



UTMACH

FACULTAD DE CIENCIAS SOCIALES

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

SISTEMA DE ACTIVIDADES BASADAS EN EL USO DE
MÉTODOS VISUALES PARA EL APRENDIZAJE DE VOCABULARIO
EN IDIOMA INGLÉS

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NACIONALES Y EXTRANJEROS

TREJO PEREA DAYANA ESTEFANÍA
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DEDICATION

This work is dedicated to our families who have supported us every day and have given us the necessary strength not to give up and be able to carry out our degree work and finish our university studies.

To our friends who have always been giving us encouragement words to continue and not decline.

Also, we dedicate it especially to all teachers who are part of the National and Foreign Languages Pedagogy career who thanks their effort and sacrifice have taken the career forward and allowed us to be in this stage of our professional training.

Johan Honores

Dayana Trejo

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Johan Honores

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RESUMEN

La utilización de materiales visuales tiene una gran relevancia en la enseñanza de un nuevo idioma. En el idioma inglés su uso destaca ya que apoya en el proceso de aprendizaje de vocabulario de los estudiantes. El presente trabajo de investigación es un estudio descriptivo en el que se analiza el uso de material visual para el aprendizaje de vocabulario en idioma inglés. Para la construcción de marco teórico se recurrió a la documentación bibliográfica la misma que fundamenta la investigación. Adicionalmente, se tomó en consideración realizar un estudio de caso, con uso estudiante del nivel Inicial 1 predispuestos para la investigación de campo en la que se utilizaron 3 métodos investigativos: observación participante, test y encuesta, a través de los cuales se recopiló información necesaria para ser analizada e interpretada. Como resultado, se determina que el uso de material visual dentro del aula aporte significativamente en el aprendizaje del estudiante. Para finalizar, se recomienda que se fomente el uso de material visual en la enseñanza de vocabulario en idioma inglés, siempre y cuando estén en consonancia con los contenidos a enseñar, para que así, se mejore el proceso de enseñanza-aprendizaje de los estudiantes.

PALABRAS CLAVE: Material visual, Aprendizaje, Vocabulario, Aprendizaje de vocabulario en inglés.

ABSTRACT

The use of visual materials is particularly important for learning a new language. These types of materials have relevance during learning vocabulary in English. The following research work has a descriptive study where visual materials are analyzed during their use in learning vocabulary in English. For constructing the theoretical framework, it was needed bibliographical documentation that provides sound arguments to the research. Moreover, it was considered to develop a case study using an initial level student, who was predisposed to participate. The applied research methods were: participant observation, test and survey which helped with the data collection for the analysis and interpretation. As a result, the use of visual materials inside the classroom provided a meaningful learning to the student. Finally, it is recommended to take visual materials into account when teaching English vocabulary as long as they are aligned to the content of the class, with the aim of improving the teaching-learning processes in students.

KEY WORDS: Visual materials, learning, vocabulary, learning vocabulary in English.

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INTRODUCTION

“El inglés ha sido considerado como el idioma de mayor uso en el mundo, por lo que muchas instituciones educativas lo integran en el currículo” (Beltrán, 2017, p.91). Lately, English language teaching has gone through a lot of questioning, as it is considered that students are not attracted to learn due to their teachers' methodology.

Therefore, English language teaching has become one of the most significant challenges for teachers to combat, as they have to teach a language that is considered extremely difficult by students.

For that reason, the use of visual material is indispensable to understand more clearly what is being presented in written content, having a supporting function in the teacher's explanation, and in the student's comprehension.

In recent years, English language learning has left many annoyances because, in many cases, the results have not been as expected, revealing significant shortcomings in the teaching-learning process of this language. “En ciertos países como el Ecuador, el estudio de este idioma no concluye con estándares aceptables a nivel internacional”. (Peña, 2019, p.5)

In the work of Grados y Pinta (2016) in the survey applied to students it is extracted that “Se puede observar que los estudiantes ponen un poco de interés a las clases de inglés por falta de materiales visuales”. (p.40)

English Teaching in Ecuadorian educational institutions requires elements that facilitate the effective learning of the language in students, especially in public schools, which do not always have the necessary resources. Among the most important resources, we have the visual or didactic material, which is insufficient or lacking in many educational establishments.

Ecuadorian education has undergone changes regarding to English language learning, requiring updates in methodology, resources, strategies and techniques to be implemented in the teaching-learning process, which would help maintain dynamism in the classroom, strengthening the acquisition of knowledge in which English vocabulary is immersed.

As the author Agustín (2017) mentions:

Visual materials work as a powerful tool in this aspect, as far as they give teachers the opportunity to show the culture of the target language, the habits and the body language that lie behind the language transactions. All this makes students understand that the use of the target language has a purpose: the real purpose of real communication. (p.17)

In the province of El Oro, there are public educational institutions in the rural area which do not have the facilities to acquire the necessary materials for teaching in an English class. The materials are indispensable for teaching new knowledge and even more so if new vocabulary is being taught.

In the "Unidad Educativa Seis de Octubre" the students of kindergarten 1 do not learn English because they do not have designated English teachers. In addition, the teachers in charge of the other subjects have made efforts to teach students essential words without obtaining favorable results. They have no visual aids to be used for English language teaching. Thus, the need arises to use the necessary visual resources as a didactic tool in their learning process.

El material visual es relevante para el aprendizaje del inglés, esto hace que las clases sean dinámicas y auténticas para estimular a los estudiantes a aprender vocabulario y utilizar el inglés en contextos de la vida real para poder comunicarse. (Grados & Pinta, 2016, p.3)

Due to these experienced situations in the educational institution, the following **scientific problem** was stated: How to improve the learning of basic vocabulary in English for the students of Kindergarten 1 in the "*Unidad Educativa Seis de Octubre*"?

The scientific question is presented in **the object of research**, the teaching-learning process of the English language.

The **objective** of the present investigation is oriented towards the implementation of visual material that contributes to the learning improvement of basic vocabulary in English for the students of kindergarten 1 in the "*Unidad Educativa Seis de Octubre*".

The use of visual material as a didactic resource supports the teacher in his daily work. On the other hand, it motivates the student to obtain significant learning, and at the same time, it will help to reach the academic goals during the teaching-learning process.

The **field of research** is the use of visual teaching materials. The following guiding questions are stated to direct the research:

- 1) How does English language learning take place in the institution?
- 2) Are there visual materials which motivates students to learn English (vocabulary)?
- 3) Will the implementation of activities with visual material improve the learning of basic vocabulary of the English language in the students of the "Unidad Educativa Seis de Octubre"?

In addition, **specific objectives** are set out in order to help achieving the general objective, which are mentioned below:

- 1) To determine the theoretical background of the use of visual materials.
- 2) To diagnose the current state of the vocabulary learned in the English language in kindergarten 1 students of the "Unidad Educativa Seis de Octubre".
- 3) To apply visual materials in the students of kindergarten 1 of the "Unidad Educativa Seis de Octubre".
- 4) To evaluate the vocabulary learning of the students after the application of the visual material.
- 5) To present the results obtained from the research.

Nowadays, English language learning has great relevance in the professionalization of the individual, since in the actual society, it is considered the business language. Hence it has been consecrated as one of the infallible requirements in the students' formation in all their stages of study. Therefore, the teachers of this area have in their hands to look for the appropriate strategies and resources so that the process of teaching-learning of this language is learned correctly.

The **importance** of this research is that it aims to improve the learning materials used by the students and actively integrate them into the subject so that they can obtain greater knowledge in the English language.

The **innovative aspect** of the research is that it will be possible to use various visual materials that have been displaced or neglected without taking advantage of the benefits of their use. Its practical contribution consists of the visual teaching materials developed.

It is of great importance that teachers use visual resources to achieve meaningful learning in students, which can be applied both inside and outside educational institutions.

The **viability** of the work will be shown with the inclusion of the materials that have been overlooked by the teachers, so that no significant improvement in the teaching-learning process has been observed. The students will be able to learn more easily, as the visual materials will be by the contents to be taught.

The presentation of the written report with the research results has been organized as follows: an introduction where its theoretical design is presented, in chapter 1 the theoretical framework of the research is presented. In contrast, in chapter 2 the methodological framework is presented. The results of the methods applied, their analysis, and the intervention proposal and the results of its application are detailed in chapter 3; finishing the work with the presentation of its conclusions, recommendations, references, and appendixes.

CHAPTER I

1. **The use of visual materials in learning vocabulary in the English language**

The current chapter references background about the use of visual materials in learning vocabulary in the English language. Moreover, information from previous research is presented as support to give sound arguments in this research.

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In addition, the context of the research problem is described and characterized understandably. Also, there are explanations about how to use different visual materials inside the classroom.

1.1. **Background in the use of visual materials in learning vocabulary in the English language**

Several ages ago, visual communication has been the connector between learning and language development. The images, symbols, and signs let understand better a meaning when joining the message. It represents a context in an abstract form that is caught rapidly. One visual communication's advantages is passing through language barriers making the information easy to acquire even between people who do not speak the same language.

Its beginning is reflected from the primitive stone age, where many graphic representations as paintings were discovered, they show objects, animals, people and short stories. Documentary evidence demonstrates that visual communication has been used for centuries to tell human beings' history, as an example, prehistoric pictures that were found in the cave of Altamira. Brady (1939) "The earliest records of man are picture records. The cavemen drew pictures on their walls to impart facts and issue warnings" (p.2). The target of these pictures was to warn enemies and to record important events.

Over the years, paintings on the wall were the tool for communication and knowledge transfer to the next generations.

The author Benítez (2016) states:

Centuries later, men grouped into society have developed pictorial art to represent their beliefs and ways to live. Egyptians used to paint the tombs of the pharaohs with mythological symbols and daily life scenes such as hunting, fishing, and celebrations.

Visual aids also had an influence on different cultures around the world. However, Egyptian culture is the most relevant because of their illustrated writing where pictures got meanings, and then developed their alphabet. Brady (1939) The Egyptian hieroglyphics mark the transition between picture writing and the early alphabets of the ancients. (p.2)

In the religious sphere, visual aids reflected Christ's history through graphic representations as a communication method. Furthermore, they were used as a way of rendering deities to be adored by their believers. On the website "El Arte de Ver" the author Martínez (2010) mentions "En el siglo V la pintura cristiana adornaba las iglesias con la idea de contar la vida de Jesucristo, la Virgen y sus Santos".

Brady (1939) states:

Visual aids have played an important part in education from the very beginning of recorded history. While oral methods may have been the first used by man in the transference of ideas it is certain that visual images were used in the dim ages of antiquity to convey information and give instruction. (Brady, 1939, p.1)

By the year 1969, the academic community started to recognize the term "Visual literacy", which is defined as the process that manages communication through pictures to reinforce learning processes.

Braden & Hortin (1982) consider "visual is an ability to understand and to learn through the use of images". (p.37)

Fransecky & Debes (1972) mention "Visual literacy refers to a group of vision-competences a human being can develop by seeing and at the same time having an integrating other sensory experience". (p.9)

The mentioned authors highlight the significance of visual material in the human being and in the training of the students, due to visual perception let them obtain different experiences and understandings, providing an influence to be aware of what is normally written in words.

Nowadays, societies have turned dependent on visual resources because of the use of technology which allows people to interact with one another around the world quickly, for instance, posting photos, videos, and so on. This phenomenon lets teachers implement visual resources into classes.

Pateşan, Balagiu & Alibec (2018), in regards to the use of visual aids in education, give their opinion:

“No matter which teaching method you choose to use, visual aids will make a difference. Students no longer accept dull, boring presentations when the teacher is speaking and the students sit quietly and take notes. They want active participation in the teaching process.” (p. 357)

Education has changed, and teaching processes have been updated. These considerations create some reflections on how teachers have to combine their tasks with visual material into lesson plans.

1.1.1. Visual materials for the vocabulary learning in the English language

Dolati & Richards (2010) “In the language learning of young children, pictures are often used to provide associations for the learning of new words” (p.9). Visual material is important because of the support they bring to the students for learning vocabulary or content that have been taught. Shabiralyani, Hasan, Hamad & Iqbal (2015) “Visual aids are important in the education system. Visual aids are those devices which are used in classrooms to encourage students’ learning process and make it easier and interesting”. (p.226)

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Most teachers understand the power of visual aids in helping students grasp content. Teachers value the support that visuals lend to classroom instruction because they

encourage students to make associations between pieces of information, soak up chunks of course content quickly, and function as a memory aid. (Davis, 2018)

In an English lesson, teachers don't have to omit visual materials because they help raise the learning of the content and provide a dynamic class. "Visual materials can make a lesson more attractive and the experts agree that they help both the teachers and students in the teaching-learning process" (Pateşan, Balagiu, & Alibec, 2018, p.357)

Many cognitive processes are developed inside English classes through teachers' advance planning which is in charge of reinforcing receptive skills (reading, listening) and productive skills (speaking, writing). Educators face many external factors that make learning the English language difficult such as shyness, embarrassment or fear of committing mistakes or errors resulting in a limiter into imagination and learning new vocabulary.

Visual aids are attractive and dynamic, providing great functionalities to the tasks or exercises, as an example, Gistituati, Refnaldi & Syaifullah (2019) in their research titled "Using visual aids to develop students' speaking skills" emphasize the application of visual materials as pictures, objects, figures, videos and slides to a group of students with problems on productive skills showing as a result a better comprehension in instruction and speaking, moreover they state:

A lot of students feel interested when pictures are used during class due to them, making it easier to comprehend written text that usually used to be difficult to understand. "Visual material or anything used to help the student see an immediate meaning in the language may benefit the student and the teacher by clarifying the message". (Ramírez, 2012, p.13)

"By using visual aid, they can remember the material and its components. Second, visual aid can reduce the students' nervousness. When they are speaking without holding something in their hand, they are feeling nervous. On the other hand, by holding something in their hand, they feel confident in their speaking. Finally, by using visual aid, the students can speak fluently and confidently." (p. 266)

Many students feel interested when pictures are used during class due to them. They make it easier to comprehend written text that usually used to be difficult to understand. "Visual material or anything used to help the student see an immediate

meaning in the language may benefit the student and the teacher by clarifying the message”. (Ramírez, 2012, p.13)

Visual aids used in the classroom are essential for English language learners. Visual aids provide a different form of explanation, and provides the students with information that they may not have understood if it was presented to them in written or spoken form. If a student cannot read or understand spoken English, drawings, videos in their native language, graphs etc. help the students immensely in learning the content that is presented to them. (Hofmann, Hilbrands, & Bestul, 2021)

This means that the use of visual materials inside the classroom is considered as a vital support, on one hand, for teachers and on the other hand for students getting a betterment in the teaching/learning process.

Miller (2015) finds that the visual materials could help on:

- Add clarity to the presenter's message
- Increase the interest of the presenter's information
- Increase the retention level of the presenter's message
- Stimulate the audience's vision
- Enhance the presenter's credibility

Furthermore, Daniels (2019) from his point of view presents the benefits of learning and teaching through visual:

Introducing a consistent visual component to the curriculum can:

- Help students better engage with the materials
- Increase retention by 29-42%
- Develop higher-order thinking skills.
- Hone fundamental abilities that enable students to see and conceptualize visuals clearly.
- Enhance tactile hand-eye-mind connections that improve the ability to recall facts and retain learning.
- Serve the unique needs of learners who process information primarily through visuals, as well as increase learning for all students.

Both authors show the advantages from their views, and if it is carefully analyzed they get to the same conclusions. Over the course of time, educators realized that the use

of visual material can benefit every student without caring the age they have, as long as they were used correctly inside the classroom.

12. Conceptual basis about the use of visual materials for learning English language

Teachers have limited themselves to teach their classes in a traditional way making students lose their interest in learning English.

Santamaria (2014) concludes in his research that “La metodología aplicada en el modelo enseñanza aprendizaje del idioma inglés no es la de mayor aceptación en los estudiantes” (p.42). This is one of the reasons why the use of visual materials is important in lessons and it is recommended to pay more attention in teaching language from a visual point of view which has been replaced in decades for the book and blackboard.

