Universidad Nacional Autónoma de Nicaragua

Facultad Regional Multidisciplinaria FAREM -Estelí

THEME:

Influence of pictures on the acquisition of English vocabulary in 8th grade students at Colegio REACH, during the second semester of 2014.

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Abstract

The topic chosen for this research is the Influence of pictures on the acquisition of English vocabulary in 8th grade students at Colegio REACH, during the second semester of 2014. The title conveys the main purpose: to explore the potential of pictures on the acquisition of English vocabulary in eighth grade students at Colegio REACH. Departing from this objective, some instruments were created and established to get information about the topic of our research.

In order to carry out the goal written before, ten classes were applied with different strategies such as, pair and group activities, information gap activities and task completion activities which are based on Communicative Language Teaching Approach (Richard 2006), and the pictures were presented in different ways such as: collage, cards, pictures, worksheets, games, songs and videos, where students had the chance to develop skill and learn new words in an attractive and easy way. The themes were selected based on the eighth grade English program topics, among them: shopping clothes, sports and games, famous sports people, body parts, ailments, medicine and Wh questions. Most of the lesson plans designed were used in a period of 90 minutes, another classes were applied in 45 minutes.

At the end of each topic, some assessments, to evaluate students´ learning process were employed. Furthermore, for the last day of this phase, students filled a survey questionnaire with the purpose obtaining information about the effectiveness of the strategies and techniques developed during this stage. Most of the students were agree that classes were motivating and funny, also, they expressed preferences about activities such as: videos, songs, games and worksheets.

According with these results, the usage of techniques and methodological strategies written above in the English classes with eighth grade students at Colegio REACH, in La Trinidad, had a positive influence on the acquisition of new vocabulary and should be used to help students to have a good learning.

Introduction

Learning a new language is a challenge for both teachers and students. Due to this fact, teachers and students need to have access to a variety of resources inside and outside the classroom (Harmer, 2007). Moreover, in this globalized world, English teachers are required to be up-to-date with new technologies and teaching methodology. All this with the purpose of helping students learn the English language in the best possible way (Ibid, 2007).

Among the resources teachers may use in order to help students learn some language there are "pictures" (Harmer, 2007, p. 177), which can be of great benefit in acquiring knowledge of the English language. For this reason, this research is aimed at exploring the potential of pictures in English as a Foreign Language classes, specifically on the acquisition of English vocabulary by Nicaraguan secondary students.

This research is outlined in the following way: First, the planning section is presented, which includes the theme, the problem, the objectives, the theoretical framework and the action plan. Then, the second part features the methodological design and, the methodological route. The third part contains the results, the data analysis, the conclusions and recommendations. Finally, the bibliographic references and the annexes are presented at the end of the paper.

Research Problem.

Research question:

What is the influence of pictures in the learning of English vocabulary in 8th grade students at Colegio REACH, during the second semester of 2014?

Problem statement:

Research has revealed that a range of learning resources can have a positive impact on students´ learning of the English language (Harmer, 2007). Moreover, teachers who are creative and are up-to-date with teaching strategies and techniques have more success in teaching the English language than teachers who teach the language in a traditional way (Richards, 2013). Unfortunately, teaching and learning English in Nicaragua is not an easy task. There are many factors that difficult this process (Castillo, 2011). Some of these factors are the lack of students´ motivation towards the English language, the lack of using learning materials and the failure in using teaching resources by educators, among others. Due to the last factor mentioned above, it was decided to carry out this study, addressing the influence of learning resources on the learning of the English language; in other words, about the influence of pictures on the acquisition of English vocabulary by Nicaraguan secondary students .

Objectives:

General objective

To verify the potential of pictures on the acquisition of English vocabulary in eighth grade students at Colegio REACH, during the second semester of 2014.

Specifics objectives

- To identify the kind of pictures the teacher uses through short visits in 8th grade students at Colegio REACH.

- To analyze the influence of the pictures through a survey questionnaire in 8th grade students at Colegio REACH.

- To evaluate the effectiveness of pictures on the acquisition of English vocabulary by students.

- To propose alternatives of methodological strategies to improve the acquisition of vocabulary by 8th grade students at Colegio REACH.

The main objective of this research is to explore the potential of pictures on the acquisition of English vocabulary in eighth grade students at Colegio REACH, as previously noted. Vocabulary is essential in the development of the speaking skill in a foreign language. According to Harmer (1993, p. 159) students are "exposed to a lot of new vocabulary during lessons: by the teacher, by texts or other materials they work with". In other words, it is a necessity for students to acquire English vocabulary in an appropriate way. In this theoretical framework, a characterization of the concept of vocabulary presented, together with methodological orientation about how to teach vocabulary through images. Relevant studies on this field have been reviewed (e.g. Harmer, 1993; Thornbury, 2004; Richards, 2006, etc.).

1.1 What is vocabulary?

According to the Oxford Learners Dictionaries (2014) the term vocabulary can be defined as: "All the words that a person knows or uses". This definition clearly relates the term vocabulary with words. It is well-known that words convey ideas. This vocabulary is an essential means for communication for humans. Vocabulary is then a medium, which carries meaning and leads people to understand and express themselves in all languages (Joklová, 2009).

