Contextualized Lessons Based on Visual Aids for Children's Vocabulary Learning

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Master's Program in Education with Emphasis on English Didactics

Bogotá D.C., Colombia

2018

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Note of acceptance

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Acknowledgments

Abstract

This qualitative action research study describes the process of creating contextualized lessons based on visual aids to contribute to the learning vocabulary of 15 fourth grade students through innovative materials development in the English class as a foreign language (EFL), at a public school. This study stands on materials development scaffolding, that guided me to reflect and improve the contextualized lessons through a planned route to know and analyze students' needs. Moreover, I followed a specific method in the syllabus designing; creating, assessing, piloting, and adjusting the contextualized lessons. To collect data, I used three instruments: teacher's field notes, audio tape recording (transcripts) and students' artifacts. The pedagogical implication was the combination of the Total Physical Response (TPR) with some principles of the Multi-Dimensional Approach (MDA). The conclusions revealed that visual aids like flashcards, posters, drawings, activities with colorful images designed in the contextualized lessons, visual games (bingo) photographs, realia (real fruits, vegetables, foods, clothes, and toys) and contextualized lessons improved students' vocabulary.

Keywords: contextualized lessons, materials development scaffolding, vocabulary learning, visual aids, Multi-Dimensional Approach (MDA)

Resumen

Esta investigación acción cualitativa describe el proceso de creación de lecciones contextualizadas basadas en ayudas visuales que fomentaron el aprendizaje de vocabulario de 15 estudiantes de cuarto grado por medio del desarrollo de materiales innovadores en la clase de inglés como idioma extranjero en un colegio público. Esta investigación está fundamentada en el acompañamiento del desarrollo de materiales que me indujo a reflexionar y mejorar las lecciones contextualizadas a través de una ruta planificada que consistió en conocer las necesidades de los estudiantes. Además, seguí una metodología específica en el diseño del contenido para crear, evaluar, pilotear y mejorar las lecciones contextualizadas. Para recolectar los datos para esta investigación se utilizaron tres instrumentos: las notas de campo del docente, las grabaciones de audio (trascripciones) y los artefactos de los estudiantes. La implicación pedagógica integró el método Respuesta Física Total (TPR) con algunos principios del enfoque Multi-Dimensional. Las conclusiones revelaron que las ayudas visuales como las fichas visuales, los afiches, los dibujos, las actividades con imágenes de varios colores diseñadas en las lecciones contextualizadas, los juegos visuales (el bingo), las fotografías, realia (frutas reales, vegetales, comidas, ropa y juguetes) y las lecciones contextualizadas mejoraron el vocabulario de los estudiantes.

Palabras clave: Lecciones contextualizadas, acompañamiento de desarrollo de materiales, aprendizaje del vocabulario, ayudas visuales, enfoque Multi- Dimensional (MD)

	Resumen Analítico en Educación - RAE
Universidad Externado de Colombia	**Página 1 de 2**

1.Información General	
Tipo de documento	Tesis de grado
Acceso al documento	Universidad Externado de Colombia. Biblioteca Central
Título del documento	Contextualized lessons based on visual aids for children´s vocabulary learning
Autor(es)	Norberto Javier Montes León
Director	María Fernanda Téllez Téllez M.A.
Publicación	Universidad Externado de Colombia, 2018
Unidad Patrocinante	
Palabras Claves	*Contextualized lessons, visual aids, vocabulary learning ,Total Physical Response (TPR) method, Multi-Dimensional Approach (MD)*

2 DESCRIPTION

This research study describes the process of developing contextualized materials based on visual aids to contribute to the vocabulary learning of 15 fourth graders from a public school. This qualitative action research relies on Materials Development (MD hereafter), which guided me to design and improve contextualized lessons by means of a planned route that allowed me to analyze the students' needs. To do so, I followed a materials development framework: assessing, piloting, making adjustments and implementing the contextualized lessons. To collect data, I used three instruments: field notes, audiotape recordings (transcripts) and students' artifacts. The findings revealed that visual aids like flashcards, posters, drawings, colorful images, photographs, realia (real fruits, vegetables, food, clothes, and toys), and contextualized lessons improved students' vocabulary.

2.fuentes

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3. Contenidos

Chapter I

Research Problem

Research Problem

The majority of fourth graders liked repeating words, singing chants, following commands and playing word and number games. However, most of them forgot the vocabulary taught in the previous classes and they could only mention one or two words after reviewing their notebooks. Therefore, I decided to conduct a research study based on vocabulary learning. First, I administered a needs assessment survey to identify the participants' interests and difficulties regarding vocabulary. I also observed some classes, used field notes and did some loop writing activities, which allowed me to conclude that students did not identify the topic of the class, mixed word position in sentences, drew images without naming them, and wrote the words as they were pronounced in English. Thus, it was necessary to motivate students to learn and use the new vocabulary.

Research Question

How do the development and implementation of contextualized lessons based on visual aids contribute to the vocabulary learning of fourth graders in a public school?

Research Objectives

General objective. To explore the contribution of developing and implementing lessons based on visual aids to enhance the vocabulary learning of fourth graders in a public school.

Specific objectives. (a) To assess the suitability and usefulness of contextualized lessons based on visual aids to contribute to the vocabulary learning of fourth graders in a public school; (b) To analyze the way students understand, pronounce, spell, and remember the meaning of the vocabulary learned; and (c) to describe the vocabulary strategies that students resort to when working on vocabulary lessons.

Chapter II

Literature Review

This chapter explored the main theoretical constructs underlying this research study: Materials Development (MD), visual literacy, and vocabulary.

Materials Development (MD)

MD is a process that entails theory, reflection and creativity when designing or adapting materials. Nuñez and Téllez (2015) stated that "Language pedagogy and applied linguistics have recently recognized that MD is a field of study focused on the effect of materials on the teaching-learning aspects of a foreign language" (p. 57). Thus, MD is based on a solid theory that guides the teacher in the development of purposeful materials to achieve language learning. Similarly, Tomlinson (1998) stated that "Materials development is anything which is done by writers, teachers or learners to provide sources of language input and to exploit those sources in ways which maximize the likelihood of intake" (p. 2). In other words, MD is a mediator that offers opportunities for students to learn the language.

Visual literacy

Visual literacy involves the language of imagery. Wileman (1983) defined this type of literacy as "the ability to "read", interpret and understand information presented in pictorial or graphic images" (p.114). Therefore, the use of images might be helpful for teaching children vocabulary. These visual aids play an important role to motivate students towards a specific goal. Finocchiario and Bonomo (1973) stated that visual aids entail the images that a teacher can use to aid the student understand a topic easily, as well as they help teachers explain concepts clearly. Consequently, visual aids attract students' attention and encourage their interest to learn.

Vocabulary

Vocabulary facilitates students' understanding and communication. Wilkins (1972) affirmed that "while without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (p.111). Hence, it is paramount that students learn and practice vocabulary so that they are able to communicate themselves in the foreign language. In regards to vocabulary, Cameron asserted that knowing a word implies taking into account aspects such as pronunciation (how the words sound), writing and spelling,

grammatical structures that modify the vocabulary, and how a word "relates to other concepts and words" (p. 78). In consequence, knowing vocabulary implies recognizing the different characteristics and applications of a word.

Chapter III

Methodological Design

Research Design

The research design deals with the following components: the research approach, the type of study, the participants (students, teacher, teacher researcher and materials developer), and the data gathering instruments.

Instructional Design

The instructional design involves the following components: the pedagogical intervention, the intervention as innovation, the theory of the nature of language and language learning, the methodological approach underlying the pedagogical intervention, the connection of the pedagogical intervention with the research question and the instructional phases: informed consent, sensitization, implementation of materials. Finally, it presents a sample of the contextualized lesson.

Chapter IV

Data Analysis

This section shows the process of data analysis based on the grounded approach, which implies the emergence of theory from the analysis of the information, as well as it involves the establishment of s, categories and subcategories. Besides, I used the methodological triangulation that helped me validate the information from the three instruments that I employed and in light of the following categories and subcategories.

Category 1: Applying learning strategies to activities with colorful layout to learn words under the

TPR method

Attractive activities fostering learning strategies to improve vocabulary materials. This subcategory shows that students found the contextualized lessons attractive due to the interesting activities and learning strategies that they contained (Nuñez, 2010; Tomlinson, 1998).

Images and lively colors to learn words. This subcategory indicates that some activities had a higher influence on students than others. The participants felt attracted by coloring images and matching exercises that helped them learn vocabulary (Tomlinson, 1998).

Physical activities to enhance vocabulary based on the total physical response method (TPR). The lessons that I implemented included activities in which students had to follow commands. This subcategory showed that fourth graders liked to learn by moving their bodies and following instructions. (Oxford & Crookcall, 1990).

Category 2: Visual aids, realia, and senses help students to pronounce, write and learn the form and meaning of words, as well as they foster participation.

Flashcards and the use of realia to pronounce, write and learn new words. I used both realia and attractive and colorful flashcards with big letters to show images and their written form clearly. This subcategory demonstrated that the tools implemented aided the students to learn the vocabulary of each lesson (Sinhci & Sinchi, 2011).

Learning the form and the meaning of words with visual aids motivate students to participate. This subcategory revealed that students were able to pronounce, read and write acceptably by looking at the visual aids (Carrasco & Miranda, 2013; Schunk, 2012).

Using senses to recognize vocabulary. This subcategory showed that the fourth graders enjoyed participating in activities that implied touching, smelling, tasting and guessing objects, food, vegetables, or fruits. They also liked to imagine how the body parts smelled by using images. (Tomlinson, 2000)

Category 3: The role of spelling, the mother tongue, and recycling words in motivating students to learn vocabulary.

Spelling and repetition of vocabulary to learn words. This subcategory demonstrated that the students enjoyed learning words by means of repetition, which permitted them to write and spell the vocabulary adequately (Cameron, 2001).

Identifying words in EFL by relying on the mother tongue. This subcategory revealed that students constantly used their mother tongue to identify vocabulary, clarify doubts, and translate words into Spanish. (Cameron, 2001; Harbord, 1992).

Coding words for recycling and improving vocabulary. This subcategory showed that students improved vocabulary by coding words such as: repeating the words in isolation, and then they are placed in a context so the students could see how the words worked with other words and finally the students placed the words in contextualized sentences. Also, in each lessons, students reviewed the vocabulary by seeing the flashcards. (Cameron, 2001).

Chapter V

Conclusions and Pedagogical Implications

This chapter comprises the most relevant conclusions of this research study and the pedagogical implications for the students, the school, the teacher, and the EFL community. It also presents the limitations of the study and some further research questions.

4. Metodología

Research design

Research approach

The approach that underlies the current study is qualitative research, which seeks to understand a phenomenon or a problem within a specific setting with systematic procedures to obtain solid information

of a group studied (Merriam, 2005; Rallis, 1998).

Type of Study

The type of study that best suits this enquiry is action research because it allowed me to keep a thoughtful observation of my students (Burns, 2010; Mertler, 2009).

Participants

Students. The children who participated in this study belonged to fourth grade. I used the convenience sampling technique, which permitted me to select 15 students who volunteered to take part in this research study. The participants had the same English level, belonged to the same classroom and attended classes on time (Etikan, Abubakar & Alkassim, 2016).

Teacher- researcher and materials developer. As a teacher, I guided and motivated the students to learn vocabulary. As a researcher, I identified a problematical issue in the classroom. As a materials developer, I designed and implemented contextualized lessons based on visual aids to contribute to the fourth graders' vocabulary learning process (Nuñez & Téllez, 2008).

Data Gathering Instruments:

Artifacts. They were useful as they provided physical evidence of the students' work. I used artifacts (contextualized lessons) to enrich the analysis of how students learned vocabulary (Lankshear & Knobel, 2004).

Field notes. They are specific notes recorded by the researcher, during or after a class, on the basis of observation to examine a situation or a problem (Hopkins, 1993; Lankshier & Knobel, 2004).

Audiotape recording. This instrument is useful to ascertain specific details on how students perform the activities proposed in class (Hopkin, 1993).

Analysis Process

I followed the grounded approach, in which theory emerges from the analysis of the data. This approach allowed me to systematize the information and set up categories and subcategories regarding the research question of the study (Corbin & Strauss, 2014).

Triangulation

To answer my research question, I used the methodological triangulation that, according to Denzin (as cited in Freeman, 1998), helps to validate the outcomes of the data. Besides, I used the color coding technique to reduce the new information into patterns and then into categories and subcategories (Miles & Huberman, 1994)

Instructional design

Pedagogical intervention

I created contextualized lessons based on visual aids to contribute to the vocabulary learning of fourth graders in a public school (Tomlinson, 1998).

Instructional objectives

Main Objective: To develop and implement six contextualized lessons based on visual aids to contribute to the vocabulary learning of fourth graders in a public school.

Specific Objectives: (a) to promote an atmosphere that fosters students' vocabulary learning; (b) to make students aware of the importance of visual aids to learn vocabulary; and (c) to help students become aware of the importance of using strategies for learning vocabulary.

Second Language Acquisition Principles

I selected six of the second language acquisition (LA, henceforth) principles stated by Tomlinson (1998) to enhance students' vocabulary learning in a meaningful and attractive way. Such principles highlight that materials should (a) "achieve impact"; (b) "help learners feel at ease"; (c) "require and facilitate learner self-investment "; (d) "permit a silent period at the beginning of instruction"; (e) "take into account that learners differ in learning styles"; and (f) "be perceived by learners as relevant and useful" (p. 7)

Methodological Approach Underlying Pedagogical Intervention

The methodological approach of this research study was framed by the Multi- Dimensional Approach, which explains how our mind uses all its resources to represent a thought to learn (Tomlinson, 2000).

Intervention as innovation

The contextualized lessons provided students with attractive activities and helpful learning strategies to learn the vocabulary of each lesson (Markee, 2001; Nuñez, Téllez & Castellanos, 2012; Ruddick, 1991).

Theory of language and language learning. The language views that supported the contextualized lessons were the structural and functional views (Richards & Rodgers, 2001). According to Tudor (2001), these two views correspond to the linguistic and functional perspectives.

Connection of the pedagogical intervention with the research question. The contextualized lessons based on visual aids to foster the vocabulary of fourth graders encompassed attractive activities, images and realia that helped students learn vocabulary, which is directly related to the research question of my study (Richards, 2005).

Suggested instructional phases. I followed four phases to develop materials: framework, informed consent, sensitization and implementation.

Proposed materials development framework. To create my own materials development framework, I analyzed the MD frameworks suggested by different authors (Graves, 1996; Jolly & Bolitho, 1998; Masuhara, 1998; Nuñez, Pineda & Telléz, 2004; Nuñez, Telléz, Castellanos & Ramos, 2009; Nuñez, Telléz & Castellanos, 2012).

Informed consent. I wrote a letter to the principal of the school and the students' parents both to inform them about the pedagogical intervention and to receive their permission for the children to participate in the research study. Moreover, I explained the fourth graders the main aspects of the study and I answered their questions about the pedagogical intervention. Lastly, I assured the students that I would keep their identities in confidentiality.

Sensitization. I informed the students about the procedures I would follow in the pedagogical intervention, the time to carry out the contextualized lessons and the way they would work on the materials.

Implementation of the materials. In this phase, I made up six contextualized lessons based on visual aids to improve the students' vocabulary. The lessons had attractive activities such as: coloring

images, matching exercises, associating the images with the words, spelling activities, circling images, performing actions and using students' senses to identify words. All these activities were accompanied by learning strategies. (Oxford & Crookcall, 1990). Also, the lessons included a self-assessment where students wrote their perceptions about each lesson. The implementation of the contextualized lessons helped me identify strengths and weaknesses points in the different activities proposed in each lesson.

5.Conclusiones

Conclusions

- The effectiveness of contextualized lessons designed according to the students' needs and interests (Núñez & Téllez, 2008; Tomlinson, 1998).

- The contextualized lessons were implemented with a dynamic methodology (Tomlinson, 2000).

- The findings revealed that the SLA principles, the TPR method, and some principles of the Multi-Dimensional Approach helped students improve their vocabulary (Richard & Rogers, 2001; Tomlinson, 1998).

- The use of flashcards and realia aided me to monitor how students learnt vocabulary during the implementation of each lesson. (Harell & Jordan, 2008; Sinchi & Sinchi, 2011).

- Visual aids, realia, movements of students' bodies to follow instructions, and senses helped the fourth graders to learn the meaning of words and to associate the image with the written word (Harell & Jordan, 2008; Oxford & Crookcall, 1990; Sinchi & Sinchi, 2011).

Pedagogical Implications

- As a researcher, I found a suitable solution to the main problem of fourth graders: their lack of

vocabulary. As a materials developer, I created contextualized lessons based on a specific framework.

- For the school, this was the first time that the TPR method was combined with some principles of the Multi-Dimensional Approach to help students foster their vocabulary.

- This study might provide the EFL community with some background information on how to develop and implement didactic materials to help primary students from public schools to learn vocabulary.

Limitations of the study

- The scanty class sessions scheduled for learning English in primary.

- The large number of students in the classroom.

- English teacher's lack of room to keep didactic materials

- The students who arrived in the middle or at the end of the year

Further research

- What is the contribution of work cards and visual aids to fourth graders' vocabulary learning in a public school?

- How do the visual aids and realia enhance grammar in context learning of fourth graders in a public school?

