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TITULO	Impact of Photography-based Language Learning Activities in the Acquisition of School Related Vocabulary by Young Learners
SUBTITULO	
AUTOR(ES) Apellidos, Nombres (Completos) del autor(es) del trabajo	Jesús Ariel Sánchez Gómez
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	Vocabulary Acquisiion
	Visual Literacy

RESUMEN

En el presente trabajo el autor describe el impacto de la utilización de actividades basadas en la fotografía para el aprendizaje de un idioma (PBLLA) en la adquisición de vocabulario del colegio de una institución educativa colombiana. Durante la intervención, los participantes realizaron diferentes tipos de actividades que involucraron el uso de cámaras digitales como herramientas de aprendizaje. El investigador recolectó información sobre la impresión de los estudiantes sobre el uso de fotografía y evaluó su impacto en el proceso de adquisición de vocabulario. Cuatro instrumentos fueron utilizados: entrevistas semi-estructuradas, encuestas, pruebas y el formato de autoevaluación ICELT. Los resultados demostraron que la motivación de los estudiantes fue promovida a través de PBLLA, la cual facilitó la adquisición de vocabulario.

ABSTRACT

In the present work the author describes the impact of using photography-based language learning activities (PBLLA) in the acquisition of school- related vocabulary with a group of second grade students from a private Colombian school. During the pedagogical intervention, the participants carried out different activities that involved the use of digital cameras as learning tools. The researcher collected data about students' impressions on the use of photography and evaluated its impact in the process of vocabulary acquisition. Four instruments were used: semi-structured interviews, surveys, tests, and the In-service Certificate for English Language teachers (ICELT) Self Evaluation format. The results demonstrated that students' motivation was enhanced through the PBLLA, which facilitated vocabulary acquisition.

Jesús Ariel Sánchez Gómez

Impact of Photography-based Language Learning Activities in the Acquisition of School

Related Vocabulary by Young Learners

Research Report submitted

in partial fulfillment of the requirements for the degree of

Master in English Language Teaching –Autonomous Learning Environments

Directed by Ken Beatty

Department of Foreign Languages and Cultures

Universidad de La Sabana

Chía, Colombia

April 2013

Declaration

I hereby declare that my research report entitled:

Impact of Photography-Based Language Learning Activities in the Acquisition of

School Related Vocabulary by Young Learners

- is the result of my own work and includes nothing which is the outcome of work done

  in collaboration except as declared and specified in the text;

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- has been submitted by or on the required submission date.

Date: _____April 13th, 2013_____.

Full Name: _____Jesús Ariel Sánchez Gómez_____.

Signature: _____

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Abstract

In the present work the author describes the impact of using photography-based language learning activities (PBLLA) in the acquisition of school- related vocabulary with a group of second grade students from a private Colombian school. During the pedagogical intervention, the participants carried out different activities that involved the use of digital cameras as learning tools. The researcher collected data about students' impressions on the use of photography and evaluated its impact in the process of vocabulary acquisition. Four instruments were used: semi-structured interviews, surveys, tests, and the In-service Certificate for English Language teachers (ICELT) Self Evaluation format. The results demonstrated that students' motivation was enhanced through the PBLLA, which facilitated vocabulary acquisition.

Key Words: photography- based language learning activities (PBLLA), vocabulary acquisition, and visual literacy.

Resumen

En el presente trabajo el autor describe el impacto de la utilización de actividades basadas en la fotografía para el aprendizaje de un idioma (PBLLA) en la adquisición de vocabulario del colegio de una institución educativa colombiana. Durante la intervención, los participantes realizaron diferentes tipos de actividades que involucraron el uso de cámaras digitales como herramientas de aprendizaje. El investigador recolectó información sobre la impresión de los estudiantes sobre el uso de fotografía y evaluó su impacto en el proceso de adquisición de vocabulario. Cuatro instrumentos fueron utilizados: entrevistas semi-estructuradas, encuestas, pruebas y el formato de autoevaluación ICELT. Los resultados demostraron que la motivación de los estudiantes fue promovida a través de PBLLA, la cual facilitó la adquisición de vocabulario.

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Palabras claves: Actividades basadas en fotografía para el aprendizaje de un idioma (PBLLA), Alfabetización visual, adquisición de vocabulario.

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Chapter One: Introduction

This action research project presents photography-based language learning activities as a possible alternative to enhance the acquisition of school related vocabulary among second grade students from ASPAEN Gimnasio La Fragua School, a private institution located in Neiva – Huila, Colombia. The researcher used grounded approach as the main method to construct a theory and analyze the data that was systematically collected during the intervention. In the first chapter, a general description of the context will be provided along with the rationale of the research study. Later, the problem statement, the objectives, and the possible impacts of the project for both the students and the educational community will be discussed.

The participants were elementary students whose ages ranged between seven and eight and their English teacher, who was at the same time the researcher. The students, who attended five hours of English for Academic purposes and five hours of content- areas in English per week, had studied English for two years and their level was Pre-A1, according to the Common European Framework (2003), which means that they were in the process of acquiring the basic productive and receptive skills. They were able to produce and understand expressions related to basic topics with the support of the teacher. Their level of motivation was high. They enjoyed participating in the classroom activities with the limited English language proficiency they had.

However, the school's bilingualism coordinator and English teacher observed that the students had a very limited knowledge of vocabulary in the target language. Their vocabulary was restricted to basic topics such as colors, numbers, clothes, parts of the body, and food items, but they were not able to talk about their school which is their most immediate context and where they have most opportunities to use the target language. Students were often

unable to produce or understand English sentences because they did not know the words in the target language. As a result, they often reverted to their mother tongue.

With the aim of confirming if the students were actually having difficulties with vocabulary, the English teacher decided to apply a pre-test consisting of 20 items in which the participants had to match high-frequency words with their corresponding picture. This pre-test was designed by the teacher and piloted by other researchers. The lexical items and the type of question were chosen based on students' level of proficiency in the target language. Most of the students exhibited low performance in this pre-test. This situation can affect seriously the language development process of the students. Scarborough (2001) demonstrated that young learners with weak language skills were likely to encounter difficulty in learning to read. Jalongo and Sabolak (2011) also contend that students who begin school with limited vocabulary knowledge may struggle with reading comprehension. As a result, their access to information in the target language would be inevitably limited. This can also be regarded as a major problem for the students who need to follow the Cambridge International Education (CIE) curriculum, which requires that students acquire a wide range of appropriate subject-specific vocabulary and syntax to talk about curricular topics. Consequently, it is necessary that they start to develop their vocabulary from an early age.

Purpose of the Study

The researcher considered photography- based language learning activities as a way to enhance vocabulary acquisition. Byrnes and Wasik (2009) researched the use of photography for educational purposes and suggested that "…children who have more experiences have better vocabulary development, and thus are better prepared to learn to read and comprehend what they read" (p. 3). When students use digital cameras, they are able to have a more direct

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contact with the target vocabulary. Based on this research and the above concerns, the following research question emerged:

What is the possible impact of photography-based language learning activities in the acquisition of school related vocabulary for second grade students from ASPAEN Gimnasio La Fragua School? The general objective of the research is to:

Analyze the impact of photography-based language learning activities in the process of English language vocabulary acquisition of the target group of second grade Spanish speakers.

In order to accomplish the general objective, the following specific objectives were set:

- Explore students' feelings and impressions regarding the use of digital cameras and photography-based language learning activities as learning tools by observing and reflecting on their behavior during the pedagogical intervention through interviews, surveys, and the ICELT class self-evaluation format.

- Evaluate the use of photography-based language learning activities in the learning process of vocabulary.

Implementation

During the pedagogical intervention, students **photographed places, people, and objects in the school environment**. This constructivist approach towards learning is based on the idea that "learners must individually discover and transform complex information if they are to make it their own, suggesting a more active role for students in their own learning than is typical in many classrooms". (Brown, 2007, p. 289).

Byrnes and Wasik (2009) established that using photography in the classroom substantially increased students' motivation. They discovered that by giving young learners the opportunity to use cameras and allowing them to take their own pictures of objects that

interested them, their motivation for learning the vocabulary and labels for the content in their pictures increased. They also found evidence to prove that photographs could be useful in bringing words and concepts to the classroom. This can be true for common objects or places learners may encounter in their everyday experiences but do not always have the opportunity to talk about or to learn labels for. (Byrnes and Wasik, 2009)

Furthermore, school-related vocabulary was chosen because it complies with the criteria that Gairns and Redman (2006) suggested for selecting the words to teach:

- Frequency: Words need to be highly useful and frequently used by learners. The school is the place in which they are encouraged to use English the most.

- Cultural Factors: Lexical items must take into account the cultural interests and needs of learners. Some of the topics refer to the objects that they usually handle, the places that they see every day, and their daily routines.

- Need and level: Words need to be chosen according to the cognitive and linguistic level of students. These are words that are used repeatedly in everyday speech.

- Expediency: Appropriate for the purpose of the teaching context

Significance of the Study

No previous studies had been conducted in Colombia related to the development of foreign language vocabulary through photography strategies. Therefore, the findings will contribute to the knowledge about the effects of photography based activities in the acquisition of vocabulary, the design of photography-based language learning activities, the motivation of young learners for photography as a learning tool and the role of creating optimal conditions for the implementation of photography-based language learning activities. The findings of this research will also provide general information about the importance of motivation in the acquisition of vocabulary, with wider implications in other areas of language learning.

Organization of the Report

Chapter One stated some general issues related to the study, gave a short description of the context, explained the motivations of the researcher to carry it out, and provided a brief explanation of the impact of the study. It also included the research question, the general, and specific objectives and the problem that will be addressed. The remaining sections of this thesis are organized into the chapters:

- Chapter Two will present the theoretical framework of the study and examine theory related to the three main constructs of the project: vocabulary acquisition, visual literacy and photography will be presented along with the state of the art.

- Chapter Three will refer to the instructional design. In this chapter a full description of the steps and processes followed to solve the problem is given. Materials, didactic units and lessons will be described.

- Chapter Four will refer to the pedagogical intervention by describing and justifying the steps and processes that were taken into consideration to solve the problem as well as a sample unit to illustrate how photography can be used in the classroom to enhance school related vocabulary. Similarly, the materials and the type of methodology will be described along with the time line of the study.

- Chapter Five will present data analysis. Data will be interpreted and compared with theory. This chapter will describe grounded theory, which is the method that the researcher employed to analyze data.

- Chapter Six will present the conclusion and the implications of the study.

Chapter Two: Theoretical Framework

This chapter has been divided into three main sections, based on the main constructs of the research study:

- Section one, *Vocabulary Acquisition*, will explore the implications of learning a word as well as the criteria that must be considered for selecting the words in a teaching context. Finally, it will evaluate existing approaches to optimize vocabulary acquisition.

- Section two, *Visual Literacy* will define the concept of visual literacy and its implications for learning a language, especially in relation to vocabulary acquisition.

- Section three, *Photography*, deals with the advantages of using photography-based language learning activities in vocabulary acquisition. These sections will be fully developed and articulated with the state of the art.

Vocabulary Acquisition

Without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Wilkins (1972).

Wilkins (1972) acknowledged the crucial importance of vocabulary. Vocabulary is an essential aspect in language acquisition, because it is used in every productive and receptive skill: listening, speaking, reading, and writing. Singleton (1999), Cameron (2001), Scarborough (2001) Pikulski and Tempton (2004), and Thornbury (2007) agreed that accumulating useful vocabulary is central when learning a foreign language, especially with young learners who are in the process of acquiring the basic skills that will allow them to engage in meaningful communication with others. Similarly, Levelt (1989) presented vocabulary knowledge as the mechanism that drives effective speech production. Oya, Manolo, and Greenwood (2009) contended that vocabulary should be promoted much more

actively in the classroom setting if more effective development of students' oral performance skills was desired.

There is a strong correlation between vocabulary proficiency, reading proficiency, and ultimately, school success, as Beck, McKeown, and Kuca (2002), and Chall, Jacobs, and Baldwin (1990) agreed. Scarborough (2001) pointed out that those learners with weak language skills are likely to encounter difficulties when learning to read. In fact, vocabulary, as assessed in first grade, can predict more than 30% of 11th grade reading comprehension (Biemiller, 2001).

During early school years, young learners can quickly acquire new vocabulary if they are surrounded in a rich environment in which they hear many new words every day (Bloom, 2002). Consequently, teachers must plan different activities that lead students to develop their lexical knowledge; this which can be done through the use of multimedia methods where visual stimulus is involved, as The National Reading Panel's review (2000) suggested. Photography-based language learning activities are a clear example.

