UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

FACULTAD DE EDUCACIÓN - CARRERA DE CIENCIAS DE LA EDUCACIÓN MENCIÓN INGLÉS

RESEARCH PROJECT:

THE USE OF VISUAL MATERIALS TO INCREASE ENGLISH VOCABULARY ACQUISITION IN EIGHTH YEAR STUDENTS AT JULIO PIMENTEL CARBO HIGH SCHOOL

PREVIO A LA OBTENCIÓN DEL TÍTULO DE:

LICENCIADO EN LENGUA INGLESA MENCIÓN EN ENSEÑANZA Y ADMINISTRACIÓN DE SISTEMAS EDUCATIVOS EN TEFL

AUTHOR:

JOSELINE MAILYN FAJARDO CASCO

TUTOR

MTEFL. JANETH MORA ZAPATER

GUAYAQUIL – ECUADOR

2016 - 2017

CERTIFICACIÓN DE ACEPTACIÓN DEL TUTOR

En mi calidad de Tutor del Proyecto de Investigación, nombrado por el Consejo Directivo de la Facultad de Educación- Carrera de Ciencias de la Educación mención Inglés.

CERTIFICO

Yo, MTEFL. JANETH MORA ZAPATER, certifico que el Proyecto de Investigación con el tema: "THE USE OF VISUAL MATERIALS TO INCREASE ENGLISH VOCABULARY ACQUISITION IN EIGHTH YEAR STUDENTS AT JULIO PIMENTEL CARBO HIGH SCHOOL", ha sido elaborado por la señorita JOSELINE MAILYN FAJARDO CASCO, bajo mi tutoría y que el mismo reúne los requisitos para ser defendido ante el tribunal examinador, que se designe al efecto.

TUTOR

Janeth L Mora Z

MTEFL. JANETH MORA ZAPATER

DECLARACION DE AUDITORÍA Y CESIÓN DE DERECHOS DE AUTOR

DECLARACIÓN DE AUDITORÍA

Yo, JOSELINE MAILYN FAJARDO CASCO, con cedula de ciudadanía No. 0940167059, en calidad de autora, declaro bajo juramento que la autoría del presente trabajo me corresponde totalmente y responsabilizo de los criterios y opiniones que se declaran en el mismo, como producto de la investigación que he realizado.

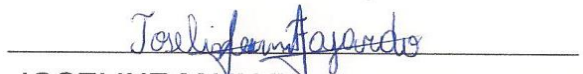
Que soy la única autora del trabajo del proyecto de investigación: **"**THE USE OF VISUAL MATERIALS TO INCREASE ENGLISH VOCABULARY ACQUISITION IN EIGHTH YEAR STUDENTS AT JULIO PIMENTEL CARBO HIGH SCHOOL"

Que el perfil del proyecto es de mi autoría, y que en su formulación ha respetado las normas legales y reglamentos pertinentes, previa la obtención del título en Licenciada en Lengua Inglesa especialización Lingüística y/o Licenciada en lengua Ingles mención en Enseñanza y Administración de Sistemas Educativos en TEFL, de la facultad de Ciencias de la Educación-Escuela de Lenguas-Ingles de la Universidad Laica Vicente Rocafuerte de Guayaquil.

CESIÓN DE DERECHO DE AUTOR

De conformidad con lo establecido en el Capítulo I de la Ley de Propiedad Intelectual del Ecuador, su reglamento y normativa institucional vigente, dejo expresado mi aprobación de ceder los derechos de reproducción y circulación de esta obra, a la Universidad Laica Vicente Rocafuerte de Guayaquil. Dicha reproducción y circulación, se podrá realizar, en una o varias veces, en cualquier soporte, siempre y cuando sea con fines sociales y educativos y científicos.

La autora garantiza la originalidad de sus aportaciones al proyecto, así como el hecho de que goza de la libre disponibilidad de los derechos que cede.



JOSELINE MAILYN FAJARDO CASCO

AUTOR

ACKNOWLEDGEMENT

I would like to express my gratefulness to God, who has been supporting me with wisdom, knowledge and patience in every step I took to accomplish this important work.

My family, specially my parents, who have been part of my education and progress, and have always been there giving me encouragement and pushing me to move forward, supporting me every day in many different ways.

I am grateful to Julio Pimentel Carbo High School that allowed me to conduct this research in their Institution and have also contributed with the facilities and welcoming.

Our professors at Universidad Laica Vicente Rocafuerte, specially my tutor Mtefl. Janeth Mora Zapater and school director Mtefl. Xavier Torres, for sharing their knowledge, support and encouragement over the years both in terms of completing this and professionaly.

TABLE OF CONTENT

CHAPTER 1

1. INTRODUCTION……1
    1.1 Background of the Problem…….2
    1.2 Statement of the Problem……...5
    1.3 Objectives……..5
        1.3.1 Broad Objectives……...5
        1.3.2 Specific Objectives…….5
    1.4 Significance or Justification of the Study……..5
    1.5 Scope and Delimitation of the Study…….7
    1.6 Research Questions……8
    1.7 Variables and Indicators…….9

CHAPTER 2

2. LITERATURE REVIEW……10
    2.1 Introduction……..... 10
    2.2 Theoretical Review……12
        2.2.1 The Use of Visual Materials in ELT……...12
        2.2.2 The Effect of Visually Supported Vocabulary Instruction on Beginner EFL Learners……..13
        2.2.3 Visuals Aids to Promote Communicative Competence……..14
        2.2.4 Visual Aids in the Classroom……..15
        2.2.5 Piaget and his Theory of Cognitive Development…...……...22
        2.2.6 The Influence of Vocabulary Acquisition in ELT……. 24
        2.2.7 The Effect of Application of Picture into Picture Audio-Visual Aids on Vocabulary Learning in ELF learners using Youtube Website……..26
        2.2.8 Tips for Developing Basic English Vocabulary……29
        2.2.9 Using Games to Reinfirce Vocabulary……..30
    2.3 Legal Framework……32

2.4 Conceptual Framework……..33
CHAPTER 3
3. RESEARCH METHODOLOGY……...……35
3.1 Methods and Techniques……..35
3.2 Research Population and Samples…….37
3.3 Research Instruments……38
3.4 Results, Findings and Analysis……40
CHAPTER 4
4. FINAL CONCLUSION……..60
4.1 Problems and Limitations…….60
4.2 Conclusion……..60
4.3 Recommendations…….62
BIBLIOGRAPHY……..64
APPENDIX

LIST OF FIGURES

Figure 1. Piaget's application theory……..23

Figure 2. Results for question 1 of surveys applied to students of group A & B…….40

Figure 3. Results for question 2 of surveys applied to students of group A & B…….41

Figure 4. Results for question 3 of surveys applied to students of group A & B…….42

Figure 5. Results for question 4 of surveys applied to students of group A & B…….43

Figure 6. Results for question 5 of surveys applied to students of group A & B…….44

Figure 7. Results for question 6 of surveys applied to students of group A & B…….45

Figure 8. Results for question 7 of surveys applied to students of group A & B…….46

Figure 9. Results for question 8 of surveys applied to students of group A & B…….47

Figure 10 Results for question 9 of surveys applied to students of group A & B…...48

Figure 11. Results for question 10 of surveys applied to students of group A & B…49

Figure 12. Results for question 1 of surveys applied to teachers ……50

Figure 13. Results for question 2 of surveys applied to teachers ……51

Figure 14. Results for question 3 of surveys applied to teachers……..52

Figure 15. Results for question 4 of surveys applied to teachers……..53

Figure 16. Results for question 5 of surveys applied to teachers ……54

Figure 17. Results for question 6 of surveys applied to teachers ……55

Figure 18. Results for question 7 of surveys applied to teachers ……56

Figure 19. Results for question 8 of surveys applied to teachers ……57

Figure 20. Results for question 9 of surveys applied to teachers ……58

Figure 21. Results for question 10 of surveys applied to teachers……...59

LIST OF TABLES

Table 1. Variables and indicators……9

Table 2. Question 1 of surveys applied to students of Group A & B.....40

Table 3. Question 2 of surveys applied to students of Group A & B……..……..41

Table 4. Question 3 of surveys applied to students of Group A & B……42

Table 5. Question 4 of surveys applied to students of Group A & B……43

Table 6. Question 5 of surveys applied to students of Group A & B……44

Table 7. Question 6 of surveys applied to students of Group A & B……45

Table 8. Question 7 of surveys applied to students of Group A & B……46

Table 9. Question 8 of surveys applied to students of Group A & B……47

Table 10. Question 9 of surveys applied to students of Group A & B……..48

Table 11. Question 10 of surveys applied to students of Group A & B……49

Table 12. Question 1 of survey applied to teachers……50

Table 13. Question 2 of survey applied to teachers ……...51

Table 14. Question 3 of survey applied to teachers ……..52

Table 15. Question 4 of survey applied to teachers ……..53

Table 16. Question 5 of survey applied to teachers ……..54

Table 17. Question 6 of survey applied to teachers ……..55

Table 18. Question 7 of survey applied to teachers ……..56

Table 19. Question 8 of survey applied to teachers ……..57

Table 20. Question 9 of survey applied to teachers ……..58

Table 21. Question 10 of survey applied to teachers ……59

ABSTRACT

In learning English, the first aspect of English that should be mastered by elementary students is vocabulary. It is one of the elements that links to the four skills of speaking, listening, reading, and writing. In order to communicate well in English. The purpose of this research is to study the use of visual aids to improve English vocabulary in eighth year students by using a guide with fun activities in keep the image in student's previous knowledge and apply in their daily life, and offer teachers some pedagogical tools to optimize their way of teaching in EFL learners by using visual resources to diffuse their knowledge and make the classes significant and fun. The field research is taken from students at Julio Pimentel Carbo High School. Data for this research were gathered through a deep investigation of famous theorists and linguists that have proposed their thoughts and studies through qualitative and quantitative methodology. On the basis of the results of this research it can be concluded that teachers use old and traditional techniques in the teaching and learning process in modern students who like to learn by themselves by using online activities on internet, therefore lessons turn boring and students become exhausted.This is a very intensive study that collects a lot of information, the main objective is to change the traditional into a dynamic and funny one by developeding visual resources activities with games, pictures cards, videos on line and other suitable strategies and techniques to reinforce English Language.

CHAPTER 1

1. INTRODUCTION

The development of resources such as visual materials that are useful and meaningful in English language learning supports the discovery of students' cognitive skills. The main purpose of this study is to increase students' use of vocabulary in English by means of the use of different strategies and visual aids such as flashcards, pictures, and drawings, among others. Therefore, by developing this research, the objective aims is to emphasis the importance of English, having in mind that this language is very important and it is essential in our daily life.

English is used everywhere, that is why it is fundamental, it is in the media, it is the most spoken language in the world and it is very important for communication among people from different cultures. Teaching English is very rewarding; it is a fun activity if you like doing it and if you have the necessary tools for teaching it. In fact, most students in public schools do not have the tendency to speak English because their teachers are not used to speak the language while teaching it.

This paper contains a theoretical framework with important information related with increasing English vocabulary acquisition using vocabulary aids, and the principal idea is to promote the use of a set of activities through the implementation and creation of didactic materials to develop listening and speaking skill. English teachers will be encouraged to make their lessons innovative and creative. The beneficiaries will be all who make up the educational community: students, teachers and parents.

This paper work is comprised of four chapters detailed as follows:

Chapter I: It contains data about the title, contextualization, critical analysis, guideline questions, formulation of the problem, and delimitation of the research, significance and objectives of the research.

Chapter II: It is the theoretical support with relevant information about the topic, pedagogical and legal bases, fundamental categories, hypothesis and variables.

Chapter III: It is the description of levels and types of research, population sample, and instruments to collect the data and interpretation of the results, the variables operationalization, conclusions and recommendation of the research.

Chapter IV: It establishes a solution to the problem, in this case through the use of visual materials to increase English vocabulary acquisition in the eighth year students at Julio Pimentel Carbo High School.

1.1. Background of the Problem

One of the most discussed part of learning English as a foreign language is teaching vocabulary by using visual resources. However, there are some obstacles that cut off the process of teaching and learning English language; one of them faces on not providing responsible, effective and well prepared teachers to offer children and teenagers a better education. This involves many sets of educational issues, questions, hypothesis, observation, and conditions in order to find the importance of being part of an academic school community and involve students through the democratic society.

On the other hand, some teachers are not currently skilled to manage teaching approach through significant learning process due to traditional

pedagogical classes. Human beings nowadays are very skilled in using the technology, and teachers must be updated in new educational tendencies, so they can difuse the knowledge according to the new era.

Language teaching and learning perhaps more than any other activities, reflect the interaction among human beings, thay are social just as much as they are linguistic. Language is about communication, after all and perhaps it seems to develop and change over the years. It is always inmersed in the society in which it is applied for a better communication between the people and the environment.

The problem was identified in two groups of eighth grade students, at Julio Pimentel Carbo High School, after a set of three class observations. Doubt was raised concerning the relationship between English Language Teaching (ELT) and class rapport. There is an evidence of low level of language acquisition due to lack of several resources in order to improve the language and reinforce vocabulary and grammar content.

The students appear to be so passive and did not reflect engagement with the topic the teacher was presenting; there was little or no interaction between classmates and teacher, they didn't engage in any significant class discussion. There are also some students who seem to present problems adjusting to an environmental and dynamic class; they look restless or are perceived as bored. Others failed to make clear connections and to understand the purpose of the lesson. Neither the students, nor the teacher seem to be involved with the topic, or with each other.

One of the purposes of this study is to analize the role of the teachers in relation to class environment and the influence in the learning of L2 in this particular setting, in order to understand better the way students are learning at present. This study seeks to explore the student's attitudes towards the foreign language teachers and their involvement in the class atmosphere, and

looks for ways to lower student's affective filter in order to engage and actively involve students that will become real communicators and active participants in the construction of their own learning.

