean score on the Pre-test was 4.39 out of ten, but after the intervention plan the Post test score mean was 8.21 out of ten. As Dong and Li (2011) said “multimedia is the factor influencing areas such as: student's interest stimulation, efficiency improvement in the class, and satisfactory achievement in vocabulary learning”.

The parameters students were tested about vocabulary were nouns, adjectives, verbs, prepositions, and idioms. And they showed difficulties in all the parameters. In nouns they struggled with the classification of words into lexical sets, in adjectives students had difficulty in recognizing them from a list of words, in identifying regular and irregular verbs in present and past tenses in sentences, in using prepositions of place in sentences correctly and matching idioms with their correct meaning in context.

When the intervention plan began, students were a little bit anxious when multimedia resources were implemented because they had not used similar resources before in classes to learn vocabulary. During the process students preferred to work individually when the resources were projected. As group work made students miss the point or purpose of the activity. At the end of the intervention plan students showed more interest to work using multimedia

resources due to they used the material more for learning rather than getting distracted in classes.

Moreover, during this research work the existence of strengths and weaknesses that facilitated and limited the improvement of students were noted. The strengths were that students find it really motivating to work using multimedia resources, and, as time passed, they showed more confidence and willingness to ask questions about new vocabulary. On the other hand, one of the weaknesses was the size of the classroom. It was not adequate to work with these resources because students were a little uncomfortable when the resources were projected especially for videos and Power Point presentations. Another fact that difficult the improvement was the time; the periods of classes were not too long enough to successfully accomplish all the planned activities. Student discipline was another important point that made the development of the class complicated. While some students were quiet, others do not want to cooperate.

In addition, it is important to mention that, there was a big improvement from the beginning to the end of the intervention plan. Due to the use of Multimedia resources which allowed students to improve their knowledge of vocabulary.

## **h. CONCLUSIONS**

The issues that limited the improvement of vocabulary of students from tenth year “A were in nouns, adjectives, verbs, prepositions and idioms such as in categorizing words into lexical sets, recognizing adjectives from a list of words, identifying verbs in sentences, recognizing prepositions of place in sentences and identifying the correct meaning of idioms in context. Furthermore, students were little motivated to work with Power Point presentations, audios and videos.

The use of multimedia resources helped to overcome students’ issues with vocabulary. These resources provided students with a different way of learning. They had the opportunity to be exposed to a new educational environment in which they constructed their own knowledge according to their necessities and style of learning. Students showed a lot of motivation and cooperation to work with multimedia resources, and they found really interesting and funny to learn through the use of them.

At the end of this research, it was noticeable that multimedia resources had a positive effect on students’ vocabulary knowledge. Students achieved an excellent level, so they became more active and communicate their ideas using more advanced vocabulary.

## **i. RECOMMENDATIONS**

Teachers should use multimedia resources such as Power Point presentations, audios and videos more frequent in classes to get students more interested in the subject and to create an environment of confidence in which students are not afraid of expressing their ideas. Teachers should try to design lesson plans that include multimedia resources that help students to overcome their limitations in vocabulary and to facilitate their learning.

Teachers should implement Multimedia resources as much as they can in their classes. These resources increase students' motivation and keep them interested during the lesson. Multimedia resources improve students learning and facilitates them to achieve better results in less time.

It is advisable for teachers to use multimedia resources such as Power Point presentations, audios, or videos which encourage students to participate more, learn in their own way and increase their vocabulary. These resources are beneficial for many activities not only for vocabulary learning, but it also allows students to become more active during the learning process and overcome their fears of expressing ideas freely.

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**k. ANNEXES**



**1859**

**UNIVERSIDAD NACIONAL DE LOJA**

**FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN**

**ENGLISH LANGUAGE DEPARTMENT**

**THEME**

**MULTIMEDIA AS A DIDACTIC RESOURCE TO DEVELOP VOCABULARY AMONG STUDENTS OF TENTH- YEAR “A” AT MARIETA DE VEINTIMILLA HIGH SCHOOL IN THE CITY OF LOJA DURING THE 2018 – 2019 SCHOOL YEAR.**

**AUTHOR**

**MARIANELA DE LOS ANGELES GONZÁLEZ**

**PONCE**

**1859**

**LOJA-ECUADOR**

**2018**

**a. THEME**

**MULTIMEDIA TO DEVELOP VOCABULARY AMONG  
STUDENTS OF TENTH- YEAR “A” AT MARIETA DE  
VEINTIMILLA HIGH SCHOOL IN THE CITY OF LOJA  
DURING THE 2018 – 2019 SCHOOL YEAR.**

## **b. STATEMENT OF THE PROBLEM**

### **Background**

The present research work will be carried out at Marieta de Veintimilla High school during the academic period 2018 – 2019. This high school began its trajectory in February 1947 by the teacher Marieta Cueva.

The institution worked normally, without having a resolution establishing the educational establishment, until the fourth day of the month of January of the year two thousand and eight.

The Resolution of creation and operation of the Mixed Fiscal School “Marieta de Veintimilla”, morning session, Sierra, urban, Common regime to rectify its legitimate existence, this was achieved thanks to the management of Dr. Vicente Atilio Granda, at that time Director of the Mixed Fiscal School" Marieta de Veintimilla "who requested such resolution to Dr. Miryam González Serrano Provincial Director of Education of the year in mention.

Through the Resolution No. EI-07-033 The Director of Educacion Inicial, Lic. Alejandra Gómez Andrade, resolved to update the operating authorization of the Marieta de Veintimilla Initial Education Center, which serves children aged 3-4 years and 4-5 years old; the same that was created on February 1<sup>st</sup>, 2010. Then with resolution No. 422 JDRC-L-2012 the District Board of Conflict Resolution, at the request of Mr. Juan Aguirre Ruiz, who attached the respective justifications, resolved to change of name: To the Mixed Fiscal School "Marieta de Veintimilla for the School of Basic Education “Marieta de Veintimilla”.

At the request presented on May 29, 2014, by Mr. Jorge Jiménez Poma, Director in Charge of the School, Dra. María Lorena Reyes Toro Coordinator of Zona 7 de Educación, resolves AUTHORIZE THE CREATION, CONSTITUTION AND FUNCTIONING OF THE UNIDAD EDUCATIVA FISCAL “MARIETA DE VEINTIMILLA” with the following educational levels: Educacion Inicial, Basica and Bachillerato, Sierra region, Morning and afternoon session, from 2013-2014.

### **Current situation of the research problem**

In the last years has become many studies about the usage of computerized media or multimedia to help and provide an environment that fosters the learning of foreign language vocabulary. Also, the dual-coding theory says that when pictures are added to the meaning, the number of signals connected with the message increases (Paivio 1971). Viewers then will be more probable to keep the message in mind. Therefore, the results of past research appear to sustain the aspect that the use of subtitles causes multi-sensory processing, interaction with audio, video and print mechanisms.

Growth will happen naturally as students watch videos, listen to music, watch television shows, listen to stories and talk to each other, this is one of the keys to indirectly using activities for teaching vocabulary; according to Underwood (1989) students remember images better than words; hence they remember words better if they are strongly associated with images.

During the teaching progress, the most common function of multimedia is to assist or support the teacher. The appropriately designed instruction media could not only assist teaching, but also promotes learning effect (Hu 2001). More recent studies examined the effect of extended use of computers on reading achievement, the effect of computer instruction on reading rate and reading comprehension; the effects of multimedia software on reading comprehension and vocabulary acquisition, as well as the relationship between vocabulary development and reading comprehension. Multimedia is an effective and engaging tool that can be used to improve vocabulary acquisition for all learners and engage them in the learning process. Today many schools in Ecuador have Internet access. In the following years, it can be assumed that access to information and communication technologies (ICTs) will continue to improve with the increased availability of IT services. Certainly, all schools will use this technology in their classes in teaching different courses and of course in teaching English as a foreign language. These days there is no need to use only one of these, a person can find so many things related to new vocabulary on the internet such as picture, video, audio, animation, power point, text, talking programs such as Google talk, different kinds of flash cards, wallpapers, games and so many other resources to use in class besides, the teacher can encourage their students to make any of them and use in classes.

## **Research problem**

HOW DOES THE USE OF MULTIMEDIA AS A DIDACTIC RESOURCE HELP TO DEVELOP VOCABULARY AMONG STUDENTS OF TENTH-YEAR “A” AT MARIETA DE VEINTIMILLA HIGH SCHOOL OF THE CITY OF LOJA DURING THE 2018– 2019 SCHOOL YEAR?

## **Delimitation of the research**

### **Timing**

This research will be developed during the 2018 – 2019 school year.

### **Location**

The present research project will be carried out at Marieta de Veintimilla High school, which is a public institution located in the city of Loja at Chuquiribamba Avenue Integracion Barrial Avenue and Laguna de Yambo.

### **Participants**

The participants of this research are students of tenth-year “A” at Marieta de Veintimilla High school afternoon session, who are all about thirteen and fourteen years old; there are thirty students, twelve girls and eighteen boys in addition to the teacher candidate of this study who is going to take part in the intervention plan.

## **Subproblems**

- What are the theoretical and methodological about Multimedia as a didactic resource to develop vocabulary among students of tenth – year “A” at Marieta de Veintimilla High school during the 2018 – 2019 school year?
- What are the issues of the use of Multimedia as a didactic resource to develop vocabulary among students of tenth – year “A” at Marieta de Veintimilla High school during the 2018 – 2019 school year?
- What are the phases of the intervention plan that help to develop vocabulary among students of tenth – year “A” at Marieta de Veintimilla High school during the 2018 – 2019 school year?
- Which Multimedia resources are appropriate to develop vocabulary among students of tenth – year “A” at Marieta de Veintimilla High school during the 2018 – 2019 school year?
- How effective was the application of Multimedia to develop vocabulary to students of tenth – year “A” at Marieta de Veintimilla High school during the 2018 – 2019 school year?

### **c. JUSTIFICATION**

The researcher has chosen Multimedia as a didactic resource to develop vocabulary among students of Tenth year “A” at Marieta de Veintimilla High school. Multimedia is helpful in improving the learning of new vocabulary and also to obtain better results at the moment of get new knowledge.

This research also will help the researcher to obtain new knowledge about the teaching learning process furthermore, it will contribute to the exit profile of the future professional.

This research is relevant because it will provide to students an interactive way to easily learn English vocabulary easily. Multimedia is a new didactic resource to teach vocabulary and it is a good tool for memorizing vocabulary due to that the teacher gets the students’ attention immediately through colorful animations that make students get involved in the class more quickly and consequently the students are more motivated to learn the language.