Making Vocabulary Instruction Effective

Part of understanding how to make teaching effective requires knowing how words are learnt, remembered, and recalled. Thornbury (2007) asserted that vocabulary is stored in the mind in a highly organized and complex web-like system called "mental lexicon". It stores, organizes and interconnects words in many different ways according to their features. Consequently, a lexical item can be retrieved through different pathways. Teachers must try to provide students with opportunities to meet words in different forms and distinct contexts with the aim of creating more pathways. Some activities that teachers can do are to use visuals, have students listen to the sounds of the language and interact with the real objects. With photography-based language learning activities students are exposed to sensory

experiences such as sound, sight, touch, and smell, making a positive impact in the cognitive

development of children. (Illig, 1998)

Moreover, Cameron (2001) listed essential principles for teaching. The first principle

states that young learners need to meet words frequently in different contexts that help them

increase their knowledge about them. Apthorp (2006) confirmed this assertion by stating that

arranging frequent encounters with new items (at least six exposures to a new word) and

encouraging pupil to process words and meanings actively in a range of contexts can increase

deeper levels of comprehension. During the pedagogical intervention, the teacher led

different types of recycling activities at the beginning of each class. Applying these tasks

helped students to remember what they had learnt in previous lessons.

The second principle that Cameron emphasizes is the fact that young learners benefit

from learning basic level words such as classroom objects and school places which more are

easily comprehended in the initial stages of language acquisition.

Additionally, Thornbury (2007, p. 25) recommended creating conditions that help

learners store words in their long-term memory, which can be done with the following

conditions:

Condition	Meaning
Repetition	Planning meaningful encounters of the words in several contexts (readings, visuals, listening tasks).
Retrieval	Encouraging activities that require learners to recall words.
Spacing	Teaching a limited number of items and testing them. Then, proceeding to teach others.
Imaging	Selecting easily visualized words which can be retrieved faster than those that do not evoke a picture.
Use	Creating activities that help students to put words to use, especially in an interesting way. Selecting decision-making tasks such as: matching, sorting, ranking, sequencing, and identifying that help learners to integrate new words into their existing knowledge.
Personal organization:	Personalizing words is effective for learners who are able to relate words to their previous experiences and interests.
Affective depth	Choosing tasks that have an affective meaning for students. The affective judgment about words influences their capacity to recall them
Motivation	Enhancing motivation increases their attention which seems to correlate with improved recall

Making strong memory connections.

Students must perform different tasks that lead them to store lexical items in their long-term memory. Cameron (2001) explained that learners need to recycle a word at regular intervals so that it stays active and ready to use. It is also important to organize words into different themes. In this study, the researcher selected the linguistic input based on the topic "My school", which is closely related to the immediate contexts of the students.

What does it mean to learn a word?

Learning a word in a foreign language is more than simply being acquainted with its equivalent in the first language of students. Thornbury (2003) and Nation (2001) agreed that effective vocabulary teaching involves working out the structure of words, especially their form, meaning and use. The "form" of a word includes aspects such as its pronunciation, its spelling, and its syntactic structure. The "meaning" comprises diverse aspects such as the association of a lexical item with other words, concepts, and references. Finally, "the use" relates mainly to the grammatical functions, the inclusion of collocations, and the study of the type of words (Nation, 2001).

In order to help young learners make strong memory connections, teachers must promote vocabulary learning activities in the classroom and select suitable linguistic input for instruction. Nation (2001) suggested that there are various activities that can be implemented to promote the development of each of these elements. To promote meaning, students can label pictures, complete sentences, do crossword puzzles, match pictures with words, and complete lexical sets. For form, he recommends focusing attention on spelling rules, building word family tables, and recognizing word parts. For use, Nation proposes elaborating collocation tables and doing completion sentence exercises. Notwithstanding, these activities must be carefully selected according to the age and the linguistic development of the learners. These tasks are evidently inappropriate for some young learners and must be adapted or

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totally modified taking into account the level of cognitive and linguistic development of the students and their learning styles.

Selecting the vocabulary

Gairns and Redman (2006), Thornbury (2007), Beck (2002), Biemiller (2001) and Cameron (2001) offer insights on the criteria for the selection of words that are going to be used and taught in the class, referring to aspects such as frequency, cultural factors, and need and level. Each is discussed in turn

Frequency: Gairns and Redman (2006) pointed out that there is a high correlation between the frequency with which a word is encountered and the level of usefulness for the learners. Allen (1983) claimed that learners obtain a considerable benefit from learning words that they can use in their everyday life interactions. Therefore, teachers should consider their needs by predicting the words that students will be using in the target language. "When such words are learnt, the new language can immediately be put to use" (Allen, 1983, p.108). Beck (2002) also suggested that teachers and syllabus designers have to decide what words are more likely to appear in the instances when they use English. School-related vocabulary is just an example of linguistic input that is meaningful for learners. It is imperative to conduct a needs analysis to select vocabulary with the aim of ensuring that students will learn vocabulary that is relevant in their every day interactions.

Cultural factors: Furthermore, it is useful to note the relevance of words to their context. This is easier to understand when we analyze the corpora. According to McCarten (2007), corpora can orient teachers to the selection of vocabulary and this may result in the teacher choosing words that are culturally inappropriate or unsuitable for the class. Gairns and Redman (2006) pointed out that those word counts are usually based on the utterances of native speakers and will obviously reflect their cultural interests. At a sociocultural level,

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some topics take on significance in certain countries but for others they cannot be that meaningful. The meaning of a word can even change within a country and a region. Consequently, it is appropriate for the teacher to take into consideration the social context of the target group. In this case, the researcher chose words related to the topic "the school", which is the context where the student had the most opportunities to use the target language.

Need and level: Another factor that needs to be taken into account when selecting a word for teaching purposes is the level of knowledge required from the students to use it. Gairns and Redman (2006) claim that selected vocabulary must address the specific needs of the students in terms of their current knowledge and cognitive development. Cameron (2001) recognizes that young learners need very concrete vocabulary that they can handle or see. She points out that young learners can process more efficiently those words from a basic level (e.g., dog, cat, duck, house, school) as opposed to subordinate level words (e.g., animal, place), which are more abstract. In this study, most words belonged to the basic level.

Visual Literacy

The second construct that was considered in this project was visual literacy. Burmark (2002) defined visual literacy as "a person's ability to interpret and create visual information—to understand images of all kinds and use them to communicate more effectively" (p. 5). The development of these competences is essential for any normal learning. Once visual literacy has been developed, it enables a visually literate person to discriminate and interpret the visual actions and symbols that are encountered in the environment (Burns, 2006).

A photograph is a good example of a visual aid at the service of language acquisition, helping students to learn vocabulary effectively, as the results of the research showed. Canning (1998) contended that visual aids are beneficial in the process of learning a language because they lead the learner to draw out their language from their own knowledge and

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personal experiences through exposure to the stimuli presented. The students generated their own visual aids for the project.

A visual image can be projected or non-projected. If the image is referred to as projected, it means that the visual was planned and executed with an intended meaning (e.g. Images previously selected and taken to the class by teachers for teaching purposes) in comparison to a non-projected image that occurs instantaneously at an unannounced point in time and is the result of an spontaneous occurrence. Canning (1998) stated that what we visually interpret can come in the form of illustrations, pictures, perceptions, mental images, figures, impressions and replicas.

Furthermore, Robbins (2009) stated that visual literacy could be learnt. He stated that: There is a visual language that can be learnt, in which linguistic meanings, information, and sense are embedded in an image, rather than a text, and where the image is capable of being read both in terms of the author's intent and in terms of the viewer's own conditioned perceptions. (p. 3)

Additionally, visual language is acquired in early childhood and is used mainly to understand the world. Its acquisition and development, as other skills, continues in distinct degrees throughout life. Images are codified by naming objects. Then through the use of imagination, they are recalled and remembered. Robbins (2009) added that photographs enable both author and viewer to encode and decode meanings in a very direct and often intuitive way. This results in a web of understanding that varies in complexity according to the visual acuity and perceptions of the persons who make and receive the image.

Robbins (2009) also contended that when linked to the development of spoken language and the reading of texts, images act to provide the ability to establish connections that allow gaining a major understanding of the world and its complex pattern of relationships.

For young learners, visual learning is particularly important in their development and is a process which can be enhanced and extended through the use of photography-based language learning activities.

Robbins (2009) stated that visual language, like speech, becomes an internalized and natural occurrence in young learners because it does not need to be deliberately considered and taught in order to be used. This is different from the reading of a text, particularly in the early stages of learning when the reading skill needs to be formally encouraged. It can be inferred that learners will be able to have a deeper understanding of the meaning of words as a result of the natural development of their ability to decode visual language.

Photography

Integrating vocabulary and photography

The third construct that was considered in this project was photography. In the project the word photography is used to refer to both the photographs produced by the students and the photography-based language learning activities that the students carried out. The benefits of photography on education have been identified and thoroughly investigated by several researchers. Einarsdottir (2005), for instance, found that photography facilitates the learning process and the personal growth of children. Equally, Byrnes, and Wasik (2009) who conducted extensive research, investigating the effects of photography on the development of young learners, found that using photographs can help learners to acquire new words and develop new valuable social skills when they begin to identify the objects, events, and feelings portrayed in the pictures. These authors identified in their research studies the importance of photography for fostering the linguistic and personal development of learners. Robbins (2009) declared that

Photography is the primary vehicle for visual learning and because it is largely dialect free, (i.e. not encoded with sets of personal and idiomatic uses of language which are culturally referenced) and is capable of acting as a 'language without frontiers', which subject to cultural determinants, does not need translation from the language of one person to another, but enables meanings to be passed across both time and space.

(p. 3)

In the educational arenas, several approaches have been found in the use of cameras with didactic purposes. Rasmussen and Smidt (2001), for example, asked a group of young learners to take disposable cameras home and record their experience. After a week they took them back to school and displayed their pictures. The results of the research showed that learners felt encouraged to talk about the content of the pictures, as well as episodes outside the pictures. This finding was corroborated in the present study, in which the participants also demonstrated authentic desire to talk about the pictures that they had taken.

Clark and Moss (2001) used a mosaic approach in which they asked the children under five years old to go around the school and take pictures about the most important things for them with the objective of collecting data and understanding their thoughts deeply. This activity was useful to give voice to the students and allow them talk about their personal experiences. This can be easily transferred to an EFL context in which the students do not have a high level of linguistic proficiency in the L2 but are equally capable to convey meaning through photography.

On the other hand, Dockett and Perry (2003) conducted a research study with kindergarten students and asked them to discuss in their mother tongue the most relevant aspects related to their school context. The students were invited to share their answers. Then they were given digital cameras and were asked to take two pictures of the things they liked about their school. Then, the learners displayed the pictures and explained their reason for

choosing every single picture. Notes of the experience were taken. Docket and Perry designed a book, using the comments of the learners and printed them along with the pictures, in order to make it accessible to the children. Their families expressed their gladness at receiving these books, and parents said they found it useful for discussing different topics related to their school. The ideas by Docket and Perry were adapted in this study, with similar results. The researcher asked the students to create their own products such as posters, collages, and stories. Parents expressed their satisfaction and pride about the work of their children.

Moreover, Schratz, and Steiner-Löffler (1998) asked a group of young learners to identify the places that made them happy and the places that made them sad. Then they were asked to go around the school and take pictures of those places. Later, the pictures were printed and the student had to design posters, making presentations where they were asked to present their answers in front of their classmates. These activities were adapted for the purpose of the research project in order to encourage students' oral production. The results showed that students felt encouraged to share their own work with classmates while using the target language.

Rasmussen and Smidt (2001) used photography to encourage learners to do research themselves and gain a further insight on areas of everyday life: (a) family and home, (b) the children's schools and day-care institutions, (c) playmates, (d) the children's media, (e) leisure time activities, (f) work and chores, (g) children's consumer habits, and (h) the neighborhood or environment.

Similarly, Pastor, and Kerns (1997) asked a group of learners to record the experiences of a whole year and design a computer presentation, adding transitions, frameworks and other elements of edition. These elements were useful to give the picture a higher aesthetic value. One of the numerous rewards of this experience was that the students

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were able to express their artistic sensibilities through the process of taking the pictures and doing activities related to photography, such as cropping and laying out the photographs and slide frames. Moreover, they "used the computers as multifaceted tools—not just as video games or typewriters" (Pastor and Kerns, 1997, p. 43).