Pinta (2016) states:

El escaso uso de material visual por los maestros no ayuda de manera significativa al aprendizaje del vocabulario del idioma inglés, los recursos visuales, que son un factor importante para captar la atención de los estudiantes y así contribuir al proceso de una enseñanza-aprendizaje interactivo con resultados de un aprendizaje significativo en los estudiantes (p.58)

Based on this, it is necessary for teachers to implement visual materials in lessons to improve students’ vocabulary learning in the English language, and this in turn has to increase interest to acquire the content effectively to obtain meaningful learning.

Alarcón (2017) supports the idea of using visual materials to increase vocabulary learning:

De acuerdo a la percepción de los estudiantes encuestados, los recursos didácticos visuales mejoran el aprendizaje de vocabulario en el idioma inglés, debido que, al utilizar todos estos medios, logran aprender el vocabulario de una manera más rápida y efectiva. (p.78)

It can be said that visual materials contribute with the vocabulary learning process, thus they bring visual support to the content which will be taught in the English language. Authors argue that the use of visual materials is an effective and feasible way for teachers (to teach) and students (to learn) during the process of formation, so as comprehension is created and meaningful learning is built.

In addition, the research of Cruz (2019) was taken as a reference because it provides significant content about the use of visual materials oriented to teaching practice such as pictures, flashcards and realia which can make English learning easier.

1.2.1. Different concepts about the use of visual materials

“El aprendizaje visual tiene un punto de apoyo en las capacidades mentales del ser humano, relacionada con el reconocimiento de formas, métodos y objetos que se encuentran en el campo visual” (Grados & Pinta, 2016, p.26). The use of visual materials has a positive effect on students when learning, it is an important method in teaching-learning and thinking process due to it lets organize ideas about the English subject with the aim of growing vocabulary.

When making visual material, it is needed to consider the following mentioned aspects by the Pan American Health Organization (PAHO) (1984) in his research named “*Guía para el diseño, utilización y evaluación de materiales educativos de salud*”:

- La selección y precisión de la idea fundamental que se quiere transmitir y sobre la cual se debe centrar la atención.
- La representación clara y fiel del mensaje en la imagen de tal manera que si la persona no sabe leer entienda apropiadamente el mensaje, y si lee adecuadamente, que el escrito refuerce la imagen.
- Los elementos centrales deben resaltarse ya sea a través de la forma, el tamaño, la posición, el color o la textura.
- El mensaje representado debe ser claro, para evitar que se preste a interpretaciones erróneas o ambiguas, por tal razón debe escogerse y analizarse detenidamente.
- La distribución entre las imágenes debe ser balanceada para lograr una presentación agradable. La colocación de éstas, según su forma, mejora también la utilización de los espacios.
- El material no debe recargarse con figuras y letras pues esto dificulta la precisión del mensaje y limita su comprensión.
- Los escritos deben ser cortos y precisos, evitando frases largas o palabras innecesarias. Es aconsejable mantener el mismo tipo de letra y no emplear símbolos abstractos como igual, mayor que, menor que y otros.

- Se debe garantizar que el material pueda ser visto fácilmente, por lo tanto, las letras y figuras deben estar bien marcadas y el material colocado o proyectado en sitios estratégicos que permitan su visualización adecuada.

- Si se considera necesario colocar pie de imprenta que identifique la institución que produce el material, debe hacerse con letra pequeña, en una esquina inferior, para no distraer la atención.

The use of visual materials plays an important role in the teaching process, but when it is focused on English learning, it is an excellent tool for teachers because it creates a link between written context and language understanding in order to get a better comprehension in their students.

1.2.2. Visual materials that can be used inside the classroom

Thanks to visual materials, content can be presented effectively, its use inside the classroom represents an advantage to obtain great results in students' meaningful learning. Currently, human beings base learning through visual owing to pictures tend to be more attractive than long and boring written texts. "En tal virtud, la pedagogía a través de ayudas visuales debe garantizar el empleo de tales medios de forma adecuada." (Cruz, 2019, p.15)

Images

Poppoca & De la Rosa (2011) state that "Dado que la imagen es una representación de la realidad, el emisor emplea en su codificación una serie de elementos visuales que se manejan en dos niveles: lo explícito o manifiesto y lo implícito o latente" (p.59). Images are considered as a main element in the learning process.

These authors present some functions that images contribute to Learning:

- ***Función de representación:*** situación de la realidad.
- ***Función de alusión:*** la imagen no es necesaria para una adecuada transmisión de la información. La información está en el texto.
- ***Función enunciativa:*** predicar algo en relación con determinado objeto o lugar.
- ***Función de atribución:*** presentación de una información específica a través de imágenes.
- ***Función de operación:*** describen cómo realizar determinada actividad.

Al elegir el material gráfico con el que se va a trabajar en el aula de clase, se debe tomar en cuenta que las imágenes deben ilustrar a primera vista lo que se desea enseñar. Esto con el objetivo de no causar ambigüedad en la conceptualización de imágenes. (Cruz, 2019, p.16)

With the target of giving effectiveness in the application of images, teachers must be aware of the strategies that are going to be used so as the results are positive. “El material visual se presenta por medio de imágenes ya sean reales o ilustraciones, en éstas se pueden incluir palabras escritas para facilitar el aprendizaje de conceptos o vocabulario” (Grados & Pinta, 2016, p.12). For this reason, it is needed to pay more attention to the factors about images in teaching and how to get benefits from them.

Realia (real objects)

The British Council website defines “Realia in EFL terms refers to any real objects we use in the classroom to bring the class to life”. Then, realia are related to the use of common objects that are involved with the educational context as a support in the teaching-learning process and contributes with students’ meaningful learning development.

Cruz (2019) points out that:

El apoyo que representan los objetos reales para la adquisición de vocabulario del idioma inglés se evidencia en la creación de una atmósfera que permite aprender de experiencias y situaciones cotidianas. En ese caso, los estudiantes son capaces de sentirse productivos en las tareas y actividades designadas al estar motivados. (p.17)

Real objects have great relevance in learning and comprehending vocabulary because of the connection that creates between the object and students’ daily life, thus they are able to construct their learnings. Realia inside the classroom acts as a physical explanation that teachers could use during lessons. According to the vocabulary, realia provides students the opportunity to learn in or out of the class. Vasquez (2018) establishes “El empleo de los objetos reales fomenta un ambiente más dinámico, promueve al aprendizaje del idioma, y ayuda a los estudiantes a tener conexión entre el significado y el significante al incluir dichos objetos en la clase de inglés”. (p.27)

Flashcards

Flashcards are part of a selected group that improves learning and memorizing the new content. They are useful when implemented at any point during the teaching-learning process and feasible with individual or group tasks development. Moreover, they raise students' participation in class and keep them actively in lessons.

González (2013) maintains that:

Las habilidades que aprenden o desarrollan los estudiantes con el empleo de las flashcards o recurso didáctico, son múltiples, al desarrollar su capacidad mental, al asociar vocabulario y al participar interactivamente con conocimientos nuevos adquiridos con éstas prácticas cada vez más familiares, de fácil uso, manejo y mucho más, también los padres se benefician al tener este recurso o herramientas las flashcards en sus manos para ayudar a sus hijos en cualquier aprendizaje, ejemplo; la preparación de exámenes. (p.12)

In flashcards, the pictures used are important and from teachers' perspective they help to perform vocabulary lessons in a way that students catch the new content easily. Similarly, they attract students' attention and contribute with meaningful learning.

On Verywell family website, the author Logsdon (2020) says:

“Flashcard teaching strategies are popular with teachers because of their effectiveness. Parents also appreciate the flashcard because it's an easy, at-home teaching method. There are several ways to use flashcards for teaching. Taking a moment to learn about the best strategies can help you make the most of your time and effort.”

The use of these materials has spread and helped either teachers or parents in order to make students do their tasks. There are some advantages about the use of flashcards described by Ngarofah & Sumarni (2019):

- a. practicing are important questions
- b. writing a sentence or story
- c. describing a picture
- d. arranging the words list in alphabet
- e. combining the opinions
- f. to get inspiration on writing a fable

g. playing cards

Vocabulary

It is the set of words which main purpose is human beings' interaction. The Diccionario de la Real Academia Española (2014) describes vocabulary as “conjunto de palabras de un idioma pertenecientes al uso de una región, a una actividad determinada, a un campo semántico dado, etc.”

Conversely, Pinto (2016) describes vocabulary as:

los términos que las personas utilizan para establecer una comunicación efectiva con otros seres sociales. El docente le imparte al estudiante vocabulario a través del uso de los diferentes materiales didácticos para que los conocimientos sobre el idioma inglés aumenten con nuevas palabras que podrán ser utilizadas, y así los estudiantes puedan mejorar sus habilidades socio-comunicativas de la lengua que se aprende.

Learning

Santamaria (2014) states that “Es el proceso de adquisición de conocimientos, habilidades, valores y actitudes, que motiva al individuo mediante el estudio, la enseñanza o la experiencia”. (p.16)

For the author Pinta (2016):

El aprendizaje es un proceso de construcción de conocimientos del ser humano a través de sus experiencias vividas y así poder enseñar facilitar al resto de personas con conocimientos adquiridos para una buena educación y una buena enseñanza educativa hacia el estudiante ya que el docente debe ser creativo y motivador porque él moldea y forma personas con valores y éticos. (p.26)

It can be said learning is the process where people build their knowledge based on their experiences. This leads to link individual development with learning which is produced from cognitive processes at a mind level where long-lasting learning is created.

1.2.3. Vocabulary learning in the English language

Grados & Pinta (2016) “El aprendizaje de un idioma como lengua extranjera se da de manera consciente, en un contexto no siempre bilingüe, es decir que el tiempo para el aprendizaje de éste es reducido, y tiene un lugar y un momento específico” (p.22). Hence,

it is vital for English teachers to take advantage of and use every available resource to teach lessons focus on vocabulary learning and increase students' skills.

El aprendizaje de vocabulario tiene una importancia grande al educarse en un idioma debido a que, si no se conoce el significado de cada una de las palabras, hablese como palabras sustantivas, verbos, adjetivos, etc.; no se puede entender lo que se quiere decir en una oración, párrafo o lectura; no se sabría de qué se habla. Las palabras son la base para el aprendizaje de una lengua extranjera. (Alarcón, 2017, p.3)

The most relevant thing in vocabulary learning is that students should be able to use vocabulary effectively in real-life situations to establish communication. Agustín (2017) “Aprender vocabulario o desarrollar la competencia léxica es una tarea clave en el aprendizaje de la lengua extranjera (LE). El vocabulario es el elemento lingüístico básico en varios niveles.” (p.17)

Therefore, vocabulary learning is important during English language learning development. If students lack of English vocabulary, they will not be ready to express their ideas to others and have a fluid conversation. The basis for learning any language is vocabulary.

1.3. Background characteristics about the vocabulary learning in the English language

In Latin America, Learning English as a Foreign language has had a boom in educational institutions due to current social transitions and needs. To do so, it has taken methodologies and techniques from North America and European countries into education.

South American countries still have to get a betterment in methodologies that are used to teach English language. Teaching materials seems to be limited by the teachers to the use of books and blackboards, the ones that cause boringness and misunderstandings to the treated subject. On the contrary, the objective is to enhance methodologies focused on teaching materials to achieve better learning.

El aprendizaje del idioma inglés en Latinoamérica se ha vuelto trascendental. Todo modelo educativo mantiene un estricto esquema de enseñanza, tal es así que este idioma es considerado como universal, básico para cualquier carrera de

profesionalización, se lo enseña desde los primeros niveles de educación básica pretendiendo formar una cultura que mantenga una lengua alterna con la cual los estudiantes puedan defenderse en cualquier ámbito. (Santamaría, 2014, p.2)

In Ecuadorian education as the rest in Latin America, English learning is fundamental, therefore, it has been implemented as a subject since elementary education in public and private schools.

Unfortunately, English was seen as a useless subject in Ecuadorian education at the beginning, as a result, schools had the choice to incorporate it or not inside the curriculum. However, education changed around seven years ago when the government paid more attention to English learning and improved it through Ministerial agreement N. 0052-14, for the school year 2016-2017 in Sierra region and 2017-2018 in Coastal region.

The “Unidad Educativa Seis de Octubre” in spite of being called as “Millennium school”, English is taught in just higher grades putting aside lower grades because of the lack of English teachers’ in school staff.

In addition, there is no use of materials to motivate students’ learning, the teaching process is conventional which causes problems in students when acquiring vocabulary according to their level.

This educational institution is located in a rural parish in the city of Huaquillas where Teachers are in charge of finding their own resources and tools which results in hard work and monetary expenditures, for this reason, they feel limited and apply the available resources from the school.

With the previously announced, there should be good visual materials for getting students’ attention and make them feel interested about the English subject. Santamaría (2014) expone que “Para mejorar el conocimiento en los estudiantes de varios aspectos relacionados con el idioma inglés es necesario el uso de herramientas útiles y sencillas para la comprensión e interacción en el idioma.” (p. 4)

1.3.1. Contextualization of learning inside classroom

The classroom is the place where teaching and learning cognitive processes take place and they are executed by teachers through lessons, in the same way students are the ones who acquire the presented knowledge as a product of teachers’ guidance and the completion of tasks previously planned.

When talking about vocabulary, the basis of a language where every word has a meaning and function such as verbs, adjectives, nouns, pronouns and so on, for that reason, people should learn as many words as they can in order to use them in sentences to express ideas, feelings, thoughts, desires and others.

Currently, needs and new generations lead societies to be more visual than before. Visual materials must be applied according to what is taught in lessons due to their high efficiency and clear understanding that invite every learner to associate what is read, spoken or listened with the visual.

To corroborate the theoretically planned, this research considers three instruments with the aim of collecting the data related to student's vocabulary learning when using visual materials, those instruments are observation guides, a parent survey and a test.

The following diagram describes the process data is evaluated and collected according to the variable "Vocabulary learning in the English language" for triangulation, the dimensions are receptive vocabulary and productive vocabulary, each instrument possesses evaluation parameters:

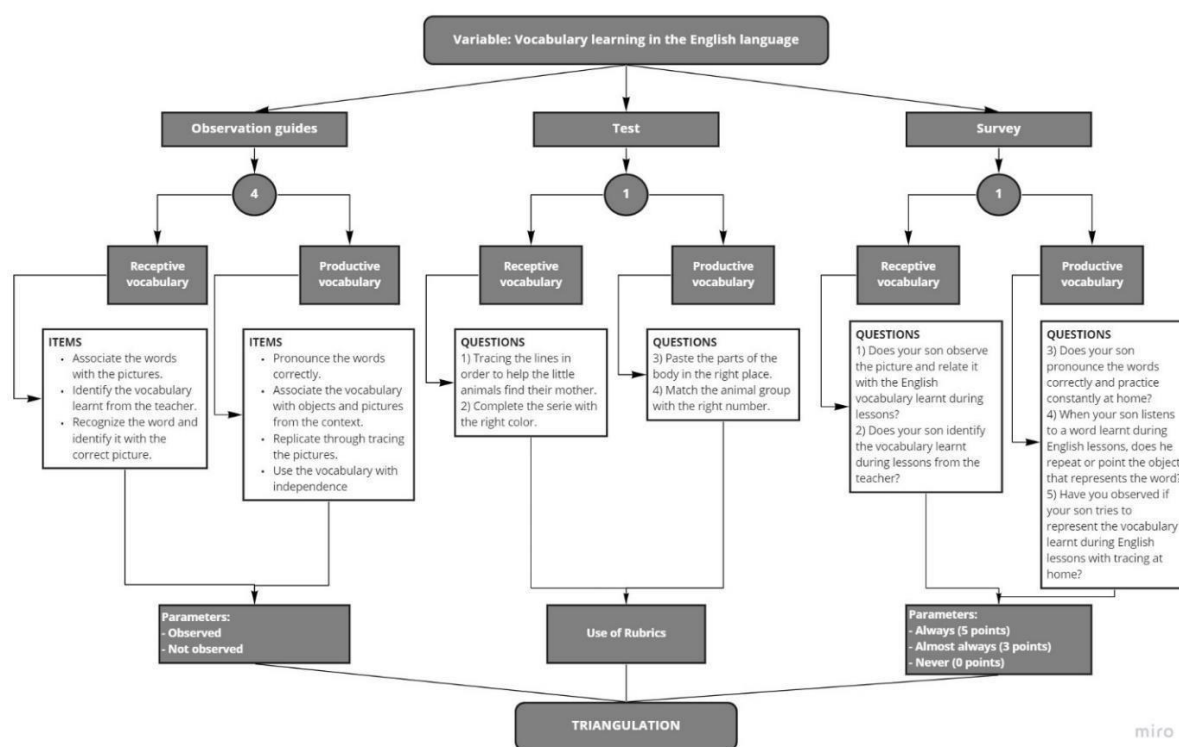


Figure 1- Diagram of the instruments for data collection

For improving the student's basic vocabulary learning in Kindergarten 1 grade in the “Unidad Educativa Seis de Octubre”, the sample is formed by one student to whom classes were given, he was evaluated with a test and finally a survey was applied to his mother.