The researcher is able to develop this research because she has enough theoretical knowledge and the necessary resources to carry out it. It is elemental to carry out this research work because it is an important requisite that will allow the researcher to obtain her Bachelor ‘s Degree in Sciences of Education, English Language Specialization and also the accreditation of the subject.

In conclusion, this work is essential because it will give students the opportunity to learn through an interactive and innovative way, and it will also provide the researcher the opportunity to get experience in the education field and

know what the future job is going to do; and let the researcher to get her degree and the accreditation of the course.

## **d. OBJECTIVES**

### **GENERAL**

To develop vocabulary through the usage of Multimedia as didactic resource among students of tenth- year “A” at Marieta de Veintimilla high school of the city of Loja during the 2018 – 2019 school year.

### **SPECIFIC**

- To look for theoretical and methodological references of multimedia as a didactic resource to develop vocabulary among students of tenth- year “A” at Marieta de Veintimilla high school of the city of Loja during the 2018 – 2019 school year.
- To identify the issues that limit the development of vocabulary among students of tenth – year “A” at Marieta de Veintimilla High school during the 2018 – 2019 school year.
- To create an intervention plan based on the usage of Multimedia as a didactic resource to develop vocabulary among students of tenth – year “A” at Marieta de Veintimilla High school during the 2018 – 2019 school year.
- To apply the most useful multimedia resources to develop vocabulary among students of tenth – year “A” at Marieta de Veintimilla High school during the 2018 – 2019 school year.
- To evaluate the results obtained from the application of Multimedia as a didactic resource to develop vocabulary among students of tenth – year “A” at Marieta de Veintimilla High school during the 2018 – 2019 school year.

## **e. THEORETICAL FRAMEWORK**

### **Multimedia**

The term multimedia can be defined in various ways. Multimedia is considered to consist of computer program which is the combination of a text with at least one of the following elements: audio or sound, music, video, photographs, 3D graphics, animation, or high-resolution graphics. It is stated that multimedia is information that takes the form of audio, video graphics or movies. A multimedia document contains a media element other than plain text. (Grzeszczyk 2016)

On the other hand, Pandey (2018) mentions Multimedia is the combination of different content forms. It includes a combination of text, audio, still images, animation, video, or interactivity content forms. It is usually recorded and played, displayed, or accessed by information content processing devices, such as computerized and electronic devices, but can also be part of a live performance (Pandey 2018).

Multimedia devices are electronic media devices used to store and experience multimedia content. Multimedia is distinguished from mixed media in fine art; by including audio, for example, it has a broader scope. (Pandey 2018)

Multimedia provides a complex multi-sensory experience in exploring our world through the presentation of information through text, graphics, images, audio and video, and there is evidence that support that a mixture of words and pictures increases the likelihood that people can integrate a large amount of

information. Students learn best by seeing the value and importance of the information presented in the classroom. In order to achieve the ultimate goal of student learning it is important to use a combination of teaching methods and to make the classroom environment as stimulating and interactive as possible.

Multimedia can provide a large amount of instructional information to the students for the purpose of English learning and accelerate the process of information searching. We can get some related information from the large amount of information stored on the internet. With a wealth of updated information from the internet, multimedia is popular with the teacher who needs to update the teaching materials.

This is not to say that multimedia is the substitute for teachers. Teachers are always the facilitator of the whole class, whether in the multimedia classroom or in the traditional classroom. A quality teacher would do more than press the button on the multimedia computer technology. They would apply teaching methodologies accumulated from the many years of teaching experience from language teachers and experts while adding the use of multimedia in the teaching of English.

The quality teacher would know how to convey the information in an appropriate way and how to arouse students' interest. Therefore, proper combination of multimedia and teaching methodology is appropriate to attract students' attention towards English language learning.

## **Multimedia Learning**

The goal of multimedia learning that is, promoting student understanding by mixing words and pictures depends on designing multimedia instructional messages in ways that are consistent with how people learn. (Mayer, 2009)

A cognitive theory of multimedia learning has been presented by researchers which is based on three assumptions suggested by cognitive science research about the nature of human learning the dual channel assumption, the limited capacity assumption, and the active learning assumption. (Mayer, 2009)

The dual channel assumption is that humans possess separate information processing systems for visual and verbal representations. For example, animations are processed in the visual/pictorial channel and spoken words (i.e., narrations) are processed in the auditory/verbal channel. (Mayer, 2009)

The limited capacity assumption is that the amount of processing that can take place within each information processing channel is extremely limited. For example, learners may be able to mentally activate only about a sentence of the narration and about 10 seconds of the animation at any one time.

According to Mayer (2009) the active learning assumption is that meaningful learning occurs when learners engage in active cognitive processing including paying attention to relevant incoming words and pictures, mentally organizing them into coherent verbal and pictorial representations, and mentally integrating verbal and pictorial representations with each other and with prior knowledge.

This process of active learning results in a meaningful learning outcome that can support problem-solving transfer.

A framework for the cognitive theory of multimedia learning is presented in the following manner. In a computer-based environment, the external representations may include spoken words, which enter through the ears, and animations, which enter through the eyes. The learner must select relevant aspects of the sounds and images for further processing. In addition, the learner may convert some of the spoken words into verbal representations for further processing in the verbal channel whereas some of the animation can be converted into visual representations for further processing in the visual channel. In a book-based environment, the external representations may include printed words and illustrations, both of which initially enter through the eyes. The learner must select relevant aspects of the incoming images for further processing.

The second set of processes is to build a coherent mental representation of the verbal material (i.e., form a verbal model) and a coherent mental representation of the visual material (i.e., form a pictorial model). These processes are called organizing. A third process is to build connections between the verbal and pictorial models and with prior knowledge. These processes are called integrating. The processes of selecting, organizing, and integrating generally do not occur in a rigid linear order, but rather in an iterative fashion. Once a learning outcome has been constructed, it is stored in long-term memory for future use. When active learning occurs, the outcome is indexed in long term memory in a way that allows the learner to use it to solve transfer problems.

According to the cognitive theory of multimedia learning, meaningful learning depends on all three of these processes occurring for the visual and verbal representations. Instructional methods that enable and promote these processes are more likely to lead to meaningful learning than instructional methods that do not. According to this theory, learners can engage in active learning (such as the processes of selecting, organizing, and integrating) even when the presentation media do not allow hands-on activity (such as printed text and illustrations, or animation and narration). The challenge of multimedia instructional design is to prime and guide active cognitive processing in learners so that learners construct meaningful internal representations.

### **Types of multimedia**

Veigas (2016) states four types of Multimedia:

- **Text:** The basic element for all multimedia applications. Directly informs the user about the information that it wishes to convey.
- **Graphics:** Pictures as visuals in digital form used in multimedia presentations.

There are two types of graphics:

- **Audio:** Sound in digital form used in Multimedia Presentations.
- **Video:** Video in digital form in Multimedia Presentations

### **The Necessity of Multimedia in English Teaching**

Zhen (2016) argues that the Necessity of Development of Modern Educational Technology, which is characterized by more information and stronger intuitive, is a combination of modern education and modern technology. The development of

modern educational technology not only promotes the development of educational methods and means, but also promotes the development of educational thinking and modeling. Multimedia appears in school widely, and gradually steps into the front line of education the classroom teaching. School teaching methods have become more inclined to multimedia teaching methods, and demonstrate its superiority in teaching. It can be said that modern educational technology must lead to development of multimedia teaching. Only multimedia teaching can develop and improve the modern education technology as well.

### **The roles of teachers in multimedia environment**

The implementation of the multimedia into educational institutions requires major changes in traditional learning and teaching. This, in turn is connected to different roles of teacher that has to perform in multimedia- applied classroom (Grzeszczyk 2016)

Teacher fulfills the role of guide and facilitator and therefore, must know a wide range of different materials that are available and serve in developing learners' language skills as language textbooks are no longer the only source of information.

Multimedia programs provide vision and sound that enable showing the students how native speakers interact.

Teacher serves as the Integrator in multimedia enhanced language learning. Not only should teachers know and comprehend functions of various media available, but also know the best time to deploy them. At the time when the

projects are constructed, students need guidance in the use of word-processing, graphics, and presentation programs. Integrating audio- visual elements makes learners realize that a foreign language environment of the target language is as multifaceted and vibrant as their own surrounding. It is essential for teachers to possess knowledge on how and where to access information for their own and students' use.

The role of a designer requires putting together tasks and materials to guide students to successful completion of their projects and allows them to draw conclusions from it. Obtaining this learning situation is very complex and involves higher order skills in researching and appraising source materials. Moreover, it requires setting overall goals and creating manageable and meaningful sequences by breaking down tasks. In fulfilling this role, the teacher should be an example of good practice, giving: help, advice and encouragement to students, therefore, serving as a source of inspiration for similar tasks. It is thought to be beneficial for a teacher to collaborate with his students. The result is seen in bringing more fruitful and rewarding efforts.

### **Advantages of using multimedia in Teaching**

The constant advancement of technology is the main factor that occur changes. Since internet emergence, the traditional teaching of English has been challenged, as a result introduce various new ways of teaching. The role of teacher is to confront issues with rising student's interest in English learning and increasing the efficiency of teaching during class. Multimedia has been proven to be a golden

mean in coping with these problems. Teaching using multimedia makes English class more lively, vivid, and interesting.

Multimedia is the factor influencing areas such as: student's interest stimulation, efficiency improvement in the class, and satisfactory effects achievement. (Dong and Li 2011)

As a result, English classes are more interesting, vivid, and lively. By the means of pictures, sound, and animation, multimedia teaching provides a wide range of implicit information. In traditional learning students receive information by listening in a rather passive manner. Moreover, students perform mechanical and repeated exercises that are especially designed for them. Traditional learning is not conducive to cultivating student's learning interests, contrary to multimedia teaching, which is a lively means of providing information in a realistic and vivid way.

## **Multimedia resources**

### **Power Point Presentations**

Power Point is the tool commonly known and used these days. Its popularity is growing as it is perceived that it influences teaching and learning significantly. (Grzeszczyk 2016)

Power Point incorporates animation, graphic, color, and the imagination. It is possible to employ a variety of computer applications and methodologies. The findings show that presenting materials on a computer raise the attention which in turn learning results. Power Point also improves four skills in language learning,

namely: listening, speaking, reading, and writing. This tool stimulates the imagination, contributes to understanding, and improves short and long-term memory. There is better information retention when pictures and texts are presented together.

It is proved that color is a memory stimulus and is encoded as a verbal representation that improves language learning. The colors of text in many cases can be the indicator in responding to teachers' messages. However, their choice has to be carefully thought through and the teachers should keep color selections simple and restrained as the inappropriate colors can undermine subject and cause distraction of the students (Grzeszczyk 2016). Power Point is the program that enables interactivity, with which it is possible to create wide range of activities, ranging from treasure hunts to interactive quizzes and even to game-show type games.