Hughes (2006) has used photography as a tool to develop literacy among learners of Spanish and English as second languages in an underprivileged context. She presented a curriculum unit based on literacy through photography. The objectives applied for those lessons involving emotional, social, linguistic, cognitive, and visual goals. She claimed that it is necessary to train the students in reading pictures before proceeding to develop the activities. Hughes also found that photography optimized the learning processes of her students who acquired very good writing skills because they were able to better communicate their feelings, desires, and personal issues. In this study, students also developed linguistic and cognitive skills by completing tasks where they had to use language to talk about topics that were relevant for them.

Common to the studies cited was that the students were highly engaged and motivated to carry out the tasks presented by the teacher or researcher. They used language extensively to describe their pictures and there was a real and meaningful purpose for speaking.

It is necessary to make evident the lack of studies related to the use of photography for teaching vocabulary to EFL learners. One of the few projects was conducted by Hughes (2006). The others were aimed at native English speakers.

Advantages of photography

Personalization

Neuman-Hinds (2007) pointed out that a photo can capture learners' observations and experiences. She points out that photographs can be used as learning materials to make posters, charts graphs and books that make learning more personal. It can also foster

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meaningful communication. In Neuman-Hinds' words: "Children's images spark conversations as the teacher helps the children reflect on their investigations and draw their own conclusion" (p. 112).

This process is called personalization. Case (2008) pointed out that personalization, that is making sure students can use the language to talk about themselves and their experiences, is "commonly accepted as a vital part of language learning. Young learners need to realize that they can use English to talk about themselves and see that teachers can become authentically interested in them" (p. 1).

The use of photography in the ELT context promotes personalization because it encourages the learners to make their own decisions and make their own judgments about their learning process. Learners do not have to focus on the images and the visual aids provided by a textbook because they have the chance to use self-generated material. Additionally, learners have the chance to highlight their interests, strengths, and talents. (Pastor and Kerms, 1997). Commonly used textbooks do not always address the needs of a particular group of learners. Most of the dialogues and situations in these books are based on imaginary characters and artificial settings. In ELT textbooks, reading and listening exercises revolve around pre-selected topics which may have little interest for learners. Its focus is then guided by the practice of language areas such as grammar or pronunciation (Griffiths and Keohane, 2000).This aspect had been problematic in the target group. Although the students enjoyed many of the activities of the class, they did not feel engaged enough when they had to learn diverse aspects of language through a book that is completely alien to their context.

According to Griffiths and Keohane (2001), another way of enhancing motivation is by using language learning content that is personally meaningful for the learners. Language needs to be closely related to the lives of the learners, relevant to their feelings, thoughts, opinions, and knowledge. In other words, linguistic input must represent the personal

experience of the students and must have a high content of words and expressions related to their everyday life. For this reason, the activities and the linguistic input was chosen based on students' interests and contextual needs.

Motivation

One of the main concepts that emerged as a result of the data analysis process was motivation. Students demonstrated high levels of motivation during the activities that involved the use of cameras and photography-based language learning activities. For this reason, it is essential to analyze some aspects related to motivation to get a better understanding of the results of the project.

Dörnyei (2000) contended that by definition motivation concerns the "choice of a particular action, the persistence with it, and the effort expended on it". Dörnyei and Ottó (1998) defined motivation as

> The dynamical changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive ad motor processes whereby initial wishes and desires are selected, prioritized, operationalized and (successfully or unsuccessfully) acted out. (p. 65)

Winke (2005) suggested that people who are motivated are willing to work harder, focus on the tasks, persevere through challenges without the need of continuous encouragement, and "may even stimulate others in the classroom, promoting collaborative learning" (p. 1). Consequently, motivation is an essential factor that language teachers must foster to achieve language learning success (Dörnyei, 2000; Ellis, 1994). The findings of this project confirmed this view by demonstrating with ample evidence that motivated learners are more willing to carry out the assigned activities and invest time on activities that help them to improve the linguistic competence

The data suggested that learners were motivated both intrinsically and extrinsically. Winke (2005) explained that "intrinsic motivation comes from the joy or pleasure derived through language learning itself, while extrinsic motivation results from the desire to obtain some particular outcome". (p. 3) Participants in this project expressed feelings of acceptance towards the activities that involved the use cameras and were willing to spend more time sharing their photographs and using the target language.

This chapter presented the theoretical framework for the study. The three main constructs, vocabulary acquisition, visual literacy and photography were analyzed and explained. The following chapter will present the research design.

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Chapter Three: Research Design

This chapter will describe the type of study that was used to investigate the problem. The research question and the objectives will be restated along with a full description of the participants and the context where the study was developed. Finally, the data collection instruments, the concepts of validity, reliability, triangulation and the ethical considerations taken into account in the research will be analyzed and discussed.

This is a qualitative action research study whose main objective is to explore the effects of the use of photography-based language learning activities in the development of school-related vocabulary in second grade students from ASPAEN Gimnasio La Fragua School. Norton (2009) pointed out that action research is a systematic approach aimed at the improvement of a specific situation. It is participative and encourages the researcher to reflect on existing practices. Bailey (2001) described action research as an approach to collecting and interpreting data that involves a clear repeated cycle of procedures. The cycle is basically composed of stages of planning, acting observing and reflecting (Cohen, Manion and Morrison, 2007). The researcher begins by planning an action to address a problem or question in his/her context. Then, he/she creates a small-scale intervention that is systematically observed through a variety of data collection instruments which are accordingly analyzed. Later on, the researcher observes and reflects on the outcomes and plans a subsequent action, after which the cycle starts again (Bailey, 2001).

Norton (2009) also pointed out that it is vital to create a research question that will serve as a guide during all of the stages of the project. In this case, the following research question emerged: "What is the possible impact of photography-based language learning strategies in the acquisition of school related vocabulary in second grade students from ASPAEN Gimnasio La Fragua School?" Similarly, two specific objectives were stated: to explore students' feelings and impressions regarding the use of photography as a learning

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tool and to evaluate the use of photography-based activities in the learning process of vocabulary.

Description of the Context: ASPAEN Gimnasio La Fragua

The research was conducted at ASPAEN Gimnasio La Fragua School where the researcher teaches. Gimnasio La Fragua is a male private school located in Neiva – Huila, in the south of Colombia. The school has an academic day from 6:30 AM to 2:30 PM, every weekday except Wednesday, when the students leave the school at 11:10 AM. It is an institution that has a single-gender education project, according to the Catholic Church Magisterium and the orientation of the Opus Dei Prelature. According to the CIE coordinator of the school, Burgos (2010):

> The school has obtained excellent academic results throughout twenty-five promotions, and is classified in the level of Very Superior by the Institute Colombiano Para el Fomento de la Educación Superior, ICFES. Furthermore, the school is recognized in the local, departmental and national scopes as one of the best institutions due to the numerous math, Spanish, science, and English contests won by its students. Its model of personalized education offers an educational alternative of high quality. Having an international perspective, ASPAEN Gimnasio La Fragua implemented English as a foreign language in 1997 (p. 47).

Burgos (2010) also explained that,

> Students have a basic competence to communicate in English. Most of them are motivated to learn the target language because they have the opportunity to travel abroad and use the language in real contexts. However, there are cases in which students have difficulties in learning the target language. Students take two standardized exams during school-life. In fifth grade they take the

Cambridge Movers Exam and in tenth grade, the Cambridge Preliminary

English Test, PET. However, with the implementation of the new Bilingual

Program, the policy on the application of international tests will be definitely

modified due to the fact that fifth grade students are expected reach level A2

according to the CEF, as a requirement to take the KET test instead of the

MOVERS exam. Moreover, students from tenth grade are expected to be in

level B2 at the end of the academic year to take the First Certificate of English

(FCE) test instead of the PET exam (p. 47).

Regarding bilingualism, the school adopted the CIE curriculum in 2011, with a British

Council orientation. By the time the study was conducted, second grade students attended 5

hours of English for Academic Purposes and 5 hours of Content areas (5 hours of Science) a

week. The textbook that the students were using for English was *Star Kids 3,* and in science

they used the book *Primary Science A*. The English teacher used an eclectic methodology,

based on the communicative approach (Savignon, 2000) , the CLIL methodology, project-

based work and task-based learning.

Participants.

When the research started, the target class was composed of thirty students whose age

ranged between 6 and 8 years old. They had studied English for about two years and were in

the level PRE A1, according to the Common European Framework (CEF). Their linguistic,

affective and cognitive needs were also considered for the purpose of the study. The needs of

the students were written based on observations made for more than one year by their English

teacher.

- Linguistic needs: Before starting the project, this group was in the level PRE A1

    according to the CEF. They were in the process of acquiring basic productive and

    receptive skills in the English language. Their vocabulary was limited to certain basic

topics such as family, colors, classroom objects, and food items and it was not broad enough to establish or sustain a conversation. They were able to produce and understand very basic expressions related to familiar contexts with the support of the teacher. In terms of reading and writing, learners could only produce very basic and simple texts, based on a model provided by their teacher. As they were learning to read and write in their mother tongue (Spanish), they used to pronounce using the Spanish phonemic system.

- Affective needs: The students were constantly seeking acceptance from the teacher and other peers. They liked to be praised when they did a good job during the classroom activities. In terms of their motivation, they had expressed verbally their interest for the English class. However, this motivation decreased when the activities were not highly meaningful or appealing or when the materials were not attractive or colorful. Since students were at the age where they were becoming developmentally less egocentric (Piaget, 1971), they benefited from different patterns of interaction, including pair and group work.

- Cognitive needs: Students were in the pre-operational stage (Piaget, 1971) of their cognitive development; they were developing their thought processes and acquiring new vocabulary. During this stage, it is fairly challenging for them to carry out some intellectual activities such as processing abstract concepts, evaluating the validity of propositions, and making complex analysis.

To assess students' knowledge of school-related vocabulary, the researcher designed a nineteen-item test in which they had to match pictures with the words in English. The instructions were written in the target language and the vocabulary was chosen based on what the students are expected to know in second grade, according to the CIE curriculum. The results showed that the majority of the students did not have a broad knowledge of school-

related vocabulary. The class average in this pre-test was 41%. The above concerns were

considered in the other phases of the pedagogical intervention when planning and designing

the activities.

Students were numbered 1 to 12 for purposes of anonymity. They were selected using

the purposive sampling technique, chosen for a specific purpose, but not intended to represent

the wider population (Cohen, Manion and Morrison 2007). The students were chosen for

several reasons. First, their parents approved their participation in the project through signing

consent letters and demonstrating a high level of acceptance towards the project. Some

children reported that their parents were unsure about the project and that they might

withdraw at any moment. As a result, they were not included. Secondly, subjects were

selected because throughout the year they demonstrated a high record of attendance, as

opposed to other learners who often traveled to other cities or countries with their parents and

would not be able to attend all the sessions of the pedagogical intervention. Thirdly, they

were chosen because they had good oral and reading skills in their mother tongue and would

be better able to complete answers for the interviews and surveys. However, they were not

given any preferential treatment; their classmates all benefitted from the activities of the

pedagogical intervention but the data was exclusively collected from this particular group.

Second grade English teacher (Researcher).

Another participant in the project was a second grade English teacher, who was at the

same time the researcher of the project. He had a dual role as Trondsen (2009) expressed: on

the one hand, he was in charge of designing and applying the action research and at the same

time he led the classes of the pedagogical intervention. Similarly, the researcher had a dual

role because he influenced and was influenced by the research process. What he brought to

the qualitative research became a part of the concepts and interpretations that arose from the

data. It is important to note that he got involved in the study because he became deeply

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interested in looking for an alternative solution to the problem that this group was having with vocabulary development.

Data Collection Instruments

Pre Test (Appendix1).

A vocabulary test was designed by the researcher to diagnose the vocabulary knowledge that the students had about school related terminology. According to Cohen, Manion and Morrison (2002), pre-tests are useful to measure outcomes and demonstrate possible success. Pre-tests can also provide real-time feedback of programs. In this case the pre-test was helpful to confirm that students had difficulties with vocabulary. The test was composed of nineteen pictures which had to be matched with nineteen words. Words and pictures were chosen based on the level that the students are expected to have according to the CIE curriculum. They were randomly organized in a test that was administered by the researcher and answered by learners without any type of support.

Interviews. (Appendix 2)

Semi-structured interviews were conducted individually after the first, third and the last modules for two main purposes:

a.) To explore students' feelings and impressions regarding the use of cameras as learning tools, b.) To evaluate the use of photography-based language learning activities in the process of vocabulary acquisition.