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Introduction

A decade ago, the Ministry of Education (MEN acronym in Spanish) defined and socialized the Basic Standards of Communicative Competence in a Foreign Language: English, the National Bilingual Program (MEN, 2006) and the Bilingual Law (1651, 2013) and implemented The English National Programs: COLOMBIA Very Well (2015-2025), created to develop and improve English in all schools in Colombia. In response to the expectations of the government, and to contribute with the implementation of bilingualism in the school I work for, I deemed appropriate to conduct a research study to enhance students' vocabulary. In spite of having only two English class sessions per week in elementary cycle, I maximized this time to help students improve and develop vocabulary, since it was one of their weaknesses.

I observed that most fourth graders had trouble to use vocabulary because they were not able to remember it after practicing. They drilled, played, sang, and copied words. However, they could not remember them. This recurrent problem motivated me to carry out this research aimed at developing and implementing contextualized lessons based on visual aids to enhance fourth graders' vocabulary learning.

The current research study comprises five chapters. The first chapter presents the statement of the problem, the research question, general and specific objectives of the research, some related studies, the setting and rationale. The second chapter deals with the literature review and the description of the theoretical constructs. The third chapter describes the methodological design, which includes the research design, the approach, the type of study, the participants, and the data gathering instruments. It describes the instructional design including pedagogical intervention, instructional objectives, intervention as innovation, the theory of the nature of language, the methodological approach underlying the pedagogical intervention, the connection

of the pedagogical intervention with the research question, and the instructional phases

suggested. The fourth chapter explains the data analysis and results; finally, the fifth chapter

comprises the conclusions and the pedagogical implications.

Chapter I

Research Problem

Statement of the Problem

Most fourth graders in school like repeating words, singing chants, following commands, and playing word and number games. However, when I ask students about vocabulary studied in the previous class, some of them cannot recall it. Others remember words, after reviewing them from their notebooks. This situation made me reflect upon the way students can learn ongoing vocabulary. Then, I conducted a survey (see appendix A) for needs assessment (Núñez & Téllez, 2008) to identify the main concern. According to Seeddhouse, "The needs assessment is useful in the English classroom in regard to problem solving and fundamental for designing aims, courses, and materials" (as cited in Núñez & Téllez, 2008, p. 66). The author's ideas mean that the needs assessment in the English class plays a fundamental role in investigating what happens in the classroom and if there is a problem, the needs assessment can help teachers find ways to solve it. Besides, the needs assessment helps teachers make decisions to set goals to create materials or courses. Therefore, the needs assessment that I conducted helped me identify what the students' main problem was and guided me to search for a solution to this problem.

In the search of the students' main problem, I carried observation of some classes, and analysis of field notes. Based on the file documents of the school, I concluded that most students had weaknesses in remembering topics from former classes. Some students used visual images to recall words without writing them, while others copied two or three words and associated them with their corresponding drawings; others mixed word position within the sentences. Finally, some students wrote the pronunciation of words.

In addition, I noticed that some students did not like doing exercises associated with vocabulary; instead, they deviated their attention and did other activities different from class work. I realized that the methodology I used to teach vocabulary was not effective for a long-term learning. Moreover, some students expressed their dislike for the English class. After reflecting on these situations, I understood the importance of finding the way to motivate students to foster their English vocabulary, and make them aware of the advantages of learning the language as a means of personal and professional growth.

Research Question

How do the development and implementation of contextualized lessons based on visual aids contribute to the vocabulary learning of fourth graders in a public school?

Research Objectives

General objective. To explore the contribution of developing and implementing lessons based on visual aids to enhance the vocabulary learning of fourth graders in a public school.

Specific objectives. (a) To assess the suitability and usefulness of contextualized lessons based on visual aids to contribute to the vocabulary learning of fourth grades in a public-school vocabulary lessons; (b) to analyze the way students understand, pronounce, spell, and remember the meaning of the vocabulary learned; and (c) to describe the vocabulary strategies that students resort to when working on vocabulary lessons.

Related Studies

In this section, I refer to six studies related to the design of the current research study and the reasons why they were important to support it. They encompassed the topics of materials development, visual aids, and vocabulary learning.

Regarding vocabulary learning, materials development and visual aids, Marquez (2014) conducted an action research study about how flash cards, and bingos and other board games, designed by the teacher, helped students build up their values and increase their English vocabulary as well as. She worked with a group of 20 third graders, aged eight-ten, in a public school, located in Bosa neighborhood, in Bogotá. This school offers education from preschool to ninth grades. The researcher gathered information by using direct observation in the classroom; and found that games based on values, helped students interact and share ideas with others; and at the same time helped students develop vocabulary within a pleasant atmosphere. This study helped mine because the author used a variety of visual aids such as flash cards, bingos, and a game called the traffic light, which I used with my students as well.

Similarly, Ladino (2013) designed content-based materials for vocabulary learning in a rural context action research study that motivated students to foster their English vocabulary and their own learning strategies. She worked with 15 fifth grade students in a public rural school near Bogotá, Colombia. The instruments she used to collect data were a survey, field notes, and students' artifacts. The findings showed that students felt more motivated to learn English since they used contextualized materials, which involved their interests, motivation, and context. This research study was useful for my study due to the use of contextualized materials to promote vocabulary through didactic units that involved activities that students really liked and enjoyed.

In reference to visual aids and vocabulary learning, Benavidez, Murcia, and Niño (2009) conducted an action research study on how visual materials helped students enhance their vocabulary, and encouraged them to participate in class and to be more confident in their own process of learning English. The study took place in a charter school in Bogotá, Colombia. There was a fifth-grade group, and a third grade group of students. The instruments that the researchers used to gather data were an interview, a survey, students' artifacts, and journals. The findings

showed that different visual aids helped students learn English. They felt motivated to participate when performing activities in the classroom, expressing themselves by using what they had learned in class, and feeling comfortable in the classroom after decorating it with their own pieces of work. This study was helpful to mine as visual aids turned into a resource to increase students' vocabulary learning.

Likewise, Arias (2012) accomplished an action research study on how to implement and develop communicative games based on visual aids to improve not only students' vocabulary and speaking skills. The methodology encompassed six workshops in which flash cards played an important role to increase English vocabulary and encouraged students to speak English in class. The investigation conducted in a public school located in Bogotá, Colombia engaged a group of third graders. The researcher selected nine students to work in a case group. Besides, the instruments that she used to gather data were surveys, interviews, field notes, audio, and video recordings. In addition, she reported that students made progress in participating and expressing their ideas in English by using the new vocabulary learned. The study was significant to my research as the teacher researcher used visual aids like flash cards to foster vocabulary and motivated students to speak English. In my research study, I also used visual aids to improve and motivate students to learn.

Concerning materials and visual aids, an additional study was Briceño's (2015) implementation of lessons based on games to enhance vocabulary building in an EFL class. This action research study, conducted with 24 sixth graders took place in a public school in Bogotá, Colombia; with a schedule of the English class sessions was three hours per week. The researcher used Cooperative Learning as a pedagogical approach to motivate students to interact in the classroom along with contextualized materials, which promoted the learning process of English. The instruments to gather data were field notes, lessons, and surveys allowing her to analyze,

reflect, solve the problem of vocabulary, and make a reflection regarding the research process. The information obtained through lessons showed that students fostered their vocabulary, motivation, and participation; in addition, they enjoyed doing the activities among themselves. This study was meaningful as the researcher highlighted the importance of creating materials to learn vocabulary. The way the researcher developed her lessons helped me reinforce students' vocabulary to motivate them in their process of learning the target language.

Another study related to vocabulary learning and materials development, conducted by Vargas (2014), is an action research study about how to enhance the vocabulary learning of third graders through the reading of short stories. She designed six worksheets in which short stories were created according to students' interests to motivate them not only to acquire vocabulary but also to communicate their opinions, and feelings using Cooperative Learning as a methodology. This investigation took place in a public school located in Bogotá, Colombia. The researcher worked with a group of 16 third graders and used the following instruments to gather data: field notes, surveys and artifacts. Besides, the researcher reported that students not only increased their vocabulary, their readings but also showed respect to people and animals. This research study complemented my research through information and ideas about the way to motivate and use various visual aids. Some of them helped organizing and predicting a story content, by a visual puzzle; besides, they helped students find synonyms by using meaningful visual imagery, clarify new concepts by using imagery to invite students to work and activate their knowledge and recognize some strategies to increase their vocabulary.

Setting

I conducted this research study at San Agustin School, a public education institution, located in Bogotá. This public school has two shifts, including preschool to eleventh grades. It

has a program called "Aceleración" (A special course program for over aged students to promote them in a year to an advanced course). Most grades in primary cycle consist of 27 to 35 students. Some of them have special learning needs, and others have dysfunctional families with a single parent or live with their grandparents.

Rationale

An additional aspect to consider is the school lack of resources to teach English. There was not a language laboratory; there are not either TV sets or DVDs available in some classrooms, nor an updated library. Likewise, the English classes scheduled in the curriculum are insufficient. Teachers follow an English textbook in class, but not all students can afford to pay for it. Therefore, I decided to develop contextualized lessons to help students learn vocabulary.

I expect this research can help me find suitable strategies to teach and learn English, and create and adapt my own class materials. Accordingly, I intend to expand the innovations of this study to help all primary graders and the "Aceleración" program to improve and enhance their vocabulary knowledge by means of the combination of Total Physical Response (TPR hereafter) with some aspects of the Multi-Dimensional (MD hereafter) Approach. Besides, the present study may help not only teachers from other public schools but also EFL teachers who manage insufficient class sessions by maximizing teaching and learning strategies to enhance learners' vocabulary. Moreover, this research study contributes to the research line on Materials Development and Didactics, ascribed to the research group Critical Pedagogies and Didactics for Social Transformation (Núñez, Téllez & Castellanos, 2013), in that the contextualized lessons were developed and implemented based on visual aids with a mixed methodology (the TPR method and multi-Dimensional Approach (MD)) to foster the acquisition of new vocabulary in fourth graders.

Chapter II

Literature Review

The use of visual aids in the English classes is an affective help to introduce a new topic as well as a possibility to increase students' vocabulary as they catch students' attention and increase motivation towards the class. As abovementioned, in this chapter I explain the main theoretical constructs underlying the research study. Materials Development: concept and theories; Visual Aids: definition and theoretical support; and Vocabulary: concept and theories.

Materials Development Concept

Materials Development (MD hereafter) is a process that entails theory, reflection and creativity when designing or adapting materials. Núñez, Téllez, Castellanos, and Ramos (2009) affirm that, "Materials development implies both a rational process and artistic muse" (p. 16). It means that building contextualized lessons requires the implementation of a specific methodology along with reflection and creative purposes. Furthermore, Núñez and Téllez (2015) affirmed that,

What reflection represents in the selection, creation, or evaluation of materials is a learning opportunity for teachers to ponder learners' needs, language learning and teaching theories, principles of second language acquisition (SLA hereafter), syllabus design with meaningful and engaging content and activities, application of learning strategies, opportunities for output activities and intended outcome, and creation of effective learning settings. (p. 56)

Indeed, what Núñez and Téllez (2015) highlighted supports the relevance of the reflective process that teachers should follow to reach meaningful and contextualized learning. This process embraces special attention in the use and development of materials keeping in mind theoretical foundations regarding strategies and suitable activities when teaching and learning a language.

MD has some other aspects that enrich the theory and practice. As Tomlinson (1998) stated, "Materials development is anything which is done by writers, teachers or learners to provide sources of language input and to exploit those sources in ways which maximize the likehood of intake" (p. 2). In other words, MD is a mediator that offers opportunities for students to learn the language. This definition helped me know what materials development was and I followed a plan to make effective lessons for the students.

MD comprises several fields of knowledge. Núñez and Tellez (2015) affirmed that, "Language pedagogy and applied linguistics have recently recognized that MD is a field of study focused on the effect of materials on the teaching-learning aspects of a foreign language" (p. 57). This fact also verifies that MD based on a solid theory guides the teacher in the development of purposeful materials to achieve language learning. This recognition made me aware of the importance of designing contextualized materials that respond to local needs by following a process reasoned by an MD framework.

Likewise, Materials Development involves specific processes to be more effective when designing materials. As Graves (2000) attested, "Material development is the planning process by which a teacher creates units and lessons within those units to carry out the objectives of the course. In a sense, it is the process of making your syllabus more and more specific" (p. 149). The author considers materials development as a practice to fulfill the expectations of the course. Considering Graves' definition, I proposed my own definition of them as a systematic process that implies several meaningful stages regarding the design of materials. These materials inform about the use of a methodology evinced through my contextualized lessons that help students' learning and my performance in the classroom as well.

Moreover, teachers can make additional adjustments and adapt existing materials to increase quality and achieve better results. Masuhara (2004) affirmed that materials adaptation

"involves changing existing materials in some form so that they become suitable for specific purposes, learners, teachers or situations" (p. 1). This implies that a change in materials refers to adapting them to students and contexts. This was a helpful strategy to vary and adjust my resources to foster students' vocabulary.

Materials demands. They are specific components interrelated to adapt or create materials that might be beneficial for both teachers and students. In words of Núñez and Téllez (2015), "Reflection, awareness of and MD rationale, affect, motivation, teacher´s beliefs, creativity, and commitment are the components that interplay in MD" (p. 57). This means that designing, creating or adapting materials to a specific context must demand to follow a series of components to achieve good results in the teaching and learning settings. These authors' principles guided me to design and develop contextualized lessons to enhance vocabulary learning in fourth graders.

Materials. These are resources whose aim is to promote linguistic and cultural aspects of the language. According to Núñez et al., (2013), "Materials…are socio-cultural resources that facilitate not only linguistic interaction but also cultural exchanges between the various human groups. Moreover, they are forms of social mediation that allows flow of knowledge" (p. 10). For Núñez and Téllez (2009) materials are "teaching resources and strategies used to maximize students' language learning" (p. 172). These definitions imply that materials are adapted to a specific context, taking into account students' cultural background. In addition, the learning process occurs through the interaction of materials to acquire knowledge. It is worthy to keep in mind that materials not only help students in the linguistic part of the language but also to adjust them to their contexts. In the same line of thought, Tomlinson (1998) asserted that, "The term is used to refer to anything which is used by teachers or learners to facilitate the learning of a language" (p. 2). Hence, both teachers and students can select more than one resource to teach or

learn. Although this definition does not embrace what MD entails completely, it was helpful to search for suitable materials to nurture students' vocabulary.

Likewise, adaptations of materials to a specific context can bring advantages to students. Rico (2011) claimed: "Without doubt, they have realized that materials are influential tools that function as sociocultural mediators. As mediators, materials should bridge the gap between communities and make possible the intercultural encounters" (p. 141). Besides generating the possibility to learn aspects dealing with grammar, vocabulary and rules, materials foster the importance of including culture, traditions, and values to help students interact despite their different backgrounds. This was a good insight to my contextualized lessons because I created them considering some values to analyze.

Materials comprise a wide range of teaching resources. According to Tomlinson (1998), there are two types of materials: "authentic and non-authentic" The author stated that, "A text which is not written or spoken for language teaching purposes. A newspaper article, a rock song, a novel, a radio interview and a traditional fairy story are examples of authentic texts" (p. 8). This kind of material corresponds to spontaneous expressions of people's daily life. In contrast, non-authentic materials require specific patterns and goals. Montijano (2014) found that:

Authentic materials are those not produced specifically for language teaching purposes. Real poems, menus, songs, or, say, advertisements are just a few examples that bring students in contact with the language as it is used by the target language community to meet actual our potential communication needs. They represent an important source of meaningful expose to language as it is naturally and realistically used by proficient speakers outside the artificial context of a class. Because of their authenticity- in spite of usually being accompanied by "unauthentic" exercises and tasks designed by teachers to

facilitate students' involvement- these methods may help to renew the students' interest in the language. (p. 281)

The author's ideas express that the use of authentic materials is valid for the community to be in contact with the language to get information and entertain; or when teachers create or adapt them to help students learn better or reinforce a topic. From these perspectives, I selected non-authentic materials to develop contextualized lessons associated to vocabulary.

Furthermore, the materials I worked in my class were non-authentic due to the complex lexical and grammatical content of most authentic materials. However, I chose some authentic materials and adapted them for the class. Regarding non-authentic materials, I designed and implemented contextualized lessons based on visual aids to enhance vocabulary learning. The students found these lessons meaningful, attractive, and useful to them.

Through contextualized materials, I developed lessons to achieve the goals proposed. I considered several aspects such as planning and developing the lessons regarding students' needs, preferences and other aspects related to the type of activities and appropriate materials for students to achieve their learning process. In this regard, Harmer (1998) stated that "all plans have the same ingredients. They say who is going to be taught, what they are going to learn or be taught, how they are going to learn and with what" (p. 122). I agree with the author, who highlights the relevance of thoughtful planning focused on students, since they are the focus of attention of any teaching activity.

Although there is not a systematic format for a lesson plan, it is important to design lesson plans to guide teachers, along with a format for others to observe the class. For Harmer (2000), "There is not 'correct' format for a lesson plan. The most important thing about it is that it should be useful for the teacher and for anyone who is observing him or her" (p. 125). This implies to have a lesson plan to follow a procedure or route to guide other teachers. Planning my

lessons contributed to my research study because it gave me the possibility to reflect on changes in my practice and improve my methodological strategies throughout the process to maximize my students' language learning effectiveness. Before proceeding with the description of visual aids, I deemed pertinent to refer to visual literacy.