In contrast to paper-and-pencil activities, quizzes, games, and activities created in Power Point can be additionally enhanced by the use of visuals, graphics, and sound clips. It is essential that interactivity is used in a thoughtful way and fulfills the purpose of supporting instruction.

In conclusion, according to Ghassabsaraie (2014) Power Point is a powerful tool that enables creative designing. It is possible to turn paper quizzes to more meaningful learning activities, resulting in the feeling of closer connection between the content and the application of the learners.

## **Video**

Videos motivate students by showing real-life situations, in ways that are often superior to a teacher narrating them or a text describing them. Videos can be used when introducing a new theme to motivate and contextualize learning, after a topic has been addressed in a few class periods to aid students in applying the knowledge they acquired, or after an entire module is completed to show connections to other subjects and disciplines. (Nunes & Gaible , 2002)

Video production is not easy. If a video is intended for widespread use or for broadcast, required resources and resulting costs mount quickly. Professionals should be involved in production of good storyboards, lighting and shooting the video, and editing and postproduction. Beta-format equipment should be used, rather than VHS, to ensure high quality. (Nunes & Gaible , 2002)

## **Audio**

According to Nunes & Gaible , (2002) audio technology has been used widely with tape recorders and radio programs. Some uses do not depend on the production of material, but stem, instead, from good infrastructure. For instance, students can progress rapidly in language studies if they interact with students from other places; they can hear specific and authentic dialects and languages. In addition, the explosive popularity of various techniques for exchanging music over the Internet has already led many students to explore the power of information exchange via Web-based and peer-to-peer collaboration.

Many students are eager to produce and publish their own sound files. It is easy to channel such motivated activity toward production of materials that also have educational value for the creator. Again, resource considerations may pose limitations: although software is not too expensive, it is necessary to have a good sound card, a good processor, and sufficient RAM (random access memory) and storage capacity. (Nunes & Gaible , 2002)

Sound files can be kept small, and the most recent Internet browsers play all common formats. For more sophisticated formats, there are free players. Simple sound cards are not expensive. So, with reasonably current hardware, technology is not a barrier to the use of audio resources. (Nunes & Gaible , 2002)

## **Vocabulary**

AbManan, Azizan, & Nasir (2017) say that vocabulary is defined as the body of words in a particular language and that a person's vocabulary knowledge is considered as all the words known and used by him or her. ESL learners are required to have a large repertoire of English words to perform academic tasks at university level.

Lessard-Clouston a professor of Applied Linguistics of Biola University, argues that vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. Wilkins (1972) wrote that "while without grammar very little can be conveyed, without vocabulary nothing can be conveyed". Lessard-Clouston

(2013) says this point reflects the experiences with different languages; even without grammar, with some useful words and expressions.

Lewis (1993) went on to argue further, “lexis is the core, or heart, of language”. Particularly as students develop greater fluency and expression in English, it is significant for them to acquire more productive vocabulary knowledge and to develop their own personal vocabulary learning strategies.

Students often instinctively recognize the importance of vocabulary to their language learning. Learners carry around dictionaries and not grammar books. Teaching vocabulary helps students understand and communicate with others in English (Schmitt, 2010)

According to Cross (2000) a good store of words is crucial for understanding and communication. A major aim of most teaching programmes is to help students to gain a large vocabulary of useful words. In every lesson, you have to introduce new words and practice them, making clear the meanings and the ways in which each can be used.

Cross (2000) argues that there are two main ways to present vocabulary. You can either show the meaning in some way or you can use language that the students already know in order to make clear the meaning of the new lexicon. There is a third way, too, but one that is little used. You can present meanings through sounds. This third way is also described, as it offers yet another approach to the problem of introducing difficult words. During most lessons, you will use both of the first two ways. There are several techniques that may be used, whether you are

working linguistically or ostensively. Some words are very easy to present (nouns, verbs, adverbs and adjectives). Some are more difficult because they represent abstract ideas. Yet other words have no independent meaning, and so they cannot be presented in the same ways.

As the last point Cross (2000) says words have form. The form is a word's shape, when written, and its sound, when spoken. Some teachers believe that learners should always hear a new word before they say it and say it before they read it. Not everyone agrees. Many are convinced that learning is assisted if the written form is presented at the same time as the sound form.

## **Kinds of Vocabulary**

In the determination of vocabulary, the experts have different opinions about dividing vocabulary into different types. Hatch and Brown certify two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

- **Receptive Vocabulary**

According to (Alqahtani, 2015) Receptive vocabulary are words that learners recognize and understand when they are used in context, but which they cannot produce. Receptive vocabulary is the capacity to comprehend a word when it is heard or seen. So, receptive vocabulary is words that are found by the students for the first time but the students only understand and recognize that words without the ability to pronounce that words or use that words in their speaking or their writing.

- **Productive Vocabulary**

Maskor & Harun Baharudin, (2016) mention that productive vocabulary knowledge accepted as the words that are comprehended and can be pronounced by the learners. Indeed, learners can utilize these words in speech and writing well.

Moreover, (Zhou, 2010) stated that productive knowledge is the ability to produce a word in speaking and writing. It means productive vocabulary is the ability of a person to understand and pronounce the words correctly in their speaking and writing. In productive vocabulary, the learners can use the words to express their feelings or their ideas to the other people because they really understand the words.

### **Word Classes**

In 2010, Delahunty & Garvey state that all languages have a set of words that has some grammatical characteristics in common. These groups are named word classes, some linguists mention eight word classes (e.g. Weaver, 1996 as cited in Delahunty & Garvey, 2010), the current number of word classes that someone requires to know in a language is established by how great our capacity of analysis of the language is, its result is the more investigation about any language the greatest number of word classes it has. Nouns, verbs, adjectives, and adverbs are distinguished as the major parts of word classes; and pronouns, wh-words, articles, auxiliary verbs, prepositions, intensifiers, conjunctions, and particles as the minor parts of word classes.

The major word classes promote the more “content” of a message; therefore they are sometimes named content words, while the other parts of word classes are known as function words or structure words (Delahunty & Garvey, 2010).

**Nouns:** traditionally, a noun is defined as a word that names “a person, place, thing, or idea” (Weaver, 1996 as cited in Delahunty & Garvey, 2010).

**Verbs:** they can be subdivided into main and auxiliary verbs. We must first distinguish formally between main verbs and auxiliary verbs. The main verb can appear by itself in a verb phrase; an auxiliary verb regularly appears only before a main verb (Delahunty & Garvey, 2010).

**Adjectives:** a typical definition of adjective is “a word that modifies a noun or pronoun.” Occasionally you will see adjectives defined as “words that describe nouns” (Delahunty & Garvey, 2010).

**Prepositions:** These denote direction, instrumentality, and a number of other such notions. (Delahunty & Garvey, 2010)

## **Idioms**

Dixson (2004) stated that idiomatic expressions have long played an important role in the English language. In fact, the use of idioms is so widespread that an understanding of these expressions is essential to successful communication, whether in listening, speaking, reading, or writing. The student may learn grammar and, with time, acquire adequate vocabulary, but without a working knowledge of such idioms even the best student's speech will remain awkward and ordinary.

Teachers of English have long recognized that idiomatic expressions add elegance and exactness to the language. The alert teacher will make their study an integral part of the teaching process.

Efforts to translate literally from the student's native tongue usually lead to roundabout expression of meaning and, more often, to confusion (Dixson, 2004).

### **Types of Vocabulary**

In English as a Second Language (ESL) or in English as a Foreign Language (EFL) learning, vocabulary things assume an indispensable part in all language skills, there are; listening, speaking, reading, and writing Alhaysony, (2012). The four skills in English that have mentioned by Alhaysony, it also has the same categories for the four types of vocabulary. Because in improving the learning of English vocabulary it is needed to apply four skills of English.

According to Phisutthangkoon & Panich, (2016) there are four types of vocabulary:

- Listening vocabulary: understanding words that people hear.
- Speaking vocabulary: words used in spoken language.
- Reading vocabulary: understanding words that found in reading materials.
- Writing vocabulary: words used in writing to express information, idea, feelings, etc.

### **Criteria for vocabulary selection**

The criteria for vocabulary selection is an essential element in learning a foreign or second language, but vocabulary cannot be taught or learned in

complete isolation from the rest of linguistic components, namely grammar, phonetics, and phonology.

The criteria of vocabulary that should be taught, as mentioned by Haycraft (1983) include:

- Common words which refer to useful words used by students to communicate in their life.
- Words that students need by considering characteristics or needs

### **Techniques in Teaching Vocabulary**

There are several common techniques concerning the teaching of vocabulary. However, there are a few things that have to be remembered by most English teachers if they want to present a new vocabulary or lexical items to their students, so in other words English teachers want students to remember new vocabulary. Then, it needs to be learned, practiced, and revised to prevent students from forgetting. Techniques employed by teachers depend on multiple factors, such as the content, time availability, and its value for the learners (Takač 2008). This makes teachers have some reasons in employing certain techniques in presenting vocabulary. In presenting one planned vocabulary item, the teacher usually combined more than one technique, instead of employing one single technique. Furthermore, teachers, are suggested to employ planned vocabulary presentation as frequently as possible (Pinter, 2006)

Here are some techniques of teaching vocabulary as stated by Brewster, Ellis, and Girard (1992).

- Using Objects

Using this technique includes the use of realia, visual aids, and demonstration. They can function to help learners in remembering vocabulary better, because our memory for objects and pictures is very reliable and visual techniques can act as cues for remembering words (Takač 2008). In addition, Gairns and Redman, (1986) state that the real objects technique is appropriately employed for beginners or young learners and when presenting concrete vocabulary. Objects can be used to show meanings when the vocabulary consist of concrete nouns. Introducing a new word by showing the real object often helps learners to memorize the word through visualization.

- Drawing

Objects can either be drawn on the blackboard or drawn on flash cards. The latter can be used again and again in different contexts if they are made with cardstock and covered in plastic. They can help young learners easily understand and realize the main points that they have learned in the classroom.

- Using Illustrations and Pictures

Pictures connect students' prior knowledge to a new story, and in the process, help them learn new words. There are plenty of words that can be introduced by using illustrations or pictures. They are an excellent means of making the meaning of unknown words clear. They should be used as often as possible. The list of pictures includes: posters, flashcards, wall charts, magazine pictures, board drawings, stick figures, and photographs. Pictures for vocabulary teaching come from many sources. Apart from those drawn by the teacher or students, there are

sets of colorful pictures. Pictures cut out of newspapers and magazines are very useful as well. These days many readers, vocabulary books and coursebooks contain a vast number of attractive pictures that present the meaning of basic words.