As part of the research process, first, sources of information were searched to support the use of visual materials in vocabulary learning in the English language, then knowing that materials such as images, flashcards and realia increase knowledge acquisition during activities development, it is established that visual materials let learners understand better what is read, written and listened, moreover, they allow people who do not speak the same language to communicate each other.

Consequently, four lessons were planned, in each lesson there are two sessions, the first one focused on the topic to be taught and the second one is focused on tasks development using visual materials.

Lesson 1: The teacher explained about Colors and sequences, on the second session the student practiced some activities using visual pictures.

Lesson 2: The teacher treated the topic about tracing lines, on the second session the student practiced with two exercises about tracing using pictures.

Lesson 3: The teacher explained the parts of the body, on the second session the student had two activities focused on the body using flashcards.

Lesson 4: The teacher focused on numbers from 0 to 9, on the second session the student develops two exercises about numbers using realia and pictures.

Per each lesson, it was used as an observation guide (Annex 1) where the parameters “Observed” and “Not observed” helped to record student’s progress before, during and after the class. The middle part of the observation guides includes items divided with the dimensions of receptive vocabulary and productive vocabulary. It could see how the use of visual materials caught student’s attention and allowed them to get positive results during receptive vocabulary acquisition and an intermediate level in productive vocabulary.

At the end of all the lessons, a summative test (Annex 2) was applied to evaluate the acquired vocabulary. This test will show if the student recognizes the words and associates them in every exercise. It has four questions, questions 1 and 2 were focused

on receptive vocabulary and questions 3 and 4 on productive vocabulary. To grade the questions a rubric (Annex 3) was designed giving a score with the parameters High (3 points), Medium (2 points) and Low (1 point).

After the test, the child showed a high level of receptive vocabulary and a medium-high level of productive vocabulary, these results after answering correctly three of the four questions, and question number 4 with three successes of five.

Also, a survey (Annex 4) was applied to the child's mother, it collected information about her point of view related to the student's progress. The survey has five questions, questions number 1 and 2 are focused on receptive vocabulary and questions 3,4 and 5 are focused on productive vocabulary. The parameters of evaluation were Always (5 points), Almost always (3 points) and Never (0 points).

Collected data from the survey show that the student has been able to acquire the vocabulary from the lessons recognizing and repeating the words most of the time, though there are some little mistakes.

Data analysis demonstrates the student could catch quickly the vocabulary when using visual materials in sessions, however, the test showed some mistakes maybe for the lack of constant English learning due to this research planned just 4 lessons. Furthermore, the child's mother thinks that the student has improved to a medium-high level.

The student obtained better grades on receptive vocabulary than productive vocabulary owing to it is easier to the child associating words with pictures during exercises. The analysis represents the progress observed at the moment of applying visual materials to enhance vocabulary learning in the English language, also it is important to highlight how important it is to learn through visual to construct learning.

CHAPTER II

2. Methodological framework

This chapter presents the most relevant methodological elements that are the basis for the development of the research work. It begins by justifying the level or in-depth level of the research problem to be studied, the type of research to be assumed, and the research design. The population is defined. Besides, the methods and techniques used to collect the data for the research are described.

This section is the core of any research topic, as it guides and systematizes the research process.

El diseño de investigación constituye la guía práctica esencial para la buena consecución de una investigación, los elementos integrantes de dicho diseño conforman un todo unificado, con relaciones de interconexión que facilitan al investigador el desarrollo adecuado del tema que trata. (Suárez, Sáenz, & Mero, 2016, p.72)

The research design is a structured and systematized plan, the aim is to present how the main elements of the research are articulated to provide an answer to the research question.

2.1 Methodological Research Design

Based on the general objective

According to its objective, this research is descriptive in nature, as it seeks to characterise the population that is being studied. In accordance with the authors: Guevara, Verdesoto, & Castro (2020) “La investigación descriptiva se efectúa cuando se desea describir, en todos sus componentes principales, una realidad”. (p.165)

The information provided by a descriptive investigation must be truthful, avoiding conjectures around the phenomenon of study, the importance lies in the characteristics that can be verified and observed. In this type of research, the variables are not altered or manipulated, which limits the researcher simply to measure and characterize them.

Within this investigation, it will seek to describe the vocabulary learning variable, and for this, receptive vocabulary and productive vocabulary categories were defined to determine if the student by reinforcing these categories improves the established variable and thus fulfils the learning process of vocabulary in English language.

Type of investigation

This is a qualitative research centered on the subjects who adopt the perspective of the interior of the phenomenon to be studied in an integral or complete way.

In the view of Monje (2011):

Investigadores se aproximan a un sujeto real, un individuo real, que está presente en el mundo y que puede, en cierta medida, ofrecernos información sobre sus propias experiencias, opiniones, valores... etc. Por medio de un conjunto de técnicas o métodos como las encuestas, las historias de vida, el estudio de caso o el análisis documental, el investigador puede fundir sus observaciones con las observaciones aportadas por los Otros. (p.32)

The inquiry process is inductive and the researcher interacts with the participants and with the data, seeking answers to questions that focus on social experience, how it is created and how it gives meaning to human life. Cadena, Rendón, Aguilar, Salinas, Dela Cruz & Sangerman (2017) mencionan que “La investigación cualitativa es inductiva y sigue un diseño de investigación flexible

Based on the source of data

It is field study research, as it provides the opportunity for direct contact with the target population and the data collection takes place in the environment in which the problem is taking place. The data obtained are not misrepresented or influenced by the author's position.

La investigación de campo es aquella que consiste en la recolección de datos directamente de los sujetos investigados, o de la realidad donde ocurren los hechos (datos primarios), sin manipular o controlar variable alguna, es decir, el investigador obtiene la información, pero no altera las condiciones existentes. De allí su carácter de investigación no experimental. (Arias, 2012, p.31)

In this type of research design, it is not sought to control or influence a variable, but rather to obtain as much data as possible in its natural state, providing credibility to the research.

In accordance with the scope

It has been decided to use the case study method of qualitative research, focused on the study of a particular phenomenon "Learning of vocabulary in English" in a student of kindergarten 1 at the "*Unidad Educativa Seis de Octubre*".

Yin (1994, citado en Martínez & Piedad (2006)) argumenta que el método de estudio de caso ha sido una forma esencial de investigación en las ciencias sociales y en la dirección de empresas, así como en las áreas de educación, políticas de la juventud y desarrollo de la niñez, estudios de familias, negocios internacionales, desarrollo tecnológico e investigaciones sobre problemas sociales. (p. 167)

Yin (1989) considera el método de estudio de casos, apropiado para temas que se consideran prácticamente nuevos, pues en su opinión, la investigación empírica tiene los siguientes rasgos distintivos:

- Examina o indaga sobre un fenómeno contemporáneo en su entorno real.
- Las fronteras entre el fenómeno y su contexto no son claramente evidentes.
- Se utilizan múltiples fuentes de datos, y
- Puede estudiarse tanto un caso único como múltiples casos. (p. 23)

The case study method offers the possibility of observing and applying various data collection instruments such as observation guides, tests and surveys, as well as allowing the data to be compared and concluding if this type of research should be applied in more similar cases.

Monge (2010) describes that:

“Una investigación de estudio de casos trata exitosamente con una situación técnicamente distintiva en la cual hay muchas más variables de interés que datos observacionales y, como resultado, se basa en múltiples fuentes de evidencia, con datos que deben converger en un estilo de triangulación; además, se beneficia del desarrollo previo de proposiciones teóricas que guían la recolección y el análisis de datos.” (p. 36)

This method will allow the investigation to be completed by obtaining an exhaustive and qualitative description of the situation.

2.2 Selection of Population

“Es el conjunto de personas u objetos de los que se desea conocer algo en una investigación”. (López, 2004, p.69) The population is the total set of individuals, objects or elements that are immersed and have already been defined and delimited in the proposed research problem.

Arias, Villasís, & Miranda Novales (2016) hacen referencia a que:

La población de estudio es un conjunto de casos, definido, limitado y accesible, que formará el referente para la elección de la muestra, y que cumple con una serie de criterios predeterminados. Es necesario aclarar que cuando se habla de población de estudio, el término no se refiere exclusivamente a seres humanos, sino que también puede corresponder a animales, muestras biológicas, expedientes, hospitales, objetos, familias, organizaciones, etc.;(...). (p.202)

The population is characterized because it can be measured, quantified, studied; as well as, its characteristics can be observed at a specific time and place. As Arias (2012) mentions “Población finita: agrupación en la que se conoce la cantidad de unidades que la integran. Además, existe un registro documental de dichas unidades”. (p.81) La población que se va trabajar en esta investigación es finita, ya que es pueden ser contabilizados y además es accesible, debido a su característica de poder ser medible.

A single male student from the “*Unidad Educativa Seis de Octubre*” participated in this study. He is four years old and is in kindergarten 1.

2.3 Variables Operationalization

Table 1. Variables Operationalization Matrix

VARIABLE: Vocabulary learning in English language. "Process of acquiring words that are given meaning to be understood and actively incorporated into the target language for a productive purpose."		
ANALYSIS UNITS	INDICATORS	ITEMS
Receptive vocabulary	<ul style="list-style-type: none"> - Recognize the new vocabulary being taught. - Differentiate the new vocabulary words from each other. 	<ul style="list-style-type: none"> - Understands the vocabulary that is taught - It recognizes the vocabulary of the content of that day and relates it to the images. - Choose correctly the image with the word that represents them correctly.
Productive vocabulary	<ul style="list-style-type: none"> - Use the vocabulary to relate to its context. 	<ul style="list-style-type: none"> - Pronounce the correct word that represents the picture. - Correctly follow what the image represents. (Strokes) - Listen and repeat the word correctly. - Use the words learned to describe things in context.

Source: Johan Honores, Dayana Trejo. (Jorge Guapisaca - Fabrizzio Núñez)

2.4 Methods

The method is considered as the means by which the researcher will seek to collect the necessary information to meet the stated objective. The authors Rodríguez and Pérez (2017) state that “el término métodos de investigación como técnica particular se refiere a las diferentes formas en que el sujeto que investiga puede interactuar con el objeto de estudio” (p. 2).

In research there is a wide variety of methods that can be used, but these are determined depending on the type of research and what is being investigated. Each of the research methods seek to contribute and improve the knowledge of the reality under study, which can give rise to study criteria that help to get closer to the object of the research.

From that general consideration, the methods that were used in this work are established:

2.4.1 Theoretical Methods

Theoretical methods are those used for the concretization of the research, to obtain data that help the facts. “Permiten revelar las relaciones esenciales del objeto de investigación, no observables directamente. Participan en la etapa de asimilación de hechos, fenómenos y procesos” (Cobas, Romeu y Macías, 2010, p.6)

Hence, the theoretical methods that were considered in the research are mentioned:

- ***Historical-Logical Method:*** this was used for the review of the bibliography that allowed to know the different stages of the object studied in the research.

- ***Analytical-Synthetic:*** It serves to separate the elements involved, then bring them together if they are logically related to each other until completing and demonstrating the truth of the knowledge.

It is present in the selection of the scientific literature that serves as theoretical support to the research, in the construction of a theoretical foundation for this and in the analysis and processing of the information obtained through the application of the instruments to establish conclusions.

- ***Systemic:*** According to Cobas, Romeu and Macías (2010) mention that: “El método de investigación sistémico está dirigido a modelar el objeto mediante la determinación de sus componentes, así como las relaciones entre ellos.” Due to this, this

method was present when organizing the phases of the practical application of the contribution, considering the relationship between them.

- **Modelling:** For the author Reyes and Bringas (2006) “El modelo es fruto del pensamiento abstracto y tiene como principal particularidad su parecido con el objeto original. Él debe expresar el contenido teórico y la realidad objetiva del objeto investigado”. This method was considered for the construction of the practical contribution by the researchers.

2.4.2 Empirical Methods

In the opinion of Fiallo and Cerezal (2005), the empirical knowledge method is that which is taken from the practical, in order to analyze it and give it a systematized organization through the experimental. Through this method, the researcher establishes how to collect the necessary and important information for the research.

Thus, the researchers of this work established the following empirical methods:

- **Participant observation**

“Observación participativa: en ella el observador forma parte del grupo observado y participa en él durante el tiempo que dure la observación”. (Cobas, Romeu y Macías, 2010, p.8) By observation, information is actively collected from the context.

According to the authors Pellicer, Vivas y Rojas (2013) participant observation is defined as:

La inmersión activa del investigador en el campo de estudio, con el objetivo de obtener el mayor número de datos sobre ella. La función principal de esta técnica es garantizar su acceso privilegiado a los significados que los actores construyen y asignan a su mundo, por medio de un acercamiento a las prácticas que allí se realizan. (p. 128)

In participant observation, the researcher is part of it and at the same time must be an outsider in order to obtain meaningful information for the research.

For this purpose, an observation guide was designed, which is divided into the following parts:

Introduction, which consists of two items that are simple to follow the structure of the class planning.

The essence of this work guide lies in its development. In order to work on the variable of vocabulary learning in the English language, it was divided into the dimensions of receptive vocabulary and receptive vocabulary, at the same time, indicators were created to achieve its development in the student.

- *Structured survey*

“La técnica de encuesta es ampliamente utilizada como procedimiento de investigación, ya que permite obtener y elaborar datos de modo rápido y eficaz.” (Casas Anguitaa & Campos, 2003, p.143) The type of survey that has been considered is the structured survey, because this presents a great objectivity in the answers, giving the researcher the opportunity to analyze them in a grouped way.

The advantage it has is the possibility of adapting to the subjects with multiple possibilities to motivate the interlocutor, clarify terms, identify ambiguities and reduce formalities.

In this work, the survey has its questions oriented towards the dimensions of receptive vocabulary and productive vocabulary. The purpose of this instrument is to know first-hand what the apprentice's mother can perceive after applying the proposal. In addition, in order to better interpret the results obtained from the survey, a rating of 1 will be assigned to the option “never”, 3 to “almost always”, and finally 5 to “Always”. These results may be analysed and interpreted at through graphs.

