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An Investigation about the effect of the use of images as strategy to learn
vocabulary in the students of sixth grade in Las Gravilias School,2021

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Dedication

Over the years, not only during my college days but also throughout my life, I have had wonderful people by my side and without a doubt this achievement is thanks to them for giving me the support and affection I needed. Mainly thanks to my mom, dad, grandfather and grandmother who without them I would not have been able to achieve most of the things that I have achieved so far because they always pushed me to give my best, thank you for always sacrificing for me and giving me all your love. Thanks to my aunts, because each one has put a valuable effort into take care of me and give me the best advices. Nicole, thank you for always being the best person with me and supporting me in everything I do, you are definitely one of the pillars of my life and it fills me with happiness to have you by my side. Thanks also to Gustavo, who has been an unconditional friend since high school. Finally, within my family, I hope that wherever my grandfather José is, he will feel proud of what I have achieved.

This achievement is for you, thank you for motivating me to be a better person.

Chapter I

Introductory Framework

Learning a language other than the native language is a great challenge for students who dare to embark on the path of a foreign language, mainly one that is as important in a professional and social field as English. Young Costa Ricans have been exposed to this challenge since 1825 according to (Revista UCR, 2005). This language is taught in schools and colleges, both public and private with the aim that young people master English so that in their professional future it is of great use.

Teaching English classes during childhood and youth is of the utmost importance at an educational level since learning is more significant because the students would be taught from an early age as it is done when they learn their native language, in this way it is easier for the child master it over time. During this stage, students are usually taught a large amount of vocabulary and the formation of simple sentences related to daily activities that the student possibly does.

One of the ways to teach this vocabulary is through the use of visual resources, mainly images. In this way the students relate the vocabulary to the image and learning becomes meaningful. The students acquire vocabulary by remembering the image since they have semantic features that relate it to the words, therefore it is a useful resource to teach new words, but the effect and effectiveness of this technique for students who learn using pictures is still unknown.

Therefore, this research work is focused on knowing the effect that images produce on sixth-year students of Escuela Las Gravilias and knowing how effective is the use of this technique to acquire vocabulary in English. In addition, it is intended to know which methodology is more

Investigation about the effect of the use of images as strategy to learn vocabulary appropriate to use the images as support material to impart the desired vocabulary, to achieve that the learning is of quality for the students and therefore durable so that in the future it will be useful.

1.1 Problem Statement.

The use of images as a learning resource has been used not only to learn new vocabulary but also for other different educational environments. Words are something very abstract and therefore it is more difficult to retain, which is the opposite of images that clearly show what is being talked about. Likewise, the brain is primarily a receptor for images while the part in charge of words is much smaller. (Kouyoumdjian, 2012)

As previously mentioned, the use of images and visual resources is a widely used technique among educators, in this case for teaching English, it is used as a way for students to relate a new word that is unknown to them, use of visual materials gives students a deep insight into the topic being discussed. In fact, during class some students find it difficult to understand certain words, so teachers are forced to use images so that students understand the subject better. (Gabura, 2019)

In some students, it is possible to appreciate that this technique works, but it is unknown how effective this technique has in all the students in which it is applied, it is known that it can be useful but not how useful it becomes for the student and if it the learning acquired by the use of images is significant and lasting.

Knowing the effect that is obtained on students through the use of images is of great relevance for the field of education and especially in the field of language teaching, where learning vocabulary is a matter of importance to master the language and make good use of it. The images

Investigation about the effect of the use of images as strategy to learn vocabulary can produce a positive effect for the students, knowing the effect it produces is crucial to stimulate it in the best way to make the teaching of them effective.

On the other hand, it is known that images and visual resources are only a strategy to teach vocabulary, therefore it must be applied with the correct methodology, which in this case is not entirely clear which is the best methodology with which complement the use of images to learn vocabulary. Finding and applying the most convenient methodology to use the images is part of the project's priorities since without the correct methodology the use of images would simply be a useless tool for students.

The use of images can be very useful to teach students and is a tool that is currently used in classrooms to teach vocabulary but is used without knowing with certainty that the learning that students are receiving is really good and effective, nor the effect that this strategy could provide to the students. Therefore, is the use of images an educational strategy to learn vocabulary effectively?

1.2 Objectives of the Investigation

The research objectives are to verify and demonstrate that the use of images as a strategy to teach vocabulary in sixth-grade students at Las Gravilias School is effective and also to identify the effect that images have on students and how this benefits their learning. In addition, it will be justified why the use of images is an empirical method and in this way demonstrate to educators its advantages so that in the future is more used by them.

1.2.1 General Objectives.

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- To analyze the effect of using images as a strategy to learn vocabulary in sixth-grade students of the Las Gravilias School.

1.2.2 Specific Objectives.

- To demonstrate the effectiveness of using images to learn vocabulary in sixth-grade students.
- To justify why the use of images to learn vocabulary is of great importance in the field of education.
- To identify the effect of images on students learning new vocabulary.

1.3 Justification of the Study

The education of English from an early age is fundamental to develop the language in a better way and to create meaningful learning in the students so that in the future they master the English language correctly and fluidly. Therefore, provide students with quality education, with the right teaching materials and the most relevant methodologies is of the utmost importance to promote the language in learners and to provide them with a teaching that is of great benefit in their future careers and in their social lives.

From a very young age, visual media is often used to teach children new things such as colors, numbers, and vocabulary that they will use in the future when they develop their ability to speak, and these images give the child an idea of what is being learned. The same thing happens when people are learning a new language, teachers use different methodologies and techniques to meet their goals as educators. When learning vocabulary, many teachers use images so that

Investigation about the effect of the use of images as strategy to learn vocabulary students relate the image to the new word and create an idea to the student of what the word means through this technique.

Like all languages, English is a vocabulary-rich language and it is of great importance to handle this vocabulary as it is part of the challenges involved in learning it. The vocabulary should be taught from an early age so that students are familiar with and use it properly when speaking English. During the educational process, teachers use different methodologies to impart the vocabulary in the students as the repetition of the words or write them but these are not always completely effective by themselves, but rather need techniques to complement them and thus make the retention of vocabulary more durable in the students.

A technique that is often used as a complement to promote vocabulary in students is the use of visual materials, especially the use of images, with them students relate vocabulary with the image, and in this way, learning is more meaningful in learners, but the question is how effective is the use of images to learn vocabulary and what effect do they have on learning the language?

Currently, the use of technology in the classroom has provided educators new resources to teach learners and society is in a time where everything revolves around technology so it is not surprising that technology is present in the classroom. This presents a great advantage for both educators and students as they are new means and techniques to achieve good teaching and in these cases also enter the images or videos that are used to teach vocabulary mainly to children, which are very interactive and seem to fulfill their goal of teaching but do all those images serve in the minds of children to digest the vocabulary educators intend to teach?

In this research work, it is intended to see the effect that the use of images has to learn vocabulary in English and if it works in students in such a way that the learning of this vocabulary

Investigation about the effect of the use of images as strategy to learn vocabulary is durable in the students and that learners use it properly when putting the language into practice. It is important to confirm whether the use of images as a strategy to teach new vocabulary is effective in students who receive this subject in their school years since it is a technique widely used by teachers when teaching in educational centers.

Therefore, the study of its effects and the effectiveness it presents in students is of great relevance to the field of language education since it would be shown if the learning of students through these techniques and the use of visual materials is significant and useful for students and to continue using it in the field of education. Otherwise, future researchers could implement a better method to reach the goal of teaching English.

The study is mainly focused on the use of images for learning new vocabulary so it is also important to check which are the most appropriate images for students to understand and relate to their meaning and perceive if students memorize them better if, for example, they are color or black and white images or if this does not affect the student's performance in any area. In addition, find the best methodology that fits the use of images as a complement to ensure that students have the quality education they need and that they internalize the vocabulary taught.

Knowing the results of this research is of great interest to educators and mainly those in which their subjects are related to language teaching since use of images and visual resources are widely used by teachers to teach unknown vocabulary to students, but without knowing at all if this learning is being acquired in a lasting way in the students or if it is being useful in their long-term learning, therefore the research tries to answer these uncertainties.

1.4 Antecedents

Investigation about the effect of the use of images as strategy to learn vocabulary

The first research is carried out by (Llerena & Rodríguez, 2017) for the Universidad Técnica de Ambato with the theme of Kahoot! A Digital Tool for Learning Vocabulary in a language classroom.

It consists of the following general objective: To explore the use of the online platform Kahoot! As a tool for teaching and learning vocabulary in an English Class.

Both qualitative and quantitative methodology was used in the research. Consists of the following conclusion: Games like Kahoot! are an excellent choice for teaching university students, in any subject and especially when teaching and practicing vocabulary in a language class. Students are eager to use their mobile phones or tablets and implement technology into the classroom. These eLearning tools provide a positive environment in the classroom, increase energy and add fun. Motivation is one extra element that has to be considered because students demonstrate friendly competition and cooperative learning (Malamed, 2012).

In the previous research, Kahoot! a platform for teaching vocabulary is put as a research object. In this platform teachers can use images as a complement to teaching vocabulary to students, therefore the previous research work provides a complementary alternative where educators can use images with the game Kahoot! to impart vocabulary to learners which is a great help for this research.

The second research is carried out by (Andrä et al., 2020) for the Educational Psychology Review with the theme Learning Foreign Language Vocabulary with Gestures and Pictures Enhances Vocabulary Memory for Several Months Post-Learning in Eight-Year-Old School Children.

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A quantitative methodology was used in the research. Contains the following conclusion: Gesture and picture enrichment strategies were tested systematically using large sample sizes of children in an applied, naturalistic school environment. Gesture enrichment improved children's ability to translate novel vocabulary, compared with non-enriched learning. These benefits were present immediately following L2 training and persisted up to 2 to 6 months after training had ended. Gesture enrichment was, however, not more beneficial than picture enrichment in terms of L2 retention. We conclude that self-performed gestures and pictorial forms of enrichment may serve as equally beneficial strategies for the learning of foreign language vocabulary in primary school contexts

In the previous research work, it is mentioned that the use of images and gestures in adults to learn the vocabulary of a foreign language is of great help, but it has never really been analyzed in children and the effect it brings on them. The previous research is related to the present research work as it aims to demonstrate the effectiveness of images in children to learn vocabulary and if this is significant and lasting learning for the students which the previous research gives a look at how children react by learning vocabulary through images and gestures, and also provides a perspective on the neurological functioning of children when learning by visual resources.

The third research is carried out by (Raskova & Fitri, 2020) for the Universitas Islam Negeri Maulana Malik Ibrahim Malang with the theme Teaching Vocabulary Through Picture Cards in Islamic Elementary School A Case Study in Nida Suksa School, Thailand.

It consists of the following general objective: to know the influence of Picture Cards in teaching vocabulary to the third grade of Nida Suksa School, Thailand.

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A qualitative methodology was used in the research. Contains the following conclusion: Teaching Vocabulary in Islamic elementary school or for young learners is crucial. It is because vocabulary has always been a fundamental skill to enable students to master four English skills, which are reading, writing, listening, and speaking. The more comfortable way to teach vocabulary in Islamic elementary schools is by using creative media. One of the media that have been implemented is the Picture card.

Based on the above research, it was concluded that in Thailand schools it is necessary to use creative resources to teach vocabulary as it is the basis of the four English skills and vocabulary is necessary to master them all. In this case, Picture cards were used to develop the research, which is a visual medium that can be used with images to teach vocabulary. This gives another alternative of didactic material for the use of the researcher to use the images as a complement to teaching the students who are going to be part of the research work the desired vocabulary and to check if the use of images is effective and with which techniques and materials is more efficient.

The next research is carried out by (Zúñiga, 2020) for the Universidad de Costa Rica with the theme La promoción del uso didáctico de pictogramas en personas docentes de inglés para secundaria graduadas de la Universidad Nacional.

It consists of the following general objective: Develop an ongoing training process to promote the didactic use of pictograms in English teachers for high school graduates of the Universidad Nacional de Costa Rica. And the following specific objectives: To establish pedagogical guidelines for the didactic use of pictograms for the teaching English in secondary school, To promote the representation of concepts in a pictographic way for the design of teaching resources in English teachers for secondary school graduates of the Universidad Nacional, To

Investigation about the effect of the use of images as strategy to learn vocabulary assess the use of the training process developed from the perspective of the participants and the researcher.

A qualitative methodology was used in the research. Contains the following conclusion: The workshop for UNA graduates for English teachers developed in the present was helpful from the perspective of all parties involved and, as indicated by people, they would recommend it to their colleagues, because they thought it was a good continuing training alternative that allowed them to learn something new and useful for their work as a teacher; each participant successfully incorporated pictograms into a didactic resource for teaching English. And presents the following recommendations: Although working in a virtual way and with digital means, manual work should not be left aside, as it allows a greater involvement between the teacher and the educational resource designed, It is necessary to give more examples of uses of pictograms both for teaching macro English language skills (listening, speaking, reading and writing) as for their micro-skills (grammar and pronunciation, for example), which would facilitate participants can propose concrete ways to use pictograms in their specific educational contexts.

In the previous research work, the object of study is to implement the use of pictograms as didactic material to teach students the English language, this shows that the use of pictograms is favorable for students since they show a positive attitude at the time to use it and that teachers also feel satisfied using these visual means to teach the language to students. The use of pictograms is an alternative to the use of images to teach classes and which presents a positive response in the students, for which the relationship that the previous research has with the present investigative work is of the utmost importance since it presents a different form to teach vocabulary through pictures to create meaningful learning in students.

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The following research is carried out by (Mansourzadeh, 2014) for the Journal of Elementary Education with the theme A Comparative Study of Teaching Vocabulary through Pictures and Audio-visual Aids to Young Iranian EFL Learners.

It consists of the following general objective: To attempt to find out if Iranian EFL learners whose native language is Persian follow the same pattern of vocabulary acquisition by employing the audiovisual aids or applying still pictures.