- Contrast

Some words are easily explained to learners by contrasting it with its opposite, for instance, the word “good” contrasted with the word “bad”. Many more studies have also shown that vocabulary is best acquired if it is similar to what is already learned, it is not surprising that learning synonyms is a way to expand our vocabulary. Learning about synonyms is important also because this is how dictionaries are organized. Putting bilingual dictionaries aside, monolingual dictionaries essentially use words to explain words, and in this process, synonyms are often used.

- Mime, Expressions and Gestures

Klippel (1994) states that “mime or gesture is useful if it emphasizes the importance of gestures and facial expression on communication”. At its essence it can not only be used to indicate the meaning of a word found in reading passage, but also in speaking activities as it stresses on communication. Many words can be introduced through mime, expressions, and gestures. For example, adjectives: “sad”, “happy”. Several studies have emphasized the role of gestures in second language (L2) acquisition (Gullberg 2008). Teachers tend to gesture a lot, especially when addressing young learners and/or beginners. It is commonly

acknowledged that “teaching gestures” capture attention and make the lesson more dynamic.

## **Vocabulary Teaching Strategies**

Öztürk (2015) says research is abundant in the area of vocabulary learning strategies. Among issues of major interest are the development of taxonomies of vocabulary learning strategies, the frequency with which these strategies are used by second language learners, learners’ perceptions regarding the usefulness of these strategies, major styles in strategy use and the relation between strategy use and L2 vocabulary size and proficiency.

In this literature, the distinction between vocabulary learning strategies and vocabulary teaching strategies is not clearly drawn as commented by O’Malley (1985): Learning, teaching, and communication strategies are often interlaced in discussions of language learning and often applied to the same behavior.

According to Schmitt (1997), a vocabulary learning strategy is any strategy that results in the learning of vocabulary. Notably, this covers vocabulary teaching strategies as well since they also lead, or are meant to lead, to vocabulary learning. It will be argued here that vocabulary learning and teaching strategies should be defined in a mutually exclusive manner. Vocabulary learning strategies be defined as Sanaoui (1995), learners’ study habits of second language vocabulary and vocabulary teaching strategies as actions taken by the teacher to teach or practice target vocabulary. Thus, a learning strategy is self-initiated by the learner whereas a teaching strategy is teacher-initiated. A failure to distinguish between the two

types of strategies might result in the confounding of research results since the same behavior on the part of the learner could be either a learning strategy or a teaching strategy depending on who is controlling it. One such strategy is written repetition or repeated writing of L2 words. This would be a learning strategy if the learner decides that he/she has a problem with the spelling of an L2 word and that writing it several times will help. On the other hand, it would be a teaching strategy if the teacher assigns students homework that involves writing the new words introduced in class, say, five times until next class. The distinction between vocabulary learning and teaching strategies is not a superficial one, though. It might have important implications in terms of learning outcomes. A self-employed strategy has the advantage of being more meaningful to the learner and therefore, will induce higher motivation in and greater attention to the task of word learning. Thus, written repetition imposed by the teacher might turn mechanical in learners' hurry to complete the task whereas written repetition self-selected by the learner would be geared more towards learning. It is possible, of course, to reverse the argument in favor of teaching strategies and say that a strategy will be designed and implemented more skillfully by the teacher, such as word analysis (i.e. analysis of roots and affixes), and thus will produce more positive learning outcomes. It follows from this that some teaching strategies might be more conducive to word learning than the corresponding learning strategies and vice versa. Also, many teaching strategies would not normally appear in a vocabulary learning strategies taxonomy, e.g. realia, cut-out figures, pictures, charts, games, etc. A number of authors have described techniques of vocabulary teaching

(Cross 1991; Nation 1990; Gairns and Redman 1986; Allen 1983). There has been no attempt, however, to collect this in a taxonomy. In a taxonomy of this kind, it might be useful to draw a three-way distinction between presentation strategies, practice strategies, and strategy training strategies. Presentation strategies Cross (1991); Nation (1990) are those that introduce the target vocabulary for the first time. These will involve either presentation of the meaning (i.e. concept) or the form. Among the meaning strategies are visual strategies like the use of pictures, body actions, real objects or video, verbal presentation strategies like definition, translation, or exemplification and audio strategies like imitation of sound or having learners listen to a tape-recording (Cross 1991). Form presentation focuses on the pronunciation or spelling of the word and includes strategies like the teacher's modelling of the target word, chorus repetition, or the what-is-it technique proposed in Nation (1990). The second group of strategies, practice strategies, involves classroom review of the previously introduced vocabulary as well as homework (e.g. classroom tests, games, semantic maps, written repetition). The third strategy group includes strategies for strategy training.

The purpose of strategy training is to teach learners strategies for guessing from context, word-building, dictionary use and keeping vocabulary notes. To teach strategies, however, the teacher also needs a strategy, a teaching plan. Pittman (2003), for instance, describes a strategy for teaching word analysis skills in English and Schmitt and Schmitt (1999) offer a method to teach learners how to organize a vocabulary notebook.

The devised taxonomies can further be used in studies that survey teachers' use and perception of the strategies or in experimental studies that test relative effectiveness of strategies for a given purpose (i.e. concept teaching) or for a given type of target words (e.g. nouns vs. verbs). The research by Chun and Plass (1996) is an example of experimental work on strategy effectiveness. In this study, Chun and Plass compared vocabulary learning in three different presentation modes as learners read a computerized text in a multi-media environment. The three modes available to the learners for look-up by a simple clicking were verbal definition, pictures and video and were provided only for a set of nouns. The modes of presentation used in the experiment are in the same direction to verbal (i.e. definition) and visual teaching strategies (i.e. picture and video) mentioned above. Although the study was conducted under laboratory conditions, the results can also be generalized to the language classroom since a language teacher may also use definition, picture or video to teach words. The study indicated that pictures and video were more effective than verbal definition and pictures were, in turn, more effective than the video. This result might be explained by the nature of the target words used, which uniformly belonged to the noun category. Nouns typically encode entities and states and less typically processes or actions. Thus, noun meaning is basically static, and this may be the reason why still pictures were more effective than motion pictures (i.e. video). Alternatively, video might turn out to be more effective in teaching verbs, as verb meaning is typically dynamic.

## **f. METHODOLOGY**

### **Design of the Research**

The present Research work is based on the Action Research as a constructive inquire, which is carried out in order to understand, to evaluate and then to change a situation, at the time research is conducting in improve educational practice.

This work is an educational research that will allow the practitioner to study and practice a variety of aspects making use of Power Point presentations, audio and video, with the purpose of increasing the English vocabulary.

### **Methods. Techniques and Instruments**

#### **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 research:

**The Scientific Method** will facilitate the study of Power Point presentations, audios and videos applied to increase the vocabulary learning. It will help in the observations done before and during the intervention. This one will also help 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 be useful to describe the different stages of the study and the kind of the resources used by the researcher. It will serve to explain and analyze the object of the investigation.

**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 observations, Pre and Post tests, Pre and Post questionnaires and teacher's diary.

**The analytic-synthetic method** will be used to analyze the obtained results through the questionnaires and test. It also will be used to make the interpretation of the data, theoretical analysis and draw up the conclusions.

## **Techniques and instruments**

### **Data collection**

To collect the data, tests, questionnaires and observation, a diary will be designed and applied at the beginning, during and after the application of the intervention plan.

**Tests:** The tests will refer a numerical score by which the researcher will calculate and compare the pre and post tests results.

**Pre – test / Post – test:** They will be applied at the beginning and at the end of the intervention plan; at the beginning to measure the level of the knowledge of vocabulary, and at the end it will measure the performance of the students after the intervention plan has been executed. With the objective to make a pre – test and post – test comparison of the vocabulary learning at Unidad Educativa Marieta de Veintimilla high school 2018 – 2019 school year.

## **Questionnaires**

A questionnaire of five multiple choice questions will be used to obtain information about Power Point presentations audio and video as a tool to increase the English vocabulary at the beginning of the intervention plan. The same pre-questionnaire will be used as a post-questionnaire and applied at the end of the intervention plan to obtain information about students' perception and attitude about Power Point presentations used in the classroom.

## **Observation**

The researcher will observe the student's performance during the application of the intervention plan. It will be useful to record what happened in the classroom and lessons. She will use observation sheets to record what has happened in class that helps her investigate, analyze and reflect upon the findings when the project comes to an end.

## **Nonparticipant observation**

In nonparticipant observation the researcher is not involved, so the researcher will observe and record what is of her interest.

## **Observation sheet**

During the nonparticipant observation the researcher will need an observation sheet to record the participants' behavior and development during the use of multimedia to develop vocabulary. The observation will be composed of 10 items with some criteria to judge during the observation.

### **Participant observation**

In the participant observation the researcher is totally involved. The researcher will participate actively in order to use multimedia to develop vocabulary in the setting under the study.

### **Field notes**

The researcher will use a diary to record what happened in each lesson. It will help to write the findings during the intervention, relevant events during the observation, or describe particular situation that happened.

### **Population**

The students of 10th year of Basic Education, will participate in the development of this action research. The participants of the research are 29 boys and girls. They are between thirteen and fourteen years old. The students receive five hours of English per week with a certified teacher.

### **Intervention Plan Description**

The intervention plan is a two- month program that will prepare students of 10th year of Basic Education, to develop vocabulary through the use of PowerPoint presentations, audios and videos. It will cover eight lessons each around 45 or 35 minutes each one.

The goal of the intervention plan is to offer students a fun way of learning the English vocabulary through:

- The presentation of PowerPoint presentations according to the students' interests and needs.

- Completion of worksheets.

Also, it will include eight lessons with a set of interesting activities and Power Point presentations, audios and videos which will be based on the topic students are studying. Each activity will be developed presenting some slides and completing a worksheet that will reflect the student's knowledge.

Each lesson will be developed while taking three steps into considerations:

### **Activation**

This is the point in a teaching sequence where teachers try to arouse the students' interest, and their emotions. It will be developed through the presentation of different activities in which students will use the language as freely and communicatively as they can.

### **Connection**

In this step will be used activities in which students are asked to focus in vocabulary. This point will be developed through the presentation of didactic material, in this case slides with the new vocabulary and asking questions about the topic.

### **Affirming**

This step will involve activities in which students are going to reaffirm their knowledge and it will be developed through the use of worksheets about the topic and mainly focused in the development of vocabulary.

This intervention plan will be implemented during the months of November to January during the academic period 2018 – 2019, for five hours a week.