Julio Pimentel Carbo High School has adequate premises for students; but does not have English laboratories, which are important for their learning so that they can practice listening and speaking, and it is useful for the teachers since they could take their students to the laboratories in order to practice the different skills of the language.

It might say that students cannot communicate in English because they lack adequate vocabulary retention since there are no tools for teaching them vocabulary in a fun way. This institution is located in the city of Milagro in the province of Guayas and it has always been recognized by its holistic way to educate children and teenagers based on values and the quality of teaching of its teachers. However, the problem is still seen in this school. One of the main obstacles is that teachers do not have any pedagogical facilities to teach their English classes using extra materials, and as a consequence of this great problem students are not well motivated and in some cases they feel bored during class.

Learning English is extremely relevant nowadays, it offers people better opportunities in their daily lives. Teaching English requires any strategies to difuse the knowledge in students. Applying visual material in the classroom becomes a successful strategy to reinforce the four English skills; that is listening, speaking, reading and writing. All of these areas involve understanding and comprehension of grammar rules, vocabulary in context and communicative skills.

The constitution of the Republic of Ecuador (2008) states that “all Ecuadorian people have the rights of the good way of living, and in its article number 26 says that all the Ecuadorian families and society have the rights to participate in the process of education”. For that purpose creating a booklet with vocabulary lists allow students to facilitate the process of learning English and make teacher’s labor in the classroom easier.

1.2 Statement of the Problem

What are the most suitable visual materials to increase English vocabulary acquisition in 8th year students at Julio Pimentel Carbo High School?

1.3 Objectives

1.3.1 Broad Objective

To determine the impact of the most suitable visual materials in the development of Englsih vocabulary acquisition in 8th year students at Julio Pimentel Carbo High School.

1.3.2Specific Objectives

- To determine the theoretical foundations of the research variables.
- To determine the most appropriate techniques to teach with visual materials.
- To select the most important aspects of research in order to teach vocabulary by designing a booklet with visual materials and exercises.

1.4 Significance or Justification of the Study

It is important to achieve progress in the vocabulary process; this must aim to students who need to improve oral language, symbols, phonemic

awareness and visual aids known as pre-reading skills, accompanied by constant teacher's assistance. Teaching vocabulary help students to understand the meanings and construct their own idea in an easier way, and there is nothing better than learning through visual medium, so that is the purpose to increase their knowledge and develop the ability to keep vocabulary in short and long- term memory.

It is significant to contribute with English teachers to improve their knowledge in areas related with early English teaching in eighth year students at Julio Pimentel Carbo High School, because the educational system requires professionals in constant training. The main reason for this research is to identify the most suitable impact that the influence on the lack of visual materials cause while learning-teaching English vocabulary; by applying the booklet with different techniques to teach vocabulary the performance of the students might improve, therefore their grades might get better as well. This concept caught the attention of the authorities who gave opening for this research.

It is crucial to improve the teaching of English since early ages taking into account the student's age and stage of development of; this premise is shared by the school teachers who are very interested in the issue. With the implementation of this research, learners and the institution in general will be benefited, since students will speak English more effectively, the increase of vocabulary will make the teacher's job easier and funnier. Other changes will be that boring classes would become communicative ones where visual aids and technology would play an important role.

The beneficiaries will be students and English teachers who will dispose of a compilation of different activities, materials and creative ideas to work with students in order to develop new teaching techniques to foster English language acquisition by using vocabulary. Human beings in a very early age of their lives that is during childhood have the facility to acquire any

knowledge they are exposed to, and they do it successfully because it is a subconscious process. The role of teachers is very important for this research since they are going to help with the surveys, and give accurate information in order to comment and suggest possible solutions to the problems found during the surveys.

With the implementation of this research, learners and the institution in general will be benefited, since students will speak English more effectively, the increase of vocabulary will make teacher's job easier and funnier. Other changes will be that boring classes would become communicative ones where visual aids and technology would play an important role. Research is not something commonly done in our society; for that reason, there are many problems when people want to develop any kind of project that has to do with researching some information. Besides, there is not a guidance on how to find the sources, how to paraphrase information, how to quote things found on the web, and even worse they do not feel like doing it. When students acquire a second language, they would probably become bilingual and this acquisition of the language might open many doors and would give them new job opportunities, and in this way, they could improve their living standards.

Visual materials are a good tool for teachers to increase their students' English vocabulary knowledge, and the teaching itself would become easier and meaningful. This research is feasible since some visual materials such as real objects, posters, and flashcards can be found in the classroom, but they are not being used the right way.

1.5 Scope and Delimitation of the Study

Starting from this research analysis, a problem is detected in Julio Pimentel Carbo High School which is located in Milagro City, in parish of

Daule, in the province of Guayas. Children and teenagers show lack of interest of learning English Language due to the poor class management and development applied by English teachers in the classroom, this main evidences need to reinforce the academic performance through the implementation of the didactic resources to allow students to learn new words and vocabulary easily and encourage them to learn more about this important language used in many countries around the world.

This study will take place in Julio Pimentel Carbo High School at Milagro city. The sample was taken form eighth graders students. The period is the school year 2016 -2017. The main objective of this work engages English vocabulary teaching-learning focusing on the use of visual aids to make this teaching funnier.

Name of the Institution: Julio Pimentel Carbo High School

Primary Director: Lcda. Jenny Valencia

Location: Luis Nieta and Enrique Ibañez St.

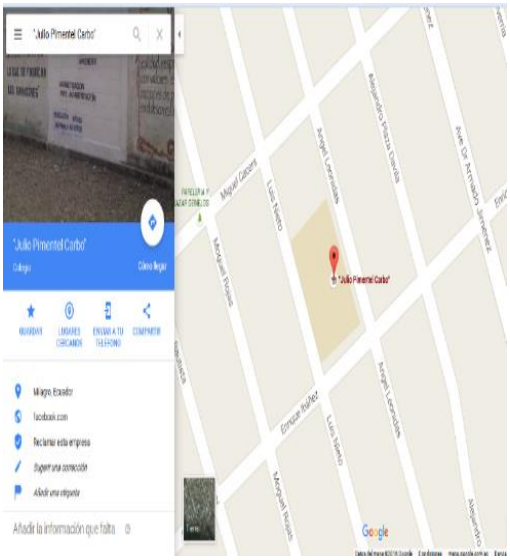
Province: Guayas – Milagro

Parish: Daule

Course: Eighth Basic Education Year

Section: A-B

Number of students: 80



1.6. Research Questions

- What is the impact that the booklet will cause in the learning process of the students at Julio Pimentel Carbo High School?

- Does the implementation of active methodological strategies through a booklet with a list of vocabulary words improve the students`learning English language acquisition?
- How can the influence of active methodological strategies improve the quality of meaningful learning in eighth graders?
- What types of methodological strategies would be useful to reinforce and improve English language learning?

1.7. Variables and Indicators

Variables	Dimensions	Indicators	Instruments
Independent The use of visual materials	Teacher's factors Use of: Flashcards, flannel graphs, puzzle boards, craft, puppets, story books, time lines, maps, flip cards.	• Experienced • Use of academic preparation • Updating courses • Class performance	• Questionaires • Techniques: Surveys
Dependent English Vocabulary acquisition	Students' learning factors	• Class participation • Attitude towards the subject • Motivation • Previous knowledge • aptitude	Questionaires Techniques: Surveys

CHAPTER 2

2. LITERATURE REVIEW

2.1 Introduction

Universidad Laica Vicente Rocafuerte de Guayaquil has a library, which has different projects that have already been put into practice, but there is no project that focuses on the improvement of vocabulary and the application of a booklet to make the teaching learning of English vocabulary a fun tool. Furthermore, no other project like this has been applied at Julio Pimentel Carbo High School, but it demands a coherent relationship between the visual materials and the process of language acquisition in English as a foreign language.

(Arce Ardila, 2015), from Universidad Catolica de Santiago de Guayaquil, with the paper named as Vocabulary acquisition through word Association as a tool to enrich translator's lexical repertoire. This issue has been of great relevance and his methodological approach has allowed to expand his research to design certain activities in order to reinforce student´s vocabulary through different strategies at Julio Pimentel Carbo High school.

Another research project was taken from (Carranco, 2014) at Universidad Técnica de Ambato, with the topic “La Metodología de Enseñanza del Idioma Inglés y su Incidencia en la Expresión Oral de los Estudiantes de Segundo Nivel de la Escuela de Lenguas y Lingüística de la Pontificia Universidad Católica del Ecuador Sede Ambato.” It demonstrates how the current teaching methodology affects ESL level in students’ speaking, and it’s very notorious that speaking implies more of a task than the other three language skills when it comes to put it in practice. The activities from the class book suggest tasks to improve the four skills, but due to the amount of students and the time, those dedicated to speaking are left behind.

(Childress, 2010), based on her articles titles as “Education in the United Sates and Finland”, which describe the problems of teachers about how to teach new words in FL students. The main objective of this work is the way to present visual aids inside an EFL classroom so that teachers could use them properly in order to teach English in a posters, flashcards, realia, etc may improve students understanding of the complete meaning of certain topics and realize the main differences and similarities among them.

Some English teachers have the responsibility of facilitating EF learners some tools to enhance his four skills abilities as (Harmer, 2014), says in his article published in ELT journal about “How to teach English” where he shows that texts are often difficult for EF students and even more if they are learning through a medium instruction which it is not their first language. He also describes practical strategies to increase student’s vocabulary through different visual resources and increase their cognitive approach.

The present project has also considered the researchers (Aziz & Sulicha, 2016), who found some fun strategies to enhance English speaking in ELT by using cartoon films as audio vidual aids to teach vocabulary, and they concluded that the students who were taught by using cartoon films as an audio-visual aid got a better result than those who were taught by using other traditional visual aids. Furthermore, the responses from the students to the use of the cartoon film were highly positive.

The use of cartoon films as an audio-visual media aid also have had a positive impact to the cognitive, affective, and psychomotor aspects of the students as it enhanced their vocabulary. Students develop their vocabulary if teachers change their traditional methodology and adapt according the new society where technology is around the world and students are learning by themselves by using internet.

2.2. Theoretical review

2.2.1. The Use of Visual Materials in ELT

(Celce-Murcia, 2010), explains that use of visual materials can improve language Teaching and affirm that “Most of the language teachers seem to agree that the use of visuals can enhance language teaching. As they help teachers to bring the real world into the classroom, they make learning more meaningful and more exciting.” According to the author, the best key to construct the knowledge and build educational outcomes is to apply visual resources. Nowadays students increase their cognitive approach learning many words by themselves, because of the internet, songs and videogames.

There are many traditional teachers who use old strategies in students form 21st century, and they ask students to think without any resources to help themselves. As a result, lack of interest and discouragement are observed in the classroom at Julio Pimentel Carbo High School. On the other hand, teachers are not well prepared and they refuse to be oriented towards improving English Language Teaching (ELT). For that reason, Visual materials can be a helpful tool in the English language classroom, as (Rose, 2016) says in her article about an introduction to researching with visual materials. The researcher points out that “help the teacher to clarify, establish, correlate and coordinate accurate concepts, interpretations and appreciations, and enable him to make learning more concrete, effective, interesting, inspirational, meaningful and vivid” (p.108).

On the other hand, students discriminate a new word with the image to see and create their own meaning. Using visual materials may keep their attention and promote their language acquisition with motivation which makes the lesson more interesting and funny. Many researches such as Adam and Chambers (1962), cited by (Ramiréz, 2012), seem to agree with the idea that

“the memory for picture-word combination is superior to memory for words alone or pictures alone.” That is, to keep the previous knowlegge active, expecting to receive the new information and apply for a new experience in congnitive language acquisition.

Visual Aids for teaching English have been useful around since 1920s – 1930s and they have been important techniques for presenting, training and teaching English language in order to help students keep their classes in the long term memory. These resources consist mainly of videos, pictures, slides and pass around objects. This memory for visual tends to be better than memory for words.

2.2.2. The Effect of Visually Supported Vocabulary Instruction on Beginner EFL Learners

Visual materials to improve English language acquisition have been considered a useful tool for teachers in almost every trend of second language teaching. It can create a harmony between students and the instructional methodology and materials used. (Pritchard, 2013), cited Oxford (2001) who points out “In our classrooms we will have to face a wide variety of learning styles, such as visual learners, who can benefit largely of the visual aids, as they feel confused when following oral instructions and conversations.” According to the author, visual aids might improve if teachers apply with other kinds of methodology such as kinesthetic, with tangible objects, collages and flashcards, etc.

There are some other examples to increase the level of vocabulary acquisition using videos or video games, they are excellent visual resources, and so they can repeat and imitate real models using target language. Children have the opportunity to get involved and be more participative and motivated to learn a language. The importance of visual material in the

process of language acquisition has increased the interests for researchers of this project in order to find a way to improve the cognitive approach in English language learning process in students at Julio Pimentel Carbo High school. Through many theoretical studies, it has been proved the need to implement a new teaching strategy to improve the level of language acquisition in the eighth graders.

Cognitivists allege that second language acquisition can be better understood by focusing on how the human brain processes and learns new information (Mitchell and Myles 2004), cited by (San Chee, 2016). All the student's knowledge reflects of the students' experience, once they learned the subject, they should be placed and used in a social environment for real purpose as many time as possible. Visuals can support the input that the student receives, it is prominent to access the target language input to store the knowledge in the long term memory. There is input for the cognitive approach such as photos, videos, flashcard and graphics, etc. They are useful to explain the class graphically rather than in words, and students create their own idea to explain and practice the English language through a meaningful teaching and learning process.

2.2.3. Visual Aids to Promote Communicative Competence

(Richards, 2014)claims that:

> The main goal of functional communication activities is to convey the meaning by means of the language available at the moment of speaking without special preparation, and the success of such an activity is measured in the effectiveness of communication, not the correct linguistic form (page. 12).