Both qualitative and quantitative methodology was used in the research. Consists of the following conclusion: The research results revealed the effect of pictures on Iranian EFL learners' vocabulary acquisition of language at the beginner level therefore, it is recommended that Iranian teachers understand the value and effectiveness of pictures in teaching vocabulary and other aspects of English language.

The previous research concluded that the use of images in young people to learn vocabulary is a great help and especially when are difficult words they are usually better understood when using images to represent them. In addition, the use of images makes the class feel more alive for the students. This shows the effect that can provoke the images in a student when learning new vocabulary which is of great relevance for the present project that aims to know the effect and the effectiveness that the images have when learning new vocabulary and with which methodologies work the images best to learn the desired vocabulary.

1.5 Scope

As mentioned above, the effectiveness and effect of images as teaching aids for teaching vocabulary to students of a foreign language is somewhat unknown. It is intended to reach a conclusion on the subject and demonstrate the true usefulness of images for the field of education

Investigation about the effect of the use of images as strategy to learn vocabulary and in this way give them the correct use to develop quality teaching in students. Otherwise, if it is shown that the use of this technique is not as effective as was thought, the ideal would be to demonstrate why it is not and thus create awareness that it is better not to use it and that a future researcher on the subject is inspired to find an effective alternative.

If the research concludes that the images as support material are not as effective as previously thought, it is intended to inspire future researchers to seek a more appropriate and therefore more empirical alternative to teach the vocabulary of a foreign language in students. In this way, in the long term, there will be an efficient methodology and techniques to teach new vocabulary and therefore a broader generation of people who master the language to perfection.

Likewise, this research project is intended to justify the reasons why the use of images is effective to learn vocabulary and why it should be a technique applied by teachers who teach a foreign language. With the justification of this technique, it will be shown to teachers and future educators that the use of images is an empirical method of teaching vocabulary and that in this way its correct use is used in more institutions and by more educators to create a future generation that masters the language as they do with their native language.

On the other hand, it is expected that when its effectiveness as support material to teach vocabulary is demonstrated, the most suitable methodology for using images as a didactic resource will also be found and that in this way teachers will apply it in the future so that students acquire the desired vocabulary. Finding the methodology that adapts to this didactic resource and that they will be the appropriate complement is one of the goals of this project since without the appropriate methodology the images would not be so enriching for the learning of the learners. Therefore, identifying the methodology that has the most impact on students and applying it in the future

Investigation about the effect of the use of images as strategy to learn vocabulary together with the images is an achievement that is expected to be achieved by completing the investigation.

Chapter II

Theoretical framework

In the next chapter, the theories that complement this research and that support it to make it a credible investigative work will be reviewed. These theories are fundamental in the project since they explain why it is believed that the use of images to teach vocabulary is a viable factor for the learning of vocabulary to be internalized by the students, in addition to showing more in-depth information on how the human being is designed to receive mainly more information through images than from other resources.

2.1 Literature Review

2.1.1 How to teach vocabulary

First, what is vocabulary? The set of words of a language is known as vocabulary and every language has words, the beginning of the language is formed simply by words. Over time, people continue to acquire vocabulary even in their native languages since this is how the language evolves and new words are developed or different meanings are given to oneself. The same happens when learning a new language, students start by acquiring vocabulary and then go on to form sentences, and even when people have mastered the language they continue to learn new vocabulary that the person had not acquired before. Therefore, second language learners must deal with the new vocabulary in the best way so that it is internalized.

Vocabulary is of great importance when learning a language since without vocabulary people could do nothing and even so with a minimal vocabulary would still be limiting themselves when speaking the language. As much as the grammar rules of a language are known, not much

Investigation about the effect of the use of images as strategy to learn vocabulary can be done if the student's vocabulary is scarce and results will not be seen in their learning, but instead, with a large amount of vocabulary, more can be expressed than with simple grammar.

However, the teaching of it has not been taken into account as severely as it really should be and when vocabulary is taught practically the teachers pretend that the vocabulary should simply be studied by the students and that they memorize it on their own, but the role of the teacher and the techniques used to teach new vocabulary is of great importance since this will be reflected in the students' learning

When it comes to learning a language, many factors play a main role in the mind of the person, to understand it better it is necessary to understand how a person acquires vocabulary. When a child learns to speak, usually begins with vocabulary by labeling the different things or people around. (Thornbury, 2002) gives us an example that when a child is taught the word dog, the child will associate it with the animal, but not all animals are necessarily a dog, so the child will learn to know how widespread the concept can be. and know that other animals are not dogs, but identify different dogs. Therefore, it is not simply labeling but also categorizing.

Over time the person will learn that common words like the “dog” example can be replaced by more general words like “animal”. This process is known as network building, which is creating bonds between words that are within the same category and this is done for the rest of human life as new vocabulary is learned. In the same way, it is done when learning a second language with the difference that the person already has a language that masters but the network building process is done with the new language by linking words and learning a new speech system.

Another important question is how this vocabulary is learned and internalized correctly. Learning is the same as remembering, therefore, how is all this vocabulary remembered?

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According to (Thornbury, 2002), experts on the subject of memory divide this into three systems which are: short-term storage, working memory, and long-term memory. For what this research is, the fundamental systems are working memory and long-term memory. In the case of working memory, this system is related to the action of learning and understanding it is the process where it is put what wants to be learned, then it is studied and analyzed before being stored. The information being manipulated can come from external sources or come from long-term memory. For example, if the student learns a new word that sounds similar to another that was already in the long-term memory and compares the two in the working memory before deciding if they are the same or not, which is a process that takes about twenty seconds. This ability to remember the vocabulary is called articulatory loop which is the subconscious repetition of the word until it is internalized in memory, the ability this loop to retain the word is of great importance to learn a language, therefore the better the articulatory loop, the easier it will be to learn more words, even simple interference such as background sounds may cause the articulatory loop to fail.

On the other hand, long-term memory in comparison with the others has a great retention capacity and durability. In some cases, it has been shown that a word can be learned in one class and for the next one it will be forgotten, which shows that the long. term memory is sometimes not as durable as expected, however, this new learning can go from being quickly forgotten to never be forgotten which is a challenge for language learners. Some of the ways to ensure that this vocabulary learning is never forgotten can be the repetition of the material that is being used so that it is better internalized or reuse the vocabulary learned in activities such as writing or speaking to make use of it in a more practical way, there are different ways to ensure that vocabulary is never forgotten, many times it is a matter for each student and the teacher since

Investigation about the effect of the use of images as strategy to learn vocabulary the practice and use of the vocabulary learned will play an important role in keeping it in long-term memory. (Thornbury, 2002)

But of course, not in all the cases memory will work in this way, and possibly there will be vocabulary that will be forgotten over time regardless of whether it is after a lesson or even years after not constantly using the language. Several factors are part of the vocabulary being retained in a lasting way and one is, make it easy for students to understand vocabulary when it comes to giving it, therefore the easier it is for students to learn this vocabulary, its retention will be longer. In addition, for the vocabulary to be easier to internalize, it is using little vocabulary in different periods since if they are taught all the vocabulary at one time the student will not be able to retain everything, so learning will not be durable.

It has also been shown that the cause of loss of vocabulary information by students is because the vocabulary is simply seen during one class but is never reviewed in others, so it is important to reuse the vocabulary in the following classes to be making practical use of it and thus retain it for a longer time through practice. Either through conversations between students or written practices where the student makes use of it constantly to not be forgotten and in addition to making use of vocabulary in more realistic situations.

Everything that was mentioned above about how memory unfolds in its environment to acquire new vocabulary must be stimulated, and the person in charge of that is the teacher who teaches the language. The teacher is of utmost importance in this sense is the professional in charge of providing their knowledge to the students and this is achieved with the tasks and strategies that the teacher gives the students to create their network building with the words that are intended to learn and organize their lexicon in the language.

Investigation about the effect of the use of images as strategy to learn vocabulary

Also when teaching vocabulary, it is not only important that the student learn it, but also know how to identify it when listening to it and its correct pronunciation therefore the role of the teacher, in this case, is to pay attention in the moment of pronouncing it and emphasize the stress of the word for its correct pronunciation. In addition, the words must be exemplified in their typical context so that the students know their correct use, in which cases to use it, and in which cases not so that the syntax of the sentence is adequate.

Otherwise, students also have responsibilities in the process of acquiring new vocabulary, since they are the ones who have to build their vocabulary repertoire that will be used in the future, in addition to being actively immersed in acquiring vocabulary and practicing it constantly, to be repeated and learned in a more meaningful way. However, it should be clear that not all the words that students need can be taught but they will need to consult texts and be exposed to speaking to acquire the desired vocabulary.

One way of presenting the new vocabulary to students is through visual resources, although different alternatives can be applied to present the vocabulary to students, such as translating the vocabulary into the native language as presented by (Thornbury, 2002) in his book "How to teach vocabulary", but this badly spoils students to continue using the native language to learn a new one. Part of the implications of the teacher is to disengage students from translating words into the native language. But an alternative that is more often used in classrooms is the use of images. The uses of visual materials can be varied since they can be represented with physical objects that would bear the name of realia or using images, which is a much more feasible option for teachers who teach a language.

The use of images to learn vocabulary gives better results as long as other resources are used to reinforce it since it is believed that the use of images is limited for the student to

Investigation about the effect of the use of images as strategy to learn vocabulary remember the vocabulary. Therefore, explaining its meaning to the students after presenting the images and providing examples with the use of that vocabulary will be more useful since the student will not simply relate it to the image but will also remember the example or explanation of the meaning and in this way, the learning will be meaningful. (Thornbury,2002)

Also, just teaching the vocabulary will not be efficient in getting students to learn it, but during the other lessons, the vocabulary will need to be constantly reviewed for the students to practice and use. They can be group or practical activities where vocabulary will be used. For example, having students maintain a conversation focused on a topic that has already been seen and that is related to the previous vocabulary so that in the first person the learners use the vocabulary that was acquired through images or another activity that can be used is to do for the students to draw the vocabulary they have learned, in this way students will create the visual material that they will memorize.

Otherwise, the use of images to teach vocabulary can also be reinforced with mime along with a little verbal use to clarify the situation that is being represented. Even the teacher can give a personal example where uses the vocabulary learned and encourage the students to also comment on something that has the vocabulary that is intended to be practiced, in this way the students will also use the vocabulary using experiences from their personal life for which it will be more memorable for them.

Alternatively, a feasible technique to teach vocabulary by teachers and to be internalized by students is distributed practice, which plays an important role in long-term memory. This is based on teaching small amounts of vocabulary, regardless of the way it may be, for example in sets of four words and then test them with the students for a certain time so that they are practiced

Investigation about the effect of the use of images as strategy to learn vocabulary by the students and then continuing with another set of vocabulary like that continuously during the class as long as the better the words are learned, the time of the word test will be extended.

The use of reinforcers intended to give students enough examples so that the learners feel confident that they understood the word and thus include it in the vocabulary they use. In addition, these also work for students to practice the vocabulary, whether written, verbal, or heard and in this way internalize it correctly so that it can be used in future situations.

The use of images cannot simply be limited to teaching but also practice and train the students so that they acquire this vocabulary permanently and that when presenting the vocabulary, it is easier for them to acquire it. The techniques used to remember things are called mnemonics, one of the best ways to apply it is through visual resources. The technique presented by (Thornbury, 2002) called the Keyword technique, which constitutes using the first language to relate words from the second language, consists of relating an image with the pronunciation of the word from the second language and with the meaning of a word from the first language. For example, the word "red" in English sounds very similar to the word "red" (spiderweb) in Spanish, therefore the student can imagine a red spider web when learning the vocabulary or the teacher himself can present this technique on the board. with a picture of a red spider web and facilitate student learning.

For students to acquire vocabulary in the best way they have to link the new learning with information already stored in memory and this is what mnemonics do to provide students with how they link the knowledge they intend to learn with prior knowledge. What mnemonics will do is give students an interesting way to learn while their memory is durably storing the information.

In fact, according to the results of an investigation carried out by (Terrill et al., 2004) where they used mnemonics with high school students who had learning disabilities, the mnemonic

Investigation about the effect of the use of images as strategy to learn vocabulary that was used as the previously mentioned keyword and images that complemented it, resulting in that even for week six the students remembered 92% of the words that they learned with this method, while only 49% of the words that were taught with the traditional method were learned.

The above shows how the use of mnemonics in students can influence their learning and especially when they are complemented by the use of images since these create a link between the information that want to learn and with the previous knowledge that the students have on the subject, however minimal it may be. The mnemonics that use images are a useful tool for students to remember the vocabulary that is intended to be taught and this remains in their memory for much longer than they would with traditional methods.

At the same time, another viable technique is the use of Word Cards, which is based on making sets of cards where one has the vocabulary that the learner wants to learn and in another card its definition in its native language. The set should be made up of around twenty to fifty cards depending on their difficulty, the student must learn the vocabulary and its meaning in their native language as time goes by and this vocabulary remains in their memory the student will evaluate himself through shuffle the cards and match them with the correct word and meaning. When the self-assessment is presented, the students must scramble them in each self-assessment to avoid learning them simply in the order they are in. The more vocabulary is learned, the letters should go out and be exchanged for new words that the student wants to learn.

But the set of cards does not have to be limited to being only with vocabulary and its meaning in the native language, but a set of cards can also be made where the student with the vocabulary and an image that the student associates with the word that wants to learn. In this way, the student will not need to use the native language to learn vocabulary and will simply associate it with an image, as previously demonstrated, images play an important role in memory when

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learning new words and making a relationship between them to achieve meaningful learning.

Therefore, a variant of self-evaluation for this alternative is a memory game where the student must put all the cards down and must lift either an image or a word and look for the one that matches it.

