UNIVERSIDAD NACIONAL DE LOJA
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ENGLISH LANGUAGE DEPARTMENT

TITLE

VISUAL DIDACTIC MATERIALS TO STRENGTHEN ENGLISH VOCABULARY AMONG STUDENTS OF EIGHTH YEAR "A" OF BASIC GENERAL EDUCATION AFTERNOON SESSION, AT UNIDAD EDUCATIVA "PÍO JARAMILLO ALVARADO", IN THE CITY OF LOJA DURING THE 2020-2021 SCHOOL YEAR.

AUTHOR

TANIA CAROLINA BETANCOURT OCHOA

THESIS ADVISOR

DRA. CARMEN AURORA OJEDA PARDO, MG. SC.

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DRA. CARMEN AURORA OJEDA PARDO, MG.SC., PROFESSOR OF THE ENGLISH LANGUAGE DEPARTMENT OF THE UNIVERSIDAD NACIONAL DE LOJA.

C E R T I F I E S:

The present research work entitled **VISUAL DIDACTIC MATERIALS TO STRENGTHEN ENGLISH VOCABULARY AMONG STUDENTS OF EIGHTH YEAR "A" OF BASIC GENERAL EDUCATION AFTERNOON SESSION, AT UNIDAD EDUCATIVA "PÍO JARAMILLO ALVARADO", IN THE CITY OF LOJA DURING THE 2020-2021 SCHOOL YEAR.**, under the responsibility of the undergraduate student **TANIA CAROLINA BETANCOURT OCHOA**, has been thoroughly revised and fully analyzed. Therefore, I authorize the presentation of thesis for the pertinent legal aims.

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TANIA CAROLINA BETANCOURT OCHOA

Autora: Tania Carolina Betancourt Ochoa
Cédula: 1105945925
Dirección: Esteban Godoy 1era etapa
Correo electrónico: tania.betancourt@unl.edu.ec
Teléfono: 0992304971

DATOS COMPLEMENTARIOS
Directora de tesis: Dra. Carmen Aurora Ojeda Pardo, Mg, Sc.
Tribunal de grado
PRESIDENTA: Dra. Marcia Iliana Criollo Vargas, Mg. Sc.
PRIMER VOCAL: Lcda. Miriam Eucevia Troya Sánchez, Mg. Sc.
SEGUNDO VOCAL: Lcdo. Jhimi Bolter Vivanco Loaiza, Mg. Sc.

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DEDICATION

To my beloved mother Tania, for being by my side in every step of my life, extending me all her love and support. To my beloved siblings Josué, Karelys, and Eva who encouraged and inspired me to give the best of me and make my dreams come true.

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a. TITLE

VISUAL DIDACTIC MATERIALS TO STRENGTHEN ENGLISH VOCABULARY AMONG STUDENTS OF EIGHTH YEAR "A" OF BASIC GENERAL EDUCATION AFTERNOON SESSION, AT UNIDAD EDUCATIVA "PÍO JARAMILLO ALVARADO", IN THE CITY OF LOJA DURING THE 2020-2021 SCHOOL YEAR.

b. RESUMEN

La presente investigación tuvo como objetivo fortalecer el vocabulario en inglés mediante el uso de materiales didácticos visuales (MDV) de los alumnos de octavo año "A" de la Unidad Educativa "Pío Jaramillo Alvarado" de la ciudad de Loja, sección vespertina durante el año escolar 2020-2021. Para la realización de esta investigación se utilizaron varios métodos: el científico, descriptivo, analítico-sintético y estadístico, todos estos métodos sirvieron para obtener información, describir, analizar, representar e interpretar datos tanto cualitativos como cuantitativos, así como para elaborar conclusiones. Se administraron pruebas y cuestionarios a once estudiantes. Los resultados demuestran que los estudiantes mejoraron significativamente su vocabulario, especialmente en significado, la forma de las palabras, la conciencia fonémica y la pronunciación. En conclusión, el uso del material didáctico visual fue efectivo y produjo un cambio positivo en la actitud de los estudiantes dando lugar a una participación más activa en la clase y disposición para trabajar en forma grupal.

ABSTRACT

The objective of this research was to strengthen the English vocabulary through the use of visual didactic materials (VDMs) among the students of eight year "A" of Basic General Education afternoon session, at Unidad Educativa "Pío Jaramillo Alvarado" in Loja city during 2020-2021 school year. To carry out this investigation several methods were utilized: The scientific, descriptive, analytic- synthetic and statistical. All these methods served to obtain information, to describe, to analyze, to represent and to interpret both qualitative and quantitative data as well as to draw up conclusions. Tests and questionnaires were administered to eleven students. The results demonstrate that students improved significantly their vocabulary, especially in meaning, word form, phonemic awareness and pronunciation. In conclusion, the use of visual didactic materials was effective and caused a positive change in students' attitude giving rise to a more active participation in the class and a willingness to work in groups.

c. INTRODUCTION

English vocabulary is defined by Akramovna (2019) as all the words in a mother tongue and the entire stock of words of a language. People with a strong vocabulary, are able to develop deeper communication skills, express themselves with accuracy and clearness. According to Chowdhary (2020), "the vocabulary makes up the words of a given language, and language is the main way humans communicate". Thus, people with vast knowledge of words convey their meanings better than those with less expertise. A limited vocabulary can present several important problems such as the incapacity of expressing feelings, thoughts and points of view and difficulty to master a second language in the main language skills such as listening, reading, writing and speaking.

Observations done during the development of the teaching practices at Unidad Educativa "Pío Jaramillo Alvarado", showed that eighth-year students, find difficult to express their ideas with the right words. Moreover, students showed off other problems related to the aspects of English vocabulary like: word form, pronunciation, meaning and phonemic awareness. Some of these problems were: inability to recognize prefixes and suffixes, thus students were not vocabulary builders and bad pronunciation of basic words. Additionally, it was evident a poor knowledge of the meaning of the most useful and a low phonemic awareness of the phonemes of the English language. Therefore, to solve these problems, the researcher proposed to investigate how the use of visual didactic materials strengthen English vocabulary.

Visual didactic materials are an innovative and attractive way to motivate students and catch their attention. As affirmed by Konomi (2014) using visual materials not only make what you have to say more comprehensive to young learners but they also can make it more interesting as well. Most of what we learn we get through visual medium, so that is why the use of visual materials is very important in teaching English as they commit information to long-term memory.

The specific objectives that the researcher established to carry out this research were: to research the theoretical and methodological references about visual didactic materials and their application on the strengthening of the English vocabulary, to detect the issues that limit the strengthening of the English vocabulary, to elaborate an intervention plan based on the application of visual didactic materials, to apply the most suitable visual didactic materials to strengthen the English vocabulary, to validate the effectiveness that visual didactic materials had on the strengthening of the English vocabulary among students of eighth year "A" of basic general education afternoon session, at Unidad Educativa "Pío Jaramillo Alvarado" in the city of Loja during the 2020-2021 school year.

This investigation was carried out with the following important and useful methods: ***the scientific method*** facilitated the study of visual didactic materials planned to improve English vocabulary, and it assisted on the observations done both before and during the intervention. ***The descriptive method*** facilitated the illustration and description of the stages of the research work and the kind of resources used by the researcher. ***The statistical method*** was utilized to organize and represent data in tables and figures and to make an interpretation of the data

obtained during the implementation of the intervention plan. ***The analytic- synthetic method*** was used to analyze the quantitative data obtained from the pre- and post-test and the qualitative data gathered from questionnaires, observation sheets and field notes during the observations. Also, it was used to make the logicalanalysis and determine the conclusions.

This research work is composed by the following sections: ***the Abstract,*** which includes the general objective, methods, instruments, population, results and the main conclusions of the work; ***the Introduction*** which embraces the contextualization of the problem, the central problem, the reasons why the theme was chosen, the specific objectives of the study, methodology and content of the thesis; ***the Literature Review*** which provides with detailed information about the two variables; Visual Didactic Materials and English Vocabulary; ***the Materials and Methods*** section covers the materials used, the design of the research, materials, techniques and instruments that were used to collect information, the population and the description of the intervention plan; ***the Results*** that present thefulfillment of the objectives, pre-test results, pre-questionnaire results, post-test andpost questionnaire results, and comparison of pre/post test results; ***the Discussion,*** which includes the general results, the aspects evaluated, the description of the intervention plan phases, the weaknesses and strengthens, contribution of the visualdidactic materials for the improvement of the vocabulary system; ***the Conclusions,***which are a description of the achievements and ***the Recommendations,*** which highlight the importance of the research.

Despite de fact that the whole world was suffering the effects and struggles of 7

the Covid-19 pandemic, the educational institution allowed the researcher to implement the intervention plan through a virtual modality. This made possible to apply and then to confirm the effectiveness of the visual didactic materials to strengthen the English vocabulary.

d. LITERATURE REVIEW

In the section coming up it is presented the most important information that the researcher has gathered about the two variables of investigation: Visual didactic materials and the English vocabulary.

VISUAL DIDACTIC MATERIALS

Definition of Visual Didactic Materials

Before giving an accurate definition of visual didactic materials first it is necessary to be very clear about what visual didactic materials are in general. According to Cabero (2001), there are a diversity of terms to define the concept of teaching materials, such as those presented below:

As defined by Pérez (2008), the word "material" refers to a component that facilitates the development of an activity; while the term "didactic" relates to everything linked to teaching and learning. Therefore, didactic materials can be defined as means used to facilitate and drive the construction of meaningfullearning. They can be designed and crafted for different purposes, but always witha specific objective.

For Kumar (2017), didactic materials are resources that support the teaching learning process by creating a natural environment were incidental learning can occur but also, they have been designed to disable the monotonous learning methods. They made a shift from Response Strengthening to Knowledge Acquisition for construction of Knowledge. In this context, the teacher provides an environment where any student can construct his knowledge by interacting with his

physical and social environment.

The concept of visual didactic materials is a multi-meaning expression because it has been understood according to the theory provided by different authors and their perspectives. Essentially these words are used to describe the set of objects and tools which will help in the teaching practice to make more meaningful and easier the teaching learning process through the sense and perception of sight (Nation, 2001). Many terms have been introduced to refer to visual didactic materials, suchas: visual didactic resources, visual aids, visual didactic means, visual pedagogicalsupports, visual didactic or instructional materials; but all terms are related to the kind of materials used in the teaching learning process.

Importance of Visual Didactic Materials

The use of visual didactic materials into the educational field has a high importance level, because it is a basic component of curriculum. In language teaching its significance does not decrease, but it becomes still more interesting due to its extraordinary contribution in students' knowledge, motivation, interests and the learning styles stimulated through them.

The major significance of visual didactic materials is recognized within the classroom environment by providing support and assistance to the teachers with the presentation and transmission of new content and the achievement of educational objectives. The visual didactic materials are put into practice by the educators with the primary objectives of imparting learning among students regarding the academic concepts and enabling them to achieve their goals and objectives.

Going along with Busljeta, (2013), the significance of didactic materials is

usually recognized in terms of five aspects. These are the following: student motivation developing creativity, evoking prior knowledge, encouraging the processes of interpreting, understanding, and organizing the educational content, enabling logical thinking, reasoning, and communication and contributing to the development of different skills, values and attitudes among students.

When the educators are able to communicate in an effective manner, thenthey would facilitate understanding among students. Whereas, when students augment their communication skills, then they will be able to acquire an efficient understanding of the academic concepts. The educators and the students need to collaborate with each other in the development of didactic materials.

Objectives of Visual Didactic Materials

The primary objective of visual didactic materials is to motivate students towards acquisition of knowledge through the sense of sight. Jacobson, Levin and Kapur (2019) stablish the main objectives of visual didactic materials as described below.

To motivate learners.

The teachers make use of not only one, but several forms of visual didactic materials within the classroom setting. When they are making use of them, they ensure that students feel pleasurable and stay motivated towards learning. Thus, students develop interest, show enthusiasm and keep eager to learn new things.

To develop knowledge and skills among teachers.

Through the implementation of visual didactic materials in an effective manner, the teachers are able to develop their knowledge and skills that areneeded into the topic that they will teach. They are able to generate awareness, regarding how to

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make use of this knowledge in performing their job duties well. Tutors need to make use of these skills and knowledge in the achievement of educational objectives.

To help in longer retention of information.

When the visual didactic materials are implemented, they should ensure that they help in the longer retention of information. When learners pay appropriate attention towards didactic materials, then they are not only able to acquire an effective understanding of the concepts, but also are able to promote longer retention of information.

To facilitate change in attitudes.

The teachers as well as students are able to bring about changes in attitudes and behavioral traits through the use of teaching-learning methods. Primarily, when modern and innovative methods are made use of, then students feel motivated towards learning and are also able to bring about changes in attitudes.

To help in organizing classroom teaching.

For the development of a lesson plan and concepts, the use of visual didactic materials by the teachers are also appropriate. When they are used to make use of these materials appropriately, then they are able to plan and organize the teaching methods too within the classroom.

Classification of Didactic Materials

Didactic materials are varied and extensive in number; thus, their classification is very useful to facilitate their study, organization and planning (Puig and Hourruitiner, 2012). The classification of didactic materials is an arguable issue, as there are various criteria in this regard, although some classifications are fine well-

founded and therefore deserve to be taken into account when talking about didactic materials' organization. Several classifications have been made such as the one made by Puig and Hourruitiner (2012) that assert that didactic materials can be classified in different ways, according to various criteria, although the most used is the wide operative classification based on didactic functions that facilitate application in every learning stage.

Puig and Hourruitiner (2012), establish the following classification of didactic materials based on different criteria:

-According to the generational stage or the moment in which they appear in the teaching context (first generation, second generation, etc.).

-According to the extent of its use (general and specific).

-According to the degree of objectivity (concrete and abstract).

-According to the perception route used (visual, auditory and tactile).

-According to their material characteristics: original objects and their reproductions, of projection, printed, cybernetic and sound.

-According to their didactic functions (transmission of information, training, school experimentation, teaching programming and learning control).

Within the criteria of didactic materials for English teaching several classifications are given. Being one of the most outstanding the one done by Busljeta (2013) that divides didactic materials as follows:

The visual didactic materials can be two and three-dimensional. Two-dimensional materials are a form of an image or picture explaining the concept. Examples of such types of didactic materials are whiteboard writing, drawing

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charts, posters, word walls, maps, diagrams, graphs, photographs, images, pictures, cartoons, flashcards, posters, comic strips and scrapbooks. The three-dimensional visual didactic materials are a representation of the real objects or phenomenon. It includes, models, mock-up, diorama, globe, relief maps, specimen, puppets and holograms. Furthermore, there are utilization of computers, television and tape representations in the implementation of didactic material. The audio and visual materials are used from pre-schools as well as university education. Through the use of computers and internet, the students are able to benefit to a major extent.

The auditory didactic materials are the means used by students who learn better by listening. Music, video clips, podcast, storytelling activities and conversations are their ideal way of learning. Auditory learners tend to do well in a traditional school environment listening to lectures, and also contributing to discussions.

Verbal resources are all those educational means that are based on the word, whether oral or written. The auditory resources are all those that are mainly captured by the ear. They have in common that of all the sounds that can be perceived, the means of communication par excellence is the word.

The tactile didactic materials are the one that utilize the sense of touch, which is frequently overlooked. Educators use them to teach young children and those who are visually impaired about the world. Tactile materials vary from natural to synthetic, and many can be found around the house.

Didactic Materials into English Vocabulary

The main question of this investigation might be how do visual didactic materials help to augment English vocabulary knowledge in students? The theory about

language learning and specially vocabulary storing is provided by Philp, Oliver, and Mackey (2008) who say that first language acquisition occurs when learners acquire language without any previous experience or expectation. Pupils acquire the language in the same way as they learn how to eat or walk that is, they learn all of these aspects instinctively. It means that this phenomenon comes naturally and spontaneously to them when exposed to certain stimuli.

Staring from this concept settle by Philp, Oliver, and Mackey (2008), the same approach is sought with the use of visual didactic materials focused on teaching English language because they are capable of creating an environment that provides diverse activities that promote meaningful vocabulary learning naturally. In sum, second language learning occurs when learners spontaneously or intentionally are exposed to a target language through means and sources that make this exposure as natural and common as possible as in the mother tongue acquisition.

Kumar (2017) thinks that teachers and students rely on materials to comprehend the content, and the materials become the center of the teaching-learning process. Therefore, it is important for the teachers to know the correct methods, to choose the best material for instruction and they should also know how to elaborate and adapt those materials according to the class's necessities.

Abebe, Davidson and Biru (2012) assure that knowing the importance of visual didactic materials is not enough unless teachers use them in the actual teaching of English vocabulary. Hence, the authors recommended that teachers should use easily available materials in order to help the students in understanding the meaning of words. Moreover, it is also recommended that teachers should also use a variety

of visual didactic materials with different forms of application and objectives in order to enhance students' vocabulary knowledge as much as possible.

In consonance with the perspective of Abebe and Davidson (2012), the most suitable visual didactic materials that best suit in the English vocabulary teaching theory are the materials that promote the students' independence and creativity specially at early ages. Taking into account the characteristics and convenience of such materials; the visual didactic materials born in mind are word walls, pictures, Scrapbooks, posters, and digital flashcards to teach vocabulary.

Word walls.

The word walls include the symbolic representation of a single idea, concept, or perspective. As the single idea, word walls are usually presented in bold letters, they are attractive and eye catching. The word walls are meant to provide information among the learners regarding an important concept in this case of a single word that can be used in different contexts according to what the students learn. Some activities that can be developed with these didactic materials are: smaller sounds, jigsaw words, relating words in set, secret sentences, breaking down a word, scavenger hunt, and pocket chart.

Pictures.

In this kind of visual didactic materials, normally images, symbols and words are also included. Caption is used to convey the important message and visual to attract the attention of the students and thereby is used to support the message that is to be converged. It is vital for the individuals to take into account certain aspects,when designing Pictures. These include, creativity, ingenuity, and resourcefulness.

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Furthermore, it is essential to ensure that word walls are colorful because adding attractive colors enable students to pay attention. Hence, when the teachers are making use of word walls to teach new concepts to increase vocabulary to the students, they should be designed in a striking way.

Scrapbooks.

Moving to another great visual didactic material that students can develop at home guided by their creativity and necessities, scrapbooks are presented. By using scrapbooks, learners will be provided with the opportunity to develop self-management skills, which will involve "planning their own learning…setting goals for their own vocabulary learning", …and make choices and decisions… depending on their own perceived needs" (Fowle, 2002). As mentioned by Schmitt and Schmitt (1995), "mental activities which require more elaborate thought,manipulation and processing of a new word will increase the learning of that word."This means that when learners are directly involved in the progress and development of their own learning tools, they unconsciously are storing a new lexisitem in their minds. The kind of activities that can developed through these visual didactic materials are: breaking down a word, one two three game, follow the beat,memory game, this is my family, and reading poems.

Posters.

Another important and efficient visual didactic material that is taken into account in this research work are posters. The use of posters directly affects in a positive way the memorization and observation skills of the students. Osa and Musser (2004) search for the value of posters in educational setting and they concluded that

posters created a more stimulating and interesting environment for learning. Zerin and Khan (2013) carry out an investigation about the effect of poster-making activity in English classroom. They concluded that poster making made classes more dynamic and positive. Another conclusion was that posters helped to improve language proficiency. The activities that can be developed using these visual didactic materials are: word of the day, word detective, describe a picture, online dictionary, the "most" student, and counting words.

Digital flashcards.

The last type of visual didactic material that is considered in the present research work is digital flashcards. Nowadays is not possible to think in education without thinking in technology development and its influence in the way of teaching and learning around the world. Digital flashcards combine both the technology influence and the usage of an effective visual didactic materials within English classes. This material presents the content in an attractive way that makes student to feel they are watching cartoons when in the reality they are attending an English vocabulary class. As these visual didactic materials have a wide range of application, they can be applied to enhance several aspects of vocabulary and some activities that can be developed through these are: brainstorming, matching roots to the affix, focus on rhyming, relating words with pictures, guess who, moving game, and using online bingo cards.