The author affirms that teachers give some pedagogical tools so that students have to solve the problem and overcome the situation, and also

improve the purpose for the communication, because “students must work towards a definite solution or decision” (Chmielowiec, 2011). Visual aids create a communicative environment and have a great influence on improving the communicative ability. There are some activities in order to get involved in the society such as personal experience, hobbies, interests or attitudes, these are contexts for a wide range of communicative functions and domains of meaning towards visual materials applied in the teacher’s program to reinforce vocabulary and store in the long term memory.

Visuals and pictures can work for many individuals with communication difficulties. Visual strategies are used in many ways to improve understanding and expression. They are also useful for non-verbal students with learning difficulties. Some individuals are “visual learners” and respond better to visual input than auditory input. Visuals are used to represent single words or actions and make choices, they can be used in stories, timetables or schedules to help with routine, and they can be used as an additional due to the spoken word to help support understanding. These assistive communication aids can also be used by the child to communicate. A child may not be able to say the word toilet, but if he shows you a picture of a toilet, or gives you a toilet roll holder, you know where he wants to go.

2.2.4. Visual Aids in the Classroom

Projector and multimedia classrooms and internet have been incorporated in high school nowadays, and teachers can use different resources to support their explanations, correct exercises or play games. They must be careful with the visual materials or other strategies to diffuse the knowledge in their students and find the best way to use them without affecting learners. Pictures must be well selected or well constructed ones in ordet to improve the reading-to learn process. Students can concentrate and

understand the meaning easily due to the pictures and other visual resources to comprehend and facilitates ELT in teachers and students.

Actually there are many students who use different abilities to learn and produce their language knowledge, such as observing, listening and touching objects. Visuals are effective tools to be used in teaching English language in EFL students. There are many visual resources out there for purchase, but in some cases they are expensive and people can't afford to buy them. In addition there are many teachers who are not capable to handle with computers and they look this system as an obstacle and impossible to use and take the advantages to design and create their own visual materials. However, it is necessary to take into consideration about recycling things and make the class funny and interesting to learn the language.

2.2.4.1. Flash Cards

A flashcard or flash card is a set of cards bearing information, as words or numbers, on either or both sides, used in classroom drills or in private study. Large picture cards can be made from clip art, color pages, magazines. There are many items that will be new to the children and so visuals will be very important. Putting a cheat sheets on the back of the picture allows a teacher to see the notes on what the picture is about as the children look at the picture.

Image 1. Flashcards
source:https://lh6.ggpht.com/aqzrRUQ68u02C0GZ3psgHAVc9PAtgLvBbEnKn2hg_TLBUhQm753A5O2tbz38pB-1ig=h900

2.2.4.2. Flannel Graphs

A storytelling system that uses a board covered with flannel fabric. Homemade flannel boards can easily be made with felt attached to a large piece of cardboard. This material allows pieces to stick to it. The flannel board is usually painted to depict a background scene appropriate to the story being told. Paper cutouts of characters and objects in the story are then placed on the board, and moved around, as the story unfolds, Using paints for clouds, or grass, chalks to color large areas make the class interesting for students.

Image 2 Flannel Graph

www.google.com.ec/search?q=flannel+board+stories&espv=2&source=lnms&tbm=isch&sa=X&ved=0ahUKEwiPjJPo4a3PAhUJeT4KHYobCtkQ_AUICCgB&biw=1024&bih=667

2.2.4.3. Puzzle Boards

A puzzle is a game, problem, or toy that tests a person's ingenuity or knowledge. In a puzzle, one is required to put pieces together in a logical way, in order to arrive at the correct solution of the puzzle. There are different types of puzzles for different ages, such as crossword puzzles, word-search puzzles, number puzzles, or logic puzzles.

Image 3. Puzzle Board
source: https://i.ytimg.com/vi/ogfuXP3Q4gM/maxresdefault.jpg

2.2.4.4. Crafts Using a craft as part of the lesson time allows the children to see what they will be making and how it relates to the story.

Image 4. Craft
source:https://images-na.ssl-images_amazon.com/images/I/71q5OuGTl%2BL._SL1500_.jpg

2.2.4.5. Puppets: they are a great tool for getting the children's immediate attention. Some examples of ways to use puppets in class: Have the puppet whisper in the teacher's ear what they want to tell the class and the teacher will convey the message. Have the puppet dialogue with the teacher about the story. Have a puppet be the main character in the story and tell about what happened to them in the story.

Image 5. Craft
source:https://encryptedtbn1.gstatic.com/images?q=tbn:ANd9GcTO0xjr3Irqi9DezLugeCeF5cr8rE PCiF0FrcvM2qLXQZOQFxLd

2.2.4.6. Story Books Story books can be used for so much more than just reading a story. Look for books with large pictures, if possible. Reading the story is not always necessary. The teacher can tell the story and use the pictures as the visual.

Image 6. Story Books
Source:http://www.booksarefun.com/media/catalog/product/cache/1/image/1200x1200/063e3547c4534b98f6796d4b1c9b0220/1/6/16507_lg_5.jpg

2.2.4.7. Time Lines This is a visual aid that will help the children see the progression of events. One way to show the progression is to take the color page for each part of the story or a biography of a famous person and continually add a picture each year and do a 1 – 2 sentence review of each

picture. This way the children can mentally review the previous lessons and see the order that things are happening.

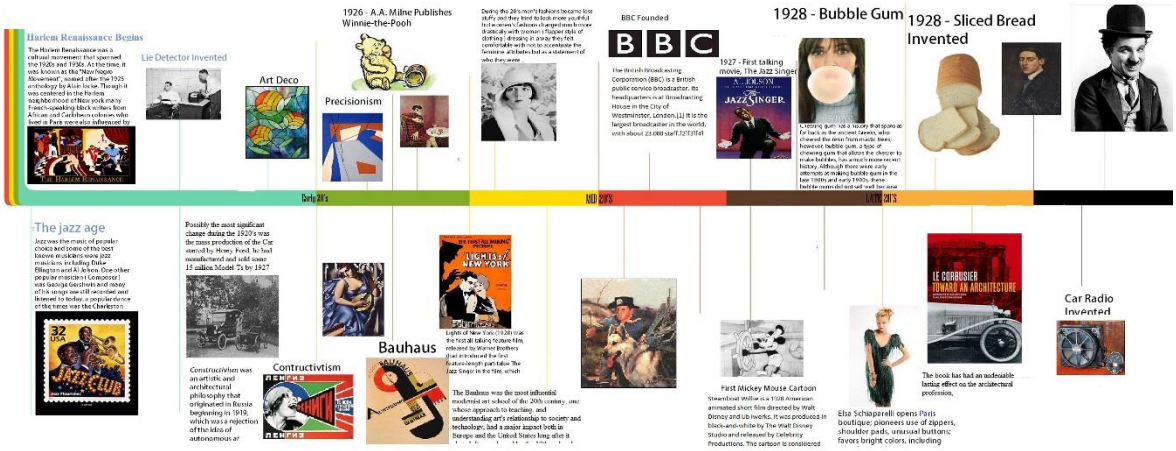


Image 7. Time Lines

source: https://anesu123.files.wordpress.com/2011/12/final-timeline.jpg

2.2.4.8. Maps: A very simple hand drawn map will work to show the children where things were taking place. For example when teachers want to explain the Bible history of the journeys that Paul made during his missions trips. It's amazing how far he went with no planes, trains, or automobiles.

Image 8. Maps

source:https://pitchenginelive.blob.core.windows.net/dev/ca75e65b-57c8-4891-be8d-0d4fbe19cf14/9aea949c-42d7-412c-b5a3-775eb8707158.jpg

2.2.4.9. Flip Charts: They can easily be made with sheets of paper stapled together at the top. Using a black marker, draw simple images to illustrate the lesson. Even those who do not feel artistic can use this visual to draw simple stick figures, animals, maps, diagrams, charts, etc. After a point is drawn and discussed, flip the sheet of paper to a clean sheet. If reviewing a point, simply flip back to the picture being discussed.

Image 9. FLIP CHART
source:http://3.bp.blogspot.com/JRno4k0Q22k/UjzFUal_W2I/AAAAAAAACfU/em79rISRhHw/s1600/SDC10467.JPG

2.2.4.10. Drama, Costumes, and Props: The children get so excited when their teacher comes to class dressed in costume. Use an old pillow case for a head covering. Yarn and a little glue can make a wig, beard, or mustache. Act out the story to bring it to life for the children. Old cardboard boxes can be cut and painted very quickly to make a sword, a shield, a well and jars of oil. With prayer and a little imagination, one box can become many different things.

Image 10: Drama, Costumes, and Props
source:http://stabbackmusic.com/blog/wpcontent/uploads/2015/02/DSCN1574.jp

2.2.5. Piaget and his Theory of Cognitive Development.

Piaget is recognizing for its research studies about children's cognitive development and some of his research led to the some of his research led to the belief that every interaction establishes cognitive structure in children. This is especially important in the classroom environment. Jean Piaget's theories impact learning in many different ways, his theories applies directly to the essentials of child development, "His particular insight was the role of maturation (simply growing up) in children's increasing capacity to understand their world: they cannot undertake certain tasks until they are psychologically mature enough to do so," (Dogra, 2013).

According to Dogra in Learning and Teaching Information, Jean Piaget established stages of development that allowed children to learn better and he classified from 18 months, 7 years and 11 or 12 years. This has been taken to mean that before these ages children are not capable (no matter how bright) of understanding things in certain ways. These theories are centered on the concept of structure and it consists on four stages of development.

Chart 1. Jean Piaget's Stages

Stages	Ages	Features
Sensorimotor stage	0-2 years	imitation, memory and thought begin to be utilized
Preoperational stage	2-7 years	language development and recognizing symbolic form
Concrete operational stage	7-11 years	able to solve hands-on problems logically
Formal operational stage	11-15 years	able to solve abstract problems in a logical fashion

Source: http://ehlt.flinders.edu.au/education/DLiT/2000/Piaget/stages.htm
By: Joseline Fajardo Casco

2.2.5.1. . Applying Jean Piaget´s Theory in the Classroom

To apply Jean Piaget's theories in the classroom (Crain, 2015) suggests to follow these six steps to structure preoperational development:

1. Use concrete props and visual aids whenever possible.

2. Make instructions relatively short, using actions as well as words.

3. Do not expect the students to consistently see the world from someone else's point of view.

4. Be sensitive to the possibility that students may have different meanings for the same word or different words for the same meaning. Students may also expect everyone to understand words they have invented.

5. Give children a great deal of hands-on practice with the skills that serve as building blocks for more complex skills like reading comprehension.

6. Provide a wide range of experiences in order to build a foundation for concept learning and language.

Feasible visuals material may be integrated in communicative activities such as guessing games, comparing and contrasting, making cartoons and comic strips, making assumptions, asking questions, etc. these strategies allow students to perform their speaking ability, so teachers must be well prepared to find different strategies to teach English in students form Julio Pimentel Carbo High School due to the lack of resources provided by the institution. Teachers must be creative and innovative to elaborate their own visual material using recycling objects and encourage students to work through cooperative learning.

2.2.6. The Influence of Vocabulary Acquisition in ELT

The skills of vocabulary acquisition and reading comprehension are issues for second language learners. Indeed, when students are taught vocabulary in an explicit manner, their reading comprehension improves. By the end of second grade, there is a 4,000 word difference in vocabulary knowledge between readers in the upper quartile and those in the lowest quartile of the class.

Classrooms across the nation have English language learners (ELLs) who are learning to hear, speak, read, and write a new language. These students require a teacher's particular attention to the development of vocabulary knowledge. Following are 20 ways in which teachers can influence the vocabulary acquisition of the students who are ELLs.

1. **Keep language acquisition in mind**. Students are able to engage in conversational English long before they are fully able to function with academic proficiency. Although peer appropriate language skills

develop in about 2 years, academic proficiency in English takes considerably longer (Peters, 2013).

2. **Provide opportunities to say new words**.Consider using choral reading in Grades 1 through 6 to provide good models of academic English. In upper grades, repeated readings provide opportunities for practice.
3. **Provide opportunities to write new words**. Students' vocabulary knowledge is reciprocal between spoken and written forms of a language (Helman, 2011); therefore, systematically teach any differences in written forms of the primary and secondary languages.For example, the /p/ sound is represented by P in English and II in Russian.
4. **Provide opportunities to read new words**. Allow students the opportunity to choose from a wide variety of reading materials, such as magazines, local newspapers, pamphlets, and other literature of interest that covers a range of reading levels. Wide reading has been found to be an effective way to expand vocabulary (Sternberg, 2012). To put it simply, the more children read, the more words they learn.
5. **Use word walls**. It is important for students to use new vocabulary words. Posting new words and their definitions on a word wall creates a public record of new learning. Students may refer to the wall during class discussions and while writing and reading.
6. **Use word maps**. Helping students develop complete knowledge of a vocabulary word is important if they are to remember it over the long term. Using word maps gives students an opportunity to think of a word in a variety of ways.
7. **Use keywords and pictures to help students make connections**. Nouns are particularly well suited to the use of pictures in vocabulary instruction. Teachers can present both examples and nonexamples of the vocabulary word.

8. **Understand which common sounds in English correspond to the first language**. English has deep orthographic structures, meaning that irregular letter–sound correspondences are common. Conversely, Spanish contains more regular letter–sound correspondences.Therefore, teachers should initially select vocabulary words that are easy for ELLs to pronounce correctly in English. For example, the following consonant sounds exist in both languages: p, t, b, k, d, g, m, n, f, s, w, y, ch, l. Conversely, the following English consonant blends do not appear in Spanish: st, sp, sk, sm, sl, sn, sw,tw, qu, scr, spl, spr, str, squ (Helman, 2011).
9. **Provide context. Engage in a preview strategy whereby the teacher provides introductory material prior to reading**. Previews begin with a few statements designed to capture the students' attention and make a connection between what they already know and what they are about to read. Next, ask a discussion question to promote student involvement, followed by a brief overview of the upcoming reading selection.

2.2.7. The effect of Application of Picture into Picture Audio- Visual Aids on Vocabulary Learning in ELF Learners using Youtube Website.