Visual literacy

Visual literacy involves the language of imagery. As argued by Braden and Hortin "Visual literacy is the ability to understand and use images, including the ability to think, learn, and express oneself in term of images" (as cited in Moore & Dwey, 1994, p. 109). They mentioned that people have a capacity to communicate themselves by using images. Therefore, the use of images is helpful in both teaching and learning. As most of my students have visual learning style, I incorporated visual images in different reading activities.

In the same line of thought, Wileman (1983) defined this type of literacy as "the ability to "read", interpret and understand information presented in pictorial or graphic images" (p. 114). These scholars consider that visual literacy involves people's ability to interpret visual information. It implies a process to know how to learn and use images. The authors' ideas nurtured my research study in what concerns with visual literacy as a possibility to teach by using visual aids as materials. I used flashcards and activities with attractive images within the contextualized lessons. Likewise, it is worth mentioning that, visual literacy enhanced students to read, understand, and use images to foster their vocabulary.

The interaction of sight with other senses stimulate students to learn vocabulary better. The International Visual Literacy Association (IVLA) stated that "visual literacy refers to a group of vision competencies a human being can develop by seeing and at the same time having and integrating other sensory experiences. The development of these competencies is fundamental to

normal human learning" (as cited in Fransecky & Debes, 1972, p. 9). On basis of this definition, and the advantages of visual literacy, teachers can involve and stimulate other senses. In my research study, this theoretical support was crucial in sight enhancement and in the stimulus of hearing, touching, and smelling senses throughout class activities. In sum, visual literacy enhances students' interpretation, memory, and practice of the knowledge acquired through images. This perspective fostered my awareness of the effectiveness of image use to achieve learning goals, and helped my students understand and took advantage of visual aids to learn and put new vocabulary into practice.

Visual Aids. Visual literacy encompasses the concept of visual aids. They play an important role to motivate students towards a specific goal. According to Collins Cobuild Dictionary (2007), "Visual aids are things that you can look at, such as a film, model, map, or slides, to help you understand something or to remember information" (p. 1460). Thus, visual aids are useful resources to help students understand or recall information when required. The visual aids that I used for my contextualized lessons helped me increase students' motivation and learning as most of them liked posters, bingos, crossword puzzles and flashcards. Thus, their motivation eased working with vocabulary.

However, Finocchiario and Bonomo (1973) stated that visual aids entail images that a teacher can use to make the students understand a topic and increase their imagination and participation as well. Visual aids, as pedagogical resources, guide students to understand a topic easily and help teachers explain concepts clearly. Visual aids were useful materials to catch my students' attention and encourage their interest to learn vocabulary.

Moreover, visual aids give students more opportunities to improve comprehension, pronunciation, spelling, and writing. As claimed by Ernestova (1981), "Students understand and retain the meaning of a word better when they have seen some object associated with it" (p. 5).

The fact of watching an object and being able to remember its name was another relevant aspect to take into consideration in the contextualized lessons because teachers could use realia to foster memory by using words in context. In contextualized lessons, I proposed exercises allowing students to work with 'realia' as a means to recall words. I used visual materials like flashcards, posters, charts, and word cards to present and reinforce the vocabulary.

Likewise, visual aids help students to foster vocabulary, and practice the target language as well. Gairns and Redman (1986) expressed that, "Visual aids are also a very useful basis for language practice and we have tried to show how communicative practice can be achieved from clines, diagrams and grids as well as pictures" (p. 103). The use of visual aids is helpful to practice both oral and written skills. In the current study, I used diagrams and grids as part of visual aids (flash cards, word cards, number cards, and posters) to foster students' practice, learning, and hence, to improve their vocabulary and some basic structures with practical and attractive activities. Moreover, visual aids guided students to learn through images, and students could learn through their senses, especially sight and hearing.

Vocabulary

Vocabulary facilitates students' understanding and communication. Taffy (2002) considers that vocabulary:

Includes two categories: receptive and expressive. Receptive vocabulary includes all of the words that a person understands when listening or reading, but may or may not feel comfortable using in speech or writing. Expressive vocabulary includes all the words a person feels comfortable using in his or her own spoken or written communication. (p. 1)

In other words, people have different attitudes when using some type of words. In spite of understanding the meaning, some speakers are not willing to use them. In contrast, when using

expressive vocabulary, people are more spontaneous and relaxed in both oral and written communication. In this research study, the fact of knowing about these two types of vocabulary allowed me to characterize them and accordingly, try to find exercises that could enhance learning properly.

Students with poor vocabulary cannot communicate their ideas clearly. As declared by Wilkins (1972), "While without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (p. 111). What Wilkins mentioned was fundamental to support my research study. Since students needed to communicate themselves in the foreign language, it was mandatory to learn vocabulary and practice it in the EFL classroom. Students can learn vocabulary through the exposure of students to contextualized lessons, which involve grammar in context too.

Similarly, learning vocabulary is paramount when speakers try to communicate in any language. If they use words incorrectly, the interpretation of the communication and message can be very difficult to understand. Thornbury (2002) referred to confusing communication or misunderstood meaning when a speaker uses a word that sounds almost the same, but it is different in meaning. For example, he/she pronounces nose instead of noise, which is the correct option in their conversation. Words require frequent use in different situations and constant assessment to master them. Thus, I included activities in the lessons that implied retention, storage, and opportunities of learning and using vocabulary about different issues and in different contexts.

Learning vocabulary. Learning vocabulary is essential for interacting with others and for communicating ideas. To achieve this goal, teachers should guide students by giving steps to improve and increase lexicon. Hatch and Brown (1995) asserted that there are five fundamentals steps to learn vocabulary: a) students need resources to find new words, b) have a complete

image of these words, c) learn to understand the meaning of words d) make a solid memory connection between the way how words are pronounced and their concepts and e) know how to use them (p. 372). These steps mean that there is a process to learn vocabulary involving different phases: resources to find words, clear pictures of the words to teach not only pronunciation but also the meanings and word and finally that students use them. These steps helped me to trace a plan with a series of phases to help students learn vocabulary.

Likewise, Ellis and Sinclair ; Schmitt and Meara; Richard and Nation maintained that knowing a word implies different types of knowledge such as: how to pronounce it "phonological knowledge"; write and spell it correctly "orthographic knowledge"; be able to understand the word when somebody speaks it or find the word in a written paper "receptive knowledge", have the ability to remember it when it is needed "memory" say the word with its correct meaning "conceptual knowledge", or   as well as the grammatical form that occurs in the word "grammatical knowledge" (as cited in Cameron, 2001, p. 77). This means that, knowing a word is not only a simple activity to see, memorize and learn it but also the implication to recognize different characteristics and applications of the word. This study provided some essential principles to help students understand, pronounce, retain, recall, spell and use words correctly when needed.

Furthermore, it was important to help students learn vocabulary by using different strategies, which increased students' motivation and gave them clues to understand, use, and recall vocabulary when required. Oxford (1992) defined learning strategies as "Specific actions, behaviors, steps, or techniques that students (often intentionally) use to improve their progress in developing L2 skills. These strategies can facilitate the internalization, storage, retrieval, or use of the new language" (as cited in Núñez, 2010, p. 1). Finding different strategies to learn provide students with practical resources to improve their skills. In the same line of thought, Mayer

(1988) stated that language strategies are "behaviors of a learner that are intended to influence how the learner processes information" (p. 11). Using strategies helped students to think about the way to explore other means to learn vocabulary. In this study, I designed contextualized lessons to help students reflect upon the way they learn and use different strategies to improve the language learning.

Moreover, students can use various strategies by recognizing different techniques to learn a word. Oxford and Crookall (1990) affirmed that there are four types of strategies: "decontextualizing", "semi-contextualizing", "fully contextualizing" and "adaptable" techniques. In the decontextualizing techniques, the word is taken apart from its context to be studied or memorized, but the possibility to recall the word and use it in a communicative context might fail because students do not know how to use it in a communicative context. In the semi-contextualizing techniques, students can link and learn new words in a meaningful way but the context is short to use them in a natural way. In the fully contextualizing techniques, words are used and studied in the almost normal context. The adaptable technique supports other techniques within their sequence context .These definitions mean that the context plays a vital role in the process of learning a word. These fourth techniques helped me reflect and reassess the ones that I used in the classroom to improve the vocabulary learning.

The techniques that I chose to improve vocabulary learning were flashcards, (decontextualizing technique), word grouping, word or concept association, visual aids, physical response, physical sensation (semi-contextualizing techniques) and the adaptable technique. Oxford and Crookcall (1990) reported that flashcards had three components: the foreign word written in front of a card, the native word written in the back of the card and the use of the card to learn the new word with its meaning. This showed an outstanding foreign and native word list broken into units with new words to learn in both languages (first and second language). The

technique of showing the word in L2 and the in L1 is not enough to learn, especially vocabulary. To add a context to these decontextualized flashcards, the action of copying the word may contribute kinesthetically to some students if students made the cards, not bought as a set of cards. There was not empirical evidence about the use of this technique, and it was not enough to acquire words, unless some elaborations were put on them to create a context. This means that the use of flashcards alone does not represent an excellent technique for vocabulary learning unless students and teachers add new elaborations such as create visual or tactile context: tape the flashcard to the thing represented and finally, make up a meaningful sentence on the card. This technique helped me enrich more the flashcards to add new elements so that students could improve the vocabulary learning as well as use this technique as a strategy to learn words.

In addition to flashcards, word grouping is a semi-contextualizing technique that deals with associations with words. According to Oxford and Crookcall (1990), "The technique of word grouping involves dividing a longer word list into new, shorter lists by classifying or reclassifying the target language terms according to one or more important attributes. In this way, some degree of context is created" (p. 14). These divisions of the word-list make students remember and learn words more easily than having a long list of words. This technique was useful for my research study because students had the opportunity to select words and classify them according to their characteristics, and add more words to the word grouping as well as.

Besides word grouping, visual aids, physical response and physical sensation are semi-contextualizing techniques that deal with extra linguistic activities that promote vocabulary leaning. In reference to visual aids, Oxford and Crookcall (1990) informed that "the theory on which this technique is founded is that most learners are capable of associating new information to concepts in memory by means of meaningful visual images, and that visual images make learning more efficient" (p. 16). This theory implies that with the use of visual aids, most

students can understand, retain and articulate the new knowledge with the previous scheme that a student has in an efficient way. The use of visual aids for my research study helped students understand, pronounce, store and learn the words more easily.

Physical response is a technique that involves the body to learn through physical actions. In words of Oxford and Crookcall (1990), "The theory undergirding this technique seems to be that language can best be learned when words are linked with physical movement, thus activating different parts of the brain and stimulating the learner´s schemata in multiple ways" (p. 19). This theory implies that body movements followed by the teacher's instructions allow students to learn new words by activating not only their bodies but also their brains. This technique is useful for my research study because students could learn at first the new words at their own pace. Then, they were able to produce the words and give instructions to the others.

Physical sensation is a technique that associates the word or words with physical stimulation and association. Oxford and Crookcall (1990) noted "This technique is related to biofeedback, in which awareness of highly specific physical sensations (e.g., warm/ coolness, smoothness/ roughness) help people monitor and sometimes even alter their own mental or physical state" (p. 20). This means that a person can control or change their mind or physical emotions by knowing words that represent physical sensations. This technique was potentially helpful for students because they were able to mime through gestures physical sensations such as heat, coldness, coolness, smoothness, roughness, softness, sweet, salty, bitter, spacy, sourness and putrefaction.

The last issue is the adaptable technique called Structured Reviewing, which reinforces the techniques exposed above at any part of the sequence context. As remarked by Oxford and Crookccall (1990), "Structure reviewing creates a structured schedule for reviewing new words, no matter which particular technique is being used by the learner" (p. 24). This technique means

that the student needs to review the word constantly until they automatize the word. It helped the students review the word not only in the classroom several times, but also at home within a fixed schedule.

Besides these techniques mentioned above, there must be a well-designed methodological plan, which contributes to enhance vocabulary learning of students, as presented in the next chapter.

Chapter III

Methodological Design

The methodological design that supports this research study comprises both the research and then instructional designs.

Research Design

The research design, which describes the approach, the type of study, participants, and data gathering instruments.

Approach. The qualitative research approach underlies the current study. This method of inquiry seeks to understand a phenomenon or a problem within a specific setting with systematic procedures to obtain solid information of the group studied. As contended by Merriam (1998), "Qualitative research is an umbrella concept covering several forms of inquiry that helps us understand and explain the meaning of social phenomena with as little disruption of the natural setting as possible" (p. 5). This type of approach implies the researcher to consider how people interact in a specific context within a setting, in a period to find possible solutions to a problem or study of a particular topic of interest by using different methodologies. In addition, Rosman and Rallis (1998) mentioned some characteristics of qualitative research: it is naturalistic, it employs several methods, and it is emergent and interpretive. Besides, the researcher must be in the field where he/she can use different techniques and methods to interpret data to solve or improve a concern. This approach fit my study as I observed my students' learning vocabulary process. I used different instruments and registered events occurred; besides, I analyzed data to find a possible answer to promote students' vocabulary.

Furthermore, I considered some additional aspects when focusing on the qualitative research, such as the process, people's perceptions, and understanding of the group. Bell stated that this approach "…is more concerned with understanding individual's perception of the world. It seeks insight rather than statistical analysis" (as cited in Núñez & Téllez, 2012, p. 56). This research approach implies analyzing people's ways of seeing the world. Bell's idea refers to fact of perceiving the way each person thinks, expresses opinions, and interacts in a setting. This approach connects with my study since I observed the students' learning process in a group in a natural setting. In the same line of thought, Merriam (1998) found that "the key concern is understanding the phenomenon of interest from the participants' perspectives, not the researcher's" (p. 6). This perspective helped me observe how students interacted, learned, participated, or showed lack of interest towards the topic of the class.

Type of study. This research study followed action research. Burns (2010) explained that action research helps teachers improve their teaching practice by identifying the problem of study, getting involved in it, and causing changes to ameliorate it. In this regard, Mertler (2009) stated that "action research is practical and relevant to classroom-teachers, since it allows them direct access to research findings" (p. 19). Action research gives teachers ideas on how to observe students' performance. This feature was significant to my study because I could follow a thoughtful observation of my students.

In addition, action research has some stages that allowed me to identify the problematic situation, describe students' behavior, collect data, analyze information, adjust, and create materials to answer the research question.

Participants. The participants of this research study were students in San Agustín School, and myself as the teacher-researcher.

Students. The students selected belonged to fourth grade. There were 19 female and 16 male participants, aged 9 to 10. They attended two English class sessions per week. When I observed my students through the needs analysis, I discovered that most of them had forgotten what they had learned in former classes because they only attended English classes once a week. Consequently, they did not pay attention in class; they did not understand the activity, they did not do the homework at home or did not care about the class. I selected 15 students by using convenience-sampling technique, defined by Etikan, Abubakar and Alkassim (2016) as:

> Convenience sampling (also known as Haphazard Sampling or Accidental Sampling) is a type of nonprobability or nonrandom sampling where members of the target population that meet certain practical criteria, such as easy accessibility, geographical proximity, availability at a given time, or the willingness to participate are included for the purpose of the study. (p. 2)

Therefore, I chose convenience-sampling technique, because students volunteered to participate in the research study, had the same level of English, were in the same classroom, and attended classes on time.

Teacher-researcher and materials developer. Being a creative teacher, especially in public institutions is a demanding commitment due to the insufficient resources. Therefore, teachers play different roles to succeed in this setting: teacher, researcher, and materials developer. My main responsibility as a teacher was to guide and motivate students to learn vocabulary. As a researcher, I had to find out the main problem occurred in the classroom. Finally, as a materials-developer, I designed and implemented contextualized lessons based on visual aids to contribute to my students' learning vocabulary process. To do so, I followed a well-established plan based on a series of phases such as: search for the problem, find the students'

interests and needs, follow proper methodology, create didactical materials, pilot them, implement, assess and adjust the materials.

Data gathering instruments. The instruments I used to collect data were artifacts, field notes, and audiotape recordings.

Artifacts. These instruments let the researcher observe students' attitudes and reactions through the activities performed. Lankshear and Kobel (2004) considered that "artifacts are concrete evidence and can alert researchers to useful avenues of investigation and provide additional insights into participants' everyday lives" (p. 235). Thus, artifacts were useful as they provided physical evidence to analyze. Thus, I used artifacts (contextualized lessons) which enriched the analysis by providing real evidence of how students learned vocabulary.

Field notes. They are specific notes recorded by the researcher during or after class on basis of observation to examine a situation or a problem**.** Hopkins (1993) highlighted that "keeping field notes is a way of reporting observations, reflections and reactions to classroom problems (p. 116). This instrument was useful to see what happened when I developed and implemented the students' artifacts. In this matter, Lankshier and Knobel (2004) argued that "field notes comprise finely detailed written accounts of what was observed" (p. 229). The researcher needs to observe, analyze, and write down in detail what happened in the classroom. This fact made me aware of the importance of observing carefully, and jotting down what occurred in the classroom immediately to avoid missing what was pertinent.

Audiotape recording. This instrument is useful to find out how students perform the different activities proposed in class. As asserted by Hopkins (1993), "Transcripts are excellent for those situations where teachers require a very specific and accurate record of a limited aspect of their teaching, or of a particular interaction, say between a specific teacher and child or between two children" (p. 119). This instrument was helpful for the current study because it

provided additional information on the way students improved or not their vocabulary by recalling what really happened in the class session.