This interview was composed of six basic open-ended questions so that the participants could answer freely. According to Norton (2009), semi-structured interviews allow the researcher to "collect data on the respondents' thoughts and perceptions of the topic on question" (p. 99). Interviews can also be useful to follow up the information that was gathered from other sources. The interviews were video recorded and the WMA files were stored in a laptop with hard copies on CDs.

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In- Service Certificate for English language teaching (ICELT) Self-evaluation Format. (Appendix 3)

ICELT (Cambridge ESOL, 2008) is a reflective tool composed of four main questions which the researcher used as the basis to write further comments after every two lessons. This instrument was chosen because it was closely linked to the research questions and could allow the researcher to reflect on key areas of every lesson such as the planning, the lesson pace, the activities carried out, the students' production, the class atmosphere and the effect of using of the devices to take the pictures. An advantage of this instrument was that it gave the researcher the possibility to reflect further in the pedagogical implications chapter. This instrument is similar to a journal because it allows the teacher keep an ongoing account of "observations, reflections, and other thoughts about teaching," (Richards, 2005, p. 68).

Finlay (2002) stated reflexivity "can be a valuable tool to examine the impact of the position, perspective, and presence of the researcher; promote rich insight through examining personal responses and interpersonal dynamics" (p. 532).

Survey (Appendix 4)

According to Cohen, Manion and Morrison (2007), "surveys gather data at a particular point with the intention of describing the nature of existing conditions, or identifying standards against which existing conditions can be compared or determined" (p. 169). Students answered a survey in their mother tongue, considering their low level of proficiency in English. The survey was designed with the objective of capturing the impressions of students regarding the use of photography as a tool to develop vocabulary. It allowed the researcher to become aware of the students' perceptions about the use of photography based language learning activities in the English class. Learners were able to express their insights on the effectiveness and usefulness of photography. The results of the

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survey were corroborated and extended in the interviews. The survey was revised and

improved by Juan José Giraldo, a psychometrist of Universidad de La Sabana.

Ethical Considerations

Several decisions were made to address some ethical issues that emerged during the

design of the project. First of all, a consent letter (Appendix 5) was sent to parents to acquaint

them with the objectives and the procedures of the project. Cohen, Manion, and Morrison

(2007) stated that researchers should consult and seek permission from the adult responsible

for the children and inform them about the ways collected data would be used. Parents were

properly informed about the research instruments that would be utilized in the project and

were told that their sons could participate or resign from the project. Finally, they were told

that pictures would be retrieved by their teacher and they would be informed before any of

those pictures were published. Moreover pseudonyms were used to protect the identities of

the students. The parents were acquainted with the details of the project and agreed to allow

their children to participate in the study. The students also knew that they were being

recorded and that the data from the recording was going be used for a research project. The

four elements of an informed consent, mentioned by Cohen, Manion, and Morrison (2007)

were considered in the design of the letters: competence, voluntarism, full information, and

comprehension.

Validity, Reliability, and Triangulation

Several procedures were carried out to achieve validity and reliability. One of them

was the triangulation in the instruments, which Cohen, Manion, and Morrison (2007) defined

as "the use of two or more methods of data collection in the study of human behavior" (p.

129). In this study, the data was triangulated by using several methods addressing the same

specific objectives. The entries written in the ICELT post-evaluation format were repeatedly

compared and contrasted with the analysis of the interviews and the tests applied to the

students, with the aim of evaluating the use of photography-based activities in the learning

process of vocabulary. These instruments were also piloted by other teachers and researchers.

Another important aspect that was considered was the concept of validity, which according to

Blaxter, Hughes, and Tight (2006) has to do whether the methods, approaches and techniques

actually relate to, or measure, the issues that are being explored. For this purpose, an

alignment between the specific objectives and the instruments was created. (See Appendix 6).

Finally, attention was followed to assure the reliability of the study. Cohen,Manion,

and Morrison (2007) explained that, "for research to be reliable it must demonstrate that if it

were to be carried out on a similar group of respondents in a similar context then similar

results would be found" (p. 134). The same instruments were applied several times during

different moments of the intervention. In this particular action research project, students had

to answer the same survey every four lessons during the pedagogical intervention. Similarly,

the teacher wrote eight self-evaluations, one every other intervention.

Action Plan

In order to guide the work of the researcher, an action plan (timeline) was established.

The study started in July, 2011 and was completed in December, 2012. A more detailed time

table can be found in the Appendixes 9, 10, and 11.

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Research Project Timeline (Action Plan)

Activity/Date	2011-2			2012-1			2012-2		
	July-December			January-July			July-November		
	July-August	Sept-Oct	Nov-Dec	Feb-Mar	Apr-May	June-July	July-August	Sept-Oct	Nov-Dec
Initiation	▓								
Preliminary Investigation	▓								
Literature Review		▓	▓	▓	▓	▓	▓	▓	
Design of Action Plan		▓							
Design and Pilloting Data Collection Instruments		▓	▓						
Intervention Design			▓	▓					
Implementation					▓	▓	▓		
Monitoring Data Collection					▓	▓	▓		
Analysis of Data						▓	▓	▓	
Findings							▓	▓	
Writing Research Article							▓	▓	▓
Presentation of Proposal in Synposium									▓

In summary, this chapter dealt with the instructional design of the research. A full description of the type of study, the context and the participants was offered. The research questions and the objectives were stated. Finally, relevant aspects such as the ethical issues and the processes carried out to achieve validity and reliability were explained. The following chapter deals with the pedagogical intervention and implementation.

Chapter Five: Pedagogical Intervention

This chapter describes the pedagogical intervention, including a comprehensive description of the steps that were followed to address the problem as well as a sample unit to illustrate how photography can be used in the classroom to enhance school related vocabulary acquisition. The materials and the type of methodology are described along with the timeline of the study.

The main objective of this pedagogical intervention was to create learning situations in which students could acquire at least 60 school-related words presented within a meaningful context and integrated with specific linguistic functions. Students also carried out several small-scale projects where they collected photographs related to different aspects of their school. Their findings were presented in a project fair during the last stage of the intervention.

The process was divided into four phases: analysis phase, training phase, design phase, implementation phase, and evaluation phase.

Analysis Phase

In this stage, a careful analysis of the linguistic, affective and cognitive needs of the students was made. The information for this analysis was obtained from artifacts such as students' notebooks and textbooks, the teacher's diary and several lesson observation reports made by the bilingualism coordinator of the institution. Additionally, to determine the initial level of vocabulary knowledge of the participants, a pre-test was designed and applied (Appendix 1).

Design Phase

In the Design Phase, the school and the teacher's methodology were considered along with the activities and the materials that were applied in the pedagogical intervention.

The school where the research was conducted encourages teachers to implement methodologies that help students to develop their communicative competence, giving them the freedom to choose the activities that are going to be used in the class. In this particular case, the English teacher of the target group used an eclectic methodology, especially based on the principles of the communicative approach (Savignon, 2000), task- and project-based instruction models (Ellis, 2003) . Richards and Rodgers (2001) stated that one of the most prominent advantages of using the communicative approach is that the four skills are integrated when carrying out the tasks and students are given opportunities to participate actively. In the case of project-based work, the students learn to plan, implement and evaluate projects that have real–world applications beyond the classroom. Additionally learning activities are interdisciplinary and student-centered (Thomas, 2000).

Materials.

Several materials were employed in the pedagogical intervention. Students provided their own cameras or devices with cameras such as mobile phones; photos were printed or projected with a projector.

Implementation phase

In order to enhance the improvement of students' school-related vocabulary through photography, a set of four modules was designed. Each module was divided into four sessions aimed at providing learners with the necessary opportunities to learn the oral and the written form of approximately 15 words along with a language function and lexical chunks related to the target vocabulary. In the sessions, words were presented, practiced, assessed, and subjected to different operations such as being identified, being matched, being sorted and being identified, as Thornbury (2007) recommended. Words were also recycled at the beginning of some of the lessons and assessed at the end of the intervention. Regarding the activities, some were adapted from different authors such as Byrnes and Wasik (2009),

Blagojevich and Sprague (2000), Hughes (2006), and the Photovoice Steering Committee (2009). Other activities were created by the researcher based on the specific needs of the students.

Training Stage

During this stage, students received guidelines about the use of cameras and the behavioral expectations during these activities. For this purpose the following activities were carried out.

"Baby Eggs" Project: Students were asked to decorate an egg and to take care of it during a week. This encouraged them to become responsible and to learn the value of taking care of fragile objects. This was fundamental for these young participants who would be working with cameras, cell phones and other devices that were used during the pedagogical intervention.

Creating a Learning Contract: A basic need in the initial stage of the project was to establish a set common rules and agreements related to the behavior of the group. Wang, Reynolds, and Wallberg (1988) define a contract as "a formal written agreement between a student and a teacher, parent, peer, or other person". (p. 130), Evertson, and Worsham (2003) asserted that inefficient procedures and the absence of routines for common aspects of classroom life, such as participation in discussions or behavior in outings can waste large amounts of time. In the case of photography, students became more aware of the behavior that was expected from them regarding the use of cameras and the way they should interact in the class. Accordingly, rules such as respecting their friends and their property, taking turns for speaking and staying together when going outside the classroom were explained and discussed. In the class, students carried out a workshop in which they represented the rules with drawings. They also signed a contract in which they agreed to follow the rules of the

photography project. The rules were revisited every class and reinforced consistently. They read them aloud and presented those pictures in a workshop.

Role Plays: The teacher presented general guidelines about the proper use of a camera in a PowerPoint slide presentation. The teacher modeled the appropriate use of cameras through a role play. He asked the students to participate and act out the rules in order to check their understanding.

In – Action Stage

The activities of this stage comprised the core of the project. They were integrated according to the purpose of the lessons and their objective was helping learners to develop their lexical knowledge about school- related vocabulary. According to Way (2006), photography based activities help to create a visual learning experience that increases students' motivation, supplements academic topics, builds communication and complementary skills, fosters a mutual sense of respect, and builds students' visual literacy. Some of those activities were creating daily schedules, picture treasure hunts, labeling activities, PowerPoint presentations, reading and taking pictures, and sharing the pictures:

- Creating daily schedules: Learners took pictures of each other's routines and activities and posted the images in sequence on a piece of poster board. Learners labeled each part of the day—arrival, snack, group time, outdoor play, and so on. (Blagojevich and Sprague, 2000)

- Picture treasure hunt: Students were given a list of words. Then, they were asked to go around an area of the school to find the objects that represented every word. This activity was done to assess the students' knowledge about the words. The photographs of the students were displayed with the projector and used to teach new language or to recycle the words they had already learnt.

- Reading and taking the pictures: The students read a description or questions posed by the teacher and took pictures accordingly, e.g. what is your favorite place? Who is your best friend? What do you like to do at the break time?

- Labeling the pictures: These activities were designed with the aim of reinforcing the written form of each word.

- PowerPoint Presentations: After taking the pictures, students created a PowerPoint Presentation. They labeled and wrote a description of the pictures.

- Sharing their pictures: In these types of activities students were asked to show each other their pictures from their cameras in pairs or small groups.

Evaluation Stage

These activities were designed to assess students on their learning of the words in order to determine the effectiveness of photography-based language learning activities for teaching vocabulary. The teacher used three main types of tasks to assess students' learning: elicitation activities, crossword puzzles, and poster design sessions. In the elicitation activities the teacher displayed the pictures taken by the students. Students had to name or answer a question about each picture. Students also had to complete crossword puzzles that contained student-generated photographs. Finally, learners designed posters where their pictures of the pedagogical intervention were included. These posters were subsequently presented in the photography project fair.

Most lessons were designed considering the following sequence:

1. Agreements Review: Students read aloud the rules and agreements of the class while performing related mimics.

2. Recycling Stage: A short activity was carried out to review the vocabulary from previous lessons.

3. Setting up Context: A short activity to get students familiarized with the context of the lesson.

4. Activities for Teaching Photographic Techniques: Several activities such as displaying sample photos by professional photographers in PPP and having the students practice taking pictures according to the instructions given by the Teacher.

5. Picture-taking Stage: Students took pictures according to the instructions that the teacher delivers. Activities included picture hunting and picture-tours around the school.

6. Controlled Practice: Students had an intensive oral or written practice of the vocabulary that they learnt under the teacher's guidance and control. In this moment, students' pictures were shared or used to carry out a written task. Activities such as PowerPoint elicitation, reading the descriptions, crossword puzzles with photographs and matching exercises were used in this stage. The teacher also considered the suggestions of the students for new activities.

7. Free Practice: New language was practiced without any control by the teacher. In this stage, the teacher used information gap activities.

8. Checking: The teacher elicited new language to check if it was learnt. He used PowerPoint Presentations or Flashcards with the photographs taken by both the student and the teacher.