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**INTERVENTION AND OBSERVATION PLAN WEEK 1**

**INFORMATION DATA**

**INSTITUTION:** Unidad Educativa “Marieta de Veintimilla”

**PARTICIPANTS:** 10th year of EGB “A”

**TEACHER:** Lic. Mónica González

**SCHOOL YEAR:** 2018-2019

**TEACHER CANDIDATE:** Marianela de los Angeles González

**TOPIC:** Adventure Tales

<b>RESEARCH PROBLEM:</b> HOW DOES THE USE OF MULTIMEDIA AS A DIDACTIC RESOURCE DEVELOP VOCABULARY AMONG STUDENTS OF TENTH- YEAR “A” AT MARIETA DE VEINTIMILLA HIGH SCHOOL OF THE CITY OF LOJA DURING THE 2018– 2019 SCHOOL YEAR?		
<b>GOAL:</b> By the end of this intervention plan the students will be able to develop vocabulary that includes: nouns, adjectives, verbs, prepositions and idioms		
<b>LEARNING OBJECTIVES:</b> By the end of this lesson students will be able to: <ul style="list-style-type: none"> <li>• To identify words with similar meaning</li> <li>• To describe places using synonyms</li> <li>• To narrate past experiences</li> </ul>		
<b>CONTENTS</b>	<b>IMPLEMENTATION PLAN</b>	<b>RESOURCES AVAILABLE / NEEDED</b>
<b>Grammar</b> Simple Past tense Past Progressive tense There was/there were Sequence connectors Time conjunctions	<b>Activation</b> <ul style="list-style-type: none"> <li>• Teacher asks students to participate in a warm up in which teacher presents some slides with words and asks students to think about a word which means the same as the word presented.</li> </ul>	<ul style="list-style-type: none"> <li>• Projector</li> <li>• Audio</li> <li>• Video</li> <li>• Speakers</li> <li>• Power point presentation</li> <li>• Assessment sheets</li> </ul>

<p><b>Vocabulary</b> Synonyms</p> <p><b>Key words</b> region, shortcut, search, lost, adventurous, search, scared, tour guide, join, screams of excitement, barbed-wire fence, cut, waterfall, look for, walk, watch, rang, missing, found, search, try, fine, tired</p>	<ul style="list-style-type: none"> <li>• Next, teacher candidate activates the prior knowledge by using a video related with the last lesson</li> <li>• Then, teacher candidate presents the new topic of the lesson 3 by asking some questions about holiday activities and places and introduce the new grammar patterns of the lesson</li> </ul> <p><b>Connection</b></p> <ul style="list-style-type: none"> <li>• Teacher candidate presents some slides with the new vocabulary related with places and activities to do in a trip.</li> <li>• Then, students develop the activity 2 and 3 of the student’s book related past progressive and simple past on page 27</li> <li>• Next, teacher candidate presents some pictures of different places and different activities to do in a holiday and asks students to choose one and use the vocabulary presented to create a short story.</li> </ul> <p><b>Affirming</b></p> <ul style="list-style-type: none"> <li>• Teacher candidate gets students to fill in a worksheet with the vocabulary and content learned in the lesson</li> <li>• Finally, teacher candidate gets students in groups and give them some words and asks students to write a synonym for each one.</li> </ul>	<ul style="list-style-type: none"> <li>• Students book A2.1</li> </ul>
<p><b>MONITORING PLAN:</b> Data source 1: Pre test and pre questionnaire Data source 2: Assessment sheet Data source 3: Written practice samples</p>		
<p><b>SUPPORT:</b> Coaching and guidance from Thesis Project Advisor</p>		
<p><b>DATE /TIME:</b> November 19<sup>th</sup> to November 23<sup>rd</sup>, 2018</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education, 1(3). Thornbury S, (2009) How to teach Vocabulary, England, Pearson Education Limited 2002.



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**INTERVENTION AND OBSERVATION PLAN WEEK 2**

**INFORMATION DATA**

**INSTITUTION:** Unidad Educativa “Marieta de Veintimilla”

**PARTICIPANTS:** 10th year of EGB “A”

**TEACHER:** Lic. Mónica González

**SCHOOL YEAR:** 2018-2019

**TEACHER CANDIDATE:** Marianela de los Angeles González

**TOPIC:** Traveling Mishaps

<b>RESEARCH PROBLEM:</b> HOW DOES THE USE OF MULTIMEDIA AS A DIDACTIC RESOURCE DEVELOP VOCABULARY AMONG STUDENTS OF TENTH- YEAR “A” AT MARIETA DE VEINTIMILLA HIGH SCHOOL OF THE CITY OF LOJA DURING THE 2018– 2019 SCHOOL YEAR?		
<b>GOAL:</b> By the end of this intervention plan the students will be able to develop vocabulary that includes: nouns, adjectives, verbs, prepositions and idioms		
<b>LEARNING OBJECTIVES:</b> By the end of this lesson students will be able: <ul style="list-style-type: none"> <li>• To use daily idioms related to traveling mishaps</li> <li>• To define idiomatic expressions</li> <li>• To give an oral presentation using idioms</li> </ul>		
<b>CONTENTS</b>	<b>IMPLEMENTATION PLAN</b>	<b>RESOURCES AVAILABLE / NEEDED</b>
<b>Vocabulary</b> Idioms related to traveling mishaps  <b>Key words</b>	<b>Activation</b> <ul style="list-style-type: none"> <li>• Teacher candidate asks students to participate in a warm up, in which teacher will ask students to think about some places they want to visit, then students are going to give some ideas about what will happen during the trip (unexpected events).</li> </ul>	<ul style="list-style-type: none"> <li>• Projector</li> <li>• Audio</li> <li>• Video</li> <li>• Speakers</li> <li>• Power point presentation</li> <li>• Assessment sheets</li> </ul>

<p>to have itchy feet to hit the road to live out of a suitcase to be a Sunday driver to hit the pedal to the metal</p>	<ul style="list-style-type: none"> <li>• Next, teacher candidate activates the prior knowledge by using a video related with the last lesson</li> <li>• Then, teacher candidate presents the new topic of the lesson 4 using a video about tips for a perfect trip, then teacher asks questions about the video.</li> </ul> <p><b>Connection</b></p> <ul style="list-style-type: none"> <li>• Teacher candidate presents some slides with the new vocabulary related with daily idioms related with travelling mishaps.</li> <li>• Then, students get in groups and develop exercises 1 and 2 about idiomatic expressions on the students' book on page 28.</li> <li>• Next, teacher candidate gets students to perform a role play based on the exercise 3 on the page 28, students will use daily idioms related with travelling mishaps already presented.</li> </ul> <p><b>Affirming</b></p> <ul style="list-style-type: none"> <li>• First, teacher gets students to fill in a worksheet with the correct definitions of the idiomatic expressions related with travelling mishaps</li> <li>• After that, students perform a role play about a plan for a trip with some friends and what they will do in case of an unexpected event.</li> <li>• Finally, teacher asks students to complete a dialogue using the idiomatic expressions presented before.</li> </ul>	<ul style="list-style-type: none"> <li>• Student's book A2.1</li> </ul>
<p><b>MONITORING PLAN:</b> Data source 1: Assessment sheet Data source 2: Students' oral participation</p>		
<p><b>SUPPORT:</b> Coaching and guidance from Thesis Project Advisor</p>		
<p><b>DATE /TIME:</b> November 26<sup>th</sup> to November 30<sup>th</sup> , 2018</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education, 1(3). Thornbury S, (2009) How to teach Vocabulary, England, Pearson Education Limited 2002.



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**INTERVENTION AND OBSERVATION PLAN WEEK 3**

**INFORMATION DATA**

**INSTITUTION:** Unidad Educativa “Marieta de Veintimilla”

**PARTICIPANTS:** 10th year of EGB “A”

**TEACHER:** Lic. Mónica González

**SCHOOL YEAR:** 2018-2019

**TEACHER CANDIDATE:** Marianela de los Angeles González

**TOPIC:** Hobbies

<b>RESEARCH PROBLEM:</b> HOW DOES MULTIMEDIA AS A DIDACTIC RESOURCE DEVELOP VOCABULARY AMONG STUDENTS OF TENTH- YEAR “A” AT MARIETA DE VEINTIMILLA HIGH SCHOOL OF THE CITY OF LOJA DURING THE 2018– 2019 SCHOOL YEAR?		
<b>GOAL:</b> By the end of this intervention plan students will be able to develop vocabulary that includes: nouns, adjectives, verbs, prepositions and idioms		
<b>LEARNING OBJECTIVES:</b> By the end of this lesson students will be able: <ul style="list-style-type: none"> <li>• To exchange information using the vocabulary related to hobbies, leisure activities and forms of entertainment.</li> <li>• To use the imperative in affirmative and negative form.</li> <li>• To identify the meanings and pronunciation of the new words in the dictionary.</li> </ul>		
CONTENTS	IMPLEMENTATION PLAN	RESOURCES AVAILABLE / NEEDED
<p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Imperative forms</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Hobbies</li> <li>• Leisure activities</li> <li>• Forms of entertainment.</li> </ul>	<p><b>Activation</b></p> <ul style="list-style-type: none"> <li>• Teacher candidate asks students to participate in a warm up in which the teacher is going to bring a list of hobbies that are common in people’s lives, then teacher tells the students to choose the most popular.</li> <li>• Next, teacher candidate activates the prior knowledge using a video about the last lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Projector</li> <li>• Audio</li> <li>• Video</li> <li>• Speakers</li> <li>• Power point presentation</li> <li>• Students’ book A2.1</li> <li>• Worksheets</li> </ul>

<p><b>Key words:</b> Ballet dancing, jewelry making, plasticine model, craft making, stamp collecting, coin collecting.</p>	<ul style="list-style-type: none"> <li>• Next, teacher candidate presents the topic of the lesson 1by asking questions.</li> </ul> <p><b>Connection</b></p> <ul style="list-style-type: none"> <li>• Teacher candidate presents some slides with the new vocabulary about hobbies, leisure activities and forms of entertainment, then students get in groups and develop some exercises in the students’ book using the vocabulary presented before</li> <li>• Next, students perform a conversation using the vocabulary learned during the lesson.</li> </ul> <p><b>Affirming</b></p> <ul style="list-style-type: none"> <li>• Teacher candidate gets students to label the pictures with the correct definition of the word in a worksheet</li> <li>• Then, students perform a role play talking about their hobbies using the vocabulary learned in the lesson.</li> <li>• Finally, students use the vocabulary learned to describe a hobby they like.</li> </ul>	
<p><b>MONITORING PLAN:</b> Data source 1: Pre- test, Pre-questionnaire Data source 2: Observation sheet and Field notes Data source 3: Oral and writing samples</p>		
<p><b>SUPPORT:</b> Coaching and guidance from Thesis Project Advisor</p>		
<p><b>DATE /TIME:</b> December 4<sup>th</sup>, to December 7<sup>th</sup>, 2018</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education, 1(3). Thornbury S, (2009) How to teach Vocabulary, England, Pearson Education Limited 2002.