This technique has many alternatives that can be used to vary it a bit and that students find it useful and fun to use. For example, group games can be played with the teacher where two students each, present a word from their set of cards and the first one who manages to make a coherent sentence with both words wins a point or the teacher can also make pairs to exchange their set of cards and that the students teach each other the vocabulary that they do not have in their own set of cards and in this way encourage them to teach and learn vocabulary that they did not know.

2.1.2 Is the brain mainly an image processor?

The one in charge of receiving all the information that the human acquires is the brain. The brain is responsible for the memory processes mentioned above and the one that is involved in the development of people's learning. Consequently, it is of the utmost importance to understand how this organ works and processes all the information that is intended to be learned, as well as how it is an organ that is mainly an image processor rather than a word processor.

First, how does the brain work when it comes to learning? The learning process is mainly produced by an interneural connection called synapses, this connection of neurons allows receiving both internal and external stimuli in the environment that is being developed, turning it into a processor of information and what leads to learning. In addition, the role of emotions in the learning process is of the utmost importance since both complete and integral development in the student. (Velez Tuarez et al., 2019)

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Based on the above, it shows that the brain is primarily in charge of the learning process and therefore in charge of retaining the information that is being provided to students. It is also shown that the student's state of mind can be an important factor when it comes to learning since if the student presents symptoms of sadness or fatigue, the student will be less alert when the teacher provides the subject to be studied.

Student emotions should be taken as important factors in education since they facilitate or hinder the educational process. As emotions are also part of the brain they are related to the learning acquired by students. According to (Tacca, 2016) if an educational experience remains in the memory of the student as something rewarding, on other occasions the students will receive the information in a better way, but if instead, it remains as a negative experience for the student, in future occasions the student will react in the same way, making learning not acquired in a good way and therefore forgotten in a matter of moments.

For this reason, the experiences in the classroom for students should be rewarding for them and create a positive environment in the classroom as this affects the student's emotions and consequently their learning. Creating an environment where companionship, the desire to learn, and respect for others are encouraged will strengthen an environment indicated in the class, otherwise, the learning and the attention of the students for the lesson will not be of great benefit for them.

It is here where a fundamental aspect in education is exposed, which is that the attitude with which the student faces during the educational experience and the didactics and instruments used by the teacher will result in either good learning for the student or otherwise contrary. Emotions favor the process of acquisition of the material and its storage, therefore, if the student's experience is pleasant while learning, the more effective the teaching provided will be.

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The brain by nature is an organ programmed to learn and specialized in collecting and storing information. Through this construction of knowledge, the brain gives meaning to what has been learned, it also can create and search for alternatives to use this information. The brain is genetically capable of receiving all this material that is being taught and that with strategies allow achieving better results in the retention of this information in a lasting way.

The brain and its importance in the development of learning are based on the fact that the entire central nervous system, where the brain comes into play, contains a large number of neurons that can receive learning and in this way acquire the knowledge that is being imparted. This learning is done through cognitive processes that process, encode and store the information to be used.

But apart, some factors also limit the learning memory, causing students and their memory to be affected and, consequently, making the learning they are acquiring not entirely significant, which will cause poor storage in their memory. According to (Watcharee, 2018), these factors that intercept a good memory are: Distraction and being doing something else at the same time. This means that the information that is being transmitted does not reach the memory correctly or leads attention to two different activities at the same time, causing the information to be acquired not being analyzed well, achieving a quick forgetting of that information.

This is where the importance of neuroscience for education should be highlighted since it deepens understanding of how the human brain works when learning. The teacher must have full knowledge of how their students process information, such as they learn since stimuli are more favorable for them at the time of the educational process and neuroscience has contributed with great contributions of increasingly efficient techniques to teach and learn and make education meaningful.

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As mentioned in point 2.1.1 of this project, memory is essential during student learning since it is responsible for maintaining the information that the brain collects, basically memory is the process of acquiring and storing information for the use that the people want to give it and when it is used, the memorization process, that occurs after learning the acquired material, takes place.

Also, another aspect that must be taken into account when it comes to knowing how the brain works when learning is to know the two hemispheres that form it. On the one side, the left hemisphere is in charge of carrying out functions such as reasoning, logic, and language, but on the other side, the right hemisphere constitutes the most emotional and artistic functions of the brain such as music and an important aspect of the research, the image processing.

It has been proven that the brain is mainly an image processor instead of being a word processor, but the truth is that each hemisphere of the brain is predominant in the specific tasks that each one elaborates therefore it is not entirely correct to affirm that the right side or the left side will process an image better than a word, but both can indeed be stimulated to create meaningful learning. As previously said, the left side is responsible for the language and the right side of the images, therefore working both sides when teaching vocabulary with images makes both sides of the brain work equally to internalize the information in a more permanent way for the student memory.

In the area of language, it is proven that the left hemisphere predominates more, but the right also fulfills fundamental tasks in this process, such as the recognition of speech, which, with the combination of the use of images to learn vocabulary, promotes a more complex brain function which will interconnect both hemispheres, thus achieving more meaningful learning in the student.

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The teacher must apply strategies when teaching to stimulate both hemispheres of the students since in educational systems they are based on exploiting the memorization of the students, something that is typical of the left hemisphere of the brain and they put aside the exploitation of the abilities of the right hemisphere such as the perception of images. In this case, it is essential to stimulate both hemispheres to create a quality teaching-learning process and ensure that students acquire the subject taught in a better way. (Merino, 2017, 23)

A theoretical model presented shows that two systems stand out among the others when it comes to learning vocabulary. The visual system that is responsible for visual and imaginative perception and on the other hand the verbal auditory that controls auditory perception and that responsible for speech, this it is much better to divide the work between both systems so that they process vocabulary instead of giving all the work to a single system by making the visual and verbal system-related when receiving the information acquired.

For this reason, when it comes to teaching vocabulary, teachers who only limit themselves to giving the words to the students to be memorized are simply exploiting the left hemisphere of the students while the right is not providing any use during the educational process. This causes there to be an inequality in the distribution of tasks that each hemisphere fulfills and this makes the student's education not entirely adequate and balanced. In this way, the inclusion of visual resources such as images to learn vocabulary encourages the exploitation of both hemispheres and thus provides students with the quality education they need so that this material that is provided to them is understood and stored in the brain of the student in the best way.

2.1.3 Visual resources advantages for learning

Didactic materials in education are a key element to facilitate and improve the teaching for the students, they can be both practical to reinforce a topic seen or materials designed to teach

Investigation about the effect of the use of images as strategy to learn vocabulary a specific topic. When teaching vocabulary in a language class, popular teaching materials are visual resources, especially the use of images since students can relate the words they do not know with the image that is presented to them to learn it.

When children are born they learn things mainly by seeing the world around them and they learn it before knowing how to speak, their knowledge grows through what they see and then recognize it. This learning process is formed based on images and the visual resources to which they are exposed, on the contrary, text, and words come later during learning when it has already been visually exposed to the child. (Watcharee, 2017)

What has been demonstrated above is an example of the benefits that the use of visual resources brings in education, not only for languages but for education in general since it makes the educational process easier for both the learners and the teacher. For this reason, making use of images in the teaching of a language is an effective practice that helps to complement the use of words and give the class a little more interactivity to learn and make this knowledge lasting through images.

Visual education not only consists of sight but also involves the perception and visual analysis of what is being presented to them in an image, therefore this increases the visual intelligence of students especially in a current society where students are exposed to screens such as those of their television, cell phone and computer, which causes their ability to perceive things through their senses to decrease. The visual perception is lost resulting in a lack of understanding of the meaning of an image. (Karavakou & Neofotistos, 2018)

Then, an advantage of using visual materials such as images is that it encourages the increase of their visual intelligence that due to the use of new technologies has decreased making

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them less perceptive and this can be corrected by visual stimulation at the time to learn with pictures. Therefore, teaching second language students vocabulary through images is a stimulus to sharpen their visual perception by having students relate the word that wants to be learned with an image that represents it with the consequence that their visual intelligence improves, and acquire the vocabulary.

The images are also easy to understand compared to a word due to which communication between teacher and student is easier. Explaining the meaning of a word in English can be complex in the classroom where the native language is not used because the objective is to promote only the target language and it can even be more complex if the students do not yet master English at all. While the use of images will say more than a thousand words since the student will relate the image to the vocabulary that is being taught and will even understand the context in which the word can be used, resulting in improving communication between the student. and the teacher when teaching new material.

On the other hand, the use of images will not only be for those students whose learning style is visual but the visual resources that are used in class can be useful for the different learning styles of the students. When the subject is taught in class through verbal and auditory means, visual resources can be used before, during, or after teaching the subject and in this way give support to the material that is being taught, this will motivate students to learn and will be a vivid class. (Watcharee, 2017)

It is convenient to clarify that what the previous text refers to is that the images provide a more colorful and lively environment to the class, which benefits since it attracts the attention of the students to want to learn. In addition, as mentioned in point 2.1.2, the emotions of the students are an important factor, consequently providing a pleasant experience to the students with a colorful

Investigation about the effect of the use of images as strategy to learn vocabulary environment to the class will be a benefit in the memory of the learners because it will attract their attention to learning and it is a technique that will reinforce the material for students who have different types of learning because they will work on the senses of sight, hearing, and speech.

Also, the visual resources are not simply limited to teach vocabulary to students but can express a general idea about a specific topic that is going to be discussed. Visual resources make students understand what a text is going to be about or what is going to be discussed, since images alone can provide details that help students get an idea, even if it is minimal, about a material provided by the teacher and in this way students feel more comfortable in class since it can sometimes be intimidating for some students especially those who do not have a great command of the language.

2.1.4 Images help retain vocabulary

As demonstrated in previous points, images and education are two terms that can go together, resulting in a more meaningful and quality education. It was reviewed how memory and the brain work at the time that a student is taught vocabulary and how many factors can affect this learning positively or negatively, it was also demonstrated the advantages that images have in education, whether for learning or to create a positive atmosphere in the class, but there is still the question of how the images help to retain the vocabulary in the minds of the students and why this is a primary method of teaching vocabulary.

The didactic option to acquire vocabulary is the analysis of an image since simply by looking at an image in detail the student can perceive all the details that compose it and how its elements are perfectly distributed to give ideas of what the image means. It is easier for students who acquire vocabulary from another language to visualize an image with a new word and to deduce through the details it contains what the vocabulary that is presented means, this will make

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learning more meaningful since in the memory will remain the details of the image and the relationship with the word.

In addition, the use of images to learn vocabulary is an important tool to help students since they provide a context where the student will relate the image to the word. By providing a context, the student will make it easier to remember and have the vocabulary in the memory since without the image the student will not be completely clear in which situations the word that is being acquired can be used with the consequence that the word will not be stored in the student's memory. This occurs when words have not been processed by a good memory connection, while images and in general visual resources are techniques that make the information that is being presented to students make a good connection with their memory. (Birds, 2012)

Therefore, memory at the time of receiving information, such as vocabulary, works better when connections are used and in this case, it is the images that give connection with the words so that the student can internalize them and be stored in the memory. As mentioned above, when students find the context of the image, they understand more easily in which cases to use the vocabulary that is being learned and the correct way to apply it, as a result, the images make the process of acquiring and learning the information more viable.

It has come to be believed that an easy way to learn vocabulary is by translating the unknown word into the native language to store it, but this process does not create a good connection between the acquired information and memory therefore in a short period the information will be lost. To learn a word well in another language, the person has to create a connection and a relationship so that the memory stores it in a better way and this is achieved with images, when unconsciously applying them to a student when learns the vocabulary, the learner will have mental images aspects of the visual resource that was used to acquire vocabulary and this

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is due to the good connection that is created between information and memory, resulting in more lasting learning.

According to research carried out by (Andrä et al., 2020) where they experimented with children and adults and see how effective it was to learn vocabulary through gestures and images and verify how long retention was of this information in the students' memory. They concluded that gestures improved the ability to transcribe the vocabulary of a novel compared to students who did not receive the technique of gestures, but it was also shown that gestures were not as beneficial as images in retaining vocabulary. The results of this research gave from the beginning of the application of the techniques both the images and the gestures and persisted in the memory of the students from two to six months after having used the images.

According to the above, it is shown how the images help to retain the vocabulary that is intended to be taught to students and how it is easier for them to use it and recognize it in the practices that are carried out after teaching it. In addition, it shows very favorable results in what has to do with the retention of vocabulary in memory, lasting from two to six months in students and that can even become permanent if the use of vocabulary is constantly used. However, they clarify that these techniques can become complements for other strategies such as verbal or listening to make the results in the students improve.

This effect that images bring when learning is known as Picture Superiority Effect, this phenomenon has been studied both in memorization and recognition tests. While words are more complex and are divided by many variables such as phonemes, spelling, and semantics, on the other hand, images have no limits in the students' heads and for this reason, it is easier to learn through images than by words that are not understood by students due to their limited access to information to what the word can refer to. (Van der Cruyssen et al., 2020)

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Regarding the above, the Picture Superiority Effect is the effect that images have on words, where learning through images is much more feasible than words. It has been shown through tests that they help to retain and recognize words more than the word alone, since words do not say much about their meaning and in which case these words can be used while through images they give a lot more to visualize and decide what that word means and in this way it will remain in the students' memory making the learning more durable.

According to (Wright et al., 2006), the important thing about learning vocabulary is to relate the word to its meaning and not just remember the formation of the word. One way to relate the meaning to your word is through images, verbal language is only one part of learning, but images and visual resources play an important role in giving us complete information and understanding it and when it comes to understanding information that If you want to learn, it is easier for the student to make a good connection between information and memory, making it retain it for a longer time.

Based on the research carried out by (Alhamami, 2014) where different students were put to the test to find out which method was more efficient to learn vocabulary, very favorable results were given for the use of images that were tested together with the audios and videos. The results showed that the images helped more to retain vocabulary compared to the videos and audios and that, in addition, the images satisfied the students concerning knowing what the meaning of a word was. This has a logical explanation according to who carried out the research, and this is that there is a great link between the meanings of a word and an image. As well, students come to pay more attention to a word when it is associated with an image that represents it.

