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THE PIC TAC TELL STRATEGY AND ITS INFLUENCE IN THE LEARNING OF ENGLISH LANGUAGE VOCABULARY IN STUDENTS OF EIGHTH YEAR "A" AND "B" OF BASIC GENERAL EDUCATION OF THE "UNIDAD EDUCATIVA LUIS A. MARTINEZ"

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SUPERVISOR APPROVAL

CERTIFY:

I, Lcda. Mg. Lorena Fernanda Parra Gavilánez holder of the I.D No. 180310352-0, in my capacity as supervisor of the Research dissertation on the topic: "THE **PIC TAC TELL STRATEGY AND ITS INFLUENCE IN THE LEARNING OF ENGLISH LANGUAGE VOCABULARY IN STUDENTS OF EIGHTH YEAR "A" AND "B" OF BASIC GENERAL EDUCATION OF THE "UNIDAD EDUCATIVA LUIS A. MARTINEZ**" investigated by Ms. Maritza Elizabeth Acosta Aguilar with I.D No. 180284237-5 confirming that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Board of Directors.

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I declare this undergraduate dissertation entitled THE **PIC TAC TELL STRATEGY AND ITS INFLUENCE IN THE LEARNING OF ENGLISH LANGUAGE VOCABULARY IN STUDENTS OF EIGHTH YEAR "A" AND "B" OF BASIC GENERAL EDUCATION OF THE "UNIDAD EDUCATIVA LUIS A. MARTINEZ"** is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author's responsibility.

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DEDICATION

God, our Father, for his blessings, love, happiness and the strength that day after day he has given me to be able to achieve this monumental goal.

To my dear parents Carlos and Gloria Corina, for their unconditional support, for the effort and sacrifice in guiding my path all this time.

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Maritza Elizabeth

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Tutor: Lic. Mg. Lorena Parra

El objetivo principal de esta investigación es determinar la influencia de la Estrategia Pic Tac Tell en el aprendizaje del vocabulario en inglés en el octavo año "A" y "B" de la Unidad Educativa "Luis A. Martínez" en la ciudad de Ambato, Tungurahua. El enfoque de esta investigación es cuantitativo, ya que se podría analizar el problema planteado dentro del campo educativo. Además, fue posible obtener información de 72 participantes. Los datos obtenidos fueron analizados e interpretados cuidadosamente. Con estos resultados, fue posible concluir que la Estrategia Pic Tac Tell ocupa un lugar importante en el campo educativo, ya que ofrece al estudiante una forma creativa de aprendizaje, debido a la interacción con las palabras que son más fáciles de recordar y la realización. De todo tipo de actividades. De esta manera, el estudiante puede generar ideas y reconocer palabras en contenido.

PALABRAS CLAVE: Idioma Inglés, Estrategia Pic Tac Tell, interacción con palabras y reconocimiento de palabras.

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ABSTRACT

The main goal of this research is to determine the influence of the Pic Tac Tell Strategy in the Learning of English Language Vocabulary in eighth-year "A" and "B" of the Unidad Educativa "Luis A. Martinez" in the city of Ambato, Tungurahua. The focus of this research is quantitative since one could analyze the problem raised within the educational field. In addition, it was possible to obtain information from 72 participants. The data obtained was analyzed and interpreted carefully. With these results, it was possible to conclude that the strategy Pic Tac Tell takes an important place in the educational field since it offers the student a creative way of learning, due to the interaction with the words which are easier to remember, and the realization of all kinds of activities. In this way, the student can generate ideas and recognize words into content.

KEY WORDS: English language, Pic Tac Tell, interaction with words and recognizing words.

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INTRODUCTION

Nowadays, the English language has become an essential support for learning, since every day it is used in different areas of knowledge and human development. However, in Ecuador, the use of the English language is very limited because there is no agreement with the new curricular reform, the students of eighth grade "A" and "B" in the Unidad Educativa "Luis A. Martinez" do not reach the level required in terms of learning English vocabulary. For this reason, the Pic-Tac-Tell Strategy is presented as a useful tool in learning. This technique helps the cognitive development of students who have the ability to store information, which can be located in the memory for a long period students can use this at any time. The Pic-Tac-Tell Strategy has been recommended in many situations for an improvement of the 4 skills. Thus, it is taken into account to solve the shortcomings found in one of the students' linguistic abilities through a creative way to learn and remember the information in the vocabulary learning which helps in the creation of sentences. Consequently, the present investigation consists of the following chapters:

Chapter I: The problem found is specified, macro, meso and micro contextualization of the educational institution, formulation of the problem, critical analysis of the problem, main questions, to establish the objectives, general and specific of the research and finally justification which indicates the reasons why this investigation was carried out.

Chapter II: The theoretical framework is described, where the investigative background, the philosophical foundation are exposed, as well as the fundamental categories by bibliographic information. In addition, the hypothesis and the pointing of variables are established.

Chapter III: Consists of the methodology used for research, approach, type of research, population and sample, then the operation of variables, collection and processing of information.

Chapter IV: It includes the analysis and the interpretation of the results obtained in the survey applied to the students of the educational Institution, in order to know in depth the problems presented. In addition, the verification of the hypothesis is explored.

Chapter V: These are the conclusions and recommendations for which it was arrived at, after having analyzed and interpreted the information of the previous chapter, which will help solve the problems mentioned in this investigation.

CHAPTER I

1. PROBLEM

1.1 Research topic

The Pic Tac Tell Strategy and its influence in the learning of English language vocabulary in students of eighth year "A" and "B" of basic general education of the "Unidad Educativa Luis A. Martinez"

1.2.1 Contextualization of the problem

Nowadays the English language has become an indispensable sustenance to learn since every day it is used in different areas of knowledge and human development. It is understood that 80% of information stored electronically is in English (Universidad National Autónoma de México, 2013).

English is the world's most widely spoken language but is unusual in the fact that the vast majority of speakers are not 'native'. Of approximately 1.5 billion people who speak English, less than 400 million use it as a first language. That means over 1 billion speak it as a secondary language. The English Proficiency Index has published its latest research on where English is learned around the world and quality of teaching in each country to find the places with the highest proficiency in English as a second language. (World economic forum. Breene, 2016).

Ecuador is at a very low level in relation to English since it ranks 35th out of 63 as one of the countries with a low English level according to the English proficiency index (EF EPI, 2014). On the basis of this data, the "Ministerio de Educación de la Dirección Nacional de Curriculum" as part of educational policy has designed a

new curriculum of English Foreign Language that responds to the necessity of the ecuadorian. The curriculum proposal is designed for students in grades 2 to 10 in basic general education and 1 to 3 in unified general baccalaureate, whose mother tongue is not English. In this way, at the national level, English may already is being taught in different institutions for the benefit of society.

The Educational Unit "Luis A. Martinez" is located in Av. Rumiñahui and Av. Pichincha Alta in the city of Ambato Tungurahua. However, it has been seen that they don't use strategies to highlight the different types of learning that each one of the students have, it is the reason by which the language has yet to be developed sufficiently. This inconvenience has occurred due to the lack of knowledge on the part of the teachers of some methodological strategies that can be applied to teaching. On the other hand, the school has old-fashioned teachers' who don't want to change their methodology with a new one to improve their teaching and increase learning. (Fido, 2015).

1.2.2 Critical analysis

Graphic 1: Problems Tree

Effect

Limited application of Pic Tac Tell Strategy	Lack of interest on the part of students to learn English vocabulary	Difficulty to write sentences using new vocabulary

Problem

Limited use of Pic Tac Tell Strategy in English language vocabulary learning

Cause

Lack of awareness of the importance of the Pic Tac Tell Strategy	Inadequate methodology for teaching English vocabulary	Ignorance of the relationship between Pic Tac Tell Strategy and English vocabulary learning

Source: Direct source
Create by: Acosta, M. (2017)

1.2.2 Critical analysis

In the eight year students of basic education at "Luis A. Martinez" High school in Ambato city, Tungurahua province, there is a deficiency vocabulary to use English. It has affected students in their production of the second language. Furthermore, set of effects and causes are established to solve the problems which is the awareness of the new alternatives like the Pic Tac Tell strategy to learn vocabulary.

The first effect that has been identified is that students have a limited use of the Pic Tac Tell Strategy. It is necessary to mention that this strategy makes the students of the eighth year in La Unidad Educativa "Luis A. Martinez" learning a new vocabulary. For this reason, teachers must be retrained and corrected in terms of new methods and strategies that could be useful and could be applied correctly to meet the needs of students thus achieving improved academic performances.

The second effect that has been identified is that teachers do not use methods to emphasize in teaching vocabulary of the English language because of the lack interest on the part of students to learn vocabulary. Teachers do not apply new methodologies and strategies within the classroom because they use to use traditional methods. Another reason is that they do not have enough time to apply these methodologies

Finally, Ignorance of the relationship between Pic Tac Tell Strategy and learning vocabulary is causing difficulty to write sentences using new vocabulary. Students have some limitations at the moment to communicate and express themselves because they do not have a wide vocabulary. It creates misunderstanding in which they do not feel motivated to express their ideas to their teacher

1.2.3 Prognosis

If there is not a solution to the problem "Limited use of Pic Tac Tell Strategy in English language vocabulary learning in eighth-year "A" and "B "in Unidad Educativa " Luis A. Martinez", students will not have a good development of English vocabulary as this will limit them from an adequate communication and produce phrases and sentences.

This situation would be different with the use of the Pic Tac Tell Strategy as it is a fun way to learn vocabulary in English since currently students prefer creative activities to develop their intellectual skills and at the same time this would help stimulate interest in students and the desire to continue learning English.