ENGLISH VOCABULARY

Definition of English Vocabulary

Several well-known linguists have stated their own definitions of vocabulary.

Schmitt (2010) expresses that vocabulary as the stock of words that are used by a person, class or profession. This is central and of critical importance to language learning (Zimmerman, 1998). Furthermore, Diamond and Gutlohn (2006) describe lexicon as the knowledge of words and word meanings.

A more updated overview about vocabulary definition is given by Akramovna (2019), who refers to vocabulary as all the words in a mother tongue and the entire stock of words of a language.

Into the field of education and English learning Oybecovna (2020) defines vocabulary as the set of words that constitute the building blocks in a language.

The linguists Hatch and Brown (1995) give their own definition, of vocabulary and they describe it as one of the most important elements in English teaching. Yet vocabulary is much more than just single words (Webb, 2007). The author manifests, that lexicon is the foundation to build languages, which plays a fundamental role in communication.

From the definitions above, it can be concluded that lexicon is the total number of words that are applied to communicate ideas and express the speakers' meaning and content.

Importance of Vocabulary

The well-known methodologist Krashen (1989), say that when students travel, they do not carry grammar books, they carry dictionaries, this short but meaningful phrase sets heavily the importance of words sets in the language learning area. Conzett (2000), goes further to argue that lexis is the core or heart of language.

Jim (1998), states that if language structures form the skeleton of language, then

it is lexicon that provides the vital organs and the flesh. Therefore, no matter how brilliantly one adept his/her English grammar, without the knowledge of lexis it is useless because words are the basis that create the speech.

According to Chowdhary (2020), "the vocabulary makes up the words of a given language, and language is the main way humans communicate". Thus, people with vast words knowledge convey their meanings better than those with less expertise. People who know the right words can say precisely what they mean so that others will realize them clearly. A large lexis makes communication rich and interesting. A small lexicon can make communication limited and insipid. As Schmitt (2010) notes "learners carry around dictionaries and not grammar books"

Finally, someone who has cultivated an extensive vocabulary will find it easier to comprehend what others are saying and easier to respond to them appropriately. Schmitt (2010) identifies some fields in which vocabulary plays a crucial role being the most important in Education. Due to the evident importance of vocabulary, teachers should seek and explore new and effective ways to teach it.

Types of Vocabulary

Some experts divide vocabulary into two types. This is the case of Harmer (1991) and Erten and Tekin (2008), who affirm that there are two types of lexis: active and passive. The first type refers to the one that the students have been taughtand that they are expected to be able to use. Meanwhile, the second one refers to the words which the students will recognize when they meet them, but which they will probably not be able to pronounce.

Tahir (2013) also agrees with the two before authors and determined two types

of lexis but he changed the name of denominating them, he named them as: receptive vocabulary and productive vocabulary are stated as follows:

Receptive vocabulary is defined by Webb (2009), as the words that learners recognize and acknowledge at the moment that these words are used in context, but which they cannot produce. It is vocabulary that students recognize when they see or meet in reading text but do not use it in speaking and writing. Passive vocabulary is always larger than the active vocabulary.

On the other hand, Webb (2009) explains that productive vocabulary is the set of words that students know and 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 at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others.

Schmitt (2019) notes that receptive vocabulary entails knowing a lexical item well enough to extract communicative value from speech or writing, while productive knowledge involves knowing a lexical item well enough to produce it when is necessary to encode communicative content in speech or writing.

Aspects of Vocabulary

Some authors such as Nation (2006), Shunichi Ishihara, Tsurutani and Tsukada (2011) and Rai (2017) agree that there are some aspects of English vocabulary that are necessary to be developed to be able to ensure that one has an enough and rich English vocabulary knowledge. There some aspects that are needed to be taken into account to talk about the knowledge of a word. These are the four most important

aspects that the previous mentioned authors suggested to be emphasized in vocabulary teaching. These aspects of meaning, word form, phonemic awareness and pronunciation will be enhanced through the use of visual didactic materials in order to get an adequate manage and domain of the English vocabulary in the students.

Meaning.

Chung and Nation (2003), affirm that meaning encircles the way that form and meaning work together, in other words, the concept (meaning)and the associations or images (forms) that come to the mind when people think abouta specific word or expression.

Word form.

Rai (2017) avers that words forms are the different ways a word can exist in the context of a language. Many words exist as nouns, verbs or adjectives and change when prefixes or suffixes are added. The component of a word, phrase or structure and the part it plays in a sentence.

Phonemic awareness.

For Nation and Webb (2011) it is the ability to recognize and manipulate the spoken parts of words. The levels of phonological awareness are, from simplest to most complex: syllables, onset–rime, and phonemes. Phonemic awareness is the ability to identify and manipulate individual sounds (phonemes) in spoken words.

Pronunciation.

Shunichi Ishihara, Tsurutani and Tsukada (2011), explain that it is not necessary to be an English language speaker to have a good pronunciation but essentially what

is it? In language teaching, Brown (2014) defines pronunciation as the term usually given to the process of teaching learners to produce the sound of a language, however Brown (2014) also states that it is the more practical use of phonetic and phonological knowledge.

For form, meaning, phonemic awareness and pronunciation, Chung andNation (2003), declare that there is both a receptive and productive dimension, thus knowing these aspects for each word or phrase actually involves numerous types of lexical knowledge. For Akramovna (2019), when teachers teach vocabulary to build students' knowledge of words and phrases, helping them learn any and all of these different components assist them in enhancing their English vocabulary knowledge and use.

Vocabulary-Teaching Principles

Goldstein and Randolph (2017) suggest that students learn about simple words or things in their surroundings, this means that students are able to realize simple English used in daily context. However, it is difficult to master the other language skills without having a rich vocabulary, because vocabulary is the basic competence that must be reached by students in order to get other competencies like reading, writing, listening, and speaking. Nation (2001) sets a model of three principles of content and sequencing, format and presentation, and monitoring and assessment.

The principle of content and sequencing deals with the vocabulary to be learnt, the stage and means of learning. Frequency and range of occurrence should be the main guiding force in deciding what should be learnt and when. Students should also be trained in vocabulary-learning strategies like guessing from context,

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learning word parts, learning to use a dictionary, using word cards, and be familiarized with what is involved in knowing a word like the form, meaning, aspects of words usage.

With regards to the principle of format and presentation, high-frequency words should occur in the four strands of meaning-focused input (learning through listening and reading activities), meaning-focused output (learning through speaking and writing), language-focused learning (deliberately learning language features like pronunciation, vocabulary, grammar, and discourse), and fluency development (which does not involve the learning of new vocabulary).

Finally, the principle of monitoring and assessment centers on systematic use of various types of assessment (e.g., tests, quizzes) in order to measure learning progress, but also to motivate and encourage learners. Depending on the goals, some tests may happen weekly or fortnightly (short-term achievement), while otherforms of evaluation may only happen twice, at the beginning and at the end of the course (long-term achievement).

English Vocabulary Knowledge Assessment

To asses vocabulary is an important part of the vocabulary teaching because it will indicate of a learner is actually expanding their lexical gaps and realizing how to use each of those items in a context of real-life situation.

In some respects, for Read (2007), vocabulary testing is quite a simple activity, a matter of selecting a suitable number of target words and assessing whether each one is known by means of an established test format such as multiple-choice, matching, gap-filling, or some form of translation. Such tests continue to be

routinely used in second language teaching for a variety of assessment purposes and, if well designed, can be highly reliable and efficient measures of learner competence.

Gonzalez and Schmitt (2017), also give their point of view about vocabulary knowledge assessment and said that to assess the knowledge of a word it should be through some criteria such as: vocabulary size, depth of knowledge, and vocabulary use in context.

Nation and Gu (2007) assert that the first step to follow for vocabulary testing is to stablish a word frequency list. Although, this might be a difficult task to be carried out for the designer of the test, is it necessary due to this list will serve as aguide to the teacher at the moment of knowing which words include in theassessment. So that, the authors suggested that this list can be created taking into consideration the environment of the classes, the students´ necessities and the content that was taught in the lesson. Read (2009) claims that this kind of tests canbe applied according to the planning of the teachers, this means that they can take place at the end of each period of classes of lesson, or at the end of a lesson plan.

e. MATERIALS AND METHODS

Materials

For the development of the intervention plan, the researcher made use of several resources which were necessary during all the development of the intervention plan. These resources are classified into three categories being these described in the following paragraphs. The human resources, involved the people who intervened in the research. These resources included the researcher who was the person that managed the whole accomplishment of the intervention plan and the students of the eighth year of the Unidad Educativa "Pío Jaramillo Alvarado".

The second kind of resource was the material resources, that were all the stuff that the researcher used in the stage of the intervention. Five types of visual didactic materials were mainly applied, such materials were: word walls which were specially used to develop word form. Posters were intended to improve phonemic awareness. Digital flashcards were utilized by the researcher with the purpose of enhancing pronunciation and meaning of the words. Pictures were aimed to strengthen meaning of the lexicon. Finally, scrapbooks were useful to practice pronunciation and word form skills among learners.

The third type of resource used in the intervention plan was the online resources which included all the tools, devices and apps used by the researcher for the appropriate development of the research work. These materials were the following: internet, computer, web camera, digital board, zoom app and cellphone. These technical resources acted as a mean of communication and transmission of contents.

Thus, they replaced totally the face-to-face classes which could not be possible to out due to the pandemic Of Covid-19. These technological resources gave the opportunity to overcome the difficult situation and made possible the application of the whole intervention plan.

Design of the Research

The research process followed by the investigator was the one proposed by Creswell (2012), the author refers to action research as a systematic procedure done by teachers (or other individuals in an educational setting) to gather information about, and subsequently improve the ways their particular educational setting operates, their teaching, and their student learning. According to Creswell's statements, this type of research contains four main steps being these the following described: identify a problem, review the literature, propose an action plan and evaluate the results.

The procedure to develop the research work was: Firstly, the investigator observed the English classes of eighth-year students "A" and identified a problem. Secondly, the necessary information about visual didactic materials was gathered. Thirdly, the intervention plan was applied in a virtual modality with the aim of strengthening students' English vocabulary. Finally, the researcher analyzed the results obtained after the application of the intervention plan and reflected on the effectiveness of the use ofvisual didactic materials to strengthen the students' English vocabulary.

Methods, Techniques and Instruments

Methods.

For an adequate accomplishment of the present research work it was necessary

to make use of several methods which are detailed below.

The scientific method facilitated the researcher the study of visual didactic materials intended to strengthen the English vocabulary. This method helped to elaborate an intervention plan as well as the instruments used before, during and after the intervention plan.

The descriptive method was used by the researcher to describe all the relevant events that occurred in the classroom, to detail the students' reactions and to explain the different stages of the research work.

The statistical method was utilized to process the quantitative information obtained from pre and posttest, and the qualitative data gathered from questionnaires, observation sheets and field notes. Also, this method was helpful to interpret the gathered data into tables (quantitative information) and figures (qualitative information).

The analytic-synthetic method was necessary to analyze the obtained results through the administration of a pre and posttest, as well as a pre and post questionnaire. Moreover, it was used to make the interpretation of the data, the logical analysis and draw up the conclusions and recommendations.

Techniques and instruments.

To gather the necessary information, it was needed that the researcher made use of a pre and posttest to obtain the quantitative information and questionnaire, observation sheets and field notes to get the quantitative data.

Tests.

The researcher administered two kinds of tests being the first one the pretest that

had the objective to diagnose the students' level of knowledge in relation to the English vocabulary. The second kind of test applied in the research work was the posttest and it had the goal of assessing students' knowledge in English vocabularyafter the application of different activities with visual didactic materials. The test was designed with matching, completion and open-ended questions.

Questionnaires.

The questionnaire administered by the researcher was composed of five multiple choice questions. The pre questionnaire was applied to know the students' perception towards the use of visual didactic materials and the post questionnaire was intended to gather information about students' attitudes towards visual didactic materials.

Observation sheets.

The researcher made use of an observation sheet to record accurately all the most relevant details of the English vocabulary as well as the level of students' acceptability of the four aspects of vocabulary along all the development of each class.

Field notes.

Field notes were useful to record a detailed description of the most relevant events and activities that took place during the development of the intervention plan. This kind of instrument was utilized with the purpose of detecting what werethe attitudes and behavior that visual didactic materials produced in students duringthe teaching learning process.

Population

The participants of the present research work were 11 students of eighth year A"
of basic general education afternoon session at Unidad Educativa "Pío Jaramillo
Alvarado". The students were five girls and six boys who are all about 11 and 13
years old.

Description of the Intervention Plan

This intervention plan was carried out in five stages which were: 1.- Initial
reflection, 2.- Planning, 3.- Action, 4.- Observation and 5.- Reflection.

Phase 1. Initial reflection.

During a non-participant observation, the researcher was able to see that eighth-
year students of basic general education afternoon session at Unidad Educativa "Pío
Jaramillo Alvarado" had difficulty in pronouncing words, in forming words and
distinguishing the phonemes. These situations allowed the researcher to recognize
that English vocabulary is an issue among learners.

Being this concern, the researcher asked herself whether there are some different
strategies that would better prepare students to improve English vocabulary.
Therefore, having read some mainstream literature on vocabulary knowledge, the
researcher found out that the use of visual didactic materials enables learners as
individuals given them the best tools and steps to develop English vocabulary.

Phase 2. Planning.

In an attempt to solve 8th year students' weaknesses on English vocabulary, the
lesson plans were designed with a Lesson Plan Model that contains the following
stages: activation (before), connecting (during), and affirmation (after) (Murry,

Herrera, Miller, Fanning, & Kavimandan, 2015). They integrate guided, controlled and free practices that improve English vocabulary among students.

Phase 3. Action.

The intervention plan was developed during thirty sessions of forty minutes each one. It was implemented in ten weeks of three hours all of them. Sessions one and thirty were devoted to the administration of the data collection instruments (test and questionnaire) and the other 28 sessions were conducted with lesson plans. It should be noted that the entire process of application of the intervention plan was held in a virtual modality due to the presence of the Covid-19 pandemic, which made it impossible for the development of the intervention plan to be in person.

Phase 4. Observation.

During the intervention plan, the researcher monitored and recorded eighth year student's reactions and achievements by means of pre and posttests, pre and post questionnaires, observation sheets and field notes.

Phase 5. Reflection.

Once finished the intervention plan, the researcher reflected critically upon the effectiveness of visual didactic materials to strengthen English vocabulary among students of eighth year "A" of basic general education afternoon session at Unidad Educativa "Pío Jaramillo Alvarado" in the city of Loja during the 2020- 2021 school year.

f. RESULTS

Pretest Results

a. Table 1

Pretest Scores of Eighth Year "A" Students in English Vocabulary

Student's code	M	WF	PA	P	Total
	/2.5	/2.5	/2.5	/2.5	/10
UEPJA8A01	1.89	0.50	0.72	1.00	4.11
UEPJA8A02	1.26	0.25	0.36	1.25	3.12
UEPJA8A03	1.26	1.25	1.08	1.75	5.39
UEPJA8A04	2.50	1.00	1.80	2.25	7.50
UEPJA8A05	1.26	0.75	1.44	1.25	4.70
UEPJA8A06	0.63	0.50	0.36	0.75	2.24
UEPJA8A07	2.50	1.50	1.44	2.25	7.69
UEPJA8A08	1.26	0.75	0.72	1.5	4.23
UEPJA8A09	1.26	0.50	0.72	1.0	3.48
UEPJA8A10	2.50	1.00	2.16	2.50	8.16
UEPJA8A11	1.89	0.50	1.08	0.50	3.97
Mean	**1.65**	**0.77**	**1.08**	**1.40**	**4.96**

Note. UEPJA=Unidad Educativa "Pío Jaramillo Alvarado", 8A=eighth-year "A", 01=Student's code, M=Meaning, WF=Word form, PA=phonemic awareness, P=pronunciation.

b. Interpretation and Analysis

Findings in Table 1 show that eighth-year "A" students obtained in the pretest a total mean score of 4.96/10 in English vocabulary. These results display that students are in a poor average qualitative score range (see grading scale on page 141). This means that students have weaknesses in vocabulary knowledge in four

aspects, such as: meaning, word form, phonemic awareness and pronunciation.

Going deeper in the analysis of the pretest results students obtained the highest mean score in meaning, which is 1.65/2.5. Students identified easily the meaning of the words that were common for them by looking at pictures, but when non-typical words were presented, students could not relate the concept with an image.

On the contrary, the lowest mean score students gained was in word form aspect with 0.77/2.5. It means that students faced problems in classifying whether a word is a noun, a verb or an adjective, thus they had difficulties placing these words within a sentence in the appropriate place. The results revealed that even though learners knew the meaning of most of the words, they were unable to name what type of words they are.

To sum up, despite students have strength in recognizing the meaning of the words, it is also evident that they need more improvement in the four vocabulary aspects, especially in the one that presents the lowest score that is word form. Chowdhary (2020) points out that the vocabulary makes up the words of a given language, and language is the main way humans communicate. Thus, people with vast words knowledge convey their meanings better than those with less expertise.

Comparison of Pre and Post Questionnaire Results

Objective Four: To apply the most suitable visual didactic materials to strengthen the English vocabulary among students of eighth year "A" of basic general education afternoon session, at Unidad Educativa "Pío Jaramillo Alvarado" in the city of Loja during the 2020-2021 school year.

Question 1: How often does your teacher use visual didactic materials to improve English vocabulary?

a. Table 2

Frequency of Using Visual Didactic Materials to Improve English Vocabulary

Options	Pre Questionnaire		Post Questionnaire	
	f	%	f	%
Always	0	0	10	90.90
Frequently	2	18.18	1	9.10
Sometimes	8	72.72	0	0
Never	1	9.10	0	0
TOTAL	11	100.00	11	100.00

b. Figure 1

Frequency of Using Visual Didactic Materials to Improve English Vocabulary
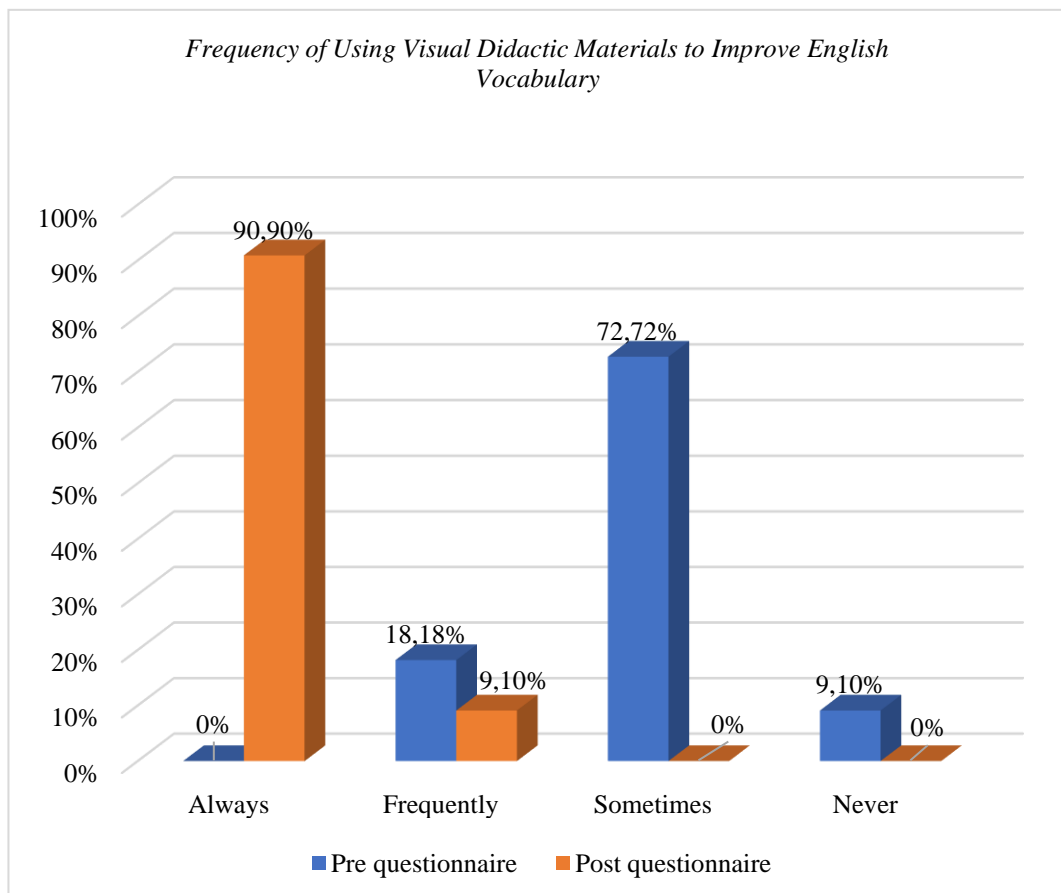
c. Interpretation and Analysis

The Table 2 shows that, many students (72.72 %) mentioned that the use of visual didactic materials was sometimes taken into consideration to improve English vocabulary. This means that visual didactic materials are not widely used in classes to improve the vocabulary knowledge. In consequence, students' practice in meaning, form, sound and pronunciation of vocabulary items was not enough in order to have a good level of expertise.