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**INTERVENTION AND OBSERVATION PLAN WEEK 4**

**INFORMATION DATA**

**INSTITUTION:** Unidad Educativa “Marieta de Veintimilla”

**PARTICIPANTS:** 10th year of EGB “A”

**TEACHER:** Lic. Mónica González

**SCHOOL YEAR:** 2018-2019

**TEACHER CANDIDATE:** Marianela de los Angeles González

**TOPIC:** Father and son

<b>RESEARCH PROBLEM:</b> HOW DOES THE USE OF MULTIMEDIA AS A DIDACTIC RESOURCE DEVELOP VOCABULARY TO STUDENTS OF TENTH- YEAR “A” AT MARIETA DE VEINTIMILLA HIGH SCHOOL OF THE CITY OF LOJA DURING THE 2018– 2019 SCHOOL YEAR?		
<b>GOAL:</b> By the end of this intervention plan the students will be able to develop vocabulary that includes: nouns, adjectives, verbs, prepositions and idioms		
<b>LEARNING OBJECTIVES:</b> By the end of this lesson students will be able		
<ul style="list-style-type: none"> <li>• To express advice and obligation</li> <li>• To give opinions</li> <li>• To use modal verbs</li> </ul>		
CONTENTS	IMPLEMENTATION PLAN	RESOURCES AVAILABLE / NEEDED
<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Modals: should, have to and must.</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Online entertainment.</li> </ul> <p><b>Key words</b></p>	<p><b>Activation</b></p> <ul style="list-style-type: none"> <li>• Teacher candidate asks students to participate in a warm up about online entertainment, then students give ideas of do’s and don’ts of social networks.</li> <li>• Next, teacher candidate activates the prior knowledge by using a video related with the last lesson.</li> <li>• Then, teacher candidate presents the topic of the lesson 2 by presenting some slides</li> </ul>	<ul style="list-style-type: none"> <li>• Projector</li> <li>• Power point presentation</li> <li>• Students book A2.1</li> <li>• Worksheets</li> <li>• Audio</li> <li>• Video</li> <li>• Speakers</li> </ul>

<p>Account, terrific, contact, social network, hopefully, rules, friendship, virtual, real.</p>	<p><b>Connection</b></p> <ul style="list-style-type: none"> <li>• Teacher presents some slides with the new vocabulary related with online entertainment.</li> <li>• Next, students develop the exercises in the student’s book in the pages 36 - 37</li> <li>• Then, teacher candidate gets students to complete a worksheet about the lesson 2 using the vocabulary presented before.</li> </ul> <p><b>Affirming</b></p> <ul style="list-style-type: none"> <li>• Teacher candidate presents some slides with pictures of different hobbies and asks students to choose one</li> <li>• Then students will prepare a short presentation about the hobby selected before giving opinions and advice and using the vocabulary presented before.</li> </ul>	
<p><b>MONITORING PLAN:</b> Data source 1: Students’ oral participation Data source 2: Assessment sheet</p>		
<p><b>SUPPORT:</b> Coaching and guidance from Thesis Project Advisor</p>		
<p><b>DATE /TIME:</b> December 11<sup>th</sup> to December 14<sup>th</sup> , 2018</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education, 1(3). Thornbury S, (2009) How to teach Vocabulary, England, Pearson Education Limited 2002.



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**INTERVENTION AND OBSERVATION PLAN WEEK 5**

**INFORMATION DATA**

**INSTITUTION:** Unidad Educativa “Marieta de Veintimilla”

**PARTICIPANTS:** 10th year of EGB

**TEACHER:** Lic. Mónica González

**SCHOOL YEAR:** 2018-2019

**TEACHER CANDIDATE:** Marianela de los Angeles González

**TOPIC:** Choice and commitment

<b>RESEARCH PROBLEM:</b> HOW DOES THE USE OF MULTIMEDIA AS A DIDACTIC RESOURCE DEVELOP VOCABULARY AMONG STUDENTS OF TENTH- YEAR “A” AT MARIETA DE VEINTIMILLA HIGH SCHOOL OF THE CITY OF LOJA DURING THE 2018– 2019 SCHOOL YEAR?		
<b>GOAL:</b> By the end of this intervention plan the students will be able to develop vocabulary that includes: nouns, adjectives, verbs, prepositions and idioms		
<b>LEARNING OBJECTIVES:</b> By the end of this lesson students will be able: <ul style="list-style-type: none"> <li>• To determine main ideas and supporting details</li> <li>• To use a dictionary to find the words that are difficult</li> </ul>		
CONTENTS	IMPLEMENTATION PLAN	RESOURCES AVAILABLE / NEEDED
<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Choice and commitment</li> </ul> <p><b>Key words</b> Hobbies, schedule, commitment, puzzles, senior, discipline, self-defense, skills, challenging, training, dedication, demand,</p>	<p><b>Activation</b></p> <ul style="list-style-type: none"> <li>• Teacher asks students to participate in a warm up in which teacher asks students what they consider as important when taking up a new hobby and teacher will write their ideas on the board.</li> <li>• Next, teacher candidate activates the prior knowledge by getting students in pairs and answer some questions about hobbies in the students’ book</li> <li>• Then, teacher candidate presents the new topic of the lesson 3 through the use of brainstorming about the new lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Projector</li> <li>• Audio</li> <li>• Video</li> <li>• Speakers</li> <li>• Power point presentation</li> <li>• Assessment sheets</li> <li>• Students book A2.1</li> </ul>

<p>resistance, techniques, match, age.</p>	<p><b>Connection</b></p> <ul style="list-style-type: none"> <li>• Teacher candidate presents some slides with the new vocabulary about choice and commitment.</li> <li>• Then students get in groups of three and develop some exercises in the students' book on page 40.</li> <li>• Next, teacher candidate gets students to look up the new words from the vocabulary in a dictionary to find out the meaning, phonetic transcription and synonyms and antonyms of them.</li> </ul> <p><b>Affirming</b></p> <ul style="list-style-type: none"> <li>• Teacher candidate gets students to fill in a worksheet about using the new vocabulary form the lesson.</li> <li>• Then, students listen a to a reading and identify the main ideas of the text and also the vocabulary already presented.</li> <li>• Finally, teacher presents in slides three people's profiles, then students select one of them and write a piece of advice for a hobby.</li> </ul>	
<p><b>MONITORING PLAN:</b> Data source 1: Assessment sheet Data source 2: Students' writing report</p>		
<p><b>SUPPORT:</b> Coaching and guidance from Thesis Project Advisor</p>		
<p><b>DATE /TIME:</b> December 18<sup>th</sup> to December 22<sup>nd</sup> , 2018</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education, 1(3). Thornbury S, (2009) How to teach Vocabulary, England, Pearson Education Limited 2002.



**UNIVERSIDAD NACIONAL DE LOJA**  
**FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN**  
**ENGLISH LANGUAGE DEPARTMENT**

**INTERVENTION AND OBSERVATION PLAN WEEK 6**

**INFORMATION DATA**

**INSTITUTION:** Unidad Educativa “Marieta de Veintimilla”

**TEACHER:** Lic. Mónica González

**TEACHER CANDIDATE:** Marianela de los Angeles González

**PARTICIPANTS:** 10th year of EGB “A”

**SCHOOL YEAR:** 2018-2019

**TOPIC:** Feeling Alive

<b>RESEARCH PROBLEM:</b> HOW DOES THE USE OF MULTIMEDIA AS A DIDACTIC RESOURCE DEVELOP VOCABULARY AMONG STUDENTS OF TENTH- YEAR “A” AT MARIETA DE VEINTIMILLA HIGH SCHOOL OF THE CITY OF LOJA DURING THE 2018– 2019 SCHOOL YEAR?		
<b>GOAL:</b> By the end of this intervention plan the students will be able to develop vocabulary that includes: nouns, adjectives, verbs, prepositions and idioms		
<b>LEARNING OBJECTIVES:</b> By the end of this lesson students will be able: <ul style="list-style-type: none"> <li>• To use daily idioms related to hobbies, leisure and entertainment in oral exchanges</li> <li>• To give oral presentation with the support of visual aids</li> <li>• To find out the meaning of idioms</li> </ul>		
<b>CONTENTS</b>	<b>IMPLEMENTATION PLAN</b>	<b>RESOURCES AVAILABLE / NEEDED</b>
<b>Vocabulary</b> Idioms related to hobbies, leisure and entertainment.	<b>Activation</b> <ul style="list-style-type: none"> <li>• Teacher candidate asks students to participate in a warm up in which teacher asks students about the most popular activities people do for relaxing or make people feel alive</li> </ul>	<ul style="list-style-type: none"> <li>• Projector</li> <li>• Audio</li> <li>• Video</li> <li>• Speakers</li> <li>• Power point presentation</li> </ul>

<p><b>Key vocabulary</b>          To be in full swing          To be the life and soul of the party          To be/feel in one's element          To blow away cobwebs          To make a big thing of something</p>	<ul style="list-style-type: none"> <li>• Next, teacher candidate activates the prior knowledge by using a video related with the last lesson.</li> <li>• Then, teacher candidate presents the new topic of the lesson 4 by using slides related with daily idioms related to hobbies, leisure and entertainment.</li> </ul> <p><b>Connection</b></p> <ul style="list-style-type: none"> <li>• Teacher presents some slides with the idioms about hobbies, leisure activities and forms of entertainment.</li> <li>• Next, students get in groups and develop the exercises 1 and 2 on the students' book about daily idioms on page 42</li> <li>• Then, teacher presents some pictures of free time activities and asks students to classify them according to the importance they consider.</li> </ul> <p><b>Affirming</b></p> <ul style="list-style-type: none"> <li>• Firstly, teacher gets students to fill in a worksheet with the correct definitions of the idiomatic expressions presented before.</li> <li>• Finally, teacher presents two topics and ask students to choose one topic and create a short dialogue to perform.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment sheets</li> <li>• Students book A2.1</li> </ul>
<p><b>MONITORING PLAN:</b> Data source 1: Assessment sheet          Data source 2: Students' role play</p>		
<p><b>SUPPORT:</b> Coaching and guidance from Thesis Project Advisor</p>		
<p><b>DATE /TIME:</b> January 2<sup>nd</sup> to January 4<sup>th</sup>, 2019</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education, 1(3). Thornbury S, (2009) How to teach Vocabulary, England, Pearson Education Limited 2002.