Besides, the artifacts were piloted and adjusted with the necessary changes to improve them. According to Nuñez, Téllez, Castellanos and Ramos (2009) "We pilot materials when we involve the students in the process of assessing the materials and when we detect problematic areas to be improved… (p. 49). Thus, students' opinions about the materials that need to be changed and the aspects to be modified are relevant to improve the materials. For that reason, I took into account what students responded in their artifacts and self-assessments; I registered the problematic aspects to be changed in the field notes and listened to the transcripts to corroborate the aspects to be changed. After that, I made the necessary changes to improve the contextualized lessons.

Instructional Design

This section presents the pedagogical intervention and its main and specific objectives, the innovation and vision of the nature of language and language learning underpinning the intervention, its methodological approach and the instructional phases. As mentioned above, I observed that students usually forgot the English class topics related to vocabulary. Some students did not pay attention in the class, others talked about different things, others did not write any notes; others did participate in the activities to correct spelling or other type of errors. Therefore, I concluded that my main concern was the students' lack of vocabulary. To enhance vocabulary learning, I propose the following pedagogical intervention.

Pedagogical intervention. I developed and implemented contextualized lessons based on visual aids to promote the vocabulary learning of fourth grades as the pedagogical intervention, because they helped students acquire vocabulary in an enjoyable and practical way. Besides, I

selected six of the second language acquisition (SLA, henceforth) principles stated by Tomlinson (1998), which underpin my contextualized lessons to enhance students' vocabulary learning in a meaningful and attractive way. Tomlinson (1998) stated that "Materials should achieve impact" (p. 7). Thus, I considered novelty by using flashcards, picture words, and posters. For attractive presentation, I presented contextualized lessons with lively colors and drawings. For an appealing content, I used realia. These principles considered in the implementation of my lessons engaged students in the process of learning the vocabulary.

Furthermore, materials can facilitate students' learning to understand the class topics. Tomlinson (1998) affirmed that, "Materials should help learners to feel at ease" (p. 8). This principle means that materials help students learn by following a guided process. The contextualized lessons I created with comprehensible terminology and drawings to guide students from the easiest to the most complex aspects for them to learn.

Materials helped students reflect and discover different strategies to learn the class topic. According to Tomlinson (1998), "Materials should require and facilitate learner self-investment" (p. 11). In other words, materials helped students reflect on what they had learned by providing language input. This principle was evident in my contextualized lessons when students tried to find different ways to perform the exercises and use learning strategies.

It is reasonable that the materials teachers develop do not engage students to speak immediately. The activities should allow students to reflect upon language learning. Tomlinson (1998) claimed that "materials should permit a silent period at the beginning of instruction" (p. 19). The scholar suggests that it is essential to assign time for students to learn a language. They need time to reflect and internalize what they have learned. Students require time for silent reflection to analyze and internalize knowledge and learn the language more effectively.

In regard with students' learning styles, I deemed essential to quote Tomlinson's (1998) assertion: "Materials take into account that learners differ in learning styles" (p. 17). According to the author, these styles are "visual, auditory, kinaesthetic, studial, experiential, analytic, global, dependent and independent" (p. 17). Considering these styles, I had close observation of the way students paid attention in class, and worked to make materials adaptable to their own way of learning vocabulary.

Materials helped students reflect on their usefulness and students' interests. According to Tomlinson (1998), "What is being taught should be perceived by learners as relevant and useful" (p. 11). It means that materials must be perceived interesting and be used for practical purposes. Therefore, the activities in the lessons were designed according to students' interests and were useful because students could retrieve the vocabulary and applied it in the different activities proposed in the contextualized lessons.

Besides, involving some SLA principles in the lessons to improve students' vocabulary, to create the contextualized lessons, it was paramount to follow a scaffolding process. Núñez, Téllez and Castellanos (2017) claim that:

> This scaffolding process oriented them [teachers] in their production and teaching practice in relation to the development of materials, the identification of appropriate method and approach to be implemented, the difference between learning goals and objectives to be set, and the decision-making process to adapt and create their materials. (p. 59)

This quote means that the scaffolding principles guided teachers to follow a process consisted of specific phases to accomplish when developing materials. Scaffolding principles guided me to design and implement didactical materials (contextualized lessons) that helped students learn the vocabulary. To achieve the scaffolding principles, I searched for students' needs and interests to identify the main problem in class, then I found a methodology, established general goals and

objectives, made the syllabus, developed the contextualized lesson, revised, piloted and implemented it. Then, I made adjustments in the lesson to improve it by constant feedback provided by teachers and classmates.

Regarding the above scaffolding principles, the contextualized lesson based on visual aids fostered vocabulary learning. I followed a sequence of steps to engage students in the topic of the class. I started with warm up, pre-vocabulary activities to motivate students in the topic; while-vocabulary activities, guiding students to attain, comprehend, understand, and practice the topic; and post-vocabulary activity to determine if they learned the topic in the contextualized lesson.

Instructional objectives. The main objective of the instructional design focused on the development and implementation of six contextualized lessons built on visual aids to contribute to the vocabulary learning of fourth graders in a public school. In addition, I stated three specific objectives: (a) to promote an atmosphere that fosters students' vocabulary learning; (b) to make students aware of the importance of visual aids to learn vocabulary; and (c) to make students realize the need to apply strategies for vocabulary learning.

Intervention as innovation. Evolution of education and changes in teachers' attitudes yield innovation. Brown and White stated "Within this long and arduous journey the teacher's contribution to and participation in the innovation are essential; teachers are the instruments of change and without their willingness, co-operation and participation there can be no change" (as cited in Karavas- Doukas, 1998, p. 31). This implies teachers to be agents of change according to what happens in the classroom to be improved. Thus, I observed what happened in my classes and found that students' main problem was lack of vocabulary and I created contextualized lessons to foster not only vocabulary but also grammar. In the same line of thought, Núñez, Téllez and Castellanos (2012) asserted:

That teacher developed materials can be seen as an innovative practice in the EFL classroom. There are three main reasons for this: first, it involves a sequence of opportunities for decision making; second, it makes them become an active agent of change in language teaching; and third, it deems students' needs and expectations as key elements in designing their ID for their research project. (p. 24)

These three aspects show that materials development play an essential role in the process of changing or improving a teaching or learning situation. Therefore, I developed and implemented contextualized lessons based on visual aids to foster vocabulary.

Besides, this intervention was new to me because I could combine the method I had used (TPR) with some elements of the Multi-Dimensional Approach to enhance students' vocabulary. Tomlinson (as cited in Toquica, 2012) stated that:

To understand a text in a second language in a significant way, students need to: a) achieve a ***multidimensional representation*** to obtain its meaning and retain it in the long-term memory (LTM); b) decode and represent it to others through sensory imagery; and c) develop inner speech and have affective responses in our minds. The purpose of including some elements of the MA in our teaching practice was to allow students to experience in the English classroom, similar mental processes and experiences to the ones they use when using their mother tongue. (p. 91)

The author's words mean that the selection of some MD principles play a fundamental role in learning a second language such as students can understand the topic and be able to storage it by means of mental images which he or she internalizes and then, use them to communicate and learn the way we do in our language. Thus, some MD principles were useful to help students   process and storage the vocabulary more easily. Moreover, the TPR method was combined with some principles of the MD Approach to change the way I used to English.

Besides that, Rudduck (1991) affirmed that innovation "is conscious planned and involves some fundamental breaks with the known past" (p. 56). In light of this, I examined the English syllabus for primary that teachers designed for the school and I found some irrelevant aspects I discarded and substituted for meaningful and appealing topics to improve the students' vocabulary. Additionally, as claimed by Markee (2001), "Innovation will be defined as proposals for qualitative change in pedagogical materials, approaches" (p. 120). Consequently, teachers must try to find constant changes in their didactic materials and methodologies. That is why I made up innovative materials based on a Materials Development framework which guided me to help students learn the different kinds of topics.

Theory of the nature of language and language learning. To attain good results from the materials developed and implemented in the classroom, teachers must bear in mind the views related to the nature of language and language learning. In this study, the views selected for the contextualized lessons were the structural and functional (Richards & Rodgers, 2001). According to Tudor (2001), these two views correspond to the linguistic and functional perspectives. The structural view focused on how to build well-structured sentences to communicate, and the functional one involving the way a person uses the language with a particular purpose. These views helped students not only to master some basic structures; it also fostered the use of English to communicate with each other.

In the same issue, Tudor (2001) conceived the views of Language learning as the analytical learning and the role of affect. In analytical, learners analyze how they learn and use their cognitive skills to think of the structure of learning language. In the role of affect, the recognition of students' needs by the teacher is essential to favor their learning. Besides, students' attitudes play a fundamental role in in their learning process since learners have good possibilities to develop and produce the learning language. These visions allowed students to

acquire the linguistic and communicative systems of the target language by means of inductive or deductive methods. In inductive method, students follow a paradigm taught by the teacher or a model designed in a textbook. In deductive method, students analyze the language to get to a model based on their assumptions, and by developing meaningful practices guided by the teacher or with the use of learning materials. In the current study, these visions of language learning helped students learn some basic structures as well as some essential vocabulary, which is the core of my research study.

Methodological approach underlying the pedagogical intervention. To succeed in developing effective instructional materials, there must be a methodological approach to support students' needs and a systematic structure as well. To decide about the methodological approach for this research study, I considered some aspects of the Multi-Dimensional Approach based on how our mind uses all its resources to represent a thought to learn. Tomlinson (2000) mentioned that his principles for his Multi-Dimensional Approach stands on affect, that is key to understand and learn. A connection between the new information and the new one, the use of our senses, especially sight, and the ability to think of what and how we learn are fundamental elements to learn. Besides, I took some relevant aspects of The Total Physical Response (TPR) that is a teaching language method based on the coordination of speech and physical motion to learn a foreign language. According to Asher, "Most of the grammatical structure of the target language and hundreds of vocabulary items can be learned from the skillful use of the imperative by the instructor" (as cited in Richards & Rodgers, 2001, p. 73). Thus, the imperative verbal form has special meaning when teaching grammar and vocabulary. This method as well as the Multidimensional approach were useful and influence on students' vocabulary learning by giving them meaningful, pleasant, and relevant activities to enhance the vocabulary.

Connection of the pedagogical intervention with the research question. Due to the aim of this study at promoting students' vocabulary learning in fourth graders, I created contextualized lessons based on visual aids as a pedagogical intervention. On basis of a series of principles established by the theory of the language and language learning, the teacher's experience and ability to create, the context where students learn, students' interests, and their different styles of learning, I expect to answer my research inquiry. It is wise to consider these factors before implementing instructional materials with students. In this regard, Richards (2005) stated:

> Effective instructional materials in language teaching are shaped by consideration of a number of factors, including teacher, learner, and contextual variables. Teacher factors include the teacher's language proficiency, training and experience, cultural background, and preferred teaching style. Learner factors include learners' learning styles preferences, their language learning needs, interests and motivations. Contextual factors include the school culture, classroom conditions, class size, and availability of teaching resources in situations where the materials will be used. (p. 1)

This quote means that successful didactical materials encompass three aspects: first, the teacher with his background experience in relation with his pedagogical knowledge, his mastery of the language, training and style of teaching. Second, the students' interests, needs, motivation, level of the language, and style of learning; and third, the context, which corresponds to the school, the classroom and the resources available to work in class. I included these aspects in my pedagogical strategy to build contextualized lessons that address my research question, and extrapolate some principles mentioned by Rodgers (2004). These principles support my materials development such as "Generate and maintain interest" (p. 10). All my activities and exercises focus on students' interests. "Promote fun in learning" (p. 10). Activities vary to have enjoyable

learning. "Promote success" (p. 10). Evaluations just measure what students know about their vocabulary.

Suggested instructional phases. Having explained the connection of the pedagogical intervention with my research inquire, I proceed to describe four phases to develop materials. First, proposed material development framework, informed consent, sensitization, and implementation of the materials.

Proposed materials development framework. To create my own material development framework, I studied the different MD frameworks proposed by the following authors in the grid below.

Table 1

Comparative table of frameworks for Materials Development

Authors	MD framework	Features
Graves (1996)	A framework of components for course design	Graves (1996) mentioned these features: "needs assessment, goals and objectives, content, choosing and developing materials and activities, organization content and activities, evaluation, resources and constraints" (p. 13).
Masuhara (1998)	Model X-course design procedures	Masuhara (1998) stated these components: "needs analysis, goals and objectives, syllabus design, methodology /materials, testing and evaluation" (p. 247).

Núñez, Pineda and Téllez (2004)	The process of Course and Material Design	Núñez et al., (2004) state that the features are: "needs analysis, objectives, selection and sequence, learning and teaching activities, and assessment and evaluation" (p. 131).
Núñez, Téllez, Castellanos and Ramos (2009)	The materials development scaffolding	Núñez et al., (2009) stipulated two scenarios. "The first one deals with the development of the course and its materials: needs assessment, identification of the approach or method and design, general goals and objectives of the course, the made up of the syllabus: organize or construct it, development of material, revision and evaluation of material, piloting the material and adjustments. The second one entails development of materials for an existing course or a course in progress. The components are needs assessment, development of the material, revision and evaluation of material, pilot of it and adjustments of materials" (p. 28).
Núñez, Tellez and Castellanos(2012)	MD Framework	Núñez et al., (2012) stated that the following stages: "needs assessment, identifying the method or approach and the design, general goals and objectives of the course, designing the syllabus: organize or build it, developing the material: Anything the teacher can do (creating or adapting), assessing your own materials (pp. 19-22).
Jolly and Bolitho (1998)	Framework for materials writing	Identification of needs, pedagogical realization of materials, look for appropriate exercises and activities and physical description.

Note: adapted from Munévar (2017)

Most MD theoretical frameworks are similar in some way. However, some authors differ in concepts, as described in the contrasting table above. Graves (1997); Masuhara (2010); Núñez, Pineda and Téllez (2004); Núñez, Téllez and Castellanos (2012); and Núñez, Téllez, Castellanos, and Ramos (2009), highlight different aspects, which vary depending on their experience.

Therefore, my proposed materials development framework for this study followed the framework proposed by Núñez, et al., (2012) by adding one aspect mentioned by Graves (1997), which includes Resources and Constraints. Furthermore, I considered essential to evaluate the whole process proposed by Jolly and Bolitho (1998), in which they advise to go back to improve what did not work properly within the process. For example, add extra activities, create, adjust materials, or modify the syllabus. Núñez, et al., (2009) informed my pedagogical intervention in what concerns with developing needs assessment, and selecting a method (multidimensional approach and TPR). Conceiving the general and specific objectives of the contextualized lessons, designing and organizing activities using the multidimensional approach and TPR to learn vocabulary, piloting and assessing the lessons by identifying difficulties and changing activities, and evaluating the process and implementing the lessons.

Besides, in coherence with the institutional Educational project (PEI acronym in Spanish), I worked short reflections about values in each contextualized lesson. Hence, to implement the pedagogical intervention, there were some relevant aspects regarding ethical concerns of the research process. Consequently, the principal signed a letter of approval and I informed parents about the research process that I had conducted in the university (See Appendix B).

Informed consent. I wrote a letter to the children's parents to inform them about the intervention and received their permission for their children to participate in the current study. Moreover, I provided the students with detailed information about the study, and answered their

questions concerning the pedagogical intervention, and I promised them to keep their identities in confidentiality. Parents signed the informed consent (See Appendix C).

Sensitization. I informed the students about the procedures I would implement in the pedagogical intervention, the time to perform the contextualized lessons, and how to work with the materials, and the explanation of the process to obtain data to increase effectiveness to promote their vocabulary.

Implementation of the materials. Materials development was crucial for this pedagogical intervention since it is the axis of the research line in the Master's program. Thus, I created six contextualized lessons based on visual aids to improve students' vocabulary. The lessons had activities such as: coloring images, matching activities, spelling activities, circling images, performing actions and using students' senses to identify vocabulary. All these activities were accompanied by learning strategies. Also, the lessons included a self-assessment where students wrote their perceptions of the lessons and the implementation of these helped me to identify the strengths and weaknesses points in each lesson. Besides, for the school, the development of lessons implied an innovation since students could improve their vocabulary and complement the activities proposed in the textbook.

Sample of contextualized lesson

Retrieved from http://batterypark.tv/neighborhoods/bpca/battery-park-finally-gets-a-grocery-store-le-district.html

Fruit Lesson

The Grocery Store near my School

General objective

To use vocabulary related to fruits in a simulated grocery store.

Specific objectives

- To associate words with pictures.
- To pronounce and write words correctly after several drills.
- To identify words in an oral text.
- To recognize words in a written text.

Contextualized Lesson 1

The Grocery Store near the School

Warming –up

Look at the image, listen and say the word.

Example: **Teacher: apple   Student: apple**

Retrieved from
**https://www.google.pt/search?q=Fruits&source=lnms&tbm=isch&sa=X&ved=0ahUKEwi0ovWH9NvRAhVM2SYKHbsDBG0Q_AUICC
gB&biw=1516&bih=824#imgrc=28D**

Vocabulary Pre- activities

1**. Look at the fruits and color your favorite ones.**

Example:

Retrieved from http://www.imagui.com/a/fruits-para-colorear.T7eaoMEzj&psig=AFQj

2.   **Write the singular and the plural of these words.**

Grammar Hint	Singular	&	Plural form of fruits
	Banana		Bananas
	Cherry		Cherries

Example:

Singular name   Plural name

   a. Banana   **a. <u>Bananas</u>**

   b. Pineapple   b. _____

   c. Apple   c. _____

   d. Watermelon   d. _____

   e. Plum   e. _____

   f. orange   g. _____

3. <u>Underline</u> the fruits you like and cross out ⊗ the ones you dislike.