On the other hand, after the application of the intervention plan almost all students (90.90%) indicated that the VDM were always used to improve English vocabulary. Students increased their vocabulary knowledge with the constant use of visual didactic material as pictures, word walls, scrapbooks, digital flashcards and posters, which provided them a lot of practice in vocabulary by relating the concepts of words with images, filling gaps with the right words, locating words by their sounds and repeating pronunciation models. It is important to mention that all the activities developed with these VDM were applied in an online way it means through the computer, then in the phase in which students needed to create their own visual didactic materials, they made it at home guided by the researcher through the computer in the online classes.

Abduvalieva (2020), points out that visual didactic materials should always be included in a lesson plan and more important in the development of the classes itself. Since most people are visual learners, it is important to go beyond spoken words when educating students. Students are also more likely to learn from didactic materials if they are constantly exposed to them in a variety of ways.

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Question 2: How important do you think it is to use scrapbooks to strengthen your English vocabulary?

a. Table 3

Importance of Using Scrapbooks to Enhance English Vocabulary

Options	Pre Questionnaire		Post Questionnaire	
	f	%	f	%
Very important	1	9.10	9	81.82
Moderately important	2	18.18	2	18.18
Slightly important	6	54.54	0	0
Not important at all	2	18.18	0	0
TOTAL	11	100.00	11	100.00

b. Figure 2

Importance of Using Scrapbooks to Enhance English Vocabulary
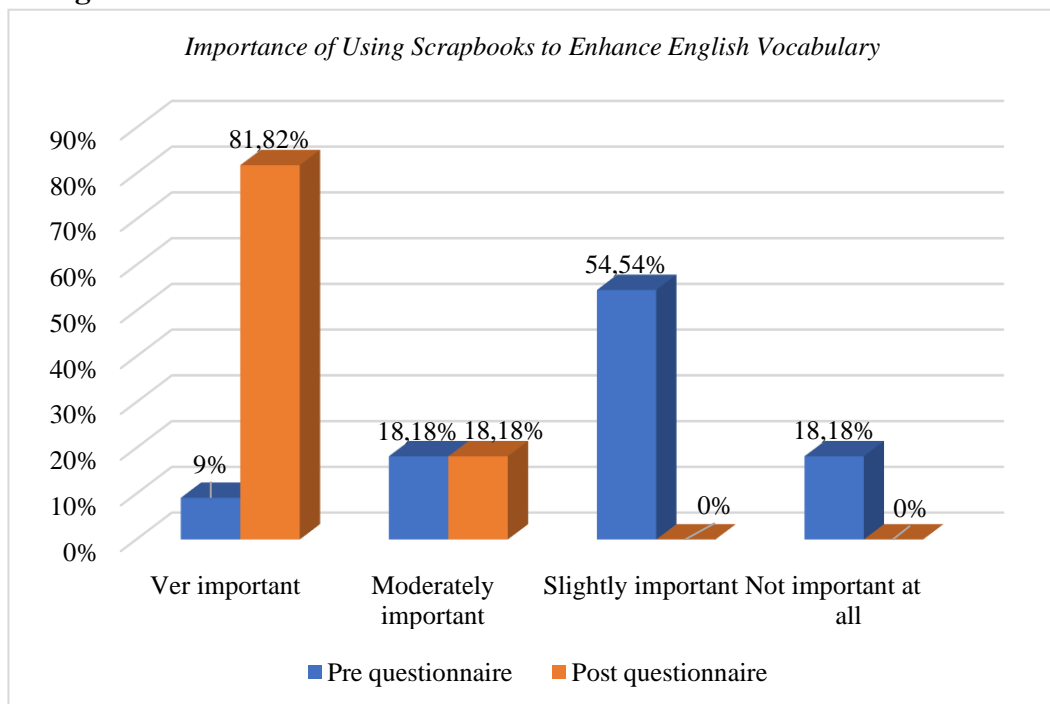
c. Interpretation and Analysis

The data obtained from Table 3 reveals that half of students (54.54%) considered slightly important to use scrapbooks to enhance English vocabulary. This refers that, students were not familiarized with the use of scrapbooks to learn English vocabulary and instead of it, they had as a unique visual resource of learning the

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text. Therefore, students presented problems in understanding the denotative meaning of the most common words and in pronouncing them correctly.

Contrarily, after the application of the intervention plan many students (81.81%) changed their perception about the use of scrapbooks and considered that they are very important to learn English vocabulary. This is because, scrapbooks allowed students to develop several activities such as: stick photos along with words, manipulate new sets of words in a written and oral way, select words with difficult pronunciation and repeat them orally after hearing from an expert, such practice increased students' vocabulary knowledge. Scrapbooks have the intention to be manipulated by the students, this kind of VDM can be shown and taught through a virtual modality and designed and elaborated at home by students, so that they can create their own scrapbooks as they want but always following the directions that the researcher give to them.

In relation to the development of students' scrapbooks Schmitt and Schmitt (1995), mention that mental activities which require more elaborate thought, manipulation and processing of a new word will increase the learning of that word." This means that when learners are directly involved in the progress and development of their own learning tools being this case the design of their own scrapbooks, they unconsciously are storing new lexis items in their minds.

Question 3: How much motivated do you feel towards learning when your teacher uses flashcards to teach English vocabulary?

a. Table 4

Motivation Towards Learning English Vocabulary Through the Use of Flashcards

Options	Pre Questionnaire		Post Questionnaire	
	f	%	f	%
Very motivated	7	63.63	11	100
Moderately motivated	3	27.27	0	0
Slightly motivated	1	9.10	0	0
Not motivated at all	0	0	0	0
TOTAL	11	100.00	11	100

b. Figure 3

Motivation Towards Learning English Vocabulary Through the Use of Flashcards
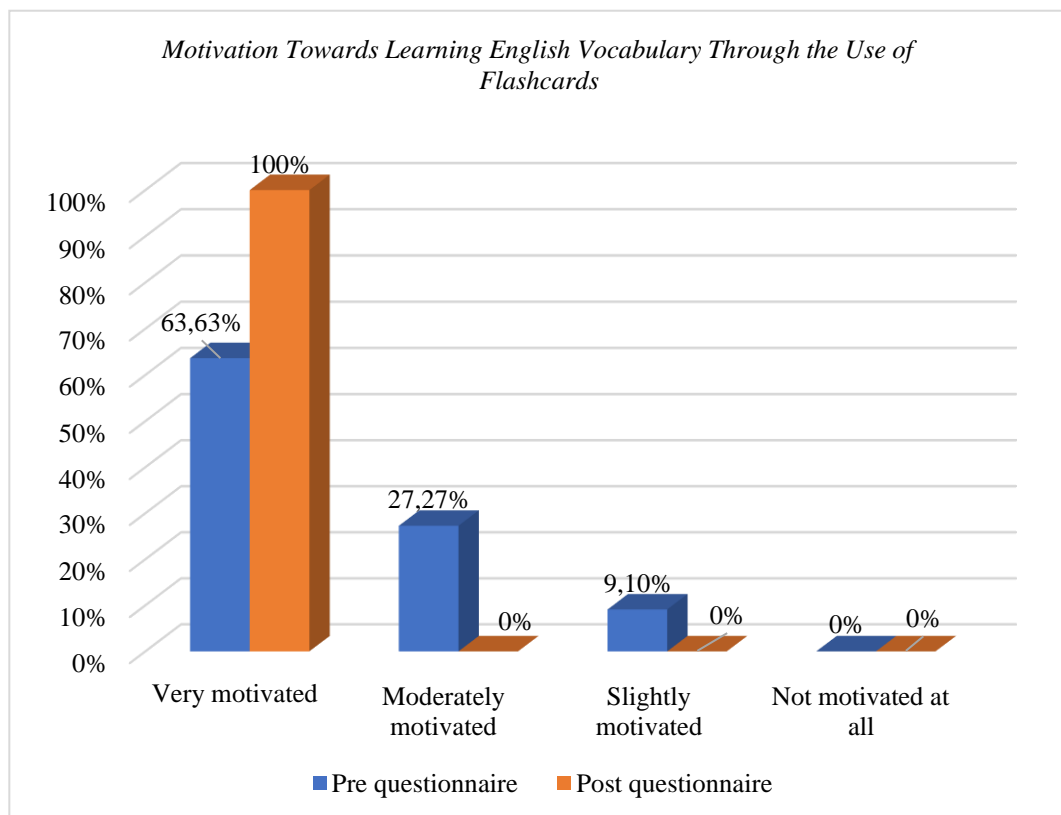
c. Interpretation and Analysis

The findings in Table 4 highlight that, more than half of students (63.63%) expressed they feel very motivated when the teacher uses flashcards to teach vocabulary. This indicates that students have worked on vocabulary activities using flashcards, but the exposure to this kind of VDM was not enough. In consequence, students were poorly motivated to increase their vocabulary knowledge.

However, after the application of the intervention plan, all students (100%) answered that they feel very motivated to learn new English vocabulary when they use flashcards. The use of digital flashcards increased the students' interests towards learning. As their name indicates, digital flashcards were used digitally butthis do not diminish their effectiveness because they can be created and modified asthe students' necessities change. Eye-catching picture and word flashcards motivated students tobe involved in the lessons and to keep an active participation in activities such as relating words with pictures, matching word flashcards within specific contexts, convey easily the meaning of a word by looking an image, to gaina higher retentionof new words, and to differentiate the function and use of words with similar spelling. All of this practice provoked that students be well motivated to acquire more vocabulary.

For Lisa (2019), flashcards are one of the simplest illustrated visual media to facilitate students' method of learning. This type of VDM is easy to be understood and comprehended by students because they make use of one of the main human senses that is the sight. Learners draw their attention and keep focused on a specific topic when they can see and observe by themselves, in this way it is easier to give instruction about any topic such as new vocabulary items.

Question 4: How often do you consider it is necessary to use posters to learn English vocabulary?

a. Table 5

Frequency of Using Posters to Learn English Vocabulary

Options	Pre Questionnaire		Post Questionnaire	
	f	%	f	%
Always	6	54.54	10	90.90
Usually	2	18.19	1	9.10
Sometimes	3	27.27	0	0
Never	0	0	0	0
TOTAL	11	100.00	11	100.00

b. Figure 4

Frequency of Using Posters to Learn English Vocabulary
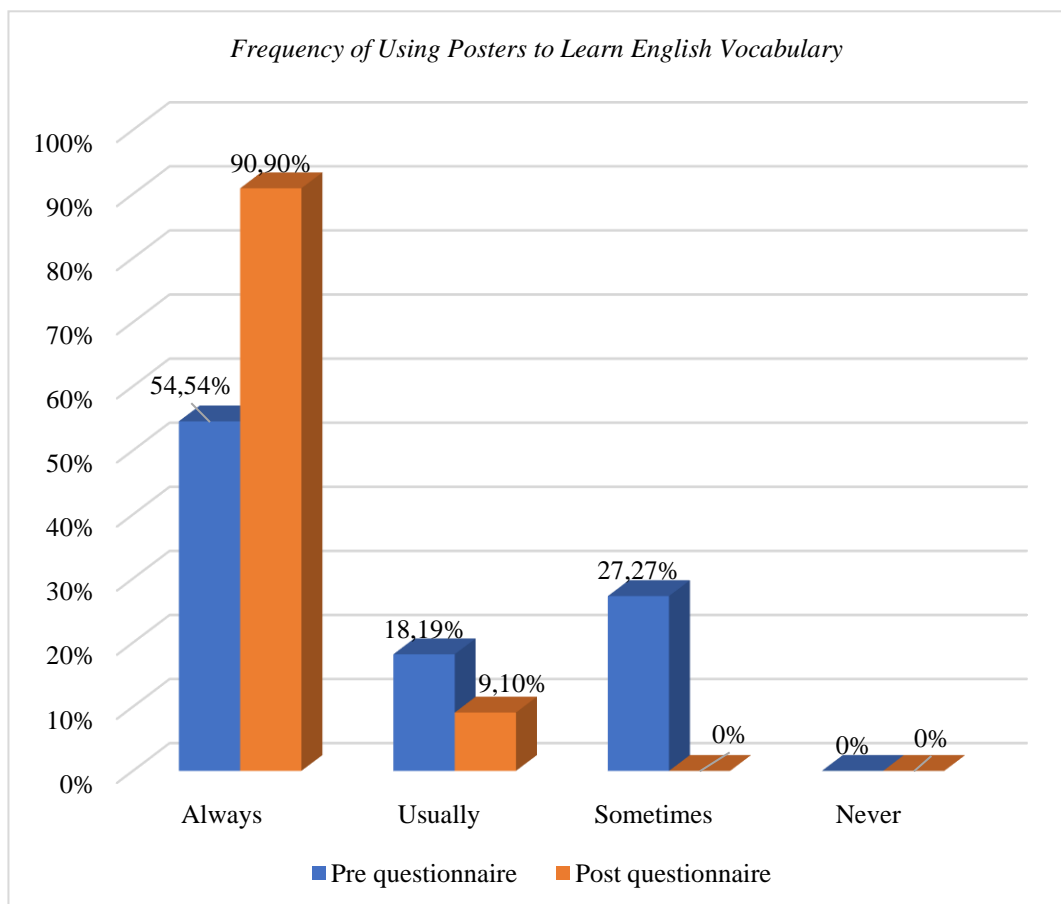
c. Interpretation and Analysis

The results in Table 5 display that more than half of students (54.54%) consider that posters should be always used in classes in order to learn vocabulary. Findings indicate that this material was used in class but not frequently. This is, the learning

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of vocabulary was focused on writing and repeating words, which did not give students training in pronouncing and retaining the meaning of the words and also the willingness to learn vocabulary was limited.

Nevertheless, after the implementation of the intervention plan almost all of the students (90.90%) believe that posters should be always used in English classes in order to learn vocabulary. This is due to posters were well-designed and offered students a dynamic manner to learn. Through brainstorming activity students could practice their pronunciation when they gave their ideas orally about what they see in the posters, they also practice on inferring the meaning of the words just by looking key words and pictures. This facilitated the retention of new vocabulary knowledge, as well as a better pronunciation and promoted a more attractive and interactive environment for learning. Posters were designed by the researcher and then, she presented its contents to the students as a way of how to create new posters at home.

Zerin and Khan (2013) assert that posters make classes more dynamic and positive as well as develop students' creativity and critical thinking. The impact of poster goes beyond the motivation that they provide because this VDM also help to improve language proficiency by making easier to interpret the relation of a single word with many contexts and to retain more effectively this information.

Question 5: How much do you learn when your teacher uses word walls in the English classes to teach English vocabulary?

a. Table 6

Learning Vocabulary with the Use of Word Walls

Options	Pre Questionnaire		Post Questionnaire	
	f	%	f	%
A great deal	0	0	2	18.18
Much	0	0	8	72.72
Somewhat	4	36.36	1	9.10
Nothing	7	63.64	0	0
TOTAL	11	100.00	11	100.00

b. Figure 5
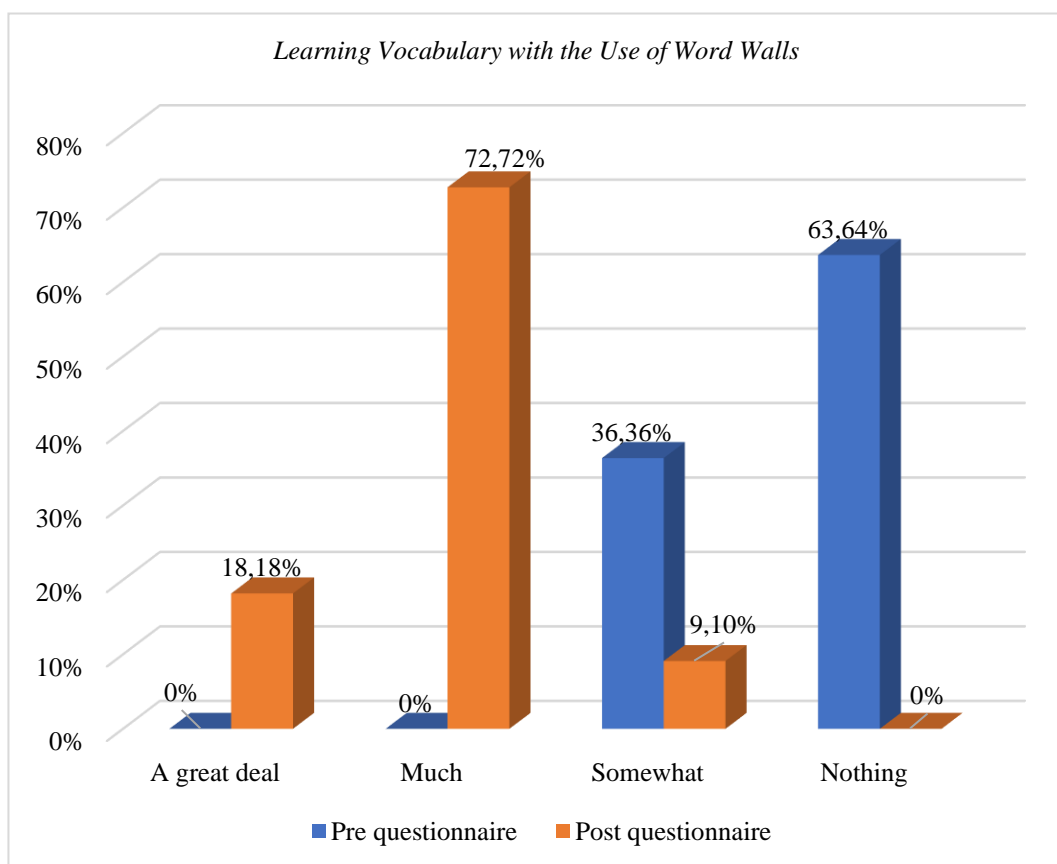
c. Interpretation and Analysis

The data gathered from Table 6 shows that, more than half of students (63.64%)

mentioned that they learn nothing when word walls are used to teach vocabulary.

Unfortunately, the use of word walls to expand vocabulary has been inexistent in

the English classes, the visual material that students used was a bunch of sheets of

paper to write the unknown words. Consequently, students presented problems such as identifying word family roots, having a poor ability to differentiate the sounds of basic vocabulary and showing an inadequate pronunciation, intonation and stress of words.

On the contrary, after the application of the intervention plan, other different results appeared, where many students (72.72%) indicated that they learn much when word walls are used to teach new vocabulary. With the inclusion of word walls students practiced, word form, phonemic awareness and pronunciation by making several oral exercises like: comparing and contrasting words with similar pronunciation, highlighting and ordering the new words alphabetically and relating them within a specific context. All of these activities with word walls helped students to strengthen their vocabulary knowledge. As well as all the other visual didactic materials, word walls were also designed and shown as examples to students to then be created by themselves at home.