9. Assessment: Students filled out a survey about their impressions of the class.

The activities were applied according to the needs of the lessons. These classes were developed between April and August, 2012.

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Summary

This chapter presented the pedagogical intervention; the steps to address the problem were fully explained along with the materials and a sample unit. Below are the implementation stages.

Time table of the study

Stage	DATES	Module – Aim	Data Collection Instrument
Training Stage		**Baby Eggs Project:** Students will learn the importance of protecting delicate objects.	**ICELT SELF EVALUATION**
	March 15th -30th	**Creating Agreements:** Rules on behavior and the proper use of cameras will be established	
		How to use a camera: Students will learn the basics about taking pictures and will be given	
		Some basic guidelines on the proper use of their cameras.	
In –action Stage	April 4th -15th	**Places Around the school:** Students will be able to name the places around their school, using the	**ICELT SELF EVALUATION SURVEY**
		Structure: This is the…	
	May 7th -18th	**My class:** Students will be able to describe/identify objects in the classroom	**ICELT SELF EVALUATION SURVEY**
		Students will be able to describe name their teachers and the subjects they teach.	
		Picture Hunt/ Worksheet Teachers of the school	
	May 25th -28th	**My Abc:** The student will be able to name school –related words for each letter of the	**ICELT SELF EVALUATION SURVEY**
		ABC.	
Evaluation stage	August 1st -15th	**Project Fair:** Students will prepare and present their photography projects in the school's project fair.	**ICELT FORMAT – SURVEY INTERVIEW - ORAL TEST**
		Formative Assessment: A post-test will be applied to assess students' learning and the effectiveness of the tool.	**POST – TEST**

Chapter Five: Data Analysis and Findings

Introduction

This chapter deals with the process of data analysis, the grounded approach employed to analyze the data set and to create a core category with its subcategories and give a comprehensive explanation on how data was managed and analyzed. The interpretation and the significance of the categories that emerged from the study are also explained in detail in this section.

During the pedagogical intervention, a group of second-grade students from ASPAEN Gimnasio La Fragua School were exposed to 20 hours of photography-based language learning activities. The main aim of these lessons was to enhance the acquisition of school-related vocabulary.

In the implementation, the researcher used five main instruments for data collection: A pre-test, the ICELT self-evaluation format, three surveys, and three interviews, which were applied after the first, third and last modules to capture the impressions of the students about the photography-based activities and a final test. All the data collection instruments were piloted and validated by the tutor Luz Dary Arias and other researchers.

Grounded Approach

The researcher applied the grounded approach method to analyze data. According to Corbin and Strauss (1990), grounded approach is a methodology that leads to the construction of a theory that is grounded in data that has been systematically gathered and analyzed. Corbin and Strauss (1990) also observe that this technique enables the researcher to conceptualize the social patterns and structures of the information through a constant process of comparison. In the practice, data collected is broken down, examined, compared and categorized through the use of a series of codes that are extracted from the instruments. These codes are put together into similar concepts, which are compared one against another and grouped together under more abstract concepts called categories. A basic feature of grounded theory is that it requires a systematic process that involves stating a research question, collecting data and analyzing it through three main stages: open coding, axial coding, and selective coding.

Research Question

The first step in grounded theory involves the creation of a question. According to Corbin and Strauss (1990), research questions are useful to set boundaries on what will be studied. They help to narrow down the problem to a workable size. In the context of this research the main research question is, *"What is the possible impact of photography-based language learning activities in the acquisition of school related vocabulary in second grade students from ASPAEN Gimnasio La Fragua School?"*

Data Analysis

Open Coding: Corbin and Strauss (1990) defined this term as the process of breaking down, examining, comparing, conceptualizing, and categorizing data. The main objective of open coding is to describe overall features of the phenomenon under study. In this initial stage, the researcher carefully analyzed all the instruments using colors to code the different patterns that emerged as a result of comparing and contrasting the ICELT self-evaluation, the transcription of the interviews, the surveys, and the tests. These codes are directly connected to the research question, the specific objectives of the research and the pedagogical implications of the study. Three main colors were initially used: Yellow for statements related to the first objective of the research (explore students' feelings and impressions regarding the use of photography as a learning tool), green for statements associated to the second objective (evaluate the use of photography-based language learning activities in the acquisition of vocabulary), and purple for aspects related to the pedagogical implications. After a rigorous process of comparison, the researcher named every phenomenon, copied and pasted all the related statements in a MS Word document in order to select the initial units of analysis and the preliminary categories.

Axial Coding: The next step after open coding was axial coding. Cohen, Manion, and Morrison (2007) explained that this stage works within one category, making connections

between subgroups of that category and creating connections between one category and another. Here, the researcher found relationships between the categories. In this stage, the researcher created a graphic organizer containing two main categories and the associated subcategories. The graphic was analyzed and improved several times. This is an initial draft of the categories and subcategories. This was substantially improved as more data emerged and as a result of the constant process of comparison of the data:

CATEGORIES	SUBCATEGORIES	CONCEPTS
CATEGORY ONE: Students' Perceptions about the photography based activities	Students' feelings during the activities	1. Students' engagement in the activities increased in comparison to the time when PBLLA were not used 2. Students were more involved because they were creating their materials. 3. Students enjoyed sharing their pictures
	Students insights on the usefulness of the activities	4. Students viewed photography as an useful activity for learning even 5. Students felt that they had improved their vocabulary through photography
	Students perceptions about the difficulties or technical problems	6. Technical issues did not necessarily create negative feelings in all the participants
CATEGORY TWO: Impact of photography based activities	Improvement of vocabulary	Students increased the use of the words in comparison to the time when PBLLA were not used Students had a better understanding of each word. Students had a clear comprehension of the words.
	Students were more engaged	Students had a real purpose for communicating and using the vocabulary. Most materials were used abroad and did not reflect the local context

Chart 1: Initial draft of categories and subcategories

Selective coding: In this stage, the researcher selected the core category systematically, relating it to other categories. Corbin and Strauss (1990) explain that selective coding also involves validating those relationships, filling in, refining, and developing the categories. Categories are integrated and a grounded theory emerges. In this final stage, the researcher was able to integrate all the categories into a core category. This was achieved through the creation of a story, which is defined by Corbin and Strauss (1990) as "a descriptive narrative about the central phenomenon of the study" (p. 116).

Data Management

During the data collection process, three different folders on the computer were classified and organized the information. In the first folder, all the word files with the reflections that were written with the ICELT self-evaluation format. In the second folder, two subfolders were created, one of them containing the WMA files of the video recordings and the other with the Word files of the ICELT self-evaluations and the interview transcriptions. Everything the students said was transcribed for further analysis. The students' names were replaced with pseudonyms to ensure privacy. Each file had an extra copy stored on Dropbox and a Sky Drive. Besides the files of the computer, the teacher used a pocket expanding-folder in which he filed the surveys, the photographs and the worksheets of the intervention. The data was collected between April and August 2012.

Findings

The data analysis helped the researcher create a core category and five main subcategories that summarize the main findings of the research. Corbin and Strauss (1990) defined a category as "an abstract classification of concepts that have been compared one against another and appear to pertain to a similar phenomenon" (p. 61). The core category, which is the result of a long and rigorous process of analysis of the data and the comparison of the main categories and its sub-categories, showed that motivation through photography-based language learning activities fostered vocabulary learning. Students learnt vocabulary and were highly motivated because of the novelty and autonomy of producing and displaying their own learning materials with their educational community. This motivation encouraged learners to use cameras as learning tools in interactional activities that involved the acquisition of new words.

The following is a summary of the core category and its sub-categories:

Motivation through photography-based language learning activities fostered vocabulary learning.
SUBCATEGORIES
1. Material production promoted learner's intrinsic and extrinsic motivation.
2. Displaying students' photographs and final products was meaningful and motivating for learners.
3. Students perceived and used cameras as learning tools that helped them to improve vocabulary.
4. Photography –based activities fostered the utilization of new words.
5. Materials created by the students were useful to foster interaction.

Chart 2: Core category and subcategories.

Material production promoted learner's intrinsic and extrinsic motivation.

This sub-category responds to the first objective stated by the researcher: "Explore students' feelings and impressions regarding the use of photography as a learning tool" and illustrates that the students' motivation was enhanced by the activities that they carried out during the intervention, especially material production.

During the intervention, photographs taken by the students were more than simple pictures; they were powerful learning materials that helped to foster students' interest for the vocabulary and the learning tasks, as one of the students stated in one of the interviews: "Because it would be nice that we keep on bringing the camera to take pictures of objects and places. And see the picture of the landscape and all those things" (Translated from an interview with Student 7, April 19th, 2012). This comment suggests the interest of the student for using the camera to create his own pictorial representations of the words that were taught during the pedagogical intervention. He is suggesting that getting close to the objects that represent the words is a pleasant learning experience for him. This insight was confirmed in the self-evaluation that the researcher made about this class, in which the students had to go around the school to take pictures. After the class was over, some of the students approached the teacher to express their gratitude for they had liked the class a lot. For this reason the

researched noted: "The class was remarkably successful in terms of students' motivation. It was evident that the students enjoyed a lot using their cameras and taking pictures around the school" (April 19th, 2012).

Other students also showed positive feelings that demonstrated their motivation for the photography–based language learning activities:

> Teacher: What do you think about the classes that we used cameras?
> Student 4: I liked it a lot because we went to many places.
> Student 9: Cool because we have explored the school, we have taken pictures
> Student 10: Cool because we could take pictures of different places.

The same opinion can be corroborated with the surveys that showed that a substantial percentage of the class experienced positive feelings towards doing learning activities that involved the use of the cameras.

Students' motivation can also be interpreted as a response to the fact that using cameras in the classroom is a novel activity that had not been conducted at school before, as one of the students explained during an interview:

> T. What do you think about the classes that we used cameras?
> S6: Super cool! Yahoo!
> T. Why?
> S6: I don't know. We brought the cameras. This is something that we have never done before in the past.
> T: Would you like to continue with the classes in which we use the cameras?
> S6: yes.
> T: Why?
> S6: Because it is super fun!
> (Translated from an interview with Student 6, April 19th, 2012).

Based on the evidence provided by interviews, the surveys and lesson evaluations, it can be inferred that photography-based language learning activities promoted intrinsic motivation, which is defined by Dörnyei (2001) as the behavior performed for its own sake in order to experience pleasure and satisfaction, such as the joy of doing a particular activity or satisfying one's curiosity. (p. 26). Intrinsic motivation has a positive correlation with learning

because it can lead students to improve their academic achievement (Lepper, Iyengar, and Henderlong, 2005) and enjoyment for learning the L2 (Dörnyei, 2001).

In relation to vocabulary learning, Thornbury (2007) points out that a "strong motivation makes it possible that the learner spend more time on rehearsal and practice, which in the end will pay off in terms of memory. (p. 25)

Displaying students' photographs and final products was meaningful and motivating for learners.

This sub- category provided information about the first objective of the research project related to the perceptions of the students about the photography-based language learning activities. The data collected from the teacher's self-evaluation and the semi-structured interviews showed that giving the students the chance to display their photographs was a motivating activity for them. This was observed by the researcher throughout the intervention when he noted students' natural engagement in those activities that involved the use of photographs and digital cameras. In one of these lessons, the researcher asked the students to share their pictures with the classmates. Participants demonstrated a highly positive attitude towards the activity, as the researcher explained: "Most of the students were very interested in participating. Their motivation was evidently intrinsic: They liked a lot the activities that involved sharing the pictures". (June 10th, 2012). Dörnyei (2000) explains that students can experience intrinsic motivation when the activity is interesting and elicits their pleasure and satisfaction. Student 2 also expressed "I liked it because we can take pictures… and… And we can take pictures with the cameras…and... and we can get in couples and display the pictures that we took" (Student 11, April 19th, 2012). The comment by this participant suggested that PBBLA can elicit positive feelings from students

Learners' interest in photography-based language learning activities can be understood because photographs are non – judgmental products. Consequently, students will feel more

freedom to share them with other peers. Here, there are some examples that illustrate how

sharing the pictures motivated the students

> T: What did you like about the class the most?
> S1: Showing the pictures to my friends.
> S6: That we got in pairs and we did the cool stuff.
> S7: I liked that we shared the pictures with our friends.
> S11: When we took the pictures, when we got in pairs to display the pictures.
> S12: That we shared the pictures and we asked questions to the other students.