Example:

> **Grammar Hint**
> ✓ **I like bananas.**
> ✗ **I dislike apples.**

4. Tell your classmates about your likes and dislikes.

Example: I like bananas. I dislike avocados.

> *Learning strategy: Recognizing some fruits by likes and dislikes*

5. Write the name of the fruits you remember.

> *Learning strategy: Using memory to write names of fruits*

Example:

a. Melon
b. _____
c. _____
d. _____
e. _____
f. _____
g. _____

6. Circle the fruits that you hear.

> *Learning strategy: Using images to recognize fruits*

Example:

Example: **Teacher: watermelon**

7. Read the words in the frame below and label the fruits.

Learning strategy: Using images to recognize fruits

apple – pear – banana – strawberry – watermelon - orange – lemon – pineapple- plum -

Examples:

a. **Pineapple**   b. **pear**   c. **Watermelon**

_____   _____   _____

_____   _____   _____

Vocabulary While- activities

8. Match the fruits to their names.

Example:

Learning strategy: Associating words and images to recognize fruits

Picture taken from
https://www.google.com.co/search?q=match+the+fruits+to+theri+name&biw=1440&bih=770&tbm=i
sch&imgil=U3h6V6RtgnUONM%253A%253Bsxfn3oAf0NgFDM.

9. Complete these sentences with the fruits in the box.

Learning strategy: Using clues and personal information to complete the

apple	banana	orange	watermelon	mango	pineapple

Example:

a) I like **bananas**

b) I dislike _____

c) My favorite fruit is _____

d) My mother likes _____

Pictures taken from
https://www.google.com.co/search?q=banana&espv=2&biw=1440&bih=770&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEw
iL5sWe0t7RAhXDdSYKH
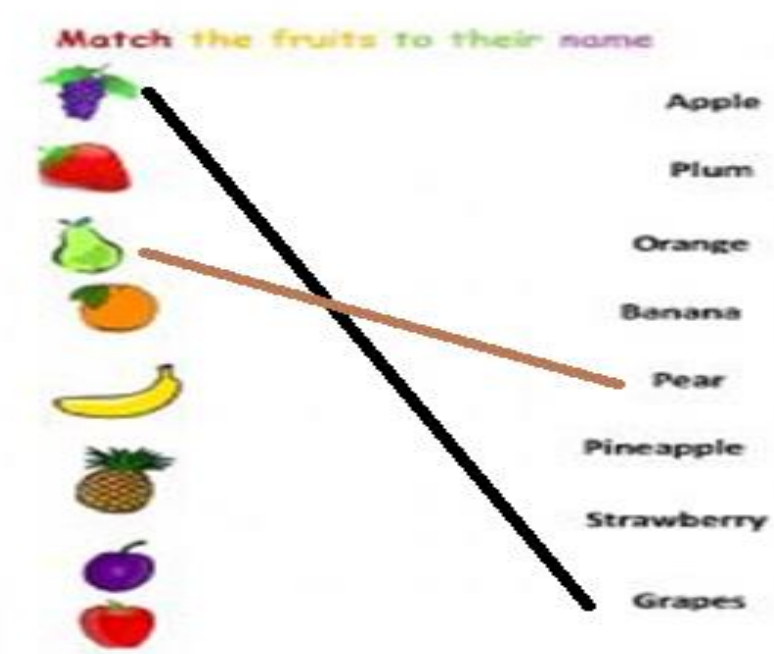ttps://www.google.com.co/search?q=match+the+fruits+to+theri+name&biw=1440&bih=770&tbm=isch&imgil=U3h6V6RtgnUONM
%253A%253Bsxfn3oAf0NgFDM%

10. Students stand up, go to the board, and guess what fruit is by smelling, touching, or tasting it.

> *Learning strategy: Using senses to recognize fruits by asking about details*

Example:

a. What is this fruit?   It is an apple.

b. What is this fruit? It is …….

11. Listen to your teacher repeating the name of fruits. Stand up 🏃🚶 when he uses the plural form of the fruits.

Example: cherries 🧍

Post- vocabulary activities

12. Look at the words in the box. Use *I like* …

> *Learning strategy: Recalling information*

Banana – pineapple – pear – strawberry – cherry watermelon

Example:

a. I like bananas

b. _____

c. _____

d. _____

e. _____

f. _____

13. Listen to the song by Francisco Espinosa. Repeat the song with your teacher.

Fruit Song For Children

By Francisco Espinosa

Learning strategy: Repeating information

Song taken and adapted from Youtube: https://www.youtube.com/watch?v=X_J-SK00Oaw&index=1&list=RDX_J-SK00Oaw

14. Fill in the blanks using the fruits you hear.

Learning strategy: Recalling information

Example:

I like **bananas**

I like _____

I like _____ and _____ too.

I like _____,

I like _____,

I like _____ and _____ too.

I like _____

I like _____

I like _____ and _____ too.

I like oranges, I like apples and cherries too.

15. Work in groups and imagine you go to the grocery store near the school. Ask your classmates about the fruits he/she likes and dislikes. Use plural and singular form of fruits.

Example: I like bananas and I dislike pears.

Message for this lesson

I take care of nature. I protect plants and trees at school and everywhere I go!

Self-assessment

My contextualized lesson…. Mi guía.	Yes Sí 😊	It needs to improve 🤔 **Necesita mejorarse**
Had lively colors, attractive drawings and interesting activities to learn new words. *Tuvo colores llamativos, dibujos atractivos e interesantes actividades para aprender nuevas palabras.*		
Had comprehensible words and drawings that guided me to understand the topic in a gradual process from the easiest to the most difficult aspects. *Tuvo palabras comprensibles y dibujos que me guiaron para entender el tema en un proceso gradual desde lo más fácil a los aspectos más difíciles.*		
Helped me to find out some strategies to learn the words of the topic *Me ayudó a encontrar algunas estrategias para aprender las palabras del tema.*		
Allowed me to think, answer the questions and participate when I was ready to do it. *Me permitió pensar, responder las preguntas y participar cuando estaba listo*		
Had activities that I could develop according to their gradual difficulties. *Tuvo actividades que pude desarrollar de acuerdo con el grado de dificultad de cada una de ellas.*		
Allowed me to learn the fruits names through written, listening exercises and physical activities like following instructions to do something. *Me permitió aprender los nombres de las frutas a través de ejercicios de escucha y escritos y actividades físicas como seguir instrucciones para hacer algo.*		
The visual aids (flash cards, real fruits) *Las ayudas visuales como el flash cards y las frutas reales y las imágenes de la*		

lección.		
Helped me use words related to fruits in a simulated grocery store. *Me ayudaron a usar las palabras relacionadas con las frutas en la tienda simulada.*		
Helped me associate the names of the fruits with the images. *Me ayudaron a asociar los diferentes nombres de las frutas con las imágenes.*		
Helped me learn the names of the fruits by looking at the flash cards and at the same time, repeating the words constantly. *Me ayudaron a aprender los nombres de las frutas mirando los flash cards y al mismo tiempo repitiendo los nombres de éstas constantemente.*		
Allowed me to pronounce and write the names of the fruits correctly. *Me permitieron pronunciar y escribir los nombres de las frutas correctamente.*		
Allowed me to name fruits that I liked and disliked in the simulated grocery store. *Me permitieron nombrar frutas que me gustaron o no me gustaron en la tienda simulada.*		
Allowed me to recognize the names of the fruits by smelling, touching and pointed them. *Me permitieron reconocer los nombres de las frutas, al olerlas, tocarlas y señalarlas.*		
To develop my vocabulary related to the names of the fruits, my contextualized lessons. *Para desarrollar mi vocabulario relacionado con los nombres de las frutas, mi guía.*		
Helped me identify different fruits that I can see in the simulated grocery store. *Me ayudó a identificar diferentes clases de frutas que vi en la tienda.*		
Let me know what names of the fruits I liked and did not like in general. *Me permitió saber que nombres de frutas*		

me gustaron y no me gustaron en general.		
Helped me learn the names of the fruits either oral or written forms by constant repetition of the words in isolation or introduced them in basic structures. *Me ayudo a aprender los nombres de las frutas tanto de forma oral como escrita por medio de la constante repetición de las palabras aisladas o introducidas en las oraciones básicas.*		
Allowed to choose what kind of activity I used best to learn the names of the fruits. *Me permitió escoger que clase de actividad usar mejor para aprender los nombres de las frutas.*		
Allowed me to play with different activities to remember and increase my vocabulary related to fruits. *Me permitió jugar con diferentes actividades para recordar y aumentar mi vocabulario relacionado con los nombres de las frutas*		
Explain why you chose these answers. *Explica por qué escogiste esas respuestas.*		

Note. Adapted from Munévar (2017)

Chapter IV

Data Analysis

As stated before, this action research study was performed with a group of fourth graders in a public school in Bogotá, Colombia. To achieve this research study, I designed and developed six contextualized lessons based on visual aids aimed at improving students' vocabulary learning.

Data analysis procedure

The data analysis procedure was based on three stages: the implementation of the lessons, data gathering, and data analysis. To achieve these stages, I designed six contextualized lessons; to collect data, I used three instruments: the field notes, the audio tape recordings (transcripts) and the artifacts (lessons with their corresponding self-assessment); and I followed the grounded theory to classify and analyze data. To understand the application of the grounded theory, I considered Corbin and Strauss's (2014) concept:

Grounded theory is a qualitative methodology that aims at constructing a theory from data. Though there are similarities between description and theory, theory differs from description in that its categories and concepts are integrated around a core category to form a structure that offers a theoretical explanation about the why and how something happens. (p. 15)

From this perspective, grounded theory implies the emergence of theory from the analysis of systematized information to develop concepts and categories, as part of a main category to build a structure that informs not only the process but also the theoretical explanations regarding a problematic issue. In that matter, this theory helped me organize and classify data gathered and then, analyze it to identify categories and subcategories emerged from the three instruments.

In line with this theory, I could identify common patterns through the colour-coding technique to highlight information related to the constructs of the study. Stottok, Bergaus and Gorra (2011) define it as the use of "coloured fonts to assign certain codes, concepts and categories to the text, with codes being keywords or short sentences, concepts being interrelationships of codes, and categories being interrelationships of concepts" (p. 1). This technique implies the use of coloured fonts to show key words to identify categories and concepts searching for commonalities and relationships among them. Accordingly, I classified common patterns to find the subcategories and categories to answer the research question.

Likewise, to validate the outcome, I used the methodological triangulation. According to Denzin (as cited in Freeman, 1998), "Methodological triangulation uses *multiple ways to collect data,* and thus to study the problem. You might conduct observations and interviews, and collect student work to study the question you have" (p. 87). It means that to answer the inquiry, a researcher requires several ways to investigate the problem or the question by means of varied instruments. Regarding my research study, this kind of triangulation gave me the bases to validate the new information that emerged in the different collections of data to answer the main concern using video recordings, artifacts, and field notes.

Moreover, after identifying the new information that came out from analyzing the data to find similitudes, it is essential to use data reduction. Miles and Huberman (1994) stated that, "Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming data that appear in written-up field notes or transcriptions" (p. 10). In this process, the common patterns for each construct were written down, and then chosen to find communalities and reduced them into subcategories and subcategories, as observed in the next excerpt.

The next table shows the patterns, the subcategories and the categories I selected to answer the research question: How do the development and implementation of contextualized lessons based on visual aids contribute to the vocabulary learning of fourth graders in a public school?

Table 2

Categories and Subcategories

Categories	Subcategories	Common patterns
Applying learning strategies to activities with colorful layout to learn words under the TPR method	Attractive activities fostering learning strategies to improve vocabulary. Images and lively colors to learn words. Physical activities to enhance vocabulary based on the TPR method	Matching activities to memorize and identify vocabulary. Learn the vocabulary by using strategies. Attractive pictures with lively colors to learn vocabulary. Circling images to recognize vocabulary. Physical activities to follow and do something to learn vocabulary based on the TPR method
Visual aids, realia, and senses help students to pronounce, write and learn the form and meaning of words and foster participation	Flashcards and realia to pronounce, write and learn new words Learning the form and the meaning of words with visual aids motivate students to participate	The flashcards to pronounce, write words properly in a sentence, and learn new vocabulary Real objects to introduce new vocabulary to be learned Visual aids (flashcards, videos, posters) to learn the form and the meaning of the vocabulary. The images of the visual aids (flashcards, games, images of the lesson to motivate students to participate and learn the vocabulary.

	Using senses and realia to learn words	The realia like real objects (fruits, vegetables, clothes, foods,) were used to taste, smell, touch, and see them to learn words.
The role of spelling, mother tongue influence and recycling words in motivating students to learn vocabulary	Spelling and repetition of vocabulary to learn words	Spelling (they could write the words properly they could pronounce them
		Repetition of words to learn pronunciation (teacher's pronunciation
	Identifying words in EFL by relying on mother tongue	Use of Spanish to identify words, to guess words
		Coding words
	Coding words for recycling and improving vocabulary	Singular and plural words
		Recycling words

Note: Table 2 Categories and Subcategories

Research categories

They were found by seeing commonalities in the three instruments that I used to gather data: field notes, (See Appendix D) audio recording (transcripts) and artifacts. Then, I used data reduction to find the three subcategories for each construct: materials development, visual aids and artifacts, and then the three categories for each construct to answer the research question of this study. The excerpts below portray categories and subcategories.

Applying learning strategies to activities with colorful layout to learn words under the TPR method. This category revealed that students enjoyed doing the different activities that appeared in the contextualized lessons due to their design with an attractive layout to help students learn not only vocabulary, but also with the use of different strategies to learn. As Núñez, et al., (2009) affirmed, "Innovative didactic materials that address students' language learning needs and goals raises attention, enhances motivation and so boots effective learning" (p.

19). Taking into account the previous quote, I made up contextualized lessons based on students' needs to foster students' motivation and learning by setting objectives and strategies.

Additionally, for the development of contextualized lessons, I adopted the TPR method because students enjoyed moving their bodies to learn. According to Asher, "Most of the grammatical structure of the target language and hundreds of vocabulary items can be learned from the skillful use of the imperative by the instructor" (as cited in Richards & Rogers, 2001, p. 73). Therefore, students were excited to learn the new words and basic structures by following and doing what the teacher asked them to do in class.

Likewise, students recognized and used some strategies that helped them learn the vocabulary. Oxford mentioned that learning strategies "are steps taken by SS to enhance their own learning" (as cited in Núñez, 2010, p. 1). Based on Oxford's words, students first recognized the different strategies to help the teacher and the contextualized lessons, which included them in each activity. Second, students practiced by translating them and third, students used them to retain, recall the vocabulary when it was needed to do the different activities in each contextualized lesson. In addition, this category yielded three subcategories explained below.

Attractive activities fostering learning strategies to improve vocabulary. This subcategory shows that students found the contextualized lessons attractive due to their interesting activities. Likewise, these lessons included some learning strategies that helped them to learn the vocabulary. To this regard, Tomlinson (1998) stated:

Impact is achieved when materials have a noticeable effect on learners, that is when the learners' curiosity, interest and attention are attracted. If this is achieved there is a better chance that some of the language in the materials will be taken in for processing. (p. 7)

Therefore, materials influence and help students learn if they are interesting, attracting and arise curiosity. The activities of coloring and matching in the contextualized lessons affected students positively as they were interesting and attractive, and called students' curiosity to perform them.

Likewise, students recognized the learning strategy followed in each activity. O'Malley and Chamot define language strategies as "the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information" (as cited in Núñez, 2010, p. 1). Following the above quotation, students showed good attitudes to recognize and manage different learning strategies that helped them retrieve and use the new words, as evinced below.
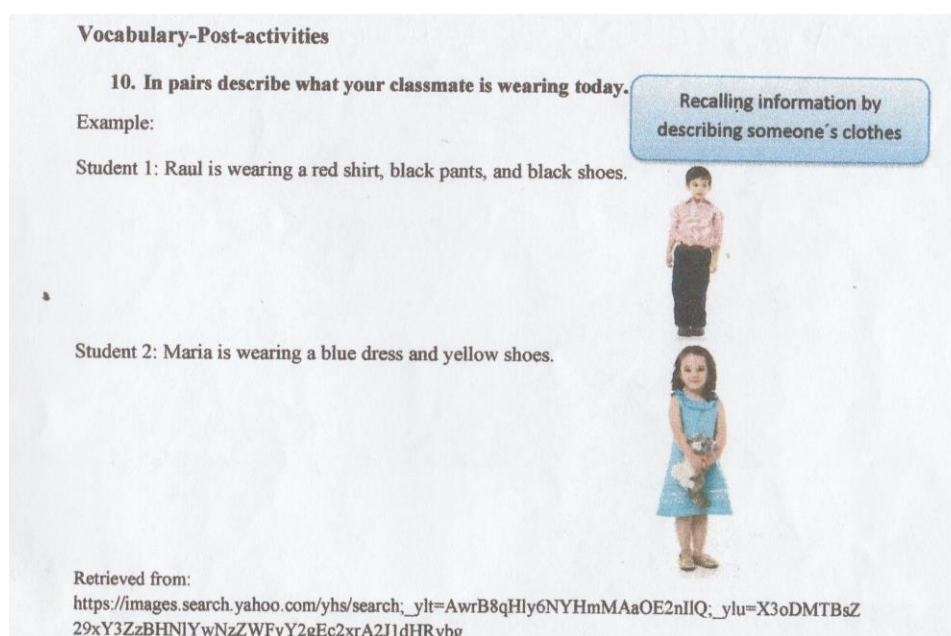

Vocabulary-Post-activities

10. In pairs describe what your classmate is wearing today.

Recalling information by describing someone´s clothes

Example:

Student 1: Raul is wearing a red shirt, black pants, and black shoes.