1.2.4 Problem formulation

How does the Pic Tac Tell Strategy influence the learning process of English vocabulary in the eighth grade students "A" and "B" of the Unidad Educativa "Luis A. Martinez" in the Ambato city Tungurahua province?

1.2.5 Research questions
What is the importance of the Pic Tac Tell Strategy?
What is the theoretical basis on vocabulary learning of English language?
What is the relationship between the Pic Tac Tell Strategy and English language vocabulary learning?

1.2.6 Delimitation of the research object

Field: Educational
Area: English
Appearance: The Pic Tac Tell Strategy and vocabulary learning

Spatial Delimitation: This research was carried out with the students of the eighth year in the Unidad Educativa "Luis A. Martinez" of the Ambato city, of the Tungurahua province.

Temporal Delimitation: This present research project was developed in the academic year 2017 – 2018

1.3 Justification

This project shows the lack of awareness of the Pic Tac Tell Strategy for learning vocabulary. It is a relevant aspect for students because it allows them to produce phrases, sentences and know the meaning of the words. For this reason, this research has an educational **interest** in the use of interactive methods that facility the process of teaching-learning of the English language.

Moreover, this project has an educational and methodological **importance**, because the strategy Pic Tac Tell is a tool that helps learners to have a wide vocabulary and coherent meaning of the words. It is useful to ensure that communication and learning strategies are conceived as a goal, even improve and extend them in learning a new language.

Additionally, this project is **original** because the problem has not been investigated in high schools that attempt to develop vocabulary learning through an interesting strategy called Pic Tac Tell. It contributes students the opportunity to acquire vocabulary using interactive meaning of the words.

However, this research is **feasible** because it intends to improve the present situation in which material and texts in high schools are lacking in English language vocabulary learning. In addition, this research contributes all the facilities to achieve with the investigative process with the support of teachers and students.

The immediate **beneficiaries** of this research are eighth-year students of basic education and teachers who work at "Luis A. Martinez" High school. For that reason this project has the purpose of using the language for both comprehension and expression. Also, they will be motivated to learn and acquire knowledge of English so that they can develop successfully in their next years of study.

1.4 Objectives

1.4.1 General

To study the influence of the Pic Tac Tell Strategy on English language vocabulary learning in Eighth grade students of the Unidad Educativa "Luis A. Martinez" in Ambato city, Tungurahua Province.

1.4.2 Specific

- To identify the influence of the Pic Tac Tell Strategy.
- To investigate the methodology applied in the learning of English vocabulary.
- To determine the relationship between the Pic Tac Tell Strategy and the vocabulary learning of the English language.

CHAPTER 2

2. THEORETICAL FRAMEWORK

2.1 Investigative background

This research aims to understand the relationship between the Pic Tac Tell Strategy and the learning of English vocabulary. For this reason, the following investigative work is taken as a reference.

According to the research work carried out by Sisa, (2016) the use of the Pic Tac Tell as a cooperative learning strategy to develop writing skills with tenth-grade students at Pio Jaramillo Alvarado high school. The objective of this research was to improve writing skills because the students showed a low level on writing skills. The researcher made observations in which allowed her to design an intervention plan that helped to make a pretest and a pre questionnaire that were useful to measure their knowledge on writing skills and their cooperative work in classroom.

Sisa, (2016) concludes that the Pic-Tac-Tell strategy is important and interesting because students can develop their ability to write in order to improve it, and to work cooperatively in classroom is necessary to use suitable techniques in order to get students motivate to work in a good environment.

On the other hand, another research work was carried out by (Zambrano, 2017) "The didactic games in the learning of English vocabulary of the students of eighth year of basic general education of the "Benito Juarez" of the Metropolitan District of Quito. This research was applied to know how the educational games influence in learning vocabulary and how teachers apply those games during their class. This research was descriptive because it was used bibliographical search.

Also data collection was used a survey that was applied to eighth year and an interview for teachers.

Zambrano, (2017) concluded that the didactic games allow a better vocabulary learning of the English language because students feel more interesting in learning.

Finally, in a research project carried out by Landázuri, (2015) of the Faculty of Human Sciences and Education of the Universidad Técnica de Ambato with the theme Cognitive Strategies and the development of vocabulary of the English language in the eighth grade students of the Educational Unit Oscar Efren Reyes de la city of Baños de Agua Santa it is concluded that according to the results obtained in the research project there is a deficiency of material of support that helps to improve the vocabulary of the English language in before mentioned students. For this reason, it is necessary that adequate strategies be applied to the students to facilitate the understanding of new words in a context.

2.2 Philosophical foundations

This research focuses on the critical - propositional paradigm. Critical because it analyzes and evaluates a cultural reality educational and propositional because it seeks to propose an alternative solution to the problem of the lack of the use of Pic Tac Tell strategy and its influence on English vocabulary learning. According to (Gómez, 2015) this paradigm interprets and analyzes the social phenomena and at the same time tries to understand what the problems that exist are in the practical reason and students have some weakness in the development of the learning of the English language. Paradigms as universally recognized scientific achievements that, for a time, provide model problems and solutions for a community of researchers (Kuhn, 2016) It is possible to propose options for a solution built in a cooperative and proactive climate for the researcher to present truthful information in the scientific field to change a social reality.

2.3 Legal basis

The present investigation is framed in the following laws, articles on which I will base myself:

Artículo 111 del Acuerdo Nº 0052-14. Despacho Ministerial de la Ley Orgánica expresa que "Las instituciones educativas públicas, fisco misionales y particulares pueden incluir el calificativo de "bilingües" en su denominación, siempre que incluyan al menos el cuarenta por ciento (40%) de su carga horaria en la lengua extranjera de la institución educativa".

Articulo 1.- del Acuerdo Nº 0052-14. Despacho Ministerial de la Ley Orgánica dispone que la enseñanza de inglés a partir del año lectivo 2016-2017, régimen Sierra y 2017-2018, régimen Costa sea obligatoria desde segundo grado de Educación General Básica hasta tercer curso de Bachillerato para todas las instituciones públicas, fisco misionales y particulares del país.

Artículo 2.- del Acuerdo Nº 0052-14. Despacho Ministerial de la Ley Orgánica dispone que las horas de clubes establecidas en la malla curricular expedida mediante Acuerdo Ministerial 0041-14 del 11 de marzo de 2014 determinadas para los grados segundos a séptimo de educación General Básica puedan ser usadas para la asignatura de inglés. En este caso, esta asignatura será evaluada tal como se determina en los artículos 193 y siguientes del reglamento General de la Ley Orgánica de Educación Intercultural (LOEI).

2.4 Key categories

GRAFIC 2: **Key categories**

Learning English as a Foreing Language

Learning Strategies

Cognitive Strategy

Pic Tac Tell

Strategy

Language skills

Semantics

Lexis

Learning

vocabulary

| Independent variable | Influence | Dependent variable |
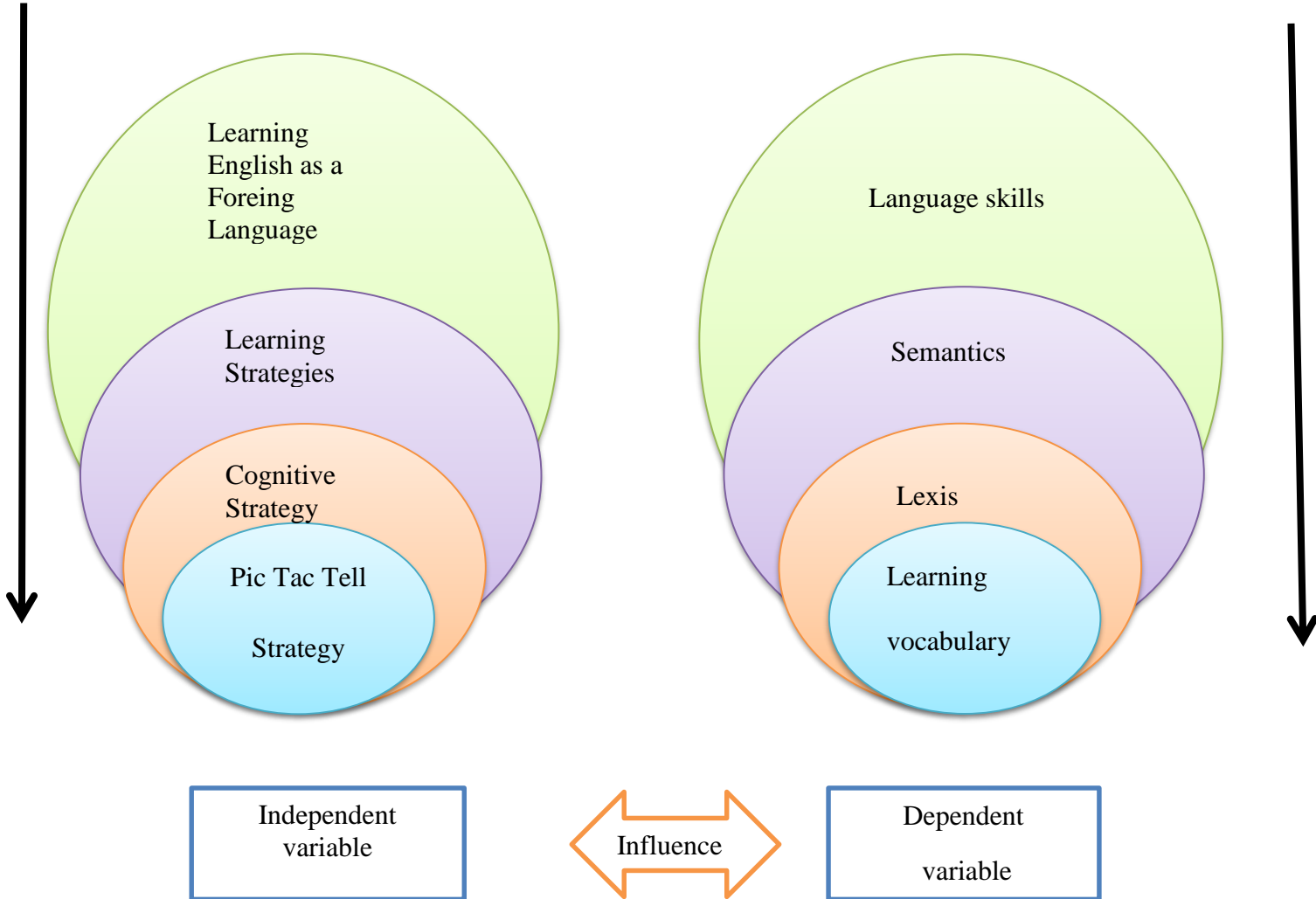
Source: **Direct research**
Created by Acosta, M. (2017)