Lu, Bu, Dong, Wang, Ding, Lariviere and Zhang (2019), indicate that word walls present several features which allow students to keep engaged in active recall which teaches their brain to remember a term, concept, or process without context clues. By learning something in this way, stronger neuron connections are made making more likely to remember the information in the future that is to make that students augment their knowledge. And, word walls allow students to repeat the act of learning and memorizing until they are expert on the information.

Posttest Results

Objective Five: To validate the results obtained after the application of visual didactic materials to strengthen the English vocabulary among students of eighth

year "A" of basic general education afternoon session, at Unidad Educativa "Pío Jaramillo Alvarado" in the city of Loja during the 2020-2021 school year.

a. Table 7

Posttest Scores of Eighth Year "A" Students in English Vocabulary

Student's code	M	WF	PA	P	Total
	/2.5	/2.5	/2.5	/2.5	/10
UEPJA8A01	2.50	1.75	1.80	2.00	8.05
UEPJA8A02	2.50	1.50	1.44	2.00	7.44
UEPJA8A03	2.50	2.00	2.16	2.50	9.16
UEPJA8A04	2.50	2.25	2.50	2.50	9.75
UEPJA8A05	2.50	1.75	1.80	2.25	8.30
UEPJA8A06	2.50	2.00	1.44	2.00	7.94
UEPJA8A07	2.50	2.50	2.50	2.50	10.0
UEPJA8A08	2.50	2.25	1.80	1.75	8.30
UEPJA8A09	2.50	1.75	2.16	2.25	8.66
UEPJA8A10	2.50	2.50	2.50	2.50	10.0
UEPJA8A11	2.50	1.75	2.16	1.75	7.91
Mean	**2.50**	**2.0**	**2.02**	**2.18**	**8.70**

Note. UEPJA=Unidad Educativa "Pío Jaramillo Alvarado", 8A=eighth-year A", 01=Student's code, M=Meaning, WF=Word form, PA=phonemic awareness, P=pronunciation.

b. Interpretation and Analysis

The data gathered in Table 7 shows that students obtained a general score of 8.7/10 in English vocabulary. These results indicate that students gathered an average qualitative score (see grading scale on page 141). This means that students had a significant improvement in all the aspects of vocabulary as meaning, word form, phonemic awareness and pronunciation.

On the other hand, after the analysis of the results of the posttest, it was

determined that the most significant improvement students gathered was in meaning, which is confirmed with the highest mean score of 2.5/2.5. Students gained mastery in expressing the connotation and denotation of a word and developed their ability to remember and guess the meaning of new sets of words by relating them to images.

However, students reached the lowest improvement in word form, being the total mean score of 2.0/2.5. Students boosted the ability to form new set of words based on their roots, as well as to identify the change of the meaning of the words depending of the function they have. Although students increased their vocabulary knowledge, they need to keep improving in these aspects.

These results evidence the effectiveness that the use of visual didactic materials had on students' vocabulary learning and performance. Takač, (2008) affirmed that there are several techniques concerning the vocabulary teaching with visual didactic materials to expand English vocabulary. The visual aids can be used in teaching vocabulary, to make the teaching learning process much interesting and fun. It will increase students' interest, because the circumstances become more gripping.

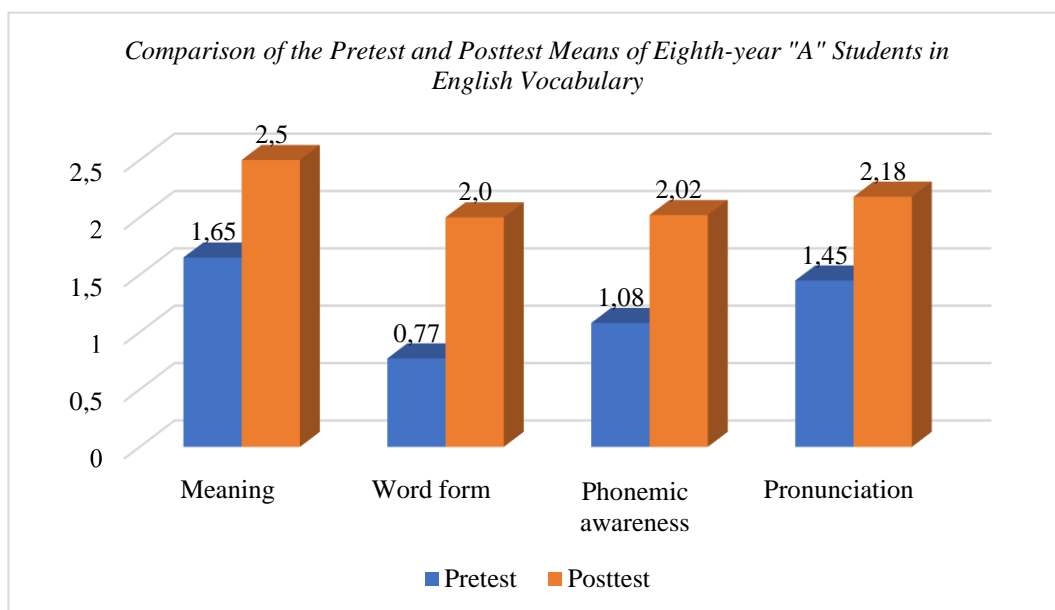**Comparing Pre and Posttest Means**

a. Table 8

Comparison of the Pretest and Posttest Means of Eighth-year "A" Students in English Vocabulary

Aspects	Pretest	Posttest
Meaning	1.65	2.50
Word form	0.77	2.00
Phonemic Awareness	1.08	2.02
Pronunciation	1.46	2.18
MEAN	**4.96**	**8.70**

b. Figure 6

Comparison of the Pretest and Posttest Means of Eighth-year "A" Students in English Vocabulary

c. Interpretation and Analysis

As it is presented in Table 8 and Figure 6, the application of visual didactic materials produced significant outcomes in students' English vocabulary, which can be verified with the increment of 3.75 points that students obtained after the analysis of the posttest. Before the application of the intervention plan students reached a mean score of 4.96/10 in the pretest. However, after the implementation of the intervention plan, the findings in the posttest showed students reached a totalmean score of 8.70/10.

It is noticeable that students had a significant improvement in the four vocabulary aspects, being these results as follows; the main improvement that students gathered was in the aspect of meaning, which is showed with the mean score of 1.65/2.5 in the pretest and with the mean score of 2.5/2.5 points in the posttest. Moreover, in the aspect of word form students had a total mean score of

0.77/2.5 and 2/2.5 in the pre and posttest respectively. Furthermore, in the aspect of phonemic awareness students presented an improvement from the pretest to the posttest with the mean score of 1.08/2.50 and 2.02/2.50. Finally, in the aspect of pronunciation students had 1.45/2.50 in the pretest and 2.18/2.50 after the application of the posttest.

To sum up, it is noticeable that visual didactic materials were efficacious in the strengthening of students' English vocabulary even if VDM were presented and taught in an online way by the teacher but used by the students at home. Students increased their ability to give the accurate meaning of a word by looking a picture or relating it to a single image. Also, their performance improved when following grammatical structures, forming word families changing the prefixes and suffixes. Additionally, students could differentiate one sound from another and finally students followed appropriate pronunciation patterns so that, students gained confidence when speaking.

g. DISCUSSION

The results of the research concentrated on how visual didactic materials strengthen English vocabulary among students of eighth year "A" of basic general education afternoon session, at Unidad Educativa "Pío Jaramillo Alvarado", in the city of Loja during the 2020-2021 school year, prove that students overcame their drawbacks with English vocabulary, obtaining a significant improvement which is demonstrated with the pre-test mean score of 4.96/10 and the post-test mean score of 8.7/10.

Consequently, students improved remarkably their English vocabulary through the use of visual didactic materials. As Kang (2015) points out, visual didactic materials VDM are designed to help the learner, bringing the prior knowledge to a conscious level in the form of an organizational structure. They help enhancing comprehension and learning, as well as eliciting, explaining and communicating information.

Four aspects were stablished to evaluate students' English vocabulary: meaning, word form, phonemic awareness and pronunciation. In meaning students had poor knowledge of the most common words. In word form students also presented an inability to recognize prefixes and suffixes, thus students were not vocabulary builders. In phonemic awareness, they did not have enough knowledge about the most used phonemes of English language. Finally, in pronunciation, students presented difficulties in recognizing the sounds of basic vocabulary.

However, after the practice, use and elaboration of visual didactic materials, there was a significant improvement in students' English vocabulary. Students useda wide range of vocabulary to express their ideas as well as to understand the meaning of each word. They form new words from the same roots, recognize correctly the English phonemes, pronounce and use properly each vocabulary item.Concluding, the use of visual didactic materials was essential to strengthen students' English vocabulary.

To carry out the investigation it was needed a virtual modality to be used due to the fact that in the phase of application of the intervention plan the Covid-19 pandemic made impossible the classes to be face to face.

During the development of the intervention plan many reactions, attitudes and behaviors from students were noticed. To carry out the investigation it was needed a virtual modality. At first, students felt out of their comfort zone when developing the activities proposed by the researcher. They were shy and did not want to talk when they were asked to answer some questions. At the beginning of the class, they were very quiet and only two students wanted to talk. However, as the application of the intervention plan progressed, they felt more comfortable in each lesson and their attitude changed positively toward the activities and they became more confident due to the fact that they had the opportunity to elaborate their own visual didactic materials. They wanted to participate more and little by little they expressed their opinions in an open and spontaneous way. At the end, they felt more enthusiastic to participate in class and they were interested in working with visual didactic materials to strengthen their English vocabulary.

The researcher experienced several strengths. Since the beginning the researcher

had the students' attention and respect. The number of students made possible an appropriate environment for the whole class, which allowed the continued and active students' participation. The English teacher's support and collaboration were fundamental. She was part of each class and participated along with the students during the development of the classes. The only limitation presented was the internet connection. Sometimes it was not possible for all the students to be on time at the class sessions due to the low internet connection, so the communication between researcher and students was affected.

Visual didactic materials as a strategy to improve English vocabulary was effective. It provided a wide guidance on how to organize the content in a non-monotonous way as well as to highlight the most important aspects of a lesson. It also provided enough practice to gain proficiency in the topics previously learned and to acquire vocabulary. In addition, this strategy motivated students to work with enthusiasm in all the activities during the learning process. Learners also cooperated and had willingness to work confidently when working in pairs and started to express their ideas orally during the class.

h. CONCLUSIONS

Students of eighth-year "A" faced problems in learning English vocabulary. Their knowledge was not enough to stablish a basic conversation and to speak about common daily activities. Students had problems in defining words denotatively, in forming words with appropriate prefixes and suffixes. Moreover, students could not pronounce correctly the most common words from a text and identify the phonemes that words with similar spelling have.

The use of visual didactic materials such as digital flashcards, scrapbooks, posters, pictures, and word walls in each class was really helpful to overcame significantly the students' weaknesses in English vocabulary. Now students make use of the appropriate lexis according to the context, also create new words by changing word roots and they know the meaning, usage and correct pronunciation of the set of words they are talking about.

The use of VDM was effective because it contributed to significantly strengthen the students' English vocabulary. This strategy also gave rise to a more active and participatory attitude, as well as to being more willing to work as a team.

i. RECOMMENDATIONS

Since the beginning of a lesson or even at the starting point of an academic period, teachers should determine all the weaknesses and drawbacks that students face through a test, to look for the best strategy to strengthen their English vocabulary learning and the management of and adequate proficiency of all the vocabulary aspects.

It is recommended that teachers employ a variety of visual didactic materials along with different activities to improve English vocabulary. The use of VDM encourages students to share their knowledge in a more dynamic and creative way because they are presented with colorful and eye-catching pictures, visual didactic material also offers the opportunity to be free of transcribing the knowledge in the way that students prefer. This way, learners develop an appropriate ability to keep and retain more vocabulary. Teachers should provide learners more activities with visual didactic materials to practice more and improve all the aspects of vocabulary like meaning, word form, phonemic awareness and pronunciation as well as to change students' attitudes.

Teachers ought to make use of visual didactic materials more frequently in the English classes. Since VDM help learners understand the deep meaning of a word and realize similarities and differences between each word and allow students to absorb the information through a sensory perception, the sight.

j. BIBLIOGRAPHY

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ANNEXES

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

THEME

VISUAL DIDACTIC MATERIALS TO STRENGTHEN ENGLISH VOCABULARY AMONG STUDENTS OF EIGHTH YEAR "A" OF BASIC GENERAL EDUCATION AFTERNOON SESSION, AT UNIDAD EDUCATIVA "PÍO JARAMILLO ALVARADO", IN THE CITY OF LOJA DURING THE 2020-2021 SCHOOL YEAR.

> Thesis Project as a previous requirement to obtain the Bachelor's Degree in Science of Education, English Language Major.

AUTHOR

TANIA CAROLINA BETANCOURT OCHOA

LOJA-ECUADOR

2020

a. THEME

VISUAL DIDACTIC MATERIALS TO STRENGTHEN ENGLISH VOCABULARY AMONG STUDENTS OF EIGHTH YEAR "A" OF BASIC GENERAL EDUCATION AFTERNOON SESSION, AT UNIDADEDUCATIVA "PÍO JARAMILLO ALVARADO", IN THE CITY OF LOJADURING THE 2020-2021 SCHOOL YEAR.

b. PROBLEM STATEMENT

Background

The Unidad Educativa "Pio Jaramillo Alvarado" is an educational center of regular education and governmental support, it is located at 1479 Bolivar Street between Catacocha and Lourdes Street in the San Sebastian neighborhood, Canton and Province of Loja. This educational institution was created on December 3rd in 1966, aimed to support the education of women.

The mission of this prestigious institution is to provide a high-quality educational service, with professional procedures that reach profiles of democratic,practical, innovative, assertive leaders and architects of future development. With students who take the tools provided by their mediators to make sense of their lives.With human capital capable of performing effectively and efficiently, punctual, responsible, productive, suitable, disciplined that generate value to the service offered with parents committed to educational work contributing to excellence.

Its vision is to consolidate as the humanist Educational Unit of trust and social recognition, which remains at the forefront of education, with innovative pedagogical proposals, offering a formation of whole human beings, that contribute to their personal transformation and the social environment, in harmony with nature promoting the preservation of the environment.

The educational center is ruled by Mg. Sc Willam Espinosa. In the institution work eighty-eight teachers; sixty-three women and twenty-five men. The students'

population presents a total number of one thousand six hundred sixty students: one thousand one hundred thirteen girls and five hundred forty-seven boys.

Current Situation of the Research Problem

For Rankin and Gould (2014), English is currently considered the most important language worldwide, either for those who speak it as a first language or those who speak it like a second language. Although native English speakers are not that many compared to speakers of other languages such as Spanish or Chinese,English wins absolutely every battle when talking about people who study English to communicate around the world.

In Latin America, English proficiency is increasingly necessary for business and international communication and in that sense, it is linked with prospects for economic competitiveness and growth in the global economy. In the field of the Education, interest in learning the language continues to grow throughout Latin America. Cronquist and Ariel Fiszbein, (2017). The region has made considerable efforts to improve English language learning through policies and programs, resulting in more people in the region having access to English language teaching and learning. However, as stated by Cronquist and Ariel Fiszbein (2017) English proficiency is very low and additionally the educational system is simply not producing students with adequate levels of English proficiency.

In Ecuador the situation is not different. As exposed by Murga & Niama (2018) schools are often unable to provide the necessary English classes, while those that do exist are often of poor quality.

Even though learning opportunities outside of the educational system, are

increasing available, are unable to make up for deficiencies within formal schooling (Cronquist and Ariel Fiszbein, 2017). In Ecuador English teaching should be one of the main objectives of the Ministry of Education, but a brief observation of the real situation of the English teaching shows that still there is a long way to go whenit comes to teaching English (EF EPI, 2019). This means that the education systemin the country has not been developed as strong and efficient as it should be to keepup with international standards.

One of the most relevant issues related to English teaching-learning process was noticed with the students' English language production (oral or written way). One of the main reasons that causes this situation is the lack of application of appropriate didactic resources during the development of the classes in order to facilitate language learning.

Didactic materials constitute fundamental tools for the development and enrichment of the teaching-learning process. Piaget (1981) cited in Wadsworth (1996) manifested that "children are curious by nature and constantly strive to understand the world around them, to motivate this curiosity, it is necessary to use materials that arouse the child's interest and desire to learn", this is where the teacher should present a wide variety of resources in order to motivate students to be involved in the classes, the participation of the teacher is important in creating the necessary conditions that provide the student with experiences for the formationof concepts. For these reasons, going along with Jackman (2014) the didactic resources become mediators aimed at achieving this function.

On the other hand, Barcroft (2008) thinks that English vocabulary is essentialfor

learning and teaching the English language, since without sufficient knowledgeof vocabulary people cannot understand others or express their own ideas. In different languages, even without grammar, with some useful words and expressions, one is able to communicate. While students develop fluency and accuracy in English, the addition of productive vocabulary is important to further develop their communication skills (Ministry of Education, 2016). A robust vocabulary improves all English language skills (listening, speaking, reading and writing) in students.

Miller (2019) suggests that vocabulary growth is directly related to a child's knowledge of words expansion which provides unlimited accessto new information.

In an attempt to solve the problem, this research project is aimed to propose the accurate application of visual didactic materials with students in order to develop their English lexis, which will allow students to have a better English language production. Furthermore, leaners will have a better domain of the target language in all the basic language skills.

Research Problem

According to the previously mentioned issues, it is essential to research the following problem:

HOW DOES THE APPLICATION OF VISUAL DIDACTIC MATERIALSHELP TO STRENGTHEN THE ENGLISH VOCABULARY AMONG STUDENTS OF EIGHTH YEAR "A" OF BASIC GENERAL EDUCATION AFTERNOON SESSION, AT UNIDAD EDUCATIVA "PÍO JARAMILLO ALVARADO" IN THE CITY OF LOJA DURING THE 2020-2021 SCHOOL YEAR?

Delimitation of the research problem

Timing.

The present research work will be carried out during the 2020-2021 academic period.

Location.

The project will be carried out at Unidad Educativa "Pío Jaramillo Alvarado", which is located in the city of Loja, San Sebastian neighborhood, on the Bolivar Street between Catacocha and Sucre street.

Participants.

The population that will be handled for the present research project are sixteen students of eighth year "A" of basic general education. Ten girls and six boys who are all about 11and13 years old.

Sub-problems.

- What theoretical and methodological references about visual didactic materials are adequate to strengthen the English vocabulary among studentsof eighth year "A" of basic general education afternoon session, at Unidad Educativa "Pío Jaramillo Alvarado" in the city of Loja during the 2020-2021school year?

- What are the obstacles that limit the strengthening of the English vocabulary among students of eighth year "A" of basic general education afternoon session, at Unidad Educativa "Pío Jaramillo Alvarado" in the city of Loja during the 2020-2021 school year?

- What are the phases of the intervention plan that contribute to strengthen the

English vocabulary among students of eighth year "A" of basic general education afternoon session, at Unidad Educativa "Pío Jaramillo Alvarado"in thecity of Loja during the 2020-2021 school year?

- Which visual didactic materials are used to strengthen the English vocabulary among students of eighth year "A" of basic general education afternoon session, at Unidad Educativa "Pío Jaramillo Alvarado" in the cityof Loja during the 2020-2021 school year?

- How effective was the application of visual didactic materials in strengthening the English vocabulary among students of eighth year "A" ofbasic general education afternoon session, at Unidad Educativa "Pío Jaramillo Alvarado" in the city of Loja during the 2020-2021 school year?

c. JUSTIFICATION

The aim of this research project is to strengthen English vocabulary knowledge through the application of visual didactic materials among eight year "A" students at Unidad Educativa "Pío Jaramillo Alvarado" during the 2020-2021 school year. Vocabulary has long been recognized as a strong determinant of all the language skills because it constitutes the main structure of any language learning process. Biemiller (2011) mentions that vocabulary knowledge can enlarge the four basic language skills (listening, speaking, reading and writing) significantly. Wilkins (1972) wrote that while without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Thus, a vast vocabulary knowledge is essential for language learning success

To enhance English vocabulary knowledge, reading is needed. Moreover, along with the use of reading as an important aspect of the improvement of lexis, itis necessary the implementation of different materials and resources, which enable students to learn new words in an easy and interesting manner. The researcher has emphasized this research project mainly on the use of visual didactic materials, as an attractive and motivational manner of gaining knowledge both consciously and unconsciously. The rich vocabulary knowledge in eight-grade students is not something that reading can achieve by itself. At this instructional level, students are restless and curious about the world around them and they need the appropriate material to call their attention and motivate them to learn and use new words that they learn in the target language (Tomlinson, 2001).

