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ENGLISH LANGUAGE CARRER

TITLE

THE USE OF PICTURE DICTIONARY TO IMPROVE VOCABULARY OF 5TH YEAR STUDENTS, AT UNIDAD EDUCATIVA "MARIETA DE VEINTIMILLA" OF LOJA CITY, DURING THE ACADEMIC PERIOD 2014-2015.

Thesis as a previous requirement to obtain the Bachelors' Degree in Sciences of Education, English Language Specialization

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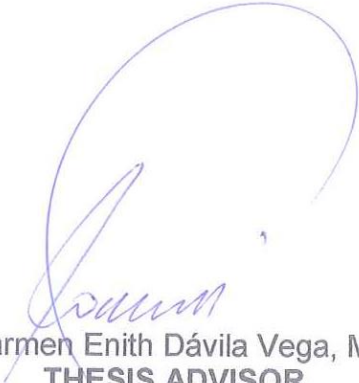
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DEDICATION

First, I thank God for giving me the opportunity to fulfill this dream. For being with me every moment, for strengthening my heart and illuminating my mind and for putting in my path those who have been my support and company during this period.

I want to dedicate this work to my parents Ancelmo Castillo and Mariana Quezada, who have been an indispensable support throughout my life as a student.

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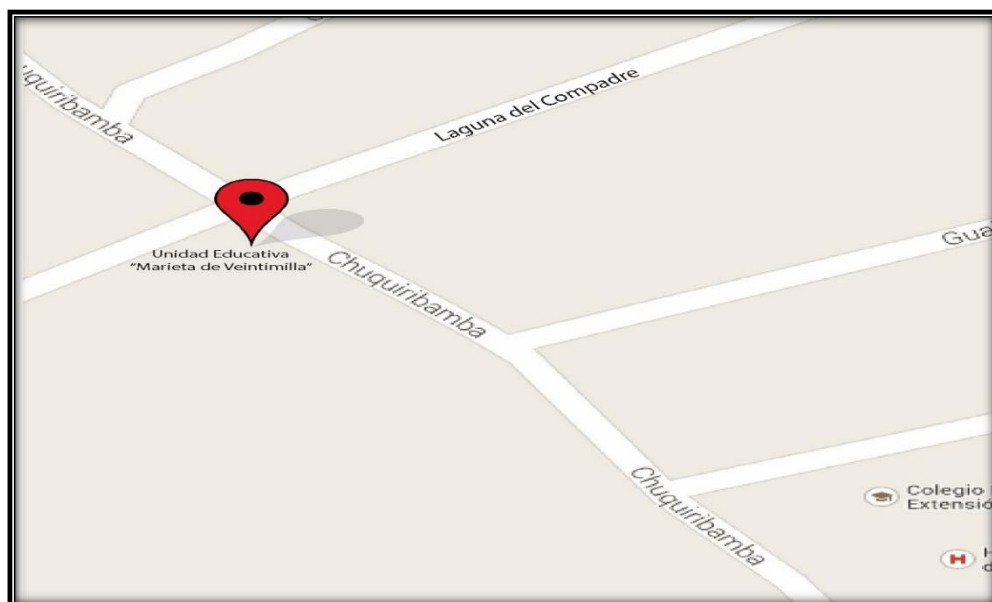
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MAPA GEOGRÁFICO Y CROQUIS UBICACIÓN GEOGRÁFICA DEL CANTÓN DE LOJA



CROQUIS DE LA INVESTIGACIÓN “UNIDAD EDUCATIVA MARIETA DE VEINTIMILLA”



THESIS OUTLINE

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a. TITLE

THE USE OF PICTURE DICTIONARY TO IMPROVE VOCABULARY OF 5TH YEAR STUDENTS, AT UNIDAD EDUCATIVA “MARIETA DE VEINTIMILLA” OF LOJA CITY, DURING THE ACADEMIC PERIOD 2014-2015.

b. RESUMEN

El presente trabajo de investigación tuvo como objetivo mejorar el vocabulario de Inglés de los estudiantes de 5to año en la Unidad Educativa “Marieta de Veintimilla” de la ciudad de Loja, durante el período académico 2014-2015, a través de la aplicación de diccionario de imágenes. Los métodos utilizados fueron el científico, analítico-sintético, descriptivo y estadístico, los cuales contribuyeron en cada parte del proceso del trabajo de investigación. Para recolectar los datos, se utilizaron pruebas y cuestionarios que se aplicaron a treinta y dos estudiantes. También se utilizaron hojas de observación y diario de campo. El principal resultado de la investigación mostró que los estudiantes mejoraron notablemente su nivel en escribir y pronunciar las palabras, y en utilizarlas correctamente en distintas situaciones. La principal conclusión de la investigación mostró que el uso del diccionario de imágenes involucró a los estudiantes en el proceso de adquisición de vocabulario y en el aprendizaje activo, lo que les permitió incrementar su vocabulario y utilizar el Inglés en situaciones reales.

ABSTRACT

The present research work had as objective to improve the English vocabulary of 5th year students at Unidad Educativa “Marieta de Veintimilla” of Loja city, during the academic period 2014-2015, through the application of picture dictionary. The methods used were the scientific, analytic-synthetic, descriptive and statistical, which contributed in each part of the process of the research work. To collect the data, tests and questionnaires were applied to thirty-two students. Also, observation sheets and field diary were used. The main result of the research showed that students improved their level in writing and pronouncing the words, and to use them correctly in different situations. The main conclusion of the research showed that the use of picture dictionary involved students in the process of vocabulary acquisition and in the active learning, which allowed them to increase their lexical and use English in common life situations.

c. INTRODUCTION

The process of teaching and learning vocabulary is a constant challenge for teachers as well as for students because there has been a minimal focus on vocabulary instruction in the foreign-language classroom. Due to this, an increased emphasis on vocabulary-development is fundamental for the English language Learner in the process of language learning.

Developing vocabulary is one of the essential teachers' tasks that requires the use of several materials in the classroom. Nowadays, most of students have problems in identifying the meaning of the words, their spelling and pronunciation.

In addition, they are not able to relate pictures with words. This is why the researcher was motivated to find out How does the use of picture dictionary improve the vocabulary of 5th year students, at Unidad Educativa "Marieta de Veintimilla" of Loja city, during the academic period 2014 - 2015?

The reasons why the topic was chosen were that the picture dictionary makes students to foster a positive attitude towards spelling and pronunciation, which makes the class more interactive and gets positive results from students.

The specific objectives to develop the present research work were: To investigate the theoretical references on English vocabulary and picture dictionary as a tool to support students' learning; to diagnose the difficulties that limit students in vocabulary learning through the observation and a pre-

test; to design an intervention plan using picture dictionary in order to enhance students' English vocabulary; to apply activities using picture dictionary as part of the classroom to improve students' English vocabulary and to evaluate the effectiveness that the use of picture dictionary had on students' vocabulary learning through a post-test of 5th year students, at Unidad Educativa "Marieta de Veintimilla" of Loja city, during the academic period 2014-2015.

During the research work different methods were used: the first was the scientific method, which supported the research of suitable resources to enhance vocabulary. Second, the descriptive method which helped to represent several stages of the research and to describe and analyze the object of investigation; then, the analytic-synthetic method enabled the analysis of the test results, and finally, the statistical method was used to make the quantitative statistical analysis of the data obtained from the tests and the qualitative data obtained through the observations and teacher's diary.

The present research work contains the following sections:

First, the abstract presents a brief explanation about the relevance of the research work and also summarizes the conclusions obtained through the development of this research work.

Then, the introduction, which starts with the contextualization of the research problem. Furthermore, it mentions the main problem and sub-problems, specific objectives and a brief description of the methodology

used in the research work. Next, the review of literature, includes an abstract of the main points of the theoretical frame.

In addition, it contains the materials and methods used during the research work. In this part, the researcher described the methods, techniques, instruments and procedures, it also includes a reference on the investigated population.

The explanations of the results obtained through the applied instruments are presented in tables and graphs in order to facilitate the interpretation and analysis of the data.

Finally, it shows the conclusions and recommendations to the problem found which made the research work reliable.

d. LITERATURE REVIEW

Vocabulary

Definition

Graves (2000), defines vocabulary as the entire stock of words belonging to a branch of knowledge or known by an individual. He also states that the lexicon of a language is its vocabulary, which includes words and expressions.

Snow, Griffin, & Burns (2005), say the term vocabulary has a range of meanings. For example, some teachers use the term to mean sight-word vocabularies, referring to students' immediate recognition of words in print; other teachers refer to words students understand as their meaning vocabularies. Still other teachers use the term to mean listening vocabularies, or students' understanding of words that they hear in the spoken language. Content teachers use the term academic vocabulary to refer to content-specific words. Within this section, we use the term vocabulary to refer to students' understanding of oral and print words. Vocabularies include conceptual knowledge of words that goes well beyond a simple dictionary definition. Students' vocabulary knowledge is a building process that occurs over time as they make connections to other words, learn examples and non-examples of the word and related words, and use the word accurately within the context of the sentence

Gardener (2009), states that vocabulary is not only confined to the meaning of words but also includes how vocabulary in a language is

structured: how people use and store words and how they learn words and the relationship between words, phrases, categories of words and phrases.

Importance of vocabulary

Fazeli (2012), establishes that vocabulary is very important thing because it can listen of the words used in some enterprise, a language user knowledge of words and the system of techniques or symbols serving as a means of expression (as in arts or crafts);” he introduced a wide vocabulary of techniques”.

Huckin (2002), says that vocabulary is central to language and of critical importance to the typical language learner. It means that vocabulary take an important role in teaching language. With more vocabulary, the learners will easily in understanding and using language without any difficulties.

Vocabulary also is the set of words that are familiar within a language. A vocabulary usually grows and evolves with age, and serves as a useful and fundamental tool for communication and acquiring knowledge.

How to teach vocabulary effectively

Thornbury (2010), claims that there are three steps when teaching vocabulary:

Step one: presenting new words (meaning and form)

Explanation: concise definition/detailed description.

- using visual images: realia, pictures, and drawing.

- using gestures and actions: mime, gesture, facial expression, showing lexical relations, synonyms, antonyms, words in context, dialogues, role play and guessing/predict.
- guessing/ predict

Step two: helping students remember new words

- use memorizing games and activities
- matching words
- labelling words
- guessing words
- classifying words

Step three: making sure students make the new words.

- Picture dictionary
- Words search games picture labeling

Aspects of vocabulary Knowledge

Nation (2001) says that there are three aspects of vocabulary: Form, meaning and use.

Vocabulary is an important need for students. Without vocabulary, they cannot speak at all. But what does it mean to know a word? For example, if students can understand the word but can't use it in a sentence, do they really know it? Do students know the word if collocations are unknown, as well as many of the other uses the word may take? Do they know the vocabulary if they don't have a firm grasp of all the possible uses (such as develop, developer, undeveloped, and underdeveloped)? Let's start with the

form, meaning, and use of a word. These three components make up the points required for successful vocabulary comprehension.

Form: The form of a word involves its pronunciation (spoken form), spelling (written form), and any word parts that make up this particular item (such as a prefix, root, and suffix).

Meaning: Encompasses the way that form and meaning work together, in other words, the concept and what items it refers to, and the associations that come to mind when people think about a specific word or expression.

Use: It involves the grammatical functions of the word or phrase, collocations that normally go with it, and finally any constraints on its use, in terms of frequency, level, and so forth.

Types of vocabulary

Shepherd (2000), classifies vocabulary into two kinds: a receptive vocabulary and expressive vocabulary (productive vocabulary).

Receptive Vocabulary

Receptive vocabulary refers to the words that the learners recognize and understand when they occur in context, but which cannot produce correctly. It is vocabulary that the learners recognize when they see it in reading context but they do not use it in speaking and writing. The receptive vocabulary is also called a passive process because the learner only receives thought from others. In language application, the receptive vocabulary is considered the basic vocabulary. It is much larger than productive vocabulary because there are many words recognized when the

learner hears or reads but do not use when he speaks or writes.