2.4.1 Independent variable: Pic Tac Tell Strategy

LEARNING ENGLISH

After looking for information about learning, it is necessary to take into account that there are many theories about learning which are detailed below:

The pedagogy of the second language moved away from the explicit presentation of grammatical rules and memory - repetitive tasks of behaviorist court. In that place, there were appearing classes based on communicative activities where the approach was in the expression of ideas and not in the analysis of formal aspects of the language (Bell, 2005).

The formal education of the grammar was doing without the correction of mistakes between common practices in class. It might see to this set of technologies of education of the second language as a radical reaction against the traditional methods: the method of grammar and translation and the method audio-lingual that proceeded. (Zanòn, 2007)

Nevertheless, these methods also have been considered to be harmful because of the total exclusion of the traditional study of the structure of the mother language L1 (Bell and Larsen; 2005). Still in situations, one has thought that the students, whose experiences with the second language L2 includes negative feedback but lack formal instruction on the grammar, go out of these programs with receptive excellent capacities, but with a production marked enough by mistakes.

Swain (2000) suggests that: "the significant contexts of the communicative activities with understandable materials for the students still are indispensable for the acquisition of the second language" (p 91) but this one demand to incorporate occasional and opportunity explicit information about the structures of the language and mistakes of the students. Swain is not alone in this case, some

authors provided different point of views about this topic such as the change towards a major approach in the formal aspects in ASL's theory (Schulz, 2001), the concept of the attention, (Schmidt, 2001), focus on form, (Doughty, 2003), and correction (Lyster, 1999).

Larsen-Freeman (2003) proposed: "the activities in the classroom must be communicative, giving the students the opportunity to use the language for their own intentions" (p 1). But the activities mentioned must be done in a way in which the students are conscious of the correct use of grammar, use of certain forms, and the reasons by which these uses are given in terms of form, meaning and the use of the communicative pattern. Nevertheless, Larsen-Freeman emphasizes that many of the details of how it is possible to implement this style of education depending on the characteristics and on the context in which they are taught.

LEARNING STRATEGIES

According to Weinstein (2001) learners use behavior and thoughts during learning process with the purpose of influencing their coding process. (Rondon, 2005), defined as integrated chronological sequences of operation or activities that are chosen for the purpose of facilitating the acquisition. On the other hand, (Monereo, 1999) stated that: "learning strategies are decisiveness-making processes (conscious and intentional) in which the student chooses and recovers, in a coordinated way, the knowledge he needs to complement a given need or objective, depending on the characteristic of the educational situation in that action occurs." (p 4)

From the definition presented, two important notes can be seen when establishing the concept of learning strategy. From the above, it can be affirmed that the learning strategies are activeness or procedures that facilitate the learning process, which is under the ascendancy of the student. These strategies range from simple

study skills such as underlining the main idea toward too complex processes such as: using doctrine of analogy to relate prior knowledge to new information. Any type of learning strategies will help the student to acquire knowledge easier, to retain it and retrieve it at the right time, which will help to achieve higher academic performance.

Therefore we can say that our style of learning will vary depending on the learning strategy that we use to be able to learn something. Even though, this corresponds to the major trends of strategies that are used on students. However, the creation of a statistical does not mean prevent digression, or in other words, if a person is visual, holistic, and reflective to perform a task (Pintrich, 1989).

There are three types of strategies: cognitive strategies, metacognitive strategies, and resource management strategies (Weinstein and Mayer, 1988)

Cognitive strategies, they refer to the integration of new material into prior knowledge. It is defined as a set of strategies that serve to learn, modify, and recall information to reach a learning goal (Touron, 2004). On the other hand, Weinstein and Mayer (1986) distinguish three kinds of strategies: "strategies of repetition, elaboration, and organization" (p 18). The repetition strategy consists of repeatedly pronouncing the presented stimuli within a learning task. Elaboration integrates the materials with the new information already stored in the memory; the organizational strategy combines the informative elements in a coherent and meaningful whole. Otherwise, metacognitive strategy refers to the cognition of the student. They are defined as a set of strategies that allow reaching the knowledge of the mental processes. According to (Kirby, 1996), these strategies could become macro strategies, since they are less likely to be taught.

Resource management strategies are series which supports and contributes to the resolution of a task, this strategy has the purpose of stimulating the student with

what he will learn, integrating it into learning in three domains: motivation, attitudes, and affection (Touron, 1992).

COGNITIVE STRATEGY

(Gagne, 1971) Defined cognitive strategies as internally organized skills whose function is to verify and control the use of concepts and rules. Similarly for the author, in the same way in which people learn and store intellectual skills (concepts and rules) and other skills, they also develop mechanisms to improve their self-regulation of the internal processes associated with learning.

On the other hand, (Massone and González, 2003) argue that cognitive functions involved the implementation of learning strategies such as selection, understanding, memory, integration, and monitoring cognitive, that is to say, basic processes that would ensure a deep and effective processing of the information. In other words, they are learning how to learn, how to remember and how to carry out analytical and reflective reasoning conducive to greater learning and therefore to increase their self-learning ability and even what might be called independent learning. This type of learning strategies are usually learned easily and their use is improving with practice. The problem of appealing to criteria, form to the acquisitions of a particular domain, the lecto-writing, and the logic that seems to need the organization of the processes themselves of education-learning. The degree of control in the own learning processes would increase the levels of autonomy, conscious, and voluntary.

The regulation of the human conduct according to (Bandura, 2001) states much more than the moral reasoning or the skill for an abstract reasoning. A theory completes of the moral action must link the knowledge and the moral reasoning with the action.

(Parrila, 2004) Studied the activities of the reading between Kindergarten and the third basic year, by means of tests of verbal memory, joint of words, the speed of nominating and phonological conscience which was evaluated in Kindergarten. The results indicate that between first and the third year, the phonological conscience was the most powerful predictor of the reading (Purcell-Gates and Dahl, 1991)have verified that the children who initiate the first year with the conscience of the phonemes, with a certain degree of knowledge of the letters of the alphabet could recognize visually some written words getting the better level of reading performance.

These processes allow students to develop their learning process through activities that motivate them to continue learning and in this way create positivism in the student. Because if we do not apply these processes and especially the cognitive strategies will not allow the student transcends and lag behind in their learning.

PIC TAC TELL STRATEGY

According to Wessels (2011), Pic Tac Tell is a strategy that teachers can use in different ways to reinforce their students' vocabulary development. The strategy first prompts students to make connections between the target words and the background knowledge. Over the course of the lesson, students have considered the context-specific meanings of the vocabulary and use visuals to support their learning.

Pic Tac Tell provides students numerous opportunities to practice and apply guiding learners from surface-level understandings of the words in relation to the larger concepts. In the final phase of the lesson, Pic Tac Tell asks students to connect the key vocabulary words to create meaningful sentences. As students work together, they simultaneously build their social skills and their academic literacy skills.

Wessels (2011) said that, the Vocabulary Quilt, is explored in depth to illustrate how teachers can use a single strategy throughout the lesson to access students' background knowledge, support students in making critical content connections, and guide students to higher levels of word knowledge

Those processes help students to develop step by step their leaning in order to interpret, expand, express many ideas, thoughts and subtle variation in meaning in a conversation, Also this strategy allows students to play with language and interest in words, both are useful because they can benefit in many areas.

According to Zwiers (2008), Pic Tac Tell provides a quick and easy way for students to interact with vocabulary words and to develop the production of the language. It is a good strategy to get students attention in the classroom, provide them with several opportunities for practice vocabulary and guiding learners' in-depth understanding of the new words in relation to the larger concepts, but also, it can work as a technique to improve writing skills.

Pic Tac Tell requires some materials and processes in which students need to develop this strategy.

Materials: To develop the Pic Tac Tell Strategy it is important to take into account the material that needs to be used such as cards, markers, and Colored pencils.

Marzano (2001) stated that it is necessary to follow some cues to activate students´ prior knowledge or what they already know about a topic by using the following steps.

• Choose nine vocabulary words according to the topic.
• Write the words in front of nine separate note cards and draw a word map on the back of each card and give a set of words cards.

• Have students individually look at the words cards and think of their interpretation of the vocabulary.

• After students have had time to record their ideas then they have to share it with their classmates.

Connection: In this phase, allowing students to work together to clarify confusion that they may have about the vocabulary/content.