1.2 What needs to be learned?

According to Ur (2000, pp. 60-62) and Harmer (1993, pp. 156-157), besides knowing the form of the word, learners also need to be familiar with its grammar. Learners need to know, for instance, irregular forms of verbs or plural nouns, the position of adjectives etc. Another aspect in teaching vocabulary is the word formation. If learners know all the structure of each word, then it will be easier for them to use the vocabulary correctly in different contexts.

Teaching the meaning of words includes mainly connecting a word with its equivalent in the real world. This is called "denotation" (Joklová 2009, p. 8). Apart from denotation, connotation of the word (associations and feelings, which arise when the

word is heard) should be taught as well. Many vocabulary items have several meanings depending on their context. In addition, "word meaning is frequently stretched through the use of metaphor and idiom" (Harmer 1993, p. 157). This last fact challenges the learning of vocabulary even more. Furthermore, learners need to be provided with the word sense relations to other words. There are various relationships such as synonyms, antonyms, hyponyms etc.

It is necessary for students to be able to recognize or interpret the meaning of words by context and to know how to use them in the interaction with people in conversations and formal or informal writing (Harmer, 1993 p. 7).

Besides usefulness, "learnability" is another factor influencing the order in which chosen vocabulary will be taught. There are a lot of reasons why words might be easy or difficult to learn. Complicated spelling, pronunciation or meaning might be a reason for a word to be difficult to remember. Generally, concrete things are more learnable then abstract ones, therefore they are always taught first. (McCarthy 1992, p. 86). For example, modals, adverbs, opinions and auxiliaries meanings are most difficult to illustrate through a picture than real objects (real objects, body parts, prepositions of places) because the last ones are concrete and teachers can demonstrate the meaning of them even with the same students as Harmer states (2007, p. 177) "By far the most useful resources in the classrooms are the students themselves"

1.3 How to make vocabulary learning effective?

Thornbury (2004) suggests principles for supporting the process of permanent or long – term remembering. In his summary, he lists several techniques to follow for making vocabulary teaching as effective as possible.

The first principle is repetition. He refers to "repetition of encounters with a word" (Thornbury 2004, p. 24), for example, when students read a text or a passage. Moreover, he stresses the importance of retrieval and use of the new words. While practicing, learners should make decisions about words, e.g. match rhyming words or use new items to complete sentences.

The second principle he highlights is learning the pronunciation of words. This principle is important because students need some correction when pronouncing it incorrectly, grounding in its stress and the rhythm (Ibid, 2004). For example, in some cases students omit the "s" in plural or they do not make the correct intonation of the words or even they add "s" to some irregular nouns. Learners can say "childrens" instead of children and so on.

Finally, Thornbury (2004, p. 25) advises to "visualize a picture for a new word or to link an abstract word with some mental image". Images drawn by students themselves have positive outcomes. Besides imaging, there are other mnemonics, such as making clues from associations with similarly sounding word and its meaning in the mother tongue.

Pictures are then important in acquiring vocabulary because they convey a mental association or familiar meaning to real concept of words. The usage of pictures has many advantages in the learning process. They can also increase students´ motivation and participation, for example, when students encounter pictures of persons or objects they are familiar with.

1.4 Limitations of using pictures in teaching vocabulary.

Pictures are one of these valuable aids. They bring "images of reality into the unnatural world of the language classroom." (Hill 1990, p. 1) Pictures bring not only images of reality, but can also function as a motivating element in the class. However, "pictures have their limitations too". (McCarthy 1992, p. 115) For example in learning vocabulary, pictures are not suitable or sufficient for demonstrating the meaning of all words. (McCarthy 1992, p. 115; Thornbury 2004, p. 81) It is hard to illustrate the meaning of some words, especially the abstract ones such as 'opinion' or 'impact'. Pictures, being suitable for any group of learners independently on age or level, can be used in lots of various ways. In some cases the pictures can give any idea about a small phrase, or a word, but sometimes is difficult to illustrate the meaning of some word. For example: auxiliaries, modals, adverbs, and so on.

Hill (1990, p. 1) listed several advantages of pictures, such as availability (one can get them in any magazines, on the internet, etc.); they are cheap, often free; they are

personal (teacher selects them); flexibility - easily kept, useful for various types of activities (drilling, comparing, etc.), they are "always fresh and different", which means they come in a variety of formats and styles and moreover the learner often wonders what comes next. (Hill 1990, p. 1)

1.5 Techniques in vocabulary learning.

Learners acquire vocabulary in various ways. Students are exposed to a lot of new vocabulary during lessons: by the teacher, by texts or other materials they work with. According to Harmer, a lot of this vocabulary is "automatically absorbed". (1993, p. 159). There are many possibilities how to explain or illustrate the meaning of the words. Thornbury claims that vocabulary can be taught "using real objects (called realia) or pictures or mime." (2004, p. 78). Teachers can use real objects to teach vocabulary. However, it is not necessary to use pictures with body parts when can use human resource. As Harmer states (2007, p. 177), "by far the most useful resources in the classroom are the students themselves".