Hughes (2006) pointed out that when students are given the chance to display their

pictures, they often have the desire to tell the story of each photo. It is notable because

students want to talk about themselves, about their pictures and listen to the experiences of

their classmates. (p. 17). This notion was confirmed by Student 4:

> T: What did you like the most about today?
> S4: Showing the pictures to our friends
> T: Why did you like it?
> S4: Because all of us were smiling.
> (Student 4, April 19th, 2012)

Student 4 was referring to an activity where he had to take some pictures at home

about family routines and make a written and oral report in the class. This task, which can be

considered a personalization activity, was particularly interesting and amusing for the students

because the pictures reflected personal experiences and involved simple interactions where

they had to talk about themselves and their family. According to Thornbury (2007),

personalization is highly effective because it helps students to relate new knowledge to

previous experiences. Rost (2006) adds that personalization makes learners eager to

participate, preventing emotional blocks, diminishing anxiety about making mistakes or

worrying about classmates being critical. These reasons can also explain why students were

more motivated to display their pictures and posters.

Students perceived and used cameras as learning tools that helped them to improve vocabulary.

This subcategory emerged as a response to the second objective of the research proposal "Evaluate the use of photography-based language learning activities in the acquisition of vocabulary", that is to say, analyzing the possible effectiveness of cameras as learning tools. The researcher observed that cameras were actually used for several learning purposes such as setting up context, creating learning material, eliciting, recycling, promoting interaction and testing vocabulary. In one of the self-evaluations the teacher said: *"The goal of the lesson was to provide learners with opportunities to create learning material of the routines by taking pictures of 10 words. The students successfully achieved this goal. They took the right pictures and utilized the words afterwards during the controlled practice tasks"* (July 27th, 2012).

The students also confirmed that cameras were useful for learning the new words. They expressed verbally during the interviews that they learnt the words when they used the cameras:

> T: What are the cameras used for?
> S1: To learn words, to learn vocabulary in English.
> S7: It was useful for me to learn, because I could take the pictures, then we go to different places and we take pictures, and you also take pictures, and that is useful because you display the pictures that we take with LCD projector.

Another comment by the researcher demonstrated that students used cameras to play language games and interact with each other:

> They shared their pictures with their classmates and played some naming games in little groups… students were especially involved in this group activity. I experimented allowing them share the pictures and play the game without interrupting them. To my surprise, they were not tired or bored at all. On the contrary, they enjoyed sharing the pictures that they had taken with their partners (June 15th, 2012).

This type of interaction is an example of how learners can use cameras as meaningful learning materials that promote real communication. Another comment from the researcher illustrates how photographs can be utilized to elicit target vocabulary. "Displaying students' pictures with the video projector was a very good activity that helped with the elicitation of the target lexical items". (June 1st, 2012)

It is important to know students' perceptions about the use of cameras as vocabulary learning tools. Cameras are generally perceived as simple everyday life devices used in spare time for fun or to capture important moments. For this reason, it was interesting to see that this group of young learners expressed that the cameras were more than that. In their view, cameras were learning tools that helped them to improve their vocabulary knowledge of English language, as the following set of excerpts demonstrate:

> T: What are the cameras used for?
> S4: To learn more English and to know more English, to learn new words.
> S8: Learn, because they said "this is the coliseum", "this is the playground" "This is the soccer field"
> S11: To learn "air conditioner" and how it is pronounced
> S2 We could learn more words in English. "Together with your groups", "protect the camera of your friends".
> The perceptions of these students suggest that they actually utilized the cameras to

learn new words in the target language. In the intervention, after taking the pictures, the students were frequently asked to work in groups and describe or play some language games with their photographs. Student 4 made reference to those tasks and pointed out that cameras helped him to practice the words. According to Thornbury (2007), using words is the best way of ensuring they are added to long-term memory (p. 25). Student 7 developed awareness of the learning process and described the way he learnt vocabulary. In his words, this process involved getting close to the real objects or places, creating materials with the cameras and reviewing them with and LCD projector. Student 11 pointed out that photography-based language learning activities helped him to learn the pronunciation of the words. Although the

teacher did not use any phonetic approach to teach pronunciation, he provided them with a good model when teaching the oral form of the words. In addition to that, he rehearsed and drilled the words several times.

Analysis of the data collected from post-tests, interviews, lesson self-evaluations and surveys suggests that photography based-language learning activities helped the students acquire vocabulary. At the beginning of the intervention, it was evidenced that students had a very low level of knowledge of school-related vocabulary. Most of the students had low scores on this test. At the end of the implementation, the researcher applied a final test, in which he elicited 26 words, chosen from all the modules. Although this is not a quantitative study, it is important to show the result of the tests: All the students were able to remember at least 90 percent of the words and most of them could recall between 96 and 100 percent of the words.

In sum, data collected from the point of view of students and the researcher demonstrated that cameras were used during the intervention as learning materials that fostered vocabulary learning.

Photography-based language learning activities fostered the utilization of new words.

Another important finding was that the utilization of camera-based activities in the classroom promoted the use of the words. Students used cameras in both controlled and free practice activities within the classroom and in less academic contexts where they were not expected to use them.

Regarding the use of the new words in the classroom, the researcher noted in one of the self-evaluations: "A great part of the students remembered the words because they were participating actively during the elicitation activities, even some students who are usually very quiet tried to participate because they had learnt the words" (June 10th, 2012). This

observation evidences that the students tried to put into practice the words that they previously acquired in the pedagogical intervention with the support and motivation of the teacher. They were also able to produce new language that was previously taught with photography-based activities. The students also felt that the activities of the pedagogical intervention helped them to use the target language. Student 10 said during one of the interviews that the activities had been useful for him to learn the L2, for team work and to learn how to speak in English "The cameras were useful to learn English, all the parts of the cameras, to be in couples and to learn to speak English with people" (Student 10, June 10th, 2012).

During the photography project fair, the researcher noted "Student 11 was extremely motivated by the activities that we were carrying out. I noticed that he was using different questions that demonstrated that he had learnt to accurately use the words in context." (August 18th, 2012). The researcher also noted "the objectives were to give the students the opportunity to use the words and display their materials through a project fair that involved the educational community. This objective was successfully achieved". During the intervention, all the students used words to name the pictures and talk about their personal interests related to the school.

Moreover, students used words spontaneously without the elicitation of the teacher during the interviews, as the following set of excerpts illustrate:

S1 I learnt "C is for coliseum", "A is for air conditioner".
S3 I liked it because we went to the "coliseum", to the "soccer field"
S4 I liked it because we could display our posters to the children and ask them "What's this?" and they said "my teacher _____, playground"
S6 Vivarium, Coliseum, principal office, hall, restroom, manager. Well although I already knew that one
S7 I learnt" book shelve" and "air conditioner"
S8 Learning because they said "this is the coliseum", "this is the playground" "This is the soccer field?"
S9 I learnt vivarium, coliseum. Bulletin board, restroom, well, mmm Playground, soccer field y restaurant
S10: I liked to go to the "coliseum", to the "kitchen".

This is an important finding because it shows that the students took ownership of the words and made them theirs. After the intervention the researcher observed that the students continued using many of the words and phrases that were taught through photography based activities.

Materials created by the students were useful to foster interaction.

The third subcategory demonstrated that the photography-based language learning activities applied during the intervention were useful to promote interaction among learners. Students interacted more among themselves and felt very involved and proud to show their pictures and posters. In relation to one of those activities, the researcher expressed the following:

Students were especially involved in the group activity, I experimented allowing them share the pictures and play the game without interrupting them. To my surprise, they were not tired or bored at all. On the contrary, they enjoyed sharing the pictures that they had taken with their partners involved. (June, 26th, 2012)

This reflection suggested that the communication among the students was highly meaningful. The participants were talking about something that was interesting for them and was closely related to their context and previous experiences. This finding is crucial for the study because it suggests that students are more likely to establish more genuine conversations when their pictures are involved.

This chapter described the process that the researcher followed to conduct data analysis. It presented grounded theory as the methodological approach taken to analyze the information. As a result of this process, a core category and two categories with its subcategories emerged. It can be concluded that the motivation through photography-based language learning activities fostered and facilitated the acquisition of vocabulary.

Chapter Six: Conclusions and Pedagogical Implications

Introduction

This chapter has four main aims: Providing an answer to the research question based on the analysis of the data collected during the pedagogical intervention; explaining the limitations encountered during the research process; offering recommendations for teachers and other researchers who are interested in conducting or replicating similar projects and finally, stating possible issues for further investigation, based on the research findings.

Summary and findings

To guide the exploration of the research project, an initial question was posed: "What is the possible impact of photography-based language learning activities in the acquisition of school related vocabulary in Second Grade students from ASPAEN Gimnasio La Fragua School?"

In this chapter, this question will be fully answered, based on the findings that emerged as a result of the process of data collection during the pedagogical intervention, in which the researcher used different instruments of data collection such as tests, surveys, and interviews with the participants, as well as the ICELT self-evaluation format to capture the researcher's own impressions about important events that took place in the implementation of photography-based language learning activities to help the students to learn new vocabulary.

The main findings can be summarized in a core category that integrates all the other categories and illustrates that motivation through photography-based language learning activities helped the students improve their vocabulary, encouraging them to create their own learning materials and to participate in interactional activities that required the use of new words. The core category is divided into five main subcategories

The first subcategory suggested that the students developed intrinsic motivation, which has a positive correlation with learning and can lead students to achieve high levels of

academic performance (Lepper, Iyengar, and Henderlong, 2005). This was observed by the researcher and confirmed by the learners through the surveys and interviews.

Students developed intrinsic motivation in two ways. First, they became highly motivated through the activities that involved the creation of learning materials using cameras. The students' positive feelings arose from activities that were hands-on and involved them in getting closer to the target objects that represented the words that they were learning. Instead of looking at the words in a book, they could use self-generated materials to get involved in meaningful tasks that encouraged them to talk about their own context. As students had never taken a camera to the school, it was a novel activity that broke their regular routine.

Secondly, the students developed a high level of intrinsic motivation because they were able to share the material that they produced through communicative activities inside and outside the classroom with their classmates and other educational stakeholders in the project fair. They were interested in showing their own pictures because many of the images reflected their own experiences. This category is related to the core category because it demonstrates that students experienced a high level of motivation and it led them to participate actively in the vocabulary learning activities.

The second category showed that photography–based language learning activities helped the students to acquire the target vocabulary. This was stated by the learners in the interviews and the surveys, confirmed in the observations of the researcher and demonstrated in the results of the post-tests.

 Students' remarks demonstrated that for them, cameras were valuable learning tools that helped them to improve their vocabulary knowledge. Students used the cameras for different pedagogical purposes such as the creation of learning materials, sharing these materials, recycling vocabulary, and eliciting their own knowledge of the target vocabulary.

During the intervention, the students had the chance to systematically share their photographs in controlled and free practice activities. In these tasks learners were asked to make descriptions of their pictures, tell stories or play language games using the new words. Students perceived the usefulness of these activities and said that these tasks helped them to learn. One of the learners also said that they had been able to change their role from passive learners and that they became teachers of the new words for those who had not learnt them.

The post-test confirmed students' perceptions. Students' knowledge of the words improved substantially: 58 % of the participants were able to provide all the correct answers; 21% of the students obtained between 91 and 96 % correct answers and 21% of the participants provided between 83 and 88% correct answers.

Besides learning the words, the students also used their new vocabulary in different communicative situations when asked by the teacher and without the need of any elicitation. During the interviews and in subsequent lessons the students used the words spontaneously without any elicitation from the teacher.

The second category is related to the core category because it showed that the students could learn and use the new vocabulary through the photography-based language learning activities. Students interacted and put a great effort to learn the words because they were intrinsically motivated and because the activities were meaningful for them.

Limitations

During the intervention, several unexpected issues arose that impacted the normal development of the project.

Parents' concerns about allowing their young children to use cameras at school.

When the parents of the participants were informed about the project, 50% expressed concern about allowing their children to take digital cameras to school during parent-teacher conferences, suggesting that their children were too young to handle such delicate devices.

The parents of three students were even reluctant to allow them to participate. However, this situation was defused when they realized that the teacher had designed a strategy to prevent cameras from being broken or lost. The researcher created a security plan that involved actions such as strictly controlling the cameras that were taken in and out of the school, closing the classroom at the break time, and creating behavior rules when handling the cameras.

School Syllabus.

The researcher, in his role as a teacher, is required to follow a syllabus and cover a specific quantity of topics every term. During the intervention, the teacher had to stop the pedagogical intervention for more than 30 days in order to continue with the topics stipulated in the syllabus. As a result, the dates for the instructional design were modified.

Time constraints.