Aspect	Component	Receptive knowledge	Productive knowledge
Form	spoken	What does the word sound like?	How is the word pronounced?
	written	What does the word look like?	How is the word written and spelled?
	word parts	What parts are recognizable in this word?	What word parts are needed to express the meaning?
Meaning	form and meaning	What meaning does this word form signal?	What word form can be used to express this meaning?
	concepts and references	What is included in this concept?	What items can the concept refer to?
	associations	What other words does this make people think of?	What other words could people use instead of this one?
Use	grammatical functions	In what patterns does the word occur?	In what patterns must people use this word?
	collocations	What words or types of words occur with this one?	What words or types of words must people use this one?
	constraints on use (register, frequency...)	Where, when, and how often would people expect to meet this word?	Where, when, and how often can people use this word?

Productive Vocabulary

Productive Vocabulary is the words, which the learners understand, can pronounce correctly, and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thought to others.

Techniques of Encouraging Students in Learning Vocabulary

Kustaryo (2009), establishes that there are some possible ways of learning activity vocabulary so, that the students' motivation may increase in learning English especially regarding to the meaning of words. They are listed below:

- Learning vocabulary through creativity. It means that the students can learn the English vocabulary by using the pictures.
- Learning vocabulary through context clues. In essence, the students may find out the English vocabulary based on clues in the surrounding context.
- Learning vocabulary through guessing. It may be speculated that the students may learn the meaning of word in context and it needs a special approach
- Learning vocabulary through definition. It is useful in guiding the students to be able to define the meaning of words and to arrange word into the correct sentence.

- Learning vocabulary through derivation. It means that the students must be able to derive words correctly. It comes only with practice or by studying the rules of how to form noun, adjective, adverb, etc.

Teaching Vocabulary through Picture Dictionary.

Yang (2010) says that teaching vocabulary through picture dictionary is not a new way in teaching English. It is used by some creative teachers at school today. By using picture dictionary teachers say that the goal of teaching language can be achieved.

Vocabulary is essential lesson for the students at elementary school until higher education. It cannot be avoided because student can say almost anything with words.” words are the basic unit of language form supports it. Without vocabulary, one cannot communicate effectively or express idea”

In this case, it is important for the teacher to use some teaching aids when he or she teaches vocabulary in the classroom because they provide fun activities that make teaching and learning process more interesting and enjoyable.

The essence of teaching vocabulary through picture dictionary is to teach English vocabulary. It means that picture dictionary is not the aim, but it is just as the tool of teaching to help the students interested in vocabulary lesson. So the students will engage the teaching and learning process and they will understand the lesson easier.

How vocabulary is assessed?

Pearson (2007), states that there are some commonly vocabulary formats in vocabulary assessment. The first four formats listed below were the earliest measures of vocabulary which primarily ask the learners to demonstrate their vocabulary knowledge by labeling, giving definitions and translating.

Labeling

One of the most commonly used test technique in vocabulary assessment is labeling, where learners are typically asked to respond by writing down what the word is for a given picture. Alternatively, one picture can be used in which learners are asked to label parts of it.

Definitions

Definition provides a wider range of vocabulary to test, unlike the labeling format which is restricted to concrete nouns. However, Hughes (2013), says one issue in this kind of test is that not all words can be uniquely defined. To address this limitation, dictionary definitions may provide shortcuts and save our headaches in finding the best, clear-cut, unambiguous definition.

Translation

There are many ways in which vocabulary is measured using translation. Learners can choose the correct translation, or simply be asked to provide the translation for each word.

Matching

Another commonly vocabulary test is where learners are presented with two columns information, and are asked to respond by matching a word in one column to another one. Items on the left-hand column are referred to as premises, and items on the other end are called options. The word can be matched based on its related meaning, a synonym, an antonym, or a collocation.

Picture dictionary

Definition

Adelson (2002), establishes that a picture dictionary is a dictionary where the definition of a word is displayed in the form of a drawing or photograph. Picture dictionaries are useful in a variety of teaching environments, such as teaching a young child about their native language, or instructing older students in a foreign language. Picture dictionaries are often organized by topic instead of being an alphabetic list of words, and almost always include only a small corpus of words.

Ross (2004), claims that a picture dictionary is a design or representation made by various means (as painting, drawing, or photography) and dictionary is a reference book listing alphabetically terms or important to a particular subject or activity a language with discussion of their meaning and application.

Why use picture dictionary?

Lewis (2012), says that picture dictionaries are in many ways an excellent teaching tool to use for the following reasons.

- To learn words.
- To learn the correct spelling.
- To describe or define words.
- To makes sentences with words.
- To describe pictures.

Also, the frequent use of picture dictionaries by students allows them to build vocabulary comprehension since this resource presents new words through pictures which make students to be interested in developing vocabulary, to understand the meaning of words and to see the written form of words.

The Advantages of Using Picture Dictionary

Simon (2004), states that there are several advantages using picture dictionary.

- The students will know the precisely the meaning of unfamiliar words since the words are presenting in an interesting and enjoyable way.
- The students will know the meaning of a lot of unfamiliar words in a short time since they are seeing the pictures.
- The students can create a picture to show their meaning.
- The students will be more active and creative in learning language.

Activities of Picture Dictionary

Case (2009), establishes that there are some activities that can be develop with picture dictionary.

Words and pictures

Teacher says a word and students have to point to the corresponding picture.

Memorizing words

In pairs, students look at several pictures with their corresponding word. Students memorize the words, covering the pictures.

What is the word?

In pairs, one student points to a picture and his/her partner says the word. After a few words, students switch roles.

Matching pictures

Take out a picture and ask students to write the corresponding word for that picture.

Races

Teacher says something that is in the dictionary and students race to the board to write those words.

Brainstorming

The whole class or groups of students brainstorm ways the dictionary or a page of it could be used, for instance pointing at the pictures in a shop, making a birthday card from the pictures, or changing all the words to another language to make a Mongolian/Burmese/Galician picture dictionary.

Students brainstorm possible verbs for each object, for example: “You can make music with a hammer” or “You can kill with hammer”. Students brainstorm things that could be used instead of each object or how that

object could be used in the place or of something else. Students compete to make true sentences about one object (with books open or closed). Students try to think of a sentence using as many of the words on the page as they can. As they get into it, ban words they always use to tie things together such as “and”.

Guessing games

Picture dictionary hangman- With books closed, the teacher or one student writes gaps for each letter of the word they are thinking of and asks the other students to guess what letters are in it. Rather than drawing a hangman for wrong guesses, they draw a tiny detail of the picture in the book to give them further help in guessing.

The teacher or a student chooses one page and describes it until someone guesses the theme of the page. They should start their description with ones that are difficult to guess, for instance, the page shows things outside could be “in the countryside” or “in main street”.

The teacher or a student opens the book at random and describes either the page they see or a completely imaginary page, and students have to guess which it is.

The teacher or a student describes a page from the dictionary but says one thing that is not true. Students compete to be the first person to spot that false thing. Students choose one thing in the dictionary on the page as a present for someone in the class and say which person they have chosen

it for and why until their partner guesses which one they are talking about.

Air drawing

Draw a “picture” of one of the objects in the air with your finger or a penlight torch until students guess what it is (with books open or closed), then students do the same in pairs or groups.

20 questions

A student chooses one of the words in the dictionary/ in that section/ on that page and the other students ask Yes/No questions until they guess which thing it is.

The teacher or a student makes personalized statements about one of the objects, for example, I used to have one when I was a child. I do not particularly like these or I used one once every two days or so, until the others guess what it is.

Tracing

Students use tracing paper to copy a small part of a drawing, then the others try to guess what it is, and maybe which part it is, for example, it is a teapot’s handle, good for third person practice. This can be also done without tracing paper by copying small parts of a drawing.

The teacher or a student says what one person or animal (or with a bit more imagination one means of transport, object) on the page is thinking and the others guess which one they are talking about.

Tricky Pictionary

Students try to make a picture with a word that teacher says using drawings.

Memory game

Students close their books and see how many of the words they can remember. Students close their books and see how many words of the category the teacher or a student says they can remember, for instance, verbs, machines or clothes you wore on the lower half of your body.

Students close their books and answer the questions from their teacher, their partner or the worksheet about what color the objects are, where they are on the page, what they are next to or between, how many of each object there is on the page, what is being done to each object, spelling and sentences.

One person says a word within the topic of the page, for example, "Plants" and the others try to remember if it is on that page or not. One person makes statements about the page and the other students say if it is true or false.

Touch and say memory chains, one student touches a picture and says something about it, for example, what it is, an adjective describing it or where it is. The next student touches the same object and does the same thing (saying the same sentence).

Then, chooses another picture and does the same. Continue with a longer and longer chain of pictures and statements in the same order until one student forgets or gets something wrong. This is maybe best done with a copy of the page with the names tipped out.

Finger slam: one student slams their finger down to cover one part of the picture and the other students have to remember what was there, maybe in answer to a question for instance what color is the tractor?

Experiment with different ways of using the dictionary to remember the vocabulary, then feedback on which one helped them learn the vocabulary best.

Comparison and connection games

Students try to tick off the words one by one by saying how each thing is unique among the words on the page for example, a plane is the only one that flies. Students take turns saying how the thing they choose is better than the thing their partner chose before for instance, an apple is crispier than a grapefruit.

Act out an Activity

This is an activity to teach hobbies. One student acts out some activity and the other students guess what that student is doing.

How to build a picture dictionary?

Klerk (2011), establishes that compiling a list of words that children struggle with is a good way to enhance their vocabulary. Building a children's picture dictionary is a great activity for kids to do in school.

Picture Dictionary

Supplies

- Two – ring binder
- Paper bond with two holes
- Tabs
- Photos or magazine pictures

Instructions

- Along with the child, write a list of words that will be included in the dictionary.
- Alphabetize the words in the list.
- Write each word down on a line next to a blank space. Leave approximately ten blank spaces at the end of each letter group, so the child can add more words later.
- Add a graphic that depicts each word. The graphic can be a photo or a picture from a magazine.
- Label the tabs with each letter of the alphabet and use them to mark each new letter group

e. MATERIALS AND METHODS

In this research work three kind of resources were used: the human resources were the students of fifth year of Basic Education who participated in the development of this action research, the English teacher who helped to monitor students work, the thesis advisor who gave suitable suggestions, the researcher who applied the intervention plan. The material resources that were useful during the development of the research work were: the picture dictionary, worksheets, and card board which was used to make the flashcards. The technical resources were computer to type all the useful information for the application of the project, internet to search for information which support the project, and flash memory was used to keep the gathered information.

Design of the research

The present Research work was based on the Action Research proposed by Kemmis and McTaggart (2000) as a formative investigation, which includes a self-reflective cycle of to identify a problem, to plan a change, to act and to observe the procedures and effects. Also, it helped to comprehend, to diagnose and then to change a situation and to improve the educational practice.

Methods

The following general methods were applied along the Research:

The scientific- method facilitated the study of appropriate resources about picture dictionary and vocabulary. In addition, it supported the research work during all the process from the observation and making relevant predictions about the possible solution.

The Descriptive method was useful to describe the different stages of the study before, during and after the intervention. In addition, it helped to make an interpretation of the results of the tests and the questionnaire which were showed into tables and graphics and explain the object of the investigation.

The Analytic-synthetic method allowed to analyze the main results obtained results through the test and the questionnaire. It also helped to draw up the conclusions and to do the logical analysis of data gathered.

The Statistical method help to make the quantitative and qualitative analysis of the data obtained. It was done with the results obtained in the pre and post-test and the -questionnaire. In order to figure out the quantitative results of the pre and post- tests the formula was applied $x = \frac{x}{n}$. A logical analysis was done with the information obtained from the questionnaires. Also, the information was transformed into tables and graphics.

Techniques and instruments

To collect the data, tests, observations, a questionnaire and a field diary were designed and applied at the beginning, during and after the intervention plan.

Test

The test was used as a pre and post-test. It included two multiple choice questions, one matching question, and two gap questions. It was used to collect student's answers in order to diagnose the level of students' knowledge about vocabulary at the beginning of the intervention plan. The same test was used as a post-test at the end of the intervention plan in order to know if students have improved the vocabulary with the use of picture dictionary.

Observation Sheets

Through the observation sheet it was possible to notice the students' performance during the lesson. It included some items to accomplish such as: three closed questions, activities, and suggestions to the activities done. It helped to write up the findings during the intervention and relevant situations that happened.