Thornbury (2004) argues also that examples are necessary in vocabulary teaching and learning, "providing an example situation" or "giving several example sentences" (Thornbury 2004, p. 81). Teachers may give students examples about the uses of the words in study in different contexts. This can be done through sentences, phrases and short readings. In this way, students can acquire deep knowledge of meaning of words.

1.6 Strategies

The strategies to be implemented in this study followed a Communicative Language Teaching Approach (Richards, 2006). Those strategies will go together with the use of pictures. Communicative Language Teaching can be understood "as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom" (Richard 2006, p. 2). The communicative approach emphasizes helping students use the target language in a variety of contexts and gives importance to learning the functions of language. Its main objective is to help

students to create meaningful phrases rather than helping to build perfectly correct grammatical structures or achieve perfect

Some of the strategies that can be used to help learners acquire vocabulary in English are:

1.6.1 Pair and group activities

Through pair and group activities, learners have opportunities to use the language and to develop fluency (Richards 2006). Also, this kind of activities give students the opportunity to engage themselves in the class, working individually and collectively according to their needs.

1.6.2 Information-Gap Activities

Through information gap activities "students normally communicate in order to get information they do not possess" (Richards, 2006 p.18) For instance, students may practice a role play[1] in pairs. One student is given the information the other one needs to obtain information.

1.6.3 Task- completion activities

Some examples of task- completion activities are: puzzles, games, map-reading, and other kinds of classroom tasks "in which the focus is on using one's language resources to complete a task" (Richards 2006, p.19). These activities increase students´ motivation, as they use their environment as a learning resource.

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[1] Role plays are activities in which students are assigned roles and improvise a scene or Exchange base don given information or clues. (Harmer, 2007)

Action Plan

This information reflects all activities developed since the phase of diagnosis to identify the possible problem on the acquisition of vocabulary in eighth grade students at Colegio REACH until the creation about the presentation and printing of the document.

No	Activity	Time/place	Participants	Hours
1	Redesigning research protocol	July 2nd to July 6th Erick´s house	Group	20
2	Asking for permission for the classes	July 7th Colegio REACH	Erick	1
3	Choosing the topics to teach.	July 9th Erick´s house	Group	4
4	Redesigning the observation guide to development English classes at Colegio REACH.	July 14th Erick´s house	Group	3
5	Creating the pictures and other materials for the lesson plans.	July 28th to August15^{th} Erick´s house	Group	40
6	Designing the lesson plans.	Auguts18 to August 29th. Erick´s house	Group	20
7	Teaching classes at Colegio REACH: Fridays from 11:15 am to 12:45 (90 minutes)	From August 15th to October 20th Colegio REACH	Group	14
8	Applying the instruments like surveys, observations and final evaluations	October 17th to October 20th Colegio REACH	Group	4
9	Processing and analyzing the data collected.	October 21st to October 31st Anielka´s house	Group	30

10	Writing the first draft for the research paper	November 3rd to November 10th Erick's house	Group	40
11	Revising the first draft with the teacher	November 15th FAREM-Estelí	Group	4
12	Writing the final document for the research project	November 17th to November 26th Erick´s house	Group	35
13	Creating the presentation and printing documents	November 27th to November 30th Erick´s house	Group	20
			Total	**235**

II. Methodological Design

This study followed a participative action research because in this kind of research a group of people identify a problem, do something to resolve it, see how successful their efforts were, and if not satisfied try again. Other characteristic of action research is that the people who do that solving activities that we all engage in every day (O´Brien, 2001)

On the other hand, it was necessary to follow a qualitative design because of the necessity of making observations to draw conclusions about the effectiveness of the learning resources and strategies implemented in the classes. Hiatt (1986) points out that:

> Qualitative research methods focus on discovering and understanding the experiences, perspectives, and thoughts of participants—that is, qualitative research explores meaning, purpose, or reality. In this research we are describing characteristics of a group of students in this case their knowledge about vocabulary in their learning process (p.148)

In order to explore the potential of pictures on the acquisition of English vocabulary, it was necessary to design lesson plans. Moreover, some didactical resources such as a digital camera, a computer, speakers, worksheets, and a data show were used during the application of the strategies.

For purposes of this study, a variety of research instruments were used. These were a complete and comprehensible questionnaire (See annex 2), an observation guide (see annex 1)). With the application of the observation guide, it was pretended to identify the strategies the teacher used to develop the English classes, and the influence on usage of pictures in the teaching learning process. Through the in depth interview, it was intended to determine the effectiveness of the pictures used by the teacher on acquisition English language vocabulary. The survey questionnaire was administered to students, with the purpose of knowing their point of view about the development of the English class. In this one, some statements about the materials used by the teacher in the learning process, the methodology applied, the resources that the school has and so on, were included.