- *Test*

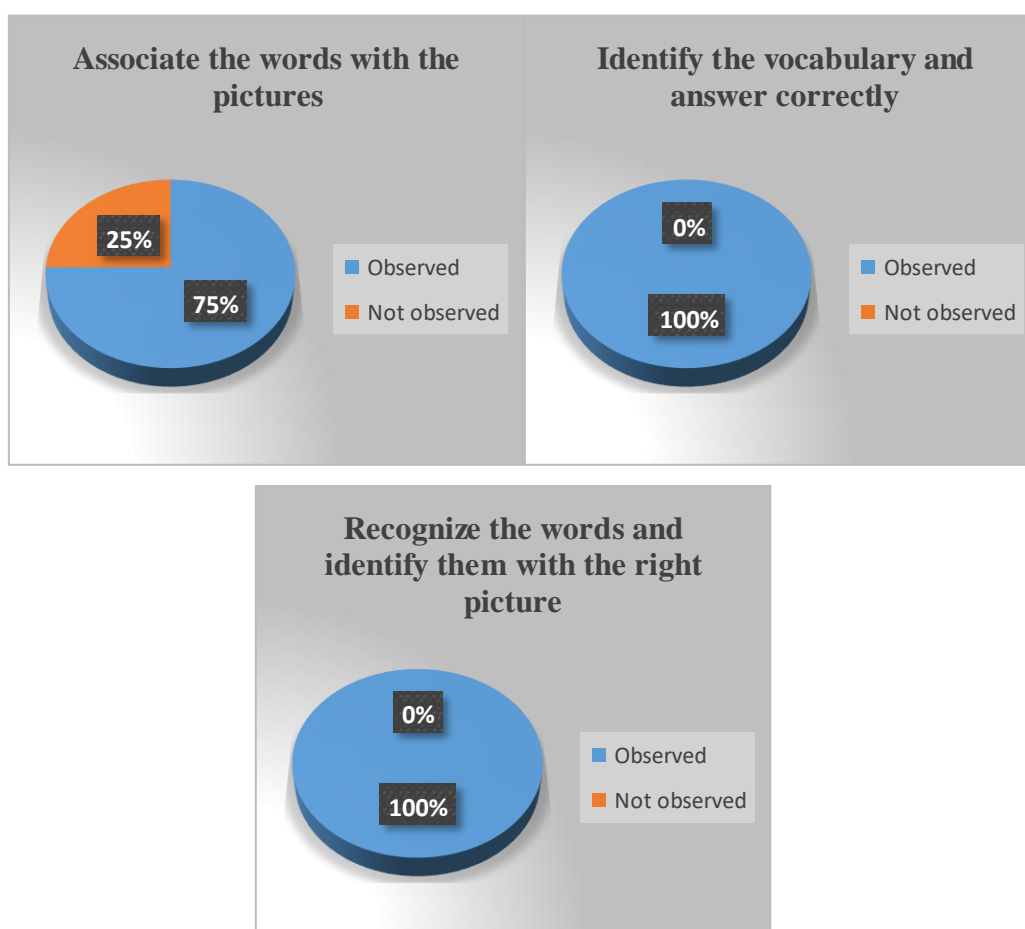
Román (2017) refers that “Con el nombre de ‘test’ se engloba todo un conjunto de instrumentos que se vienen utilizando en la investigación educativa con la intención de recoger información sobre las aptitudes, capacidades y/o habilidades de los sujetos”. In order to collect data of a pedagogical nature, a test is carried out, which will allow a summative evaluation of what has been previously learned in the planned sessions, it will have exercises similar to those already learned, such as the trace, sequences or series, parts of the body and the count of animals represented graphically, this with the aim of globally analysing the progress that students have obtained in learning vocabulary.

2.5 Data analysis

After applying the instruments designed for data collection, the respective analysis is carried out. According to Lozano defines data analysis as “La técnica que consiste en el estudio de los hechos y el uso de sus expresiones en cifras para lograr información válida y confiable.”

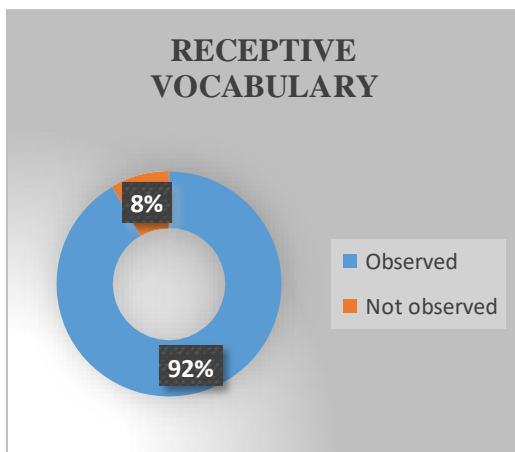
The first instrument applied was the *observation guide*, which was carried out during the students' practical hours, and the following data was obtained from this instrument, taking the established dimensions as a reference:

Receptive Vocabulary Dimension



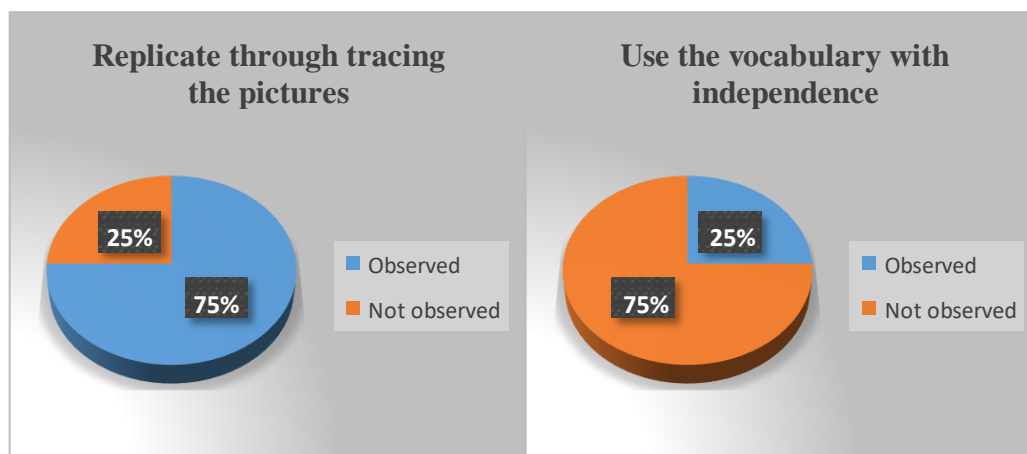
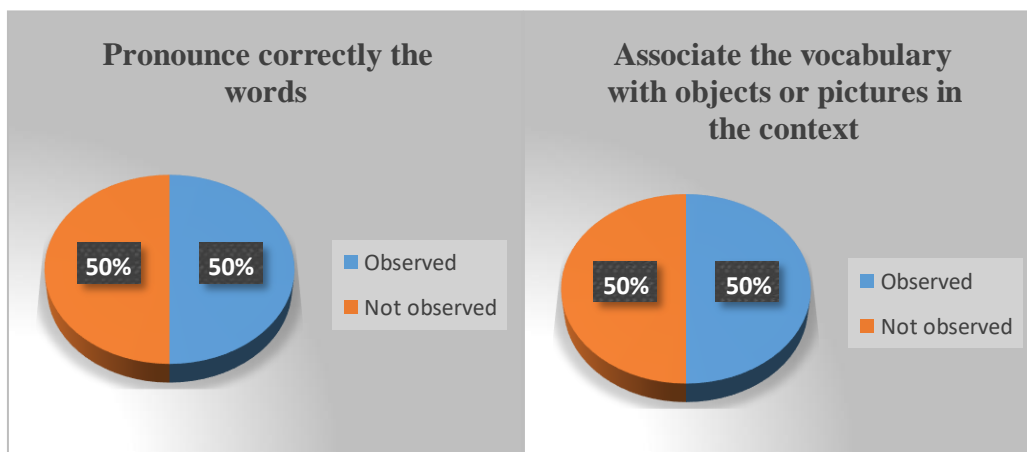
In this dimension, three items were established in which the student obtained the following data: with regard to relating the word to the image, 75% are present if IT IS OBSERVED, compared to 25% of NOT OBSERVED. On the other hand, in the items that correspond to identification of the vocabulary that the teacher teaches and recognition of the word with the image, the student reached 100%.

The following graph shows the percentages in a general way:



In this first instrument applied, in the receptive vocabulary dimension, data were obtained: 92% OBSERVED in contrast to, 8% of NOT OBSERVED, which suggests that with regard to receptive vocabulary the student obtained a good understanding.

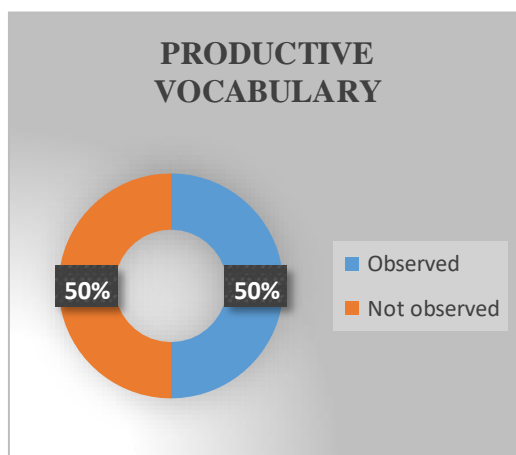
Productive Vocabulary Dimension



From the productive vocabulary dimension, it turned out that, during the application of the observation guides, in 2 of them it WAS OBSERVED that the student pronounced the word correctly and related the vocabulary with objects or images in their context, what the fifty%. However, in the other 2 guides, it was NOT OBSERVED that the student pronounced the word correctly, so he obtained 50% in these items.

In the item that refers to the replica by means of traces, the data extracted were that: 75% if it was OBSERVED that the student did it, against 25% in which it was NOT OBSERVED. Finally, the last item was related to the use of vocabulary independently, in which the student showed a result of 75% of NOT OBSERVED, as opposed to a single 25% OBSERVED in the classroom.

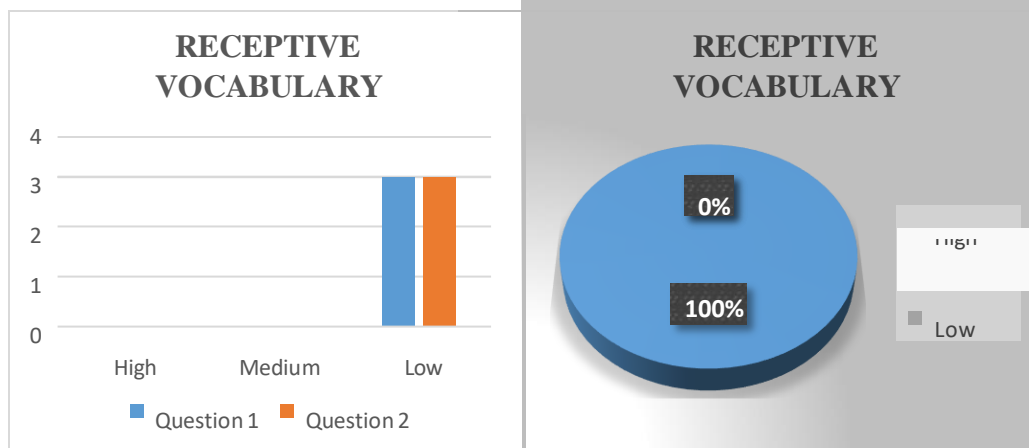
To present the data in a general way, the following graph is shown:



The data collected is the same. On the one hand, it has been observed that 50% of receptive vocabulary has been internalized by the student and thanks to that it can be visualized; on the other hand, the other 50% is shown as not being observed within the class.

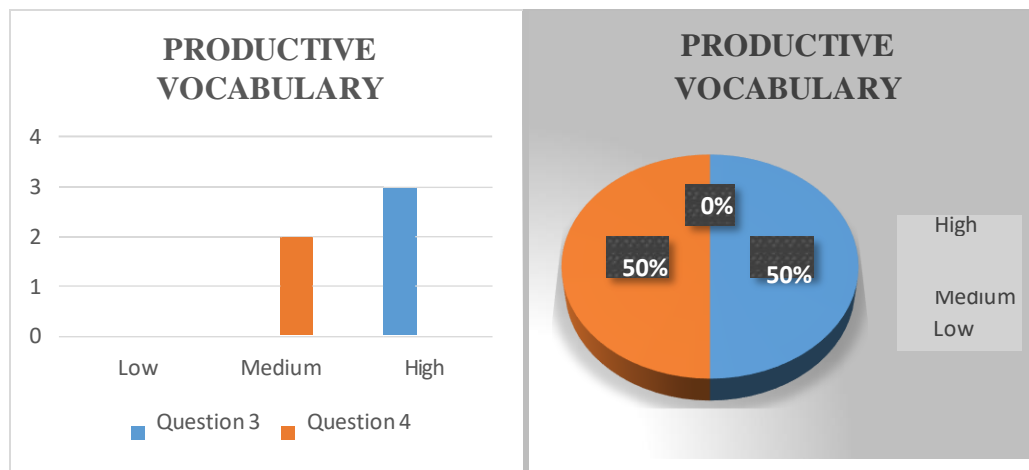
Another of the instruments used for data collection was a test, which was structured to obtain information on the following dimensions:

Receptive Vocabulary Dimension



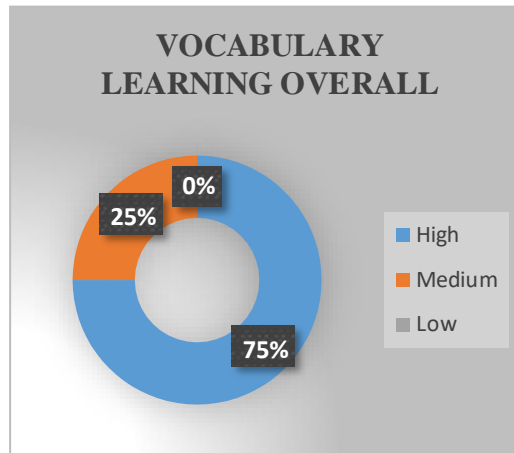
To obtain data from the *test*, 2 questions focused on the receptive dimension were established, in which the following data were extracted: in the first graph focused on question 1-2 on lines and colors, based on a scale established by the student it reached the maximum score of 3. In addition, the second graph shows the percentage of the student's receptive vocabulary, the highest having obtained 100%.

Productive Vocabulary Dimension



In the data collection process, this dimension was divided into three levels: high, medium, and low. The information presented below was obtained: in question 3 it was aimed at developing vocabulary about the parts of the body, the student achieved a high score of 3, on the contrary, in the content the student failed, awarding a level medium 2.

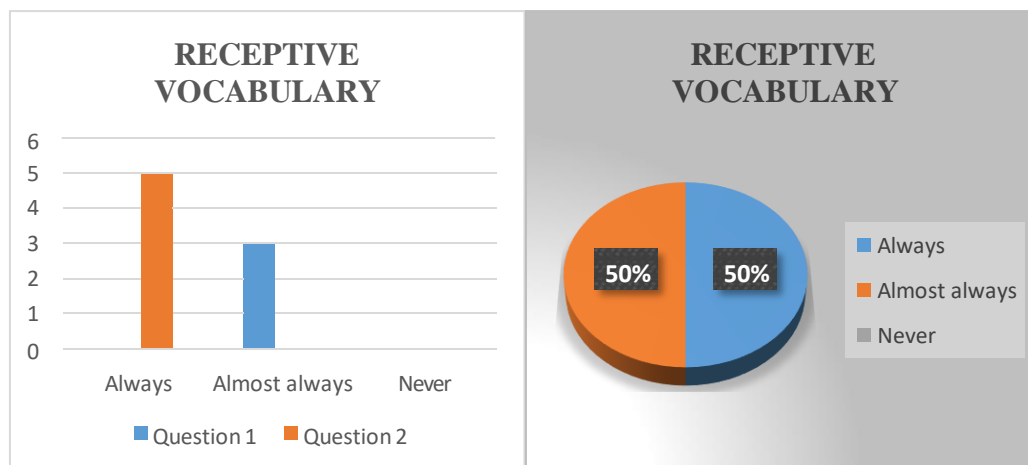
In the graph on the right, it can be seen that the student divided the percentage between the high and medium level. In the first one he reached 50% and in the second one 50% more, which suggests that the student is in the medium-high level.



Otherwise, the percentages obtained in this dimension through the test are expressed. For the high level 75%, medium 25% and no low level 0%.

Finally, a survey was applied to the student's mother to provide information that contributes to the investigative work.

Receptive vocabulary dimension



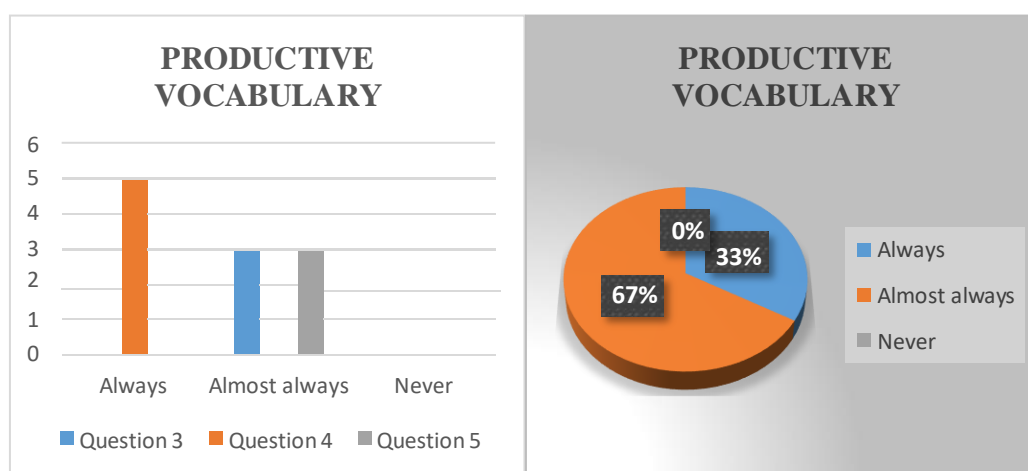
From the productive point of view, the questions were three. In question 3 framed in the pronunciation of the words taught correctly and constantly practiced at home, the mother answered that her son ALWAYS does it, reaching 5. In the other two questions, the mother gave the answer that her son almost always points to the object that represents the word and tries to represent the vocabulary learned with strokes.