• Have students with their classmates and draw a quick picture of the word to remain its meaning.

• Have the students together and discuss the meaning of the word in the context of the/lesson. As students are working the teacher must walk around the room listening to some connections to reinforce their students' ideas.

• After discussion, have each student individually record ideas of how the word relates to the text. Each student has to do it on the back of some word cards.

• When students have finished recording their thoughts, have each student share their ideas and encourage students to review the content and words in context.

Affirming: Once students have finished discussing the vocabulary words. Marzano (2001) explained that it is important to bring the group together and then explain students the next task, at this time they will be crating sentences using the words cards.

The teacher picks up a word and the students place it onto the Pic-Tac-tell grid.

• Students form a sentence in the order which it appears on the grid.

• Students continuous with this processes until they have complete the grid in horizontal or vertical form. At this point students should understand how it works to form sentences using the words that appear on the grid.

• Later students have generated their sentences, bring the class together and have students share some of their sentences with the rest of the student.
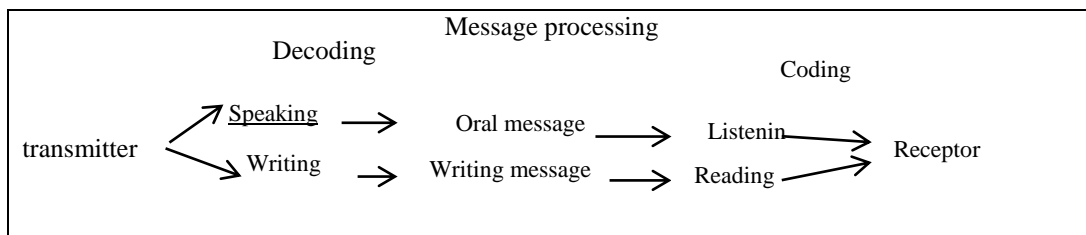
With Pic Tac Tell Strategy students can work individually, in pairs or groups in order to acquire new vocabulary, writing skills and cooperative learning in the classroom. To develop Pic Tac Tell Strategy, it is important to mention some important techniques that are necessary to students to a better teaching and those techniques are: number heads, team pair and three minutes in order to check the information.

As a conclusion, Pic Tac Tell Strategy helps students to acquire new vocabulary and writing skills. This strategy helps students to interact among themselves, to develop their imagination, and make a discussion about what they know about the vocabulary. It is important to mention that this strategy is useful and practical for students of eighth-grade.

LANGUAGE SKILLS

One good definition of Communicative skills is: "Communicative competence is the most general term for a person's communicative ability, which encompasses both the knowledge of the language and the ability to use it" (Hymes, 1971, p 31). The acquisition of such competence is measured by social experience, needs and motivations, and action, which is both a renewed source of motivations, needs, and experiences. This means that linguistic ability is a person's ability to use language correctly in any social setting. In order to be competitive with the language, people must develop the four communicative skills that are listening, speaking, reading and writing. In the following table, we can observe the importance of the linguistic abilities in the processing of a message.

Graphic 2: Message processing

21

Message processing

Decoding

Coding

transmitter → Speaking → Oral message → Listenin → Receptor
            → Writing → Writing message → Reading

Source: Direct research
Translated by Acosta, M. (2017)
Taken by Procesamiento de mensajes (Cassany. Luna, & Sanz, 2007)

Listening. - is a key and can be considered the basis of the others. The greater the ability of the student comprehension, the greater will be their ability to develop other skills. It means that an individual is able to understand what another person says to them. Vandergrift (2016) suggests that listening comprehension "is a complex process, crucial in the development of second language competence" (p 62). For this skill to be effective the listener must have the ability to understand not only what the person says but also his thoughts, ideas or feelings transmitted through speech or also those messages that he can transmit through signals or gestures.

Speaking. - "Is not only producing words, speech is an interactive process in which an individual construct meaning that involves producing, receiving, and processing information" (Brown, 1994.p. 2). It is a difficult skill to develop, but not impossible, through practice the human being is able to develop the ability to speak correctly by using grammatical rules and everything that this productive skill encompasses such as fluency, body language, language functions, and interaction, among others.

Reading. - The development of this skill is very important in all areas especially in the field of education. According to Grabe (2004), he defines reading as "a process whereby one looks at and understands what has been written" (p 3) because when a person reads, he or she has the ability to understand the content of what is written. If it is practiced frequently a learner can also develop the ability to observe, concentrate, and analyze text through critical thinking.

Writing Is the ability to express ideas, thoughts or feelings through written words that are combined with each other to give a clear message. According to Rivers (1981), writing is "conveying information or expression of original ideas in a consecutive way in the new language" (p 10). The structure is important when writing because it can be understood easier. Punctuation marks should be used correctly. In addition, the syntax must be in agreement with the person who is going to read it.

SEMANTICS

The term semantic refers to the study of the meanings of a language. Every day we use semantics to help us to recognize linguistic resources, establish and analyze the meaning of words or phrase, understand meanings of words, sentences, texts, paragraphs, and even poems.

Semantics is a Greek word that can be translated as "meaningful." This makes mention of everything belonging or relates to the meaning of words. That is, semantics is the study of the meaning of linguistic signs and their combinations (Fisher, 2006). Therefore, it is intimately related to the meaning, and interpretation of words, expressions or symbols.

Semantics is an attempt and explicate the understanding of any speaker of a language which permits the speaker to communicate records, feelings, intentions, and products of the imagination to other audio systems and recognize what they was communicated to them. "Early in life, each human acquires the necessities of a language, vocabulary and the pronunciation" (Nordquist, 2017.p. 4). Otherwise, semantics is the science of linguistic meaning. Therefore the contents that this discipline handles can be several and different, and even incongruent with each other. The reason why linguists have understood by semantics three types of research:

1. The study of the changes of meaning.

2. The study of meaning, that is, of what is meant and what is the process of meaning, of endowing with meaning; and the laws that govern it.

3. The study of meaning understood as the plane or aspect of linguistic signs.

LEXIS

Lexis refers to individual words or set of words or unit of vocabulary have a specific meaning. In fact, words have different kinds of meaning.

It is commonly believed that lexical knowledge is one of the most important factors influencing the comprehension in second language research. Lexical knowledge is a very important factor in EFL writing. Lots of studies have been carried out on the relationship between learners' use of vocabulary and the quality of their writing (Dai, 2016).

Pérez (1996) said that "lexical is acquired, even as a pre-grammar study" (p 35). In the L1 the vocabulary has a greater relevance, if possible, for being the bearer of the specific notions of the domain of knowledge. García (1976) adds to the conceptualizing role of lexical when it expressly refers to the lexical of school disciplines, that of the expression of intellectual processes.

Lexical explains how a word is actually used. It is thus distinct from stipulate definitions which simply propose a possible way to use a word and which may or may not be accepted. Cline (2017) points that lexical definitions are capable of being true or false, of being accurate or inaccurate.

If there are choices between different types of definitions, the lexical definition is commonly thought of as the *real* definition. Because it describes how words are genuinely used, there is some basis for this judgment. Lexical definitions have a

serious drawback, however, because they are often vague or ambiguous. This is not surprising because they reflect the real-world usage of words, and that is rife with vagueness and ambiguity.

LEARNING VOCABULARY

According to Krashen (1994), adults have two different ways of gaining competence in a language: the linguistic acquisition and language learning.

Linguistic acquisition is a subconscious process. However, learning a language involves a conscious knowledge of the second language and its rules, being able to recognize and speak about them.

Oster (2009) proposes the most relevant theory for learning vocabulary is the relationship that has a word with others to understand its semantics. This is confirmed by two arguments. The first is how we understand a lexical unit, through the "associations and relationships" that this unit has with others. The second argument is about the use of words that appear frequently with other words; in particular, this reinforces it with its own investigation.

Apparently, there is a rigid model of how people learn the words; "this could vary correlatively with intellectual development." According to Brooks (1970) apparently, from childhood, the word will serve to indicate a category of objects; usually, the child is attracted by a particular characteristic of the object to which called and serves as a tag or label to designate the objects that have the same feature.

It is understood by vocabulary to the more or less complex set of terms that compose a language or languages. Vocabulary varies for each language and has a significant characteristic that transforms the passage of time according to the addition or abandonment of some words.

On the other hand, while vocabulary is a social invention whose main objective is communication between individuals, individual vocabularies can also be generated that have to do with generating more or less personalized terms that only the subject in question can fully understand.

2.5 Hypothesis

The Pic Tac Tell Strategy directly influences the learning of English language vocabulary of students of the eighth year A and B of Basic Education at The Educational Unit "Luis A. Martinez" of Ambato.

2.6 Pointing variables

INDEPENDENT VARIABLE:
Pic Tac Tell Strategy

DEPENDENT VARIABLE:
Learning of English language vocabulary

2.5 Hypothesis

The Pic Tac Tell Strategy directly influences the learning of English language vocabulary of students of the eighth year "A" and "B" of Basic Education The Unidad Educativa "Luis A. Martinez" of Ambato city.

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INDEPENDENT VARIABLE:
Pic Tac Tell Strategy

DEPENDENT VARIABLE:

Learning of English language vocabulary

CHAPTER 3

METHODOLOGY

3.1 Basic method of investigation

This investigative work has the following methods: Qualitative because the investigation is carried out directly by the institution based on scientific knowledge, looking for the causes and effects to give possible solutions to the problem and to develop a scientific proposal.