("Timeline," 2011), cited by (Watkins, 2011) exposes about the use of virtual and digital video to learn English language and affirms that ¨The resource, YouTube.com, is an online video repository in which nearly any digital video file can be stored and exhibited free of charge. Started in February 2005, YouTube hosts videos that are cumulatively currently viewed more than 2 billion times each day (page 1).¨

For EFL teachers, it is often a struggle to use this potential and useful technology to promote student autonomy, and create stimulating lessons.

Nowadays, Students and teachers have adequate access to the Internet, in the classroom, in their houses and around the social environment. There is a vast online audiovisual resource generally well known to students that can function effectively in multiple ways for a variety of English classes. Youtube videos and also some virtual videos are useful and effective for improving the content-based classroom activities; they provide background information and encourage students for subsequent reading, writing, speaking and listening activities.

The use of video in the classroom is highly motivational for young students. They are stimulated to acquire new words and phrases, while they are learning about the target culture and they are receiving renewed input of the target language. To teach students through videos is necessary and important to show the pictures, followed by the pronunciation, so they can associate the image with the words. As it show in image 11 and 12 below.

Image 11. Utensils
Source: https://www.youtube.com/watch?v=BrzI2Uo-v3g

Image 12. Utensils- Pronunciation
Source: https://www.youtube.com/watch?v=BrzI2Uo-v3g

It is significant to highlight the importance of the video as a facilitator of the mental processing, thanks to the images on TV screen that are lifelike, such as representations of people or objects. The use of audio player Cds with conversations between people is a common practice in the schools, but it seems rather unnatural for students, because they are avoided to see the speaker and the environment. Video provides this environment, and this helps students generate predictions and speculations activating their background schemata.

(Hiebert, 2013), points out “A great advantage of the digital video technology is the chance that teachers have to produce their own videos or search for those which match in the best way with the students’ needs and interests” (page. 12). The best way to use videos in class, as it has been said when talking about media in classroom, is to totally integrate the video in the lesson, and not using it as an extra activity or break for fun. But in many cases teachers uses this resource as rewarding or a method to control student’s behavior. One of the major concerns of language teachers is the

limited academic time to non-instructional pursuits, so the use of video should be integrated in the instructional time by making it effective.

YouTube has offered a new way of accessing to a rank of information and video resources in a simple way, which does not require any special skills and is free. Current events, new tendencies and cultures can be brought to the classroom with a simple click. Teachers navigate directly to a short focused video segment and in this way the attributes of the video can be exploited without losing students attention, a problem that rises during long-playing presentations. Thanks to YouTube special features, teachers can collect several related videos together in a playlist in order to illustrate the concepts of a lesson or spark discussions about a topic. In YouTube the possibilities are almost infinite; teachers can find from videos of real life to trailers or movie scenes.

2.2.8. Tips for developing Basic English Vocabulary

The Learning of new words is only significant when students realize how useful these words are in their daily communication. It´s not only how many words they learn in every class but how meaningful they are for the students throughout their learning process. The purpose of learning new words should be to use them in the right moment at the right time and consider them as tools for developing good communication. Twain M. (1874) cited by (Cavanaugh, 2014) said "the difference between the right word and the almost right word is the difference between lightning and a lightning bug."(pg. 302) So that it is necessary to have an accurate and effective set of words to be employed then to work with them in an isolated form, so when putting your vocabulary into practice you make your production alive.

Applying good techniques for the purpose of learning new words could improve ELT process such as using different games in which these new

words must be put into practice, besides these words in the games are useful in everyday communication.

Some advantages of using games in our classes are:

- They can be used as icebreakers.
- Students feel motivated.
- Classes are more challenging.
- They make the learning of new words much more meaningful.
- The students can use the four skills, which are listening, speaking, reading and writing.
- Students feel encouraged to participate in class.

Vocabulary is a very important area to be considered in learning any language and even more important for the learners of English. First, we need to be aware of the structure of our mother tongue and then we can understand new words in any other language.

2.2.9.. Using Games to Reinforce Vocabulary

Games are very good warm-up activities in order to begin our classes. However, Lee (1975) cited by (Iribemwangi, 2014) affirms that “A game should not be regarded as a marginal activity filling in odd moments when the teacher and class have nothing better to do; games ought to be the heart of teaching foreign languages” (page 139).

How to choose games?

Games must be chosen having in mind these factors:

❖ Fun but meaningful

❖ Friendly competition

❖ Students must be interested and engaged.

❖ Use of language.

❖ Learn, practice or review different language material.

General benefits of games.

Affective

❖ To encourage creative and spontaneous use of language.

❖ To promote communicative competence.

❖ To motivate.

❖ To have fun classes.

Cognitive

❖ To reinforce.

❖ To review.

❖ To focus on grammar communicatively.

Dynamic class

❖ Students are always centered.

❖ Teachers are facilitators.

❖ Whole class participates.

❖ Healthy competition promotion.

Adaptability

❖ Age, levels and interest are considered.

❖ The four skills are involved.

❖ Preparation and development are minimum.

Some Advice

❖ Teachers should be careful to find the games that are suitable for their ages.

❖ Teachers should not interrupt students in order to correct mistakes.

❖ Teachers should include all the students in the speaking process.

❖ Teachers must know if the game would be good or not.

❖ Teachers should give clear instructions so all students understand what they have to do.

2.3. Legal Framework

This project is based on The Constitution of the Republic of Ecuador and the LOEI:

Art. 26

Education is a right of the people throughout their lives and a duty of the State inescapable and inexcusable. It is a priority area of public policy and government investment, guarantee of equality and social inclusion and an essential condition for the good life. People, families and society have the right and the responsibility to participate in the educational process.

Art. 29

The State shall guarantee the freedom of education, freedom of teaching in higher education, and the right of people to learn in their own language and cultural field.

Mothers and fathers or their representatives have the freedom to choose for their children an education consistent with their principles, beliefs and pedagogical choices.

2.4. Conceptual Framework

Development: Change, growth or improvement over a period of time. A new event that changes a situation.

Evaluate: To think carefully about something before you make a judgment about its value, importance and quality.

Guide: A book that guides information. Something or someone that helps you to make a judgment about something. Someone whose job is to give information to people who are visiting a place.

Improvement: The state of being better than before, or the process of making something better than it was before. A change that you make to something in order to make it better.

Innovation: A new idea or piece of equipment, or the use of new ideas.

Institution: A large organization such as a bank, hospital, university. A hospital or other building were people are taken care of for a long time.

Knowledge: What you know, or what is known about a particular subject.

Learning game: Activity that you take part in for fun, usually one that has rules and we can learn something playing it.

Method: A way of doing something, specially a planned or established way.

Motivation: A feeling of enthusiasm about something or a feeling of determination to do something.

Educative Project: An organized attempt to achieve a goal in education.

Scholastic: Connected with schools, teaching or studying.

Teaching method: A way of doing something, specially a planned or established way.

Technique: A method of doing something using a special skill that you have developed.

CHAPTER 3

3. RESEARCH METHODOLOGY

3.1 Methods and Techniques

The methodology is a discipline of knowledge and it has the responsibility to develop, define and systematize the set of techniques, methods and procedures in order to be carried out in this research process. Research methodology is applied to find some validity and relevance results, this is the fastest way to understand a fact or phenomenon, and find a solution to solve the problem of the case study.

This research takes into account the empirical methods where the observation is so relevant in this research process. This method has been a great technique to find academic problems seen in the eighth year students at Julio Pimentel Carbo High School. Surveys applied in teachers and students and an interview with the principal, authorities and coordinators were useful to help us to do the research project; statistical methods are considered to do data process, graphs and tables.

The aim of this research project and its development, data collection methods are mostly based on a qualitative analysis, using basic statistics and analyzing the results of the surveys given to teachers and students. The qualitative analysis has been used to interpret the results of the observations in order to understand and draw conclusions about the important use of visual materials and the influence in English Vocabulary Acquisition. It is also the main method to see the evidence and its feasibility of this useful visual material in eighth graders using numbers, percentage, statistics and graphs.

3.1.1. Empirical Research Method is a way of improving and increasing knowledge using direct and indirect observation. It is also based on experience and some empirical evidence that can be analyzed quantitatively or qualitatively which should be clearly defined and answerable through a compilation of data and evidence.

3.1.2. Inductive Method begins with the information gathered from the different difficulties of each student´s speaking process that is divided into variables being leveled and classified; relationships between information from observations on the responses given from the employment of visual didactic resources which include vocabulary and the development of English language adquisition.

3.1.3. Empirical Research is a way of gaining and increasing knowledge from actual experience using direct and indirect observation. It is also based on experience and some empirical evidence that can be analyzed quantitatively or qualitatively which should be clearly defined and answerable through a compilation of data and evidence.

3.1.4. Sampling and the Observation Technique allow us to know how students respond about the importance of using pedagogical and didactic resource to improve their level of English language at Julio Pimentel Carbo High School; also we discovered the strengths and weaknesses in teachers who do not have any experience in applying virtual and technological classroom where students can learn new words and find any information they need. This set of tecniques includes peer observations, diagnostic test, input and output observation form.

The research was conducted in the eighth year students at Julio Pimentel Carbo High School, located the city of Milagro, province of Guayas, zone 5, district 09D17. This research is descriptive, quantitative and qualitative, exploratory and bibliographic.

3.2. Research, Population and Samples

3.2.1. Population

It is determined as a complete set of elements (persons or objects) that possess some common characteristic defined by the sampling criteria established by the researcher. The population for this study consists of 1 director, 10 teachers, and 80 students from 8th basic education year sections “A & B” at Julio Pimentel Carbo High School.

CHART. 1

N°	DETAILS	PEOPLE
1	PRINCIPAL OF SCHOOL	1
2	TEACHERS	10
4	STUDENTS FROM 8TH BASIC EDUCATION YEAR SECTION A&B	80
	TOTAL	91

Source: Julio Pimentel Carbo High School.

Researcher: Joseline Fajardo

3.2.2. Samples

Sample is the selected group of elements (people or objects) chosen for participation in a study; people are referred to as subjects or participants. Simple random sampling representative and nonprobabilily sampling was taken from 1 director, 8 teachers and 80 students from 8th basic education year section A and B. It allows us to use statistical methods to analyze sample results. It is also useful to define a confidence interval around a sample mean. All of them were observed and interviewed during the English Classes in order to investigate and determine the student performance through the use of a visual pedagogical resource and its influence in increasing their English Language level.

CHART 2

N°	DETAILS	PEOPLE
1	PRINCIPAL OF SCHOOL	1
2	TEACHERS	5
3	8th GRADE "A"	40
4	8TH GRADE "B"	40
	TOTAL	86

Source: Julio Pimentel Carbo High School.
Researcher: Joseline Fajardo

3.3. Research Instruments

The techniques are resources or procedures which the researcher uses to approach the facts and access the knowledge. They were taken from primary and secondary sources in order to store information such as Notebooks, videofilm, camera, sound recorder, books, virtual book logs and journals. These are highly essential to register observations during the

research process. The research literature from bibliographical source is so substantial to get some reliable information based on scientific knowledge and support theorethical and empirical scientific data issued by the author.

Bibliographical sources were used to obtain information in order to support empirical study through theoretical research. It helps in the development of an effective process and enriches scientific content by substantial and relevant criteria based on several authors who have contributed to their scientific theories. The use of rubrics are important because they help to get a well structured research project providing a measurement system, a complex work and it is combined with several instruments of evaluation in order to identify learning problems and find strategies to improve students' knowledge acquisitions.

3.3.1. Interview

The interview helped to gather information through a questionnaire that was written taking into account the dimensions of this research. The questions will show what methodology is used by the teachers of second grade and at the same time highlight those areas with major drawbacks at the moment to teach.

3.3.2. Survey

This technique was used to obtain direct information from elementary teachers at Julio Pimentel Carbo High School that will give the researcher information on the methodology used by teachers, their knowledge about the use of teaching resources that are used for developing student's cognitive approach.

3.4. Results, Findings and Analysis

3.4.1. Student Survey

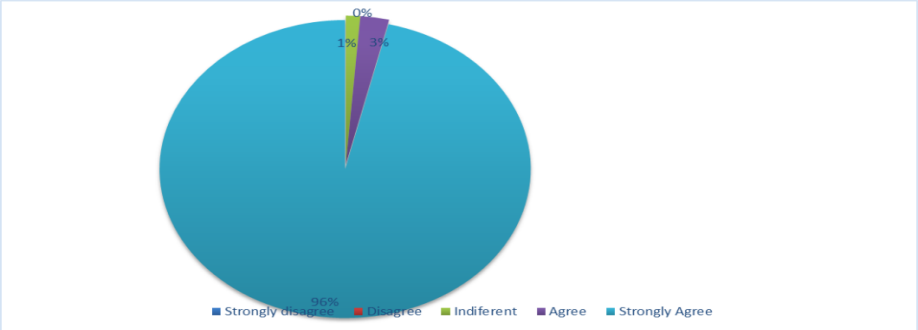
1. Teachers must promote an active learning by using playful activities in order to improve the use of new vocabulary form the textbook.