For Cadez & Kolar (2009), visual didactic materials have an important role in the formation and engagement of new concepts because they present the new words in an interactive and new way rather than flat words written on a book. Additionally, Schwab (1973), stated that with visual didactic materials students are able to relate a word with an action, a picture, a sound, a color, a smell, an emotion, a shape, etc, easier rather than write a word on the whiteboard or find it in a text that might causes students to get bored. Nevertheless, such material is not representative in and of itself - it is the child who gives meaning to it.

In addition, the development of this research project will benefit the teacher candidate to gain teaching experience and valuable knowledge on teaching methodologies, students' needs and the appropriate improvement and development of English skills and systems. This project is intended to improve EFL students' English vocabulary through the use of visual didactic materials, and in this way to and provide future teachers with updated information and guidelines about the best and most useful didactic materials to improve English vocabulary.

d. OBJECTIVES

General

- To strengthen the English vocabulary through the application of visual didactic materials among the students of eight year "A" of Basic General Education afternoon session, at Unidad Educativa "Pío Jaramillo Alvarado"in the city of Loja during the 2020-2021 school year.

Specific

- To research the theoretical and methodological references about visual didactic materials and their application on the strengthening of the English vocabulary among students of eighth year "A" of basic general education afternoonsession, at Unidad Educativa "Pío Jaramillo Alvarado" in the city of Loja during the 2020-2021 school year.

- To detect the obstacles that limit the strengthening of the English vocabulary among students of eighth year "A" of basic general education afternoonsession, at Unidad Educativa "Pío Jaramillo Alvarado" in the city of Loja during the 2020-2021 school year.

- To elaborate an intervention plan based on the application of visual didactic materials in order to strengthen the English vocabulary among students of eighth year "A" of basic general education afternoon session, at UnidadEducativa "Pío Jaramillo Alvarado" in the city of Loja during the 2020-2021 school year.

- To apply the most suitable visual didactic materials to strengthen the English vocabulary among students of eighth year "A" of basic general education afternoon session, at Unidad Educativa "Pío Jaramillo Alvarado" in the city of Loja during the 2020-2021 school year.

- To validate the results obtained after the application of visual didactic materialsto strengthen the English vocabulary among students of eighth year "A" of basic general education afternoon session, at Unidad Educativa "Pío Jaramillo Alvarado" in the city of Loja during the 2020-2021 school year.

e. THEORETICAL FRAMEWORK

VISUAL DIDACTIC MATERIALS

Brief History of the Origin of Visual Didactic Materials

According to Mendez (2015), the first proper didactic material itself was written by the bishop J.A. Comenio in the 17th century in Nuremberg and it was called Orbis Pictus Sensalium. His intention was to facilitate the transmission of knowledge in this case it was aimed to teach the Latin Language, by combining written text with pictographic representations as well as the implementation of the vernacular students' language. This book had two peculiarities that made it "didactic": one was the combination of written text with the image, and the other trait was that it was written in the vernacular language of the readers. In the face of books written exclusively in Latin, this work by Comenio was a qualitative leap in generating materials understandable to a wide and diverse audience.

The same author suggests that in earlier historical times such as ancient Greece,or during the Roman Empire or later throughout the Middle Ages, teaching was based on the demonstrations and oral explanations offered by the teacher. It was the transmission of personal knowledge through demonstrations. The adult taught what he knew and had acquired throughout his life experience, not what was in the books. The presence of printed texts and other didactic materials in teaching was a slow and gradual process developed over several centuries; approximately from the sixteenth to the nineteenth century, that was growing in parallel with the consolidation of the printed work as a canon of Western knowledge, and to the

emergence of a didactic rationality that theorized and intended to systematize the action and teaching processes.

However, the didactic material does not reach its fullness or at least itshallmarks until the advent of school systems in the mid-19th century. Schooling, that is, institutionalized education aimed at the entire population, is a relatively recent historical phenomenon that emerged in Europe, in the midst of the industrial revolution, in the mid-19th century. From then on, especially throughout the twentieth century, printed didactic materials became the vertebrate axis of much of the teaching and learning actions at any of the levels and modalities of education.

From early childhood education to university education; in distance education, in non-formal education, in short, in any training activity there is usuallya printed reference material for teachers and students. Nowadays, didactic materials have become a main axis into the teaching-learning process and it is not possible toplan a lesson in which is not included several didactic materials according to the objectives of the lesson or what is intended to be taught.

Definition of Visual Didactic Materials

Before giving an accurate definition of visual didactic materials first it is necessary to be very clear about what visual didactic materials are in general. According to Cabero (2001), there are a diversity of terms to define the concept of teaching materials, such as those presented below:

As defined by Pérez (2008), the word "material" refers to a component that facilitates the development of an activity; while the term "didactic" relates to everything linked to teaching and learning. Therefore, didactic materials can be

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defined as means used to facilitate and drive the construction of meaningful learning. They can be designed and crafted for different purposes, but always with a specific objective.

For Kumar (2017) didactic materials are materials that support the teaching learning process by creating a natural environment were incidental learning can occur but also, they have been designed to disable the monotonous learning methods. They made a shift from Response Strengthening to Knowledge Acquisition for construction of Knowledge. In this context, a teacher provides an environment where any student can construct his knowledge by interacting with his physical and social environment.

The concept of visual didactic materials is a multi-meaning expression becauseit is understood according to the theory that provide different authors and their perspectives. Essentially these words are used to describe the set of objects and tools which will help in the teaching practice to make more meaningful and easier the teaching learning process. Several names are been given to them, such as: didactic resources, didactic aids, didactic means, pedagogical supports, didactic or instructional materials; but all terms are related to the kind of materials used in the teaching learning process.

Importance of Visual Didactic Materials

The use of visual didactic materials into the educational field has a high importance level, because it is a basic component of curriculum. In language teaching its significance does not decrease, but it becomes still more interesting due to its extraordinary contribution in students' knowledge, motivation, interests and

the learning styles stimulated through it.

The major significance of visual didactic materials is recognized within the classroom environment by providing support and assistance to the teachers with the presentation and transmission of new content and the achievement of educational objectives. The visual didactic materials are put into practice by the educators with the primary objectives of imparting learning among students regarding the academic concepts and enabling them to achieve their goals and objectives.

Going along with Busljeta, (2013), the significance of didactic materials is usually recognized in terms of five aspects. These are the following: student motivation developing creativity, evoking prior knowledge, encouraging the processes of interpreting, understanding, and organizing the educational content, enabling logical thinking, reasoning, and communication and contributing to the development of different skills, values and attitudes among students.

When the educators are able to communicate in an effective manner, then they would facilitate understanding among students. Whereas, when students augment their communication skills, then they will be able to acquire an efficient understanding of the academic concepts. The educators and the students need to collaborate with each other in the development of didactic materials.

Objectives of Visual Didactic Materials

The primary objective of visual didactic materials is to motivate students towards acquisition of knowledge through the sense of sight. Jacobson, Levin and Kapur, (2019) have stated the main objectives as follows:

To motivate learners.

The teachers make use of not only one, but several forms of visual didactic materials within the classroom setting. When they are making use of them, they ensure that students are able to feel pleasurable and get motivated towards learning new things. Therefore, students develop interest and enthusiasm and develop motivation towards learning.

To develop knowledge and skills among teachers.

Through the implementation of visual didactic materials in an effective manner, the teachers are able to develop their knowledge and skills that are neededinto the topic that they will teach. They are able to generate awareness, regarding how to make use of this knowledge in performing their job duties well. Tutors needto make use of these skills and knowledge in the achievement of educational objectives.

To help in longer retention of information.

When the visual didactic materials are implemented, they should ensure thatthey help in the longer retention of information. When learners pay appropriate attention towards didactic materials, then they are not only able to acquire an effective understanding of the concepts, but also are able to promote longerretention of information.

To facilitate change in attitudes.

The teachers as well as students are able to bring about changes in attitudesand behavioral traits through the use of teaching-learning methods. Primarily, when modern and innovative methods are made use of, then students feel motivated towards learning and are also able to bring about changes in attitudes.

To help in organizing classroom teaching.

For the development of a lesson plan and concepts, the use of visual didactic materials by the teachers are also appropriate. When they are used to make use of these materials appropriately, then they are able to plan and organize the teaching methods too within the classroom.

Classification of Visual Didactic Materials

In the field of didactic theory, as well as in teaching practice, the classificationof teaching-learning materials into visual, auditory and audio-visual is universally acknowledged (Busljeta, 2013). Teaching-learning materials are of various types and are classified in various ways. These have been stated as follows:

Audio and Video TLMs – Audio and video TLMs are primarily made use of in schools as well as in higher educational institutions. Audio didactic materials include, human voice, telephonic conversation, tapes and radio broadcast. On the other hand, video didactic materials are, visual or verbal print, textbook and supplementary books, course books, reference books, encyclopedias, magazines, newspapers, documents, clippings, other written materials, program materials or case studies.

The visual material can be non-projected two dimensional and non-projected three dimensional. Non-projected two-dimensional materials are a form of an image or picture explaining the concept. Examples of such types of didactic materials are whiteboard writing, drawing charts, posters, word walls, maps, diagrams, graphs, photographs, images, pictures, cartoons, comic strips and scrapbooks.

Non-projected three-dimensional representation of the real objects or

phenomenon. It includes, models, mock-up, diorama, globe, relief maps, specimen, puppets and holograms. Furthermore, there are utilization of computers, television and tape representations in the implementation of didactic material. The audio and visual materials are used from pre-schools as well as university education. Through the use of computers and internet, the students are able to benefit to a major extent.

Visual Didactic Materials into English Vocabulary teaching

According to the Ministry of Education (2016), the didactic resources or materials are into the components of the well-developed educational system as well as objectives, contents and methodology. Didactic resources or instructional materials are considered to be facilitators of the teaching process which answer to the question what to teach with? They represent the material component of the pedagogical process. In other words, they symbolize the material component in the teaching learning process, which serve to build the essential representations of knowledge and abilities acquired by learners, as well as to promote their interaction.

Kumar (2017), states that teachers are required to follow the curriculum and provide a better platform to understand the curriculum with the help of materials. Teachers may adapt, supplement, and elaborate the materials to disseminate the content to the students and they need to monitor the progress of the students and finally evaluate the students. Teachers and students rely on materials to comprehend the content, and the materials become the center of education. Therefore, it is important for the teachers to know the correct methods, to choose the best material for instruction and they should also know how to make supplementary materials for the class, and how to adapt materials.

In the field of language learning, Philp, Oliver, and Mackey (2008) said that first language acquisition occurs when learners acquire language without any previous experience or expectation. Pupils acquire the language in the same way asthey learn how to eat or walk. It means that this phenomenon comes naturally and spontaneously to them when exposed to stimuli of the tongue when they tough with communicative objectives. In sum, second language acquisition occurs when learners spontaneously or intentionally acquire a language which is not their mother tongue. In the case of this project, the target language is English, and the researcher will develop a set of visual didactics materials such as word-walls, flashcards, images, pictures, posters, and scrapbooks to help students in their English learning process.

To make the language learning more natural instead of being presented as a structural lesson with many boring steps to follow to the students, the usage of visual didactic materials is considered to be one of the best teaching and learning strategies to present the contents in an innovative and interesting way. In this project, within the visual didactic materials the use of word-walls, flashcards, posters, and scrapbooks as interactive tools for students will be taken into account because these kinds of materials are ideal to learn vocabulary in an organized and understandable manner.

According to Waring (2002), in order for vocabulary learning to be successful, students have to be made independent word learners and they learn best by making sense of their own vocabulary and internalizing it. The main focus of this research project is to enable students to store newly learnt words and use these words

productively, this is the reason why the researcher has selected those visual didactic materials that based on their features, they will help student to become independent learners and start to gain vocabulary knowledge by themselves.

The word walls include the symbolic representation of a single idea, concept, or perspective. As the single idea, word walls are usually presented in bold letters,they are attractive and eye catching. The word walls are meant to provide information among the learners regarding an important concept in this case of a single word that can be used in different contexts according to what the students learn.

In this kind of visual didactic materials, normally images, symbols and words are also included. Caption is used to convey the important message and visual to attract the attention of the students and thereby is used to support the message that is to be converged. It is vital for the individuals to take into account certain aspects,when designing word walls. These include, creativity, ingenuity, and resourcefulness. Furthermore, it is essential to ensure that word walls are colorful because adding attractive colors enable students to pay attention. Hence, when the teachers are making use of word walls to teach new concepts to increase vocabulary to the students, they should be designed in a striking and attractive manner.

Moving to another great visual didactic material that students can develop at home guided by their creativity and necessities, scrapbooks are presented. By using scrapbooks, learners will be provided with the opportunity to develop self-management skills, which will involve "planning their own learning…setting goals for their own vocabulary learning", …and make choices and decisions… depending on their own perceived needs" (Fowle, 2002). As mentioned by Schmitt and

Schmitt (1995), "mental activities which require more elaborate thought, manipulation and processing of a new word will increase the learning of that word." This means that when learners are directly involved in the progress and development of their own learning tools, they unconsciously are storing a new lexis item in their minds.

Another important and efficient visual didactic material that is taken into account in this research work are posters. The use of posters directly affects in a positive way the memorization and observation skills of the students. Osa and Musser (2004) searched for the value of posters in educational setting and they concluded that posters created a more stimulating and interesting environment for learning. Zerin and Khan (2013) analyzed the effect of poster-making activity in English classroom. They concluded that poster making made classes more dynamicand positive. Another conclusion was that posters helped to improve language proficiency.

The last type of visual didactic material that is consider in the present research project is flashcards. Nowadays is not possible to think in education without thinking in technology development and its influence in the way of teaching and learning around the world. Digital flashcards combine both the technology influence and the usage of an effective visual didactic materials within English classes. This material presents the content in an attractive way that makes student to feel they are watching cartoons when in the reality they are attending an English vocabulary class.

ENGLISH VOCABULARY

History of English Vocabulary

Essberger (2019), explains that the history of the English language that started with the arrival of three Germanic tribes who invaded Britain during the 5thcentury. These tribes, the Angles, the Saxons and the Jutes, crossed the North Sea from what today is Denmark and northern Germany. At that moment the citizens ofBritain spoke the Celtic language. But most of the Celtic speakers were pressed west and north by the invaders that came from the modern Wales, Scotland and Ireland. The Angles came from England and their language was called "Englisc" - from which the words "England" and "English" are derived. Hickey (2017), also added information to the English history and said that English is divided into four periods: Old English (450-1066), Middle English (1066-1500), Early Modern English(1500-1700) and Late Modern English (1700 to the present).

Old English (450-1100)

The same authors suggested that the invading Germanic tribes spokesimilar languages, which in Britain transformed into what is known as Old English. Old English did not sound or look like English today. Nevertheless,about half of the most commonly used words in Modern English have Old English roots. The words be, strong and water, for example, derive from OldEnglish. Old English was spoken until around 1100.

Middle English (1100-1500)

Continuing with Essberger' narration in 1066 William the Conqueror, the Duke of Normandy, invaded and conquered England. The new conquerors called the

Normans brought with them a kind of French, which became the language of the Royal Court. For a period of time there was a kind of linguistic class division, where the lower classes spoke Englishand the upper classes spoke French. In the 14th century English became extremely powerful in Britain again, but with many French words added. This language is called Middle English. It was the language of the great poetChaucer (1340-1400), but it would still be difficult for native English speakers to understand in the present time.

Early Modern English (1500-1800)

Essberger (2019) and Hickey (2017) agreed that towards the end of Middle English, an unexpected change in pronunciation (the Great Vowel Shift) started, with vowels being pronounced shorter each time more frequently. From the 16th century the British had contact with many peoplefrom all over the world. This, and the resurrection of the classical learning,meant that many new words and phrases entered to the language. The invention of printing also indicated that there was now a common languagein print. Books became cheaper and more people learned to read. Spelling and grammar became fixed, and the dialect of London, where most publishing houses were, became the standard. By this time, specifically in 1604 the first English dictionary was published.

Late Modern English (1800-Present)

The main difference between Early Modern English and Late Modern English as noticed by Hickey (2017) is vocabulary development. Late Modern English presents an abundant quantity of words, arising from two main factors: The first oneis that due to the Industrial Revolution and technology it was necessary the

creation of new words; The second factor isthe British Empire which covered approximately one quarter of the earth's surface, and the English language adopted external words from many othernations.

For McIntyre (2020) from around 1600, the English colonization of North America derived in the creation of a distinct American variety of English. Some English pronunciations and words "froze" when they reached America. In some ways, American English is more like the English of Shakespeare than modern British English is. Some expressions that the British call "Americanisms" are in fact original British expressions that werepreserved in the colonies while lost for a time in Britain. Spanish also had an influence on American English, with words like canyon, ranch, stampedeand vigilante being examples of Spanish words that entered English through the settlement of the American West. French words (through Louisiana) and West African words (through the slave trade) also influenced American English (and so, to an extent, British English).

Definition of English Vocabulary

Several well-known linguistics have stated their own definitions of vocabulary. Schmitt (2010), defined vocabulary as the stock of words that are usedby a person, class or profession. This is central and of critical importance to language learning (Zimmerman, 1998). Furthermore, Diamond and Gutlohn (2006)described lexicon as the knowledge of words and word meanings.

A more updated overview about vocabulary definition is given by Akramovna (2019) who refers to all the words in a mother tongue, the entire stockof words of a language.

Into the field of education and English learning Oybecovna (2020) defined vocabulary as the set of words that constitute the building blocks in a language.

The linguists Hatch and Brown (1995) gave their own definition, they described vocabulary as one of the most important elements in English teaching. Yet vocabulary is much more than just single words (Webb, 2007). The author manifests, that lexicon is the foundation to build languages, which plays a fundamental role in communication.

From the definitions above, it can be concluded that lexicon is the total number of words that are applied to communicate ideas and express the speakers' meaning and content.

Importance of English Vocabulary

The well-known methodologist Krashen (1989), said that when students travel, they do not carry grammar books, they carry dictionaries, this short but meaningful phrase sets heavily the importance of words sets in the language learning area. Conzett (2000), went further to argue that lexis is the core or heart of language.

Jim (1998) stated that if language structures form the skeleton of language,then it is lexicon that provides the vital organs and the flesh. Therefore, no matter how brilliantly one adapts his/her English grammar, without the knowledge of lexicon it is useless because words are the basis that create the speech.

According to Chowdhary (2020), "the vocabulary makes up the words of agiven language, and language is the main way humans communicate". Thus, peoplewith vast words knowledge convey their meanings better than those with less expertise. People who know the right words can say precisely what they mean so that others

will realize them clearly. A large lexis makes communication rich and interesting. A small lexicon can make communication limited and insipid. As Schmitt (2010) noted, "learners carry around dictionaries and not grammar books"

Finally, someone who has cultivated an extensive vocabulary will find it easier to comprehend what others are saying and easier to respond to them appropriately. Schmitt (2010) identified some fields being the most important education in which vocabulary plays an essential role.

As a result of all the aforementioned, teachers should seek and explore newand effective ways of vocabulary teaching due to its evident importance.

Types of Vocabulary

Some experts divide vocabulary into two types- this is the case of Harmer (1991) and Erten and Tekin (1995), they stated that there are two types of lexis: active and passive. The first type refers to the one that the students have been taughtand that they are expected to be able to use. Meanwhile, the second one refers to the words which the students will recognize when they meet them, but which they will probably not be able to pronounce.