One of the main difficulties was the lack of time to schedule interviews. Interviews could only be carried out during the teacher's free hours but due to a high academic load, it was not possible to conduct all the interviews the same day of the intervention. This impacted the quality of the responses of the students because they were not able to remember some important details about the class, naturally affecting the data and the findings.

Complications with the cameras.

Only minor problems with the cameras emerged such as full memory cards and low batteries. Students sometimes forgot to bring their cameras to the school. It is worth mentioning that although these students were not able to work normally with their own cameras; they were assigned other roles such as carrying the checklists for the picture hunt activities or being models. These students also participated normally in the group work activities. As a result, they were able to practice the target vocabulary. These solutions were effective because they helped to sustain their motivation and keep them involved.

Pedagogical Implications

Teachers who are interested in conducting photography projects in their classrooms should invest time in training their students on the proper use of cameras, especially with young learners who are not aware of some of the basic rules of security such as holding the cameras with both hands or using the camera strap. For this, it is potentially useful to sign a learning contract with the students defining the behaviors that they must follow when using their cameras.

Before starting the pedagogical intervention, the researcher decided to do a mini-project called "Baby Eggs", in which the students learnt to take care of fragile objects by adopting an egg and taking care of it during a period of seven days. Students decorated their eggs and kept them with them at all times. This helped them to get prepared for the actual photography project in which they had to take care of the cameras. Parents were also relieved to know that their children were able to handle cameras and supported the project widely.

This type of project generally requires making some logistic changes in the classroom such as locking the classroom at the break time or allotting a space to store the cameras. It is essential to get support from other teachers and the administrative staff in order to ensure the effectiveness of these changes, as the researcher noted in the evaluation of the lessons

Additionally, photography-based language learning activities can be integrated in the language learning curriculum to build communicative competence in different ways. First of all, teachers can plan and implement different tasks where students are asked to take pictures related to their everyday life experiences and use them as core materials to produce different types of written and spoken materials. Moreover, a photography project fair could be hold every year focused on a specific topic such as healthy food, pollution or the family. Students can share their final products with teachers and students from other grades. Since PBLLA

triggers motivation in students and encourages them to use language, a photography-based activity can be planned by teachers to promote meaningful use of language.

In other content areas such as science and geography, teachers can ask their students to create their own material with photographs to express their understanding of topics such as: life cycles of butterflies or the touristic places in their town.

PBLLA can also be used with high school and university students to foster creative writing in different types of texts, for example, using sequences of pictures to create stories or producing descriptive pieces of writing.

Further Research.

Published research on the use of photography-based language learning activities is limited. For this reason further research studies should collect data about the impact of photography-based language learning activities in the development of other areas of language use and acquisition. The following are suggestions for potential research studies:

- The use of photography in teaching grammar, observing if pictures can facilitate the comprehension of topics such as prepositions of place, tenses, modal verbs, pronouns, and possessive pronouns.

- The use of photography in the development of writing skills, considering how the use of photography promotes creative and reflective writing. Students could be encouraged to compose different types of pieces of writing, such as diaries, essays, stories, descriptions and reports, based on sequences of pictures.

- The use of photography in the development of speaking, building on this research study's observations that learners were naturally motivated to talk about their pictures when they had the chance to share them with their partners. A possible area for further research could be to analyze student's development of interactional and negotiation

skills. Students' pictures were motivating learning materials that promoted authentic communication in which they could talk about themselves and their own experiences.

- The use of photography across different age groups: since this project was conducted with a group of young learners, a comparative study could be carried out, analyzing the impact of similar strategies with other group ages, such as teenagers, university students, or adults.

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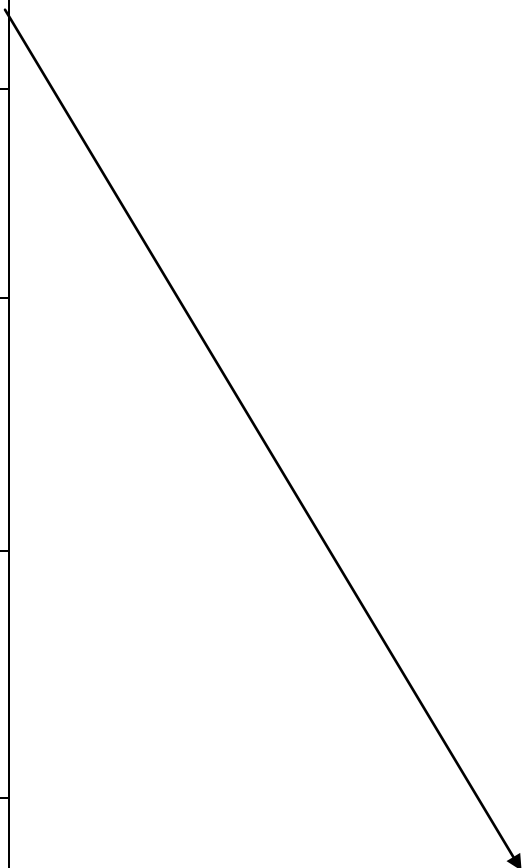http://clear.msu.edu/clear/newsletter/fall2005.pdf

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Appendices
Pre test (Appendix 1)

Match the words with an arrow

	SNACK
	P. E.
	GOALKEEPER
	CHESS
	PLAYGROUND
	SHELVES
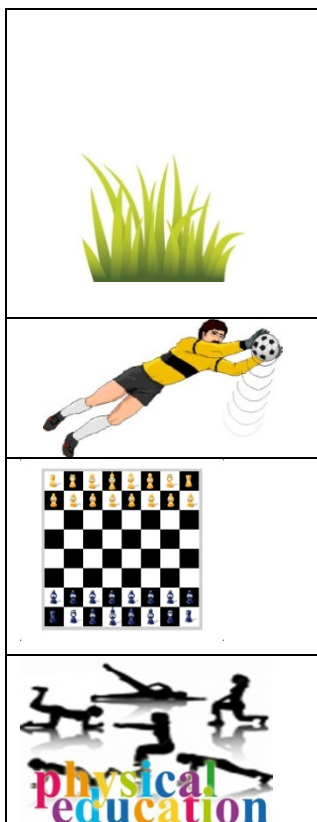
	KICK
	CHARGER
	SOCCER FIELD
	GRASS
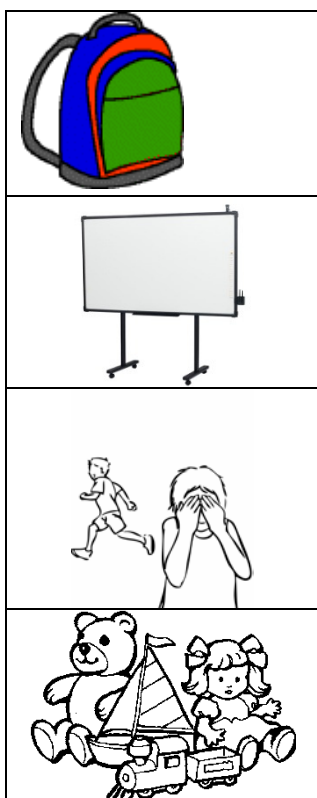
	BELL
	LAPTOP
	FLOWER
	BUTTERFLY
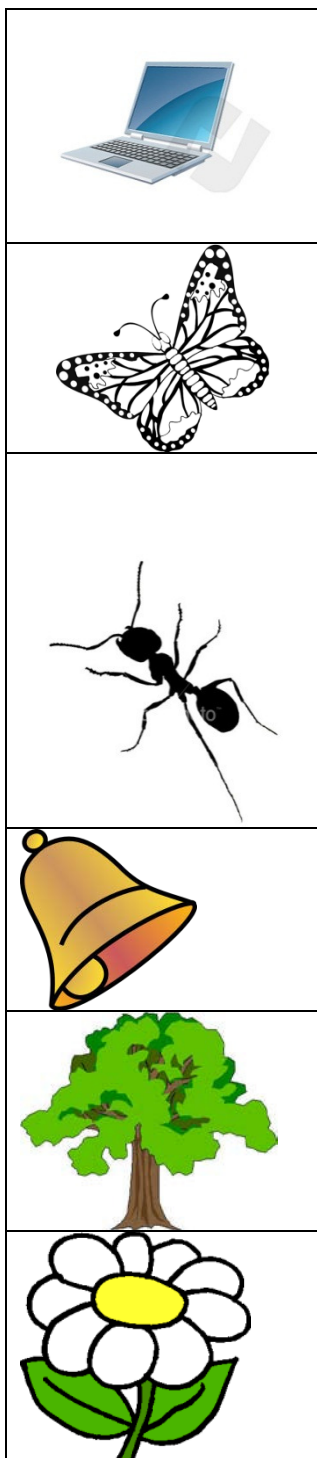
	TREE
	ANT
	BAGPACK
	HIDE AND SEEK
	WHITEBOARD
	TOYS

INTERVIEW QUESTIONS TO PARTICIPANTS (Appendix 2)

- Saludo inicial
- Explicar propósito de la entrevista
- Recordar al estudiante sobre las clases en las que se ha utilizado fotografía

1. ¿Cómo te han parecido las clases en las que hemos utilizado cámaras fotográficas? ¿Por qué?
2. ¿Cuáles fueron las cosas que más te gustaron de estas clases en las que utilizamos las cámaras?
2. ¿Qué fue lo que menos te gustó de estas clases en las que utilizamos las cámaras?
3. ¿Qué cosas podrían mejorarse de estas clases en las que utilizamos la cámara?
4. ¿Qué dificultades tuviste en esta clase?
5. ¿Te gustaría seguir teniendo clases en las en las que se utilice fotografía para aprender vocabulario? ¿Por qué?
6. ¿Crees que utilizar fotografía en la clase ha sido útil para aprender más palabras? ¿Cómo?

Despedida, dar gracias al estudiante por su tiempo.

ICELT Teaching Practice (Appendix 3)

Post-lesson Self-Evaluation

1.   What went well?

1.1 Why?

1.2 How do you know? Give evidence from:

> ➢   the planning
> ➢   the lesson pace
> ➢   the activities carried out
> ➢   the students' production
> ➢   class atmosphere
> ➢   Use of devices for photography

2. What didn't go so well?

2.1 Why?

2.2 How do you know? How do you know? Give evidence from:

> ➢   the planning
> ➢   the lesson pace
> ➢   the activities carried out
> ➢   the students' production
> ➢   the class atmosphere
> ➢   Use of devices for photography
> ➢   Use of devices for photography

3. What were your lesson objectives?

3.1 Have they been achieved?

3.2 How do you know? Give evidenced from

> ➢   the lesson pace
> ➢   the activities carried out
> ➢   the students' production
> ➢   the class atmosphere
> ➢   Use of devices for photography

4. What would you do differently, if anything at all, if you were to teach this lesson again?

Survey (Appendix 4)

APRENDIZAJE DE VOCABULARIO	APRENDÍ TODAS LAS PALABRAS	APRENDÍ POCAS PALABRAS	NO APRENDÍ NINGUNA PALABRA
¿DISFRUTE DE LA CLASE?	ME GUSTÓ MUCHISIMO	ME GUSTÓ	NO ME GUSTÓ
¿TUVE DIFICULTADES PARA TOMAR LAS FOTOS	NO TUVE DIFICULTADES CON LA CÁMARA	TUVE POCAS DIFICULTADES CON LA CÁMARA	TUVE MUCHISIMAS DIFICULTADES CON LA CÁMARA
¿ME SIRVIÓ TOMAR FOTOGRAFIAS PARA APRENDER PALABRAS NUEVAS?	UTILIZAR FOTOGRAFÍA ME SRIVIÓ PARA APRENDER PALABRAS NUEVAS	UTILIZAR FOTOGRAFÍA ME SIRVIÓ POCO PARA APRENDER PALABRAS NUEVAS	UTILIZAR FOTOGRAFÍA NO ME SIRVIÓ PARA APRENDER PALABRAS NUEVAS

Consent Letter (Appendix 5)

Aspaen **Gimnasio La Fragua** N E I V A	**Código – versión 2012** **20120902**
	FECHA **09 de Febrero de 2012**
CARTA DE CONSENTIMIENTO PREVIO	

CARTA DE CONSENTIMIENTO PREVIO	
TÍTULO	**Promoviendo Vocabulario a través de la Fotografía**
DIRIGIDO A	**Padres de Familia del Grado Segundo.**
CON COPIA A	**Rectoría, Dirección Académica, Dirección de Orientación, Dirección de Familia, Coordinación de Nivel, Coordinación de Bilingüismo.**
ENVIADO POR	**Docente de Inglés Grado Segundo.**

Apreciados Padres de Familia.