The participants of this study were students of eighth grade of Colegio REACH in La Trinidad. This research was carried out during the second semester 2014. The way in which they were selected is presented as follows:

Universe	128 students
Population	28 students
Sample	28 students

The universe is the quantity altogether of students studying at Colegio REACH, in other words, 128 students. The population (28 students) corresponds to the total amount of students enrolled in the eighth grade at the school. For this research, a sample of 28 students was taken.

Once the instrumented were applied, the qualitative data was processed with the use of office tools, such as Microsoft word and Microsoft Excel. These tools were useful in showing the results in charts and graphics and to draw conclusions derived in the general and specifics objectives.

2.1 Methodological route

To develop to this research, first a diagnostic study was carried out, through the application of observation guide and survey questionnaire to students of eighth grade at Colegio REACH in la Trinidad, with the purpose of obtaining information about the didactic resources used on the acquisition of English vocabulary. One of the main problems expressed by students was the acquisition of vocabulary in a traditional way. For this reason, it was decided to apply some strategies such as pair and group activities, information gap activities and task completion activities these strategies will follow a *Communicative Language Teaching Approach* (Richards, 2006) furthermore they will be combined with the usage of attractive materials to let students be motivated during the class.
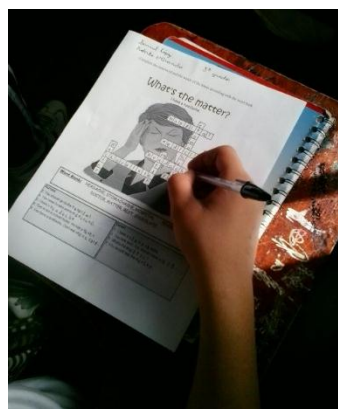
To put into practice these strategies, ten classes were developed, being the first one on Friday August 15th and the last one on Monday October 20th 2014. In the first English class were applied the strategies pair and group activities and information gap (role play). According with the monthly organization the topic to be taught was: Shopping clothes. Students were assigned roles and improvised a scene based in a real situation. They practiced the pronunciation, and then they practiced with a partner. This activity was directed in pair groups but some students preferred to interact with the teachers granted that, they felt comfortable and motivated.

In the sixth class, on Wednesday October 1st, 2014 was administered the strategy task completion activity was applied. The theme developed this day was: Ailments. Each student worked with worksheets. They had to complete the crossword and the words of the boxes according with the word bank about ailments. Students liked this kind of activity because they expressed it was funny and they were very interested in doing it.

It is important to mention that pictures were presented in different ways through videos, songs, collages, power point slides and digital storytelling to facilitate the acquisition of new vocabulary. Students were interested and participated actively during the classes. Most of cases, some of these techniques were used at the same time. For instance, in the second English class on Wednesday August 27th 2014 the topic to be taught according to the monthly organization was: Sports and games.

Students watched a video and then, they completed one graphic (chart) with information from the video. After that, in pair they practiced the role play with a partner and then presented that to their classmates and teachers. In the other activity, students looked at the pictures presented by the teacher, they had to identified the sports in each picture and then, they practiced the pronunciation of the vocabulary (they worked using worksheets).

Another example in which is visualized the techniques applied was in the eighth

English class, on Sunday October 12th, 2014. According with the lesson plan the topic to be developed for this day was: *"Ailments: Giving advices"*. The class started with students´ presentations (using collage); this activity was assigned previously (homework) about the last topic: *"Famous sports people"*. After that, teacher remembered the last topic with the students through the dynamic *"Simon says"*. They demonstrated an active participation and it was a funny strategy. Another technique used in this class was the usage of the whiteboard to review the exercise where students had to match the treatment to the ailment. Then, students read a dialog and practiced it with their partner.

At the end of each topic developed, an assignment was administered to the participants to check the effectiveness to the strategies applied. Once finished the classes established in the program one survey questionnaire was applied to get information about all the process in our research.

III. Results
3.1 Diagnosis

A diagnosis study was made with the objective to identify the possible difficulties that students could have on the acquisition of vocabulary. This diagnosis was applied on the first semester, 2014.

Action research[2]… aims to contribute both to the practical concerns of people in an immediate problematic situation and to further the goals of social science simultaneously .On the other hand according to Creswell (2009, p. 178), in a qualitative research "the data collection steps include setting the boundaries for the study, collecting information through observations and interviews, documents, and visual materials, as well as establishing the protocol for recording information". For this reason, we applied a guide observation and a survey questionnaire.

Observation is a data collection method with a meaningful value in a qualitative research. In this method, the researcher "uses himself as an instrument for recording, assessing and measuring information; something that requires sensibility, ability to see, hear, feel and interpret experiences and impressions" (Befring 2007, p. 121).

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[2] Action research is "learning by doing" – a group of people identify a problem, do something to resolve it, see how successful their effort were, and if not satisfied, try again (O´Brien, 2001).

An observation guide was designed. In this were included some points that were considered important to identify the kind of pictures that teacher used during the learning process. The observation guide is attached at the end of this paper. (See Appendix 1).