Student 2: Maria is wearing a blue dress and yellow shoes.

Retrieved from:
https://images.search.yahoo.com/yhs/search;_ylt=AwrB8qHly6NYHmMAaOE2nIlQ;_ylu=X3oDMTBsZ
29xY3ZzBHNlYwNzZWFyY2gEc2xrA2J1dHRvbg

Figure 1: Artifact 2

The previous picture showed that the activity was attractive to the students because they could read the examples as well as the strategy. Likewise, I emphasized on the importance of the strategy by mentioning that it was about the description of someone's clothes. After that, I called

two students to give an example of it by asking and answering questions regarding clothes'

description. Then, the students participated in pairs in front of the class describing his/her clothes.

Thus, with this practice, they were able to use the vocabulary as well as recognized the strategy

of recalling information.

In addition, the following excerpts corroborated that students liked the activities and were

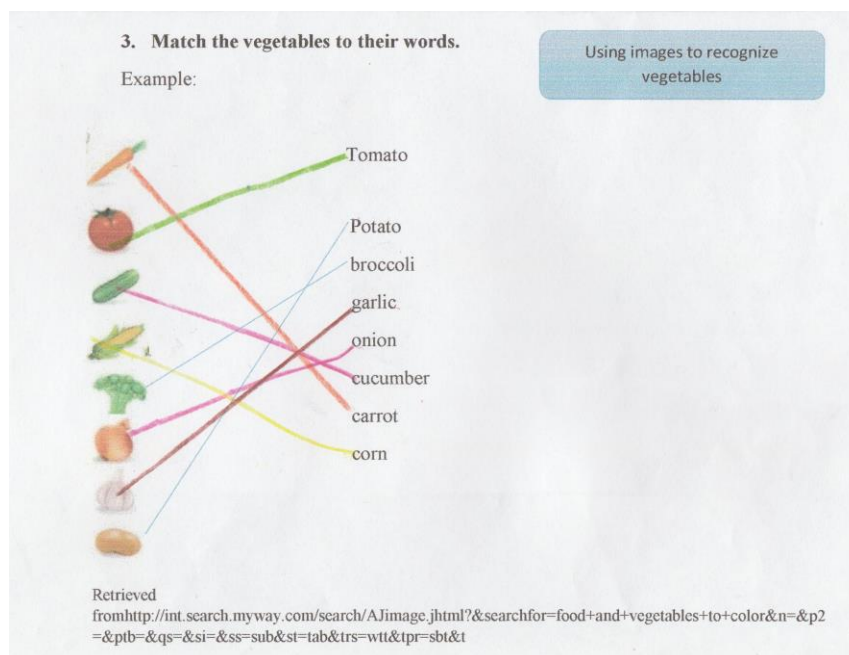familiar with the strategies designed in the lessons.

> S1: algunas estrategias me gustaron como la asociación de la imagen y el colorear las palabras que el profesor mencionaba y también las claves gramaticales y reconocer el material de los juguetes. [*sic*]
> S1: I liked some strategies as the association of the image and colored the words that the teacher mentioned, also the grammatical hints and recognized the material of the toys. [*sic*]
> (*Artifact 5 - self-assessment*)
>
> Students enjoyed the activity of coloring the food and vegetables. This activity helped them to recognize the names of the food and vegetables and the strategy too: recognizing some food and vegetables by their colors. [*sic*]
> (*Field notes-Artifact 3*)
>
> T: the next one, the strategy is to repeat the words to learn the pronunciation, you repeat the words to learn pronunciation. O.k., what is this?
> Ss: soda
> T: soda, you repeat that is a strategy. What are they?
> Ss: it's a beans, they are a beans, they are beans.
> T: correct
> S2:They are a bans.
> T: no, they are
> Ss: beans.
> T: repeat, they are beans.
> Ss: they are beans. [*sic*]
> (*Audiotape transcript- Artifact 3*)

The previous excerpts showed students' perceptions regarding the contextualized lessons.

In the self-assessment excerpt, they mentioned that they were eager to listen to the teacher and

color the activities designed with attractive drawings and recognized the strategy: recognizing

some food and vegetables by their colors. To confirm what was drawn in this subcategory, in the

audiotape transcript, students repeated words to learn pronunciation. Also, the field notes

confirmed that students not only learned the vocabulary but also acknowledged the strategy of

coloring the images drawn in the lessons.

Images and lively colors to learn words. The second subcategory indicates that the contextualized lessons had some activities that affected students more than others because students were interested and attracted by coloring images and matching exercises that helped them memorize, recognize and improve words. As Tomlinson (1998) stated, "Impact is achieved when materials have a noticeable effect on learners…attractive presentation (e.g. use of attractive colors; lots of white space; use of photographs); novelty (e.g. unusual topics, illustrations and activities)" (p. 7). Following Tomlinson's words, the contextualized lessons provided students with attractive images to perform the activities, and a colorful layout that fostered students' learning and so materials intention. The following excerpts illustrated the explanation mentioned above.

Figure 2: Artifact 3

This activity allowed student to recognize the names of the vegetables by reading the instruction along with the teacher and then the strategy of using images to differentiate vegetables. Afterwards, I showed them some examples from the lesson and asked them if they understood what they had to do. Besides, the colourful images helped students match, identify the

names of the vegetables and enjoy matching the images to their written forms using different

colors as shown in the figure 3. In the examples below, students highlighted the relevance of

images to learn new words.

(S8: me gustó mucho porqué tuvo dibujos atractivos y colores llamativos. [*sic*]
S8: I liked it a lot because it had attractive drawings and lively colors.
(***Aritfact 1-self-assessment***)

Students enjoyed coloring the clothes that represented the images of the lesson and this activity helped them to distinguish the different garments [*sic*]
(***Field notes-Artifact 2***)

T: today, ahm, the contextualized lesson is about toys, toys. Do you like this picture?
Ss: yeah, yes, yes.
T: What is the meaning of toys? What do toys mean in English?
Sm: doll
T: doll, doll
S1: ball.
T: ball, o.k., no more, it's a bird, o.k., cars, can you see here, the cars?
Ss: cars
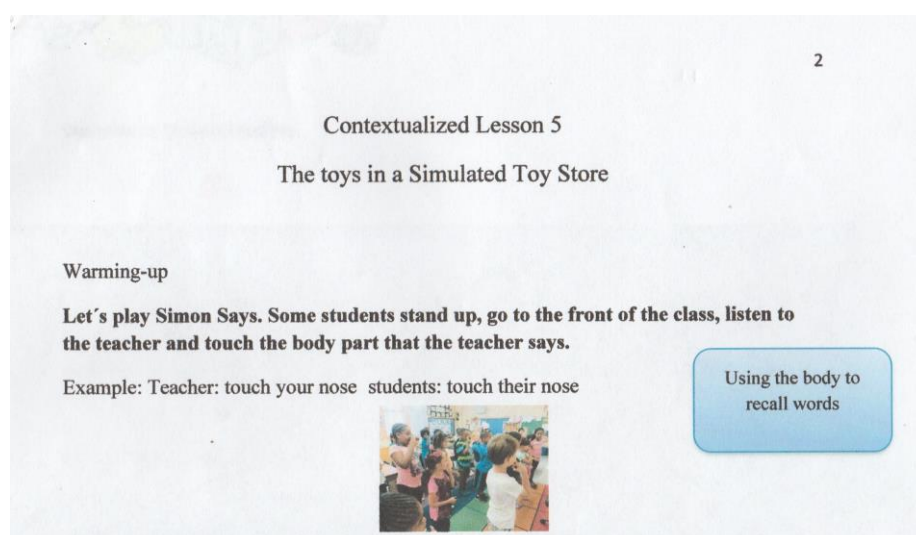T: o.k., toy cars
Ss: toy cars.[*sic*]
(***Audiotape transcript-Artifact 5***)

These excerpts revealed that in the self-assessment, students liked the contextualized

lesson because of its colors and layout. The field notes showed students' motivation and

eagerness to do the activity because it was interesting and comprised attractive drawings; and in

the audiotape transcript, it can be seen that the picture helped me know students' previous

vocabulary related to toys. At the same time, it aided me to introduce the topic of the class: toys.

Besides, students had fun when they moved their bodies to do activities like the excerpts

in the next subcategory.

Physical activities to enhance |vocabulary based on the total physical response method

(TPR). This subcategory showed that the students liked to learn by moving their bodies and

following instructions. In the artifacts, students found different activities that required following

commands to do something. Those activities allowed students to learn vocabulary in an enjoyable

way and stimulate their brain to memorize words and their conceptual content. Oxford and

Crookcall (1990) reported that, "The theory undergirding this technique seems to be that language can best be learned when words are linked with physical movement, thus activating different parts of the brain and stimulating the learner's schemata in multiple ways" (p. 19). This theory implies body movements following the teacher's instructions that allowed students to learn new words by activating not only their bodies but stimulating their brains. This technique was useful for students because physical activities fostered their participation without exposure to critics, and at the same time, students felt relaxed when learning the new words at their own pace. The following excerpts demonstrate that students learned vocabulary by moving their bodies.

Figure 3: Artifact 5

The previous activity showed that students enjoyed playing Simons says which consists of going to the front of the class, listening to and following the teacher's commands. This activity helped students recall and recognize vocabulary by listening to the words and moving their hands to touch the body parts.

S13: El juego de <u>Simon says me gusto porque el profesor dice y uno lo hace.</u>[*sic*]
S13: I liked the game <u>Simon says because the teacher says and one does</u>.
 (***Artifact 5-self-assessment***)

Students, in activity number 3 of the contextualized lesson, <u>understood the commands of standing up and pointing out the body parts with the fingers. This activity helped them to recognize and reinforce the body parts. Also, it was based on the TPR method.</u> [*sic*]
(*field notes-Artifact 5*)

k.,ahmm o.k., number one, listen and touch the body parts the teacher points out, ok., yes, for example, listen: a boy says "mouth".
Ss: mouth, puede enseñar
T: eyes,
Ss: eyes
T: ears
Ss: ears
T: point out your ears and shoulders, please.
Ss: shoulders.
T: o.k., chest
Ss: chest [*sic*]
(*Audiotape transcript-Artifact 4*)

The abovementioned excerpts revealed that students enjoyed playing games involving movement and repetition of words. It is important to clarify that the rule of the two activities mentioned in the students' artifact and self-assessment corresponded to touch body parts while the teacher said aloud the instructions. In addition, field notes and the audiotape transcript excerpts evinced that they needed to coordinate voice and movement to identify each body part.

Fostering physical activities in the EFL classroom is essential because they promote learning. However, there are other way to enhance vocabulary, shown in the next category. Visual aids, realia, and senses help students to pronounce, write and learn the form and meaning of words and foster participation

Visual aids, realia, and senses help students to pronounce, write and learn the form and meaning of words and foster participation. This category revealed that students were motivated and eager to learn the new words by looking at the visual aids, the realia, and the use of senses within the performance of contextualized lesson activities. Consequently, Vale and Feunteun (1995) stated the following information:

Teachers can use visual aids to: (a) support understanding when the children are listening; (b) put across the meaning of vocabulary; (c) prompt and support reading; (d) provide a topic or visual focus to prompt speaking or writing; (e) provide a visual link between L1 and English; and (f) provide support and motivation for early reading and writing in English. (p.106)

Thus, visual aids play an important role to help students understand the topic of the class, participate and feel motivated. The above hints related to the use of visual aids helped me guide students to understand the vocabulary, use and practice it in basic structures.

Besides, the use of realia prompted students to retain, recall and use vocabulary when necessary. In terms of realia, Herell and Jordan (2008) stated that realia "is a term for real things-concrete objects that are used in the classroom to build background knowledge and vocabulary (…) Realia allows the students to see, feel, hear and even smell the object being explored" (p. 24). This conception proposed by the author means that real objects help students learn vocabulary through senses. For that reason, students felt enthusiastic to see, touch, taste and manipulate real objects, as means to learn.

Moreover, the use of senses improved students' ability to learn not only the vocabulary but also some basic structures in the English language. Sadoski and Paivio and Tomlinson (cited in Tomlinson, 2000) found that:

> During language use in the L1 we touch, smell, hear and, above all, see things in our minds. If we do not experience such images whilst learning an L2, our learning will be impoverished and our ability to understand and produce the language will be impaired. (para.10)

This quotation means that people mainly need to develop their visual competency to be able to blend it with other senses to learn better. Some activities based on visual aids that appeared in

the contextualized lessons required the engagement of other senses to generate students' interest to learn the vocabulary. In sum, visual aids enhance students' interpretation, memory, and practice of the knowledge acquired through images. This category yielded three subcategories described below.

Flashcards and the use of realia to pronounce write and learn new words. In this subcategory, it was observed that the use of the flashcards that I created, were big with big letters and attractive colors to show the images and the written words clearly and the realia brought to class helped students learn the vocabulary of each lesson. I also agree with Sinchi and Sinchi (2011) when they affirmed that "flashcards are used as a learning practice to aid the children in memorization by way of repetition, (…). They can be used to practice the vocabulary. Flashcards can be useful for reinforce words that students have learned" (p. 17). These scholars consider that flashcards provide several ways to be used such as repetition of words, practice, review and reinforce previous vocabulary. Consequently, I used the flashcards to teach the new words by asking students to repeat them several times, I used them to assess how much students learned by asking questions to the students when I showed them the flashcards. Also, I used the flashcards to review the vocabulary of the previous contextualized lesson.

Besides the use of flashcards, realia in the classroom gave students more possibilities to learn vocabulary as they had arisen curiosity and represented meaningful examples to teach and learn. In Richards and Platt's word realia entails "actual objects and items which are brought into a classroom as examples or as aids to be talked or written about and used in language teaching such as: articles of clothing, kitchen utensils, items of food, etc." (as cited in Paredes, Paredes, & Rojas, 2008, p. 24). Thus, I used real objects such as fruits, food and vegetables, and clothes and toys to teach vocabulary. Students interacted with them by smelling, touching, tasting, seeing, and repeated their names to pronounce and associate them with the language. This interaction

with the real objects helped them associate the image with the language. Also, they grasped their
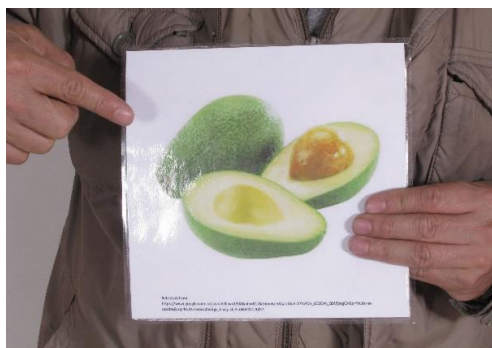
meanings and forms.

The following excerpts evidenced that students learned by using realia and flashcards.

Figure 4: artifact 1-orange

Figure 5: artifact 1-apple

Figure 6: artefact 1-avocado

Figure 7: artefact 1-written word

The figures 4 and 5 revealed that realia called the students' attention as I picked up a fruit

from a bag and showed it to students with the purpose of repeating its name several times. This

drill helped them recognize sounds and foster pronunciation. This constant repetition facilitated

students' association of images and the target language. Students could retrieve not only the

pronunciation of words but also their meaning. Moreover, the figures 6 and 7 displayed

flashcards which enhanced students' pronunciation, association of images to the written words,

and allowed students to reinforce spelling and writing through some activities proposed in the

lessons.

The constant repetition of the word and the image of the written form helped students to retain and retrieve the vocabulary when it was required.

> S8: Gracias a los flashcards pude saber cuál era cada fruta. Las ayudas visuales me ayudaron a aprendérmelas. [*sic*]
> S8: Thanks to the flashcards, I could know which fruit it was. The visual aids helped me to learn them.
> (***Artefact 1-self-assessment***)
>
> The real objects (realia) were used to learn the new words and helped students pronounce the names of the toys correctly by feeling them. [*sic*]
> (***Field notes-Artefact 5***)
>
> T: what are these?
> Ss: teacher, teacher
> T: ahmm, S4
> S4: they are avocado
> Ss: avocados, they are avocados.
> T:o.k,, correct S4 what are these?.
> S4: they are avocados
> Ss: I am, avocados
> T: repeat, they are avocados
> Ss: they are avocados
> T: what is this? S14
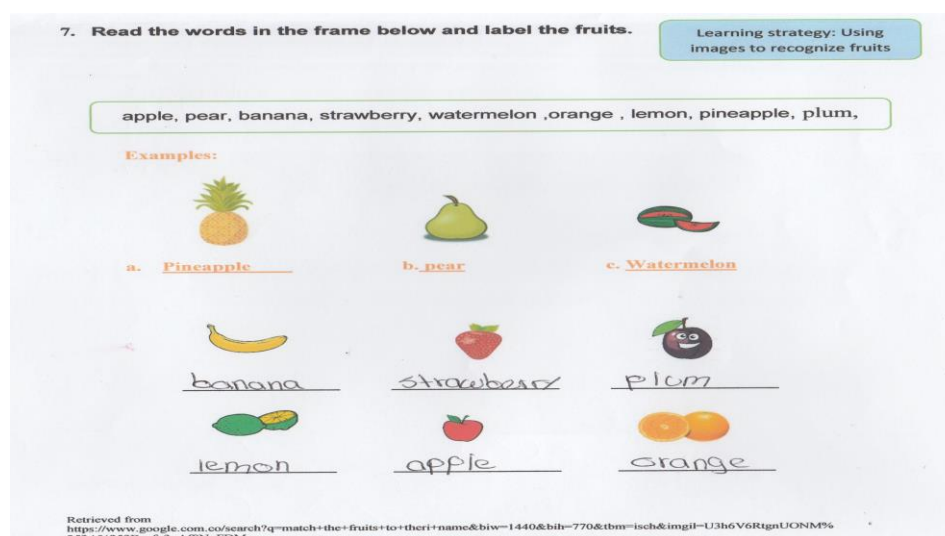> S14: It´s a pineapple [sic]
> (***Audiotape transcript- Artifact 4***)

These excerpts evinced that the use of flashcards mentioned in the self- assessment allowed students to learn the vocabulary by repeating several times the words by looking at the flashcards both the images and the written words. In addition, the field notes revealed that students could pronounce the names of the toys acceptably by touching them and repeat them several times if they pronounced them incorrectly. Besides, the audiotape transcript showed that students recalled the words by asking questions using both the realia and the flashcards. These visual aids promoted the vocabulary learning and some other visual aids which are mentioned in the next subcategory.