In the interview, there were 2 questions focused on the student's receptive vocabulary learning, and in question 1 the student's mother answered that the student ALWAYS that her child observes a picture relates it to the vocabulary that he has learned in the English class, therefore, he obtained 5.

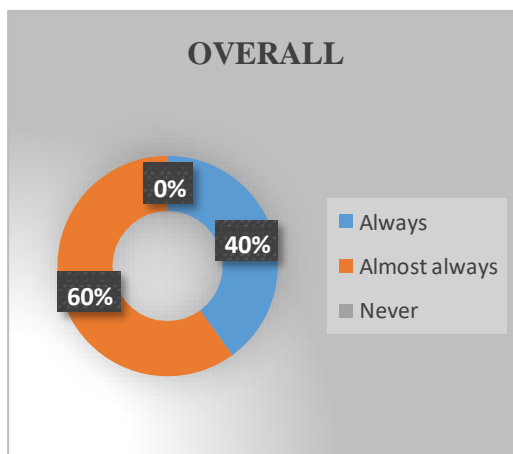
Although, in the second question about identifying the vocabulary that the teacher has taught the child in class, the mother answered ALMOST ALWAYS being 3. This means that she always has 50% and almost always has the other 50%, implying that the student has a quite important vocabulary learning.

Although, in the second question about identifying the vocabulary that the teacher has taught the child in class, the mother answered ALMOST ALWAYS being 3. This means that she always has 50% and almost always has the other 50%, implying that the student has a quite important vocabulary learning.

Productive Vocabulary Dimension



From the productive point of view, the questions asked were three. In question 3 framed in the pronunciation of the words taught correctly and constantly practiced at home, the mother answered that her son ALWAYS does it, reaching 5. In the other two questions, the mother gave the answer that her son almost always points to the object that represents the word and tries to represent the vocabulary learned with strokes.



The representation of these percentages is shown in the graphic above. The representation of these percentages is shown in the graphic above. It can be seen that out of the total of 5 questions asked, the mother's answers are 60%, showing that her child almost always carries out the activities mentioned, in contrast to 40% who ALWAYS carry out the activities mentioned.

CHAPTER III

3. Proposal for a System of Activities based on the use of visual material for learning vocabulary in English.

In this chapter, the following topics are presented, which are related to the substantiation of the proposal; at the same time, the functional structure of the contribution is presented so that it contains a systematization and correspondence between activities. In this chapter, the following topics are presented, which are related to the substantiation of the proposal; at the same time, the functional structure of the contribution is presented so that it contains a systematization and correspondence between activities. In addition, the results obtained after the application of the contribution are added for greater understanding and, finally, the data obtained after corroborating the proposed system of activities, through its socialization, are shown. In the *Unidad Educativa 'Seis de Octubre'*, the application of visual material is not frequent for the students to learn vocabulary in English language, they do not have adequate material for their learning which turns the classes into an absolute monotony without looking for new visual materials that provide support to the process of teaching and learning English. Therefore, the objective of this proposal is to promote meaningful learning in the students of Pre-School 1, through the application of the System of activities based on the use of visual material to improve the learning of vocabulary in English.

3.1 Theoretical background to the proposal.

In education, it is very important for teachers to seek new techniques that help them to capture the students' attention in order to provide them an active learning experience. The author Alarcón (2017) mentions:

Las Ciencias de la Pedagogía se entrelazan para la formación y mejora de un sistema de educación eficiente a través de todo el mundo. Entre sus diversas ciencias está la Psicología Educativa, que viene en auxilio para el estudio de la pedagogía y su efecto en los estudiantes como seres humanos con el fin de lograr experiencias de enseñanza-aprendizaje duraderas. (p.3)

Therefore, it could be said that when a new language is learned, not only should socio-communicative skills be developed, but also sub-skills such as vocabulary should be considered when learning a new language. The authors Shabiralyani, Hasan, Hamad,

& Iqbal (2015) refer to the fact that “Visual aids are those instructional aids which are used in the classroom to encourage students' learning process”. (p.226)

The authors Manrique and Gallego (2013) refer that there are various didactic elements that can be used in teaching practice in order to bring new knowledge to students. However, the traditionalism of many teachers has limited them to the use of the blackboard, voice and text.

“Visuals have been an important component of the language classes over the years. To be exact, the use of visuals aids for presenting, training, and teaching languages has been around since the 1920s – 1930s, consisting mainly of film strips, pictures, slides and pass-around objects.” (p.9)

Visual materials provide significant support in the learning process for students, helping them to understand more clearly the content being taught whilst reinforcing and increasing the learning of new vocabulary. Hofmann, Hilbrands, & Bestul (2021) “Visual aids are an item of illustration. Visual aids can be in the form of films, slides, modeling, poster, graphic organizers, etc. Visual aids are designed to supplement written or spoken information so it can be understood more easily”.

To systematize the English language learning process in the classroom, an Activity System has been proposed to help teachers and students make the teaching-learning process effective.

According to the Website, EcuRed defines the Activity System as “Conjunto de tareas docentes concebidas para contribuir al desarrollo del proceso docente educativo con el objetivo de adquirir conocimientos, hábitos, habilidades y que responda a objetivos del programa de estudio, el interés de las necesidades del grupo y de la escuela”. From this point of view, the activity system can be seen as a series of tasks that are performed in everyday life.

On the other hand, the authors Guapisaca & Núñez (2019) state that “Cuando se menciona el término Sistema de actividades se hace referencia a un conjunto de actividades que tiene objetivo o una meta en común, las mismas deben ser realizadas de forma secuencial para lograr dicho objetivo”. Based on these conceptions, the Activity System for this proposal is defined as the set of tasks of the teaching professionals designed using the visual material to contribute to the improvement of the teaching-

learning process, so that the students acquire vocabulary in English and respond to the objectives of the Kindergarten 1 programme, the institution and society.

For this purpose, three types of visual material have been considered for classroom use. These are described in detail below:

- *Picture*: it is the visual representation of elements of reality.
- *Flashcards*: images whose didactic purpose is to present specific content.
- *Realia*: They are the objects brought from daily life to the classrooms, to be a facilitator of learning.

3.2 Functional structure of the proposal.

A functional organiser is presented for the systematisation of the proposal, in which all the elements that compose the activity system proposed are articulated.

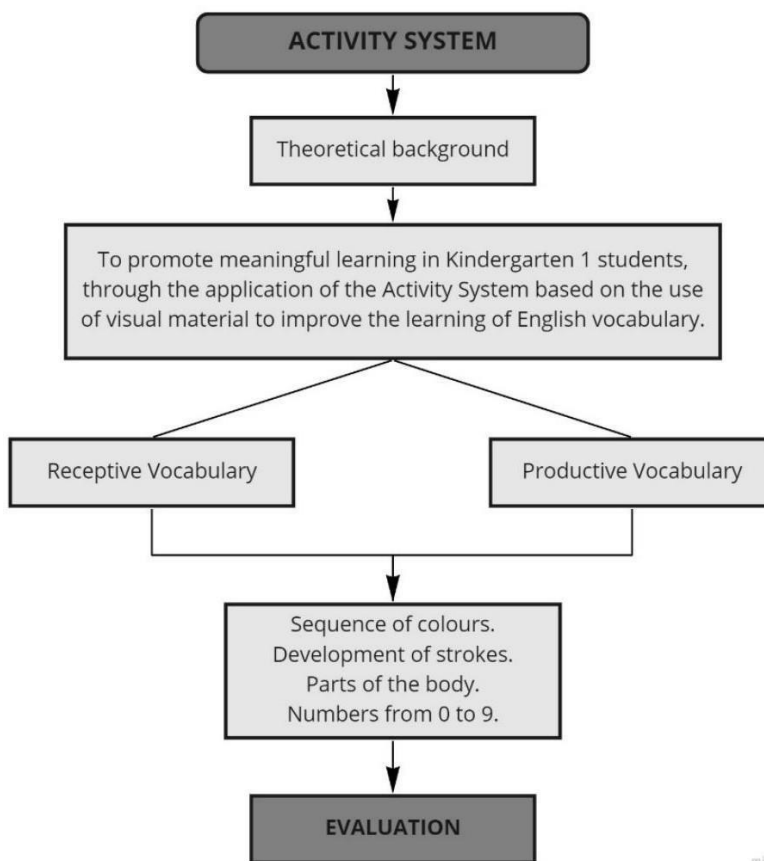


Figure 2 - Functional structure of the proposal

Source: Johan Honores-Dayana Trejo

Also, a table is presented in which the questions that guide the development of the system of activities can be visualized, which are: When, What and How it was taught.

Table 2. Systematization of Activities

Visual Material	Class period When was it taught?	Contents What was taught?	N ° of Activities with visual material How did you teach it?
Picture	Session #1	Colours and Sequence.	Activities 2
	Session # 2	Practice.	
Picture	Session # 3	Stroke Development.	Activities 3
	Session # 4	Practice.	
Flashcard	Session # 5	Body parts.	Activities 2
	Session # 6	Practice.	
Realia e Imagen	Session # 7	Number from 0 to 9.	Activities 2
	Session # 8	Practice.	
	Session # 9	Evaluation	

Source: Johan Honores-Dayana Trejo. (Jorge Guapisaca – Fabrizzio Núñez)

In order to organize the activities, set out in the system, a review was made of the plans of the teacher-guide in charge of the course so that there would be a concordance between the contents in both the mother tongue and the target language.

After the review, it was established that the class period comprised 8 sessions of 30 minutes each. The days per week used were Tuesdays and Wednesdays. The first day was used only for the explanation of the class and the previously stated visual material was used; the second day was used for the practice of the content that was taught.

In designing the schedule, aspects such as: the difficulty of the content, the age of the child, the availability of time to avoid the child feeling stressed in the learning process were considered.

3.3 Results after the system of activities application

After the application, to show the results a rating scale was created to analyze the established dimensions in order to be aware of the student's progress and if they could reach or not the planned objective.

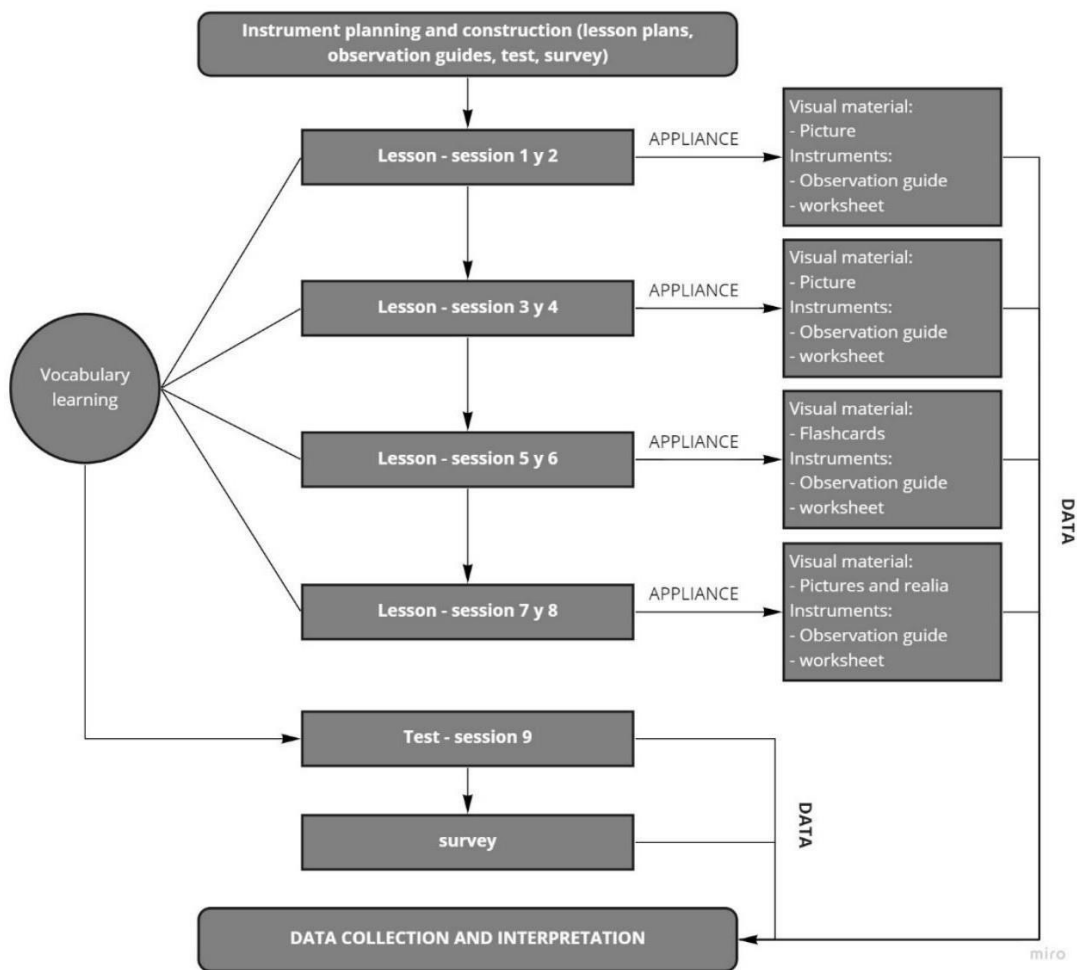


Figure 3 - System activities application

Source: Johan Honores-Dayana Trejo.

The most significant results are going to be presented through the designed instrument that was applied to the student from Kindergarten 1 in “Unidad Educativa Seis de Octubre”.

Collected data from observation guides show that it is easier for the student to associate words with pictures (receptive vocabulary), and there are some mistakes when pronouncing (productive vocabulary), it is considered normal according to his age. Furthermore, the learner was curious about the visual materials and was able to do the exercises correctly, though he was always supervised by the teacher and his mother who helped him with the instructions.

The results for receptive vocabulary dimension were 92% “observed” and 8 “not observed”, and productive vocabulary dimension had a 50% “observed” and 50% “not

observed”. At a global level the acquired vocabulary learning had a 68% “observed” and 32% “not observed”, it can be said that the student learnt better what is read and listened when using visual materials.

After all the planned sessions and exercises, a summative test was applied with activities focused on the reviewed topics with four questions. For questions 1 and 2 there were activities about receptive vocabulary and for questions 3 and 4 there were activities about productive vocabulary. To grade this test a rubric was designed with the parameters High (3 points), Medium (2 points) and Low (1 point).

In receptive vocabulary dimension, the results were the following:

- Question 1: Complete the tracing to help the baby animals to meet with their mothers. The student observed the little animals and identified where the mother was, after that he completed the exercise without any problems getting a high score.

- Question 2: Look at the color series and paint the missing color. There were some rows, in each one, two colors were alternating with a blank space to paint the correct color in order to complete the series. The student before painting recognized the colors pointing with his finger, at the end he did the exercise correctly with a high score.

In productive vocabulary dimension, the results were the following:

- Question 3: Paste the correct parts of the body. The student was given some little pictures with words that represent the parts of the body, after that the boy was explained to paste them while he repeated the words. The student before pasting associated the words with the pictures and pronounced the words excellent getting a high score.

- Question 4: Match the group of animals with the correct number. The teacher explained to the student to count animals before matching with the number. When the student developed the exercise, it was observed that he had three right answers of five owing to he got a medium score.

Percentages from the test showed that the receptive vocabulary dimension had a 100% with a high level, on the other hand, a productive vocabulary dimension had a 50% with a medium level and 50% with a high level. In overall, the vocabulary learning in the English language had a 75% with a high level and a 25% with a medium level.