As a part of the method of this research, a questionnaire has been designed in order to collect information on the experience, motivation, challenges, etc. of the informants. As stated before, in qualitative research informants´ meanings, self – perceptions, intentions and attitudes are central (Befring, 2007). For this reason two surveys questionnaire that gave us collecting data about students´ considerations about the effectiveness of English classes on the acquisition of vocabulary. The surveys questionnaires were administered individually to the participants at Colegio REACH.

Once applied the instruments designed and had taken in mind the data collected some problems were founded such as:

- The acquisition of vocabulary in eighth grade students was been abstract and traditional. Granted that, materials used were not attractive as a result, English classes were little motivating.

- On the other hand, students expressed that in Colegio REACH there were visual aids and audiovisual aids but they were not used during English classes.

- Correspondingly, students said that they were unable to write the words once presented.

- Students did not know how to use the vocabulary in the communication among them.

It was necessary to combine strategies more attractive and motivating to help students acquire vocabulary. Nevertheless, it was necessary look for strategies that help students to connect the vocabulary with the real world because students need to recognize and interpret the meaning of words by context and need to know how to use them in the interaction with people in conversations and formal

or informal writing (Harmer 1993, p. 7) The strategies implemented in this study followed a Communicative Language teaching Approach[3] (Richard, 2006)

- The usage of visual and audiovisual aids to show songs, videos, power point slides.
- Simulations of situations of the real life through role plays.
- Learning vocabulary through games such as Bingo and Simon Says.
- The usage of worksheets to practice the writing of vocabulary.
- To show vocabulary with pictures through collages, digital storytelling[4], and cards.

3.2 Monitoring results and evaluation of the Didactic Plan.

On the application of the survey questionnaire in the diagnostic phase, the students' opinion is the following:

N°	Survey about the usage of didactic resources on the acquisition of English Vocabulary	Strongly agree	Tend to agree	Neutral	Tend to disagree	Strongly disagree
1.	Materials shown by the teacher are attractive and facilitate the motivation in the class?	2	0	6	20	0
2.	During the class do you have the opportunity to practice vocabulary´s pronunciation?	0	3	6	14	5
3.	Is there usage of any visual and audiovisual aids?	0	2	6	8	11
4.	The activities praticed during the clases are good to increase English language vocabulary?	3	3	5	9	8
5.	Can you communicate with your classmates using the new vocabulary?	0	3	4	6	15

This survey was applied during the diagnostic study to the participants with the purpose to know their points of view about the development of the English class especially in the acquisition of vocabulary. According with the results of the survey,

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[3] CLT can be understood as a set of principles about the goals of language teaching (Richards, 2006)
[4] Digital Storytelling consists of a method that combines the traditional art of storytelling with some of the new modern media tools (Bernard, 2008).

the students expressed there is not usage of visual and audio visual aids during English classes. Nevertheless, the principal confirmed the existence of different aids at Colegio Reach. According to (Harmer, 2007) in this globalized world, English teachers are required to be up-to-date with new technologies and teaching methodology. All this with the purpose of helping students learn the English language in the best possible way (Ibid, 2007) in this diagnostic we found that it is a real problem of eighth grade students at Colegio REACH. The survey applied let to check about that. Nonetheless, the application of the strategies written above demonstrate the effectiveness of them, and in the data can be interpreted the opinion of the students once finished the lesson designed.

On the other hand, in the application of the survey questionnaire students expressed that they cannot communicate among them using the vocabulary acquired. It is necessary for students to be able to recognize or interpret the meaning of words by context and to know how to use them in the interaction with people in conversations and formal or informal writing (Harmer, 1993 p. 7). Once found this problem were applied the strategies pair and group activities and Information Gap activities - which are based in *Communicative Language Teaching Approach* (Richard, 2006) – both strategies help students to use the language and as a result, students can communicate among themselves.

Similarly, another difficult manifested was the kind of materials that had being used on the acquisition of vocabulary which was traditional accordingly, English classes were little participative and motivating. There are many possibilities how to explain or illustrate the meaning of the words. Thornbury claims that vocabulary can be
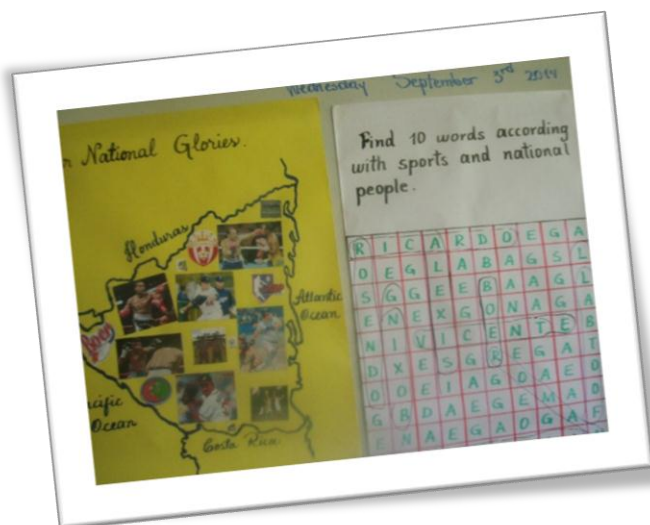
taught "using real objects (called realia) or pictures or mime." (2004, p. 78). However, pictures are easy to get, they can be obtained from magazines, newspapers, also, and they can be used in different moments and with different level. There are many advantages to use pictures because pictures are cheap, personal, and easily keep (Hill 1990, p. 1)

Survey applied during the last stage once finished the English classes.