Questionnaires

The questionnaire contained two closed questions and four multiple choice questions. It was applied as a pre and post questionnaires at the beginning and at the end of the intervention plan, to diagnose the students' reaction about the development of vocabulary inside the classroom and as a post questionnaire to notice if the students increased their interest to learn vocabulary.

Field diary

It contained some aspects which were: lesson, activity, objective, materials, timing, procedure, grouping, three closed questions, and comments. These aspects were taken into account to draw up conclusions, relevant events during the observation and particular situations that happened.

Population

The students of fifth year Basic Education at Unidad Educativa, parallel "B" participated in the development of this action research. The participants of the study were 19 boys and 13 girls that in total were 32 students. They were between nine and ten years old. The parallel received two hours per week with a certified teacher.

f. RESULTS

This section details how the objectives of the research were achieved.

The first objective was verified with the theoretical references that helped to design the intervention plan, the instruments and to analyze the results.

The second objective was accomplished with the pre-test results that are shown below, in table 1, which helped to know the students' vocabulary knowledge.

The third objective was reached with the design of the intervention plan that included nine lessons. Each lesson contained different activities like: words and pictures, act out an activity, what is the word?, memorizing words, races, tricky picture and matching pictures.

The fourth objective was verified with the application of the picture dictionary and the pre-post questionnaires results presented in tables from 2 to 7.

The fifth objective was achieved with the post-test results that are displayed in table 8, and were useful to evaluate the effectiveness of picture dictionary on vocabulary learning.

Pre-Test Results

Objective two: The second objective was accomplished with the pre-test results that are shown below in table 1 to diagnose the students' level.

a. Table 1

Pre-Test Scores of fifth Year Students in Vocabulary.

Students´code	M	F	Total
	/6	/4	10
UEMDV001	2	2	4
UEMDV002	4	2	6
UEMDV003	2	2	4
UEMDV004	2	4	6
UEMDV005	2	4	6
UEMDV006	4	2	6
UEMDV007	2	2	4
UEMDV008	3	4	7
UEMDV009	2	2	4
UEMDV010	4	3	7
UEMDV011	4	2	6
UEMDV012	4	2	6
UEMDV013	2	4	6
UEMDV014	4	2	6
UEMDV015	2	2	4
UEMDV016	4	2	6
UEMDV017	4	2	6
UEMDV018	2.5	3	5.5
UEMDV019	2	4	6
UEMDV020	2	2	4
UEMDV021	3	2	5
UEMDV022	5	3	8
UEMDV023	4	2.5	6.5
UEMDV024	3	4	7
UEMDV025	3	3	6
UEMDV026	2.5	3	5.5
UEMDV027	4	2	6
UEMDV028	4	2	6
UEMDV029	3	2.5	5.5
UEMDV030	4	2	6
UEMDV031	4	2	6
UEMDV032	2	2	4
Mean	3.1	2.6	5.7

Note.UEMDV=Unidad Educativa Marieta de Veintimilla ;001=Students´ code M= Meaning; F=Form.

b. Analysis and interpretation

According to the data obtained in table 1, the total score mean gathered by students was 5.7/10, which was below the expected level 8/10. Analyzing the results, the highest score mean was for the aspect of meaning that was 3.1/6, which place them in a medium level (see grading scale p. 101), due to students were able to associate only some words with pictures. The pictures were displayed on the board and students took out a word from the bag. Then, they read the word and associated it with the corresponding picture. However, most of the vocabulary presented in class was hard to understand for them.

On the other hand, the lowest score mean was for the aspect of form that was 2.6/4, which placed students in a good level. This indicates students could pronounce and spell some words appropriately since they were able to notice the sound, stress pattern and the syllables that make up the word. Therefore, the students' limitations were related to spelling, pronunciation and understanding the meaning of some words.

The difference between pronunciation and spelling caused confusion in students. Regarding these aspects, Nation (2001) says that form of a word involves pronunciation and spelling. Meaning refers to the associations that come to mind when people think about a specific word or expression.

Comparison of the Pre and Post Questionnaires Results.

Objective four: To apply activities using picture dictionary in order to enhance students' English vocabulary.

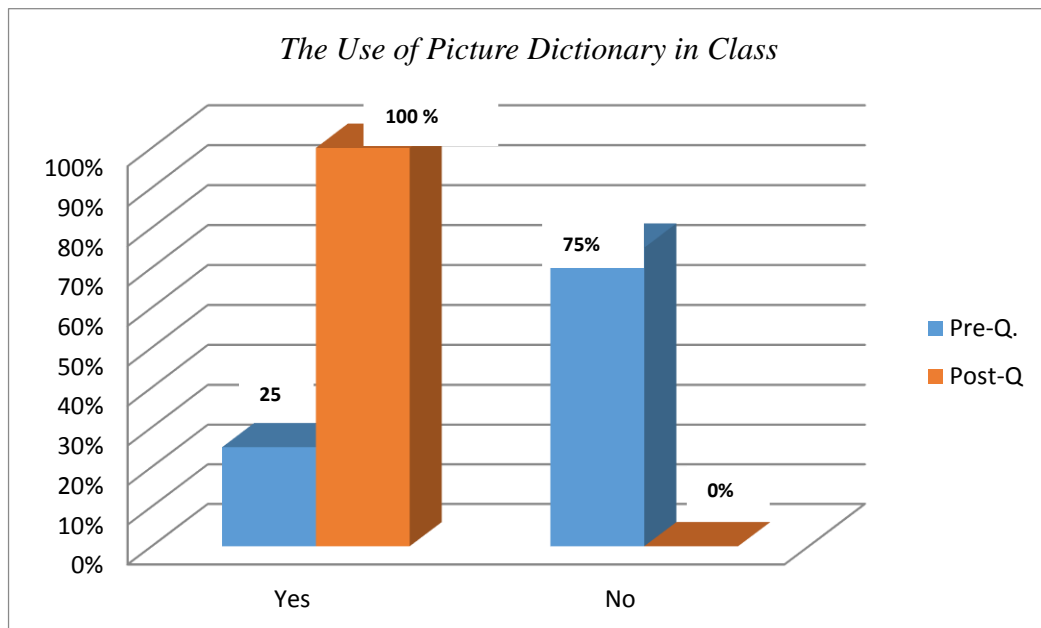
Question 1: Does your teacher use a picture dictionary in class?

a. Table 2

The Use of Picture Dictionary in Class.

	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Yes	8	25	32	100
No	24	75	0	0
Total	32	100	32	100

b. Figure 1



c. Analysis and interpretation

The results indicate that many students that represent 75% said that their teachers did not use a picture dictionary in class, given little importance to their usage. Nevertheless, after the intervention plan, all students said that

their teachers always used a picture dictionary, since this resource helped them to improve their lexical. Lewis (2012), says that picture dictionaries are in many ways an excellent teaching tool to use for the following reasons: to learn words, to learn the correct spelling of words, to define words, to make sentences with words and to describe pictures.

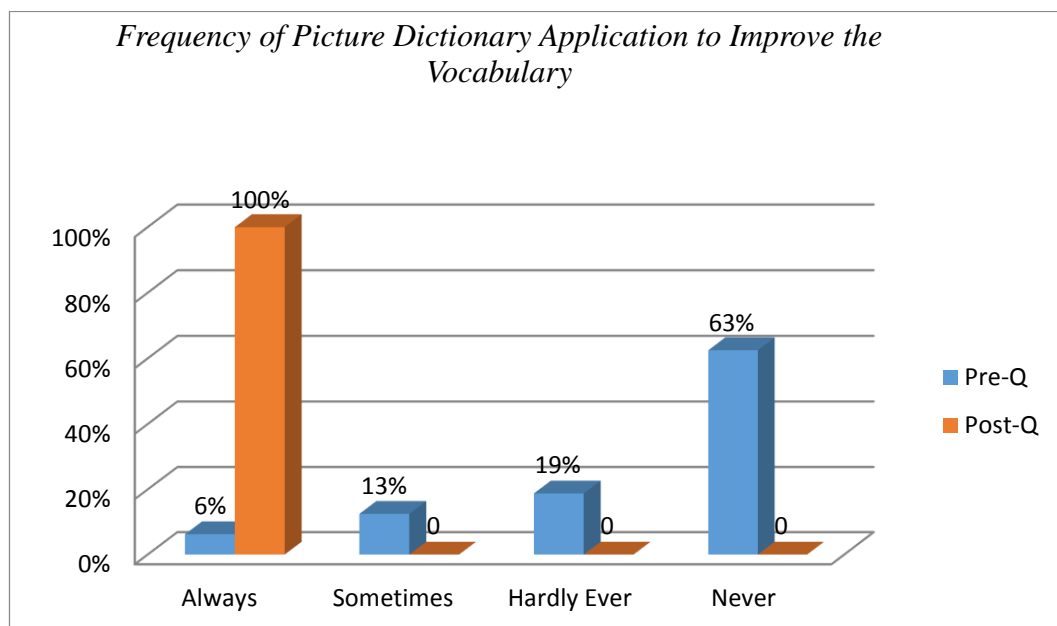
Question 2: How often does your teacher apply the picture dictionary to improve the vocabulary?

a. Table 3

Frequency of Picture Dictionary Application to Improve the Vocabulary.

	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Always	2	6	32	100
Sometimes	4	12	0	0
Hardly Ever	6	19	0	0
Never	20	63	0	0
Total	32	100	32	100

b. Figure 2



c. Analysis and interpretation

The results show that more than half of students that represent 63% expressed that they never apply a picture dictionary to improve their vocabulary, which demonstrates this resource is not considered as important for teaching English vocabulary. However, after the intervention plan, all students that represent 100% claim that teachers always use a picture dictionary which means that they are taking advantage of this great teaching resource to achieve a good level in English vocabulary. Lewis (2012), says that the frequent use of picture dictionaries by students allows them to build vocabulary comprehension since this resource presents new words through pictures which make students to be interested in developing vocabulary, to understand the meaning of words and to see the written form of words.

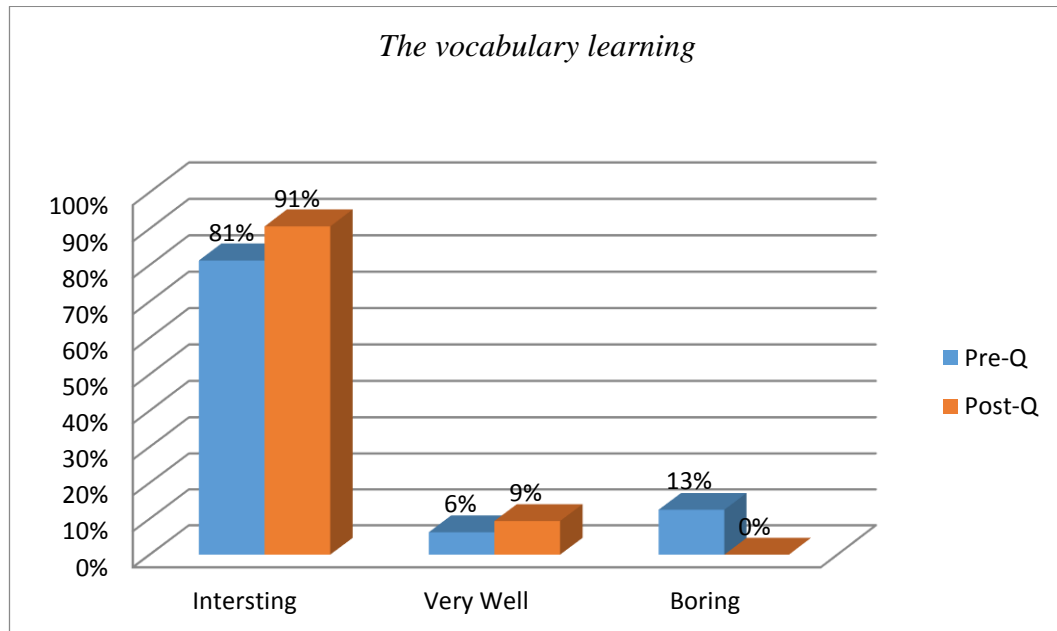
Question 3: In the class, the learning of vocabulary is:

a. Table 4

The vocabulary learning

	Pre- Questionnaire		Post- Questionnaire	
	f	%	f	%
Interesting	26	81	29	91
Very Well	2	6	3	9
Boring	4	13	0	0
Total	32	100	32	100

b. Figure 3



c. Analysis and interpretation

Dealing with the results, many students that represent 81% graded the vocabulary learning as interesting because they use visual aids such as: realia and flashcards. Using realia allows students to learn vocabulary in a better way since the meaning of the words is illustrated through real objects or an action. Similarly, flashcards are an excellent teaching tool when introducing vocabulary or drilling familiar words. However, after the intervention plan most of students that represent 91% considered the vocabulary learning as interesting because the activities that are developed in classes catch students' attention making the learning of vocabulary easily. Huckin (2002), establishes that vocabulary is central to language and of critical importance to the typical language learner. It means that vocabulary takes an important role in teaching language. The most

important thing that teachers need to know when teaching vocabulary is about the resources they use to build students' comprehension.