When the test was submitted to the student, he immediately recognized the content from the questions and then he followed the teacher’s instruction doing one question at a

time, there was no teacher intervention during exercises. It must be understood that the mistakes from the child in the test were committed in the last question when he had to associate animals with numbers.

A short survey was applied to the student's mother with five questions. Questions 1 and 2 were directed to the receptive vocabulary dimension and questions 3,4 and 5 were directed to the productive vocabulary dimension. The parameters used to grade the survey were "Always" (5 points), "Almost always" (3 points) and "Never" (0 points).

The questions focused on receptive vocabulary were the following:

- Question 1. Does your son observe the picture and relate it with the English vocabulary learnt during lessons?
- Question 2. Does your son identify the vocabulary learnt during lessons from the teacher?
- Question 3. Does your son pronounce the words correctly and practice constantly at home?
- Question 4. When your son listens to a word learnt during English lessons, does he repeat or point the object that represents the word?
- Question 5. Have you observed if your son tries to represent the vocabulary learnt during English lessons with tracing at home?

The survey showed as a result, question 1 "Always", question 2 "Almost always", question 3 "Always", question 4 "Always" and question 5 "Almost always". Receptive vocabulary dimension obtained 50% "Always" and 50% "Almost always", and productive vocabulary dimension obtained 33% "Always", 67% "Almost always". When the survey was completed, most of the questions were "Almost always". As an overall, vocabulary learning in the English language showed a 40% "Always" and 60% "Almost always", it can be said that the mother thinks her son has learnt and progressed either receptive or productive vocabulary, though from her view, the child should do the exercises more quickly and have a better pronunciation.

To sum up, the next table shows the relation between the results from every instrument applied in this research (observation guides, test and survey).

Table 3. Comparative table of the applied instruments

OBSERVATION GUIDE		TEST		SURVEY	
Dimension	Results	Dimension	Results	Dimension	Results
Receptive vocabulary	92% Observed 8% Not observed	Receptive vocabulary	100% High 0% Medium 0% Low	Receptive vocabulary	50% Always 50% Almost always 0% Never
Productive vocabulary	50% Observed 50% Not observed	Productive vocabulary	50% High 50% Medium 0% Low	Productive vocabulary	3% Always 67% Almost always 0% Never
Overall	68% Observed 32% Not observed	Overall	75% High 25% Medium 0% Low	Overall	40% Always 60% Almost always 0% Never

Source: Johan Honores-Dayana Trejo

During the lessons that were observed, 68% of the students developed their receptive and productive vocabulary, in addition, the summative test considered an objective instrument shows positive results that demonstrate good learning in the student. Data reflects at an overall level that the child had a 75% High level and 25% Medium level, it is important to highlight the student did not have any low score, consequently, it is proven that his vocabulary learning in the English language is high.

The data provided by the guides and the test are similar in percentages when evaluating the dimension of receptive and productive vocabulary. Although the survey carried out with the mother contrasts the results of the two previous instruments, with the results of 40% Always and 60% Almost always, 0% Never. As an observation, it should be stressed that this contrast is obtained due to the mother's beliefs, where she states that "the person who knows, answers quickly", alleging that the student takes a certain amount of time to finish the exercises. However, the age of the child and the short time in the application of the lessons should be taken into consideration.

It should be noted the great predisposition of the mother in allowing the student to participate in each scheduled activity, this attitude facilitated the work of the teacher during the classes given, the application of the test and the survey.

To know the final result, the researchers consider the following table, which is composed of the units of analysis receptive vocabulary and productive vocabulary. In addition, two categories were added for the first unit of analysis and one category for the second.

In the first level of analysis, the predominant percentage of the test used will be considered, whether it is High, Medium or Low, and in the second level of analysis, we proceed to describe what the child is able to do according to what is established in the first level of analysis.

Table 4. Analysis of the research outcomes.

ANALYSIS UNITS	CATEGORIES	FIRST LEVEL OF ANALYSIS	SECOND LEVEL OF ANALYSIS
<i>Receptive vocabulary</i>	Recognize the new vocabulary being taught. Differentiate the new vocabulary words from each other.	High Medium Low	High: When the sample student will be able to recognize (1) and differentiate the vocabulary (2). Medium: When the student is high recognizing the words of the new vocabulary (1), but the differentiation of the new vocabulary is low (2). Low: The student falls under the categories of recognition (1) and differentiation (2).

<i>Productive vocabulary</i>	Use the vocabulary to relate to its context.	High Medium Low	<p>High: The student is able to use new vocabulary in everyday life.</p> <p>Medium: When the student uses certain words from the new vocabulary, but still has difficulty relating them to the real context.</p> <p>Low: The student hardly uses the new vocabulary and does not know how to relate it to the context.</p>
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Source: Johan Honores-Dayana

CATEGORIES	NUMBER			PERCENT
	High	Medium	Low	
<i>Receptive vocabulary</i>	3	2	1	High: 100-85% Medium: 84% - 69% Low: less than 68%
<i>Productive vocabulary</i>	3	2	1	High: 100-85% Medium: 84% - 69% Low: less than 68%

Source: Johan Honores-Dayana Trejo.

The test is considered the most objective instrument to define the real outcomes of the analysis, because there is no subjectivity or influence from both the researchers and the mother.

The data of the first two questions of the test corresponding to the receptive part obtained a 100% High, so it is given a High level in the first level of analysis, this means that the learner shows to be able to recognize and differentiate the vocabulary.

In the last two questions concerning production, a 50% High and 50% Medium were obtained. As there is an equality, it is decided to consider the number of correct

answers (three) and mistakes (two) in the last question, therefore, the majority made a High percentage; This gives it a High level in the first analysis, interpreting that the student is able to use the new vocabulary in everyday life.

A final outcome for the variable "Vocabulary learning in English" is a High level in the units of analysis.

Finally, it is necessary to emphasize that the implementation of the visual material in English vocabulary comprehension and production activities was satisfactory for student learning, allowing new words to be acquired through the images, flashcards and realia used by the educators in each exercise. The attractiveness they provide and the dynamics they create, affirm the results expected at a theoretical and methodological level, achieving the stated objective.

3.4 Practical application

The lesson plans were developed considering the previous knowledge that the student knows from their mother tongue. In addition, the objectives are in relation to what is sought to be developed in students of this age described in the curriculum. For this, 4 class plans were developed, which contain the activities and the days on which the expository part and the practical part of the activity system are developed.

In relation to this, the activities that were considered within the system with their respective skills to be developed and the material used are described:

Session 1 and 2. Color's sequence

These classes were developed in correspondence to the lesson plan (Annex 5), in which it was planned for Tuesdays and Fridays each with a load of 30 minutes each day. Tuesdays were for the explanation of the content to the student and Fridays for the practical sessions.

The topic studied was Colors and sequence, using the visual material designated for that day, the image. As a resource material, worksheets were used for the students to make their own practice. For these classes we worked on the skills outlined in the Integrated Curriculum for General Basic Preparatory Education "Recognize primary colors: red, yellow and blue; the colors black and white and secondary colors in objects in the environment" and "Describe and reproduce patterns with objects in the environment

by color, shape, size, length or with silhouettes of geometric figures, sounds and movements".

Session 3 and 4. Development of strokes

For this class, the 30 minutes of exposure to the content established in the lesson plan (Annex 6) were used. The theme of the class was the development of strokes, and for this class we used the image as visual material and the worksheets. The skill developed was "To carry out their written productions by selecting and using different resources and materials". Being students who do not know how to write, to perform this skill, the students made small strokes to develop the writing process in them.

Session 5 and 6. Parts of the body

In this 30-minute class period the topic of body parts was planned (Annex 7). For the Tuesday lesson, flashcards were used to explain to the students the different parts of the body and for them to recognize the parts in their own body. In the practical part, on Friday, worksheets were used and work was based on the development of the skill "Recognize basic vocabulary about "the body" (arm, eye, hand, nose, head, ear, leg, mouth, feet) by pointing out the parts of the body".

Session 7 and 8. Numbers 0 to 9

On Tuesday, the topic related to numbers from 0 to 9 was presented, which is duly established in the lesson plan (Annex 8), and visual material, realia and images were used for the demonstration. For the Friday practice day, worksheets were used as a didactic resource for the student's learning. The skill included in the Integrating Curriculum for General Basic Preparatory Education "Identifying the numbers from 0 to 9 when counting different objects in class" was worked on.

Session 9. Evaluation

In order to obtain the necessary data to visualize how effective or not the planned system of activities has been, a test was planned for the assessment, in which the aim was to evaluate the contents taught to the students.

From this perspective, it is considered a formative assessment, since within this evaluative process, formal and informal assessments are incorporated, which help the teacher to survey how the student's learning is improving, or if the teacher needs to give feedback in order to obtain meaningful learning in the student. "La evaluación formativa

se basa en el análisis de evidencia recolectada por los docentes que les permiten hacer comentarios e implementar acciones para mejorar la comprensión de los estudiantes”. (Talanquer, 2015, p.178)

3.5 Validation through a socialization workshop with the user

In order to validate whether the Activity System proposed was effective or not, a workshop was held to socialize the activities and the organization of the system with students from the degree course. The Community Tools box (2015) website defines that:

“A workshop is a single, short (although short may mean anything from 45 minutes to two full days) educational program designed to teach or introduce to participants’ practical skills, techniques, or ideas which they can then use in their work or their daily lives.”

A workshop is a process that must be previously planned and maintain a logical structure that allows achieving a specific objective.

As mentioned by the author Aranzamendi (2017):

(...) el taller, requiere no una relación directiva, sino circular, de compartir ideas, capacidades y habilidades personales para lograr el objetivo. El taller promueve la espontaneidad y dinamicidad en el aprendizaje, rompe con los esquemas directivos, da espacio al desarrollo de las propias capacidades. (p.32)

Within the workshops, participants can share their opinions on the content being discussed. A successful workshop requires the facilitator to be neutral in relation to the content being discussed, which gives participants the opportunity to express their ideas without limitation. Neutrality gives confidence to the participant, as it helps to encourage more participation, more critical and deeper opinions.

Besides, the same Community Tools box website states that:

Workshops focus on singular topics and strive to build detailed outputs. Successful workshops depend on:

- Knowing clearly what DONE looks like, specific output or deliverables.
- An agenda design that engages participants.
- Sequencing information gathering activities or agenda steps.
- Monitoring the workshop method to accomplish those goals. In order to systematize the development of the workshop, a workshop systematization

matrix was created (Annex 9), and the following graphic organizer is also shown:

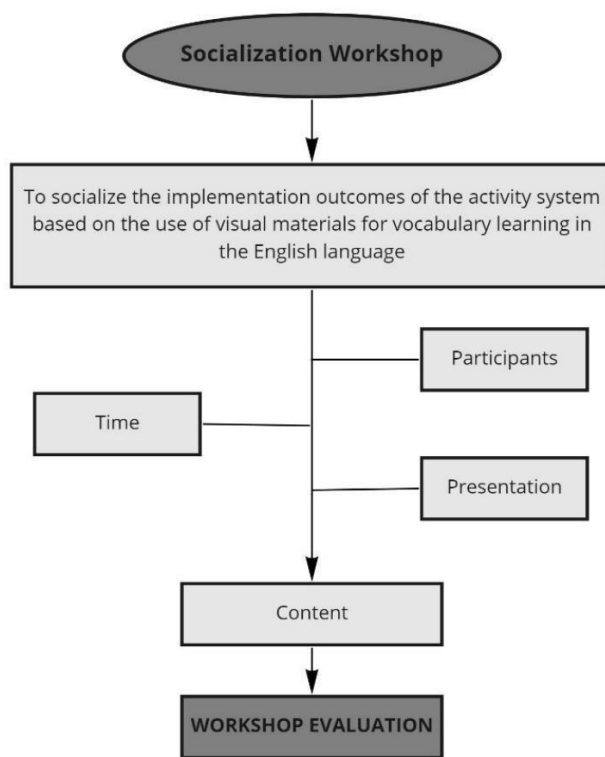


Figure 4 - Socialization workshop

Source: Johan Honores-Dayana Trejo

For the socialization of the outcomes of the proposal's application, an objective was set for this workshop, which is central and mentions what the workshop aims to achieve. In addition, different aspects were taken into consideration:

The participants were the students of the eighth semester of the *Carrera de Pedagogía de los Idiomas Nacionales y extranjeros* at the *Universidad Técnica de Machala*. The number of participants was 15 students, who remained virtually connected.

To carry out the socialization, the teacher on duty allowed 30 minutes of her class time to be used to share the information gathered after the application with the students. During this time, the results were presented to the participants using the expository technique, by means of slides as support material.

All the proposed contents were taken from those provided by the Ecuadorian Ministry of Education; in this sense, within the Integrating Curriculum for General Basic Preparatory Education concerning the Foreign Language section, it is mentioned that:

Para el subnivel de Preparatoria, se plantea incorporar la Lengua Extranjera-inglés como área transversal dentro de cada uno de los Ámbitos de Desarrollo y Aprendizaje, con la finalidad de iniciar a temprana edad el aprendizaje de este idioma que constituye una herramienta fundamental para afrontar a las nuevas exigencias de la sociedad actual. (Ministerio de Educación del Ecuador, 2019, p.57)

The content of the slides was related to the activities proposed in the system, as well as the skills that the student is expected to develop from the Integrated Curriculum for General Basic Preparatory Education, and they were integrated into the teacher's lesson plans.

At the end of the presentation, a round of questions was made to the participants as a means of evaluation of the Activity System that was applied. The first focused on finding out the participants' point of view, based on the outcomes shown, whether or not the student achieved the established skills, obtaining the following opinions.

P1: "I think so, because as you expressed it in the planning when you proposed the skills at the end you said that the student managed to do; they had a slight failure, but in number recognition. In terms of sequences, colors, parts of the body, the student developed very well".

From this consideration on the part of this participant and the results obtained, it can be noted that vocabulary learning did take place, and the results were fruitful, not only for the research work, but also for the student's learning. Hence, it is demonstrated that the content and the visual material implemented helped the student to develop the skills that are given from the Integrated Curriculum.

The second question was framed to obtain opinions on whether the methodology used for teaching the system of activities was effective, the following was extracted:

P2: "As you showed it all looks very organized and the methodology with the pictures you provided and explained, it is evident that you achieved what you expected".

This response reinforces that the organization and systematization of the system from the methodological aspect was appropriate, contributing to the achievement of the proposed objective. However, P1 mentioned that: "Considers that working with

worksheets is very good, but that sometimes the student tends to lose interest, so perhaps apart from the worksheets, other types of material could be used”.

This comment is important, as it raises awareness of what other materials can be included to make the Activity System intervention more effective in future applications.

Question 3 focused on whether improvements should be made to the proposed Activity System to which P3 responded that: “I think it is good because it considers the way the student learns and the materials are aligned with the activity that was done”.

This denotes that according to what is presented, no improvements are needed, since in relation to what the Activity System was proposed to obtain, the structuring, planning and execution resulted in important data and considerable effectiveness.

Finally, a question was posed in which participants were asked to express what in their opinion should not be repeated within the System. In which P4: mentioned that “The use of visual materials for student learning should be encouraged more”.

With all these criteria, it can be deduced that the applied Activity System had positive results, was feasible and viable in the English teaching-learning process of the student.

CHAPTER IV

4. Results Discussion

The research has a descriptive methodological design with a qualitative approach and its scope is a case study.

The results of the analysis allow us to answer the guiding questions, which were designed to guide the course of this research.

The question focused on English language learning within the educational institution, allows us to know that the methodology applied by the teachers in their teaching model had a high degree of absence of visual material during the classes, which limited the attention of students and the effective learning of vocabulary. As mentioned by Santamaría (2014), the methodology that teachers in the classroom should use for teaching English should be directed to the use of visual material that reinforces the content that is explained to students during the lecture.

On the other hand, an observation was made to see if the classroom contained sufficient visual resources to encourage students to learn English vocabulary, obtaining through participant observation, the absence of material such as posters, images, figures or objects in the classroom. One of the reasons why it is believed that there is an absence of school materials is the lack of administration and monetary resources in the school.