Table 1

1. Teachers must promote an active learning by using playful activities in order to improve the use of new vocabulary form the textbook.			
CÓDIGO	CATEGORIES	FRECUENCY	PERCENTAGES
	Strongly disagree	0	0%
	Disagree	0	0%
Item	Indiferent	1	1%
1	Agree	2	3%
	Strongly Agree	77	96%
	Total	**80**	**100,00%**

Source: Julio Pimentel Carbo High School
Elaborated By: Joseline Fajardo Casco

Graph1



Source: Julio Pimentel Carbo High School
Elaborated By: Joseline Fajardo Casco

This graph reveals that 96% of students strongly agree, and the 3% also agree, while a 1% thinks indifferent about the use of active playful activities to develop English language through vocabulary

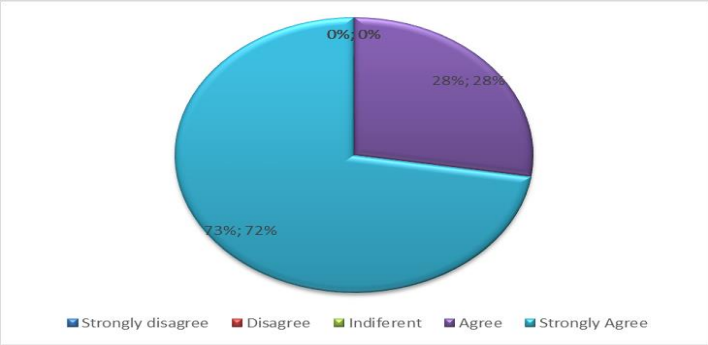
2. Teachers must presents the new class and vocabulary with dynamism and enthusiasm before presenting the new unit or topic

Table 2

2. Teachers must presents the new class and vocabulary with dynamism and enthusiasm before presenting the new unit or topic		
CATEGORY	FREQUENCY	PERCENTAGE
Strongly disagree	0	0%
Disagree	0	0%
Indiferent	0	0%
Agree	22	28%
Strongly Agree	58	73%
Total	**80**	**100,00%**

Source: Julio Pimentel Carbo High School
Elaborated By: Joseline Fajardo Casco

Graph2



Source: Julio Pimentel Carbo High School
Elaborated By: Joseline Fajardo Casco

ANALYSIS

The 73% of students surveyed shows the importance of using pedagogical material for a better teaching process, the other students with a 28% agree and show a similar reaction, with a total result of 100% of agreement and acceptance of this feasibility project.

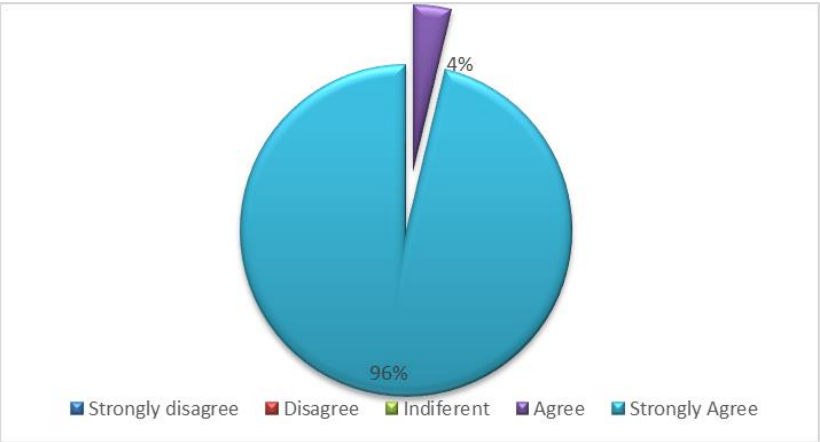
3. Teachers must give students an extra helpful material to reinforce new words from the units using visual figures and exercises

TABLE 3

3. Teachers must give students an extra helpful material to reinforce new words from the units using visual figures and exercises		
CATEGORY	FREQUENCY	PERCENTAGE
Strongly disagree	0	0%
Disagree	0	0%
Indiferent	0	0%
Agree	3	4%
Strongly Agree	77	96%
Total	**80**	**100%**

Source: Julio Pimentel Carbo High School
Elaborated By: Joseline Fajardo Casco

GRAPH 3



Source: Julio Pimentel Carbo High School
Elaborated By: Joseline Fajardo Casco

ANALYSIS

From the total of 100% students who were surveyed, 96% strongly agree with the use of extra material in class, 4% also shows the same agreement. That is because teachers have traditional methods and they are not currently updated for better significant learning approaches.

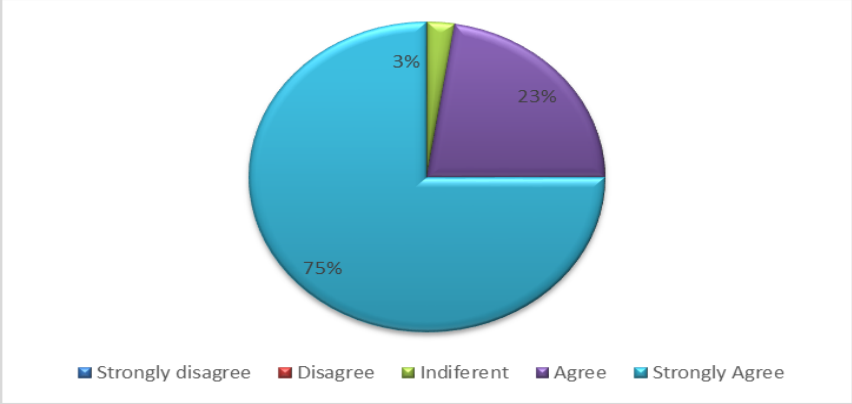
4. Teachers and all the school community should be updated in using technology in teaching and learning process.

TABLE 4

4. Teachers and all the school community should be updated in using technology in teaching and learning process.		
CATEGORY	FREQUENCY	PERCENTAGE
Strongly disagree	0	0%
Disagree	0	0%
Indiferent	2	3%
Agree	18	23%
Strongly Agree	60	75%
Total	**80**	**100%**

Source: Julio Pimentel Carbo High School
Elaborated By: Joseline Fajardo Casco

GRAPH 4



Source: Julio Pimentel Carbo High School
Elaborated By: Joseline Fajardo Casco

ANALYSIS

From the total of 100% of students who were surveyed, 75% strongly agree, and 23% agree with the technology applied in teachers and all the school community so that students will develop new strategies to reinforce the four skills of the language.

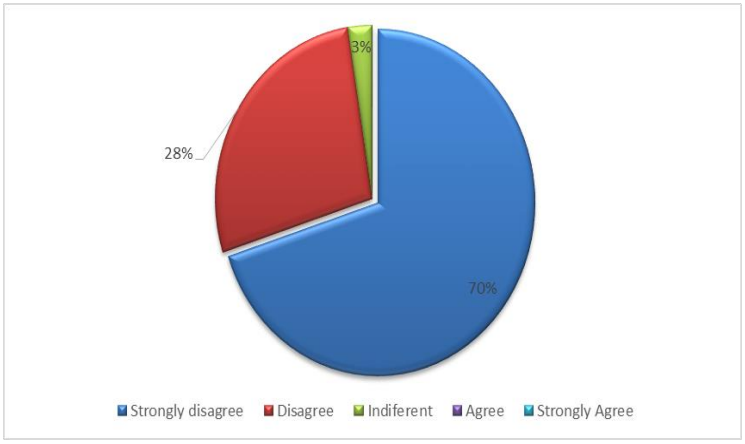
5. Teachers give reinforcement activities at the end of the class to consolidate vocabulary and grammar structures.

TABLE 5

5. Teachers give reinforcement activities at the end of the class to consolidate vocabulary and grammar structures.		
CATEGORY	FREQUENCY	PERCENTAGE
Strongly disagree	56	70%
Disagree	22	28%
Indiferent	2	3%
Agree	0	0%
Strongly Agree	0	0%
Total	**80**	**100%**

Source: Julio Pimentel Carbo High School
Elaborated By: Joseline Fajardo Casco

GRAPH 5



Source: Julio Pimentel Carbo High School
Elaborated By: Joseline Fajardo Casco

ANALYSIS

This graph reveals the main problem in teachers and their way of teaching English in class, using traditional and sometimes non-pedagogical process. This is a result of lack of interest and motivation to learn this important language. With the result of 7% strongly agree and 28% disagree; a 3% of students shows indifferent.

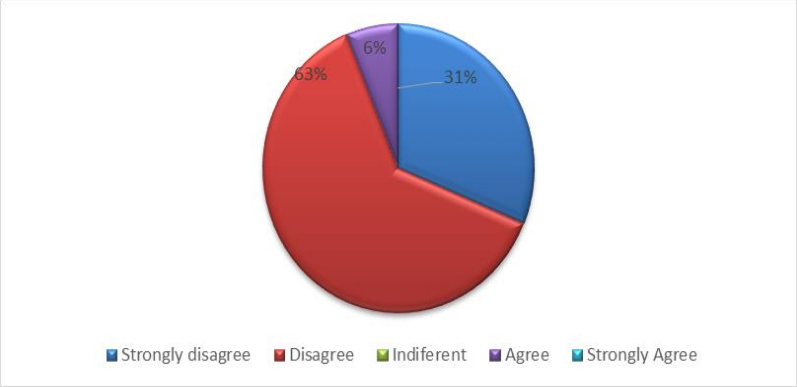
6. Teachers seeks any pedagogical processes for students to create their own sentences or idea using new vocabulary learned in classes.

TABLE 6

6. Teachers seeks any pedagogical processes for students to create their own sentences or idea using new vocabulary learned in classes.		
CATEGORY	FREQUENCY	PERCENTAGE
Strongly disagree	25	31%
Disagree	50	63%
Indiferent	0	0%
Agree	5	6%
Strongly Agree		0%
Total	**80**	**100%**

Source: Julio Pimentel Carbo High School
Elaborated By: Joseline Fajardo Casco

GRAPH 6



Source: Julio Pimentel Carbo High School
Elaborated By: Joseline Fajardo Casco

ANALYSIS

From the total of 100% of students, 31% affirms strongly disagree with the inefficient usage of any didactic and motivational resources in students in order to have a better learning process in ELT, 63% shows the same inconformity. 6% reveals that they agree with the process. To sum up, teachers need to adapt new strategies in students using extra material, so students can learn without difficulties and make interesting the English class.

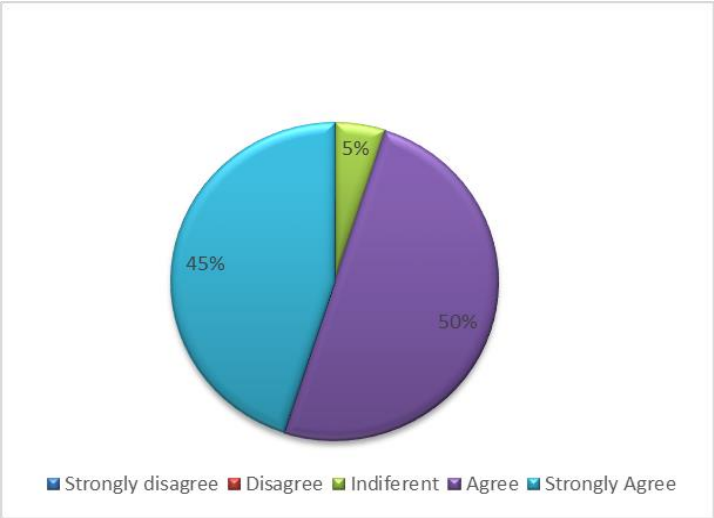
7. Audiovisual media makes the most attractive and clear explanations to increase English language acquisition

TABLE 7

7. Audiovisual media makes the most attractive and clear explanations to increase English language acquisition		
CATEGORY	FREQUENCY	PERCENTAGE
Strongly disagree	0	0%
Disagree	0	0%
Indiferent	4	5%
Agree	40	50%
Strongly Agree	36	45%
Total	**80**	**100%**

Source: Julio Pimentel Carbo High School
Elaborated By: Joseline Fajardo Casco

GRAPH 7



Source: Julio Pimentel Carbo High School
Elaborated By: Joseline Fajardo Casco

ANALYSIS

The importance of using technology and virtual classes were reflected in students and they might encourage teachers as well as students to increase their knowledge through learning new words and vocabulary, so that they will be able to apply them in their daily lives.

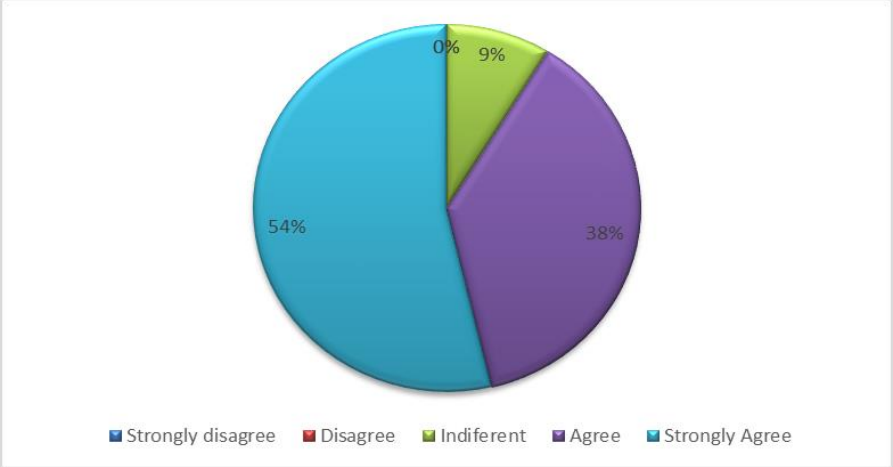
8. It is easier to learn English using online exercises and improve the four skills of the language.

TABLE 8

8. It is easier to learn English using online exercise and improve the four skill of the language.		
CATEGORY	FREQUENCY	PERCENTAGE
Strongly disagree		0%
Disagree		0%
Indiferent	7	9%
Agree	30	38%
Strongly Agree	43	54%
Total	**80**	**100%**

Source: Julio Pimentel Carbo High School
Elaborated By: Joseline Fajardo Casco

GRAPH 8



Source: Julio Pimentel Carbo High School
Elaborated By: Joseline Fajardo Casco

ANALYSIS

54% of the students reveal strongly agree and also 38% that internet might be useful to develop the four skills of the English Language. 9% looks indifferent. Teachers must adapt their strategies using virtual classes. Students will be able to work also at home and not only in class.