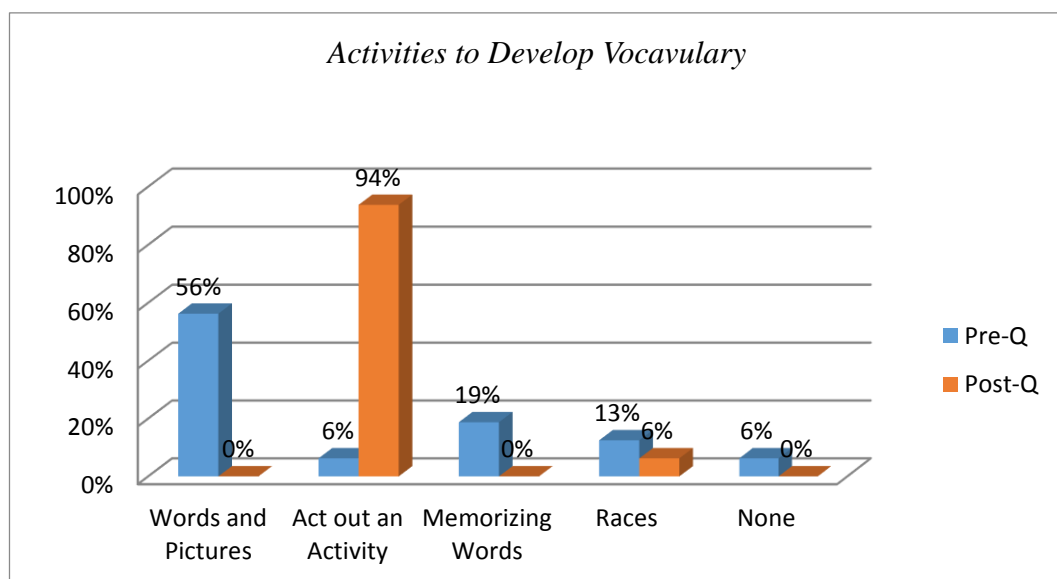
Question 4: Which activities does your teacher use to help you to develop your vocabulary?

a. Table 5

Activities to Develop Vocabulary

	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Word and Pictures	18	56	0	0
Act out and Activity	2	6	30	94
Memorizing Words	6	19	0	0
Races	4	13	2	6
None	2	6	0	6
Total	32	100	32	100

b. Figure 4



c. Analysis and interpretation

According to the results, more than half of students say that the activity that teachers apply in the class to improve vocabulary is words and pictures. It is easy to appreciate that students are aware that this activity is useful to improve vocabulary. Nevertheless, after the intervention plan most of students that represent 94% express that the activity most commonly used for vocabulary is act out an activity. But, the other activities as words and pictures, memorizing words, and races provide students chances to enhance vocabulary and make their learning process enjoyable. Case (2009), says that there are some activities that can be used to develop vocabulary as: words and pictures, in which teacher says a word and students point to the corresponding picture. Similarly, act out an activity, in which one student acts out some activity and the other students guess what student is doing.

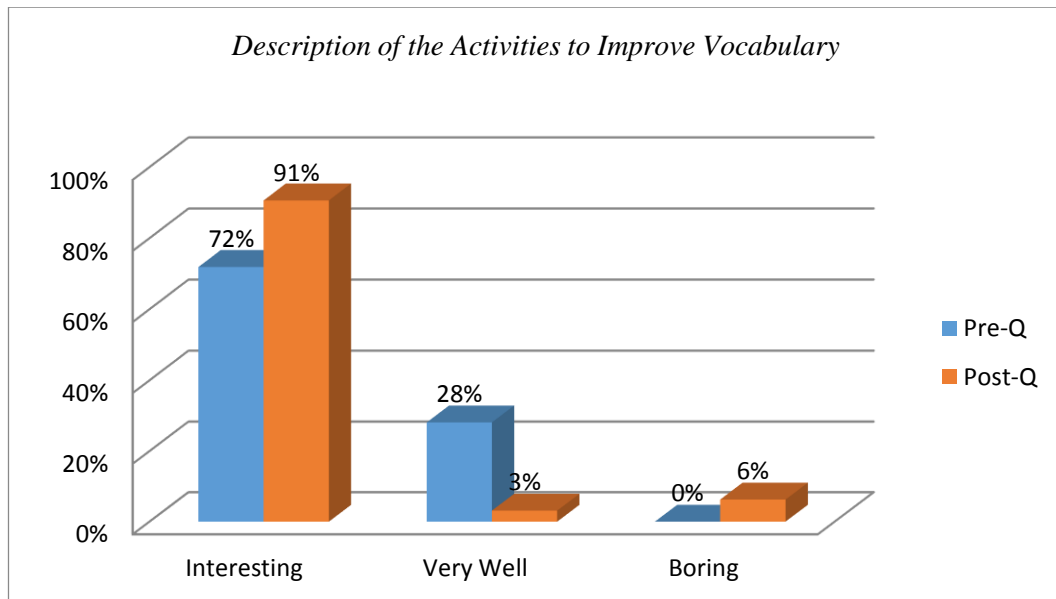
Question 5: How do you describe the use of the above activities that your teacher applies in class to improve vocabulary?

a. Table 6

Description of the Activities to Improve Vocabulary.

	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Interesting	23	72	29	91
Very Well	9	28	1	3
Boring	0	0	2	6
Total	32	100	32	100

b. Figure 5



c. Analysis and interpretation

Concerning results, many students that represent 72% answered that the activities mentioned above are interesting. This means students enjoy learning vocabulary. However, after the intervention plan most of the students that represent 91% considered these activities as interesting, because they give opportunities to develop their vocabulary understanding, and motivate them to increase the learning of the meaning of the words, and to practice vocabulary in a natural context. It is easy to appreciate that all these activities helped students with the meaning of unfamiliar words. Also, these activities stimulated students to be more active and to create a good environment in class. Case (2009), states that all these activities stimulate students, and help foster a positive attitude towards vocabulary. Also, when

teacher applies all the activities encourages students' participation because they love new things that catch their attention.

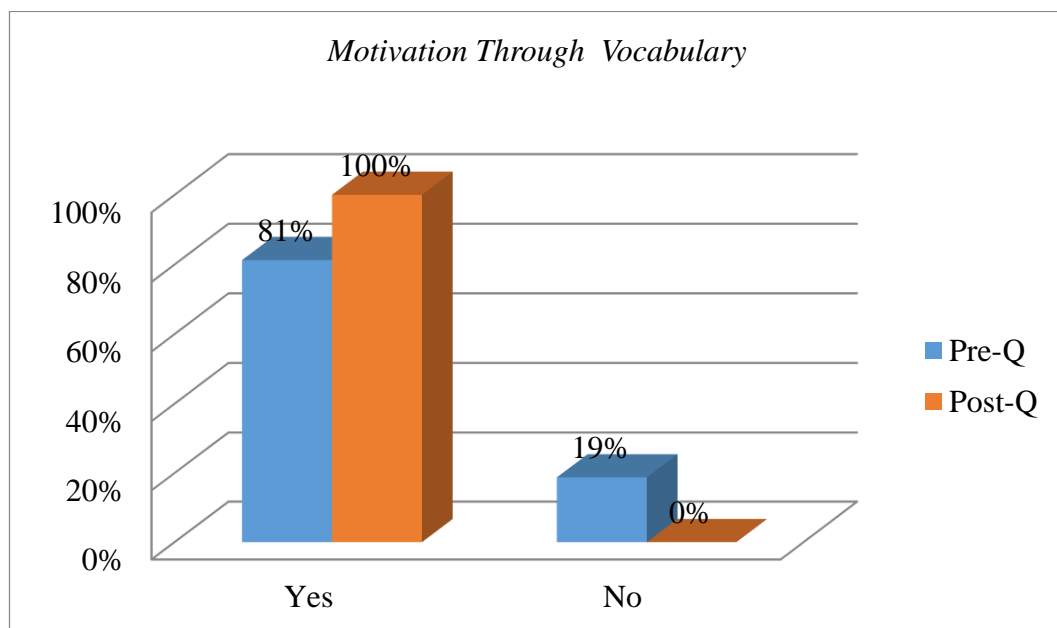
Question 6: The activities that your teacher presents to you in class motivate you to improve the vocabulary?

a. Table 7

Motivation Through Vocabulary.

	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Yes	26	81	32	100
No	6	19	0	0
Total	32	100	32	100

b. Figure 6



c. Analysis and interpretation

The respective findings show that many students that represents 81% considered that the activities that teacher applies in the classroom

motivated them to learn English vocabulary. On the other hand, all students that represents 100% said that these activities encouraged students to increase their vocabulary knowledge. It is easy to notice that these activities increased students' creativity because they could learn English vocabulary through pictures and encouraged students to be interested in the vocabulary lesson presented in the class. All these activities stimulate students' knowledge and make them reach a better comprehension of vocabulary in context and to remember the words easily. Kustaryo (2009), establishes that there are some possible ways of learning vocabulary. The use of picture dictionary changes the class routine. Also, this resource fosters students' participation because it provides students a closer approach to the reality and keeps students active because it allows the learner to see pictures. The adequate use of picture dictionary by teachers increases the level of vocabulary acquisition.

Post – Test Results

Objective five of the research work

To evaluate the effectiveness of using a picture dictionary in the classroom through a post-test.

a. Table 8

Post-Test Scores of Fifth Year Students in Vocabulary.

Students´code	M	F	Total
	/6	/4	10
UEMDV001	4	3	7
UEMDV002	4	3	7
UEMDV003	3	4	7
UEMDV004	5	3	8
UEMDV005	6	2	8
UEMDV006	5	3	8
UEMDV007	4	3	7
UEMDV008	5	3	8
UEMDV009	4	3	7
UEMDV010	4	4	8
UEMDV011	5	3	8
UEMDV012	5	3	8
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UEMDV022	6	4	10
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UEMDV026	3	4	7
UEMDV027	4	4	8
UEMDV028	4	4	8
UEMDV029	3.5	2	5.5
UEMDV030	4	3	7
UEMDV031	6	2	8
UEMDV032	3	4	7
Mean	4.4	3.2	7.5

Note. UEMDV= Unidad Educativa Marieta de Veintimilla; 001=Students´ code; M=Meaning F=Form.

c. Analysis and interpretation

According to the data obtained in table 8, the total score mean gathered by students was 7.5/10, which was below the expected level 8/10. Analyzing the results, the highest score mean was for the aspect of meaning that was 4.4/6, which places students in a good level (see grading scale pg. 101). This means, students increased their ability to relate the pictures with the meaning of the words appropriately. However, the lowest score was for the aspect of form, which was 3.2/4 and placed students in an excellent level. This indicates that students could spell words since they retained an accurate impression of the words and associated the sound of the words with its visual images. It is evident students improved the pronunciation and spelling of the words. Similarly, they identify the meaning of the words in the context.

Nation (2001), establishes that the aspects of vocabulary are: form that involves the spoken and written form of words. Also, meaning that presents the concept and what items it refers to, and the associations that come to mind when people think about a specific word or expression.