Learning the form and the meaning of words with visual aids motivate students to participate. This subcategory indicated that students were able to pronounce, read and write acceptably by looking at the visual aids. According to Weaber and Bollinger visual aids are "any

specifically prepared drawing, illustration, model, motion picture, film strip, or other device that

will expedite learning through the sense of vision" (as cited in Carrasco & Miranda, 2013, p. 10).

Therefore, the drawings and illustrations that appeared in the contextualized lesson were well-

designed and planned, as well as the flashcards (image and word), posters (set of fruits, food

groups and different tastes), video (clothes), and visual games (bingo- crossword puzzle). These

visual aids fostered memory by using words in context and reinforce the vocabulary.

Besides visual aids, motivation is fundamental in leaning the vocabulary. More precisely,

in Deci´s words *"Intrinsic motivation* refers to a desire to engage in an activity for no obvious

reward except task engagement itself" (as cited in Schunk, 2012, p. 386). This conception means

that people are motivated to learn when they want to be involved in the leaning activity and do

not expect a reward. For that reason, students were motivated to participate in the different

activities proposed in the contextualized lessons. The following excerpts illustrated the fact that

visual aids and motivation helped students enhance the vocabulary.

Figure 8. Artifact 1

The previous activity shows that the images and the examples played an important role to

do the activity. For students to understand, I read the instruction and made emphasis on the frame

where the words were written. Students were able to recognize the fruits and wrote their names

under each drawing by choosing information from the frame.

> S14: por esos medios aprendí: como los flashcards, repeticiones, imágenes, estrategias como el coloreado para reconocer la comida, saboreando la comida, deletreando la comida, escribiendo la comida chatarra, uniendo la palabra con los dibujos, poniendo las palabras debajo de los dibujos.
> S14: I learned by this means: like the flashcards, repetitions, images, strategies as the coloring to recognize the food, tasting the food, spelling the food, joining the word with the images, writing the words under the images. [*sic*]

> *(Artifact 3 -self-assessment)*

> The bingo helped students remember and pronounce the words of the body parts acceptably.
> They were eager to listen to the body part and raise their hands every time I took out a card from the bag and mentioned the name of the body that corresponded to the card so students could listen to the word as well as see the written word.[*sic*]

> *(Field notes-Artifact 4)*

> T: Ok, so please, pencil and circle ok, circle the car.
> T: Ok, yes, all right, correct
> Ss: teacher, teacher
> T: correct, let me see S6, correct.
> T: S1, correct, S2 correct, correct S3, all right.
> T: yes, S12,
> T: let me see S15, yes.
> T: hum S10, yes,
> T: yes S8
> T: ok, let me see S2, yes
> T: all right, ok, circle the plane
> Ss: teacher, teacher
> T: yes, correct [sic].

> *(Audiotape transcript- Artifact 5)*

The previous excerpts show evidence from different activities developed in class. The

self-assessment excerpt displays students' perceptions regarding visual aids. Students highlighted

that they enjoyed doing the activities of the lesson because they helped them learn the vocabulary

easily. Likewise, in the field notes I would like to emphasize that students worked in groups to

play a bingo activity. This type of activities made students enjoy and learn at the same time. In

the audiotape transcript, I could observe that students were motivated to do the activity and were

able to recognize the names of the toys by circling the image as the teacher said the instruction.

Thus, I could see that students learned. Besides, visual aids to learn vocabulary and senses

enhanced students to improve their vocabulary as shown in the next section.

Using senses to recognize vocabulary. This subcategory showed that students enjoyed participating in activities that implied touching, smelling, tasting and guessing what the object, food, vegetable, or fruit was and imagining how the body parts smelled or a family member's body part smelled by using images. Tomlinson (2000) found the following:

> Learners can be encouraged to create mental images through (a) imaging activities in which the teacher guides the learners to see, smell, hear or touch things in their minds; (b) imaging instructions for language activities (e.g. "As you read the article try to imagine what the Maldives look like now and what they might look like if the seas continue to rise" (A multi-Dimensional Approach, para. 15)

Thus, making students develop their senses by imaging how things smell, taste, hear, feel and see, can allow them to associate the object to learn its meaning and name by creating mental pictures. The activities proposed in the lessons guided students to recognize different vocabulary by using their senses. After working with them, for instance, they could imagine how some words (food, vegetable and body parts) smelled. The use of senses made the learning process more efficient and easier for students to acquire vocabulary. The following excerpts illustrated how visual aids and senses helped students learn vocabulary.

Figure 9: Artifact 3

The students enjoyed doing this activity which consisted of two students that went to the front of the class and tasted the food that was on the table. Students could identify how the food tasted from the different plates and label them too. This activity not only made students recall vocabulary but also boosted the use of their senses to recall vocabulary.

S13:me gusto cuando nos pasaron a probar la comida y decirlas en inglés. [*sic*]

S13: I liked it when we went to the front of the class to taste the food and said it in English.

(*Artifact 3-self-assessment*).

The activity of pointing out the food and vegetables and tasting them were very motivating for the students; students could reinforce the vocabulary. This activity was based of some principles of the TPR method and the Multidimensional Approach. [*sic*]
(*Field notes-Artifact 3*)

T: ok S1 you are going to point out and smell
T: you say tomato umm delicious or bad, you say delicious or bad
T: S1 point out the soda and smell it
S1: delicious
T: does it smell delicious? Ok.
T: point out the carrot and smell it, please.
S1: bad
T: point out the broccoli.
T: ok. Smell it.
S1: bad [*sic*]
 (***Audiotape transcript-Artifact 3)***

In the self-assessment, students confirmed that they liked to participate in activities that imply discovering new things such as having their eyes blindfolded and recognizing the vocabulary by touching and tasting. Similarly, in the field notes, it can be seen that students could eat food and describe the flavor of the food. Thus, they could recall and practice vocabulary. In the audiotape transcript, I corroborated that their enthusiasm participating in these activities. Besides using senses to recognize vocabulary, the lessons included some written activities that reinforced students' vocabulary, as shown below.

The role of spelling, mother tongue influence and recycling words in motivating students to learn vocabulary. This category showed that students learned the new words by a series of steps such as repeating the words alone, and then accompanied them by a grammatical
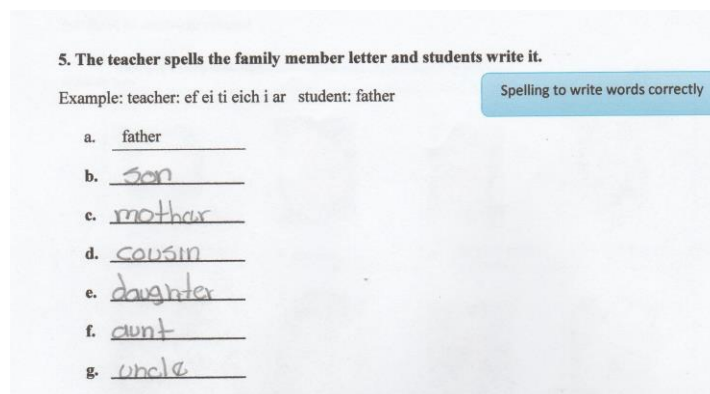
feature, placed them in a context within basic structures, spelled and recycled them. Hatch and Brown (1995) asserted that there are five fundamental steps to learn vocabulary such as: "a) students need resources to find new words, b) have a complete image of them, c) learn the meaning of these words, d) make a solid memory connection between how they are pronounced and e) how these words are known by their meanings, 5) and how students use them" (p. 372). Therefore, there is a series of steps to learn vocabulary such as means to acquire new words, images well-designed of them, the process to learn the meanings and forms and the way to use them. In the contextualized lessons, I followed a plan, taking care of having different activities with attractive images to learn the form and meanings of words, which motivated students to use them.

Moreover, students learn the vocabulary better when they are motivated based on specific goals guided by the teacher or the didactical materials. According to Schunk (2012), "Promoting learning goal orientations in the classroom can foster self-efficacy and enhance learning (p. 396). Thus, the contextualized lessons along with teacher had specific goals such as: specific vocabulary, specific strategies and activities to be solved that help students enhance the vocabulary. The next activities which increase the students' vocabulary are describe in the next subcategories shown below.

Spelling and repetition of vocabulary to learn words. In this subcategory, students enjoyed learning words by repeating them when necessary, wrote and spelled them acceptably. Cameron (2001) stated that, knowing a word implies different types of knowledge such as: how to pronounce it "how it sounds", write and spell it correctly "how it is spelt", the grammatical form that occurs in the word "grammatical changes that can be made to it", the relation of the word with other words "how it relates to other concepts and words" (p. 78). In consequence, knowing a word implies to recognize different characteristics and applications of the word. This

process of knowing a word allowed me to follow some phases that were accompanied with materials that were designed to help students learn vocabulary. The following excerpts showed how students learned the vocabulary by repeating the words when it was required and did the spelling activities.

5. The teacher spells the family member letter and students write it.

Example: teacher: ef ei ti eich i ar   student: father

Spelling to write words correctly

a.   father
b.   Son
c.   mothar
d.   cousin
e.   daughter
f.   aunt
g.   uncle

Figure 10: artifact 6

The previous activity shows that students learned how to write and pronounce words by following the teacher's instruction: First, I repeated aloud the letters of the word that students confirmed what they wrote. Then, a student passed to the board and wrote the letters of the word while listening another classmate spelling it. Then, students could repeat the word several times along with the teacher. Students were eager to participate and most of them wrote the words, pronounce and confirm their spelling correctly.

S1: el deletreo de las palabras porque me ayudo a aprender cómo se escribían las palabras**. [***sic***]**
S1: The spelling of the words because it helped me to learn how to write the words.
(***Artifact 6-self-assessment***)

The spelling activity motivated and helped them to write words correctly. [*sic*]
(*Field notes-Artifact 5*)

Ss: teacher
T:let me see, S11 spell
S11:t-o-y_ t-r-a-i-n.
T: good, S11
T: o.k., b-o-b-b-y_ h-o-r-s-e.
T: all right, let me see S3, o.k., spell bobby horse.
S3: b-o-b-b-y_ h-o-r-s-e.
T: correct, everybody
Ss: bobby horse [*sic*]
   (*Audiotape transcript-Artifact 6*)

The excerpts indicated that in the self- assessment, students were eager to listen to the letters the teacher spelled and could write the word in the lesson. Then, one of the students passed to the whiteboard and wrote the word by listening to the letter the teacher spelled. After that, I showed the flashcard that represented the word and asked students to repeat it several times. The field notes disclosed that students enjoyed listening to the letter to write it. Also, they liked to pass to the board to write words spelled by someone else. In the transcripts, it can be observed that students listened to the letter the teacher spelled, and then wrote it correctly, and pronounced it acceptably. In addition, another way to learn and clarify the meanings of words was the use of the mother tongue, as observed below.

Identifying words in EFL by relying on mother tongue. In this subcategory, I observed that students used their mother tongue constantly to identify, guess words, clarify a doubt, and translate words into Spanish. Cameron (2001) stated that, "Often when new words are introduced, pupils will produce the first language translation. Then the teacher can accept the translation, as useful evidence of understanding, but can still proceed with explanations in the foreign language that will provide useful input" (p. 86). For this reason, students sometimes translated new words into their mother tongue as a way to confirm if they understood them. It is advisable for teachers to accept this translation to know if the students understand the word but continue explaining in the foreign language so students will benefit by making an effort to understand the meaning of the words.

Besides, the use of translation by students is considered normal when they learn a different language. Danchev argued that, "Similarly and rather more convincingly that translation /transfer is a natural phenomenon and an inevitable part of a second language acquisition even where no formal classroom learning occurs" (as cited in Harbord, 1992, p. 351). Thus, it is normal that students use translation to learn a foreign language in the classroom or use it in a different

situation. This perception provided information to allow students use translation when they

needed. The next excerpts showed the use of the mother tongue in class.

> **S1 :**me gusto traducir las estrategias y usar el español para traducir diversas palabras. [*sic*]
> S1: I liked to translate the strategies and used the Spanish language to translate diverse words**.**
> *(Artifact 6-self-assessment).*
>
> I observed that students translated the words into Spanish to confirm if they understood the words or an explanation. [*sic*]
> *(Field notes-Artifact 2)*
>
> S15. The yellow, teacher
> T: yellow
> Ss: colorear de todos los colores..teacher, teacher, tiene amarillo, teacher
> T: yes, ah this one
> Ss: teacher, teacher,
> T: yes, o.k., go ahead, correct, yes correct, correct, yes, yes.
> Ss: teacher, teacher…
> T: pay attention, shoes, boots ok, boots
> Sf: botas
> T: yes, and shoes, o.k., shoes, boots
> Ss: botas y zapatos
> T. yes, boots and shoes
> T: colour the shoes yellow
> Ss: y las botas
> T: a no,no, wait, let´s continue colouring the scarf green in English, colour the scarf green. [*sic*]
> *(Audiotape transcript-Artifact 2)*

The excerpts in the self-assessment demonstrated that students could translate into Spanish

some strategies to the rest of the class to confirm or understand something. In the field notes, as

well as in the audiotape transcript, students used Spanish to translate words or clarify a word or

an explanation. Besides, students learned vocabulary by coding words, as explained below.

Coding words for recycling and improving vocabulary. In this subcategory, students

improved vocabulary by coding words and recycling them. In this regard, Cameron (2001) stated

the following:

Form- how a word is pronounced and how it is written is a key part of word knowledge.

Pupils need to hear a new word in isolation as well as in discourse context, so that they

can notice the sounds at the beginning and end, the stress pattern of the word, and the

syllables that make up the word. They will need to hear the word spoken in isolation several times to catch all this information. (p. 86)

On this basis, learning a word demands time and effort to decode it. This procedure allowed me to follow a route to help students learn the vocabulary. Moreover, after students decoded the words of the lessons, they performed a recycling activity in each lesson to reinforce the words. Cameron (2001) claimed, "Vocabulary needs to be met and recycled at intervals, in different activities, with new knowledge and new connections developed each time the same words are met again" (p. 84). This definition means that recycling is a key aspect to learn a word along with different activities built up with new information, as evinced below.

Figure 11: artifact 5-image

Figure 12: artifact 5- written word

Figure 13: artifact 5-image

Figure14:artifact 5- written word

The figures 11 and 12 illustrate that the flashcards which were part of the artifacts to complement them facilitated students recycle the vocabulary of the previous lessons. Then, I reinforced the students' answers by turning the flashcards and showing the written word. By doing this activity, I realized that most of the students answered the questions correctly and recognized most of the previous vocabulary from different lessons. This review revealed that the

students were able to decode most of the words and that few words needed to be taught. Besides,

figures 13 and 14 demonstrate the way I used flashcards to introduce the new words of the

lessons: by showing the image and asking students to repeat the word several times and then,

turning the flashcard back to show how the word was written. This process enhanced students

start decoding the words. After that, students reinforced the decoding of words with the different

activities designed in the contextualized lessons.

> S15: El repaso de las palabras y la repetición de las palabras por parte del professor para escribir las palabras y escribirlas correctamente, para pronunciarlas correctamente. [*sic*]
> S15: The review of the words, and the repetition of the words done by the teacher to write words and write them correctly, to pronounce them correctly.
> *(Artifact 2-self-assessment)*

> The flashcards were used to recycle the vocabulary of the last lessons and I used them to start decoding the words by showing both sides of the flashcard; the side with the image that represents the toy and the other side that had the written word and asked students to repeat it several times until they pronounced the word acceptably with constant presentation of the written word side. After that, I used them to review countable and uncountable nouns. [*sic*]
> *(Field notes-artefact 5)*

> Ss: neck, neck, neck.
> T: correct, the last one. What is this? O.k., what is this? S15
> S15: it's a tomato
> T: correct, repeat, please. It's a tomato
> Ss: it´s a tomato.
> T: yes, the next one, what is this?,O.k., S15
> S15: It´s a coconut.
> T: It´s a coconut, correct, yes. o.k., repeat after me, toy train.
> Ss: toy train
> T: toy train
> Ss: toy train
> T: Toy train
> Ss: toy train [*sic*]

> *(Audiotape transcript-Artifact 5)*

The excerpts showed that in the self-assessment, students understood the importance of

repeating the words to learn the pronunciation as well as paid attention how the word was written

by doing the activities in the contextualized lessons. In the audiotape transcripts, students saw the

flashcards and answered correctly what I asked and they reinforced the pronunciation by

repeating after the teacher. Also, they paid attention to the written words every time I turned the flashcard that represented them. In the field notes, I used flashcards to recycle by asking them what the image of the flashcard was. After that, I used the flashcards to teach the new words and guided students to decode them. The analysis of these categories and subcategories led me to some conclusions and implications explained in next chapter.