Tahir (2013) also agrees with the two before authors and determined two types of lexis but he changed the name of denominating them, he named them as: receptive vocabulary and productive vocabulary are stated as follows:

Receptive vocabulary is defined by Webb (2009) as the words that learners recognize and acknowledge at the moment that these words are used in context, but which they cannot produce. It is vocabulary that students recognize when they see or meet in reading text but do not use it in speaking and writing. Passive vocabulary

is always larger than the active vocabulary.

On the other hand, Webb (2009) defined productive vocabulary as the set of words that students know and 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 at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others.

Schmitt (2019) notes that receptive vocabulary entails knowing a lexical item well enough to extract communicative value from speech or writing, while productive knowledge involves knowing a lexical item well enough to produce it when is necessary to encode communicative content in speech or writing.

Aspects of Vocabulary

There some aspect that are needed to be taken into account to talk about the knowledge of a word. These are the four aspects that the researcher will be focused on: form, meaning, phonemic awareness and pronunciation in order their students get an adequate manage and domain of the English language.

Meaning.

Chung and Nation (2003) stated that meaning encircles the way that form and meaning work together, in other words, the concept (meaning) and the associations or images (forms) that come to the mind when people think about a specific word or expression.

Form.

Rai (2017) claimed that words forms are the different ways a word can exist in

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the context of a language. Many words exist as nouns, verbs or adjectives andchange when prefixes or suffixes are added. The component of a word, phrase or structure and the part it plays in a sentence.

Phonemic awareness.

For Nation (2011) it is the ability to recognize and manipulate the spoken parts of words. The levels of phonological awareness are, from simplest to mostcomplex: syllables, onset–rime, and phonemes. Phonemic awareness is the ability to identify and manipulate individual sounds (phonemes) in spoken words.

Pronunciation.

Shunichi Ishihara, Tsurutani and Tsukada (2011), explain that it is notnecessary to be an English language speaker to have a good pronunciation but essentially what is it? In language teaching, Brown (2014) defines pronunciationas the term usually given to the process of teaching learners to produce the soundof a language, however Brown (2014) also states that it is the more practical use of phonetic and phonological knowledge

For form, meaning, phonemic awareness and pronunciation, Ching and Nation (2003), declared that there is both a receptive and productive dimension, thus knowing these aspects for each word or phrase actually involves numerous types of lexical knowledge. For Akramovna (2019), when teachers teach vocabulary to build students' knowledge of words and phrases, helping them learn any and all of these different components assist them in enhancing their English vocabulary knowledge and use.

Vocabulary-Teaching Principles

Goldstein and Randolph (2017) stated that students of elementary school study basic English. Additionally, they suggest that learners study about simple words or things in their surroundings, this means that students are able to realize simple English used in daily context. However, it is difficult to master the other language skills without having a rich vocabulary, because vocabulary is the basic competence that must be reached by students in order to get other competencies like reading, writing, listening, and speaking. Nation (2001) set a model of three principles of content and sequencing, format and presentation, and monitoring and assessment.

The principle of content and sequencing deals with the vocabulary to be learnt, the stage and means of learning. Frequency and range of occurrence should be the main guiding force in deciding what should be learnt and when. Students should also be trained in vocabulary-learning strategies like guessing from context, learning word parts, learning to use a dictionary, using word cards, and be familiarized with what is involved in knowing a word like the form, meaning, aspects of words usage.

With regards to the principle of format and presentation, high-frequency words should occur in the four strands of meaning-focused input (learning through listening and reading activities), meaning-focused output (learning through speaking and writing), language-focused learning (deliberately learning language features like pronunciation, vocabulary, grammar, and discourse), and fluency development (which does not involve the learning of new vocabulary).

Finally, the principle of monitoring and assessment centers on systematic use of

various types of assessment (e.g., tests, quizzes) in order to measure learning progress, but also to motivate and encourage learners. Depending on the goals, some tests may happen weekly or fortnightly (short-term achievement), while otherforms of evaluation may only happen twice, at the beginning and at the end of the course (long-term achievement).

English Vocabulary Enhanced through Visual Didactic Materials

Takač, (2008) affirmed that there are several techniques concerning the vocabulary teaching used with visual didactic materials to expand English vocabulary. Alqahtani (2015), describe these materials and their functions as follows.

Drawing objects.

Can either be drawn on the whiteboard or drawn on printed images. They latter can be employed frequently in different contexts if they are madewith cards and covered in plastic. They can contribute to young students easily understand and realize the main points that they have learned in the classroom.

Using illustrations and pictures.

Pictures connect students' prior knowledge to a new story, and in the process, help them learn new words. There are plenty of essential vocabulary that can be introduced by managing pictures. They are exceptional means of making the meaning of unknown words clear. They should be utilized as often as possible. The list of illustrations includes: posters, flashcards, wall charts, magazines with attractive images, board drawings, stick figures and photographs.

This kind of visual didactic material for vocabulary teaching can comefrom

several sources. Apart from those drawn by the teacher or students, there are sets of colorful drawings intended for schools. Illustrations cut outof newspapers and magazines are highly utilized useful as well. Nowadays innumerable readers, vocabulary books and coursebooks contain a vast number of attractive prints, paintings and artwork that display and elicit themeaning of basic words. The teacher can use didactic materials provided bythe school or they can also make their own visual aids.

English Vocabulary Knowledge Size of EFL Learners

L2 vocabulary learning progress is often slow and uneven. Whereas L1 English speakers may learn, on average, 1000-word families each year until the age of 20 Siyanova (2016). This rate of growth is clearly unrealistic in the EFL learning context. This is due to a number of factors, acting as insufficient input, lack of opportunities to use the language outside the classroom (output) and teaching methods used like the communicative language teaching vs. grammar-translation method.

Nation (2006) remarks that, one of the ways of stating an adequate level that EFL learners should have on vocabulary knowledge is to look at native speaker's vocabulary size. It is estimated that a well-educated talker of English knows about 20,000-word families, or around 32,000 vocabulary items, excluding proper names. Clearly, this figure is an extremely ambitious and unrealistic goal for any L2 context. It has been proposed that the vocabulary size of a highly educated non-native utterer of English is around 8000–9000-word families.

Nation (2006) also reported that another, perhaps, more realistic, way of

determining words sets learning goals is to identify how much lexis is required in order to perform a particular activity in the target language, being the case of, for example, reading newspapers or novels, watching movies, participating in conversations. When deciding on the amount word stock for L2 learners to be able to successfully engage in a particular task, it is important to consider the relationship between lexical coverage (percentage of known words in a text) and reading comprehension (Nation, 2006).

Authors like Webb and Chang (2012), conclude that vocabulary teaching should be focused firstly on teaching the high-frequency words and the first 1000- family words in order to achieve a robust vocabulary that fits with the expectationsof the Ministry of Education in the National Curriculum Guidelines (2016).

f. METHODOLOGY

Design of the research

Action research in educational settings is related to finding solutions to problems in the teaching-learning process. According to Mill (cited by Creswell, 2012) "action research is a systematic procedure done by teachers (or other individuals in an educational setting) to gather information about, and subsequentlyimprove, the ways their particular educational setting operates, their teaching, and their student learning". Based on the aforementioned, the procedure of action research is cyclic and follows these steps; identify a problem, gather data through different instruments, interpret the data, propose an action based on the data and finally reflect on the work done (Ferrance, 2000).

This research study titled visual didactic materials to strengthen English vocabulary is based on action research and will allow the pre-service teacher to become a participant to study aspects in the problematic situation, gather information and analyze or reflect on the results that will be derived from the application of an intervention plan that lasts ten weeks, in which the results will justify if this work was effective or not to strengthen the English vocabulary.

Methods, Techniques and Instruments

Methods.

This study will make a description of the data that result from the intervention plan. The following general methods will be applied along the research:

The Scientific method facilitate the study of visual didactic materials intendedto

strengthen the English vocabulary, and it will help in the observations done both before and during the intervention. This method will facilitate the prediction of the possible solution, as well as assisting the collection of data to make relevant predictions and the analysis of it.

The Descriptive method will be used to describe, detail and explain thedifferent stages of the study and the kind of resources used by the researcher. It willserve to explain and analyze the object of the investigation.

The analytic-synthetic method will be applied to analyze the obtained results through the pre and post-test, pre and post-questionnaire, observation sheets and field notes. It will be used also to make the interpretation of the data, the logical analysis and draw up the conclusions.

The Statistic method will be utilized to make both the quantitative statistical analysis of the data obtained from the questionnaires and the qualitative textanalysis of the data obtained during the observations.

Techniques and data collection instruments.

Since this work is an action research, elements of both quantitative and qualitative research will be selected for data collection. Quantitative research provides information that can be made into statistics, while qualitative research is employed to gather non-numerical details to understand concepts, behaviors or experiences. Consequently, to gather the data for this study, the researcher will use a pre-test and a post-test for the quantitative data. Additionally, questionnaires, observation sheets, and field notes will be considered to collect qualitative information.

Tests.

Tests will allow participants to perform cognitive tasks in relation to the English vocabulary. Additionally, tests will yield a numerical score by which the researcher will calculate the mean to compare the pre- and posttest results.

Pre-test – Post-test

A researcher-made pre-test will provide a measure on the performance ofEnglish vocabulary before the participants (eighth year of basic general education students at Unidad Educativa "Pío Jaramillo Alvarado") receive a treatment through the intervention plan designed in this research project. After the treatment or intervention plan, a posttest will measure again the performance of the English vocabulary in order to make a pretest- posttest comparison of the cognitive dimension of the performance of the English vocabulary of the participants being treated.

Questionnaire.

A researcher-made questionnaire will be administered to the participants to answer questions related to their attitudes and feelings toward visual didactic materials. Likewise, the tests pre and post-test, and pre and post-questionnaire will be administered in order to make a comparison between the results. Furthermore, the data collected by the questionnaires will support the tests results.

Observation.

The emphasis during the observation will be on understanding the natural environment as lived by the eighth-year of basic general education students, at Unidad Educativa "Pío Jaramillo Alvarado" during their English classes. There will

be two types of observations as detailed below.

Nonparticipant observation.

In nonparticipant observation, the researcher is not involved in the situation being observed. Through this observation it will be recorded behavior but does not interact or participate in the setting under study. The objective of this nonparticipant observation is to identify the issue for this action research project which will be supported through the participant observation.

Observation Sheet.

The researcher will make use of an observation sheet to record students' attitude and behavior at the moment of working on English vocabulary. This observation sheet is a self-development instrument that describes accurately and comprehensively the indicators and all the relevant aspects of the dependent variable.

Participant observation.

In participant observation, the researcher will become a participant in the situation being. The researcher will participate in the problematicsituation by means of the application of visual didactic materials in order to strengthen English vocabulary among students of eighth year "A" of basic generaleducation afternoon session, at Unidad Educativa "Pío Jaramillo Alvarado".

Field notes.

They will record a description of the events, activities, and people (e.g., what happened, what they did, what were their attitudes). The researcher will evidence the participants´ behaviors, attitudes, and feelings toward the implementation of

visual didactic materials to strengthen English vocabulary.

Population

Students of eighth year "A" of basic general education afternoon session at Unidad Educativa "Pío Jaramillo Alvarado" will be the participants in the development of this action research. They are sixteen students, four girls and twelve boys who are all about 11 and 13 years old.

Description of the Intervention Plan

The intervention plan will be developed during 30 sessions of 40 minutes each one in a 10-week period of time. Sessions 1 & 30 will be devoted to the administration of the data collection instruments (pre and post-tests and pre and post-questionnaires). The other 28 sessions will be developed with lesson plans and the researcher will record the observations on the field notes to reflect upon the use of visual didactic materials as a treatment to strengthen the student's English vocabulary.

This intervention plan will be developed with a Lesson Plan Model that contains the following stages: activation (before), connecting (during), and affirmation (after). An Activation-Connection-Affirmation lesson model plan will be adopted as a treatment to help students in the development of their English vocabulary knowledge which is described with details below.

The data obtained through the several instruments will be used to considerthe most appropriate ways of strengthening the English vocabulary knowledge through the application of visual didactic materials.

Phase 1. Initial reflection.

During a non-participant observation, the researcher will be able to see that 8th year students in the afternoon session at Unidad Educativa "Pío Jaramillo Alvarado" have difficulty in pronunciation of the words, matching the meaning of new concepts, word formation, accuracy and phonemic awareness. These situationswill allow the researcher to recognize that English vocabulary is issue among learners who do not have learning opportunities during their English classes.

Being this concern, the researcher will ask herself whether there are some different strategies that would better prepare students to improve English vocabulary. Therefore, having read some mainstream literature on vocabulary knowledge, the researcher will find out that the use of visual didactic materials will enable learners as individuals given them the best tools and steps to develop the English vocabulary.

Phase 2. Planning.

In an attempt to solve 8th year students' weaknesses on English vocabulary, lessons plans will be presented using visual didactic materials such as posters, word walls, flash cards, pictures, cards and scrapbooks as principal activity. The lesson plan contains three phases: activation, connection and affirming (Murry, Herrera, Miller, Fanning, & Kavimandan, 2015). They integrate guided, controlled and free practices that improve English vocabulary among students. Each stage can be summarized as follow:

Activation.

In the Activation phase, some activities and warm-ups will be done to identifythe

students' prior knowledge that permit teachers to make their instruction more relevant to learners making use of vocabulary. In this phase students can interact with each in pairs or small groups. While students are performing these activities, the teacher listens and documents background knowledge about the topic. (Murry et al., 2015).

Connection.

In the connection phase, teacher acts as facilitator, to engage students in having better understanding of knowledge. In this phase students are connecting from what they already know to the new. Learners will be provided with activities that connect the relationship between teacher-student. They have experiences for interpreting the curriculum and applying learning to real world issues (Murry et al.,2015). This phase will be developed with the platform English British Council where students can find the meaning of the words with the pictures, matching and filling gap activities, related to the vocabulary learned. Additionally, in this phase the teacher candidate will use all the planned types of visual didactic materials as well as the aspects of vocabulary like: meaning, word formation, phonemic awareness and pronunciation.

Affirming

In this phase, the students will recognize their progress and keep in mind thenew knowledge they acquire after using visual didactic material in the classroom. The teacher affirms the progress by using authentic assessment (Murry et al., 2015).

Some of the activities that will be developed during the intervention plans are: guessing from context, matching a word with a picture, relating a sound with a

shape, color, etc, and guessing from mimics.

The goal of these visual didactic materials will be to give eighth-year studentsthe opportunity to expand their English vocabulary through didactic materials which eventually improve their English vocabulary which is a crucial element in the English language. On the other hand, this intervention plan will explicitly respond to the following research questions:

- What are the phases of the intervention plan that contribute to strengthen the English vocabulary among students of eighth grade of basic education afternoon session, at Unidad Educativa "Pío Jaramillo Alvarado" in the city of Loja during the 2020-2021 school year?

- Which visual materials are used to strengthen the English vocabulary among students of eighth year "A" of basic general education afternoon session at Unidad Educativa "Pío Jaramillo Alvarado" in the city of Loja during the 2020-2021 school year?

Phase 3. Action.

The intervention plan will be developed during 30 sessions of 40 minutes each one during 10 weeks' period of time. One hour will be taken from the weeks 1 and 10 to administrate the data collection instruments (pre and posttest and questionnaires). Consequently, the 10 weeks will be developed with lesson plans. As is usual, things will rarely go precisely as expected, therefore some minor changes or deviations will be made to meet possible drawbacks.

Phase 4. Observation.

During the intervention plan, the researcher will monitor and record eighth- year

student's reactions and achievements to the planned activities by means of a pre and post-test, pre- and post-questionnaire, observation sheet and a field note.

Phase 5. Reflection.

Once finished the intervention plan, the researcher will reflect critically upon the effectiveness of visual didactic materials to strengthen English vocabulary among students of eighth year "A" of basic general education afternoon session at Unidad Educativa "Pío Jaramillo Alvarado" in the city of Loja during the 2020-2021 school year.

INTERVENTION AND OBSERVATION PLAN WEEK Nº 1

INFORMATIVE DATA:

Institution: Unidad Educativa "Pío Jaramillo Alvarado"	**Participants:** 8th EGB "A"
Teacher: Lic. Amparo Ludeña.	**School Year:** 2020-2021
Teacher Candidate: Tania Carolina Betancourt Ochoa.	**Topic:** This is my family

RESEARCH PROBLEM: How does the application of visual didactic materials help to strengthen the English vocabulary among students of eighth year "A" of basic education afternoon session, at Unidad Educativa "Pío Jaramillo Alvarado", in the city of Loja during the 2020-2021 school year?

Goal: By the end of the intervention plan students will be able to strengthen their English vocabulary using visual didactic materials focused on the following aspects: meaning, form, phonemic awareness and pronunciation.

Learning objective: At the end of this lesson students will be able:
- To recognize each member of the family and their roles through flashcards and posters to match the new words with their meaning.

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
Grammatical Structures • Verb to be • Possessive adjectives • Words related to family members **Key Words** Mother, father, brother, sister, baby, grandmother, grandfather, uncle, aunt, cousin. **Colloquial expressions**	**ACTIVATION** • Teacher introduces herself and asks students to say their names. • Teacher says a tongue twister and invites students to read and repeat it as fast as possible. • Teacher develops the brainstorming technique in order to get students' ideas about their family members. **CONNECTION** • Teacher shows on the digital board two posters: the first one is about the verb to be and the second one is about possessive adjectives and explains the content of the posters. • Students remember the verb to be for third person of singular and write on the digital board one example for each personal pronoun. • Teacher displays on the screens some flashcards related to family members and describes their roles for the whole class.	• Tongue twister • Digital board • Family flashcards • Poster of possessive adjectives.

• Keep an eye on	• While the teacher asks the question: Who is he/she? students answer: She is a mother. He is a boy. So, students practice with all the family flashcards.	• Posters about verb to be • Students book A1.1
	• Teacher provides with examples of sentences in present simple tense using the flashcards and including possessive adjectives into the sentences structure. E.g. She is my mother. He is my father.	
	AFFIRMING	
	• Teacher indicates the flashcards to all the class and each student is asked to say what he/she sees in the picture using the structure already learnt.	
	• Teacher gives some examples using the verb to be and the possessive adjectives. E.g. She is my mother and he is my father.	• Worksheet • Flashcards • Pre-test • Pre-questionnaire
	• Students are asked to repeat loudly each one of the new words indicating their meaning and correct pronunciation.	
	• Students develop a worksheet related to family members in which students have to choose the correct word and the appropriate possessive adjective.	
	• Teacher provides students with the pre-test and the pre-questionnaire	

MONITORING PLAN:
Data source 1: Pre-test
Data source 2: Pre-questionnaire
Data source 3: Field notes
Data source 4: Observation sheet

SUPPORT: Coaching and guidance from the thesis advisor

TIME: November 9th to November 13th, 2020.

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability

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ENGLISH LANGUAGE DEPARTMENT

INTERVENTION AND OBSERVATION PLAN WEEK Nº 2

INFORMATIVE DATA:

Institution: Unidad Educativa "Pío Jaramillo Alvarado"   **Participants:** 8th EGB "A"
Teacher: Lic. Amparo Ludeña.   **School Year:** 2020-2021
Teacher Candidate: Tania Carolina Betancourt Ochoa.   **Topic:** We are all different

RESEARCH PROBLEM: How does the application of visual didactic materials help to strengthen the English vocabulary among students of eighth grade of basic education afternoon session, at Unidad Educativa "Pío Jaramillo Alvarado", in the city of Loja during the 2020-2021 school year?	
Goal: By the end of the intervention plan students will be able to strengthen their English vocabulary using visual didactic materials focused on the following aspects: meaning, form, phonemic awareness and pronunciation.	
Learning objective: At the end of this lesson students will be able: • To ask and answer questions about physical descriptions through the use of posters and pictures.	