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**INTERVENTION AND OBSERVATION PLAN WEEK 7**

**INFORMATION DATA**

**INSTITUTION:** Unidad Educativa “Marieta de Veintimilla”

**PARTICIPANTS:** 10th year of EGB “A”

**TEACHER:** Lic. Mónica González

**SCHOOL YEAR:** 2018-2019

**TEACHER CANDIDATE:** Marianela de los Angeles González

**TOPIC:** Amazing facts around the world

<b>RESEARCH PROBLEM:</b> HOW DOES THE USE OF MULTIMEDIA AS A DIDACTIC RESOURCE DEVELOP VOCABULARY AMONG STUDENTS OF TENTH- YEAR “A” AT MARIETA DE VEINTIMILLA HIGH SCHOOL OF THE CITY OF LOJA DURING THE 2018– 2019 SCHOOL YEAR?		
<b>GOAL:</b> By the end of this intervention plan the students will be able to develop vocabulary that includes: nouns, adjectives, verbs, prepositions and idioms		
<b>LEARNING OBJECTIVES:</b> By the end of this lesson students will be able to: <ul style="list-style-type: none"> <li>• To compare information about famous places and landmarks</li> <li>• To categorize words about specific geographical landmarks</li> <li>• To use formulaic expressions to keep the flow of a conversation</li> </ul>		
<b>CONTENTS</b>	<b>IMPLEMENTATION PLAN</b>	<b>RESOURCES AVAILABLE / NEEDED</b>
<b>Grammar</b> <ul style="list-style-type: none"> <li>• Comparative forms of adjectives</li> </ul> <b>Vocabulary</b> <ul style="list-style-type: none"> <li>• Geographical landmarks.</li> </ul>	<b>Activation</b> <ul style="list-style-type: none"> <li>• Teacher candidate asks students to participate in a warm up in which students are given some categories and teacher presents some pictures of different geographical landmarks and students classify them according with the categories already given.</li> <li>• Next, teacher candidate activates the prior knowledge through brainstorming ideas about the last lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Projector</li> <li>• Audio</li> <li>• Video</li> <li>• Speakers</li> <li>• Power point presentation</li> <li>• Assessment sheets</li> <li>• Students book A2.1</li> </ul>

<p><b>Key words</b>  Countries: Brazil, Mexico, United States  Planets: Venus, Earth, Mars  Rivers: Nile, Amazon, Missouri  Mountains: Aconcagua, McKinley, Everest</p>	<ul style="list-style-type: none"> <li>• Teacher candidate presents the new topic of the lesson 1 using a video related with the lesson.</li> </ul> <p><b>Connection</b></p> <ul style="list-style-type: none"> <li>• Teacher candidate presents some slides with the new vocabulary about geographical landmarks.</li> <li>• Then, students get in groups and develop some exercises 1 and 2 in the students' book on page 48</li> <li>• Next, teacher candidate gets students to read the dialogue twice and identify the comparatives, after that students perform the conversation.</li> </ul> <p><b>Affirming</b></p> <ul style="list-style-type: none"> <li>• Then, teacher candidate gets students to fill in a worksheet with the vocabulary and content learned before</li> <li>• Finally, teacher presents some picture of different landmarks and asks students to choose one and prepare a short presentation about the chosen landmark in which students use the vocabulary learned to describe them.</li> </ul>	
<p><b>MONITORING PLAN:</b> Data source 1: Students' comprehension  Data source 2: Assessment sheet  Data source 3: Students' presentations</p>		
<p><b>SUPPORT:</b> Coaching and guidance from Thesis Project Advisor</p>		
<p><b>DATE /TIME:</b> January 8<sup>th</sup> to January 11<sup>th</sup>, 2019</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education, 1(3). Thornbury S, (2009) How to teach Vocabulary, England, Pearson Education Limited 2002.



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ENGLISH LANGUAGE DEPARTMENT**

**INTERVENTION AND OBSERVATION PLAN WEEK 8**

**INFORMATION DATA**

**INSTITUTION:** Unidad Educativa “Marieta de Veintimilla”

**PARTICIPANTS:** 10th year of EGB “A”

**TEACHER:** Lic. Mónica González

**SCHOOL YEAR:** 2018-2019

**TEACHER CANDIDATE:** Marianela de los Angeles González

**TOPIC:** Some countries and their records

<b>RESEARCH PROBLEM:</b> HOW DOES THE USE OF MULTIMEDIA AS A DIDACTIC RESOURCE DEVELOP VOCABULARY AMONG STUDENTS OF TENTH- YEAR “A” AT MARIETA DE VEINTIMILLA HIGH SCHOOL OF THE CITY OF LOJA DURING THE 2018– 2019 SCHOOL YEAR?		
<b>GOAL:</b> By the end of this intervention plan the students will be able to develop vocabulary that includes: nouns, adjectives, verbs, prepositions and idioms		
<b>LEARNING OBJECTIVES:</b> By the end of this lesson students will be able to: <ul style="list-style-type: none"> <li>• To describe places using the superlative degree of adjectives</li> <li>• To identifies and use the superlative form of adjectives</li> <li>• To express ideas about places using the superlative form of adjectives</li> </ul>		
<b>CONTENTS</b>	<b>IMPLEMENTATION PLAN</b>	<b>RESOURCES AVAILABLE / NEEDED</b>
<b>Grammar</b> <ul style="list-style-type: none"> <li>• Superlative forms of adjectives.</li> </ul> <b>Vocabulary</b> Countries	<b>Activation</b> <ul style="list-style-type: none"> <li>• Teacher asks students to participate in a warm up in which the teacher have the students to write the five continents on a piece of paper, then teacher candidate read aloud the names of some countries and students classify them according the continent.</li> <li>• Next, teacher candidate activates the prior knowledge by using a video related with the last lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Projector</li> <li>• Audio</li> <li>• Video</li> <li>• Speakers</li> <li>• Power point presentation</li> <li>• Assessment sheets</li> <li>• Students book A2.1</li> </ul>

<p><b>Key words</b> Finland, Iceland, Japan, Canada, The United States</p>	<ul style="list-style-type: none"> <li>• Then, Teacher candidate presents the new topic of the lesson 2 by using a map in which students locate some famous countries and teacher asks students if they know why those countries are famous.</li> </ul> <p><b>Connection</b></p> <ul style="list-style-type: none"> <li>• Teacher candidate presents some slides with the new vocabulary related with countries, teacher candidate will also use a world map.</li> <li>• Then, students listen an audio and complete some sentences about countries using the vocabulary presented before on page 50.</li> <li>• Next, students complete a worksheet using the vocabulary learned and the superlative form of the adjectives</li> </ul> <p><b>Affirming</b></p> <ul style="list-style-type: none"> <li>• Teacher candidate gets students to create a short dialogue and perform a role play using the expressions exercise 5 on page 51</li> <li>• Then, students are going to unscramble some sentences about the records of the countries students will use the vocabulary presented before.</li> <li>• Finally, students write sentences using superlative form of the adjectives and the vocabulary learned in the lesson.</li> </ul>	
<p><b>MONITORING PLAN:</b> Data source 1: Post test and Post questionnaire Data source 2: Assessment sheet Data source 3: Students' role play</p>		
<p><b>SUPPORT:</b> Coaching and guidance from Thesis Project Advisor</p>		
<p><b>DATE /TIME:</b> January 14<sup>th</sup> to January 18<sup>th</sup>, 2019</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education, 1(3). Thornbury S, (2009) How to teach Vocabulary, England, Pearson Education Limited 2002.

## **Organization and Management of the Research**

### **Resources**

#### **Human**

- The teacher candidate
- The 10<sup>th</sup> year” A” of Basic Education afternoon session
- The thesis advisor

#### **Material**

- Book
- Sheet of paper
- Notebook

#### **Technical**

- Computer
- Projector
- Printer
- Internet

## g.TIMELINE

ACTIVITIES	2018												2019																																											
	MONTHS												MONTHS																																											
	OCT			NOV			DIC			JAN			FEB			MAR			APRIL			MAY			JUN			JULY			AUG			SEP			OCT			NOV			DIC													
PHASE I: PROJECT	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Presentation of the Project		X																																																						
Designation of the Project Advisor			X																																																					
Project revision and Approval				X																																																				
Designation of Thesis Advisor				X																																																				
PHASE II: ACTION PLAN																																																								
Application of instruments					X	X	X	X	X	X	X	X																																												
Act and observe																																																								
PHASE III: THESIS PROCESS																																																								
Tabulation and elaboration of tables and Graphs													X	X																																										
a. Theme	X														X																																									
b. Introduction															X	X																																								
c. Summary															X	X																																								
d. Review of Literature	X			X											X	X																																								
e. Material and methods															X																																									
f. Results (interpretation and analysis)													X	X	X	X																																								
g. Discussion															X	X																																								
h. Conclusions															X																																									
i. Recommendations															X																																									
j. Bibliography and Annexes															X	X	X																																							
PHASE III: REVISION AND APPROVAL																																																								
Thesis revision																	X																																							
Thesis presentation																		X	X	X																																				
Thesis approval																					X																																			
PHASE IV: PHASE OF INCORPORATION																																																								
Presentation of documents																	X	X	X	X	X	X	X	X																																
Private review																					X	X																																		
Corrections																									X	X																														
Public sustentation and incorporation																																					X	X	X	X																

## **h. BUDGET AND FINANCING**

<b>RESOURCES</b>	<b>COST</b>
<b>Internet connection</b>	135,00
<b>Print of reports</b>	70,00
<b>Print of the project</b>	30,00
<b>Print of the final report and thesis</b>	70,00
<b>Unexpected expenses</b>	50,00
<b>Total</b>	355,00

The financing of the expenses derived from the present research work will be assumed by the researcher author. All expenses related to the present work will be assumed entirely by the researcher conducting the investigation.

## **i. Bibliography**

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## ANNEXES

### Annex 1: Observation sheet



**UNIVERSIDAD NACIONAL DE LOJA  
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ENGLISH LANGUAGE DEPARTMENT**

**DATA COLLECTION SOURCE: OBSERVATION SHEET**

**Researcher:**

**Year:** Tenth year “A” of Basic Education (fourteen – fifteen years old)

**Date:**

**Code:**

<b>OBSERVATION SHEET</b>					
<b>Observation #:</b>	<b>Date/Time:</b>			<b>Role of the researcher:</b> Nonparticipant observer	
<b>Topic:</b>	<b>Participants:</b> Students of Tenth year “A” & The researcher			<b>Duration of the observation:</b>	
<b>Objective of the session:</b>					
<b>Things to be observed</b>	<b>Levels of Acceptability</b>				<b>Remarks</b>
	<b>Perfectly Acceptable</b>	<b>Acceptable</b>	<b>Unacceptable</b>	<b>Totally Unacceptable</b>	
Use of Nouns					
Adjectives usage					
Identify Prepositions					
Meaning of Verbs					
Idioms in context					

**Annex 2: Field notes**



**UNIVERSIDAD NACIONAL DE LOJA  
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ENGLISH LANGUAGE DEPARTMENT**

**DATA COLLECTION SOURCE: FIELD NOTES**

**Researcher:**

**Year:** Tenth year “A” of Basic Education (fourteen – fifteen years old)

**Date:**

<b>FIELD NOTES</b>		
<b>Observation #:</b>  <b>Topic:</b>  <b>Objective of the session:</b>	<b>Date/Time:</b>  <b>Class size:</b>  <b>Participants:</b> Students of Tenth year “A” & The researcher	<b>Role of the researcher:</b> Participant observer  <b>Duration of the observation:</b>
<b>Description of the event</b>		<b>Reflective Notes</b>

### Annex 3: Pre and Post test & Scoring Guide (Rubric)



**UNIVERSIDAD NACIONAL DE LOJA  
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ENGLISH LANGUAGE DEPARTMENT**

**DATA COLLECTION SOURCE: PRE TEST / POST TEST**

**Student's code:** .....

**Date:** .....

You have 40 minutes to solve the following questions. Concentrate, read and analyze carefully. Good luck.