According to the above, it is evident how the images turn out to be more efficient when it comes to memorizing new words and how it excels within the other techniques that were used.

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In addition, the students were able to understand simply with an image what was the meaning of the words that were taught and this was because the images are strongly related to the words, which makes their comprehension faster and easier and as mentioned previously at other points, the images attract more the attention of the students, so their concentration is totally on the material that is being taught to them and as a result of which the material is internalized in a better way and therefore more durable in the student's mind.

In addition, students who learn a new language are more likely to retain vocabulary with different visual resources than students who are not exposed to imagery materials. According to the theories of the author (Paivio, 1969) memory is encoded through visual and verbal representations, therefore giving vocabulary will not only create quality learning in students but will limit it. Pictures and words are coded differently and therefore when used together it becomes more effective to maintain vocabulary.

Chapter III

Methodological Framework

This chapter will present the methodology that will be used for this research and the instruments in which the data will be collected to be analyzed and studied to reach a conclusion in the research and to know the pedagogical effect that the images provide in teaching. the vocabulary of the English language in sixth-grade students at Las Gravilias School and how they can be complemented to create quality learning.

3.1 Research Approach

For this research, the qualitative approach will be used, which according to (Hernández et al., 2000) define as: "the collection and analysis of data to refine the research questions or reveal new questions in the interpretation process." (Page 7, par.1)

The qualitative approach is based on data collection to answer the unknowns and research questions as the study progresses, new questions may even arise during and after data collection. When concluding, the facts and the interpretation that researchers give to the results they obtained in the studies are taken into account. Therefore, in this qualitative approach, the interpretation that the researchers give to the results and the facts that they observed during the study play an important role to reach a conclusion that answers the research question.

The qualitative approach allows the researcher to collect information through the experience lived during the study, which can be analyzed through the results observed in the involvement of the object of study, which in this case are sixth-grade students of Las Gravilias School. This approach shows how people react, act, and the characteristics that each of the

Investigation about the effect of the use of images as strategy to learn vocabulary participants presents when learning English vocabulary through images, which at the end of the investigation will be a fundamental resource to analyze the data and arrive at a relevant conclusion.

In the case of this research, it is considered qualitative since the researcher through the GTA will be able to analyze the experience that students have had in the cases where images have been used to teach vocabulary and their performance during the same as well as in the GTA that does not contain images. In addition, the GTAs contain a small self-assessment for students to rate their performance and experience through this didactic material, which will be of great help to reach the conclusion of this investigative work.

3.2 Research Design

The research design of this investigation is phenomenological which is defined as: “conceptualized the interior of the individual's awareness. Phenomenology is an approach to explore people's everyday life experiences. It is used when the study is about the life experiences of a concept or phenomenon experienced by one or more individuals. A phenomenological researcher investigates subjective phenomena” (Creswell J., 2009)

The phenomenological research design is key to achieve the desired results in this study since the researcher will be immersed in the experiences of both the students when it comes to learning new vocabulary in English with the help of images, as well as that of the teachers, who have worked for years using this method in different generations of students. Analyzing how students and teachers react and acquire these stimuli during the educational process is essential and therefore the use of phenomenological design is of great importance because through these experiences it will be possible to analyze all the information from a more realistic perspective within the educational system.

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“The important findings derived from phenomenology are an understanding of a phenomenon as seen through the eyes of those who have experienced it. Phenomenological inquiry holds the assumption that there is an essence or essences to shared experience” (Patton, 2002)

According to the above, this research aims to observe the reaction and acquisition of new vocabulary in English in sixth-grade students using images related to the words to be taught as a didactic resource. The way in which this vocabulary is taught and with the type of images that are used to represent it should be evaluated to know how significant the learning is in the students and determine if it is necessary to make a change in the didactic method or otherwise, recognize that it is an efficient method of teaching vocabulary in English. Therefore, it is of utmost importance to witness the experience of the before, during, and after applying vocabulary in students using images.

3.3 Information Sources

The subjects of the study in this research and which will serve to collect the necessary information will be the sixth year students and teachers of the Las Gravilias School of the 2021 generation, mainly the students who will be submitted to forms and interviews where they will express their opinion about the use of images in the class to learn vocabulary, the students will also take exams, without a percentage value in their grade, where they will put their knowledge about vocabulary that the researcher will teach them with and without images to analyze the results of both tests and thus know that so effective can the image be in learning.

3.3.1 Description of the institution

This research is conducted in Las Gravilias school. Las Gravilias school is a public institution founded in 1968, it is located in Desamparados downtown, specifically 75 meters east of the Las Gravilias warehouse in Desamparados. The institution has about eight hundred students

Investigation about the effect of the use of images as strategy to learn vocabulary from kindergarten to sixth grade and is run by principal Kathya Gonzáles Castro who has a master's degree in educational administration.

The institution is a large building that consists of four pavilions along with the school and with a separate sector where kindergarten children receive their classes and where they have their particular playground, both sectors are simply divided by a gate inside the same institution. The institution consists of three entrances where the main one is located in front of the school. It consists of a dining room and a fairly large gymnasium and with their respective bleachers, on the other hand, all the classrooms are the same size with a capacity of around thirty students.

3.3.2 Description of the community

According to the principal Kathya Gonzales within the institution, the educational community and parents are responsible and respectful in what has to do with the school, almost no complaints are reported by parents or teachers, or institution staff. Within the institution, there are students from different social classes in which the lower, middle, and upper-middle-class are part of the community, in which the middle and lower class stand out mainly.

3.3.3 Description of the Population and Participants

The population is defined by (Levy & Lemeshow, 2013) as “the entire set of individuals to which findings of the survey are to be extrapolated”.

Therefore, in this case, the population is made up of sixth-grade students from Las Gravilias school, specifically students from classes 6-1 A and 6-2 A. Students range from 11 to 12 years of age, and in each class, there are 15 students, wherein 6-1 A there are 8 women and 7 men and in 6-2 A there are 10 women and 5 men. These students are mostly very participative and willing to learn a new language, but most of them do not handle English very well and their

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knowledge is poor, so the teacher usually provides enough support to accomplish the objectives of the course.

On the other hand, there is the teacher in charge of both classes, who has more than 20 years of experience working with students of different levels of school. The teacher is an exemplary figure within the institution where he is cataloged as an excellent English teacher, he is highly qualified and prepared in the teaching of the language. Therefore, the inclusion of the teacher in the research is of the utmost importance since he is fully aware of the strengths and weaknesses of the students when it comes to learning vocabulary, in addition to his extensive teaching career can provide valuable information for the research regarding the use of pictures to teach vocabulary based on his own experience as an educator.

3.4 Analysis of Categories

Analyzing the effectiveness of the use of images when learning vocabulary in English is one of the primary objectives of this research and thus justifies that this method is feasible in the teaching-learning process of students. Understanding the effect of these visual resources on students will help the investigation to conclude whether images are an important resource in the field of second language teaching.

Within this research, some keywords are important to be understood by the reader so that they understand the process and the importance of this research in the educational field, so these words will be explained in greater depth inside this chapter.

A very important term in this research is Vocabulary, which according to the definition given by the (Merriam-Webster, n.d) dictionary is “a sum or stock of words employed by a language, group, individual, or work or in a field of knowledge”

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The vocabulary is so extensive and rich in a language as it is one of the most important aspects to take into consideration when learning a language because it is the basis of correct communication. As stated before in this research, a person can master the grammar of a specific language, but if the person does not master the vocabulary this will be totally useless. Therefore, providing an efficient method to teach vocabulary to students of a second language is one of the main goals of a teacher so that it remains memorized in the minds of the students. Since as (Harmer, 1994) said: “Learning vocabulary is the first step to learn a foreign language. Language learners need to learn vocabulary before they learn grammatical rules, reading skills, and writing skills.”

Another important term that must be understood is Images which according to the (Merriam-Webster, n.d) dictionary are a visual representation of a person or thing and that can be produced either in photographic material or with an electronic device. The images are resources with great value in the classroom, especially when it comes to learning vocabulary, but they also bring an essence of joy and fun in the class which can motivate students to learn, since as mentioned “they bring images of reality into the unnatural world of the language classroom.” (Hill, 1990: 1)

Another important term to be explained is didactic materials, according to (Padrón, Doderó, Díaz, & Aedo, 2005) “didactic materials are any kind of aid that assist and help to achieve the objectives during the entire learning process”. In this case, the didactic materials are the images that will serve as a complement when teaching the desired vocabulary, this didactic material will facilitate the learning-teaching process since it is a support material to achieve the objectives of the class. This didactic material will be tested to verify its effectiveness and also to analyze if it is by itself an appropriate method for students of a second language or if not, improve it with the inclusion of other methods.

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3.5 Data collection Instruments

The instruments that will be used for the research will be questionnaires, GTA and interviews. These were the instruments that the researcher concluded were the most appropriate to collect the information necessary to conclude the investigation.

3.5.1 Questionnaires

The questionnaires are ways of asking a subject the data that the researcher intends to collect and these questions are previously established with their respective answers that the subject who is being part of the study can choose the one that feels is correct. This data collection technique is widely used in quantitative research, but it can also be used to collect data and have it interpreted by the researcher, turning it into a qualitative instrument. This instrument was chosen to be part of the research since with it students can be asked specific questions regarding their vocabulary learning with images and thus clarify whether they are useful for them or not.

Different types of questionnaires can be applied to collect the data, which are: Closed questionnaires, open questionnaires, and mixed questionnaires. Closed questionnaires are those whose responses are predetermined at the time of constructing the questionnaire, therefore when the subject is submitted to the questionnaire will have limited answers that the subject must choose the one that feels is correct. On the other hand, there are open questionnaires and these are designed so that the subject can express the opinion on the subject and give a freer answer to the way of thinking. While the mixed questionnaire is a combination of the open and closed questionnaires and this is done based on what information is to be obtained through the questionnaire.

For this research, a mixed type questionnaire will be used since in most questions will be predetermined, so that students choose the answers that best fit their reality when using images

Investigation about the effect of the use of images as strategy to learn vocabulary in their educational process, but also use open-ended answers in order for students to express their opinions regarding the use of images to teach vocabulary and the effect it has on them.

3.5.2 GTA

Another strategy that will be used in this research is the GTA (Guia de Trabajo Autonomo), these study guides are an alternative to the classroom observation instrument due to the current COVID-19 pandemic. These GTAs are instruments for students to receive the subject at a distance and with the help of the guide to develop its content. The GTAs according to (Diaz, 2021) emerged as the main pedagogical instrument to implement educational support to distance students to develop their skills from home.

Therefore, these study guides collect all the performance of the students with respect to the subject they studied within it. The guide is created by the researcher where two GTAs are going to be used, one with images and the other without images to know the effect and effectiveness of the images in learning vocabulary in English.

3.5.3 Interviews

On the other side, another instrument that will be used for data collection is interviews. Interviews are a more personal way to collect information. Interviews are a meeting to exchange information and have a talk about what is being investigated, in addition, the interviewer already taking a series of questions to give direction to the conversation and in this way collect the necessary data. This instrument was chosen because it provides first-hand information from both teachers and students about the effect and effectiveness of images in teaching and learning vocabulary.

Investigation about the effect of the use of images as strategy to learn vocabulary

Interviews are categorized as structured, semi-structured, and unstructured interviews. In the case of the structured interview, it is based on the fact that the interviewer follows a list of questions and that during the entire interview the interviewer will maintain the conversation regarding these questions. In contrast, there is the semi-structured interview where the researcher is based on a series of questions and is also free to ask new questions during the conversation. Finally, the unstructured interview has the characteristic that the researcher simply knows the content of the interview and will let it flow with the conversation and handle it in his way.

In the case of this research, the structured interview will be used since for the researcher it is more convenient an interview with the determined questions in order to guide the conversation to a conclusion about the effect that the images have on the students when they are used to teach and also collect first-hand information about the experience that the teacher in charge has had with this teaching material.

3.6 Collection data process and data analysis

To collect the data as mentioned above, the interview, questionnaire, and exam instruments will be used to answer the research question and thus conclude the research work. For the questionnaires, those who will answer them will be the sixth-grade students of the Las Gravilias school, they will ask closed questions to the students about the performance of the images in their learning in English and they will also be given a questionnaire where the students will be asked after each session where they learn new vocabulary with the use of images and will be asked how much they have learned. With this, it will be possible to measure how much students consider images as a useful means to learn vocabulary during class and it will be verified whether after each vocabulary session with images the material was understood in a better way or not.

Investigation about the effect of the use of images as strategy to learn vocabulary

First, there will be an introductory class on the subject which is made up of new vocabulary. During this class, the teacher will teach new vocabulary, but without the use of images to be clear about a prior in the student's learning and if a good result is obtained when teaching vocabulary without using any resources to reinforce the material. With this, the learning and reaction of the students to this new vocabulary will be seen first-hand and make a contrast in a before and after the use of images.

Afterward, the students will be subjected to a practice where they will use the previous vocabulary to complete it, this is to see how long the vocabulary learning is and check if, even without using didactic materials, the students internalized the words seen correctly in order to check if they can use this vocabulary correctly in the same practice.

For the next class, new vocabulary will be taught but this time visual resources made up of images will be used. In this way, it will be observed how these images interact in the learning of the students and how the atmosphere changes when it comes to learning to analyze their effect on the students and as a consequence their formation of the English language.

As will be done in the first class, in this class practice of the words seen previously will be applied and check if with the use of images this learning was more significant than the previous one that did not use visual resources. With this practice, it will be possible to analyze the results to conclude that, if the use of images influences the learning of new vocabulary or the opposite, which would be that there are no indications of an improvement in the training of the students. It could also be concluded based on these practices, that images can be useful as long as they are implemented with other methods to reinforce knowledge, which is why it is very important to apply both practices to compare results in the performance of the students.