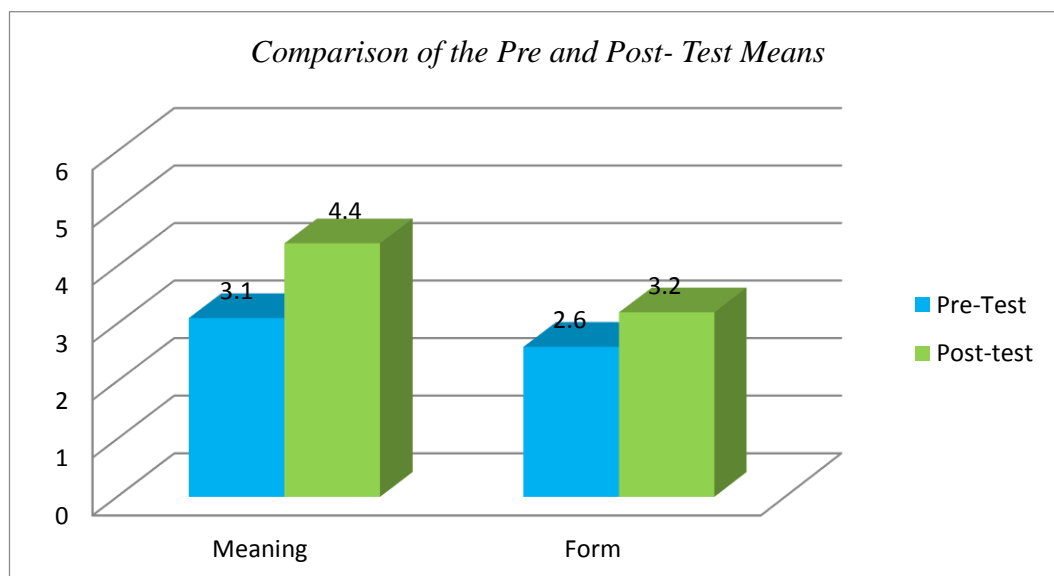
Comparison of the Pre and Post- Test Means

a. Table 9

Comparison of the Pre and Post- Test Means of fifth Year Students in Vocabulary

	Pre- Test	Post- Test
Meaning	3.1	4.4
Form	2.6	3.2
Total	5.7	7.6

b. Figure 8



c. Analysis and interpretation.

The findings in table 9 show that students increased their vocabulary knowledge, in both aspects: meaning and form. In the aspect of meaning students increased their score mean, from 3.1 to 4.4. Similarly, in the aspect of form, they increased their score mean from 2.6 to 3.2. The results evidence students' vocabulary improvement was meaningful.

g. DISCUSSION

Based on the outcomes of this research work, results exposed that the use of picture dictionary as a resource had a positive impact on improving students' vocabulary. This impact is demonstrated in the results of the pre – post- tests, and pre-post questionnaires applied to fifth year students, at Unidad Educativa “Marieta de Veintimilla”, which showed the relevant change those students, got in vocabulary after the intervention. The field diary and observation sheet helped to find out relevant events during the observation or particular situations that happened. The intervention based on picture dictionary was helpful because students increased their mean in pre that was 5.7/10 and in the post- test mean which was 7.6/10.

Simon (2004), says that a picture dictionary is a useful resource because it helps students to learn new words in an interesting and enjoyable way. Students will learn vocabulary in a short time since they are seeing the pictures.

The pre-test indicated that most of the students had problems in two aspects of vocabulary: meaning and form. In meaning, because students were not able to relate pictures with words and in form due to they were not able to spell words correctly. This test contains five questions, each question worth two points.

In the post- test after the intervention showed that the knowledge in identifying and using the vocabulary in context changed as it is explained with the mean mentioned before. These findings were consistent with

Williams ideas (2002), who states that a good way to enrich vocabulary learning in children is placing the vocabulary by using a picture dictionary. It represents an essential resource for vocabulary teaching, especially when teaching.

Furthermore, during the intervention there were several strengths and limitations that stimulate and affect the improvement of vocabulary. One of the strengths was that students participated actively in class, they were no longer afraid to spell and pronounce words. Also the time used for each lesson was enough to reach out the proposed objectives. The material and activities used in class were captivating which made students be interested in developing their vocabulary. Even though, there was limitation related to the number of the students, which made students do not pay attention in class. But at the end they overcame this limitation; they paid attention in class and enjoyed participating actively with their classmates.

In addition, the picture dictionary contributed to the students to be engaged in the development of the activities such as: words and pictures, races, miming, act out an activity what is the word, memorizing words to improve vocabulary. For this reason, they increased their lexical which last results are seen in the post-test and questionnaires.

h. CONCLUSIONS

- Students of fifth year of Basic Education of Unidad Educativa “Marieta de Veintimilla” improved the difficulties that were facing in vocabulary acquisition such as: meaning and form. So that, students could understand the meaning of words, to recognize them when they hear or read them. Also, they were able to pronounce and write the words correctly.
- Regarding the researched results, the application of picture dictionary activities in the class allowed students to overcome their difficulties in pronouncing and spelling the words appropriately. Since, this resource was meaningful because it presented the vocabulary in a didactic way in which words were introduced through pictures which helped students to understand and to remember the meaning of the words.
- The use of picture dictionary in the classroom was successful. It involved students in the process of vocabulary acquisition and engaged them in active learning. Also, this tool provided students a dynamic communicative experience that allowed them to increase their lexical and use English in common life situations.

I. RECOMMENDATIONS

- Teachers should diagnose students' weaknesses in vocabulary acquisition such as: meaning and form. These two aspects are a fundamental connection in vocabulary acquisition. Even though, teachers should continue using the picture dictionary because it draws students' attention to pronunciation and spelling of the words. Thus, a picture dictionary is an excellent teaching tool in vocabulary learning because it makes students to learn the correct spelling of words, to define words and to associate words with pictures.
- Teachers should continue using the picture dictionary since this resource provides a variety of activities which students can perform, memorize and associate with the correct meaning. Furthermore, the application of these activities wake up students' interest by learning autonomously and conduct them to achieve a good level of vocabulary knowledge.
- Teachers should continue using didactic resources in the class as the picture dictionary because this tool is meaningful for the vocabulary learning. This resource provides students a real environment and makes students feel motivated to develop their vocabulary. In addition, students can make their own picture dictionary to reinforce their vocabulary.

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k. ANNEXES



UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE CAREER

THEME

THE USE OF PICTURE DICTIONARY TO IMPROVE VOCABULARY OF 5TH YEAR STUDENTS, AT UNIDAD EDUCATIVA “MARIETA DE VEINTIMILLA” OF LOJA CITY, DURING THE ACADEMIC PERIOD 2014-2015.

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

AUTHOR

MARÍA ELIZABETH CASTILLO QUEZADA

**LOJA-ECUADOR
2015**

1859

a. THEME

THE USE OF PICTURE DICTIONARY TO IMPROVE VOCABULARY OF 5TH YEAR STUDENTS, AT UNIDAD EDUCATIVA “MARIETA DE VEINTIMILLA” OF LOJA CITY, DURING THE ACADEMIC PERIOD 2014-2015.

b. PROBLEM STATEMENT

Background

The present research work will be developed at Unidad Educativa “Marieta de Veintimilla”. It is located in Motupe neighborhood of the Valle Parish, in Loja province; and it was founded on February 24th, 1947 by Lic. Julia Marieta Cueva Ojeda. The institution was created with the purpose of satisfying the educational needs of the North Area of Loja city. This school started with 50 girls. Later in 1949, boys integrated the institution to.

Nowadays, this institution is recognized as Unidad Educativa “Marieta de Veintimilla”. It has the Initial level with 92 children from 3 years until 5 years old. La Unidad Educativa has two sections. The morning section works with all years of Basic Education, from the 1st to 10th years with 814 students and 33 teachers. In the afternoon section, it has 342 students of Bachillerato and 16 teachers. The current principal is Dr. Arturo Armijos.

The mission of this school is to be an institution with experience in educational work and offer children and teenagers training, seeking constant innovation according to scientific and technological advances, forming them with a creative, critical and affective character, based on authentic performances, to be able to take decisions and solve their problems, promoting practice of moral, ethical and ecological values.

The vision of this institution is projected to be an institution of quality in order to form children and teenagers competitive e innovative, capable of

solving their own problems, respecting their cultural identity, committed to their natural environment, and encouraging the practice of values, as: respect, honesty, solidarity, responsibility, identity, and effective warmth; underpinned by a humanistic- scientific education, so they can continue their higher education success while contributing to improve the quality of life of their community and the realization of productive work”.

Current situation of the researched problem

This research work will be addressed on the use of picture dictionary to improve vocabulary, due to a picture dictionary is a great resource that presents the words in an interesting and enjoyable way. Likewise; picture dictionaries are useful in a variety of teaching environments, such as teaching a young child about their native language, or instructing older students in a foreign language.

A new study by teacher Hopkins (2014), says that children from school-age learn about 3.000 new words a year, but only 10 percent of these words come from direct vocabulary instruction. The rest come from their everyday experiences with oral communication.

In addition, it is notorious that teachers at the moment to teach vocabulary do not take into account the two essential aspects into it such as: form and meaning. Each aspect it is of vital importance to develop the vocabulary in a good way. Where it was noticed that students face problems in vocabulary recognition, in associating the words with their own meaning

and are not able to spell and write the words correctly. Therefore, students do not feel motivated to learn vocabulary.

Research problem

How does the use of picture dictionary improve the vocabulary of 5th year students, at Unidad Educativa “Marieta de Veintimilla” of Loja city, during the academic period 2014 - 2015?

Delimitation of the research

Temporal

The research work will be developed during the academic period 2014 – 2015.

Spatial

This research will be carried out at Unidad Educativa “Marieta de Veintimilla”.

Observation Unit

In this research, the observation units will be teacher and students of 5th year of Basic Education.

Sub problems

- What type of theoretical references about English vocabulary and picture dictionary are useful to help students of 5th year at Unidad Educativa “Marieta de Veintimilla” of Loja city, during the academic period 2014-2015?

- What are the difficulties that limit the English vocabulary of the 5th year students, at Unidad Educativa “Marieta de Veintimilla” of Loja city, during the academic period 2014-2015?
- What are the phases of the intervention plan that lead the current issues of vocabulary learning of 5th year students, at Unidad Educativa “Marieta de Veintimilla” of Loja city, during the academic period 2014-2015?
- What picture dictionary activities solve the limitation of students’ vocabulary learning of 5th year at Unidad Educativa “Marieta de Veintimilla” of Loja city, during the academic period 2014-2015?
- What is the effect that the picture dictionary had on vocabulary learning with 5th year students, at Unidad Educativa “Marieta de Veintimilla” of Loja city, during the academic period 2014-2015?

c. JUSTIFICATION

The researcher has selected the use of picture dictionary to improve vocabulary with the students of 5th year, at Unidad Educativa “Marieta de Veintimilla” since, the picture dictionary is a great resource that presents the words in an interesting and enjoyable way and it is for students to understand the words easily.

The use of a picture dictionary is really vital because it allows the students to increase their vocabulary. The researcher is convinced that this research will produce significant knowledge about the role of the picture dictionary into the teaching-learning process.

Vocabulary is important in English language because through this skill learners can understand others and express their ideas. Learning the English vocabulary is very essential because its structure is used in every day conversation. Therefore, vocabulary is a useful tool for communication and acquiring knowledge.

This research is fundamental to perform because it is a requisite that will permit to the researcher to get the Bachelor’s Degree in Sciences of Education, English Language Specialization, also to obtain the accreditation of the subject. The researcher is able to carry out this research because she has enough material, capacity and required knowledge.

d. OBJECTIVES

General:

The improvement of vocabulary through the use of picture dictionary of 5th year students, at Unidad Educativa “Marieta de Veintimilla” of Loja city, during the academic period 2014-2015.

Specific:

- To investigate the theoretical references on English vocabulary and Picture dictionary as a tool to support students’ learning of 5th year at Unidad Educativa “Marieta de Veintimilla”.
- To diagnose the difficulties that limit students in vocabulary learning through the observation and a pre- test.
- To design an intervention plan using picture dictionary in order to enhance students’ English vocabulary.
- To apply activities using picture dictionary as part of the classroom to improve students’ English vocabulary.
- To evaluate the effectiveness that the use of picture dictionary had on students vocabulary learning, through a post-test.

e. THEORETICAL FRAME WORK

Vocabulary

Definition

According to Graves (2000), defines vocabulary as the entire stock of words belonging to a branch of knowledge or known by an individual. He also states that the lexicon of a language is its vocabulary, which includes words and expressions.