#### **NOUNS**

**1. Classify the following words into their categories (2p)**

**Football, Ecuador, dance, swim, read.**

SPORTS	COUNTRIES	HOBBIES

#### **ADJECTIVES**

**2. Circle the adjectives from the box bellow (2p)**

Beautiful	write	teach	large
Dark	small	hungry	low
From	tall	language	those
On	big	English	yard

**VERBS**

**3. Underline the verb in each sentence (2p)**

- That was the best meal in the world.
- I understand your point.
- Maybe they know each other well.
- She is from Wisconsin.
- Those flowers smell heavenly.

**PREPOSITIONS**

**4. Complete the following sentences using the prepositions from the box (2p)**

Between	near
In	from

- a. That woman is \_\_\_\_\_ Chicago
- b. The cat is \_\_\_\_\_ the box
- c. My house is \_\_\_\_\_ of the hospital
- d. The school is \_\_\_\_\_ the restaurant and the police office.

**IDIOMS**

**5. Match the correct idiom with its corresponding meaning. (2p)**

a. to have a one-track mind	( ) having the tendency to think about one thing only
b. to get wise to	( ) to learn something one did not know
c. to have a light bulb moment	( ) to experience a sudden moment of inspiration
d. to be the brains behind	( ) to be a leader of a project.
e. not to be rocket science	( ) to be easy

.....  
**Student's Signature**  
**THANK YOU FOR YOUR COLABORATION**

## Test Scoring Guide (Rubric)

### NOUNS

1. Classify the following words into their categories (2p)  
Football, Ecuador, dance, swim, read.

SPORTS	COUNTRIES	HOBBIES
Football (0,40)	Ecuador (0,40)	Dance (0,40)
Swim (0,40)		Read (0,40)

### ADJECTIVES

2. Circle the adjectives from the box bellow (2p)

Beautiful (0,25)	write	teach	large (0,25)
Dark (0,25)	small (0,25)	hungry (0,25)	low (0,25)
From	tall (0,25)	language	those
On	big (0,25)	English	yard

### VERBS

3. Underline the verb in each sentence (2p)

That <u>was</u> the best meal in the world.	(0,40)
I <u>understand</u> your point.	(0,40)
Maybe they <u>know</u> each other well.	(0,40)
She <u>is</u> from Wisconsin.	(0,40)
Those flowers <u>smell</u> heavenly.	(0,40)

### PREPOSITIONS

4. Complete the following sentences using the prepositions from the box (2p)

Between	near
In	from

- That woman is **from** Chicago (0,50)
- The cat is **in** the box (0,50)
- My house is **near** of the hospital (0,50)
- The school is **between** the restaurant and the police office. (0,50)

## MULTI WORD UNITS

### 5. Match the correct idiom with its corresponding meaning on the right. (2p)

a. to have a one-track mind	(e) having the tendency to think about one thing only (0,40)
b. to get wise to	(b) to learn something one did not know (0,40)
c. to have a light bulb moment	(d) to experience a sudden moment of inspiration (0,40)
d. to be the brains behind	(c) to be a leader of a project. (0,40)
e. not to be rocket science	(a) to be easy (0,40)

## Annex 4. Pre and Post Questionnaire



**UNIVERSIDAD NACIONAL DE LOJA  
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN  
ENGLISH LANGUAGE DEPARTMENT**

**DATA COLLECTION SOURCE: PRE / POST QUESTIONNAIRE**

Dear student, answer the following questionnaire with sincerity about the English subject. Your answers will be anonymous and confidential.

**Student's code:** .....

**Date:** .....

**1. How often does you teacher use tools in the classroom to project Multimedia resources (power point presentation, audio and video) ?**

- Always ( )  
Often ( )  
Sometimes ( )  
Never ( )

**2. How often does your teacher use Multimedia resources (power point presentation, audio and video) to teach?**

- Always ( )  
Often ( )  
Sometimes ( )  
Never ( )

**3. How much do you learn through the use of Multimedia resources (power point presentation, audio and video)**

- A lot ( )  
Little ( )  
Very little ( )  
Nothing ( )

**4. How much interaction between you and your teacher are there during the use of Multimedia resources (power point presentation, audio and video)?**

A lot ( )

Little ( )

Very little ( )

Nothing ( )

**5. How motivated do you feel when your teacher use Multimedia resources (power point presentation, audio and video)in class?**

A lot ( )

Little ( )

Very little ( )

Nothing ( )

## Annex 5: Research Matrix

**THEME:** MULTIMEDIA TO DEVELOP VOCABULARY AMONG STUDENTS OF TENTH- YEAR “A” AT MARIETA DE VEINTIMILLA HIGH SCHOOL IN THE CITY OF LOJA DURING THE 2018 – 2019 SCHOOL YEAR.

<b>PROBLEM</b>	<b>OBJECTIVES</b>	<b>THEORETICAL FRAME</b>	<b>METHODOLOGICAL DESIGN</b>	<b>TECDHNIQUES AND INSTRUMENTS</b>
<p><b>GENERAL</b></p> <p>How does the use of multimedia as a didactic resource helps to develop vocabulary among students of tenth-year “A” at Marieta de Veintimilla high school of the city of Loja during the 2018 – 2019 school year?</p>	<p><b>GENERAL</b></p> <p>To develop vocabulary through the usage of Multimedia as a didactic resource among students of tenth- year “A” at Marieta de Veintimilla high school of the city of Loja during the 2018 – 2019 school year.</p>	<p><b>INDEPENDENT VARIABLE</b></p> <p><b>Multimedia</b></p> <ul style="list-style-type: none"> <li>• Multimedia learning</li> <li>• Types of multimedia</li> <li>• The necessity of Multimedia in English teaching</li> <li>• The roles of teachers in multimedia environment.</li> </ul>	<p><b>Preliminar investigation</b></p> <ul style="list-style-type: none"> <li>• Observing the English classes</li> <li>• Stating background of the research problem</li> <li>• Describing the current situation</li> <li>• Locating and reviewing the literature</li> <li>• Creating a methodological framework for the research</li> </ul>	<ul style="list-style-type: none"> <li>• Observation sheet</li> <li>• Pre and post tests</li> <li>• Pre and post questionnaire</li> <li>• Field notes</li> </ul>

<p><b>SPECIFIC</b></p> <ul style="list-style-type: none"> <li>• What are the theoretical and methodological about Multimedia as a didactic resource to develop vocabulary among students of tenth – year “A” at Marieta de Veintimilla High school during the 2018 – 2019 school year?</li> <li>• What are the issues of the use of Multimedia as a didactic resource to develop vocabulary among students of tenth – year “A” at Marieta</li> </ul>	<p><b>SPECIFIC</b></p> <ul style="list-style-type: none"> <li>• To identify theoretical and methodological references of multimedia as a didactic resource to develop vocabulary among students of tenth- year “A” at Marieta de Veintimilla high school of the city of Loja during the 2018 – 2019 school year.</li> <li>• To identify the issues in the learning vocabulary through the use of Multimedia as a didactic resource to develop vocabulary among students</li> </ul>	<ul style="list-style-type: none"> <li>• Advantages of using multimedia in classrooms.</li> <li>• Multimedia resources</li> </ul> <p><b>DEPENDENT VARIABLE</b></p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Kinds of vocabulary</li> <li>• Word classes</li> <li>• Idioms</li> <li>• Types of vocabulary</li> <li>• Basic aspects of vocabulary</li> <li>• Criteria for vocabulary selection</li> <li>• Techniques in teaching vocabulary</li> <li>• Vocabulary teaching strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Designing an intervention plan</li> </ul>	
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<p>de Veintimilla High school during the 2018 – 2019 school year?</p> <ul style="list-style-type: none"> <li>• What are the phases of the application of Multimedia to develop vocabulary among students of tenth – year “A” at Marieta de Veintimilla High school during the 2018 – 2019 school year?</li> <li>• What are the effects of Multimedia to develop vocabulary among students of tenth – year</li> </ul>	<p>of tenth – year “A” at Marieta de Veintimilla High school during the 2018 – 2019 school year.</p> <ul style="list-style-type: none"> <li>• To create an intervention plan based on the usage of Multimedia as a didactic resource to develop vocabulary among students of tenth – year “A” at Marieta de Veintimilla High school during the 2018 – 2019 school year.</li> <li>• To identify effective ways of use multimedia to develop vocabulary</li> </ul>			
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<p>“A” at Marieta de Veintimilla High school during the 2018 – 2019 school year?</p> <ul style="list-style-type: none"> <li>• How effective was the application of Multimedia to teach vocabulary to students of tenth – year “A” at Marieta de Veintimilla High school during the 2018 – 2019 school year?</li> </ul>	<p>among students of tenth – year “A” at Marieta de Veintimilla High school during the 2018 – 2019 school year.</p> <ul style="list-style-type: none"> <li>• To evaluate the results obtained from the application of Multimedia as a didactic resource to develop vocabulary among students of tenth – year “A” at Marieta de Veintimilla High school during the 2018 – 2019 school year.</li> </ul>			
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## Annex 6. Grading Scales

### Vocabulary

<b>Quantitative score range</b>	<b>Qualitative score range</b>
9-10	Superior
8-9	Excellent
7-8	Average
5-6	Below average
1-4	Failing

### Multimedia

<b>Quantitative score range</b>	<b>Qualitative score range</b>
81-100	High level of multimedia acceptance to develop vocabulary
61-80	Expected level of multimedia acceptance to develop vocabulary
41-60	Moderate level of multimedia acceptance to develop vocabulary
21-40	Unexpected level of multimedia acceptance to develop vocabulary
01-20	Low level of group multimedia acceptance to develop vocabulary

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