Chapter V

Conclusions and Pedagogical Implications

This chapter comprises the most relevant conclusions identified during the process of this research study, the pedagogical implications for the students, the school, the teacher, the EFL community, limitations, and some further research questions.

Conclusions

One of the most relevant conclusion was the effectiveness of contextualized lessons designed according to the students' needs and interests and implemented with a dynamic methodology. On the other hand, the teacher's imagination allowed students to learn specific vocabulary. As Núñez, et al. (2009) affirmed, "Innovative didactic materials that address students' language learning needs and goals raises, enhances motivation and so boosts effective learning" (p. 19). In other words, innovative materials highlight the importance of taking care of students' expectations, interests, attitudes and previous knowledge as well as a plan to achieve a purpose. Therefore, the contextualized lessons planned and designed bearing in light of students' features enhanced their learning and motivation.

Another important conclusion was that the contextualized lessons were useful, interesting and attracted students to do the activities. The categories and subcategories revealed that the Second Language Acquisition principles, the Total Physical Response along with some principles of the Multi-Dimensional Approach used to develop the contextualized lessons helped students improve their vocabulary by using their bodies and corporeal senses to learn, especially sight, interacting with other senses. Tomlinson (1998) claimed that, "Materials development refers to anything which is done by writers, teachers or learners to provide sources of language input and to exploit those sources in ways which maximize the likelihood of intake" (p. 2). This conception

implies that materials development can be anything to study and properly designed to help students understand each topic. Thus, I made up contextualized lessons with varied activities following a methodology so that the learners could understand and use the vocabulary in contextualized sentences.

Similarly, the use of visual aids, especially the flashcards created to answer the research question enriched the process of learning vocabulary. Besides, the flashcards and the realia helped me monitor how students were learning during the implementation of each lesson. Ausburn and Ausburn stated that, "Visual literacy includes the group of skills that enable an individual to understand and use visual aids for intentionally communicating with others" (as cited in Bamford, 2003, p. 1). Therefore, learners can develop specific skills through learning the way to use visual aids and realia to interpret and use them to communicate with others. That is why, I made up flashcards and used realia to help them not only to learn vocabulary but also to practice it in groups and in pairs to communicate what they liked or did not like.

Moreover, visual aids, realia and senses helped students learn the meanings of words by associating the image with the written word and by smelling, tasting, touching, imagining and seeing them. The category and subcategories of this construct (visual aids) demonstrated that students enjoyed learning through the use of flashcards by constant repetition with the help of the teacher to learn not only pronunciation but the written word, and the use of realia by tasting, touching, and smelling some words.

An additional significant conclusion was that students learned vocabulary not only, by listening to the word and repeating it several times but also listening to the word in a context. Cameron (2001) found that,

Pupils need to hear a new word in isolation as well as in a discourse context, so that they can notice the sounds at the beginning and end, the stress pattern of the word, and the

syllables that make up the word, …If we again use the example of the ambulance, then the teacher's explanation could be followed by saying the word by itself several times, before returning it to a discourse context. (p. 86)

The above comment highlights the importance of listening to the word many times before listening to it in a context. For that reason, I made students repeat the word several times before listening to it in sentences and questions.

Besides, the use of the mother tongue allowed students to improve the vocabulary of the lessons. Harbord (1992) stated that, "To let students use their mother tongue is a human approach in that it permits them to say what they want" (p. 351). This conception implies teachers' approval for students to use their mother tongue when they want an explanation or ask for the confirmation of a word in their mother tongue. Thus, the use of the mother tongue to translate a word or clarify a doubt or an explanation, helped students improve their vocabulary.

Pedagogical Implications

As a teacher researcher, this research study, helped me design my own contextualized lessons based on a theoretical plan, which involved imagination, and reasoning that helped me guide students to learn vocabulary. Low stated that, "Designing appropriate materials is not a science; it is a strange mixture of imagination, insight, and analytical reasoning" (as cited in Núñez, et al., 2009, p. 16). Consequently, materials are designed not only with theory and discernment but also with intuition and imagination. I mixed theory, intuition and imagination because I wanted to create innovative materials that attracted students to enjoy learning the vocabulary.

Most students selected to participate in this research study had problems with vocabulary. They were punctual to attend the English class, and were interested in learning English. They

liked doing the activities and had interest in learning the vocabulary of the contextualized lessons. For the school, the TPR method was combined with some principles of the MD approach to help students enhance their vocabulary and was added in the curriculum of the primary to enrich this document. As a teacher, I had the possibility to reflect on how I taught my classes by reading, writing and discussing with my classmates and professors the different themes about education. For example, to reflect about my attitudes toward my students and colleagues, my duties and obligations as a professional to become a better teacher. As a materials developer, I created contextualized lessons based on a careful designed program that gave me the route such as searching for the research question, accomplishing a needs assessment, using a method, establishing a general objectives and specific objectives, making the syllabus, developing and implementing the contextualized lessons, piloting and adjusting the lessons. All these phases helped me develop and implement the contextualized lessons to promote the vocabulary learning in my students.

Besides, this research study can benefit the EFL community in that this study can give them background information and hints to develop and implement didactic materials to help primary students learn vocabulary in public schools that have scanty hours which, is explained in the next section.

Limitations

The research study allowed me to observe some limitations during the development and implementation of contextualized lessons based on visual aids to contribute to the vocabulary learning of fourth graders in a public school. The first limitation was the scanty class sessions scheduled for learning English in primary cycle, an hour or two per week. This time is not enough to learn a foreign language. The second one was the large number of students, from 32 to

35 students in a classroom, which impeded to follow each students' process. The third obstacle was the lack of a laboratory for languages. Thus, students do not have a place to practice. The fourth constrain was English teachers' lack of room to keep didactical materials. The fifth limitation was the vertical power of some administrators to change things to foster the education; and the last one was the lack of English knowledge of students coming from other schools, which interfered with the progress, as they delayed the advances of the contextualized lessons.

Further research questions

This research study showed that didactic materials like the contextualized lessons based on visual aids helped students improve the vocabulary. The theoretical framework along with teachers' creativity to make contextualized materials help teachers as well as students to enhance their way of teaching and learning. That is why, it is advisable to continue searching and strengthen the weaknesses that appeared during the implementation of the contextualized lessons and look for possible answers to the questions:

What is the contribution of work cards and visual aids to fourth graders vocabulary learnings in a public school?

How do the visual aids and realia enhance grammar in context learning of fourth graders in a public school?

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Appendixes

Appendix A. needs assessment. Survey

Colegio San Agustín Institución Educativa Distrital

Encuesta

Apreciado estudiante:

La siguiente encuesta tiene el propósito de recoger información acerca de cómo aprendes el vocabulario en inglés para ayudarte a que mejores su aprendizaje. Por favor, responde las siguientes preguntas con honestidad. La información que suministres es confidencial y solamente se va a utilizar para fines académicos.

Su profesor de inglés

Norberto Javier Montes León

1. **¿Crees que el libro de inglés que trabajas en clase y los materiales (guías) diseñadas por el profesor son importantes para aprender el vocabulario?**
a) totalmente de acuerdo
b) de acuerdo
c) neutral
d) en desacuerdo
e) totalmente en desacuerdo

2. **Para mí, los materiales (guías) para aprender vocabulario deben…**
a) tener diseños atractivos
b) incluir dibujos o imágenes relacionados con el tema de la clase
c) tener ejemplos claros
d) incluir mis intereses
e) tener en cuenta mi manera de aprender
f) permitir usar estrategias de aprendizaje

3. **¿Qué entiendes por estrategias de aprendizaje?**
a) poner nuevas palabras en oraciones que se refieren a situaciones conocidas o familiares
b) repetir o reconocer palabras
b) participar en clase constantemente
c) buscar palabras en el diccionario de inglés
d) todas las anteriores

4) **Aprendo mejor el vocabulario si**

a) coloreo materiales

b) subrayo ejercicios

c) tacho con X

d) completo con una o más palabras una oración conocida o familiar para mí

5) Para mí aprender vocabulario significa…

a) escribir y pronunciar las palabras correctamente

b) escribir y deletrear las palabras correctamente

c) escribir las palabras en oraciones conocidas o familiares para mí

d) todas las anteriores

6) Me gustaría aprender vocabulario con los siguientes temas: (puedes seleccionar más de una opción)

a) frutas

b) miembros de la familia

c) comida y vegetales, comida saludable, comida chatarra

d) ropa: diaria, de colegio, deportiva

e) juguetes: mis juguetes favoritos

f) partes del cuerpo

g) partes de la casa

h) días de la semana y meses del año

i) lugares del colegio

j) lugares del vecindario: la iglesia, el parque, la tienda, la panadería, la zapatería, la peluquería, la lavandería.

k) objetos del salón de clase

l) figuras geométricas

7) Mi conocimiento del vocabulario en inglés es…

a) pobre

b) excelente

c) bueno

d) promedio

8) **Piensas que las palabras en inglés son…**

a) muy fáciles

b) fáciles

c) difícil

d) muy difícil

9**) Conocer el vocabulario en inglés me permite…**

a) reconocer la palabra en una oración

b) reconocer la palabra en un texto oral

c) usar la palabra para expresar una necesidad o un deseo

d) escuchar la palabra y luego escribirla en una oración conocida o familiar para mí

10) **¿Cuáles actividades visuales te gustaría trabajar para aprender el vocabulario? (más de una opción es posible)**

a) imágenes asociadas con la palabra

b) imágenes asociadas con la pronunciación

c) imágenes asociadas con la palabra y su uso en una oración familiar para mí

d) todas las anteriores

11) **¿Cuáles materiales visuales te gustaría usar para aprender vocabulario?**

a) flashcards

b) carteles

c) dibujos

d) loterías

e) juego del hexágono

f) objetos reales

g) todos los anteriores

12) **Puedo aprender y mejorar mi vocabulario por medio de:**

a) pasar al tablero para dibujar la palabra que el profesor menciona

b) pasar al tablero para identificar y escoger la palabra que el profesor dice entre varios dibujos que están pegados en el tablero.

c) hacer la mímica que el profesor dice

d) ir a diferentes partes del salón de clase para tocar el objeto que el profesor menciona

13) Puedo aprender y disfrutar del vocabulario por medio de…

a) juegos en los que descubro la palabra o las palabras usando los sentidos: el olfato, la audición, el tacto, la vista y el gusto.

b) de historias cortas en la que participo con algunas palabras para completar oraciones familiares para mí

c) actividades en las cuales descubro la palabra por medio de la ayuda del profesor que me da claves.

d) todas las anteriores

¡Gracias por tu colaboración!

Appendix B. Consent form

Bogotá, Febrero 7 de 2017

Señor

Marco Fidel Gutiérrez Cruz

Rector IED San Agustín.

Señor Rector Marco Fidel:

En esta ocasión, quiero comunicarle que estoy cursando mis estudios de Maestría en Educación en la Universidad Externado de Colombia. La investigación denominada Lecciones contextualizadas basadas en ayudas visuales para contribuir al aprendizaje del vocabulario en inglés de los estudiantes de los grados cuartos tiene como objetivo la adquisición de léxico básico que permita a los estudiantes mejorar su aprendizaje del idioma inglés.

Asimismo, deseo comentarle que se usarán instrumentos como: encuestas, notas de campo, materiales didácticos y observaciones de aula como estrategias metodológicas para la recolección de datos. A través de un consentimiento informado, informaré a los padres de familia o acudientes de los estudiantes acerca de la investigación y de la confidencialidad de la información y respeto por su identidad.

Para la obtención de mejores resultados en los procesos, estrategias, metodologías y evoluciones de estás, es necesario contar con su apoyo. De manera atenta, solicito su permiso para la implementar la investigación con los estudiantes de grado 403.

Se anexa el consentimiento informado para su consideración.

Atentamente,

Norberto Javier Montes León

Docente inglés- Jornada Mañana

IED San Agustin.

Appendix C. Consent form 2

Mayo 3 de 2017

Colegio: San Agustín

Señores: Padres de familia o acudientes de estudiantes.

Consentimiento Informado

A través de este consentimiento informado, quiero comunicarle que estoy llevando a cabo una investigación sobre cómo desarrollar e implementar el vocabulario en inglés de los estudiantes de los grados cuartos usando ayudas visuales. Estoy cursando el tercer semestre en la Maestría en Educación con énfasis en Didáctica del inglés de La Universidad Externado de Colombia con apoyo de la Secretaria de Educación.

El objetivo de esta investigación es ayudar, afianzar y buscar alternativas para mejorar el vocabulario en inglés de los estudiantes de cuarto año con ayudas visuales. Asimismo, se pretende motivar a los estudiantes para aprender el idioma extranjero: inglés. Se escogerán los estudiantes del grado 403 como participantes.

Por lo tanto, es importante que Usted conozca que la participación de su hijo(a) en este proyecto es voluntaria. En el momento que su hijo(a) no desee participar lo puede hacer sin ningún inconveniente.

Para la implementación de la investigación se requiere recoger información relacionada con la aplicación de las lecciones contextualizadas basadas en ayudas visuales para contribuir al aprendizaje del vocabulario en inglés de los estudiantes de los grados cuartos. Esta información recolectada será utilizada para la investigación y con fines académicos exclusivamente. Asimismo, es importante que usted tenga conocimiento acerca de la protección de los estudiantes en cuanto a su identidad y anonimato.

Si se requiere alguna información –aclaración en cuanto al proceso de investigación, puede contactarme al correo electrónico: norbertomontes63@yahoo.com.ar o al teléfono 3138741211.

YO_____ se me ha informado, he leído la información presentada por el profesor Norberto Javier Montes León.

A continuación, firmo, dando la aprobación de la participación de mi hijo(a).

_____

Firma, cédula y fecha

Appendix D. Field notes

San Agustín School

Field Notes

Research project: How do the development and implementation of contextualized lessons based on visual aids contribute to the vocabulary learning of fourth graders at a public school?

Lesson No: 5

Objective: To use vocabulary related to toys in a simulated toy store.

Date: October, 02 2017

Grade: 403

Number of participants: 34

Field notes	Analysis
Students found attractive the first big picture and it helped to introduce the topic and find out students´previous vocabulary.	The first big picture was attractive and it helped to know how much vocabulary students knew.
I told students that we were going to play Simons says and the strategy that was using the body to recall words.	With this game (Simons says), students enjoyed following instructions and at the same time repeating the names of the body parts. Also this activity was based on the TPR method.
Students were motivated to play Simons says and they repeated the body parts after the teacher´s instructions. They wanted to play it again.	
I explained the next strategy of repeating words to learn pronunciation so I used the flashcards to make students repeat the previous vocabulary of the last contextualized lessons and used them to	The flashcards were used to recycle the vocabulary of the last lessons and I used them to start decoding the words by showing both

start decoding the words by showing both sides of the cards, the side with the image and the side with the written word. I asked them to repeat the names of the toys several times until they pronounced them acceptably. Besides, the flashcards helped me to review the countable and uncountable nouns.	sides of the flashcards, the side with the image that represents the toy and the other side that have the written word and asked students to repeat it several times until they pronounced it acceptably with constant presentation of the written word side. After that, I used them to review the topic of countable and uncountable.
The activity of coloring the image by listening to the teacher helped them recognized the different names of the toys.	Students enjoyed coloring the images that appeared in the contextualized lessons and this helped them recognize the names of the toys.
Some students used Spanish to clarify some colors and some names of toys.	Students used Spanish as an strategy to confirm or clarify an explanation
When the students did not know the name of the toys, I showed them the flashcards and students when they saw the images, they understood and helped to compete the exercise.	The flashcards supported the explanation of a word by showing it, every time students needed to clarify or know a word in English.
I observed that students who had already finished, helped others.	Students helped each other to solve an exercise or recall a word.
When students did the activity of reading the word in the box below and label the toys, I observed that many forgot to put the indefinite article a or an before the word, but recognized and wrote the word correctly under the image.	Students decoded the words correctly but they needed to work more using the indefinite article a and an.
I showed students the flashcards again to practice and recall the names of the toys.	To show students the flashcards of the lesson and repeated the names of the toys again helped them to recall and practice the

pronunciation.

I observed that some students forgot to add and S in the complement of the structure I like or I don´t like….but their pronunciation and the sentence was good.	Students pronounced and made good examples using the structure I like… but some students needed to add the S in the complement of the structure I like.
In the spelling activity most of the students wrote the words correctly.	The spelling activity motivated and helped them to write words correctly.
Students enjoyed going to the front of the class and blindfolded her eyes and guessed what the toy was and what material was made of.	Students practiced with the real objects by touching them and said what the toy was made of. Also this activity was based on some of the principles of the Multidimensional Approach.
In the last activity, students showed good pronunciation, good grammar and their communication was good.	By practicing in pairs student could communicate with good pronunciation, grammar and good vocabulary.