Investigation about the effect of the use of images as strategy to learn vocabulary

Finally, the interviews will be applied, different students and teacher will be interviewed to hear their opinion of whether the images are really important when learning. In addition, an interview will be held with the students and they will be asked what effect the images have on them when it comes to learning. With this, it will be possible to collect first-hand data from teachers and students about their opinion of the effect of images on students and therefore to be able to interpret the information provided to conclude.

Collecting this information based on the experience of students and teachers is an objective of great importance since with this it can be listening to the study participants who better understand what is going on in their minds during this learning and that perhaps they will give clues of what it is the best for them or if the use of images alone is of great help to fulfill the objective of learning vocabulary in English. On the other hand, interviews with teachers are very useful because they have experienced first-hand the experience of teaching vocabulary in different ways and have worked with a large number of students to give their opinion on using images to teach vocabulary and what is the reaction and performance of students when being subjected to these methods.

The interviews will be the last instrument that will be used. The students will be applied at the end of the GTA. While the interviews with the teachers will be done after each class where the vocabulary was taught to get feedback on what they witnessed during the class and hear their opinion on the use of images to create meaningful learning.

Due to the COVID-19 pandemic that began to have repercussions in Costa Rican educational centers since the beginning of 2020 and that has been maintained until the present, in 2021, the way of receiving and teaching classes has changed considerably since the Ministerio de

Investigation about the effect of the use of images as strategy to learn vocabulary

Educación Pública (MEP) adopted a more autonomous method for students to learn and continue with their educational process.

The method used by the educational centers were guides prepared by the teacher in charge with the explained material and practices reinforcing the topics seen, which adopted the name of Guía de Trabajo Autónomo (GTA), and in turn, the teachers gave virtual classes to the students to deepen the topic. At the beginning of 2021, the MEP incorporated a 50% face-to-face and 50% virtual method for students and parents who agreed to send students back to school.

Due to the increase in COVID-19 cases during the month of May, the MEP decided to suspend both face-to-face and virtual classes except for leaving the GTAs to the students for their completion. According to the newspaper La Republica (Barquero, 2021), there will be a break in the school year from May 24, 2021, and the classes will resume again on July 12 of the same year, within this time frame the mid-term holidays are included. As a consequence of this temporary closure of the institutions, which remains within the time frame for carrying out the research and fieldwork, the career director Leslie Elizondo Mora offered the students an alternative to continuing with the process of collecting data in the most feasible way taking into account the situation the country is going through.

This alternative consists of the elaboration of a GTA which will be applied during the week of June 21, which will guide the students to how to carry out the independent study of the corresponding topics in the subject and this will be composed in such a way that it indicates to the students what they have to learn and how to learn it in the better way. For this, unique tools will be provided taking into account the resources that students can use such as computers, tablets, television, or printed materials.

Investigation about the effect of the use of images as strategy to learn vocabulary

With this GTA will come a rating scale with which the necessary data will be collected to conclude the subject and that can be evaluated both by the research tutor, the researcher and even by the student who carried out the GTA (self-evaluation). In this way, the researcher will be able to analyze the data provided by these evaluations, facilitating the collection of data from each student.

Chapter IV

Data Analysis

In this chapter, the researcher will collect all the information provided in the instruments and will analyze it to conclude. The purpose of this chapter is for the researcher to analyze the information collected to conclude each of the objectives established within the investigation as well as to answer the research question. In addition, that the information collected will be explained and organized fully to be presented and evaluated to reach a pertinent conclusion.

4.1 Analysis and Interpretation of the Results

This chapter focuses on the analysis of the results obtained in each of the applied instruments, which focus on the effectiveness of images when learning vocabulary, as well as the effect that these images produce on both the performance of the student and the learning environment within the classroom.

4.1.1 Questionnaires

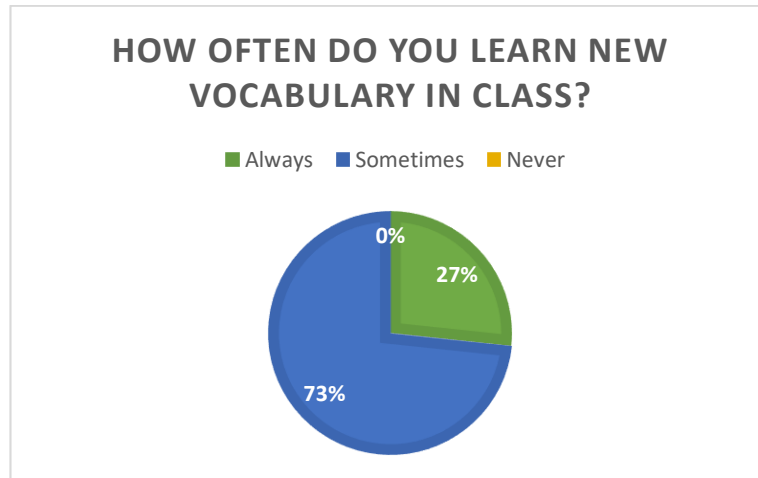
In this case, a questionnaire was applied for both classes where 15 students in total between the two classes were those who answered this questionnaire via virtual through the Google Forms platform. This questionnaire was mainly focused on knowing how often students used images to learn vocabulary, what effect they had on their learning, and how necessary the use of images was for them during their learning to learn effectively.

4.1.1.1 Questionnaire for Sixth-Graders at Las Gravilias School

Figure 1

1. *How often do you learn new vocabulary in class?*

Investigation about the effect of the use of images as strategy to learn vocabulary

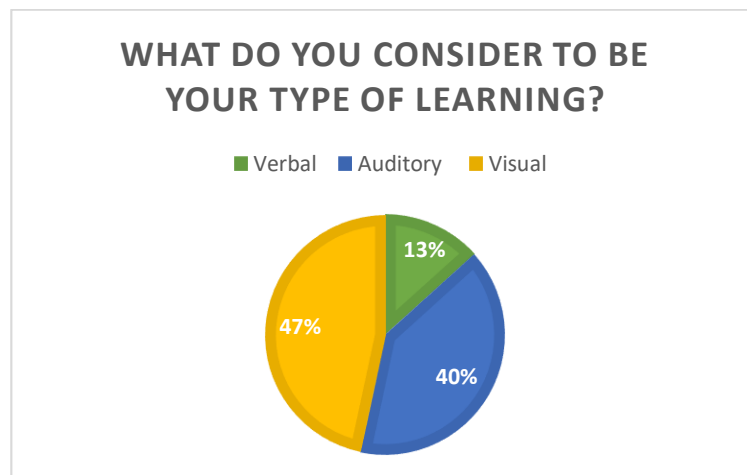


Note. How often students learn new vocabulary in an English class.

According to the questionnaire, four students who represent 27% “Always” consider that they always see new vocabulary in class while 11 students who represent 73% “Sometimes” consider that they only sometimes see new vocabulary in class. Finally, zero students think they never see vocabulary in class.

Figure 2

2. *What do you consider to be your type of learning?*



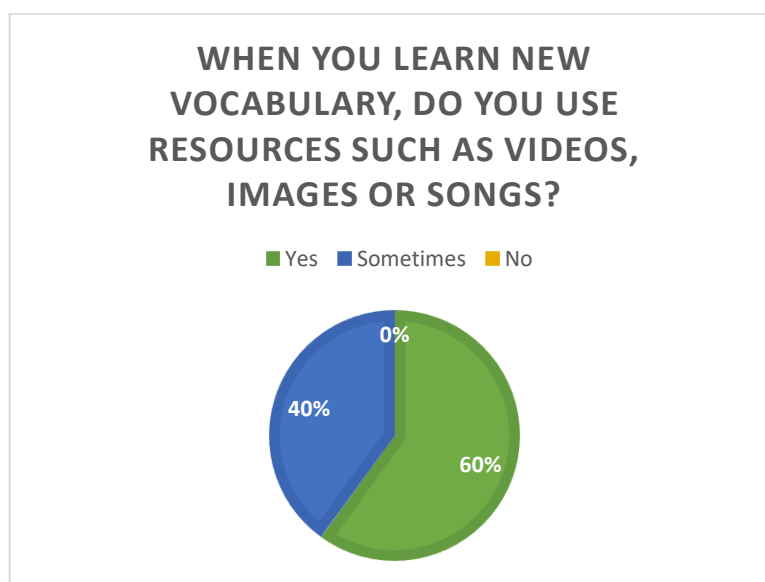
Note. The number of students with verbal, auditory and visual learning.

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According to the questionnaire, two students who represent 13% "Verbal" consider that their way of learning is verbal, on the other hand, six students who represent 40% "Auditory" are considered as auditory learners, and finally, seven students that represent 47% "Visual" consider that the best way to learn for them is visual.

Figure 3

3. *When you learn new vocabulary, do you use resources such as videos, images, or songs?*

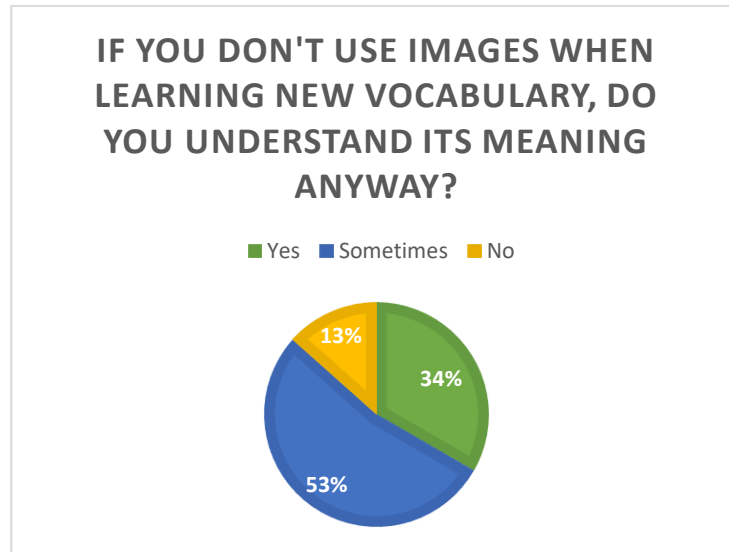


Note. Verification of whether students learn vocabulary using resources such as songs and pictures.

According to the questionnaire, nine students representing 60% "Yes" use visual resources such as videos or images when learning vocabulary while six students representing 40% "Sometimes" do not always use these visual resources but they do use them constantly and finally zero students responded that they do not use these resources.

Figure 4

4. *If you don't use images when learning new vocabulary, do you understand its meaning anyway?*

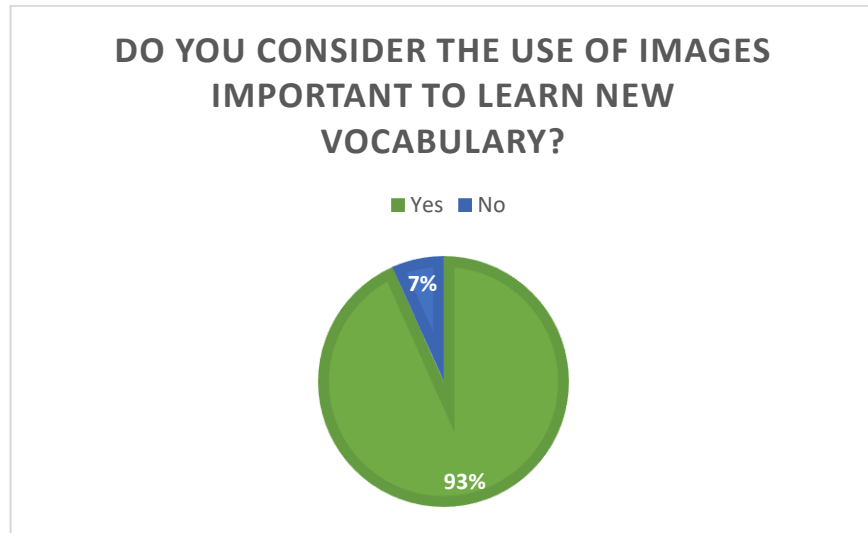


Note. The number of students who do, sometimes and do not understand the vocabulary without the use of images.

According to the questionnaire, five students representing 34% "Yes" consider that even without using images they can understand their meaning anyway while eight students representing 53% of "Sometimes" consider that there are times when they do not use images they still understand their meaning but not always and finally a total of two students representing 13% consider that without images they do not understand the meaning of a new word.

Figure 5

5. *Do you consider the use of images important to learn new vocabulary?*

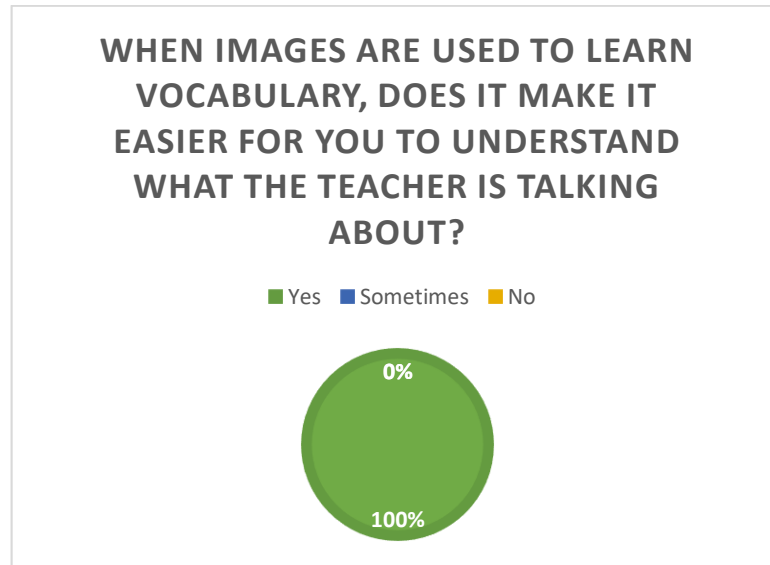


Note. The number of students who consider images important to learn vocabulary and who do not.