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

Importance of vocabulary

According to Fazeli (2012), states that vocabulary is very important thing because it can listen of the words used in some enterprise, a language user knowledge of words and the system of techniques or symbols serving as a means of expression (as in arts or crafts);” he introduced a wide vocabulary of techniques”.

According to Huckin (2002), establishes that vocabulary is central to language and of critical importance to the typical language learner. It means that vocabulary take an important role in teaching language. With more vocabulary, the learners will easily in understanding and using language without any difficulties.

Vocabulary also is the set of words that are familiar within a language. A vocabulary usually grows and evolves with age, and serves as a useful and fundamental tool for communication and acquiring knowledge.

How to teach vocabulary effectively?

Thornbury (2010), claims that there are three steps when teaching vocabulary:

Step one: presenting new words (meaning and form)

Explanation: concise definition/detailed description.

- using visual images: realia, pictures, and drawing.
- using gestures and actions: mime, gesture, facial expression, showing lexical relations, synonyms, antonyms, words in context, dialogues, role play and guessing/predict.
- guessing/ predict

Step two: helping students remember new words

- use memorizing games and activities
- matching words
- labelling words
- guessing words
- classifying words

Step three: making sure students make the new words.

- Picture dictionary
- Words search games picture labeling

Aspects of vocabulary Knowledge

According to Nation (2001), says that there are three aspects of vocabulary: Form, meaning and use.

Vocabulary is an important need for students. Without vocabulary, they cannot speak at all. But what does it mean to know a word? For example, if students can understand the word but can't use it in a sentence, do they really know it? Do students know the word if collocations are unknown, as well as many of the other uses the word may take? Do they know the vocabulary if they don't have a firm grasp of all the possible uses (such as develop, developer, undeveloped, and underdeveloped)? Let's start with the form, meaning, and use of a word. These three components make up the points required for successful vocabulary comprehension.

Form: The form of a word involves its pronunciation (spoken form), spelling (written form), and any word parts that make up this particular item (such as a prefix, root, and suffix).

Meaning: Encompasses the way that form and meaning work together, in other words, the concept and what items it refers to, and the associations that come to mind when people think about a specific word or expression.

Use: It involves the grammatical functions of the word or phrase, collocations that normally go with it, and finally any constraints on its use, in terms of frequency, level, and so forth.

Aspect	Component	Receptive knowledge	Productive knowledge
Form	spoken	What does the word sound like?	How is the word pronounced?
	written	What does the word look like?	How is the word written and spelled?
	word parts	What parts are recognizable in this word?	What word parts are needed to express the meaning?
Meaning	form and meaning	What meaning does this word form signal?	What word form can be used to express this meaning?
	concepts and references	What is included in this concept?	What items can the concept refer to?
	associations	What other words does this make people think of?	What other words could people use instead of this one?
Use	grammatical functions	In what patterns does the word occur?	In what patterns must people use this word?
	collocations	What words or types of words occur with this one?	What words or types of words must people use this one?
	constraints on use (register, frequency...)	Where, when, and how often would people expect to meet this word?	Where, when, and how often can people use this word?

Types of vocabulary

According to Shepherd (2000), classifies vocabulary into two kinds: a receptive vocabulary and expressive vocabulary (productive vocabulary).

Receptive Vocabulary

Receptive vocabulary is words that the learners recognize and understand when they occur in context, but which cannot produce correctly. It is vocabulary that the learners recognize when they see it in reading context but do not use it in speaking and writing. The receptive vocabulary is also called a passive process because the learner only receives thought form others. In language application, the receptive vocabulary is considered the basic vocabulary. It is much larger than productive vocabulary because there are many words recognized when the learner hears or reads but do not use when he speaks or writes.

Productive Vocabulary

Productive Vocabulary is the words, which the learners understand, can pronounce correctly, and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thought to others.

Techniques of Encouraging Students in Learning Vocabulary

According to Kustaryo (2009), establishes that there are some possible ways of learning activity vocabulary so, that the students' motivation may increase in learning English especially regarding to the meaning of words.

They are listed below:

- Learning vocabulary through creativity. It means that the students can learn the English vocabulary by using the pictures.
- Learning vocabulary through context clues. In essence, the students may find out the English vocabulary based on clues in the surrounding context.
- Learning vocabulary through guessing. It may be speculated that the students may learn the meaning of word in context and it needs a special approach
- Learning vocabulary though definition. It is useful in guiding the students to be able to define the meaning of words and to arrange word into the correct sentence.
- Learning vocabulary through derivation. It means that the students must be able to derive words correctly. It comes only with practice or by studying the rules of how to form noun, adjective, adverb, etc.

It can be concluded that there are a variety of materials that can help students to practice vocabulary in natural context. All these materials support learners of vocabulary by teaching different techniques and strategies they can use to continue learning outside the classroom.

Teaching Vocabulary through picture dictionary.

According to Yang (2010), states that teaching vocabulary through picture dictionary is not a new way in teaching English. It is used by some creative teachers at school today. By using picture dictionary teachers say that the goal of teaching language can be achieved.

Vocabulary is essential lesson for the students at elementary school until higher education. It cannot be avoided because student can say almost anything with words.” words are the basic unit of language form supports it. Without vocabulary, one cannot communicate effectively or express idea”

In this case, it is important for the teacher to use some teaching aids when he or she teaches vocabulary in the classroom because they provide fun activities that make teaching and learning process more interesting and enjoyable.

The essence of teaching vocabulary through picture dictionary is to teach English vocabulary. It means that picture dictionary is not the aim, but it is just as the tool of teaching to help the students interested in vocabulary lesson. So the students will engage the teaching and learning process and they will understand the lesson easier.

How vocabulary is assessed?

According to Pearson (2007), states that there are some commonly used vocabulary formats in vocabulary assessment. The first four formats listed below were the earliest measures of vocabulary which primarily ask the

learners to demonstrate their vocabulary knowledge by labeling, giving definitions and translating.

Labeling

One of the most commonly used test technique in vocabulary assessment is labeling, where learners are typically asked to respond by writing down what the word is for a given picture. Alternatively, one picture can be used in which learners are asked to label parts of it.

Definition

Definition provides a wider range of vocabulary to test, unlike the labeling format which is restricted to concrete nouns. However, Hughes (2013), says one issue in this kind of test is that not all words can be uniquely defined. To address this limitation, dictionary definitions may provide shortcuts and save our headaches in finding the best, clear-cut, unambiguous definition.

Translation

There are many ways in which vocabulary is measured using translation. Learners can choose the correct translation, or simply be asked to provide the translation for each word.

Matching

Another commonly vocabulary test is where learners are presented with two columns information, and are asked to respond by matching a word in one column to another one. Items on the left-hand column are referred to

as premises, and items on the other end are called options. The word can be matched based on its related meaning, a synonym, an antonym, or a collocation.

Picture dictionary

Definition

According to Adelson (2002), says that a picture dictionary is a dictionary where the definition of a word is displayed in the form of a drawing or photograph. Picture dictionaries are useful in a variety of teaching environments, such as teaching a young child about their native language, or instructing older students in a foreign language. Picture dictionaries are often organized by topic instead of being an alphabetic list of words, and almost always include only a small corpus of words.

According to Ross (2004), states that a picture dictionary is a design or representation made by various means (as painting, drawing, or photography) and dictionary is a reference book listing alphabetically terms or important to a particular subject or activity a language with discussion of their meaning and application.

Why use picture dictionary?

According to Lewis (2012), says that pictures dictionaries are in many ways an excellent teaching tool to use for the following reasons.

- To learn words.
- To learn the correct spelling.
- To describe or define words.

- To makes sentences with words.
- To describe pictures.

The Advantages of using picture dictionary

According to Simon (2004), says that there are several advantages using picture dictionary.

- The students will know the precisely the meaning of unfamiliar words since the words are presenting in an interesting and enjoyable way.
- The students will know the meaning of a lot of unfamiliar words in a short time since they are seeing the pictures.
- The students can create a picture to show their meaning.
- The students will be more active and creative in learning language.

Activities of Picture Dictionary

Case (2009), establishes that there are some activities that can be develop with picture dictionary.

Words and pictures

Teacher says a word and students have to point to the corresponding picture.

Memorizing words

In pairs, students look at several pictures with their corresponding word. Students memorize the words, covering the pictures.

What is the word?

In pairs, one student points to a picture and his/her partner says the word.

After a few words, students switch roles.

Matching pictures

Take out a picture and ask students to write the corresponding word for that picture.

Races

Teacher says something that is in the dictionary and students race to the board to write those words.

Brainstorming

The whole class or groups of students brainstorm ways the dictionary or a page of it could be used, for instance pointing at the pictures in a shop, making a birthday card from the pictures, or changing all the words to another language to make a Mongolian/Burmese/Galician picture dictionary.

Students brainstorm possible verbs for each object, for example: "You can make music with a hammer" or "You can kill with hammer". Students brainstorm things that could be used instead of each object or how that object could be used in the place or of something else. Students compete to make true sentences about one object (with books open or closed). Students try to think of a sentence using as many of the words on the page

as they can. As they get into it, ban words they always use to tie things together such as “and”.

Guessing games

Picture dictionary hangman- With books closed, the teacher or one student writes gaps for each letter of the word they are thinking of and asks the other students to guess what letters are in it. Rather than drawing a hangman for wrong guesses, they draw a tiny detail of the picture in the book to give them further help in guessing.

The teacher or a student chooses one page and describes it until someone guesses the theme of the page. They should start their description with ones that are difficult to guess, for instance, the page shows things outside could be “in the countryside” or “in main street”.

The teacher or a student opens the book at random and describes either the page they see or a completely imaginary page, and students have to guess which it is.

The teacher or a student describes a page from the dictionary but says one thing that is not true. Students compete to be the first person to spot that false thing. Students choose one thing in the dictionary on the page as a present for someone in the class and say which person they have chosen it for and why until their partner guesses which one they are talking about.

Air drawing

Draw a “picture” of one of the objects in the air with your finger or a penlight torch until students guess what it is (with books open or closed), then students do the same in pairs or groups.

20 questions

A student chooses one of the words in the dictionary/ in that section/ on that page and the other students ask Yes/No questions until they guess which thing it is.

The teacher or a student makes personalized statements about one of the objects, for example, I used to have one when I was a child. I do not particularly like these or I used one once every two days or so, until the others guess what it is.

Tracing

Students use tracing paper to copy a small part of a drawing, then the others try to guess what it is, and maybe which part it is, for example, it is a teapot’s handle, good for third person practice. This can be also done without tracing paper by copying small parts of a drawing.

The teacher or a student says what one person or animal (or with a bit more imagination one means of transport, object) on the page is thinking and the others guess which one they are talking about.

Tricky Pictionary

Students try to make a picture with a word that teacher says using drawings.

Memory game

Students close their books and see how many of the words they can remember. Students close their books and see how many words of the category the teacher or a student says they can remember, for instance, verbs, machines or clothes you wore on the lower half of your body.

Students close their books and answer the questions from their teacher, their partner or the worksheet about what color the objects are, where they are on the page, what they are next to or between, how many of each object there is on the page, what is being done to each object, spelling and sentences.

One person says a word within the topic of the page, for example, "Plants" and the others try to remember if it is on that page or not. One person makes statements about the page and the other students say if it is true or false.

Touch and say memory chains, one student touches a picture and says something about it, for example, what it is, an adjective describing it or where it is. The next student touches the same object and does the same thing (saying the same sentence).

Then, chooses another picture and does the same. Continue with a longer and longer chain of pictures and statements in the same order until one student forgets or gets something wrong. This is maybe best done with a copy of the page with the names tipped out.

Finger slam: one student slams their finger down to cover one part of the picture and the other students have to remember what was there, maybe in answer to a question for instance what color is the tractor?

Experiment with different ways of using the dictionary to remember the vocabulary, then feedback on which one helped them learn the vocabulary best.

Comparison and connection games

Students try to tick off the words one by one by saying how each thing is unique among the words on the page for example, a plane is the only one that flies. Students take turns saying how the thing they choose is better than the thing their partner chose before for instance, an apple is crispier than a grapefruit.

Act out an Activity

This is an activity to teach hobbies. One student acts out some activity and the other students guess what that student is doing.