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED

Grammatical Structures	ACTIVATION	• Computer
• Simple present tense questions and answers. • Adjectives to describe physical appearance **Key Words** Tall, short, beautiful, handsome, young, old, pretty, skinned, brown, cute, slim, chubby, strong, weak, bald, curly hair, blond, black, gray, long, straight, curly, frizzy. **Colloquial expressions** • What does he/she look like?	• Teacher starts the class with a word-game from the page called Learn English Kids-British Council • Teacher asks questions about the before class and makes students to remember the content about present simple tense and possessive adjectives. **CONNECTION** • Teacher asks one student to describe his/her physical appearance in his/her mother tongue. • Teacher uses all the words that the students say to write them on the digital board and then asks students if they know how to saythose words in English.	• Digital board

	• Teacher exposes some physical appearance digital flashcards and says the meaning and the correct pronunciation of them. • Teacher displays on the digital board a poster about questions and answers in present simple tense and explains the content of it. • Teacher makes an example of description by pointing out all the characteristics of her sister's photography using the adjectives already learnt with the flashcards and making the question: what does she look like? And answers: She is tall, beautiful and slim. **AFFIRMING** • Teacher chose randomly two students and asks to one student: how is she like? The other student answers the question by describing his/her partner's physical appearance. Then, teacher asks students to interchange their roles and describe each other using the verb to be and the appropriate adjectives. • Students are asked to fill an assessment sheet about descriptive adjectives and questions and answers in present simple tense.	• Physical appearance digital flashcards • Poster of simple present tense questions and answers • Students' book A1.1 • Assessment sheet • Digital flashcards • Photography

MONITORING PLAN:
Data source 1: Field notes
Data source 2: Observation sheet

SUPPORT: Coaching and guidance from the thesis advisor

TIME: November 16th to November 20th, 2020.

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational   Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability

INTERVENTION AND OBSERVATION PLAN WEEK Nº 3

INFORMATIVE DATA:
Institution: Unidad Educativa "Pío Jaramillo Alvarado"   **Participants:** 8th EGB "A"
Teacher: Lic. Amparo Ludeña.   **School Year:** 2020-2021
Teacher Candidate: Tania Carolina Betancourt Ochoa.   **Topic:** Diverse families

RESEARCH PROBLEM: How does the application of visual didactic materials help to strengthen the English vocabulary among students of eighth gradeof basic education afternoon session, at Unidad Educativa "Pío Jaramillo Alvarado", in the city of Loja during the 2020-2021 school year?	
Goal: By the end of the intervention plan students will be able to strengthen their English vocabulary using visual didactic materials focused on the following aspects: meaning, form, phonemic awareness and pronunciation.	
Learning objective: At the end of this lesson students will be able:	
• To describe people's physical appearance by using the words from the word-wall and relating them with a meaning and usage orally.	

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
Grammatical Structures • Possessive adjectives • Vocabulary of the body parts **Key Words** • Head, shoulders, knees, feet, eyes, ears, mouth, nose, arms. fingers, toes, legs, chest. elbows, cheeks, chin, nails, hair, lashes, eyelashes, eyebrows, lips, tooth **Colloquial expressions** • I'm all ears	**ACTIVATION** • Teacher starts the class with an activity called ABC countdown in which students have to put the letters from a box in the right order to form words. • Teacher provides students with examples of different word-wall with all the vocabulary that they learn in the lessons that they will develop on their own houses. • Teacher writes on the digital board the phrase "I'm all ears" and elicits students to guess the meaning by just making gestures with the body. **CONNECTION**	• Computer • Slides for the warm up activity • Pictures and images of word walls

	• Teacher shows a big poster about body parts and says the correct pronunciation of the words then, she invites students to repeat the same pronunciation. • Students are asked to write down on their notebooks all the new words that teacher is translating and makes them to repeat and say correctly. • Teacher explains that at home students will practice the meaning, use and pronunciation of the new words by building a word-wall in their own houses, and teacher provides an example of what is expected learners to construct. **AFFIRMING** • In pairs students prepare a roleplay in which they will describe each other using all the vocabulary related to the parts of the body from the posters and the appropriate possessive adjectives present their examples orally in front of the class. • Before to start the students' presentation one student says the phrase "I'm all ears" and make a gesture indicating that their partner can star with the roleplay.	• Posters about parts of the human body. • Students' book A1.1 • Students' notebooks • Posters about parts of the human body. • Rubric

MONITORING PLAN:
Data source 1: Field notes
Data source 2: Worksheet
Data source 3: Rubric

SUPPORT: Coaching and guidance from the thesis advisor

TIME: November 23rd to November 27th, 2020.

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational   Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability

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INTERVENTION AND OBSERVATION PLAN WEEK Nº 4

INFORMATIVE DATA:

Institution: Unidad Educativa "Pío Jaramillo Alvarado" **Participants:** 8th EGB "A"
Teacher: Lic. Amparo Ludeña. **School Year:** 2020-2021
Teacher Candidate: Tania Carolina Betancourt Ochoa. **Topic:** Keep an eye on

RESEARCH PROBLEM: How does the application of visual didactic materials help to strengthen the English vocabulary among students of eighth gradeof basic education afternoon session, at Unidad Educativa "Pío Jaramillo Alvarado", in the city of Loja during the 2020-2021 school year?	
Goal: By the end of the intervention plan students will be able to strengthen their English vocabulary using visual didactic materials focused on the following aspects: meaning, form, phonemic awareness and pronunciation.	
Learning objective: At the end of this lesson students will be able: • To talk about his own family and describe the physical appearance of each member through the oral presentation of his scrapbook.	

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED

Grammatical Structures	ACTIVATION	
• Present simple tense with verb to be • Possessive adjectives **Key Words** • Hi / Hello / Good morning / Good afternoon. • This is my family scrapbook. • I live with my mother, my sister… • This is my uncle ... • He is thin. His eyes are big and brown. • Thanks for your attention **Colloquial expressions** • Keep an eye on • I'm all ears • I'm up to my neck	• Teacher starts the class with the Pictionary game, in which teacher gives one student the name of some items and student draws it on the digital board while the rest of the students try to guess orally what their partner is drawing. • Teacher paste on the digital board some pictures about the colloquial expression for the lesson: "Keep an eye on", "I'm all ears", "I'm up to my neck". And makes students to talk about what they understand with the images. **CONNECTION** • Teacher presents students a teacher-made scrapbook and a presentation dialogue as an example of the presentation that students will develop.	• Pictures for Pictionary game • Images of the colloquial expressions • Teacher's scrapbook • Student's book A1.1 • Family digital flashcards • Physical appearance digital flashcards

	• Students remember the meaning and the pronunciation of the colloquial expressions and the vocabulary related to family members and people's physical appearance that are stuck on the whiteboard by doing mimics and gestures. • Students are asked to remember the possessive adjectives and make one example orally whit each one. **AFFIRMING** • In groups of seven, students present their scrapbooks to their partners. Before student's presentation his partners say the colloquial expression "I'm all ears". And then student presents his work using the set of words previously practiced. • After all the students' presentation, the classmates make a feedback and choose the best work of each group. The selected students present their scrapbooks to all the class in an oral way using the same model of presentation made by the teacher at beginning of the class.	• Student's scrapbook • Pictures about the colloquial expressions • Rubric
MONITORING PLAN: Data source 1: Field notes Data source 2: Observation sheet Data source 3: Rubric		
SUPPORT: Coaching and guidance from the thesis advisor		
TIME: November 30th to December 4th, 2020.		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational   Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability

INTERVENTION AND OBSERVATION PLAN WEEK Nº 5

INFORMATIVE DATA:

Institution: Unidad Educativa "Pío Jaramillo Alvarado" **Participants:** 8th EGB "A"
Teacher: Lic. Amparo Ludeña. **School Year:** 2020-2021
Teacher Candidate: Tania Carolina Betancourt Ochoa. **Topic:** What's on at the cinema?

RESEARCH PROBLEM: How does the application of visual didactic materials help to strengthen the English vocabulary among students of eighth grade of basic education afternoon session, at Unidad Educativa "Pío Jaramillo Alvarado", in the city of Loja during the 2020-2021 school year?	
Goal: By the end of the intervention plan students will be able to strengthen their English vocabulary using visual didactic materials focused on the following aspects: meaning, form, phonemic awareness and pronunciation.	
Learning objective: At the end of this lesson students will be able: • To ask and answer questions about schedules through the use of posters and flashcards.	

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED

Grammatical Structures • Preposition of time 1 at. • Wh-questions (what time/ when) **Key Words** On, at, what time is it? when, one, two, three, four, five, six, seven, eight, nine, ten, schedule, **Colloquial expressions** • What about…	**ACTIVATION** • Teacher starts the class with a word game from the platform English British Council called Taboo Words. • Teacher asks students: what time is it? And shows the question written on a big poster. And the prepositions of time "at". **CONNECTION** • Teacher shows in the screen a clock template and starts by showing times such as 7:00 and 11:00 and writing them on the board next to clock templates. • Teacher displays the numbers flashcards and makes students repeat "One o'clock, two o'clock…" after her. • Teacher invites students to both write and draw times teacher gives them on the digital board. For example, she says "it is 9	• English British Council platform. • Clock template • Poster of the question for the time

	o'clock." The student should write 9:00 and use the clock template indicating that time.	• Flash cards of numbers
	• Teacher presents some posters about different genres movies as are displayed in a cinema billboard and indicates the different hours in which the movies will be projected. And asks: what time is the action movie? And herself answers: it is at 7 o'clock. And underlines the preposition "at" indicating that this preposition is necessary to use to indicate the time.	• Clock template • Posters
	AFFIRMING	
	• Students prepare a dialogue assuming that they are on thecinema and are looking for a movie so they point out the postersstuck on the whiteboard and suggest one partner to another: what about this movie? And the partner answers: what time is this movie? And the students A says: it is at 3 o'clock.	• Posters • Students'dialogues

MONITORING PLAN:
Data source 1: Field notes
Data source 2: Observation sheet

SUPPORT: Coaching and guidance from the thesis advisor

TIME: December 14th to December 18th, 2020.

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability

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INTERVENTION AND OBSERVATION PLAN WEEK Nº 6

INFORMATIVE DATA:

Institution: Unidad Educativa "Pío Jaramillo Alvarado" **Participants:** 8th EGB "A"
Teacher: Lic. Amparo Ludeña. **School Year:** 2020-2021
Teacher Candidate: Tania Carolina Betancourt Ochoa. **Topic:** Cultural events

RESEARCH PROBLEM: How does the application of visual didactic materials help to strengthen the English vocabulary among students of eighth gradeof basic education afternoon session, at Unidad Educativa "Pío Jaramillo Alvarado", in the city of Loja during the 2020-2021 school year?	
Goal: By the end of the intervention plan students will be able to strengthen their English vocabulary using visual didactic materials focused on the following aspects: meaning, form, phonemic awareness and pronunciation.	
Learning objective: At the end of this lesson students will be able:	
• To ask for and give dates using posters and flashcards through a dialogue in a roleplay.	

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
Grammatical Structures • Prepositions of time 2 (in-on) **Key Words** August, February, June, October, December, April,In the morning, afternoon, evening, at noon, night, midnight. **Colloquial expressions** • Be the life of the party • Fond of…	**ACTIVATION** • Teacher starts the class with the activity called 20 Objects in which teacher shows students 20 common objects from around the classroom. And lets students to look at them and try to memorize. After one minute, covers the pictures and asks studentsto write out as many items as they can remember in the chat box of the platform, all in English. • Teacher starts the class asking question about the grammatical structures learnt the last class. **CONNECTION** • Teacher uses posters about time expressions and pastes them on the digital board "Be the life of the party", "Fond of". And makes students to guess their meaning by presenting a story.	• Pictures of 20 objects from the classroom • Months of the year flashcards • Time expressions posters • Story with the time expressions • Cardinal numbers flashcards

	• Teacher presents the months of the year flashcards and makes students to repeat their names after her. After that, teacher explains the content about cardinal numbers using the corresponding flashcards. • Teacher makes an explanation about the prepositions of time (in-on) and explains when is necessary to use in and on to express the date. • Teacher writes on the digital board "The first of January" at the top of the board and "The 31st of December" at the bottom and write down ideas from students of things that happen at particular times during the year such as Christmas, carnival and the first day of school in the right place on the list. • Students give their own examples of different festivities celebrated during the year. **AFFIRMING** • In pairs, students are given a poster with different cultural events all over the year and are asked to make a roleplay in which student A poses the question: when is the arts festival in Loja? And student B answers: It is on November 20th.	• Posters of cultural events
MONITORING PLAN: Data source 1: Field notes Data source 2: Observation sheet		
SUPPORT: Coaching and guidance from the thesis advisor		
TIME: January 4th to January 8th, 2021.		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S.

Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability

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INTERVENTION AND OBSERVATION PLAN WEEK Nº 7

INFORMATIVE DATA:

Institution: Unidad Educativa "Pío Jaramillo Alvarado"   **Participants:** 8th EGB "A"
Teacher: Lic. Amparo Ludeña.   **School Year:** 2020-2021
Teacher Candidate: Tania Carolina Betancourt Ochoa.   **Topic:** Famous fests

RESEARCH PROBLEM: How does the application of visual didactic materials help to strengthen the English vocabulary among students of eighth grade of basic education afternoon session, at Unidad Educativa "Pío Jaramillo Alvarado", in the city of Loja during the 2020-2021 school year?
Goal: By the end of the intervention plan students will be able to strengthen their English vocabulary using visual didactic materials focused on the following aspects: meaning, form, phonemic awareness and pronunciation.
Learning objective: At the end of this lesson students will be able:
• To ask for and give information about his birthday's date through the use of worksheets developed in groups.

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
Grammatical Structures • Phonemic sounds (θ-ð) **Key Words** • This, birthday, that, third, three, the **Colloquial expression** • The flavor of the month	**ACTIVATION** • Teacher starts the class developing an activity called digital board Acronym in which teacher writes a word vertically on the digital board and then asks students to write a word starting with each letter of the vertical word one by one. • Teacher starts the class asking students about their favorite festivals around the world posing the question: what are your favorite festivals around the world? • Teacher take notes on the board about students' ideas. • Teacher indicates students the colloquial expression "The flavor of the month" written on the digital board and invites students to try to guess the meaning of the phrase through pictures and examples. **CONNECTION**	• Digital board • Pictures about colloquial expressions

	• Teacher makes students to remember the meaning and use of the article "the" andpresents some words about days of the week and months of the year. • Teacher explains how to use the article the to talk about dates. E.g. the first of July. 　• Students are asked to write in a piece of paper their own birthdays' dates. 　• Teacher reads for the students a list of words and makes students to notice the difference in the pronunciation of different words, then she writes these words on the whiteboard and makes students to repeat the sounds and explains the reason for the different pronunciation even if the spelling is the same. 　**AFFIRMING** 　• Students are asked to sit in groups and are given a worksheet for each one, in which they have to ask to their partners: when is your birthday? and the rest of the classmates one by one answers with their own date.	• Pictures of the days of the week • Pictures of the months of the year • List of words • Worksheet

MONITORING PLAN:
Data source 1: Field notes
Data source 2: Observation sheet

SUPPORT: Coaching and guidance from the thesis advisor

TIME: January 11th to January 15th, 2021.

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability

INTERVENTION AND OBSERVATION PLAN WEEK Nº 8

INFORMATIVE DATA:

Institution: Unidad Educativa "Pío Jaramillo Alvarado"   **Participants:** 8th EGB "A"
Teacher: Lic. Amparo Ludeña.   **School Year:** 2020-2021
Teacher Candidate: Tania Carolina Betancourt Ochoa.   **Topic:** Are you a culture vulture?

RESEARCH PROBLEM: How does the application of visual didactic materials help to strengthen the English vocabulary among students of eighth gradeof basic education afternoon session, at Unidad Educativa "Pío Jaramillo Alvarado", in the city of Loja during the 2020-2021 school year?	
Goal: By the end of the intervention plan students will be able to strengthen their English vocabulary using visual didactic materials focused on the following aspects: meaning, form, phonemic awareness and pronunciation.	
Learning objective: At the end of this lesson students will be able: • To describe orally what people can do in a festival by the elaboration and presentation of a student's-made poster.	

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
Grammatical Structures • Present simple tense **Key Words** • Hi / Hello / Good morning / Good afternoon. • We invite you to… • The (activity) is at / in / on… • For more information go to… • Thanks for your attention. **Colloquial expressions** • A culture vulture	**ACTIVATION** • Teacher starts the class with activity called Letter Scramble in which the teacher takes a list of words that the students have recently learned and writes a scrambled version of each on the digital board. Students unscramble the words on their papers. The first one to finish deciphering all the words wins. • Teacher sticks on the board the colloquial expressions for this lesson: "A culture vulture". And elicits students to guess the meaning of the phrase by doing gestures and mimics. **CONNECTION** • Teacher presents students a teacher-made poster about famous festivals around and a presentation dialogue as an example of the presentation that students will develop. And writes on the board the phrases that students will need to present their works.	• Poster of the colloquial expression • Teacher's poster • Student's book A1.1 • Days of the week flashcards • Months of the year flashcards

	• Students remember the meaning and the pronunciation of the colloquial expressions and the vocabulary related to dates, the time and cardinal numbers through the use of flashcards and pictures. • Students are asked to remember the present simple tense to describe actions that people do in different situations and make one example orally whit each one. **AFFIRMING** • In groups of five, students present their posters to their partners. Before to start the presentation, student says the colloquial expression "I'm a culture vulture of…" and continues with the presentation of his work using the set of words and phrases previously practiced with the teacher. • After all the students' presentation, the classmates make a feedback and choose the best work of each group. The selected students present their posters to all the class in an oral way using the same model of presentation made by the teacher at beginning of the class.	• Cardinal numbers flashcards • Student's posters • Poster with the colloquial expression
MONITORING PLAN: Data source 1: Field notes Data source 2: Rubric Data source 3: Worksheet		
SUPPORT: Coaching and guidance from the thesis advisor		
TIME: January 18th to January 22nd, 2021.		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational   Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability

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INTERVENTION AND OBSERVATION PLAN WEEK Nº 9

INFORMATIVE DATA:

Institution: Unidad Educativa "Pío Jaramillo Alvarado"   **Participants:** 8th EGB "A"
Teacher: Lic. Amparo Ludeña.   **School Year:** 2020-2021
Teacher Candidate: Tania Carolina Betancourt Ochoa.   **Topic:** What are you doing?

RESEARCH PROBLEM: How does the application of visual didactic materials help to strengthen the English vocabulary among students of eighth gradeof basic education afternoon session, at Unidad Educativa "Pío Jaramillo Alvarado", in the city of Loja during the 2020-2021 school year?
Goal: By the end of the intervention plan students will be able to strengthen their English vocabulary using visual didactic materials focused on the following aspects: meaning, form, phonemic awareness and pronunciation.
Learning objective: At the end of this lesson students will be able: To describe the actions that characters are doing through the use of physical and mental pictures.