N°	Survey about the effectiveness of the pictures on the acquisition of vocabulary, which we used during the second semester, 2014.	Yes	No	Excellent	Very good	Good	Bad
1.	Do you consider the material that we used during second semester, help you to acquire new words?	23	5	-	-	-	-
2.	How do you qualify the material used in the lesson class (pictures, worksheets, videos)?	-	-	17	8	1	0
3.	Do you consider strategies implemented facilitated the participations about your classmates and also to yourself during English class development?	26	2	-	-	-	-

According with results obtained from the survey questionnaire most students expressed to agree with questions above shown. Furthermore, students said that strategies used in the class like: Collage, worksheets, acting play scripts, and games; help them to acquire the new vocabulary in English class. Similarly, participants said that strategies applied facilitated the active participation as a result they considered the English classes were dynamic, motivating and funny.

One of the points included in the survey questionnaire was: which exercises done in the English classes would you like continue practicing to acquire vocabulary?

Students expressed preferences about crosswords, words search, games, (Bingo and Simon Says) dialogs, (role plays) and, presentations. These exercises were applied through the strategy Task competition activity (Richard, 2006) some examples of task- completion activities are: puzzles, games, map-reading. (Ibid, 2006). In this question students had the opportunity to choose multiple answers.

Nº	Survey about the effectiveness of the pictures on the acquisition of vocabulary, administered during the second semester, 2014.	Games (Bingo / Simon says)	Crosswords	Word search	Exercises on the board	Songs
4	Which of the exercises done in English classes, would you like continue practicing to acquire vocabulary?	10	7	7	2	5
5	Which of these strategies applied were your favorites?	Collages	Worksheets	Role plays	Games	Pair groups
		9	13	10	20	15
6	How do you qualify the English classes developed in eighth grade?	Motivating	Funny	Participating	Boring	Stressful
		15	21	18	-	2

Once finished the English lessons a short test was designed and administered to the participants. It was important to verify the fulfillment the achievement´s indicator because based in the results teachers can take decisions about the methodologies and strategies implemented. The students results obtained in the test are represented in the next graphic:

Advanced learning (AL)	Satisfactory learning (SL)	Elemental learning (EL)	Initial learning (IL)
12	10	5	1

These data information demonstrates the effectiveness of the strategies applied, through the implementation of these students aiming the achievements indicators. Correspondingly, they improved their language and their vocabulary. To summarize, the graphics and analysis above written let us verify that our research

had good results hence, strategies implemented help eighth grade students on the acquisition of vocabulary through the diversity of pictures shown in each activity during the teaching learning process.

3.3 Evaluation

Once developed this research, were obtained some achievements, which are detailed below:

- ➢ The relationship among students, administrative team, teachers team and researchers let to develop all activities designed in a respect and confidence's environment, as a result, students worked comfortably with all material given in order to their learning.
- ➢ Ten classes were applied, with different techniques and methodological strategies that allowed students to have an active participation, similarly, motivating classes and development of skill in the assignments previously directed by teachers.
- ➢ The acquisition of new vocabulary according with the eighth grade English program topics taught in this level had excellent results. It is shown in the information collected in test applied and survey questionnaire explained before.

One of the main difficulties identified among this process was that some topics were not attractive and interesting for students, because they had abstracts meaning, for example, to facilitate the learning with WH - questions, teachers used pictures with phrases or sentences to illustrate them but it required internalization more complicated from students to understand the meaning. As Thornbury (2004) argues examples are necessaries in vocabulary teaching and learning, "providing an example situation" or "giving several example sentences" (Thornbury 2004, p. 81).

It is important to mention, that the lessons learned are based in the results, granted that, it could prove that students were willing to participate in a spontaneous way and they had a good learning when teachers (English students from FAREM Estelí) used pictures with the appropriate techniques and methodological strategies and the

suitable materials on the acquisition of new words. Students felt interested and motivated when teachers use attractive materials and dynamic classes.

3.4 Methodological contribution

Once finished the application of the strategies and analyzed the data from surveys to the participants we can say that the influence of pictures on the acquisition of vocabulary is beneficial in the learning process. Pictures help students to learn, internalize, and use the vocabulary in different communication in the real world.

Another important point is the usage of visual and audiovisual aids. The usage of them let teachers to be up to date with technological advances and as result, teachers can bring a better teaching learning process. In this globalized world, English teachers are required to be up-to-date with new technologies and teaching methodology. All this with the purpose of helping students learn the English language in the best possible way. (Harmer, 2007)

Not least important is the implementation of games to keep interest and attention from students. Teachers must keep in mind that the students are the main subject in the learning process. In other words, all the activities to develop during the classes should be focused in the student.