Balestrini (2006) says that without considering the quantitative or qualitative paradigm any process of research is oriented to the production of knowledge and application of an instrument that allows the collection of data and information for further treatment. This process is what is called the research design. Implicit in this select the type of research, the techniques and the types of instruments, as well as the construction of the latter, with which you'll get the data and information that allow you to test the hypothesis and/or the questions raised, the delimitation of the population, the sample design, and the validation model to use.

3.2 Level or type of research

3.2.1 Field research

Due to the development in the same scene, in this case the Unidad Educativa "Luis A. Martinez" of Ambato city, Tungurahua province, since getting in touch with the reality of the problem, we were able to obtain information that helped favorably with the development of this research, which helped to obtain conclusions and also assisted in the development of the recommendations about the research.

3.2.2 Research bibliography-documentary

This work is supported because there is a bibliographic material with information on the subject of research, such as texts, scholarly articles, magazines, and information network. (Avila, 1987) mentions that bibliographical research is one that relies on the collection of information in order to make work meaningful work whose information may be useful for the readers of this project.

3.3 Level or type of research

Exploratory: An explanatory study was carried out because the purpose is to determine why it is essential to learn the vocabulary of the English language in the students of the eighth year in the Educational Unit "Luis A. Martinez"? We searched for the causes that originate the current state of the English language in the students, the explanation why the need arises to plan, design and execute a vocabulary project of the English language. "Exploratory research is an initial research, in which forms the basis of more conclusive research and it determines the research design, sampling methodology and data collection method" (Lambin 2000, p.1).

3.3.1 Population and sample

Chart 1: Population

Description	Number	Percentage
Eighth "A"	36	50%
Eighth "B"	36	50%
TOTAL	72	100%

Source: Direct research
Created by: Acosta, M. (2017)

3.4 Operationalization of variables

Independent variable: Pic Tac Tell Strategy

<div align="center">Chart 2: Operationalization of independent variable</div>

CONCEPTUALIZATION	CATEGORIES	INDICATORS	ÍTEMS	TECHNIQUES AND INSTRUMENTS
Pic Tac Tell is a strategy that uses techniques and processes to engage student's attention to learn vocabulary object of study of the lesson, emphasizing in the background knowledge the students already possess, to develop their writing skills.	Techniques	Round Robin Brainstorming	Does the teacher apply brainstorm strategy to allow students to answer the questions based on the topic?	survey / questionnaire
		Number heads	Does the teacher give numbers to each member of the Group for working together to answer the question so that all numbers can verbally answer the question?	
		Circle the sage	Does the teacher poll the class to see which students have a special knowledge to share?	
		Three-minute view	Does the teacher stop any time during a lecture or discussion and give teams three minutes to review what has been said, ask clarifying questions or answer question?	
		Activation	Does the teacher allow students activate their prior knowledge or what they already know about a topic?	
	Processes	Connection	Does the teacher allow students to work together to clear up confusion they may have about the vocabulary/content?	
		Affirming	Does the teacher allow students to create sentences by explaining and using the word cards?	

Source: Direct research
Created by: Acosta, M. (2017)

Dependent variable: Learning vocabulary

Chart 3: Operationalization of dependent variable

CONCEPTUALIZATION	CATEGORIES	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
Vocabulary is the cluster of words that everybody uses regularly to convey an idea. Vocabulary can be passive or active depending of the sociocultural position to achieve comprehension and production	Vocabulary's type Comprehension Production	Active Passive Strategies (Brainstorming, Pic Tac Tell)	Does the teacher use active vocabulary inside the classroom to teach English? Does the teacher recognize and understand passive vocabulary at the moment of teaching English? Does the teacher apply and use strategies to allow students to understand and store vocabulary? Does the teacher apply and use Pic Tac Tell strategy to activate students' vocabulary from memory?	survey / questionnaire

Source: Direct research
Created by: Acosta, M. (2017)

Validation of the survey

Before applying the survey to the population the survey was applied to 15 students from the age of 12 to 13 years using the Cronbach alpha which resulted 0.7 representing 95% the same that is accepted and validated to perform the actual survey.

BASE DE DATOS															
ENCUESTAS	ITEM 1	ITEM 2	ITEM 3	ITEM 4	ITEM 5	ITEM 6	ITEM 7	ITEM 8	ITEM 9	ITEM 10	ITEM 11	TOTAL			
1	1	5	5	4	2	5	1	1	3	4	1	32			
2	1	5	5	1	1	5	5	1	3	3	2	32			
3	1	5	3	5	1	3	1	1	3	3	1	27	K		11
4	2	5	5	2	1	5	1	1	1	2	1	26	∑Vi		29,795
5	1	5	2	2	2	1	1	1	2	1	1	19	Vt		94,4733
6	1	5	2	2	1	5	1	1	1	1	1	1,91			
7	1	5	5	1	1	5	5	1	1	1	1	27			
8	4	5	5	4	1	5	5	1	3	3	1	37	SECCIÓN 1		1,1
9	2	5	5	5	2	5	5	1	5	5	5	45	SECCIÓN 2		0,685
10	2	4	3	5	1	2	3	1	2	3	1	27	ABSOLUTO S2		0,684617294
11	1	5	5	5	1	5	5	1	1	2	2	33			
12	1	5	5	3	1	5	5	1	2	1	1	30	α		0,753079024
13	1	5	5	3	1	5	1	1	1	1	1	25			
14	2	5	5	5	1	5	5	1	2	1	1	33			
15	4	5	5	5	1	5	5	1	3	3	1	38			
	1,5	4,93	4,29	3,36	1,2	4,36	3,27	1	2,2	2,27	1,43				

Source: Direct research
Created by: Acosta, M. (2017)

3.5 Collection data

For the development of this research, the following techniques were used: instruments: survey, structured questions which were applied to the students of eighth year "A" and "B" of the Unidad Educativa "Luis A. Martinez."

The survey was carefully designed so that students do not have difficulty understanding the questions and thus get accurate answers with the objective of knowing how teachers teach the subject of English for example, strategies, activities, and techniques used to learn English vocabulary. The instruments used in this survey were effective, which made it possible to understand the influence of the Pic Tac Tell strategy on learning the English language

Chart 4: Basic Questions

Basic Question	Explanation
Why?	To know what influence the pic tac tell strategy has on learning vocabulary
What people?	This research was carried out with the students in Unidad Educativa "Luis A. Martinez."
What aspects?	Pic Tac Tell Strategy and learning vocabulary
When?	During the school year 2017-2018
What collection techniques?	Survey
Where?	Unidad Educativa "Luis A. Martínez."
With what?	Printed questionnaire

Source: Direct research
Created by: Acosta, M. (2017)

CHAPTER IV

4. ANALYSIS AND INTERPRETATION OF RESULTS

4.1. Result Analysis

The surveys were given to the students of eighth year in the Unidad Educativa "Luis A. Martinez

4.2 Interpretation of data

Question Nº 1. Does the teacher apply the brainstorming strategy to allow students to answer the questions based on the topic?
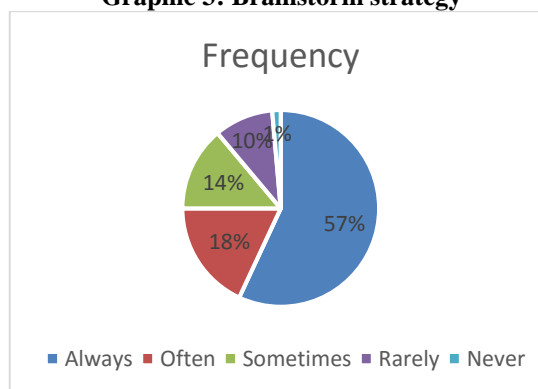
Chart 5: Brainstorm strategy

Alternatives	Always	Often	Sometimes	Rarely	Never	Total
Frequency	41	13	10	7	1	**72**
Percentage	57%	18%	14%	10%	1%	**100%**

Source: Direct research
Elaborated by: Acosta, M. (2017)

Graphic 3: Brainstorm strategy

Source: Direct research
Elaborated by: Acosta, M. (2017)

Analysis and Interpretation

After the analysis, is evident that most of the students that represent 57% agree that brainstorming is used by the teacher as a strategy to help them to engage with the topic. On the other hand a very small percentage, states that strategy do not contributes with their learning.

In conclusion, the students consider this strategy help them to familiarize with the topic and with the learning process.

Question Nº 2. Does the teacher give numbers to each member of the Group for working together to answer the question so that all numbers can verbally answer the question?
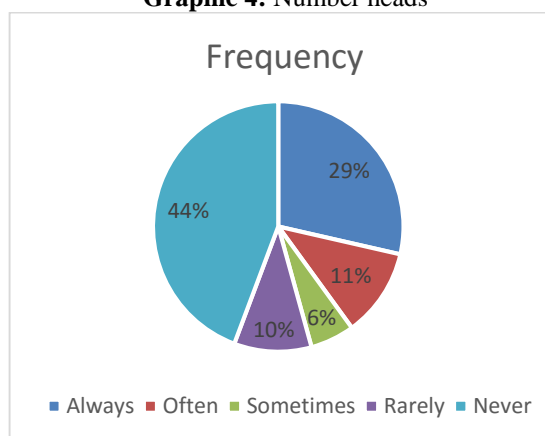
Chart 6: Number heads

Alternatives	Always	Often	Sometimes	Rarely	Never	Total
Frequency	20	8	4	7	33	**72**
Percentage	29%	11%	6%	10%	44%	100%

Source: Direct research
Elaborated by: Acosta, M. (2017

Graphic 4: Number heads

Source: Direct research
Elaborated by: Acosta, M. (2017

Analysis and Interpretation

In this question, the result shows that most of the time the students do not have the opportunity to answer the question verbally as is reflected by the percentage of 44%. On the other hand, 29% of the students consider the teacher don't give them the opportunity to answer the questions.