How to build a picture dictionary?

Klerk (2011), establishes that compiling a list of words that children struggle with is a good way to enhance their vocabulary. Building a children's picture dictionary is a great activity for kids to do in school.

Picture Dictionary

Supplies

- Two – ring binder
- Paper bond with two holes
- Tabs
- Photos or magazine pictures

Instructions

- Along with the child, write a list of words that will be included in the dictionary.
- Alphabetize the words in the list.
- Write each word down on a line next to a blank space. Leave approximately ten blank spaces at the end of each letter group, so the child can add more words later.
- Add a graphic that depicts each word. The graphic can be a photo or a picture from a magazine.
- Label the tabs with each letter of the alphabet and use them to mark each new letter group.

Elements for successful language learning (ESA)

In order to develop this research work properly, it is necessary to be based on a teaching model, and it is considered that ESA Teaching model could fit in accordance with student's interests and our needs. Jeremy Harmer in his book ***How to teach English?*** Summarizes the three elements of ESA as follows: (Hermer, 2011)

Engage: Activities and materials which frequently engage students include: games (depending on the age of the learners and the type of game), music, discussions (when handled challengingly), stimulated pictures, dramatic stories, amusing anecdotes.

Study: Study activities are those where the students are asked to focus on the contraction of something, whether it is the language itself, the ways in which it is used or how it sounds and looks.

Activate: This element describes exercises and activities which are designed to get students using language as freely and communicatively as they can.

f. METHODOLOGY

Design of the research

It is important to mention that this research work is based on the Action Research as a constructive enquiry, which is carried out in order to understand, to evaluate and then to change a situation, at the time the research is including and improve educational practice. This study is an educational research that will allow the practitioner to study and practice a variety of aspects making use of a picture dictionary with the objective to improve the vocabulary.

Methods, techniques and instruments.

Methods:

The following general methods will be applied along the Research:

The scientific method will facilitate the study of appropriate resources to improve vocabulary. Also it will help in the observations done before and during the intervention. This one will support with gathering data to make relevant predictions about the possible solution.

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

The Analytic-synthetic method will be used to analyze and interpret the obtained results through the tests. It also will help to draw up the conclusions.

The Statistic- method will be used to make the quantitative statistical analysis of the data obtained from the test and the qualitative data from the observations and teacher's diary.

This research work also will follow the process of an action research which includes planning, acting, observing and reflecting suggests, proposed by (Kemmis,2000).

This process will help the researcher to see if a necessary modification or amendment would be necessary to improve student's vocabulary.

The process of the research will be carried out systematically, by collecting data on one's everyday practice, analyzing it in order to draw conclusions about how future practice should be.

Techniques and instruments

Data collection

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

Tests

Two kinds of tests can be used. A pre-test containing several questions about different topics seen so far. It will be used to collect student's answers, in order to diagnose the level of students' knowledge about vocabulary, at the beginning of the intervention plan, to obtaining

information about students' progress on vocabulary learned during the intervention. The test will be conducted in class and the researcher will give students a clear explanation and clarify all queries raised. The same test will be used as a post-test at the end of the intervention plan in order to know if students have improved the vocabulary with the use of picture dictionary.

Observation

Through the observation sheet the researcher will be observe the students' performance during the lesson. It will help to write up the findings during the intervention, relevant events during the observation or particular situations that happen.

Questionnaire

A questionnaire with two closed questions and five multiple choice questions will be applied to obtain information from students about the development of vocabulary inside the classroom. This instrument will be applied at the beginning and at the end of the intervention. The post questionnaire will be used to collect students' progress about the vocabulary developed during the intervention. The tests will be conducted in class, so that the researcher will give a clear explanation to students and clarify the students' inquires.

Field diary

The researcher will use a diary to record what happens in each lesson. It will help to write up the findings during the intervention, relevant events during the observation or particular situations that happen.

Procedures

The action research work process will involve the following stages: The intervention plan will start and end with the application of two tests. The first one will be applied at the end to verify if the students improve or not their vocabulary.

During the development of the lessons a variety of activities will be introduced to practice and improve students' vocabulary. Likewise, the observation checklist and a diary will be used to record particular situations and to observe students' performance.

The findings before and after the intervention plan will be compared and analyze to draw up conclusions about the research work.

Tabulation

The tabulation data will be done with the results obtained in the tests. A logical analysis will be done with the information received.

Organization

The research will organize the work based on the information received in all the strategies applied to compare and analyze the impact of the

intervention plan. A report of intervention will be disseminated with the findings and ideas among the teachers, partners and the school.

Description

The obtained data will be described in graphics considering the information pre and post intervention. The description of each question will be completed to facilitate the interpretation of the information shown, and also do the logical analysis of data received.

Population

The students of 5th year at Unidad Educativa, are who will participate in the development of this action research. The participants of the study in parallel "B" are 32 students between boy and girls. They are between nine and ten years old. The parallel receive two hours per week with a certified teacher.

Intervention plan

Alternative:

The use of picture dictionary to improve vocabulary of 5th year students, at Unidad Educativa "Marieta de Veintimilla" of Loja city, during the academic period 2014-2015.

Objective

The improvement of vocabulary through the use of picture dictionary of 5th year students, at Unidad Educativa “Marieta de Veintimilla” of Loja city, during the academic period 2014-2015.

Introduction

The intervention plan is a two month course program that will prepare students to increase and improve vocabulary through the use of picture dictionary.

The goal of the plan is to make learning vocabulary enjoyable through:

- Acting out activities
- Building picture dictionaries.

The plan includes nine lessons, which contain a lot of colorful, motivating and interesting pictures and photos according to the topics studied in classes such as: sports, hobbies, body parts, countries, places around the city, celebrations and seasons of the year. Each lesson is developed taking into account the three elements that Jeremy Harmer (2011), proposed in his book “How to teach English”. Engage, Study and Activate (ESA).

Engage: This element describes how teachers try to stimulate the students’ interest, therefore involving their emotions. It is developed presenting picture dictionary activities according to the topics, and showing pictures or photos about them.

Study: This element shows the activities in which students are asked to focus in on language (or information) and how it is constructed. They range from the study and practice of a single sound to an investigation or how a writer study and practice and achieves a particular effect in a long term. This step will be done completing worksheets, practicing the pronunciation of the word, analyzing the kind of word, using the word and miming the words.

Activate: This element describes exercises and activities which are designed to get students using language as freely and communicatively as they can. Also, students will build their picture dictionary according to the topic taught in classes.

Period

This research work is going to be implemented during the months of April and May 2015.

RESEARCH PROBLEM: How does the use of picture dictionary improve the vocabulary of 5th year students, at Unidad Educativa “Marieta de Veintimilla” of Loja city, during the academic period 2014 - 2015?

DATA COLLECTION INSTRUMENTS: Pre- test, questionnaire.

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	RESOURCES
WEEK ONE: 2 HOURS	Answer the pre-test and questionnaire.	Pre-test (vocabulary about previous knowledge) Questionnaire.	<ul style="list-style-type: none"> -The researcher introduces the test to evaluate the vocabulary. -The researcher gives the instructions about it and students develop the test. -The researcher monitors students and clarify any doubt. -The researcher gives a brief explanation about the questions on the pre-questionnaire. - Students answer the questionnaire. 	<ul style="list-style-type: none"> - Pre test -Questionnaire

SUPPORT: Coaching and guidance from the university professor

OBSERVATION NOTES: _____

RESEARCH PROBLEM: How does the use of picture dictionary improve the vocabulary of 5th year students, at Unidad Educativa “Marieta de Veintimilla” of Loja city, during the academic period 2014 - 2015?

DATA COLLECTION INSTRUMENTS: Observation sheet, Field diary,

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	RESOURCES
WEEK TWO: 2 HOURS	Students will be able to: <ul style="list-style-type: none"> Recognize different sports in English. 	Unit 3: Hobbies and interests <ul style="list-style-type: none"> Sports 	Picture dictionary activity: Words and pictures. Engage: <ul style="list-style-type: none"> Researcher presents students some pictures about “Sports”. Students look at the pictures and try to figure out which sport is. Students point out the sport that researcher says. Study: <ul style="list-style-type: none"> Students practice the pronunciation of each word. Researcher gives students a worksheet about sports. In this worksheet, students label each sport with the corresponding word. Activate: <ul style="list-style-type: none"> Students build their own picture dictionary according to the topic studied in classes. Indicating the image, the word, the type of word and the meaning of word. 	<ul style="list-style-type: none"> Picture dictionary about sports. Worksheet.

SUPPORT: Coaching and guidance from the university professor

OBSERVATION NOTES: _____

RESEARCH PROBLEM: How does the use of picture dictionary improve the vocabulary of 5th year students, at Unidad Educativa “Marieta de Veintimilla” of Loja city, during the academic period 2014 - 2015?

DATA COLLECTION INSTRUMENTS: Observation sheet, Field diary,

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	RESOURCES
WEEK THREE: 2 HOURS	Students will be able to: Identify hobbies images.	Unit 3: Hobbies and interests • Hobbies	Picture dictionary activity: Act out an activity Engage: <ul style="list-style-type: none"> Class review: Researcher makes students to practice the pronunciation of the alphabet in order to they are able to spell words. Researcher introduces the topic showing students some pictures about hobbies. Study: <ul style="list-style-type: none"> Researcher gives students a piece of paper with a written word. Each student act out the word in front of the class. The other students guess what hobby is. Students look at the pictures on the worksheet and write below each hobby the corresponding word. Researcher monitors students' tasks. Activate: <ul style="list-style-type: none"> Students build their own picture dictionary according to the topic studied in classes. Indicating the image, the word, the type of word and the meaning of word. Students spell each other different sports pointing out a picture in the picture dictionary. 	<ul style="list-style-type: none"> Picture dictionary about hobbies Worksheet

SUPPORT: Coaching and guidance from the university professor

OBSERVATION NOTES: _____

RESEARCH PROBLEM: How does the use of picture dictionary improve the vocabulary of 5th year students, at Unidad Educativa “Marieta de Veintimilla” of Loja city, during the academic period 2014 - 2015?

DATA COLLECTION INSTRUMENTS: Observation sheet, Field diary.

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	RESOURCES
WEEK FOUR: 2 HOURS	Students will be able to: <ul style="list-style-type: none"> Point out the face part. 	Unit 4: He’s brushing his teeth <ul style="list-style-type: none"> Parts of the face. 	Picture dictionary activity: What is the word Engage: <ul style="list-style-type: none"> Class review: Students practice the pronunciation of each part of the face spelling several times. Researcher presents the topic through a guessing game to catch student’s attention easily. Students point out a picture and his/her classmate says a word. Study: <ul style="list-style-type: none"> Researcher shows students several pictures related to the parts of the face. Researcher covers the name of the part of the face and students try to guess what part of the face is. Students look at the pictures on the worksheet and label each part of the face with the corresponding word. Researcher monitors students’ tasks. Activate: <ul style="list-style-type: none"> Students build their own picture dictionary according to the topic studied in classes. Indicating the image, the word, the type of word and the meaning of word. 	<ul style="list-style-type: none"> Picture dictionary about parts of the face Worksheet

SUPPORT: Coaching and guidance from the university professor

OBSERVATION NOTES: _____

RESEARCH PROBLEM: How does the use of picture dictionary improve the vocabulary of 5th year students, at Unidad Educativa “Marieta de Veintimilla” of Loja city, during the academic period 2014 - 2015?

DATA COLLECTION INSTRUMENTS: Observation sheet, Field diary.

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	RESOURCES
WEEK FIVE: 2 HOURS	Students will be able to: <ul style="list-style-type: none"> Identify different countries in English. 	Unit 4: He’s brushing his teeth <ul style="list-style-type: none"> Countries 	Picture dictionary activity: Memorizing words Engage: <ul style="list-style-type: none"> Class review: Students practice the pronunciation of each country in pairs. Researcher introduces students the topic through an activity called “Memorizing words”. Study: <ul style="list-style-type: none"> Researcher gives students a paper with several words and pictures. Students look at a section that has words belonging to the pictures. Students look at and memorize the words, but they have to cover the pictures, and say the words to their classmate. Students look at the pictures of different countries on the worksheet and fill the gaps below each picture. Researcher monitors students’ tasks. Activate: <ul style="list-style-type: none"> Students build their own picture dictionary according to the topic studied in classes. Indicating the image, the word, the type of word and the meaning of word. 	-Picture dictionary about countries - Worksheet

SUPPORT: Coaching and guidance from the university professor

OBSERVATION NOTES: _____

RESEARCH PROBLEM: How does the use of picture dictionary improve the vocabulary of 5th year students, at Unidad Educativa “Marieta de Veintimilla” of Loja city, during the academic period 2014 - 2015?