Con el objetivo de contribuir a los procesos investigativos que actualmente se llevan a cabo en la institución y con el ánimo de promover soluciones a problemas que se presentan en la cotidianidad del salón de clase, he tomado la iniciativa de llevar a cabo el proyecto, "Enhancing Vocabulary through Photography" (Promoviendo Vocabulario a través de la fotografía). Esta propuesta es parte de mi trabajo final de Maestría en Enseñanza del Inglés y tiene como objetivo principal, promover, sensibilizar y personalizar el proceso de adquisición de vocabulario en los estudiantes del Grado Segundo de la institución ASPAEN Gimnasio La Fragua, a través de actividades relacionadas con la fotografía.

Para este propósito se llevarán a cabo talleres, en los cuales los estudiantes tomarán fotografías alrededor del colegio y realizarán distintas actividades relacionadas con el área de inglés, participando de manera activa y voluntaria con el objetivo de avanzar en el proceso de aprendizaje. Consecuentemente se solicitará en ciertas fechas que los participantes lleven a la clase una cámara fotográfica, (con su respectivo cargador y pilas) o cualquier otro mecanismo que pueda ser utilizado para tomar fotos (Blackberries, celulares, ipod, etc).

De igual manera se hará un seguimiento detallado de los estudiantes para evaluar el impacto a través de distintos instrumentos que incluyen el uso de encuestas, entrevistas, tests y grabaciones. Así mismo, los niños realizarán actividades de carácter pedagógico en las cuales tomarán fotografías de distintos lugares alrededor del colegio. Las fotos en las que aparezcan los estudiantes no serán publicadas en ningún medio sin el previo consentimiento de parte de los padres de familia.

Se garantiza estricta confidencialidad a los participantes con la información que se obtenga en este proyecto. De igual manera, se garantizará a los estudiantes, el uso de nombres ficticios para mantener en el anonimato su identidad. Este proyecto no tendrá ninguna incidencia en la valoración académica de los estudiantes. Para generar constancia de que esta información es conocida y aprobada por los padres de familia, se les solicita firmar esta carta de información y conocimiento previo.

Fraternal Saludo,

_____
Profesor de Inglés

ALLIGNMENT OF OBJECTIVES AND DATA COLLECTION INSTRUMENTS
(Appendix 6)

SPECIFIC OBJECTIVE	INSTRUMENT
To explore students' feelings and impressions regarding the use of photography as a learning tool	INTERVIEW (RECORDED) STUDENTS' IMPRESSIONS SURVEY
To evaluate the use of photography-based activities in the learning process of vocabulary.	ICELT SELF EVALUATION PRE TEST AND POST TEST

ICELT Lesson Plan Format (Appendix 7)

Institution: ASPAEN Gimnasio La Fragua	
Class/grade: Second	**Room:** Second Grade Classroom
Number of students: 28	**Average age of Students: 7**
Number of years of English study: 2	**Level of students** *Pre A1* _**Elementary**_

Main Aim(s):
By the end of the class, the students will be able to recognize and name the places around the school by using visual prompts such as photographs

Subsidiary Aims:
Learners will be able to make a presentation about the places around their school.

Photographic Aim:
Students will be able to use properly the "rule of thirds" when taking pictures of people and places.

Personal Aims
Improve my Classroom management skills by applying rules, routines, sanctions and rewards consistently and fairly
Establish a good rapport with the students by helping them to succeed in their learning activities and creating interesting activities
Reduce my Teaching talking time, by carefully planning activities that involve more interaction and independent work from the students.

Module 2				
Stage	**Aim**	**Procedure** **Teacher and student activity**	**Time and interaction**	**Comments**
Review Agreements	**Review the rules for the pedagogical intervention**	Students read aloud the classroom agreements while performing related mimics.	**Ss –T**	
Recycling stage	**Review Previous vocabulary**	**Flashcards:** The teacher will use flashcards in order to elicit students' previous knowledge of the target vocabulary	**Ss – T**	
Setting Up Context And Activities for Photographic skills	**Get Students Familiarized with the context of the lesson**	**PPP:** Present pictures by the Professional Photographer Elizabeth Stafford. Elicit students' previous knowledge of language by asking questions. Demonstrate the Rule of thirds with pictures that have been divided into frames. Have students identify it. Then have students take sample activities. Display those pictures with the VideoBeam	**T – Ss**	
Giving instructions	**Explain the procedure for the activities**	Explain the purpose of the School Tour. **Map Recognition Activity:** Deliver maps and tell the students that they are going to take pictures of different places around school, considering the map key. Define roles: Some will be models, other will be photographers, and other will carry equipment. (These roles will be previously defined by the teacher, for students to know they roles. They will receive bracelets with colors that represent the activity that they must perform).	**T –Ss**	**Students must be fully aware of their roles**
Picture Taking Stage	**Students will take pictures about different**	**Go to every picture station.** The students follow the map key. They will take picture of the place. Models can appear in the pictures performing specific actions E.g. Samuel plays computer games / Gabriel and Luis Play soccer, etc. Students must stop, read (There will be labels pasted in every place) listen and repeat the rhyme about the places before going to the next station.	**WG**	

	places at school			
Eliciting the name of the places	**Provide students with input**	In the classroom, the teacher displays some of students' pictures. Students give their opinions about the pictures. The T also encourages learners to say the name of every place using the chunk "This is the ___". **MATCHING ACTIVITY: Pelmanism** **READING WORDCARDS:** The teacher displays the names of the places, students read them aloud. Students are given a worksheet. Students must label the pictures. Using the labels from the picture. Cryptogram: Unscramble the words. Cross Word Puzzle, Word search with pictures	**T – Ss** **Ss – T**	**Preparation: Print Students Pictures in Advanced.** **Design worksheets**
Controlled Practice	**Students practice target vocabulary with the suppor of their teacher**	**Game**: Pictures are pasted on the wall. The teacher points at them with a laser. Students must say the name of the word as fast as possible. **Presentation by students** **The teacher will model the target structures by saying the phrases.** **Check understanding by having three students doing the same** **Activity 1:** Practice in small groups " This is the:_____" **Activity 2:** Presentations by the students. Students make a presentation of their pictures. "This is the____ " Here is the _____"	**Ss**	

Free Practice	**Student will use target language without teacher's control**	**Information Gap Activity**		
Arts Connection.	**Creating a frame**	Students are given a printed version of their pictures. In groups they must design a frame. They decorate it and write a description of the pictures.	**GW**	
Assessment	**Checking students' learning**	Matching the Pictures with its written form	**Individual**	

IMPACT OF PHOTOGRAPHY-BASED LANGUAGE LEARNING ACTIVITIES

Letter to Academic Director of the Institution (Appendix 8)

Neiva, 12 de octubre de 2011

Señor:
 Jorge Enrique Beltrán Chitiva
Director de Servicios Académicos
ASPAEN Gimnasio La Fragua

Cordial Saludo:

Con el objetivo de contribuir a los procesos investigativos que actualmente se llevan a cabo en la institución y promover soluciones a problemas que se presentan en la cotidianidad del salón de clase, se ha tomado la iniciativa de llevar a cabo el proyecto "Enhancing Vocabulary through Photography" (Promoviendo Vocabulario a través de la fotografía). Este proyecto es parte de mi proyecto final de Maestría en Enseñanza del Inglés y tiene como objetivo principal promover, sensibilizar y personalizar el proceso de adquisición de vocabulario en los estudiantes del grado primero de la institución a través de actividades relacionadas con fotografía.

Para este propósito, se llevarán a cabo talleres de fotografía, en los cuales los estudiantes tomarán fotografías alrededor del colegio y realizarán distintas actividades relacionadas con el área de inglés, participando de manera activa y voluntaria con el único objetivo de avanzar en su proceso de aprendizaje.

De igual manera, se hará un seguimiento detallado para evaluar el impacto de este proyecto a través de distintos instrumentos que incluyen el uso de entrevistas, las cuales serán grabadas, test. De igual manera, los niños realizarán actividades de carácter pedagógico en las cuales ellos tomarán fotos de distintos lugares alrededor del colegio. Las fotos en las que los estudiantes aparecen no serán publicadas sin el previo consentimiento de parte de los padres de familia.

Se garantiza estricta confidencialidad a los participantes con la información que se obtenga en este proyecto. De igual manera, se garantizará a los estudiantes, el uso de nombres ficticios para mantener en el anonimato su identidad. Este proyecto no tendrá ninguna incidencia en la valoración académica de los estudiantes.

Para generar constancia de que esta información es conocida y aprobada por la institución, se solicita firmar esta carta de conocimiento previo e informado.

_____

Jesús Ariel Sánchez Gómez

IMPACT OF PHOTOGRAPHY-BASED LANGUAGE LEARNING ACTIVITIES

Pre- Stage Time table (September –November 2012) (Appendix 9)

Stage	Month	Week (Dates)	Activity
CHAPTER 2 THEORETICAL FRAMEWORK	SEPTEMBER	September 27, 2011	**Action Plan:** Adding details and including the activities for the other Stages.
		Sept 27th - Sep 30th (Due Oct 2nd)	**Annotated Bibliography.** Write for the bibliography check, including 2 articles, 2 books and 2 states of the art.
		Sept 27th - 30th	**Reading:** Reading books and articles related to three main fields: Photography in Education, Vocabulary, Visual Learning.
	OCTOBER	Oct 1st – 31st	**Reading:** Finding more sources related to my research. Reading about • Photography in Education, Vocabulary, Visual Learning. • validity, reliability and triangulation / instrument choice
		Oct 1st – Oct 19th	**Chapter 2 Theoretical Framework** Include theory related to the constructs that will support the project. Talk about the state of the art as to other similar projects carried out locally and if possible, internationally. Intertwine all the theories given: it is not an isolated list of other authors' ideas.
		Oct 2nd - Oct 9th	**Instruments Presentation** • Read about Blogs in Research • Design a Slide Presentation to present the Instrument
		Oct 2nd – 15th	**Instruments Design** • Select the instrument according to the needs of my presentation • Pilot the instruments
CHAPTER 3 RESEARCH DESIGN		Oct 2nd – 24th	**Paper 3:** Research design (chapter 3). Write an introduction of what action research is and what it implies. Also include research question, objectives, and a description of the context, participants and data collection instruments; ethical considerations, consent letters.
CHAPTER 3 PEDAGOGICAL INTERVENTION		Oct 2nd – 30th	**Pedagogical intervention** (chapter 3). This paper should provide a description of the steps and processes to follow to solve the problem, including a timeline, a description of materials, methodology, how the didactic units and lessons will be built, using ICELT lesson plan format.
PRESENTATION OF PROPOSAL TO OTHER COHORTS	NOVEMBER	Nov 11	Presentation of proposal in plenary to other cohorts

IMPACT OF PHOTOGRAPHY-BASED LANGUAGE LEARNING ACTIVITIES

While – Stage Time table (Appendix 10)

Stage	DATES	Module – Aim	Data Collection Instrument
Training Stage	**March 15th -30th**	**Baby Eggs Project:** Students will learn the importance of protecting delicate objects.	**ICELT SELF EVALUATION**
		Creating Agreements: Rules on behavior and the proper use of cameras will be established	
		How to use a camera: Students will learn the basics about taking pictures and will be given	
		Some basic guidelines on the proper use of their cameras.	
In –action Stage	**April 4th -15th**	**Places Around the school:** Students will be able to name the places around their school, using the	**ICELT SELF EVALUATION SURVEY**
		Structure: This is the…	
	May 7th -18th	**My class:** Students will be able to describe/identify objects in the classroom	**ICELT SELF EVALUATION SURVEY**
		Students will be able to describe name their teachers and the subjects they teach.	
		Picture Hunt/ Worksheet Teachers of the school	
	May 25th -28th	**My Abc:** The student will be able to name school –related words for each letter of the	**ICELT SELF EVALUATION SURVEY**
		ABC.	
Evaluation stage	**August 1st -15th**	**Project Fair:** Students will prepare and present their photography projects in the school's project fair.	**ICELT FORMAT – SURVEY INTERVIEW - ORAL TEST**
		Formative Assessment: A post-test will be applied to assess students' learning and the effectiveness of the	
		tool.	**POST – TEST**

IMPACT OF PHOTOGRAPHY-BASED LANGUAGE LEARNING ACTIVITIES

Post Stage time table (Appendix 11)

STAGE	DATES	Activity	Data Collection Instrument
Post Stage	April – Oct 2012	1. Analyze Data 2. Triangulation of information	All instruments
	Aug- Dec	Writing Final paper	--