3.5 Recommendations

Finished the research and according to the experience in the fieldwork are recommended the following points:

➢ To include different didactic resources that allows acquisition of new vocabulary through attractive materials like: worksheets, cards, videos to let a good attention from students in the period of this class to learn new words. The advantage to use pictures is that they are easy to obtain and can be used in different moments and levels.

➢ To direct funny activities such as games, songs, and videos in order to maintain an interesting class and of course good student's participations. Furthermore, it is necessary that teacher and students create the appropriate materials to acquire vocabulary as an activity to improve their knowledge.

➢ If schools have the visual and audio visual materials teachers should be up to date in the usage of technological materials to make an interactive classes and modern learning. Correspondingly, the usage of visual and audiovisual aids keeps students' attention. For instance, one of the many advantages of videos is that students do not just hear language; they can see corporal expression, gestures and similarly, learners can observe how intonation can match facial expression.

Conclusions

The conclusions of this research are based on the application of different instruments like: observation guide and survey questionnaire (each one is described on the methodological design). Once analyzed all information based on the instruments applied in eight grades at Colegio REACH we concluded that:

Bearing the results about survey questionnaires applied in mind most students understood vocabulary shown by the teacher but they have difficulties to use the vocabulary in a communicative way it let us to know that is necessary to change the strategies applied in the learning process and the teacher has to use methodologies based in communicative language teaching.

The usage of pictures during the class let the students to be more interested in the learning process it was seen during the application of survey questionnaire. The students participated in all activities directed by the teacher; it is another advantage of the usage of pictures because it let them to maintain discipline.

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OBSERVATION GUIDE

Universidad Nacional Autónoma de Nicaragua

Facultad Regional Multidisciplinaria

FAREM – Estelí

Licenciatura en Inglés

Good morning!

"This observation guide is aimed at getting information about the influence of the didactic resources on the acquisition of English vocabulary.

General Information:

School: _____

Subject: _____

Level: _____

Date: _____

Teacher´s name: _____

Time: _____

Content: _____

Development:

N°	Aspect to observe	Yes	No	Observations
1	The students have the opportunity to express their previous knowledge.			
2	During the class the teacher uses didactics material and visual aids.			
3	The methodology applied allowed the active participation of the students.			
4	The teacher directs individual or group work.			
5	The teacher teaches pronunciation and spelling.			
6	The teacher explains grammar rules when teaching vocabulary.			

SURVEY QUESTIONAIRE

	Universidad Nacional Autónoma de Nicaragua
	Facultad Regional Multidisciplinaria
	FAREM – Estelí
	Licenciatura en Inglés

Good morning!

"We are doing a research about the influence of the didactic resources on the acquisition of the English vocabulary. We need your help to answer the following questions about this topic. It is important to give sincere answers. We thank you for your support and attention shown to all the activities."

What is your opinion about the following statements? Put an "X" next to the correct answer.

SA: strongly agree/ TA: tend to agree/ N: neutral/ TD: tend to disagree/ SD: strongly disagree

No.	Statements about the English language vocabulary.	SA	TA	N	TD	SD
1	Materials shown by the teacher are attractive and facilitate the motivation in the class.					
2	During the classes you have the opportunity to Practice the pronunciation of the words.					
3	The teacher uses visual aids such as overhead projector, computer, speakers, etc. in the learning process					
4	The teacher uses other materials like: cards, pictures, worksheets and so on.					
5	The activities practiced during the classes are good to increase English language vocabulary.					

Survey questionnaire 2

Universidad Nacional Autónoma de Nicaragua
UNAN – MANAGUA
Facultad Regional Multidisciplinaria de Estelí
FAREM – ESTELÍ

Names: _____ Date: _____

Sex: F ____, M _____   Age: _____   Level: _____

Dear student:

We are English Students at Facultad Regional Multidisciplinaria (FAREM-ESTELI)
The goal of this survey is to get information about the effectiveness of the pictures on the acquisition of vocabulary, which we used during the second semester, 2014.

This information will be useful for our research, for yourself and for your school too. It is important to give sincere answers, because we will give suggestions to develop your learning process. We thanks to you for your support and attention shown to all the activities."

Write X to answer that you consider is right and do comments to open questions.

1. Do you consider the material that we used during second semester, help you to acquire new words?

Yes	No

2. How do you qualify the material used in the lesson class (pictures, worksheets, videos)?

Excelent	Very good	Good	Bad

3. Do you consider strategies implemented facilitated the participations about your classmates and also to yourself during English class development?

Yes	No

4. About strategies used during English class. What did you like more?

Methodologiacal strategies	
Collages	
Worksheets	
Acting Play Scripts	
Games	

5. What resources used in the English class did you prefer?

Didactics resources	
Pictures	
Videos	
Worksheets	
Digital presentations (Power point)	

6. Qualify with X the English class developed detailed below.

Categories	
Participating	
Motivating	
Funnies	
Stressful	
Boring	

7. What are the obstacles that you face up as student that do not let you the development to acquire new vocabulary in English class?