According to the questionnaire, fourteen students who represent 93% "Yes" consider that images are an important resource for learning vocabulary while only one student who represents 7% "No" considers that they are not important to learn new vocabulary.

Figure 6

6. *When images are used to learn vocabulary, does it make it easier for you to understand what the teacher is talking about?*

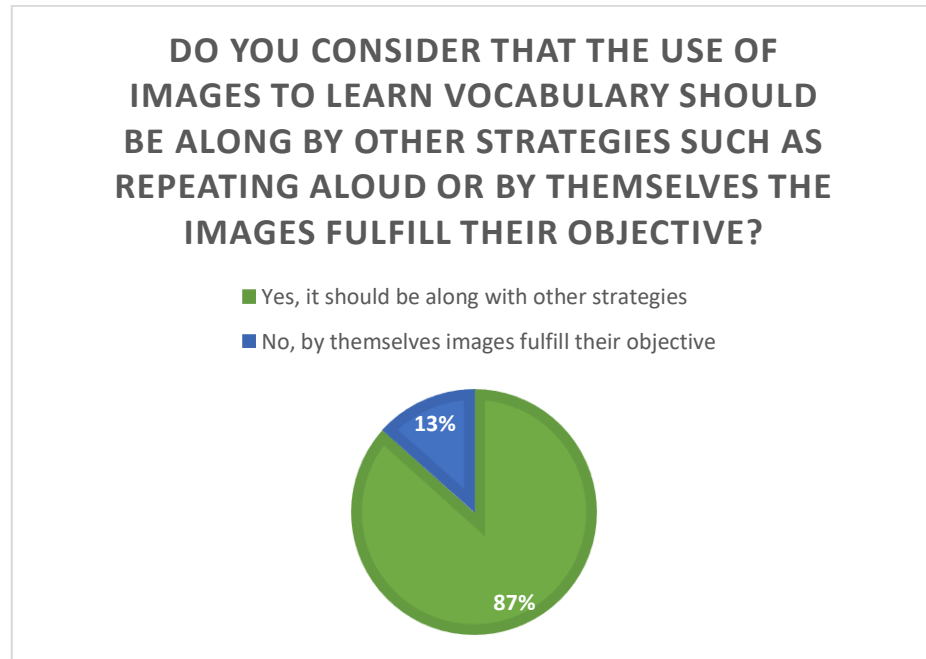


Note. The number of students who better understand what the teacher is talking about when the images are used.

According to the questionnaire, fifteen students who represent 100% of “Yes” consider that it is easier to understand what the teacher is talking about when images are used to explain vocabulary.

Figure 7

7. Do you consider that the use of images to learn vocabulary should be along by other strategies such as repeating aloud or by themselves the images fulfill their objective?

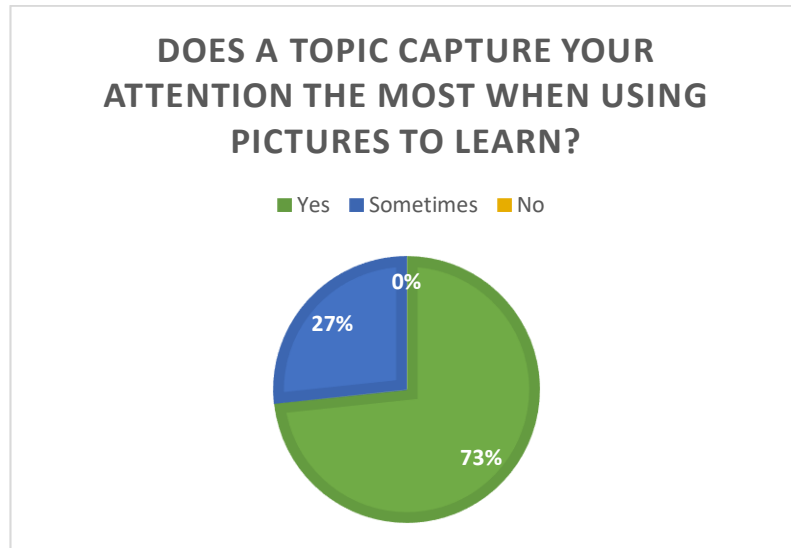


Note. The number of students who consider that the images should be supported by other strategies and which consider that they do not.

According to the questionnaire, thirteen students who represent 87% of the “Yes, it should be along with other strategies” consider that the images should be complemented with other strategies to be totally effective while two students who represent 13% of the “No , by themselves images fulfill their objective ”they consider that by themselves the images fulfill their objective.

Figure 8

8. *Does a topic capture your attention the most when using pictures to learn?*

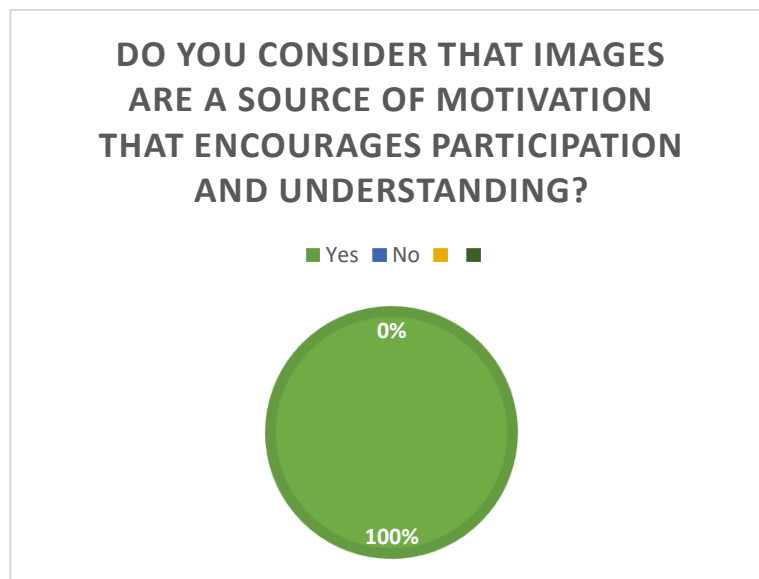


Note. The number of students who pay attention to a topic when the images are being used.

According to the questionnaire, eleven students who represent 73% of the "Yes" consider that the use of images attracts more attention to the topics that are being learned while four students who represent 27% of the "Sometimes" consider that occasionally a topic attracts their attention when using pictures to learn.

Figure 9

9. *Do you consider that images are a source of motivation that encourages participation and understanding?*



Note. The number of students who consider the images a source of understanding and motivation.

According to the questionnaire, the fifteen students who correspond to 100% of the “Yes” concluded that the images are a source of motivation that encourages the students to participate and understand.

10. What effect do the images have on you and your learning?

Within this questionnaire, question number 10 was an open question in which the students had to express the effects that the images have on them and their learning. All the answers given by the fifteen students were positive for the effect they have on them, a large part of these students pointed out that the images help them to better understand the topics that the teacher is explaining and help them to grasp the idea faster. In addition, the images motivate them to want to learn more vocabulary since they acquire it more easily and durably, causing according to them a positive impact on their learning.

Investigation about the effect of the use of images as strategy to learn vocabulary

4.1.2 GTA

This study guide was applied to the fifteen students of both sixth-grade classes to analyze their vocabulary learning through the images, as well as to examine their performance where the images were not applied to learn new vocabulary. These GTAs were created with the greatest detail so that the students could follow the instructions step by step and could complete it correctly. The guides are rated based on a scale that goes from "Not achieved", "In process" and "Achieved" which the researcher will see reflected in the exercises, in addition to self-evaluation for the students to know the effect the images had on learner when learning vocabulary and how meaningful their learning was.

4.1.2.1 GTA Common diseases and epidemics around the world

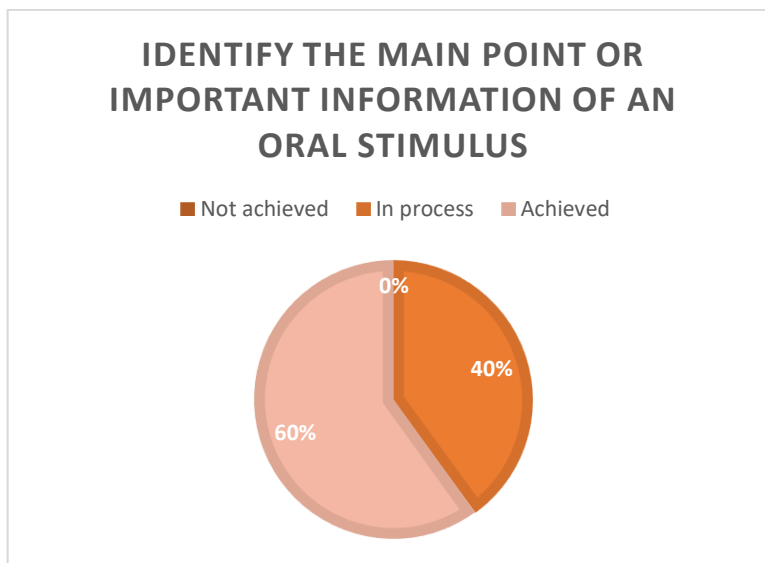
This GTA was applied to the thirty students of both classes, with an estimated time range of 40 minutes. This is divided into three parts, where the first is made up of an interactive video on disease vocabulary that served as an introduction to the subject and this is followed by a glossary with vocabulary which each word comes with a representative illustration as well as its definition both in English as well as Spanish. On the other hand, there are the two exercises where the students had to put into practice the previous vocabulary, which consists of a crossword puzzle and a fill in the blanks.

As mentioned above this GTA contains two rating scales rated from a "Not Achieved", "In process" and a "Not Achieved. One evaluation scale will be filled out by the researcher while the other will be a self-evaluation by the student.

4.1.2.1.1 Teacher evaluation scale

Figure 10

1. *Identify the main point or important information of an oral stimulus*

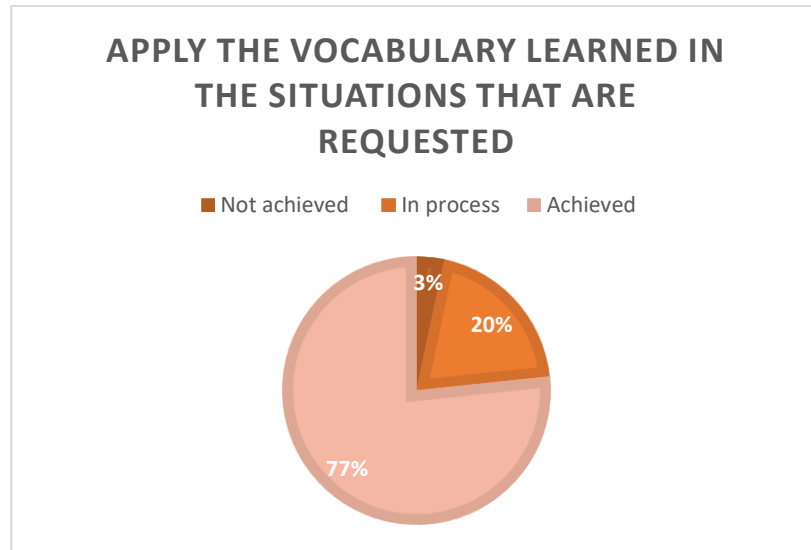


*Note. The achievement, in process and the not achieved of the students in the
GTA's oral stimulus.*

According to the scale, twelve students who are part of the 40% "In process" managed to understand the video and its vocabulary thanks to visual resources but did not fully understand what the video said while eighteen students who represent 60% "Achieved" which they managed to capture the main idea of the video and its vocabulary. Finally, no student did not achieve the goal of understanding the video.

Figure 11

2. *Apply the vocabulary learned in the situations that are requested*

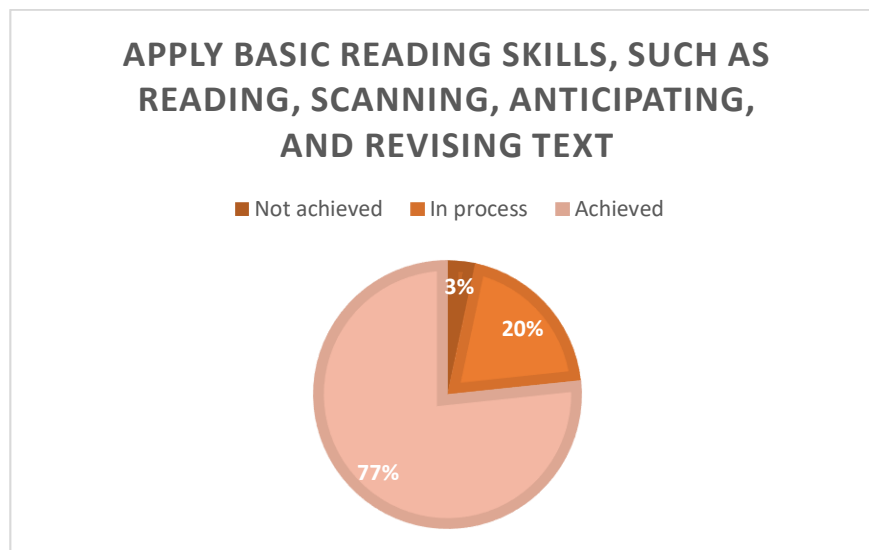


Note. The performance of the students applying the requested vocabulary.

According to the scale, six students representing 20% "In process" managed to use the previously seen vocabulary in the practices, but made some mistakes when using it, while twenty-three students representing 77% "Achieved" managed to complete the practices without any errors using the correct vocabulary and finally a student who represents the 1% "Not achieved" did not manage to complete the practices and using more than all the incorrect vocabulary.