It can be said that lack the opportunity to answer the questions don't allow the students to practice or use the language.
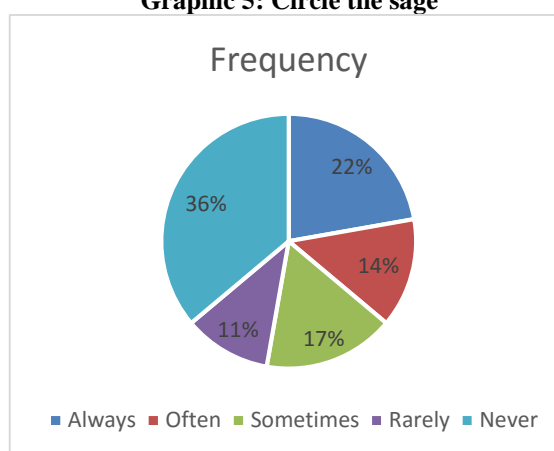
Question Nº 3. Does the teacher poll the class to see which students have a special knowledge to share?

Chart 7: Circle the sage

Alternatives	Always	Often	Sometimes	Rarely	Never	Total
Frequency	30	10	12	15	33	**72**
Percentage	22%	14%	17%	11%	36%	100%

Source: Direct research
Elaborated by: Acosta, M. (2017

Graphic 5: Circle the sage

Source: Direct research
Elaborated by: Acosta, M. (2017)

Analysis and Interpretation

The result in this item shows that 33% of the students consider the teacher never uses a poll to determine which students have grater knowledge in the class. Otherwise only 22% of the students claim the teacher finds out which students are wiser than their classmates.

It is evident that the teacher doesn't matter about the level of knowledge of the class, and perhaps this is a crucial factor that determines the students don't interact in a proactive way with their partners and consequently to improve their language skills

36

Question Nº 4. Does the teacher stop any time during a lecture or discussion and give teams three minutes to review what has been said, ask clarifying questions or answer question?

Chart 8: Three-minutes view

Alternatives	Always	Often	Sometimes	Rarely	Never	Total
Frequency	59	6	4	0	3	**72**
Percentage	82%	8%	6%	0%	4%	100%

Source: Direct research
Elaborated by: Acosta, M. (2017

Graphic 6: Three-minutes view
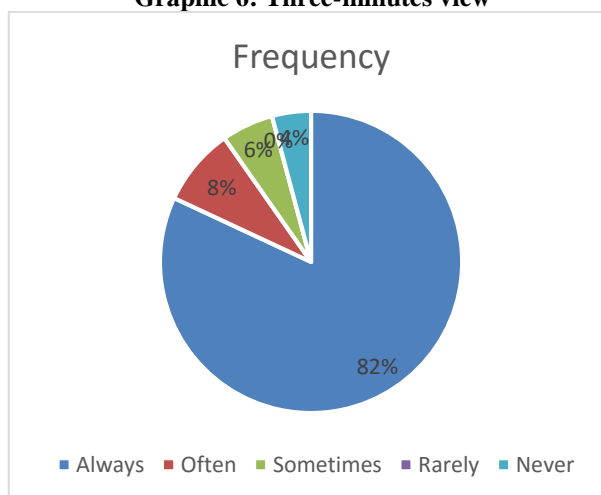
Source: Direct research
Elaborated by: Acosta, M. (2017

Analysis and Interpretation

The results in this question show that 82% of the students agree that the teacher take a pause to clarify doubts and give feedback after a lecture.

In conclusion, it can be said that the teacher is concerned about the students understanding and for this reason he make pauses to give feedback.

Question Nº 5. Does the teacher allow students to activate their prior knowledge or what they already know about a topic?
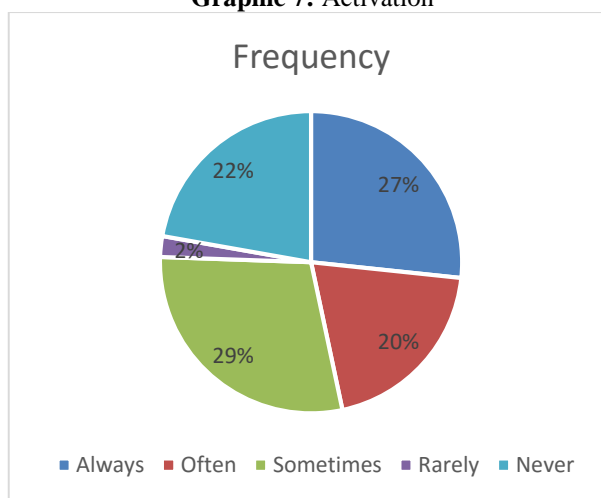
Chart 9: Activation

Alternatives	Always	Often	Sometimes	Rarely	Never	Total
Frequency	24	18	26	2	2	**72**
Percentage	27%	20%	29%	2%	2%	100%

Source: Direct research
Elaborated by: Acosta, M. (2017

Graphic 7: Activation

Source: Direct research
Elaborated by: Acosta, M. (2017

Analysis and Interpretation

The results in this question show that most of the students affirm that the teacher activates the prior knowledge the students possess about a topic to make easy the learning process.

The analysis leads to conclude the teacher considers crucial to activate prior knowledge in the students, and foster schemata development and for hence language acquisition.
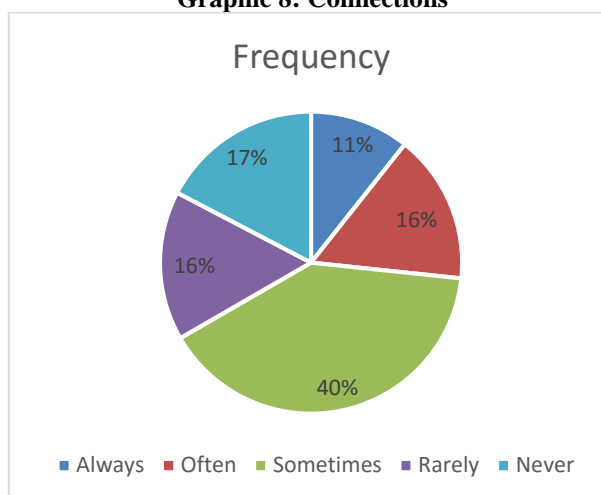
Question Nº 6. Does the teacher allow students to work together to clear up confusion they may have about the vocabulary/content?

Chart 10: Connections

Alternatives	Always	Often	Sometimes	Rarely	Never	Total
Frequency	8	12	31	12	9	**72**
Percentage	11%	16%	40%	16%	17%	100%

Source: Direct research
Elaborated by: Acosta, M. (2017

Graphic 8: Connections

Source: Direct research
Elaborated by: Acosta, M. (2017)

Analysis and Interpretation

The 40% of students answered that the teacher at least half of the time gives them the opportunity to clear up doubts about the content of the class and improve their language understanding.

The analysis reflects that the teacher recognizes peer correction as an effective strategy to help students to understand the topic of the class and share knowledge among them.
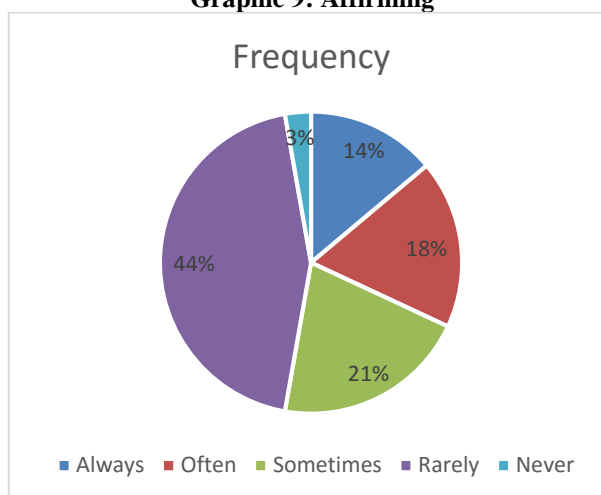
Question Nº 7. Does the teacher allow students to create sentences by explaining and using the word cards?

Chart 11: Affirming

Alternatives	Always	Often	Sometimes	Rarely	Never	**Total**
Frequency	10	13	15	32	2	**72**
Percentage	14%	18%	21%	44%	3%	100%

Source: Direct research
Elaborated by: Acosta, M. (2017

Graphic 9: Affirming

Source: Direct research
Elaborated by: Acosta, M. (2017

Analysis and Interpretation

In this item the result shows that 32 students representing 44%, state that the teacher rarely uses affirmation of vocabulary in order to create sentences using word cards, while 15 students, representing 21%, indicate that the teacher sometimes uses words cards to create sentences.

According to the results obtained the highest percentage of students indicates the teacher rarely uses some strategy to help students to improve during English language vocabulary.