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED

Grammatical Structures	**ACTIVATION**	
• Present progressive tense • Yes/No questions • Wh-questions • Affirmative and negative sentences **Key Words** • Skating, walking the dog, talking on the phone, riding a bike, going to, listening to music, running. **Colloquial expressions** • What are you doing?	• Teacher starts the class with a word game from the Learn English Kids English British Council webpage about actions. • Teacher pastes a poster on the middle of the digital board the colloquial expressions for this lesson: "what are you doing?". And makes students to guess the meaning of the phrase by stating examples of dialogues. **CONNECTION** • Teacher presents students a picture of a scene in a park with some activities that people do and asks some students to name the activities that they can recognize. • Teacher writes on the board some sentences based on the activities indicating each part of the sentences to the students.	• Learn English Kids English British Council webpage. • Poster with the colloquial expression • Picture of actions in present progressive tense. • Student's book A1.1

	• Teacher explains the use and application of the present progressive tense to the students and pose some examples. • Teacher ask one student to formulate a yes/no question with the respective answer. • Teacher presents a poster to explain how to elaborate wh-questions in present progressive tense and how to answer to them. • Teacher asks students to create a dialogue based on the pictures on the digital board using the structures for questions and sentences in present progressive tense. • Two students are asked to perform the dialogue. **AFFIRMING** • In pairs, students perform their dialogues on front of the class. To start the presentation, one student starts saying the colloquial expression "what is he/she doing?" and continues with the presentation. • Students fill in the worksheet about present progressive tense provided by the teacher.	• Student's dialogues • Worksheet about present progressive tense
MONITORING PLAN: Data source 1: Field notes Data source 2: Worksheet		
SUPPORT: Coaching and guidance from the thesis advisor		
TIME: January 25ʰ to January 29th, 2021.		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability

INTERVENTION AND OBSERVATION PLAN WEEK Nº 10

INFORMATIVE DATA:

Institution: Unidad Educativa "Pío Jaramillo Alvarado" **Participants:** 8th EGB "A"
Teacher: Lic. Amparo Ludeña.   **School Year:** 2020-2021
Teacher Candidate: Tania Carolina Betancourt Ochoa.   **Topic:** Street fashion

RESEARCH PROBLEM: How does the application of visual didactic materials help to strengthen the English vocabulary among students of eighth grade of basic education afternoon session, at Unidad Educativa "Pío Jaramillo Alvarado", in the city of Loja during the 2020-2021 school year?	
Goal: By the end of the intervention plan students will be able to strengthen their English vocabulary using visual didactic materials focused on the following aspects: meaning, form, phonemic awareness and pronunciation.	
Learning objective: At the end of this lesson students will be able: • To describe orally what people can do in a festival by the elaboration and presentation of a student's-made poster.	

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED

Grammatical Structures	ACTIVATION	
• Demonstrative Pronouns	• Teacher starts the class with activity called What am I thinking of? The teacher gets pairs students up and have them think of an object. Each student should write 5-10 words describing the object on a piece of paper. Then, the students swap papers and try to figure out what the other person described. The first team to have both words guessed correctly wins.	• Poster of the colloquial expression
Key Words		
• Scarf, pants, T-shirt, gloves, sneakers, shoes, skirt, sunglasses, hat, cap, slippers, sweater, jeans, boots, coat, shirt.		
Colloquial expressions	• Teacher shows learners the colloquial expressions for this lesson: "in fashion". And explains what does this expression mean.	
• In fashion	**CONNECTION**	
	• Teacher presents students a teacher-made poster about demonstrative pronouns and sets some examples with them.	• Teacher's poster about demonstrative pronouns

	• Teacher asks students to make two sentences using correctly the demonstrative pronouns and the present progressive tense. • Students are provided with some slides about different types of clothing around the world and are asked to get in groups to discuss about the styles and different clothes used all over the world. • Teacher practices with the students the word bank for this lesson with some flashcards of clothing and shows students the correct pronunciation of them. **AFFIRMING** • In groups of five, students present their works to their partners. Before to start the presentation, student says the colloquial expression "in fashion" and pastes on the digital board the pictures that were assigned to their group. All of the members of the group name all the clothes used in different parts of the world with the phrase "in Ecuador is in fashion to use". • Students fill in the post-questionnaire and answer the post-test.	• Student's book A1.1 • Digital flashcards of clothing • Slides of clothes • Post-test • Post-questionnaire
MONITORING PLAN: Data source 1: Post-test Data source 2: post-questionnaire Data source 3: Field notes		
SUPPORT: Coaching and guidance from the thesis advisor		
TIME: February 1st to February 5th, 2021.		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational   Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability

g. TIMELINE

ACTIVITIES	2020												2021																																			
	OCT				NOV				DEC				JAN				FEB				MAR				APR				MAY				JUN				JUL				AUG				SEP			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
PHASE I: PROJECT																																																
Presentation of the Project		X	X	X																																												
Designation of the Project Advisor			X	X																																												
Project revision and approval			X	X	X																																											
Designation of the Thesis Advisor					X	X																																										
PHASE II: ACTION PLAN																																																
Application of Instruments						X	X	X	X																																							
Act and Observe						X	X	X	X	X			X	X	X	X	X	X	X																													
PHASE III: THESIS PROCESS																																																
Tabulation and elaboration of tables and Graphs																					X	X																										
a. Theme						X	X	X													X	X																										
b. Introduction																						X	X																									
c. Summary																						X	X																									
d. Review of the Literature										X	X											X	X																									
e. Materials and Methods																						X																										
f. Results (Interpretation and analysis)																				X	X	X	X																									
g. Discussion																						X	X																									
h. Conclusions																						X																										
i. Recommendations																						X																										
j. Bibliography and Annexes																						X	X																									
PHASE IV: REVISION AND APPROVAL																																																
Thesis revision																									X	X	X	X	X																			
Thesis presentation																													X	X	X																	
Thesis Approval																													X	X	X																	
PHASE: V PHASE OF INCORPORATION																																																
Presentation of documents																																	X	X	X	X	X	X	X	X								
Private Review																																					X	X	X	X								
Corrections																																					X	X	X									
Public sustentation and incorporation																																									X	X	X	X	X	X	X	X

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h. BUDGET AND FINANCING

Budget

Expenses	Cost
Internet connection	$200.00
Unforeseen	$400.00
Print of the final report and thesis	$100.00
Print of the project	$50.00
TOTAL	$750.00

Financing

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

Resources.

Human.

- The teacher candidate as a researcher

- The thesis advisor

- Students of eight year "A" of Basic General Education afternoon session, at Unidad Educativa "Pío Jaramillo Alvarado" High School in the city of Loja during the 2020-2021 school year.

Material.

- Posters

- Scrapbooks

- Digital flashcards

- Notebooks

- Laptop

- Pictures

- Photographs

- Word walls

Technical.

- Computer

- Printer

- Internet connection

i. BIBLIOGRAPHY

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ANNEXES

Annex 1. Observation Sheet

UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT
DATA COLLECTION SOURCE: OBSERVATION SHEET

RESEARCHER: Tania Carolina Betancourt Ochoa

OBSERVATION SHEET					
Observation N°: **Topic:** **Objective of the session:**	**Date/Time:** **Participants:**				**Role of the researcher:** **Duration of the observation:**
Thing to be observed **(Indicators)**	**Levels of Acceptability**				**Remarks**
	Excellent	**Good**	**Fair**	**Poor**	
Meaning					
Word form					
Phonemic awareness					
Pronunciation					

UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT
DATA COLLECTION SOURCE: FIELD NOTES

Researcher: Tania Carolina Betancourt Ochoa.

FIELD NOTES		
Observation #:Topic: **Objective of the session:**	**Date/Time:** **Class size:** **Participants:** Students of eight year "A" of Basic Education & the researcher	**Role of the researcher:** Participant observer **Duration of the observation:**
Description of the event	**Reflective notes**	

UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT
DATA COLLECTION INSTRUMENT: PRE/ POST TEST

Dear student, the objective of this test is to measure your writing vocabulary knowledge. Please, pay attention to the instructions to answer the questions correctly.

STUDENT'S CODE: …………………………………………………….
DATE: …………………………………………………………………….

INSTRUCTIONS:
1. Match the word with its picture. (Meaning). (2,5) points

| BROTHER |
| MOTHER |
| SISTER |
| FATHER |

2. For the words in the box circle the verbs, underline the nouns and crossout the adjectives. (Form). (2,5 points)

PLAY	BEAUTIFUL	FATHER	HAPPY	EAT
BIG	GIRL	LISTEN TO	READ	PET

3. Listen to the teacher and complete the following crossword with the wordsthat you hear. (Phonemic awareness). (2.5 points)
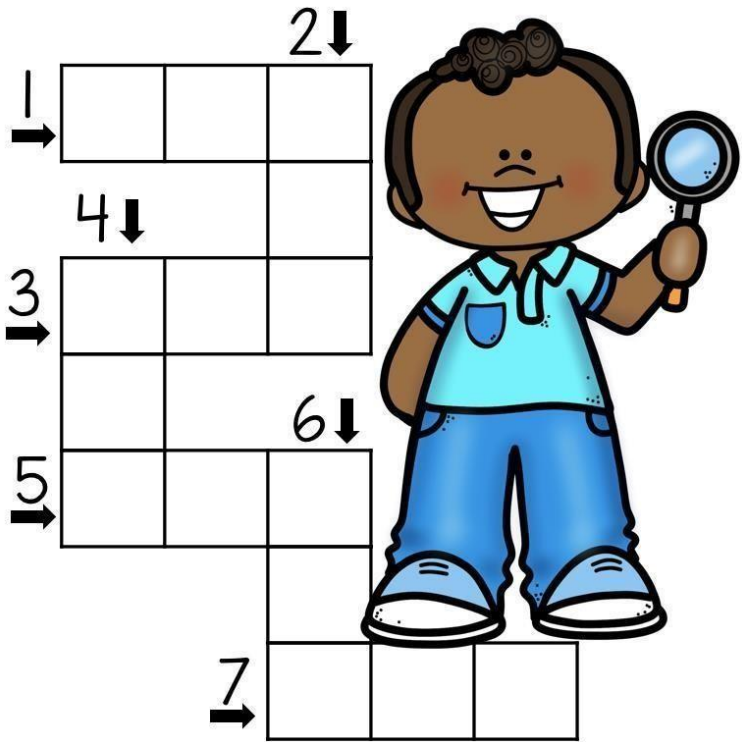
4. Choose the line that you think is difficult to pronounce and read it to the teacher. (2 points)

MY NEIGHBOR'S DOG IS PURPLE

My neighbor's dog is purple.
Its eyes and large and green.
Its tail is almost endless,
The longest I have seen.
My neighbor's dog is quiet.
It does not bark one bit.
But when my neighbor's dog is near,
I feel afraid of it!
My neighbor's dog looks nasty.
It has a wicked smile.
Before my neighbor painted it,
It was a crocodile!

BY JACK PRELUTSKY
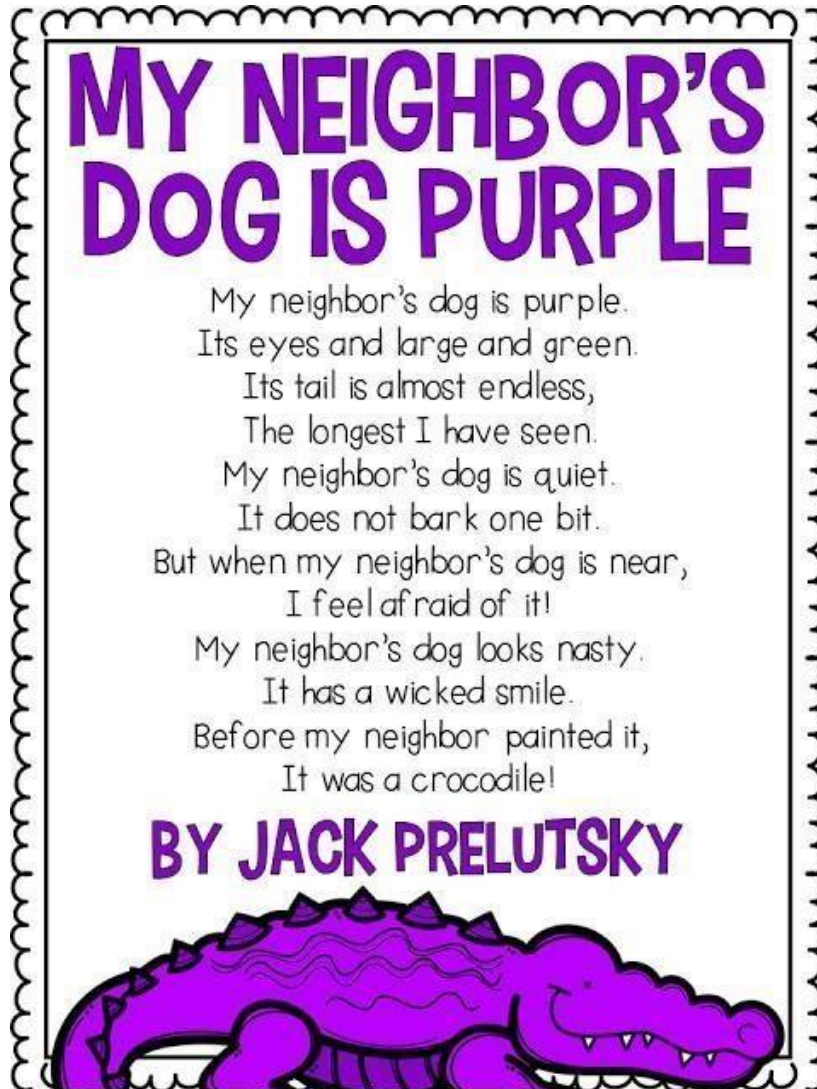
THANK YOU FOR YOUR COLLABORATION. HAVE A NICE DAY!!

Student's code:…………………………………………………………….
Date:……………….…………………………………………………….

	Fair	Medium	Good	Excellent	Total
Meaning	Student does not know any of the words' definitions.	Student does not know some of the words' definitions.	Student knows most of the words' definitions.	Student knows clearly all of the words' definitions.	
Form	Student can not match or indicate where a single word belongs in a sentence.	Student can not match or indicate some of the word forms in a single sentence.	Student knows most of the word forms in a sentence and is able to relate each part.	Student knows each word forms in a sentence and can recognize its parts.	
Phonemic Awareness	Students is not able to differentiate any sounds of the words. at least the basic	Students is not able to differentiate at least the basic sounds.	Students is able to recognize and differentiate most of the different sound of the words.	Student recognizes and differentiates very well each sound of the words.	
Pronunciation	Student's pronunciation is difficult to understand. Speech is slow and hesitant.	Student speaks understandably despite not being completely clear and is frequently hesitant.	Student speaks clearly most of the time and presents a unstable speech with almost no hesitation.	Student speaks clearly all the time and presents a smooth and fluid speech; no hesitation; no attempts to search for words.	
				Total score	

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UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT
PRE AND POST TEST SCORING GUIDE

Vocabulary aspect	Question	Score
Meaning	Match the word with its picture.	0,5 each item Total: 2,5 points
Form	For the words in the box circle the verbs, underline the nouns and cross out the adjectives.	0,20 each item Total: 2,5 points
Phonemic awareness	Listen to the teacher and complete the following crossword with the words that you hear.	0,5 each item Total: 2,5 points
Pronunciation	Read the following text extract	0,25 each word wellpronounced Total: 2,5 points

Annex 4. Pre/Post Questionnaire

UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT
DATA COLLECTION SOURCE: PRE/POST-QUESTIONAIRE
Student's code: ……………………………………………………….
Date: ……………………………………………………………………….

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

1.- How often does your teacher uses visual didactic materials to improve English vocabulary?

Always	( )
Frequently	( )
Sometimes	( )
Never	( )

2.- How important do you think is the use of scrapbooks to strengthen yourEnglish vocabulary?

Very important	( )
Moderately important	( )
Slightly important	( )
Not important at all	( )

3.- How much motivated do you feel towards learning when your teacher usesflashcards to teach English vocabulary?

Very motivated	( )
Moderately motivated	( )
Slightly motivated	( )
Not motivated at all	( )

4.- How often do you consider it is necessary to use posters to teach English vocabulary?

Always	( )
Usually	( )
Sometimes	( )
Never	( )

5.- How much do you learn when your teacher uses word walls in the English classes to teach English vocabulary?

A great deal	( )
Much	( )
Somewhat	( )
Nothing	( )

Thank you for your collaboration

Annex 5. Research Matrix

Theme: Visual didactic materials to strengthen English vocabulary among students of eight year "a" of basic general education afternoon session, at Unidad Educativa "Pío Jaramillo Alvarado" in the city of Loja during the 2020-2021 school year**.**

Problem	Objectives	Theoretical frame	Methodological design an intervention plan.	Techniques and instruments
General How does the application of visual didactic materials help to strengthen the English vocabulary among students of eighth year "A" of basic general education afternoon session, at Unidad Educativa "Pío Jaramillo Alvarado" in the city of Loja during the 2020-2021 school year? **Specific** • What theoretical	**General** To strengthen the English vocabulary through the application of visual didactic materials among the students of eight year "A" of basic general education afternoon session, at Unidad Educativa "Pío Jaramillo Alvarado" in city of Loja during the 2020-2021 school year. **Specific** • To research the theoretical and	VISUAL DIDACTIC MATERIALS • Brief history of theory of visual didactic materials • Definition of visual didactic materials • Importance of visual didactic materials • Objectives of visual didactic materials. • Classification of visual didactic materials • Visual didactic materials into English vocabulary teaching	**Preliminary investigation** • Observing the English classes • Stating the background of the problem. • Describing the current situation. • Locating and reviewing the literature. • Creating a methodological framework for research. • Designing an	**Intervention and Observation** • Administering tests and questionnaires. • Observing and monitoring students' performance according to the intervention plan. • Presentation of research findings. • Reflecting, analyzing and answering the proposed inquires.

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and methodological references about visual didactic materials are adequate to strengthen the English vocabulary among students of eighth year "A" of basic general education afternoon session at Unidad Educativa Pío Jaramillo Alvarado" in the city of Loja during the 2020-2021 school year? • What are the obstacles that limit the strengthening of the English vocabulary among students of eighth year "A" of basic general education afternoon session, at Unidad Educativa "Pío	methodological references about visual didactic materials and their application on the strengthening of the English vocabulary among students of eighth year "A" of basic general education afternoon session at Unidad Educativa "Pío Jaramillo Alvarado" in the city of Loja during the 2020- 2021 school year. • To detect the obstacles that limit thestrengthening of the English vocabulary among students of eighth year "A" of basic general education	**DependentVariable** ENGLISH VOCABULARY • History of English vocabulary • Definition of English vocabulary • Importance of English vocabulary • Types of vocabulary • Vocabulary-teaching principles • English vocabulary enhanced through visual didactic materials • English vocabulary knowledge size of EFL learners	intervention plan. **Intervention and Observation** • Administering tests and questionnaires. • Observing and monitoring students' performance according to the intervention plan. • Presentation of research findings. • Reflecting, analyzing and answering the proposed inquires.	

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Jaramillo Alvarado" in the city of Loja during the 2020-2021 school year? • What are the phases of the intervention plan thatcontributes to strengthen the English vocabulary among students of eighth year "A" of basic general education afternoon session, at Unidad Educativa "Pío Jaramillo Alvarado" in the city of Loja during the 2020-2021 school year? • Which visual didactic materials are used to strengthen the English vocabulary amon gstudents of eighth year "A" of basic general education	afternoon session, at Unidad Educativa "Pío Jaramillo Alvarado" in the city of Loja during the 2020- 2021 school year. • To elaborate a intervention plan based on the application of visual didactic materials in order to strengthen the English vocabulary among students of eighth year "A" of basic general education afternoon session, at Unidad Educativa "Pío Jaramillo Alvarado" in the city of Loja during the 2020- 2021 school year.			

afternoonsession, at Unidad Educativa "Pío Jaramillo Alvarado" in the city of Loja during the 2020- 2021 school year? • How effective was the application of visual didactic materials in strengthening the English vocabulary among students of eighth year of basic general education afternoon session, at Unidad Educativa "Pío Jaramillo Alvarado" inthe city of Loja during the 2020-2021 school year?	• To apply the most suitable visual didactic materials to strengthen the English vocabulary among students of eighthyear "A" of basic general education afternoon session, at Unidad Educativa "Pío Jaramillo Alvarado" in the city of Loja during the 2020- 2021 school year. • To validate the results obtained after the application of visual didactic materials to strengthen the English vocabulary among students of eighth year "A" of basic general			

	education afternoon session, at Unidad Educativa "Pío Jaramillo Alvarado" in the city of Loja during the 2021 2022 school year.			

Annex 6. Grading Scale

English Vocabulary.

Quantitative score range	Qualitative score range
10	Excellent
9	Satisfactory
8-7	Average
6-1	Poor

Visual Didactic Materials.

Quantitative score range	Qualitative score range
81-100	High level of acceptance to use visual didacticmaterials
61-80	Expected level of acceptance to use visual didactic materials
41-60	Moderate level of acceptance to use visual didactic materials
21-40	Unexpected level of acceptance to use visual didactic materials
01-20	Low level of acceptance to use visual didactic Materials

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