This is counterproductive in the acquisition of knowledge, if we consider the statement of Pinta (2016) where he explains that the absence of the use of visual material by teachers, does not contribute significantly to the learning of English vocabulary, because this type of resource captures the attention and transforms the processes into something dynamic and interactive with significant results.

The application procedure was as follows:

The people in charge of the classes for the pre-school 1 student were the researchers, who divided the roles of teacher and observer. In addition, the active support was provided by the mother, who contributed as a supervisor and provider of what her child needed.

Four pre-planned classes consisting of two sessions each were held; the first session was aimed at teaching vocabulary in the English language and the second session was a practical exercise session.

Taking as a reference the work of Cruz (2019), whose contribution provides important information in relation to the visual materials that teachers can use in their practice, the image, flashcards and realia were selected, which were implemented in the worksheets that they were given to the student for practice sessions. This visual support is feasible and viable in the development of meaningful knowledge.

The first topic seen was tracing, where the student had to relate a small animal to its mother and was shown a path, which he had to trace with a pencil in order to put them together, while doing this exercise, the child had to pronounce the names of the animals in English, as the teacher pronounced them.

The second topic was about color sequences, where the teacher made the student repeat the colors in English and indicated the sequence to recognize which color was missing. Then, during the practice, the student was presented with several exercises on the theme seen, where he had to paint the missing color, while observing if the student repeated the color and got it right.

The third topic focused on the parts of the human body, in this section, the teacher showed pictures containing a body part and its writing in English, while the child was instructed to touch the body part shown and emulate the pronunciation. The exercises focused on pasting the body parts on a worksheet, while the student performed the exercise, the observer assessed whether he pronounced and associated the body parts taught.

The fourth topic made use of the numbers from 0 to 9 and images of groups of animals. During the lesson, the teacher indicated that the child should first look at the groups of animals and count them one by one in English, then look for the number that represents that group. During the exercises, the researcher observed whether the child counted the animals and got the correct numbers.

To appreciate and facilitate the analysis of the data, three instruments were designed that consist of observation guides (four in total), a test and a survey directed to the mother of the family, representative of the student.

The observation guides have a central part divided between the dimensions of receptive vocabulary and productive vocabulary, with two parameters between “It is

observed” and “It is not observed”, this instrument will allow to observe the development that the student has obtained throughout the four classes.

The test consists of four questions and was designed according to the topics taught and the exercises are similar to those already done in class. It was also divided into the dimensions of receptive vocabulary (questions 1 and 2) and productive vocabulary (questions 3 and 4). The purpose of the instrument is to find out in a summative and objective way, what was the real development of the child's knowledge of the vocabulary learned in the English language, the level varies between the parameters "High" (score 3), "Medium" (score 2) and "Low" (score 1).

The survey was structured with five questions, which were to be answered by the mother according to her perception of her child's learning process, divided into the dimensions of receptive vocabulary (questions 1 and 2) and productive vocabulary (questions 3, 4 and 5), with the parameters "Always", "Almost always" and "Never". This instrument allows the representative of the child to provide a description of the observed phenomenon, quite separately and without the intervention of the researchers.

It should be noted that the child's representative, as an opinion outside the instruments, argued to the researchers that she would like her child to pronounce the words more quickly and fluently.

The data obtained through the applied instruments allow to know that:

- The observation guides determined that the student in the dimension of receptive vocabulary learning obtained a high percentage of 92% and in the learning of productive vocabulary a 50%, which globally represents a learning of vocabulary in English language of 68%.

During the development of the first class, it was evident that the student did not have a sufficient approach to the English language; but once he was able to visually perceive the contents, he felt attracted and increased his participation in the development of the activities; this result was repeated throughout the eight sessions.

- The summative test showed that the student has a high level of 100% in the receptive vocabulary dimension and a medium level 50% - high 50% in the productive vocabulary, which is perceived globally as 75% of high learning in vocabulary in English language.

As an observation, it could be seen that the child in sessions seven and eight, with the subject of numbers, had a disconnection with the class due to his lack of attention, so it is believed that the student does not like to learn numbers. This may be reflected in the last question of the test, where he had to count the animals and relate them to the correct number, failing two of the five answers.

- The survey of the mother contrasts slightly with the results obtained in the observation guides and the test, because it is possible that in her point of view, she does not consider the age of her child with the ability to speak. These results show that most of the students "almost always" do what was stated in the survey questions.

Corroborating Alarcón (2017), visual resources improve vocabulary learning in the English language in a faster and more effective way, transforming the content of the classes into something that can be understood and related visually. Following this concept, it can be affirmed that the student demonstrated a high level of vocabulary learning, answering correctly three out of four questions posed in the test, and the last question with only two errors.

With all the above mentioned, it can be interpreted that the use of visual material has a direct influence as a captivating stimulus of the student's attention, in such a way that the contents through visual perception are easily assimilated, in this case, the significant learning of vocabulary in English language.

Finally, it is suggested that for future studies the same type of research could be carried out, but using more visual materials and assessing a larger number of students, aiming to find out if the changes obtained are consistent and the same conclusions are reached in the English vocabulary learning.

4.1 Conclusions

Through the bibliographic review, it was determined that the use of visual material has had little relevance in teaching practice, due to traditional teaching methods being overshadowed by the textbook and blackboard.

During the classroom observation, it was observed that, although there was little visual material, it was poorly used in the teaching, which hindered the students' learning.

According to the activities and the visual material used, it was possible to see how the student was able to develop the vocabulary sub-skill in English and assimilate the

contents that are present in the Integral Curriculum of Basic Preparatory Education established by the Ecuadorian Ministry of Education, which are in accordance with the pre-school level 1 for ages between three and four years old.

The information obtained through the instruments applied allowed us to know that the student is able to recognize and associate receptive and productive vocabulary in a meaningful way.

Based on several criteria of the participants in the socialization workshop, the use of visual material is very important for the acquisition of vocabulary in the English language.

4.2 Recommendations

The use of visual material is suggested to the teachers of the *Unidad Educativa 'Seis de Octubre'* because it supports the students' learning of vocabulary in English, as long as it is used correctly, creatively, and adequately to the objectives proposed in each class topic.

It is recommended to make new studies related to the use of school materials in the development of English language skills and sub-skills aimed at different groups or levels within the Educational Institution.

Teachers are encouraged to seek the possibility of increasing their knowledge related to different methods, methodologies and techniques in the teaching-learning process of the English language.

The authorities of the *Unidad Educativa 'Seis de Octubre'* are suggested to manage new educational visual material with previous research on the students' needs, depending on their age and academic level.

The use of videos, images, posters, flashcards, realia, concept maps, figures, among other visual resources is highly recommended to encourage interest and catch the students' attention when performing different tasks and practices.

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ANNEXES

ANNEX 1

GUÍA DE OBSERVACIÓN

ITEMS	SE OBSERVA	NO SE OBSERVA
<p>INICIO DE LA CLASE</p> <ul style="list-style-type: none">- El estudiante responde al saludo del docente.- El estudiante responde a las preguntas que hace el docente.		
<p>DURANTE LA CLASE</p> <p>Vocabulario Receptivo</p> <ul style="list-style-type: none">- Relaciona la palabra con la imagen.- Identifica el vocabulario que el docente enseña y responde correctamente.- Reconoce la palabra y la identifica con la imagen correcta. <p>Vocabulario Productivo</p> <ul style="list-style-type: none">- Pronuncia correctamente la palabra enseñada.- Relaciona el vocabulario con objetos o imágenes de su contexto.- Replica tal y como se lo presenta en la imagen mediante trazos.- Utiliza el vocabulario enseñado en clase de forma independiente.		

INAL DE LA CLASE

- El estudiante memoriza el nuevo vocabulario.
- Responde satisfactoriamente a las preguntas del docente.

ANNEX 2

TEST

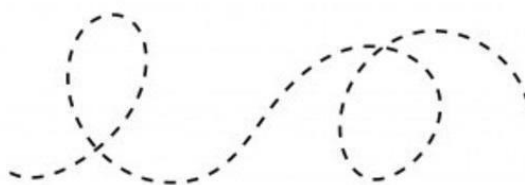
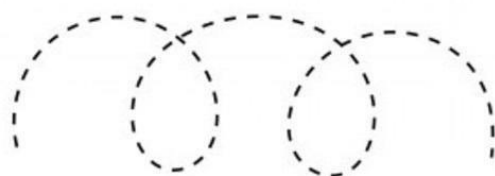
NOMBRE:

FECHA:

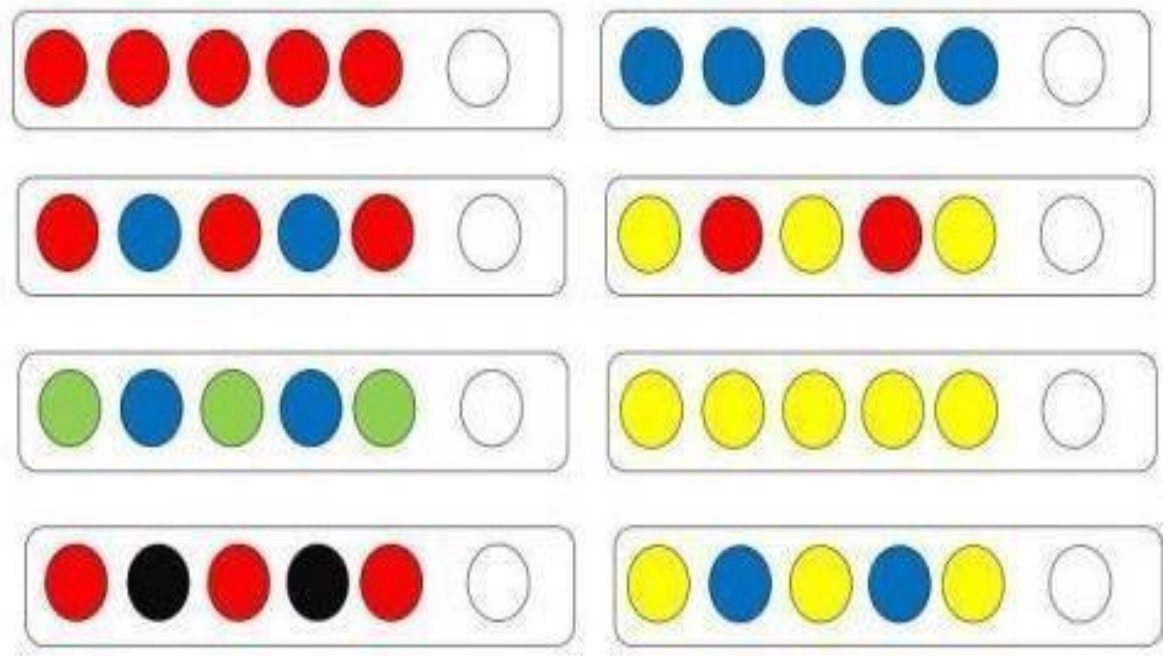
CURSO:

PARALELO:

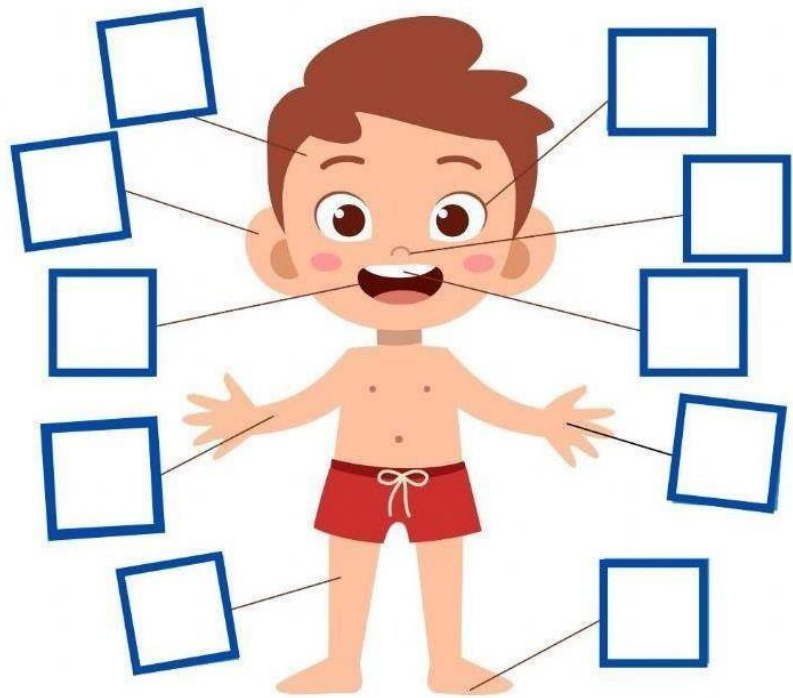
1. Lo trazos para formar el camino para que cada animalito encuentre a su mamá.

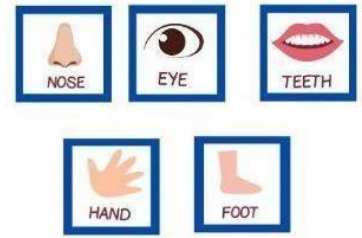
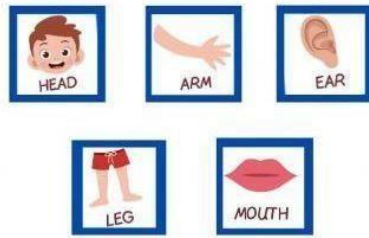


2. Continúa la serie con el color que corresponda.

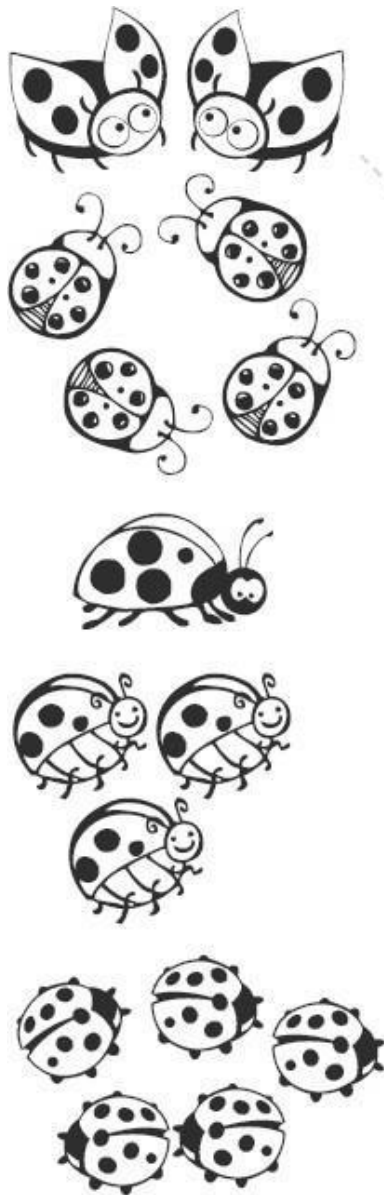


3. Identifica cada parte del cuerpo y pega en el lugar correcto.





4. Relaciona cada grupo de Animales con su número. Colorea los dibujos.



ANNEX 3

Rúbrica

DIMENSION: Receptive Vocabulary	HIGH (3 points)	MEDIUM (2 points)	LOW (1 point)
Recognition & Differentiation	Student recognizes all the words learnt in the class and points the pictures accurately when he listens to the teacher.	Student listens and recognizes most of the words learnt in the class and points almost accurately when he listens to the teacher.	Student listens and recognizes half or less of the words learnt in the class and points inaccurately when he listens to the teacher.
DIMENSION: Productive Vocabulary	HIGH (3 points)	MEDIUM (2 points)	LOW (1 point)
Vocabulary & Pronunciation	Student looks at the pictures and pronounces the words learnt in class correctly. Besides, he answers the question accurately.	Student looks at the pictures and pronounces most of the words learnt in class correctly. Besides, he answers the question almost accurately.	Student looks at the pictures and pronounces half or less words learnt in class correctly. Besides, he answers the question inaccurately.

ANNEX 4

ENCUESTA PADRE DE FAMILIA

Esta encuesta tiene como finalidad de conocer como su hijo a mejorado o no su vocabulario desde su perspectiva. Está estructurada con 5 preguntas concretas. En donde 5 es siempre, 3 casi siempre y 0 es nunca.