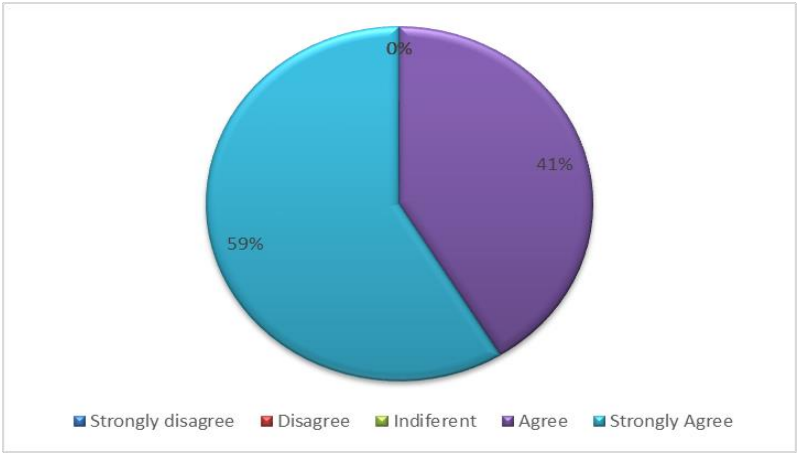
9. EFL teachers must receive training courses to improve the way of teaching and apply different methodological strategies in students

TABLE 9

9. EFL teachers must receive training courses to improve the way of teaching and apply different methodological strategies in students		
CATEGORY	FREQUENCY	PERCENTAGE
Strongly disagree		0%
Disagree		0%
Indiferent	0	0%
Agree	33	41%
Strongly Agree	47	59%
Total	**80**	**100%**

Source: Julio Pimentel Carbo High School
Elaborated By: Joseline Fajardo Casco

GRAPH 9



Source: Julio Pimentel Carbo High School
Elaborated By: Joseline Fajardo Casco

ANALYSIS

From the total of 100% of students, 59% strongly agree and 41% agree with training courses in teachers. The school community must worry about its personal in order to offer a good education in children and teenagers. All teachers have to update their profiles and improve their way of teaching according to the new students of the new century.

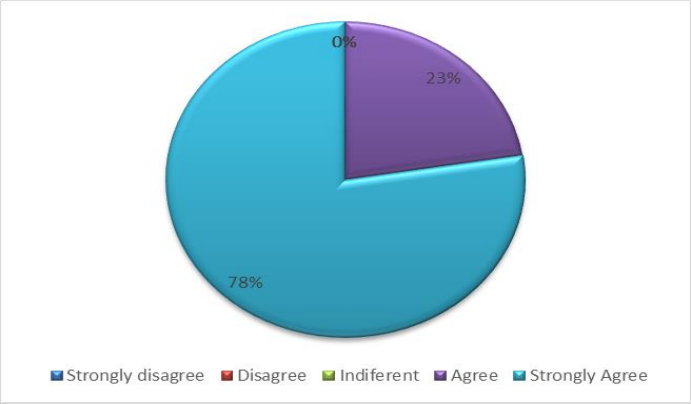
10. **The use of online courses and a manual with visual materials encourage students to do their homework, learn and improve English skills in an easier way.**

TABLE 10

10. The use of online courses and a manual with visual materials encourage students to do their homework, learn and improve English skills in an easier way.		
CATEGORY	FREQUENCY	PERCENTAGE
Strongly disagree	0	0%
Disagree	0	0%
Indiferent	0	0%
Agree	18	23%
Strongly Agree	62	78%
Total	**80**	**100%**

Source: Julio Pimentel Carbo High School
Elaborated By: Joseline Fajardo Casco

GRAPH 10



ANALYSIS

In this question there is a 78% of acceptance with strongly agree and 23% agree with a new material to improve ELT and increase their knowledge using a manual with some playful activities in eight year students.

3.4.2. Teachers Survey

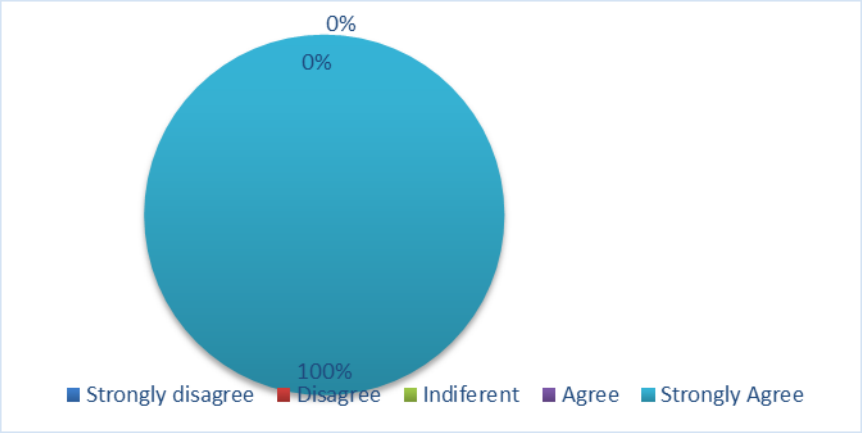
1. Teachers must promote an active learning by using playful activities in order to improve the use of new vocabulary form the textbook.

Table 1

1. Teachers must promote an active learning by using playful activities in order to improve the use of new vocabulary form the textbook.		
CATEGORIES	FRECUENCY	PERCENTAGES
Strongly disagree	0	0%
Disagree	0	0%
Indiferent	0	0%
Agree	0	0%
Strongly Agree	5	100%
Total	**5**	**100,00%**

Source: Julio Pimentel Carbo High School
Elaborated By: Joseline Fajardo Casco

Graph1



Source: Julio Pimentel Carbo High School
Elaborated By: Joseline Fajardo Casco

ANALYSIS

This graph reveals that 100% of teachers strongly agree, about the use of active playful activities to develop English language through vocabulary.

2. The use of visual materials in students promotes the independent learning style in ELT?

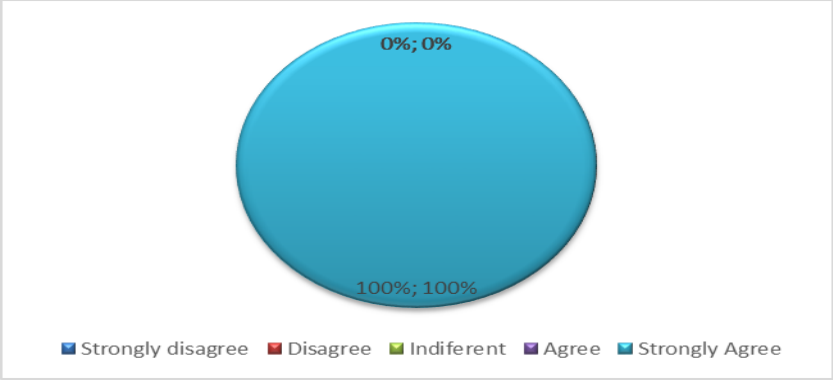
Table 2

2. The use of visual materials in students promotes the independent learning style in ELT?		
CATEGORY	FREQUENCY	PERCENTAGE
Strongly disagree	0	0%
Disagree	0	0%
Indiferent	0	0%
Agree	0	0%
Strongly Agree	5	100%
Total	**5**	**100,00%**

Source: Julio Pimentel Carbo High School

Elaborated By: Joseline Fajardo Casco

Graph2



Source: Julio Pimentel Carbo High School
Elaborated By: Joseline Fajardo Casco

ANALYSIS

The 100% of surveyed teachers shows the importance of using pedagogical material for a better teaching process, with the total of 100% strongly agree and the acceptance of this feasibility project.

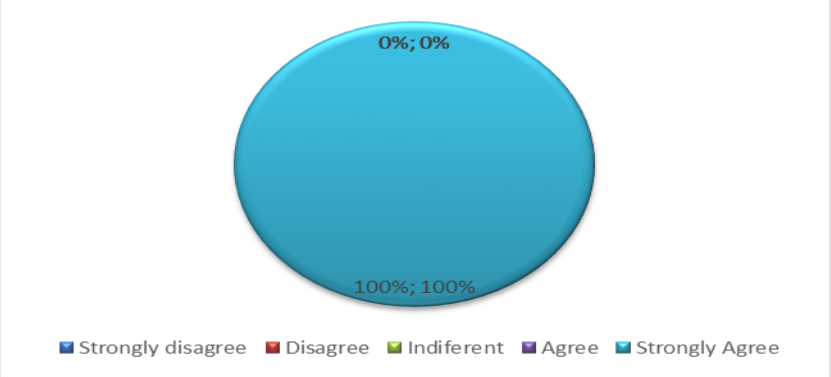
3. Do you consider students can learn English vocabulary by using computer rather than in class?

TABLE 3

3. Do you consider students can learn English vocabulary by using computer rather than in class?		
CATEGORY	FREQUENCY	PERCENTAGE
Strongly disagree	0	0%
Disagree	0	0%
Indiferent	0	0%
Agree	0	0%
Strongly Agree	5	100%
Total	**5**	**100%**

Source: Julio Pimentel Carbo High School
Elaborated By: Joseline Fajardo Casco

GRAPH 3



Source: Julio Pimentel Carbo High School
Elaborated By: Joseline Fajardo Casco

ANALYSIS

The total of 100% of teachers strongly agree with the use of extra material in class, some teachers have traditional methods and they refuse to use computers because of lack of knowledge.

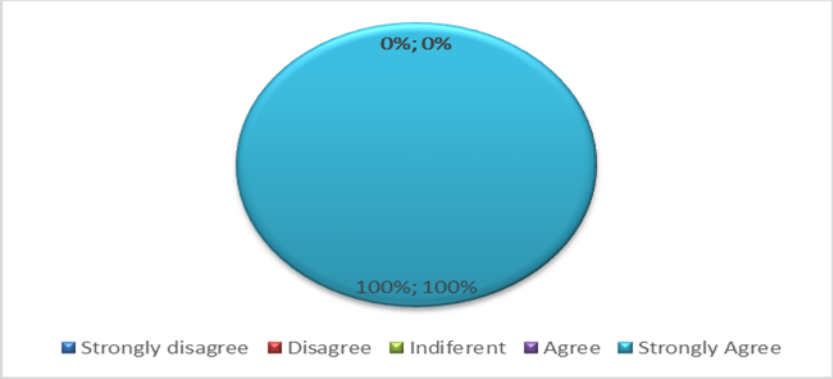
4. Applying a manual support with active and dynamic exercises might improve the process of English Language Teaching (ELT)?

TABLE 4

4. Applying a manual support with active and dynamic exercises might improve the process of English Language Teaching (ELT)?		
CATEGORY	FREQUENCY	PERCENTAGE
Strongly disagree	0	0%
Disagree	0	0%
Indiferent	0	0%
Agree	0	0%
Strongly Agree	5	100%
Total	**5**	**100%**

Source: Julio Pimentel Carbo High School
Elaborated By: Joseline Fajardo Casco

GRAPH 4



Source: Julio Pimentel Carbo High School
Elaborated By: Joseline Fajardo Casco

ANALYSIS

The total of 100% of teachers reveals strongly agree with the technology applied the school community so that students will develop new strategies to reinforce the four skills of the language.

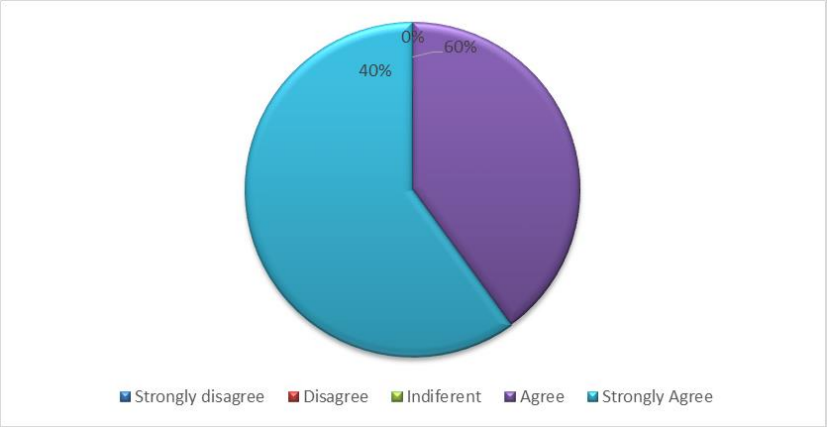
5. Teachers give reinforcement activities at the end of the class to consolidate vocabulary and grammar structures.

TABLE 5

5. Teachers give reinforcement activities at the end of the class to consolidate vocabulary and grammar structures.		
CATEGORY	FREQUENCY	PERCENTAGE
Strongly disagree	0	0%
Disagree	0	0%
Indiferent	0	0%
Agree	2	40%
Strongly Agree	3	60%
Total	**5**	**100%**

Source: Julio Pimentel Carbo High School
Elaborated By: Joseline Fajardo Casco

GRAPH 5



Source: Julio Pimentel Carbo High School
Elaborated By: Joseline Fajardo Casco

ANALYSIS

This graph reveals the way of teaching English in class, using traditional and sometimes non-pedagogical process. With a 60% strongly agree and 40% agree with extra activity in order to reinforce student's knowledge.

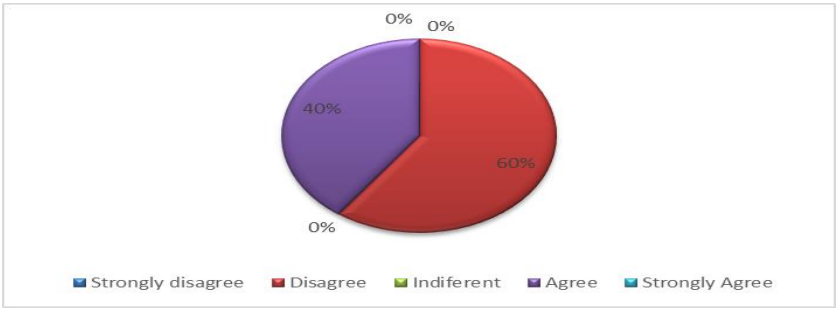
6. I use Technological and virtual resources to teach English grammar structures and vocabulary

TABLE 6

6. I use Technological and virtual resouces to teach English grammar structures and vocabulary		
CATEGORY	FREQUENCY	PERCENTAGE
Strongly disagree	0	0%
Disagree	3	60%
Indiferent	0	0%
Agree	2	40%
Strongly Agree	0	0%
Total	**5**	**100%**

Source: Julio Pimentel Carbo High School
Elaborated By: Joseline Fajardo Casco

GRAPH 6



Source: Julio Pimentel Carbo High School
Elaborated By: Joseline Fajardo Casco

ANALYSIS

There is a partial result according to this question. The 60% of teachers disagree with new changes in school system while the 40% agree with it. The inefficient usage of any didactic and motivational resources in teachers affects the procedure in English Language Teaching ELT, and some teachers need to adapt new strategies in students using extra material.