Figure 12

3. *Apply basic reading skills, such as reading, scanning, anticipating, and revising text*



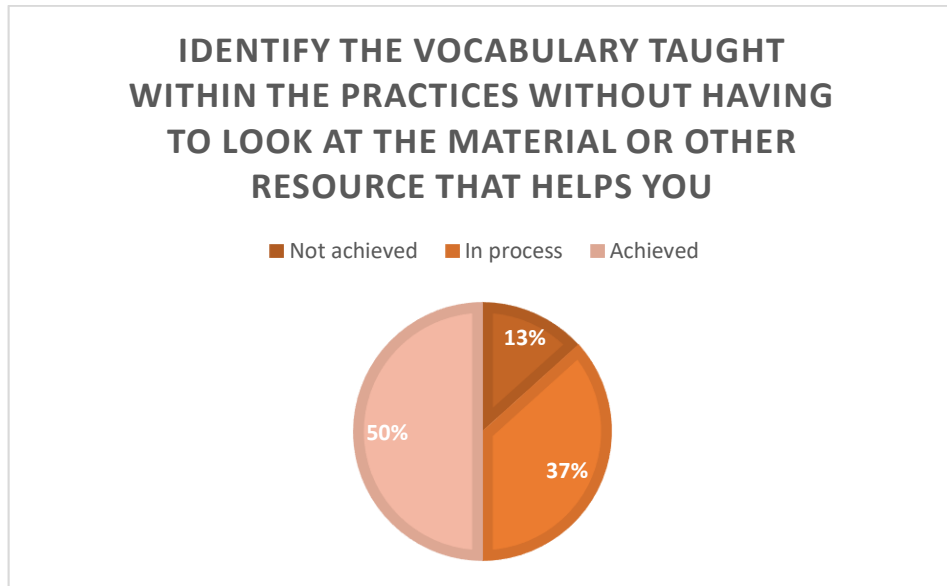
Note. The achievement, in process and the not achieved of the students when applying the reading skills

According to the scale, six students representing 20% "In process" managed to understand a large part of the sentences within the practices, however, in some cases, they did place the vocabulary in the wrong sentence because they did not fully understand some of the sentences. On the other hand, twenty-three students who make up 77% of the "Achieved" managed to understand the sentences and thus managed to complete the practice correctly. Finally, only one student who represents 1% of "Not achieved" did not understand the sentences and as a consequence did not use the vocabulary correctly.

4.1.2.1.2 Student self-evaluation scale

Figure 13

1. *Identify the vocabulary taught within the practices without having to look at the material or other resource that helps you*



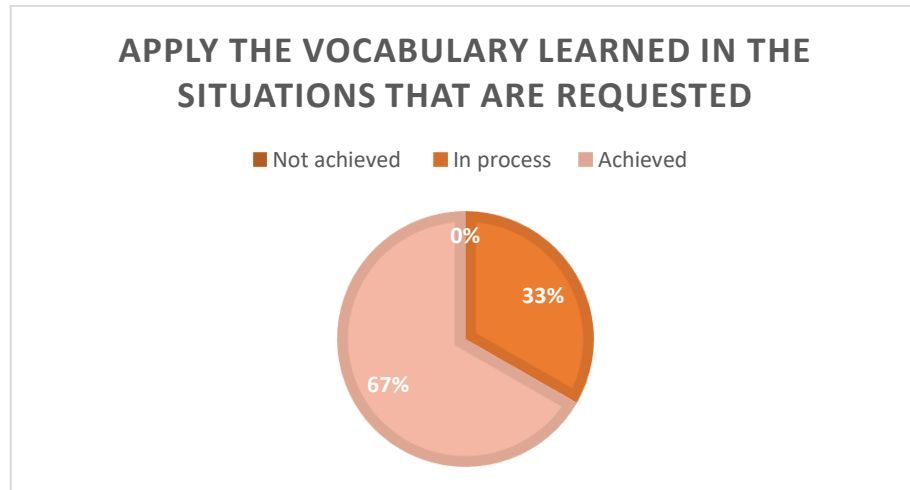
Note. The performance of the students in using the vocabulary without looking at the material graded in achieved, in process and not achieved.

According to the self-evaluation, eleven students that makeup 37% "In process" managed to identify most of the vocabulary, although with some words they returned to see the material with the images. On the other hand, fifteen students who are part of the 50% "Achieved" managed to identify the vocabulary without consulting another resource, and finally, only four students who are 13% "Not achieved" could not identify all the vocabulary, in consequence, they consulted the material much of the time.

Figure 14

2. *Apply the vocabulary learned in the situations that are requested*

Investigation about the effect of the use of images as strategy to learn vocabulary

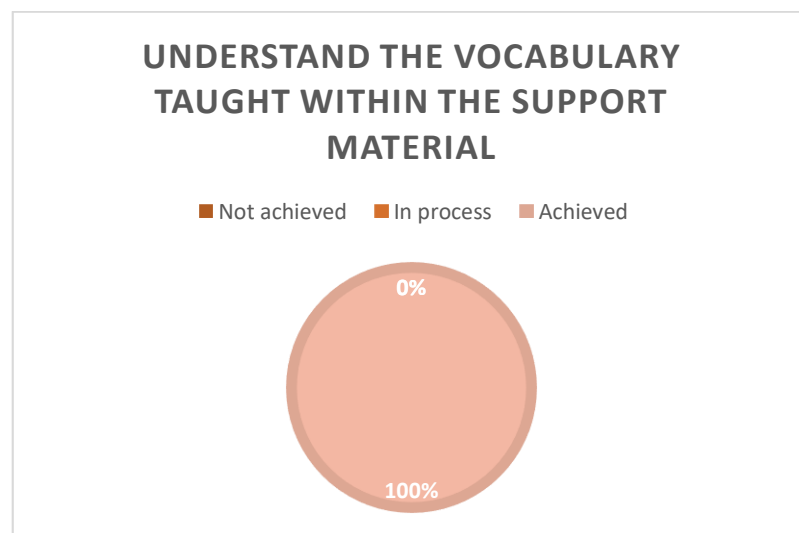


Note. The performance of the students applying the requested vocabulary.

According to the self-evaluations, ten students who represent 33% "In process" consider that they applied the vocabulary well, however they think that they may have certain incorrect options while twenty students who are part of 67% of "Achieved" consider that they applied the correct vocabulary within the entire practice and in this case, no student considered that they misapplied the vocabulary

Figure 15

3. Understand the vocabulary taught within the support material



Investigation about the effect of the use of images as strategy to learn vocabulary

Note. The achieved, in process and the not achieved of the students when it comes to understanding the vocabulary.

Based on the self-evaluation, the thirty students that makeup 100% of "Achieved" understood the vocabulary found in the guide, mainly because of its illustrations and explanation of the meaning of the word.

4.1.2.2 GTA Information about exchange programs

This GTA was applied to the thirty students of both classes, with an estimated time range of 40 minutes. This GTA is divided into three parts, the first part is an introduction where the subject is explained in detail in English as well as its translation into Spanish, this is the only part that contains an image to illustrate the subject. Within this introduction comes the vocabulary that is intended to be learned, unlike the last GTA this does not contain images to represent the vocabulary, it simply contains its translation into Spanish. On the other hand, it contains two fill-in-the-blanks practices using the previous vocabulary.

As mentioned above this GTA contains two rating scales rated from a "Not Achieved", "In process" and a "Not Achieved. One evaluation scale will be filled out by the researcher while the other will be a self-evaluation by the student

4.1.2.2.1 Teacher evaluation scale

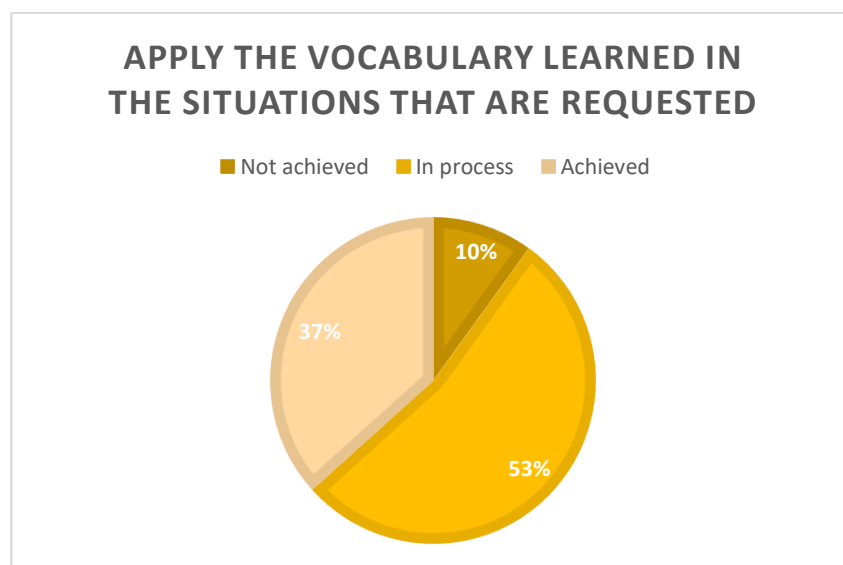
1. Identify the main point or important information of an oral stimulus

This aspect to be evaluated was not qualified or taken into account during this GTA because at no point in the guide was a video or audio used to explain the subject, so the students were not exposed to an oral stimulus of the subject.

Figure 16

Investigation about the effect of the use of images as strategy to learn vocabulary

2. *Apply the vocabulary learned in the situations that are requested*

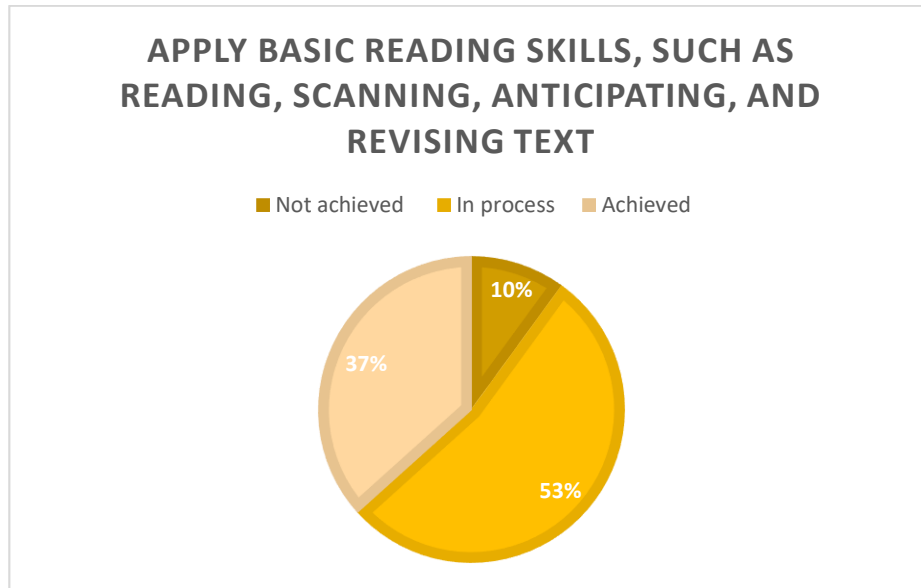


Note. The performance of the students applying the requested vocabulary.

According to the scale, sixteen students representing 53% "In process" managed to apply the vocabulary within the established practices, however, in some cases, they made mistakes using the vocabulary. On the other hand, eleven students who are part of the 37% "Achieved" managed to complete the practice correctly using the corresponding vocabulary. Finally, three students representing the 10% "Not achieved" did not achieve the objective of using the correct vocabulary in most of the items.

Figure 17

3. *Apply basic reading skills, such as reading, scanning, anticipating, and revising text*



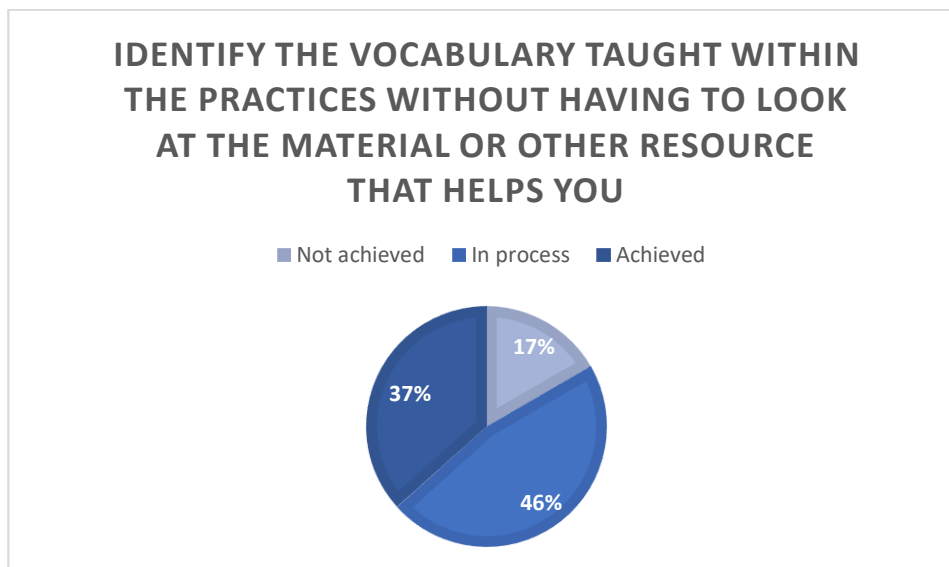
Note. The achievement, in process and the not achieved of the students when applying the reading skills.

According to the scale, sixteen students representing 53% of "In process" managed to read and understand some sentences, but with others, they had difficulty and therefore misused some words. On the contrary, eleven students who are part of the 37% "Achieved" managed to understand the texts they read and used the vocabulary that corresponded to each item. Finally, three students who are 10% of "Not achieved" did not understand much of what was presented in the material.