Question Nº 8. Does the teacher use active vocabulary inside the classroom to teach English?
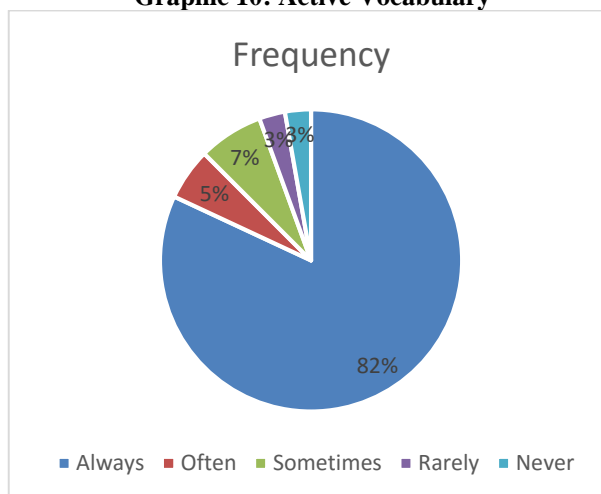
Chart 12: Active Vocabulary

Alternatives	Always	Often	Sometimes	Rarely	Never	**Total**
Frequency	59	4	5	2	2	**72**
Percentage	82%	5%	7%	3%	3%	100%

Source: Direct research
Elaborated by: Acosta, M. (2017

Graphic 10: Active Vocabulary

Source: Direct research
Elaborated by: Acosta, M. (2017

Analysis and Interpretation

The 82% of students reported that the teacher uses active vocabulary inside the classroom as an activity to teach English, perhaps this activity maximizes the opportunities students have to learn the language.

It can be said then, active vocabulary is an activity that promotes language learning and for this reason the teacher uses it frequently in the classroom.
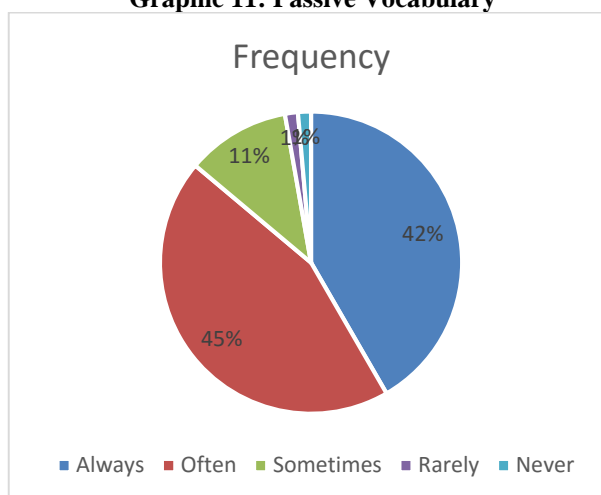
Question Nº 9. Does the teacher recognize and understand passive vocabulary at the moment of teaching English?

Chart 13: Passive Vocabulary

Alternatives	Always	Often	Sometimes	Rarely	Never	**Total**
Frequency	30	32	8	1	1	**72**
Percentage	42%	45%	11%	1%	1%	100%

Source: Direct research
Elaborated by: Acosta, M. (2017)

Graphic 11: Passive Vocabulary

Source: Direct research
Elaborated by: Acosta, M. (2017

Analysis and Interpretation

The majority of students, 42% of them admit the teacher recognize and understand passive vocabulary while he is communicating the content of the topic with the students.

The analysis of this question demonstrates the teacher is aware to distinguish the appropriate use of passive or active vocabulary to encourage language learning in the students.
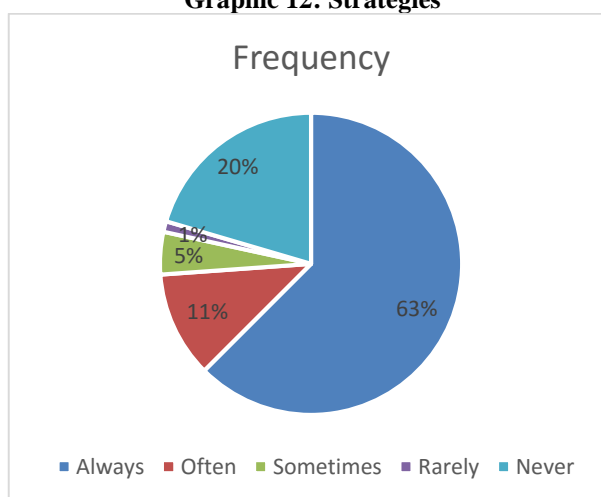
Question Nº 10. Does the teacher apply and use Pic Tac Tell strategy to allow students to understand and store vocabulary?

Chart 14: Strategy

Alternatives	Always	Often	Sometimes	Rarely	Never	**Total**
Frequency	55	10	4	1	2	**72**
Percentage	63%	11%	5%	1%	1%	100%

Source: Direct research
Elaborated by: Acosta, M. (2017

Graphic 12: Strategies

Source: Direct research
Elaborated by: Acosta, M. (2017

Analysis and Interpretation

According to the result in this question shows that of the 72 students surveyed, 55 representing 63%, state that the teacher always use Pic Tac Tell Strategy to allow students to understand and store vocabulary, while 1, representing 1%, indicate that the teacher rarely uses Pic Tac Tell to store vocabulary.

This means that the majority of teachers use strategies in order to help students to understand and store new words inside their brain.
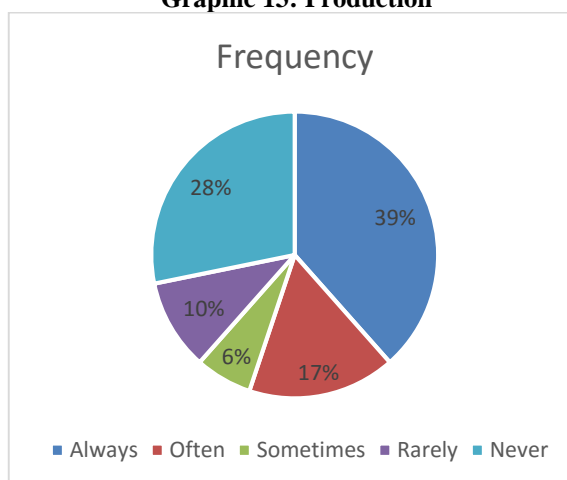
Question Nº 11. Does the teacher apply and use Pic Tac Tell Strategy to activate students' vocabulary from memory?

Chart 15: Production

Alternatives	Always	Often	Sometimes	Rarely	Never	Total
Frequency	30	13	5	8	16	72
Percentage	39%	17%	6%	10%	28%	100%

Source: Direct research
Elaborated by: Acosta, M. (2017

Graphic 13: Production

Source: Direct research
Elaborated by: Acosta, M. (2017

Analysis and Interpretation

From the 72 students surveyed, 30 representing 39%, states that the teacher always uses Pic Tac Tell Strategy to activate students' vocabulary from memory. On the other hand, 5 which represent 6% sometimes use strategies to activate students' vocabulary from memory.

After the analysis, it can be said that the teacher applies the Pic Tac Tell strategy because considers very useful to activate vocabulary in the student's memory.

Application of the Pic Tac Tell Strategy in Eighth "A "and the results analyzed using T de student

T de student compare the means of two groups of cases for the determination of the differences between two sample means (Instituto Tecnólogico Chihuahua, 2003) 2 questions are taken, 9 and 10 as a basis to verify variables and establish the difference between the answers in order to verify the degree of relationship between them.

Chart 16: Test t

	Pregunta 9	Pregunta 10	Diferencia (x)	(x-xm)^2
Always	30	55	25	213,16
Often	32	10	22	484
Sometimes	8	4	4	16
Rarely	1	1	0	0
Never	1	2	1	1
			52	714,16

$$\check{x} = \frac{\sum x}{n} = \frac{52}{5} = 10.4$$

$$s = \sqrt{\frac{\sum(x - \check{x})^2}{n - 1}} = \sqrt{\frac{714.16}{5 - 1}} = 13.36$$

4.3 Verification of hypotheses

The two questions are representative of the variables and will be checked by means of differences with the T student statistic among the survey responses.

Independent variable: Pic Tac Tell Strategy

Dependent variable: Learning Vocabulary

4.4 Hypothesis statement

Logical model

H0 (null hypothesis): Pic Tac Tell Strategy does not influence in learning of English language vocabulary in students from eighth years "A" and "B" of basic general education of "Unidad Educativa Luis A. Martinez"

H1 (alternate hypothesis): Pic Tac Tell Strategy influences in learning of English language vocabulary in students from eighth years "A" and "B" of basic general education of "Unidad Educativa Luis A. Martinez"

Selection of significance level

After analyzing and interpreting the collected data to verify the hypothesis, it is necessary to use the level $\alpha = 0, 1$ corresponding to the 90% of reliability.

4.5 Statistics specification

Mathematical Model

H0: O = E

H1: O ≠ E

4.6 T Student analysis

Since it looks for differences the population value is taken as zero

$$t = \frac{\check{x} - u}{s/\sqrt{n}} = \frac{10.4 - 0}{13.36/\sqrt{5}} = 1.74$$

The value according to statistical tables with n-1 degrees of freedom is 1.533.

Since the calculated value (1.74) is greater than the table (1.533) so it is rejected H0 and it is accepted H1.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

After completing this research work presents the following conclusions:

- ✓ The Pic Tac Tell Strategy undoubtedly influences positively in the students because help them in several ways such as to acquire vocabulary that the students will use later to create sentences in a meaningful context, to achieve this students contrast their previous knowledge about a word, against the real meaning of the word. Furthermore this strategy fosters the interaction and socialization among them in order to learn at the same pace and help mutually

- ✓ After the investigation, it can be said that the teacher uses mainly an traditionalist system to teach vocabulary, this is evident because the strategies used by the teacher are based on translation literally pieces of text, and after the teacher assigns the transcription in both languages to allow the students notice the features of the English language.

- ✓ To conclude, it can be affirmed that the use and implementation of Pic Tac Tell strategy is highly beneficial for all the students because the reasons such as, It helps to create a good environment that fosters the learning of the language, and a good relationship between teacher and students. Furthermore, this strategy makes easy for students to store new vocabulary in their minds, and in that way help them to use and connect words to create sentences.