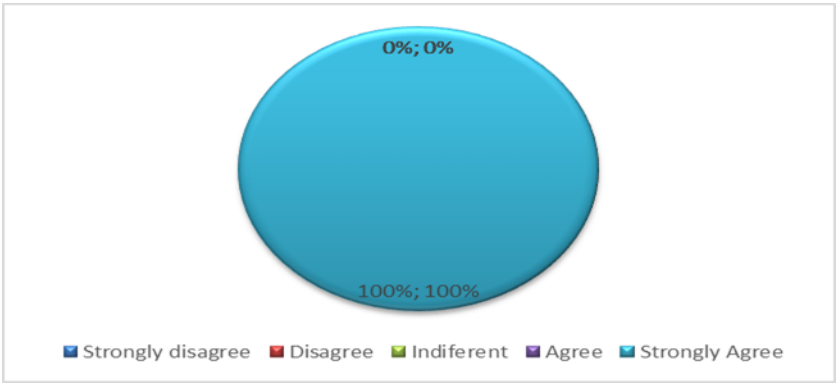
7. Audiovisual media makes the most attractive and clear explanations to increase English language acquisition

TABLE 7

7. Audiovisual media makes the most attractive and clear explanations to increase English language acquisition		
CATEGORY	FREQUENCY	PERCENTAGE
Strongly disagree	0	0%
Disagree	0	0%
Indiferent	0	0%
Agree	0	0%
Strongly Agree	5	100%
Total	**5**	**100%**

Source: Julio Pimentel Carbo High School
Elaborated By: Joseline Fajardo Casco

GRAPH 7



Source: Julio Pimentel Carbo High School
Elaborated By: Joseline Fajardo Casco

ANALYSIS

There is 100% of teachers who strongly agree with the importance of using technology and virtual classes, they might encourage students to increase their knowledge through learning new words and vocabulary, so that they will be able to apply it in their daily lives.

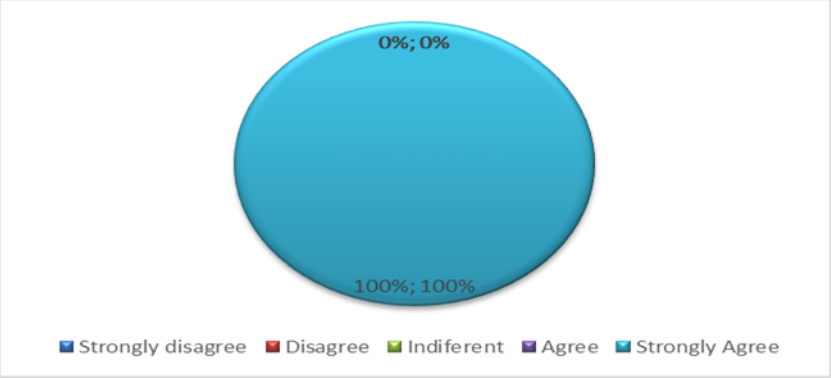
8. It is easier to learn English using online exercise and improve the four skills of the language.

TABLE 8

8. It is easier to learn English using online exercise and improve the four skill of the language.		
CATEGORY	FREQUENCY	PERCENTAGE
Strongly disagree	0	0%
Disagree	0	0%
Indiferent	0	0%
Agree	0	0%
Strongly Agree	5	100%
Total	**5**	**100%**

Source: Julio Pimentel Carbo High School
Elaborated By: Joseline Fajardo Casco

GRAPH 8



Source: Julio Pimentel Carbo High School
Elaborated By: Joseline Fajardo Casco

ANALYSIS

100 percent of English teachers strongly agree with the use of internet to develop the four skills of English Language. Teachers can find all kind of information to reinforce the activities in class. They need to adapt in their programs some activites such as a manual support to make teacher's class interesting.

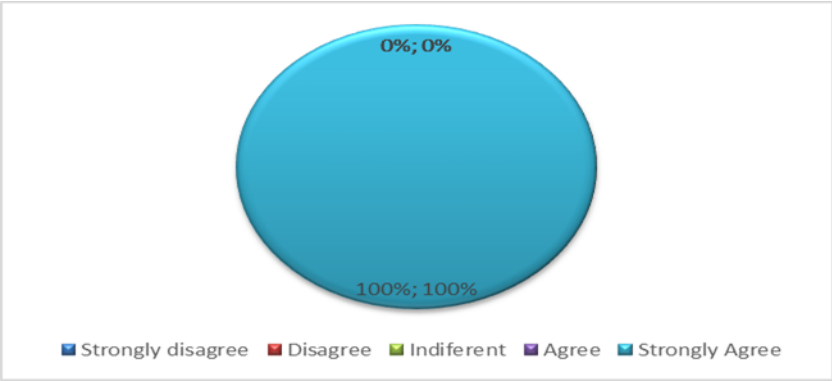
9. EFL teachers must receive training courses to improve the way of teaching and apply different methodological strategies in students

TABLE 9

9. EFL teachers must receive training courses to improve the way of teaching and apply different methodological strategies in students		
CATEGORY	FREQUENCY	PERCENTAGE
Strongly disagree		0%
Disagree		0%
Indiferent	0	0%
Agree	0	0%
Strongly Agree	5	100%
Total	**5**	**100%**

Source: Julio Pimentel Carbo High School
Elaborated By: Joseline Fajardo Casco

GRAPH 9



Source: Julio Pimentel Carbo High School
Elaborated By: Joseline Fajardo Casco

ANALYSIS

Once again it is reflected the importance of having currently teachers to offer a good education in children and teenagers. It is important to have teacher training courses to be updated and improve their way of teaching.

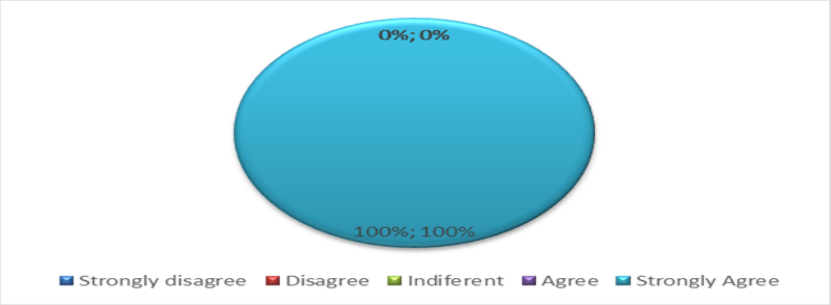
10. The use of online courses and a manual with visual materials encourage students to do their homework, learn and improve English skills in an easier way.

TABLE 10

10. The use of online courses and a manual with visual materials encourage students to do their homework, learn and improve English skills in an easier way.		
CATEGORY	FREQUENCY	PERCENTAGE
Strongly disagree	0	0%
Disagree	0	0%
Indiferent	0	0%
Agree	0	0%
Strongly Agree	5	100%
Total	**5**	**100%**

Source: Julio Pimentel Carbo High School
Elaborated By: Joseline Fajardo Casco

GRAPH 10



Source: Julio Pimentel Carbo High School
Elaborated By: Joseline Fajardo Casco

ANALYSIS

In this question there is a 100% of acceptance with strongly agree and agree with a new material to improve ELT and increase their knowledge using some resources to encourage students to study themselves and find their own doubts by using online exercises.

CHAPTER 4

4. FINAL CONCLUSION

4.1. Problems and Limitations

This manual support has the purpose to increase the English language knowledge through learning new vocabulary from the content unit and it is easy to apply in eighth graders. It does not imply any changes in their school curriculum approved by the Ecuadorian government, for that reason this is a helpful tool for teachers to reinforce the activities in class through a variety pedagogical resources and it can be done at home or school. There is a huge acceptation by the principal of the school and the English coordinator to adapt this new didactic strategy in the classroom.

At the moment to implement the project at school the problems that it presents was the slow acceptation by the directors. Since the project started it was easy to see the weak performance in teachers' pedagogy using tradicional methods without realizing about the use virtual screen or youtube videos the school has. The limitations were not technological, it was the school community that had a wrong connotation about the use of visual resources in order to teach vocabulary in an effective way.

4.2. Conclusion

- The research presented concerning listening vocabulary, that it was really difficult for students to work based on the top-down approach, in other words, identify the general context of the text, identify main ideas and make inferences. They were able to recognize specific information and fill n gaps because we as teachers make emphasis on the bottom-

up approach and most of the time we limit the listening task to some kinds of exercises. Finally, the fact of working with authentic materials such as songs was a meaningful aspect for students because they were engaged in the activities, learnt the song's lyrics and this helped them to increase their vocabulary.

- Regarding speaking, the materials used were successful since they were chosen according to the student's needs and interests which is not just a fundamental aspect in the learning process because they support learners, but also because they help teachers conform particular systems of values regarding the language and cuture in study. Beside that, we evidenced the the communicative activities such as role plays and mingling activities among others, allowed learnerd to interact and use the language with communicative purpose which is one of the objectives of the communicative approach. Moreover, we could observe that our students overvcame the shyness to speak, they became motre conficent, no matter the mistakes they could make.

- It was confirmed the beliefs that sutdents enjoy learning by playing, so that is why we as teachers all time should look for activities that really engage students in order to facilitate their learning and encouraged them to participate actively in the class. It is confirmed the lack of teaching training to teach English language; inattention and disinterest is also shown in eighth graders. According to answers taken from the surveys, some teachers said that it is necessary to apply teaching resources for the cognitive development and improve English Language teaching and learning process (ELT).

- Teachers, coordinators and authorities think that a teaching guide with activities is important to develop and reinforce the vocabulary content

from the curriculum. The use of technology and virtual resources make ELT an interactive and motivated classroom between teachers and students. It also provides a constructive and meaningful learning. Learning English as a second language demands effort and in some cases students have to use their mother tongue more than the English language learned in class.

4.3 Recommendations

Teachers of English subject should thoroughly study Communicative Approach and use it for classroom teaching. It is necessary to use various communicative activities while teaching and be optimistic while using CLT. They also must prepare teaching aids on their own, maximum reference material and realia should be used for teaching. It is recommended a frequent monitoring, and peer observation in order to test the feasibility of the manual support and its effects in reinforcement of vocabulary with the aim of improving the relationship between teacher and student and reinforcing cognitive approach through online exercises.

Teachers should avoid using mother-tongue every now and then and use maximum English for teaching. It is important to have English conversation among teachers and authorities to motivate the students, or give a lot of exposure for listening to good English, speaking and interacting English in the class and outside the class in order to increase the vocabulary. Trained teachers to teach English should be there at eighth level so as to help effective teaching at higher level.

Incorporate in teacher's annual plans some motivational and online activities with a word list learned by students to reinforce the previous

knowledge. The teacher must be currently updated and the school community must see the interests of students through a quality in education according to the National development for a good living. Schools should provide various teaching aids to the teachers for teaching English. Workshops, seminars for English subject should be arranged periodically by the schools and more teachers should be encouraged for participation.

Teacher should tolerate students' mistakes and should encourage them to speak English without hurting them. Teacher should emphasize the use of dictionary in the class and use maximum English for teaching in the class. It is important to have English conversation among teachers and authorities to motivate the students.

Bibliography

Arce Ardila, B. (2015). *Vocabulary acquisition through word Association as a tool to enrich translator's lexical repertoire.* Guayaquil: Repositorio de Tesis de la Universidad Catolica Santiago de Guayaquil .

Cabrera, C., & Espinosa, B. (2008). *Desafíos de la educación en el Ecuador: Calidad y equidad*. Retrieved from https://books.google.com.ec/books?id=pPM2fgmJLjMC&pg=PA18&dq=esteves+2008+educacion&hl=es&sa=X&ved=0CCcQ6AEwAmoVChMIuoCO6rGFxgIVs0yMCh3VeQCG#v=onepage&q=esteves%202008%20educacion&f=false

Carranco, S. (2014). *La metodlogía de enseñanza del idioma nglés y su incidencia en la expresion oral de los estudiantes.* Amabato: Repositorio de la Pontifica Universidad Tecnica de Ambato .

Cavanaugh, C. &. (2014). The Secret to Powerful Writing: Activate, Activate, Activate!. *Perini/Cavanaugh 2*, 5.

Celce-Murcia, M. B. (2010). *Teaching Pronunciation Hardback with Audio CDs (2): A Course Book and Reference Guide. .* New York: Cambridge University Press.

Childress, D. C. (2010). Education in the United Sates and Filand: A comparative Analysis. 10. Retrieved from http://www.aurora.edu/documents/academics/special-programs/honors/Deanna%20C.%20Childress%20-%20Education%20in%20the%20United%20States%20and%20Finland.pdf

Chmielowiec, K. (2011). *Integrating Authentic Visual Materials.* Lublin: repositorio de la Uniwersytet Marii Curie-Skłodowskiej.

Código Orgánico de la Niñez y Adolescencia. (2009). Quito-Ecuador.

Constitución de la República del Ecuador. (2009).

Crain, W. (2015). *Theories of development: Concepts and applications.* New York: Psychology Press.

Derechoecuador. (2013). Retrieved 2013, from http://www.derechoecuador.com/index.php?Itemid=457&id=4424&option=com_content&task=view

Dogra, R. K. (2013). *Mental health in children: an overview. .* Haryana: Dysphrenia,.