DATA COLLECTION INSTRUMENTS: Observation sheet, Field diary.

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	RESOURCES
WEEK SIX: 2 HOURS	Students will be able to: <ul style="list-style-type: none"> Identify different places of the city using pictures. 	Unit 4: He’s brushing his teeth <ul style="list-style-type: none"> Places around the city 	Picture dictionary activity: Races Engage: Class review: Students practice the pronunciation of each word along with the researcher. Researcher presents the topic of the class through races something that is in the dictionary and students race to find it somewhere in the classroom Study: Researcher divides the class in two teams. <ul style="list-style-type: none"> The first student of each team has to run to the board and write a place of the city that they know. 	<ul style="list-style-type: none"> Picture dictionary about places around the city Worksheet

			<ul style="list-style-type: none"> • Then, the rest of the team has to do the same. • The group with more places of the city on the board will be the winner • Students look at the pictures of different places of the city and circle the corresponding word for each one. • Researcher monitors students' tasks. <p>Activate:</p> <ul style="list-style-type: none"> • Students build their own picture dictionary according to the topic studied in classes. • Indicating the image, the word, the type of word and the meaning of word.
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SUPPORT: Coaching and guidance from the university professor

OBSERVATION

NOTES: _____

RESEARCH PROBLEM: How does the use of picture dictionary improve the vocabulary of 5th year students, at Unidad Educativa “Marieta de Veintimilla” of Loja city, during the academic period 2014 - 2015?

DATA COLLECTION INSTRUMENTS: Observation sheet, Field diary.

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	RESOURCES
WEEK SEVEN: 2 HOURS	Students will be able to: <ul style="list-style-type: none"> Recognize different celebrations in English 	Unit 5: I got one million <ul style="list-style-type: none"> Celebrations 	Picture dictionary activity: Tricky Pictionary Engage: Class review: Students practice the pronunciation of celebrations spelling several times <ul style="list-style-type: none"> Researcher introduces the topic of the class through Tricky Pictionary. Study: <ul style="list-style-type: none"> Students try to make a picture with a word that researcher gives them. 	<ul style="list-style-type: none"> Picture dictionary about celebrations Worksheet

			<ul style="list-style-type: none"> • They can use different things such as: simple shapes, drawings without taking their pen of the page. • The other student tries to guess what the student has drawn or represented. • Students look at pictures of celebrations on the worksheet and match each celebration according to the picture. • Researcher monitors students' tasks. <p>Activate:</p> <ul style="list-style-type: none"> • Students build their own picture dictionary according to the topic studied in classes. • Indicating the image, the word, the type of word and the meaning of word. 	
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SUPPORT: Coaching and guidance from the university professor

OBSERVATION NOTE: _____

RESEARCH PROBLEM: How does the use of picture dictionary improve the vocabulary of 5th year students, at Unidad Educativa “Marieta de Veintimilla” of Loja city, during the academic period 2014 - 2015?

DATA COLLECTION INSTRUMENTS: Observation sheet, Field diary.

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	RESOURCES
WEEK EIGHT: 2 HOURS	Students will be able to : <ul style="list-style-type: none"> Identify different days of the week in English 	Unit 5: I got one million <ul style="list-style-type: none"> Seasons of the year. 	Picture dictionary activity: Matching pictures Engage: Class review: Students practice the pronunciation of celebrations spelling several times <ul style="list-style-type: none"> Researcher presents the topic of the class through Matching Pictures. Study: <ul style="list-style-type: none"> Researcher makes students to work individually. Then, researcher gives students a worksheet. In the worksheet, students complete the crossword and write the seasons of the year. Researcher monitors students' tasks. Activate: <ul style="list-style-type: none"> Students build their own picture dictionary according to the topic studied in classes. Indicating the image, the word, the type of word and the meaning of word. 	<ul style="list-style-type: none"> Picture dictionary about seasons of the year. Worksheet

SUPPORT: Coaching and guidance from the university professor

OBSERVATION

NOTES: _____

RESEARCH PROBLEM: How does the use of picture dictionary improve the vocabulary of 5th year students, at Unidad Educativa “Marieta de Veintimilla” of Loja city, during the academic period 2014 - 2015?

DATA COLLECTION INSTRUMENTS: Post- test, Observation sheet, Field diary.

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	RESOURCES
WEEK NINE: 2 HOURS	<ul style="list-style-type: none"> To verify the students level in vocabulary through a post-test. 	Post-test (vocabulary about previous knowledge)	<ul style="list-style-type: none"> -The researcher introduces the test to evaluate the vocabulary. -The researcher gives the instructions about it and students carry out the test. -The researcher monitors students and clarify any doubt. 	- Post- test

SUPPORT: Coaching and guidance from the university professor

OBSERVATION: _____

g. ORGANIZATION AND MANAGEMENT OF THE RESEARCH

Resources

Human

- The resources that will be part of this project are:
 - The researcher authoress María Elizabeth Castillo Quezada.
 - The students of 5th year at Unidad Educativa “Marieta de Veintimilla”.

Material

The material resources that we will be used are:

- Copies
- Worksheet
- Cardboard

Technical

- Computer
- Internet
- Flash memory
- Printer

Budget

Resources	Cost
Internet	\$40,00
Print of reports	\$20,00
Print of the projects	\$20.00
Print of final report and thesis	\$150.00
Unexpected expenses	\$50.00
Transportation	\$100.00

Financing

The financing of the expenses derived from the present researcher work will be assumed by the research author.

All expenses related to the present research work will be assumed entirely by the researcher conducting entirely by the researcher conducting the investigation.

h. TIME LINE

PHASES	ACTIVITIES	2015												2016		
		Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	De	Jan	Feb	Mar	
PROJECT	Project presentation	x														
	Appointment of the teacher advisor		x													
	Project approval		x													
	Appointment of thesis advisor		x													
INTERVENTION/ ACTION	Application of the Instruments		x													
	Act-observe			XXXX	XXXX											
THESIS PROCESS	data organization and tabulation					xx										
	Interpreting and reflecting					xx										
	Writing up and reporting						xx									
	Presenting the thesis report						x									
	Thesis revision						x									
	Submission of the folder								xxxx	xxxx	xxxx					
	Thesis presentation											Xxxx				
	Private review and thesis approval												xxxx			
	Corrections													xxxx		
	Public presentation and incorporation															xxxx

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ANNEXES



Researcher field diary

Lesson						
Activity						
Objective :						
Materials:						
Timing						
Procedure						
Grouping						
Do students like it?	Yes		For a while		Not really	
Are they bored?	Yes		No			
Do they make an effort?						
Comments						



OBSERVATION SHEET

OBSERVATION SHEET				
Observer:			Date:	
Thing to be observed	Activities	Yes	No	Sometimes Remarks
Have all the students participated during class?				
Was the activity appropriated for the class?				
Were the objectives for the activities accomplished?				
Suggestions to the activities done.				



UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE CAREER

Pre-test

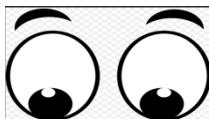
Student's Name:

Subject:

Date:

Grade: 5th Year.

1. Look at the picture, listen and write the missing letters (2pts)



e_e_



_o_e



m_ _t



e_e_

2) Match the seasons according to the picture.(2 pts)



Spring



Winter



Autumn



Summer

3) Look at the pictures and circle the correct country (2pts)



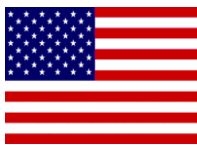
1. This country is:

- a. Ecuador
- b. Russia



2. This country is:

- a. Argentina
- b. Mexico



3. This country is:

- a. The USA
- b. China



4. This country is:

- a. Colombia
- b. Argentina

4. Look at the pictures and complete the sentences with the corresponding hobby. (2pts)



They are.....



He is.....



She is.....



They are

5.Circle the correct sport according to the picture (2pts)



- a. Tennis
- b. Swimming
- c. Basketball



- a. Swimming
- b. Basketball
- c. Tennis



- a. Tennis
- b. Swimming
- c. Cycling



- b. Tennis
- b. Swimming
- c. Cycling

6. The activities that your teacher presents to you in class motivate you to improve the vocabulary?

Yes ()

no ()



UNIVERSIDAD NACIONAL DE LOJA
ÁREA DE LA EDUCACIÓN EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE CAREER
Grading Scale for Vocabulary

Aspects	Low	Medium	Good	Excellent
Meaning 6/6	0.5-2	2.1-4	4.1-5	5.1-6
Form 4/4	0.5-1	1.1-2	2.1-3	3.1-4

The average expected level to achieve before and after the application of the intervention plan is 8/10.

MATRIX

TITLE: THE USE OF PICTURE DICTIONARY TO IMPROVE VOCABULRY OF 5TH YEAR STUDENTS, AT UNIDAD EDUCATIVA "MARIETA DE VEINTIMILLA" OF LOJA CITY, DURING THE ACADEMIC PERIOD 2014-2015.				
PROBLEM	OBJECTIVES	THEORETICAL FRAME	METHODOLOGICAL DESIGN (ACTION RESEARCH)	INSTRUMENTS
Main Research Problem	General	1. Vocabulary	Preliminary investigation	<ul style="list-style-type: none"> • Questionnaires • Tests • Field diary.
How does the use of picture dictionary improve the vocabulary of 5th year students, at Unidad Educativa "Marieta de Veintimilla" of Loja city, during the academic period 2014 - 2015	The improvement of vocabulary through the use of picture dictionary of 5 th year students, at Unidad Educativa "Marieta de Veintimilla" of Loja city, during the academic period 2014-2015.	<ul style="list-style-type: none"> • Definition • Importance • How to teach vocabulary effectively • Aspects of vocabulary knowledge • Types • Techniques • Teaching vocabulary through picture dictionary • How vocabulary is assessed 	<ul style="list-style-type: none"> • Observation of the English classes. • Stating the background of problem. • Describing the current situation. • Locating and reviewing the literature. • Creating a methodological framework for the research. • Preparing an intervention plan. 	
Sub Problems	Specific Objectives	2. Picture Dictionary	Presentation of research findings	
• What type of theoretical references about English vocabulary and picture dictionary are useful to help students of 5th year at Unidad Educativa "Marieta de Veintimilla" of Loja city, during the academic period 2014-2015?	• To investigate the theoretical references about English vocabulary and picture dictionary as a tool to support students of 5 th year at Unidad Educativa "Marieta de Veintimilla"	<ul style="list-style-type: none"> • Definition • Why use picture dictionary? • Advantages • Activities How to build a picture dictionary?	<ul style="list-style-type: none"> • Reflecting, analyzing and answering the proposed inquiries. • Organizing the final report. 	

<ul style="list-style-type: none"> • What are the difficulties that limit the English vocabulary of the 5th year students, at Unidad Educativa “Marieta de Veintimilla” of Loja city, during the academic period 2014-2015? • What are the phases of the intervention plan that lead the current issues of vocabulary learning of 5th year students, at Unidad Educativa “Marieta de Veintimilla” of Loja city, during the academic period 2014-2015? • What picture dictionary activities solve the limitation of students’ vocabulary learning of 5th year at Unidad Educativa “Marieta de Veintimilla” of Loja city, during the academic period 2014-2015? • What is the effect that the picture dictionary had on vocabulary learning with 5th year students, at Unidad Educativa “Marieta de Veintimilla” of Loja city, 	<ul style="list-style-type: none"> • To diagnose the difficulties that limit students in vocabulary through the observation and a pre- test • To design an intervention plan using picture dictionary in order to enhance students’ English vocabulary. • To apply activities using picture dictionary as part of the classroom to improve students in the English vocabulary. • To evaluate the effectiveness that the use of picture dictionary had on 			
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during the academic period 2014-2015?	students vocabulary learning, through a post-test.			
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