5.2 Recommendations

- ✓ To apply Pic Tac tell Strategy because help students to learn, use, and create sentences in a meaningful context that will maximize the learning of the English language.

- ✓ Implement Pic Tac Tell Strategy because it is a source of motivation that benefits the learning process and also let them learn and store new words in their minds.

- ✓ To use the Pic Tac Tell strategy because not only helps to improve the vocabulary acquisition, but also creates a good educational environment among the teacher and students.

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PIC TAC TELL STRATEGY AND LEARNING OF ENGLISH LANGUAGE VOCABULARY

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ABSTRACT

The main goal of this research is to determine the influence of the Pic Tac Tell Strategy in the learning of English language vocabulary in eighth-year "A" and "B" of the Unidad Educativa "Luis A. Martinez" of the city from Ambato, Tungurahua province. The focus of this research is quantitative since one could analyze the problem raised within the educational field. In addition, it was possible to obtain information from 72 participants. The data obtained was analyzed and studied carefully. With these results, it was possible to conclude that the strategy Pic Tac Tell occupies an important place in the educational field since it offers students a creative way of learning, due to the interaction with the words which are easier to remember, and the realization of all kinds of activities. In this way, the student can generate ideas and recognize words in their proper context.

KEY WORDS: English language, Pic Tac Tell, interaction with words and recognizing words.

Introduction

In this article the Pic Tac Tell Strategy is presented as a useful tool to facilitate the teaching-learning process of the students in Unidad Educativa "Luis A. Martinez", who were exposed to the learning of English language vocabulary using the Pic Tac Tell Strategy, which can be used to generate ideas, interpret and recognize words in a content to produce written sentences using the stored vocabulary and therefore develop memory. (Buzan, 2010)

This technique helps the cognitive development of students who have the ability to store information, which can be located in the memory for a long time allowing them to have meaningful conversations.

The Pic Tac Tell Strategy has been recommended in many situations for an improvement of the 4 skills.

Literature review

According to Wessels (2008) Pic Tac Tell is a strategy that teachers can use in different uses to reinforce their students' vocabulary development.

The strategy first prompts students to make connections between the target words and the background knowledge. In the course of the lesson, students have considered the context-specific meanings of the vocabulary and use visuals to support their learning.

Pic Tac Tell provides students numerous opportunities for practice and application guiding learners from surface-level understandings of the words in relation to the larger concepts.

In the final phase of the lesson, Pic Tac Tell asks students to connect the key vocabulary to create meaningful sentences. As students work together, they simultaneously build their social skills and their academic literacy skills.

According to Zwiers (2008) Pi Tac Tell provides as a quick and easy way for students to interact with vocabulary words and to develop the production of the language.

It is a good strategy to get students attention in the classroom, provide them with several opportunities for practice vocabulary and guiding learners' in-depth understanding of the new words in relation to the larger concepts, but also, it can work as a technique to improve writing skills.

Oster (2009) proposes the most relevant theory for learning vocabulary is the

relationship that has a word with others to understand its semantics. This is confirmed by two arguments. The first is how we understand a lexical unit, through the "associations and relationships" that this unit has with others.

The second argument is about the use of words that appear frequently with other words; in particular, this reinforces it with its own investigation.

Vocabulary varies for each language and has a significant characteristic that transforms the passage of time according to the addition or abandonment of some words.

On the other hand, while vocabulary is a social invention whose main objective is communication between individuals, individual vocabularies can also be generated that have to do with generating more or less personalized terms that only the subject in question can fully understand.

Methodology

A total of 72 students of ages between 12 and 13 years of the eighth year "A" and "B" of the Unidad Educativa "Luis A. Martinez were chosen for the development of this research work has the following methods: Qualitative because the investigation is carried out directly by the institution based on scientific knowledge, looking for the causes and effects to give possible solutions to the problem and to develop a scientific proposal.

An explanatory study was carried out because the purpose is to determine why it is essential to learn the vocabulary of the English. We searched for the causes that originate the current state of the English language in the students.

The explanation why the need arises to plan, design and execute a vocabulary project of the English language. "Exploratory research is the initial research, which forms the basis of more conclusive research.

Results

The surveys were conducted to the students of the eighth year in Unidad Educativa "Luis A. Martinez" located in the city of Ambato, through of a questionnaire with the purpose of knowing if the teachers apply the Pic Tac Tell Strategy for the development of vocabulary of the English language, according to the information, the frequency tables were made with their respective graphs and analysis and interpretation.

In the 7 question most of the participants (82%) represent that teacher always stop three minutes to discuss about the topic. In the question 9 only 30 participants that represent (42%) the teacher uses passive vocabulary to teach. On the other hand in the case of teacher and students use Pic Tac Tell Strategy to store vocabulary corresponds to question 10 that represent (63%).

Discussion of Results

The survey was carried out to guarantee experimentation. The data obtained are comparable in terms of progress in terms of the frequent use of the Pic Tac Tell Strategy.

The data obtained from this research project are higher than 50, reason why we worked with the instrument T student 2 questions are taken, 9 and 10 as a basis to verify variables and establish the difference between the answers in order to verify the degree of relationship between them.

Frequency	Question 9	Question10	Difference (x)	(x-xm)^2
Always	30	55	25	213,16
Often	32	10	22	484
Sometimes	8	4	4	16
Rarely	1	1	0	0
Never	1	2	1	1
			52	714,16

(Difference =52) and (x-xm)^2 =714.16 The value according to statistical tables with n-1 degrees of freedom is 1.533. Since the calculated value (1.74) is greater than the table (1.533) so it is rejected Ho and it is accepted H1.

It is considered that the variables of quantitative type present a correlation with respect to the other when the values of a relation vary systematically with respect to the homonymous values of the other.

It is so, in the first graph, the dispersion analysis showed that the vast majority of students have never used the Pic tac tell strategy to acquire vocabulary.

On the other hand, few students showed that they knew about the existence of such a strategy but did not apply it to acquire vocabulary.

To conclude, students are unaware of the existence of such strategy and the benefit in acquiring the vocabulary.

Conclusion

It is concluded that, eighth-year "A" and "B" in Unidad Educativa "Luis A. Martinez" presented a low level in the learning of vocabulary of the English

language since presenting many fault in the production of the English language both in written or oral form due to the limited vocabulary that students have and the lack of creativity they have to produce written sentences,, reason why the degree of development of this proficiency is below the required level.

It is concluded that the Pic Tac Tell strategy can be applied to students of all ages since it promotes students' active engagement with language and their interests since this strategy is used in order to help students to acquire vocabulary with the purpose that they can create sentences in an easier way.

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UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

ENCUESTA GUIADA PARA LOS ESTUDIANTES DE OCTAVOS AÑOS

OBJECTIVE: Recopilar información sobre el uso de estrategias para el aprendizaje de vocabulario en ingles de los estudiantes de la Unidad Educativa "Luis A. Martínez"
INSTRUCTIONS: Lea las preguntas cuidadosamente, marque con una "X" la respuesta de su elección

1. ¿El docente aplica una estrategia de lluvia de ideas para permitir que los alumnos respondan las preguntas según el tema?

Siempre ( ) A menudo ( ) A veces ( ) Rara vez ( ) Nunca ( )

2. ¿El docente le da números a cada miembro del Grupo para que trabajen juntos y respondan la pregunta, de modo que todos los números puedan responder verbalmente la pregunta?

Siempre ( ) A menudo ( ) A veces ( ) Rara vez ( ) Nunca ( )

3. ¿La maestra sondea la clase para ver qué estudiantes tienen un conocimiento especial para compartir?

Siempre ( ) A menudo ( ) A veces ( ) Rara vez ( ) Nunca ( )

4. ¿Se detiene el docente en cualquier momento durante una lectura o discusión y les da a los equipos tres minutos para revisar lo que se ha dicho, hacer preguntas aclaratorias o responder preguntas?

Siempre ( ) A menudo ( ) A veces ( ) Rara vez ( ) Nunca ( )

5. ¿Permite el maestro que los alumnos activen su conocimiento previo o lo que ya saben sobre un tema?

Siempre ( ) A menudo ( ) A veces ( ) Rara vez ( ) Nunca ( )

6. ¿Permite el maestro que los alumnos trabajen juntos para aclarar la confusión que puedan tener sobre el vocabulario / contenido?

Siempre ( ) A menudo ( ) A veces ( ) Rara vez ( ) Nunca ( )

7. ¿Permite el maestro que los estudiantes creen oraciones al explicar y usar las tarjetas de palabras?

Siempre ( ) A menudo ( ) A veces ( ) Rara vez ( ) Nunca ( )

8. ¿Usa el profesor un vocabulario activo dentro del aula para enseñar inglés?

Siempre ( ) A menudo ( ) A veces ( ) Rara vez ( ) Nunca ( )

9. ¿El maestro reconoce y comprende el vocabulario pasivo en el momento de enseñar inglés?

Siempre ( ) A menudo ( ) A veces ( ) Rara vez ( ) Nunca ( )

10. ¿El docente aplica y usa estrategias para permitir que los estudiantes comprendan y almacenen el vocabulario?

Siempre ( ) A menudo ( ) A veces ( ) Rara vez ( ) Nunca ( )

11. ¿El docente aplica y usa estrategias Pic tac tell para activar el vocabulario de los alumnos de memoria?

Siempre ( ) A menudo ( ) A veces ( ) Rara vez ( ) Nunca ( )

Maritza Acosta

Annex 3: Photos

Annex 4: Urkund Information

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