The lack of language practice	The lack of didactics materials	Wrong methodologies	Lack of visual and audiovisual aids

.
Others: _____

7. Do you consider that in your school are there necessaries materials to develop a good teaching in English subject? Why?

8. What kind of exercises would you like to use on the acquisition of new vocabulary in English class?

9. Could you write some words that you learned during this semester 2014 about the implementation of the use of pictures?

10.   About the strategies applied in the English class, what do you consider was difficult to understand? What did not you like?

Lesson Plan 2

General Information

Subject: English   Level: 8th grade

Date: Wednesday August 27th, 2014   Time: 90 minutes

School: REACH High School

Unit V: Leisure Time

Achievement´s indicator: The student expresses the importance of sports for health.

Topic: Sports

- Games

Target vocabulary:

Sports: tennis, soccer, skiing, golf, sailing, windsurfing, baseball, ice skating, cards, walking, swimming, ice hockey, dancing, bicycling, fishing, boxing, basketball, volleyball.

Activities

- Greetings
- Sing national song
- Check attendance
- Check homework
- Review the last topic

Watch the video and complete the chart

Clothes	Size	Color	Price

In pairs: practice the role play with a partner, and then present that to your classmates and teacher.

The student knows the new topic

- Name all the sports and sports vocabulary that you know.
- What do you think about sports?
- Do you consider that practicing sports is important? Why?

35

- Is there any difference between sports and games?

Look at the pictures presented by the teacher. Identify the sports in each picture. Practice the pronunciation of each one.

Work with the worksheets.

Exercise 1: What are the activities in the photos? Write the correct number.

Show the exercise to your teacher. Correct the mistakes if it is necessary.

Exercise 2: Write the activities in the correct column.

Play	Go + ing
Tennis	Skiing
Soccer	Sailing
Golf	Windsurfing
Baseball	Ice skating
Cards	Walking
Ice hockey	Swimming
	Dancing
	Fishing
	Bicycling

Exercise 3: Work in pairs.

- Look at the pictures and complete the crossword. (Worksheet number 2)

Evaluation

- Compare your answers with your classmates in the board.
- Express the importance of practicing any sports for health.

Homework:

- Complete the sentences with go or play in the simple past tense and the sports. (worksheet number 2).

LESSON PLAN 6.

General information.

Subject: English   **Level:** Eight

Date: Wednesday, October 1^{th,} 2014.   **Time:** 45 minutes

School: Colegio REACH.   **Unit:** VI Health.

Achievement´s Indicator:

- ✓ The student identifies body parts; and is able to explain Nicaraguan medical services.
- ✓ The student names the most common human beings ailments**.**

Topic: Parts of the body

- ✓ Ailments
- ✓ Reinforcement

Target vocabulary: Body parts and ailments.

Can, cook, listen, play, run, see, smell, talk, taste.

Materials: worksheets, notebooks, pens, computer, speakers,

Activities:

- • Greetings

- • Check attendance

- • Check the homework in the notebooks.

- • Remember the last topic through questions about activities practiced in the last meeting.

- • Give general information.

- • Introduce the new topic.

Warm up activity:

Students play bingo.

Organize pair groups.

Direct the realization of the following exercises.

Exercise 1

Fill in the blank with the correct body part.

1. You can run with your _____.
2. You can talk with your _____.
3. You can listen with your _____.
4. You can see with your _____.
5. You can smell with your _____.
6. You can cook with your _____.
7. You can play the piano with your _____.
8. You can taste with your _____.

Exercise 2

The letters for each word are mixed up. Put them in the correct order.

a. Sone _____
b. Cekn _____
c. Keceh _____
d. Yees _____
e. Sare _____
f. Pils _____
g. Tteeh _____
h. Deah _____
i. Acfe _____
j. Gueton _____

Show the exercise to your classmates and teacher.

Compare your answers on the board.

Correct them if is necessary.

Feedback

Exercise 3: Complete the crossword and the words of the boxes according with the word bank

Homework: Complete the sentences with an ailment from the box.

Stomachache	rash	fever	backache	congested

1. My back is sore. _____.
2. Carlos is sneezing a lot. _____.
3. Your head is hot. _____.
4. I am nauseous. _____.
5. Marbely has red itchy skin. _____.

Eighth grade Students and English Teachers at Colegio REACH

Picture taken by Maria Clara Mairena.

Application of test at the end of the English classes

Picture taken by Anielka del Socorro Cardoza Obando

Pictures used in the third English class. Topic to be learned: Sports and games

Picture taken by Anielka del Socorro Cardoza Obando

Student completing the word search in the third class. Topic to be learned: Famous sports people.

Picture taken by Anielka del Socorro Cardoza Obando.

Students working with worksheets in the eighth class. Topic to be learned: Ailments.

Picture taken by Erick Faridt Martínez.

Annex 11

Students watching a video in the third class about famous sports people in Nicaragua.

Picture taken by Anielka del Socorro Cardoza Obando.