Ponga una **X** o un **✓** en la respuesta que considere correcta. Para ello se ha establecido una escala en donde:

1. **¿Su hijo cuando observa una imagen la relaciona con el vocabulario que ha aprendido en la clase de inglés?**

SIEMPRE	CASI SIEMPRE	NUNCA

2. **¿Su hijo identifica el vocabulario que el docente le ha enseñado en la clase?**

SIEMPRE	CASI SIEMPRE	NUNCA

3. **¿Su hijo pronuncia palabras enseñadas correctamente y practica constantemente en casa?**

SIEMPRE	CASI SIEMPRE	NUNCA

4. **¿Cundo su hijo escucha una palabra que aprendió en la clase de inglés, la repite o señala el objeto que representa?**

SIEMPRE	CASI SIEMPRE	NUNCA

5. **¿Ha observado si su hijo cuando está en la casa trata de representar el vocabulario aprendido con trazos?**

SIEMPRE	CASI SIEMPRE	NUNCA

ANNEX 5

CLASS PLAN #1

SESION 1

GRADE: Inicial 1

SUBJECT: English.


RESPONSIBLES: Johan Honores -

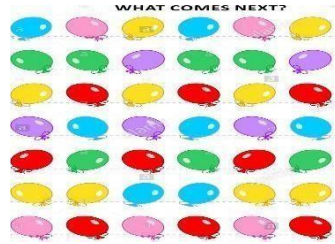
Dayana Trejo

TOPIC: Colours. Sequences.

AIM: To learn the names and sequences of colours, through the use of visual material to improve the student's vocabulary in the English language.

S = Students. **T** = Teacher.

KNOWLEDGE	LASS PHASES	ACTIVITIES	TECHNIQUES AND METHODS	EVALUATION
Colours. Sequences.	INTRODUCTION (5 min)	<ul style="list-style-type: none"> • Greetings. • Check list. • Warm up. 	<ul style="list-style-type: none"> • Elicitation. • Questions and Answer • Examples. 	
<p>ABILITIES</p> <p>Recognise primary colours: red, yellow and blue; black and white and secondary colours in objects in the environment.</p> <p>Describe and reproduce patterns with objects in the environment by colour, shape, size, length or geometric shapes, sounds and movements.</p> <p>VALUES</p> <p>Honesty Respect Responsibility</p>	DEVELOPMENT 20 min)	<p>EXPLANATION</p> <p>DATE: February 23rd, 2021</p> <p>ACTIVITY 1</p> <ul style="list-style-type: none"> • S. Brainstorming about vocabulary “colours” • S analyse the vocabulary. • T Explain the content related to colours using an illustration. • S looks carefully at the picture with the colours shown by the teacher and then repeats its name in English. 	<p>Use of visual material (image) to explain the content.</p> <p>Using the worksheets for check the knowledge.</p>	<p>The student will recognise 80% of colour names in the English language.</p> <p>80% of the students will perform colour sequences.</p>

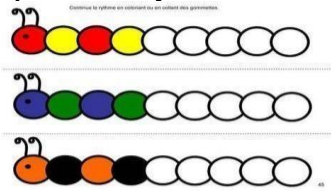


PRACTICE

DATE: February 26th, 2021

ACTIVITY 2

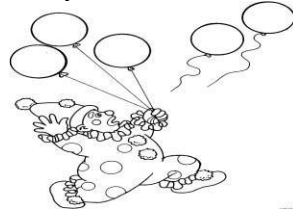
- **T** explains what is to be done on the practice day.



- **S** must complete the colours sequence with watercolours.

ACTIVITY 3

- **T** explains what is to be done.



- **S** should colour balloons and the clown.

	<p>CONCLUSION</p> <p>5min)</p>	<p>Check the learning status of the students by asking them new vocabulary questions.</p>	<p>Questions and answers.</p>	<p>The learner will identify 80% of the new vocabulary learnt.</p>
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ANNEX 6

CLASS PLAN #2


GRADE: Inicial 1

SUBJECT: English.
Honores - Dayana Trejo
TOPIC: Traits.

RESPONSIBLES: Johan

AIM: To learn how to trace shapes, through the use of visual material to stimulate the student's fine motor skills.

S = Students. **T** = Teacher.

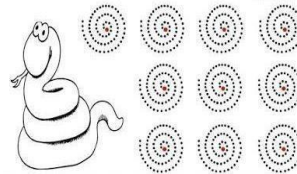
KNOWLEDGE	CLASS PHASES	ACTIVITIES	TECHNIQUES AND METHODS	EVALUATION
Traits.	INTRODUCTION 5 min)	<ul style="list-style-type: none"> • Greetings. • Check list. • Warm up. 	<ul style="list-style-type: none"> • Elicitation. • Questions and Answer • Examples. 	
<p>ABILITIES To produce their written productions by selecting and using different resources and materials.</p> <p>VALUES Honesty Respect Responsibility</p>	DEVELOPMENT 20 min)	<p>EXPLANATION DATE: March 2nd, 2021 ACTIVITY 1</p> <ul style="list-style-type: none"> ▪ S. Brainstorming about Traits. ▪ S analyse the vocabulary. ▪ T Explain how to trace shapes. ▪ S looks carefully at the picture with different types of traits shown by the teacher.  <p>PRACTICE DATE: February 5th, 2021 ACTIVITY 2</p> <ul style="list-style-type: none"> ▪ T explains what is to be done on the practice day. 	<p>Use of visual material (image) to explain the content.</p> <p>U</p> <p>Using the worksheets for check the knowledge.</p>	The student will be able to do 80% of the types of strokes taught in class.



- **S** must complete the path with bubbles by following the arrows. In addition, the student must colour the water with the light blue colour.

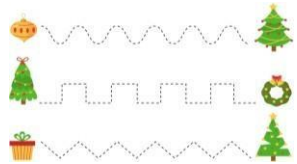
ACTIVITY 3

- **T** explains what is to be done.



- **S** completes the trace of the snail using modelling clay.

ACTIVITY 4



- **S** completes the path of each element with different colours.

CONCLUSION

5min)

Check the learning status of the student by asking them questions about the different types of traits.

Questions and answers.

The student will know how to make tracing forms.

ANNEX 7

CLASS PLAN #3

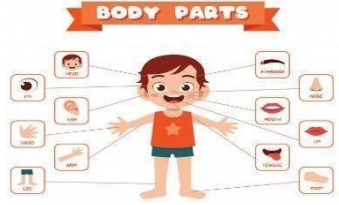
GRADE: Inicial 1

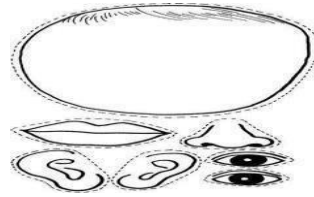
SUBJECT: English.
Honores - Dayana Trejo
TOPIC: Body Parts.

RESPONSIBLES: Johan

AIM: To learn the different body parts, using flashcards to improve the student's vocabulary.

S = Students. T = Teacher.

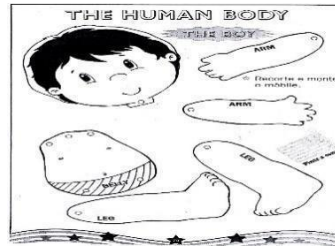
KNOWLEDGE	CLASS PHASES	ACTIVITIES	TECHNIQUES AND METHODS	EVALUATION
Body Parts.	INTRODUCTION 5 min)	<ul style="list-style-type: none"> Greetings. Check list. Warm up. 	<ul style="list-style-type: none"> Elicitation. Questions and Answer Examples. 	
<p>ABILITIES</p> <p>T o recognise basic vocabulary about "the body" (arm, eye, hand, nose, head, ear, leg, mouth, feet) by pointing to the parts of the body.</p> <p>VALUES Honesty Respect Responsibility</p>	DEVELOPMENT 20 min)	<p>EXPLANATION DATE: March 2nd, 2021 ACTIVITY 1</p> <ul style="list-style-type: none"> S. Brainstorming about body parts. T uses flashcards to explain the different parts of the body. S recognises different parts of his body in English.  <p>PRACTICE DATE: March 5th, 2021 ACTIVITY 2</p> <ul style="list-style-type: none"> T explains what is to be done on the practice day. 	<p>U Use of visual material (flashcards) to explain the content.</p> <p>Using the worksheets for check the knowledge.</p>	The student will be able to recognise 80% of the vocabulary about "the body".



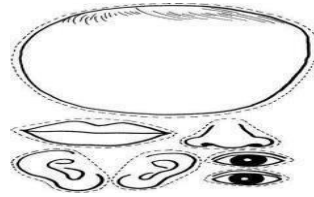
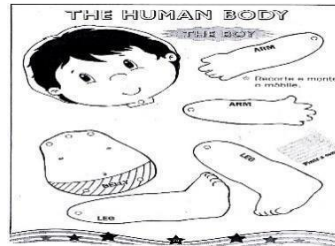
- **S** has to identify the parts on his body.
- **S** has to cut out the parts of the face and glue them in place.
- **T** monitors the activity.

ACTIVITY 3

- **T** explains what is to be done in this task.



- **S** has to cut out the parts and form the child's body.
- **T** monitors the activity.

		 <ul style="list-style-type: none"> ▪ S has to identify the parts on his body. ▪ S has to cut out the parts of the face and glue them in place. ▪ T monitors the activity. <h3>ACTIVITY 3</h3> <ul style="list-style-type: none"> ▪ T explains what is to be done in this task.  <ul style="list-style-type: none"> ▪ S has to cut out the parts and form the child's body. ▪ T monitors the activity. 		
	<p>CONCLUSION</p> <p>5min)</p>	<p>Checks the student's learning status by asking him questions on recognising his body parts.</p>	<p>Questions and answers.</p>	<p>The student will recognise basic vocabulary about "the body" by pointing to the parts of the body.</p>

ANNEX 8

CLASS PLAN #4

GRADE: Inicial 1

SUBJECT: English.

Honores - Dayana Trejo


TOPIC: Numbers 0-09

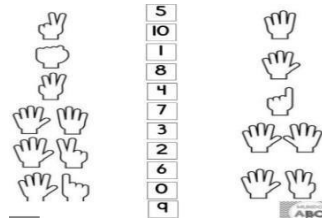
RESPONSIBLES: Johan

AIM: To identify the numbers from 0 to 9 through visual material (realia) in order to improve the learning of vocabulary in the English language.

S = Students.

T = Teacher.

KNOWLEDGE	CLASS PHASES	ACTIVITIES	TECHNIQUES AND METHODS	EVALUATION
Numbers 0-09	INTRODUCTION 5 min)	<ul style="list-style-type: none"> • Greetings. • Check list. • Warm up. 	<ul style="list-style-type: none"> • Elicitation. • Questions and Answer • Examples. 	
<p>ABILITIES To Identify the numbers 0-9 by counting different objects in class.</p> <p>VALUES Honesty Respect Responsibility</p>	DEVELOPMENT 20 min)	<p>EXPLANATION DATE: March 16th, 2021 ACTIVITY 1</p> <ul style="list-style-type: none"> ▪ S. Brainstorming about numbers. ▪ T uses pictures and realia to explain the numbers. ▪ S counts each object and pronounces out loud each number.  <p>PRACTICE DATE: March 19th, 2021 ACTIVITY 2</p> <ul style="list-style-type: none"> ▪ T explains what is to be done on the practice day. 	<p>Use of visual material (picture and realia) to explain the content.</p> <p>Using the worksheets for check the knowledge.</p>	The student will be able to Identify the numbers 0-9.



- **S** recognises the numbers 1 to 09.
- **S** counts the fingers on each hand and connects with lines with the correct number.
- **T** monitors the activity.

ACTIVITY 3

- **T** explains what is to be done in this task.

1-2-3-4-5-6-7-8-9-

1 2 3 4 5 6 7 8 9

1 2 3 4 5 6 7 8 9

1 2 3 4 5 6 7 8 9

- **S** draws the lines to complete the numbers.
- **T** monitors the activity.

CONCLUSION

5min)

Check the student's learning status by asking him questions about numbers.

Questions and answers.

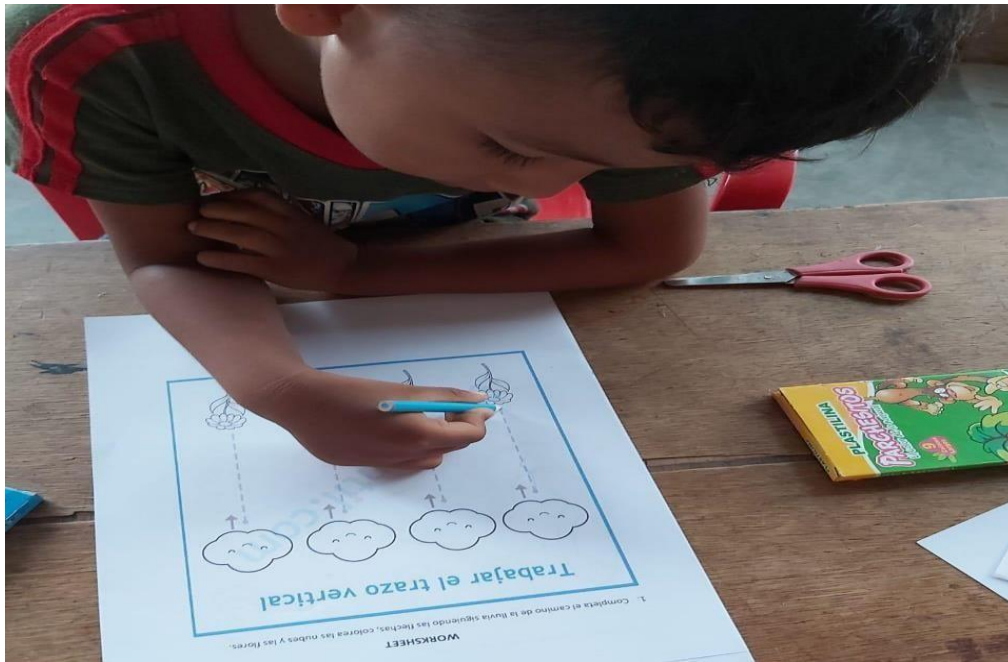
The student will to identify the numbers 0-9 by counting different objects in class.

Photographic memory

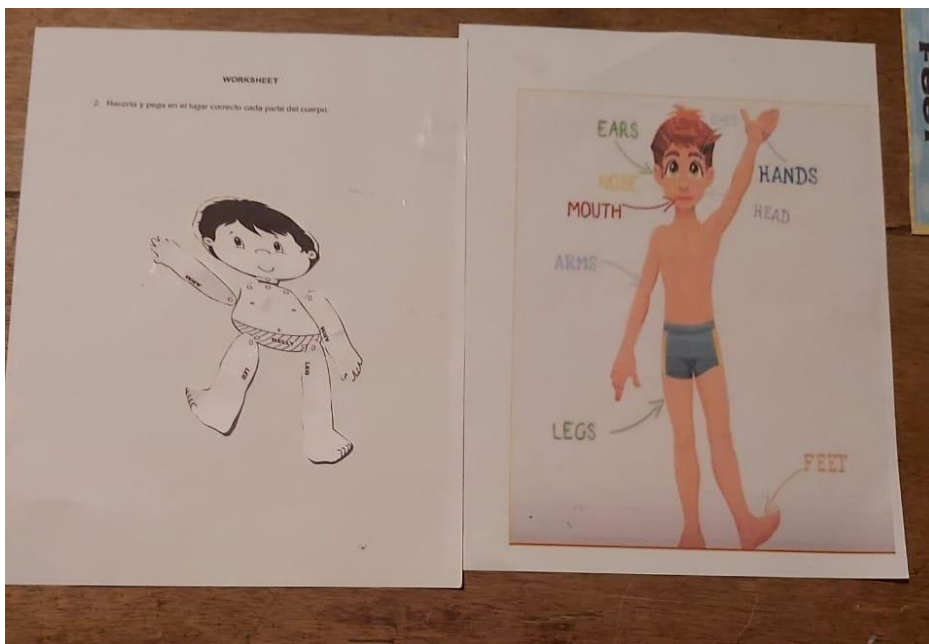
Session 1 and 2



Session 3 and 4



Session 5 and 6



Session 7 and 8