Ecuador Inmediato. (2012). *Ecuador tiene falencias en la enseñanza del inglés*. Retrieved from http://www.ecuadorinmediato.com/index.php?module=Noticias&func=news_user_view&id=177467&umt=ecuador_tiene_falencias_en_ensenanza_del_ingles_promedio_en_escuelas_y_colegios_es_13_sobre_20

Helman, L. T. (2011). *Words their way with English learners: Word study for phonics, vocabulary, and spelling.* Boston: Pearson Higher Ed.

Hernández, R. F., & Baptista, P. (2010). *Metodología de la Investigación.* México: Mc Graw Hill.

Hiebert, J. G. (2013). A knowledge base for the teaching profession: What would it look like and how can we get one?. *Educational researcher,*, 62.

Iribemwangi, P. I. (2014). Language Games and Language Teaching in Kenya: The Case of Kiswahili in Lower School. *Journal of Education and Practice* , 15.

MAYORGA, C. (2013). *Metodología De La Investigacion.* Editorial Panamericana.

Mejia, M. (2010, p.38). *Educación en la globalización.* Colombia: Ed. Desde abajo.

Ministerio de Educación. (2010). *Bases pedagógicas del diseño curricular*. Retrieved from http://educacion.gob.ec/wp-content/uploads/downloads/2012/08/Bases_Pedagogicas.pdf

MINISTERIO DE EDUCACIÓN. (2014). *REGLAMENTOS DE EVALUACIÓN* . Retrieved from http://educacion.gob.ec/wp-content/uploads/downloads/2013/10/Instructivo_para_evaluacion_estudiantil_2013.pdf

Pervaiz K, A. (2012). Administración de la Innovación. In A. Pervaiz K, *Administración de la Innovación.* Pearson Educación.

Peters, M. A. (2013). *Managerialism and the neoliberal university: Prospects for new forms of "open management" in higher education.* New York: Contemporary Readings in Law and Social Justice,.

Pritchard, A. (2013). *Ways of learning: Learning theories and learning styles in the classroom.* London : Routledge.

Ramiréz, M. (2012). *Usage of Multimedia Visual Aids in the English Language Classroom: A Case Study at Margarita Salas Secondary School (Majadahonda).* Barcelona: Repositorio de la universidad de Complutense.

Richards, J. C. (2014). *Approaches and methods in language teaching.* Cambridge: Cambridge university press.

RIGAL, R. (2010,Pag 223). *Educación motriz y educación psicomotriz en preescolar y primaria.* Barcelona España: Editorial Inde Publicaciones.

Rose, G. (2016). *Visual Methodologies: An introduction to researching with visual material.* London : Sage.

Saltos, R. (2011). *El derecho especial de menores y el código de la niñez y adolescencia.* Guayaquil: Biblioteca jurídica.

San Chee, Y. (. (2016). *theory of Game-Based Learning as Performance. In Games-To-Teach or Games-To-Learn.* Singapore: Springer Singapore.

Senescyt. (2013). *Teach English scholarship*. Retrieved from http://programasbecas. educacionsuperior.gob.ec/programas/becas-en-el-exterior/becas-ensena-ingles#descripción

Sternberg, J. (2012). 'It's the end of the university as we know it (and I feel fine)': the Generation Y student in higher education discourse. *HERDSA, 31*. doi:http://www.tandfonline.com/doi/abs/10.1080/07294360.2011.559193

UNICEF. (2000). *Estado de los Derechos de la Niñez y Adolescencia en Costa Rica.* Retrieved Junio 5, 2013, from http://www.unicef.org/costarica/docs/cr_pub_EDNA_I_CR.pdf

WAGNER, C. (S.f.). *Lengua y Enseñanza.* Santiago de Chile: Edit. Andres Bello.

Watkins, J. &. (2011). Using YouTube in the EFL Classroom1. . *Language Education in Asia*, 113-113. doi:http://dx.doi.org/10.5746/LEiA/11/V2/I1/A09/Watkins_Wilkins

APPENDIX

UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

SURVEY TO STUDENTS

Objetive: To get information related to the use of visual materials to increase English vocabulary acquisition in the eighth year students at Julio Pimentel Carbo high school

The requested information in the next survey will be handled confidentially, it does not require your personal data. We thank you for your cooperation.

Mark with an x the option you. Consider.

QUESTIONS	**Strongly Disagree**	**Disagree**	**Indifferent**	**Agree**	**Strongly Agree**
	1	**2**	**3**	**4**	**5**
1. Teachers must promote an active learning by using playful activities in order to improve the use of new vocabulary form the textbook.					
2. Teachers must presents the new class and vocabulary with dynamism and enthusiasm before presenting the new unit or topic					
3. Teachers must give students an extra helpful material to reinforce new words from the units using visual figures and exercises					
4. Teachers and all the school community should be updated in using technology in teaching and learning process.					
5. Teachers give reinforcement activities at the end of the class to consolidate vocabulary and grammar structures.					
6. Teachers seeks any pedagogical processes for students to create their own sentences or idea using new vocabulary learned in classes.					
7. Audiovisual media makes the most attractive and clear explanations to increase English language acquisition					
8. It is easier to learn English using online exercise and improve the four skill of the language.					
9. EFL teachers must receive training courses to improve the way of teaching and apply different methodological strategies in students					
10. The use of online courses and a manual with visual materials encourage students to do their homework, learn and improve English skills in an easier way.					

UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

SURVEY TO TEACHERS

Objetive: To get information related to the use of visual materials to increase English vocabulary acquisition in the eighth year students at Julio Pimentel Carbo high school

The requested information in the next survey will be handled confidentially, it does not require your personal data. We thank you for your cooperation.

Mark with an x the option you. Consider.

QUESTIONS	**Strongly Disagree**	**Disagree**	**Indifferent**	**Agree**	**Strongly Agree**
	1	**2**	**3**	**4**	**5**
1. Teachers must promote an active learning by using playful activities in order to improve the use of new vocabulary form the textbook.					
3. The use of visual material in students promotes the independent learning style in ELT.					
3. Do you consider English vocabulary by using computer is an easier learning method rather than in class?					
4. Applying a manual support with active and dynamic excercises might improve the process of Teaching and learning English?					
5. Teachers give reinforcement activities at the end of the class to consolidate vocabulary and grammar structures.					
6. I use technological and virtual resources to learn English grammar structures and vocabulary					
7. Audiovisual media makes the most attractive and clear explanations to increase English language acquisition					
8. It is easier to learn English using online exercise and improve the four skill of the language.					
9. EFL teachers must receive training courses to improve the way of teaching and apply different methodological strategies in students					
10. The use of online courses and a manual with visual materials encourage students to do their homework, learn and improve English skills in an easier way.					

LESSON PLAN

Class: Eighth year **Date: May 16th** **Time: 8:00 – 8:40 a.m.**

Overall aim: Talking about activities happening at the moment

Teacher's name: Joseline Fajardo

Activity	Material and aids	Time needed	Skills to be practised	Problems anticipated
1 Talking about what are you doing right now? Students will use –ing structure.	**Realia Textbook**	**15**	**speaking**	**Lack of vocabulary to use the ing structure.**
2 ask students to write some sentences using the present progressive; remind the basic rules of the structure.	**Notebook Textbook**	**10**	**Writing**	**Students may not recognize the structure that is been used.**
3 listening to a conversation a fill in the blanks using the correct form of the verb, the activity can be done in groups.	**Cd player textbook**	**15**	**Listening writing**	**Students absence may be a problem to form the groups**

LESSON PLAN

Class: Eighth year **Date: May 17th** **Time: 8:40 – 9:20 a.m.**

Overall aim: Talking about activities happening at the moment

Teacher's name: Joseline Fajardo

Activity	Material and aids	Time needed	Skills to be practiced	Problems anticipated
1.talk about your immediate and extended family.	**Realia Textbook**	**15**	**speaking**	**Lack of vocabulary about family members**
2.describe memories of growing up using used to and would	**Notebook Textbook**	**10**	**Writing**	**Students may not recognize the structure of used to and would.**
3. give opinions with expressions like if you ask me. **4. Agree with expressions like absolutely and that's true.**	**Cd player textbook**	**15**	**Listening writing**	**Students absence may be a problem to form the groups**

LESSON PLAN

Class: Eighth year **Date: May 18th** **Time: 8:00 – 8:40 a.m.**

Overall aim: Talking about activities happening at the moment

Teacher's name: Joseline Fajardo

Activity	Material and aids	Time needed	Skills to be practised	Problems anticipated
1 read and talk about a funny magazine story	**Realia Textbook**	**15**	**speaking**	**Lack of vocabulary to use the given structure.**
2 listen and talk about funny stories	**Notebook Textbook**	**10**	**Writing**	**Students may not recognize the structure that is been used.**
3 write a story using punctuation for conversations	**Cd player textbook**	**15**	**Listening writing**	
4 talk about eating habits using countable and uncountable nouns, how much, and how many.				**Students absence may be a problem to form the groups** **Lack of prior knowledge**

LESSON PLAN

Class: Eighth year **Date: May 19th** **Time: 8:00 – 8:40 a.m.**

Overall aim: Talking about activities happening at the moment

Teacher's name: Joseline Fajardo

Activity	Material and aids	Time needed	Skills to be practised	Problems anticipated
1 make offers and promises with will	**Realia Textbook**	**15**	**speaking**	**Lack of vocabulary to use the given structure.**
2 agree to something using all right	**Notebook Textbook**	**10**	**Writing**	**Students may not recognize the structure that is been used.**
3 make predictions and discuss future plans with will, may and might	**Cd player textbook**	**15**	**Listening writing**	**Students absence may be a problem to form the groups** **Lack of prior knowledge**

LESSON PLAN

Class: Eighth year **Date: May 20th** **Time: 8:40 – 9:20 a.m.**

Overall aim: Talking about activities happening at the moment

Teacher's name: Joseline Fajardo

Activity	Material and aids	Time needed	Skills to be practised	Problems anticipated
1 read and talk about a funny magazine story	**Realia Textbook**	**15**	**speaking**	**Lack of vocabulary to use the given structure.**
2 listen and talk about funny stories	**Notebook Textbook**	**10**	**Writing**	**Students may not recognize the structure that is been used.**
3 write a story using punctuation for conversations	**Cd player textbook**	**15**	**Listening writing**	
4 talk about eating habits using countable and uncountable nouns, how much, and how many.				**Students absence may be a problem to form the groups** **Lack of prior knowledge**

Source: Julio Pimentel Carbo High School

Elaborated by: Joseline Fajardo

Source: Julio Pimentel Carbo High School

Elaborated by: Joseline Fajardo

Source: Julio Pimentel Carbo High School

Elaborated by: Joseline Fajardo

URKUND

Urkund Analysis Result

Analysed Document: TESIS - JOSELINE FAJARDO.docx (D18608648)
Submitted: 2016-03-17 23:15:00
Submitted By: jmoraz@ulvr.edu.ec
Significance: 7 %

Sources included in the report:

PROYECTO NEIRA FRANCO 11 FEBRERO 2015 SIN GRAFICOS.odt (D13200780)

Instances where selected sources appear:

1

Presidencia de la República del Ecuador

Plan Nacional de Ciencia, Tecnología, Innovación y Saberes

senescyt

REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA

FICHA DE REGISTRO DE TESIS

TÍTULO Y SUBTÍTULO: The Use of Visual Materials to Increase English Vocabulary Acquisition in Eighth Year Students at Julio Pimentel Carbo High School.

AUTOR/ES: Joseline Mailyn Fajardo Casco	TUTOR: MTEFL. Janeth Mora Zapater
	REVISORES: MsC. Geovanni Freire Jaramillo MsC. Xavier Torres Freres MsC. Jadira Granizo MsC. Mario Mejía Alarcón
INSTITUCIÓN: Universidad Laica Vicente Rocafuerte de Guayaquil.	FACULTAD: Educación
CARRERA: Ciencias de la Educación Mención - Inglés	
FECHA DE PUBLICACIÓN:	No. DE PÁGS: 66

TÍTULO OBTENIDO: Licenciado en Lengua Inglesa - Mención En Enseñanza y Administración de Sistemas Educativos en Tefl.

ÁREAS TEMÁTICAS: Educación

PALABRAS CLAVE: Vocabulary, visual materials, communication, fun activities.

RESUMEN: In learning English, the first aspect of English that should be mastered by elementary students is vocabulary. It is one of the elements that link to the four skills of speaking, listening, reading, and writing in order to communicate well in English. The purpose of this research is to study the use of visual aids to improve English vocabulary in eighth year students by using a guide with fun activities to keep the image in student's previous knowledge and apply it in their daily life, and offer teachers some pedagogical tools to optimize their way of teaching in EF learners by using visual resources to diffuse their knowledge and make the classes significant and emotional. The field research is taken from students at Julio Pimentel Carbo High School. Data for this research were gathered through a deep investigation of famous theorists and linguists that have proposed their thoughts and studies through qualitative and quantitative methodology. On the basis of the results of this research it can be concluded that teachers use old and traditional teaching and learning process in modern students who like to learn by themselves by using online activities on internet, therefore classes turns boring and students become exhausted. This is a very intensive study that collects a lot of information, the main objective is to change traditional into a dynamic and funny classroom by developing Visual resources and activities with games, pictures cards, videos on line and other suitable strategies and techniques to reinforce the English Language.

No. DE REGISTRO:	No. DE CLASIFICACIÓN:	
DIRECCIÓN URL:		
ADJUNTO PDF:	[x] SI	[ ] NO
CONTACTO CON AUTOR/ES	Teléfono: 0990865733	E-mail: joseline062009@hotmail.com
CONTACTO EN LA INSTITUCIÓN:	Nombre: Ab. Michelle Vargas Aguilar. Secretaria de la Facultad de Educación.	
	Teléfono: 2596500 ext. 221	
	E-mail: mvargasa@ulvr.edu.ec	