4.1.2.2.2 Student self-evaluation scale

Figure 18

1. *Identify the vocabulary taught within the practices without having to look at the material or other resource that helps you*

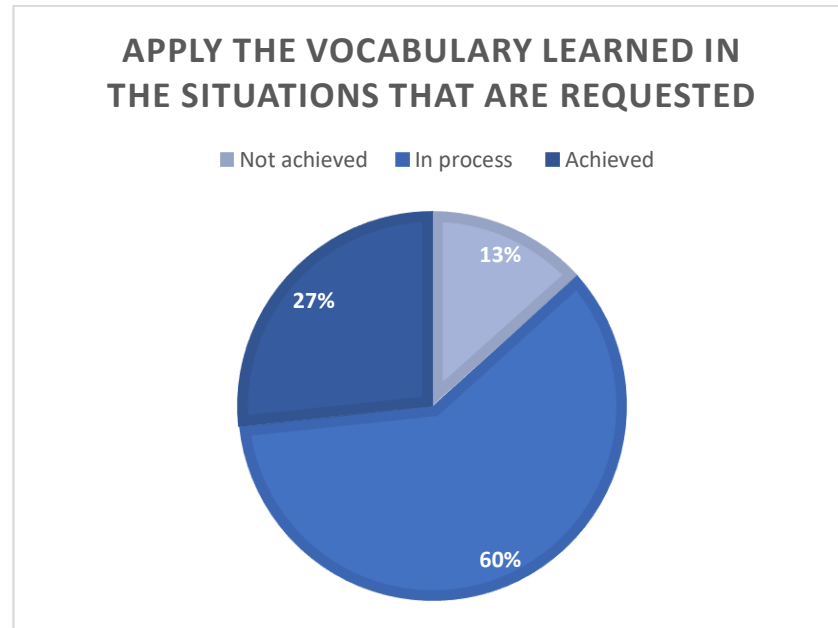


Note. The performance of the students in using the vocabulary without looking at the material graded in achieved, in process and not achieved.

According to the self-evaluation, fourteen students that makeup 48% "In process" felt that they understood some words and recognized them within the practices, however with some words they had to consult the material again to continue with the practices. On the other hand, eleven students who represent 35% of "Achieved" consider that they managed to identify the majority of words without consulting another resource. Finally, five students who are part of the 17% "Not achieved" did most of the exercises consulting the material since they did not remember most of the words.

Figure 19

2. *Apply the vocabulary learned in the situations that are requested*

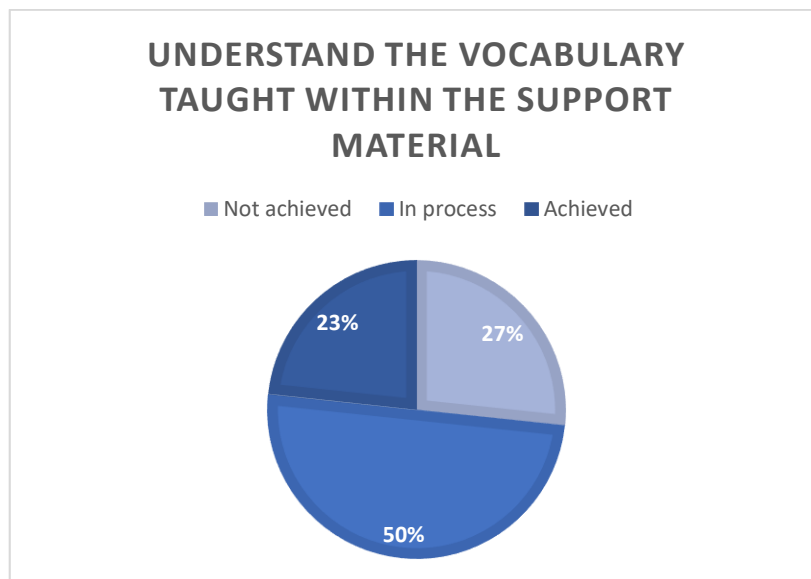


Note. The performance of the students applying the requested vocabulary.

According to the self-evaluation, eighteen students who make up 60% of "In process" consider that they applied the vocabulary most of it correctly, although they are not entirely sure if they did all the work well while eight students represented in a 27 % consider that they applied all the vocabulary correctly. To conclude, four students who represent 13% of "Not achieved" consider that they did not apply all the vocabulary correctly.

Figure 20

3. Understand the vocabulary taught within the support material



Note. The achieved, in process and the not achieved of the students when it comes to understanding the vocabulary.

According to the self-evaluation, fifteen students who make up 50% of "In process" consider that they understood a part of the vocabulary, but not completely, while seven students who represent 23% of "Achieved" consider that they understood all the vocabulary of the GTA and finally eight students that make up the 27% "Not achieved" consider that they did not understand most of the vocabulary.

4.1.3 Interviews

The interview was applied to the teacher in charge of both sixth-grade groups to find out his opinion on the use of images within the class to learn vocabulary and learn about his experience regarding the use of this didactic resource. In addition, to know the strengths and limitations that the images can present for the students when learning new vocabulary and according to his knowledge of the technique in the classroom how effective it can be for learners.

Investigation about the effect of the use of images as strategy to learn vocabulary

1. How often do you teach vocabulary in class and when do you teach it, how do you do it?

According to what the teacher said before the pandemic began, he used to teach vocabulary in the introduction of each unit so that the students would become familiar with words related to the topic.

2. When you teach in this way, do you think students understand the vocabulary and internalize it?

According to the teacher, when he teaches the vocabulary in this way he said that of course, the students understand it and that they even feel confident with the new words and their concepts.

3. How do students react to new vocabulary, are they excited or involved in learning it?

The teacher said that teaching and learning vocabulary in class is a normal and frequent educational process in class, so it is something usual for the students and it is not something that excites them.

4. Have you used images or resources where images are used to teach vocabulary?

The teacher said that of course, he has always used images as an educational resource

5. What effect have you seen on students when using images to teach vocabulary?

Investigation about the effect of the use of images as strategy to learn vocabulary

According to the teacher, he said that part of the educational process of the students with whom images are used is that with them they can better memorize new words.

6. When you teach vocabulary with pictures, do you use other strategies to reinforce this method and make it more meaningful?

According to the teacher, some methods or resources that he uses frequently together with the images are textbooks, photocopies, and flat screens to reproduce videos.

7. Do you think that the images by themselves fulfill the objective of helping to understand the vocabulary and acquire it or should they be used together with other strategies to make it more meaningful? If so, with what strategies would you use the images to reinforce knowledge?

According to the teacher, he considered images as just one more component of learning a foreign language.

8. Do you think that images are a fundamental resource to teach vocabulary especially in another language?

According to the teacher, he said that they are very important and a fundamental part of the educational process.

9. What is the interaction of the students when you use images to teach? Are they more involved in learning and acquire it better or is it the opposite?

Investigation about the effect of the use of images as strategy to learn vocabulary

According to what the teacher said and which he emphasized, is that students do not get involved in learning when using images because it is a normal and frequent resource to which they are exposed most of the time and that is the way they are with most of the teaching resources.

10. For you, the images bring a different atmosphere to the class, a more colorful and fun environment to learn, or do you feel that it is nothing more than a material to teach?

According to the teacher, he considered that the images bring a colorful atmosphere to the students but especially to the first cycle students.

11. Do you consider that images are effective for learning vocabulary and does it make students better internalize them? Why?

As answered by the teacher, his answer is similar to the previous ones, images help students understand part of objectives which imply the whole process of learning a foreign language, but they are not the only ones.

Chapter V

Conclusions and Recommendations

5.1 Purpose of the Conclusion

The information collected in the questionnaires, interviews, and GTA shows that images are an essential didactic resource within a language class, especially when it comes to learning new vocabulary and that it not only improves the students' understanding of the subject and what that the teacher talks about, but also brings a pleasant and joyful atmosphere to learn which is of great benefit to students learning. Despite what was said by the teacher during the interview, which classifies the images as another resource for language teaching that is useful but not the most important, important results were collected regarding the performance of students in cases where the images were used and not used, demonstrating that students' understanding improved with the use of images.

The results of this research were concrete to demonstrate that the use of images to teach vocabulary has very positive effects on student learning and that it affects their performance and understanding within the class. As mentioned above, there was a better result both in the researcher's evaluation and in the student's self-evaluation, where the students demonstrated to understand the vocabulary better and to do better the practices where the material brought the vocabulary illustrated with images.

According to the information collected, it is important to mention that images are an effective method to learn and understand new vocabulary, but according to the students and the teacher in charge, they consider that the images should be along with other teaching methods or resources to make the learning meaningful. These didactic resources can be as mentioned by the

Investigation about the effect of the use of images as strategy to learn vocabulary teacher, photocopies, textbooks, or electronic resources, in addition to providing better learning in students also captures their attention since most students agreed that a topic attracts them more when images are used.

5.2 Conclusions

The main conclusions are under the specific objectives of the investigation.

5.2.1 To analyze the effectiveness of using images to learn vocabulary in sixth-grade students.

Within the field of teaching, there are too many strategies to teach as well as many didactic resources which some are more effective than others, but all have the same purpose of giving knowledge to students and making this learning meaningful. The images in this case proved to be an extremely important didactic resource for learning new vocabulary in a foreign language.

In the research, it was found that images are highly effective in helping students understand and internalize the vocabulary that the teacher is teaching in class. The same students reaffirmed this within the questionnaire concluding that images are a valuable resource for their learning and that this helps them better understand the meanings of words and even makes it easier for them to understand what the teacher is talking about.

According to the research, it was confirmed that the students had a better performance when doing the GTA where the vocabulary had illustrations since most of the exercises were carried out correctly, fulfilling the objective of the same. In addition, according to the self-evaluations made by the students, they confirmed that they could better understand the material and its content thanks to the use of the illustrations, resulting in the students applying the vocabulary correctly within the practices. On the contrary, in the GTA that did not contain

Investigation about the effect of the use of images as strategy to learn vocabulary

illustrations, the results were weaker since their performance in the practices was between fair and bad where they used the vocabulary in some cases incorrectly and in their self-evaluation, they confessed not to fully understand the vocabulary of the material and therefore did not feel sure when applying it.

Therefore, this demonstrates the effectiveness of images in teaching vocabulary since the images help students to better understand words and even help students better understand the teacher on a specific topic. Its effectiveness as a reinforcement when teaching vocabulary is high and as a result, it gives better performance by students as well as a better internalization of new words.

5.2.2 To justify why the use of images to learn vocabulary is of great importance in the field of education.

The images are a method that has been used a lot in the classes when it comes to learning vocabulary since they provide help for both the teacher and the students to understand and give real meaning to new words. In addition, they give a more colorful and pleasant atmosphere to learn, which is why they provide too many benefits to student learning.

As mentioned above within the research, vocabulary is an extremely important issue to consider when learning and teaching a language since it is fundamental to master it, therefore, learning vocabulary in the most effective and lasting way must be the main objective at the time of teaching vocabulary and it has been confirmed in the research that the use of images is a resource which fulfills this objective.

The teacher in charge clarified that images are one more resource within teaching and that it fulfills its objective of helping students understand and that they must be involved in the

Investigation about the effect of the use of images as strategy to learn vocabulary entire teaching process. Although the teacher considers that the images are not the most important, he considers that they must be applied in any process of teaching new vocabulary.

On the other hand, the students consider that the images are of great importance for learning new vocabulary and that they help them to understand their meanings. In addition, they consider that these give them the motivation to learn about the subject and to participate more because they better understand what the teacher is talking about.

In conclusion, the use of images within the field of language education is a resource of great importance due to the great benefits that they bring not only for the teacher but also for the students, both in the environment that it provides for the class and for the learning new vocabulary that can sometimes be difficult to understand.

5.2.3 To point the effect of images on students learning new vocabulary.

As has been confirmed in previous points, the images are a didactic resource that provides positive results in the students' learning and that this is reflected in their performance within the activities of the class. It was confirmed thanks to data collection that images have beneficial effects not only for learning vocabulary but also for learning in general.

Through the questionnaires, it is known that students feel a great sense of confidence and motivation within the classroom to participate because, thanks to the use of images, they better understand the topic that is being seen in class and therefore also understand what the teacher speaks, this provides a different atmosphere within the classroom because the students feel more confident in participating since some at the time of being exposed to a language they do not speak feel intimidated in being part of the class but thanks to the images this decreases within the classroom.

Investigation about the effect of the use of images as strategy to learn vocabulary

In addition, a large part of the students consider that a subject attracts their attention more when images are used to explain it, this provides a positive point for the images since attracting the students' attention will facilitate the teacher to explain the subject and also will make the learning more meaningful. This would be the opposite in a class where students do not feel interested in the subject and as a consequence, the attention of the students would be dispersed.

Therefore, the use of images provides a positive effect of participation and motivation in students wanting to learn and be part of the class. In addition, because of them, the students feel that they can better understand a topic and the vocabulary that it presents thanks to this didactic resource and as a result the performance of students within the class is better, giving them a quality education.

5.3 Side Results

Even though the result regarding the use of images to teach vocabulary was positive since it demonstrated great effectiveness in its objective, data was collected from the teacher's interview that differed from the questionnaires made by the students.

Inside the interview with the teacher, he affirms that the use of images is important in the classroom, but does not consider that it is the most important thing and that it is part of an educational process that involves many methods and didactic materials, in which the researcher agrees with the teacher, but within the same interview the teacher emphasizes that images are a widely used resource in the area of language education and that students do not become more participatory nor thinks that this motivates them more to learn but according to the students, they confirmed that the images do indeed motivate them to learn, participate and understand within a language class. Therefore, these statements differ from each other concerning what effect the

Investigation about the effect of the use of images as strategy to learn vocabulary

images have on the students since the teacher thinks that they do not have this effect, while the students who receive the subject in the first person confirm that the images have this effect on them.

5.4 Recommendations

- It is considered essential that when applying the use of images to learn vocabulary it is long by another method to make this learning more meaningful. As collected within the questionnaires, many students have different types of learning therefore apply strategies where each type of learning is reinforced to develop a more equitable class for all. It can be through songs, drawings, poems, repetition of vocabulary aloud, videos, stories, and thus in this way the teacher will develop a pleasant learning environment with the inclusion of art to make it more meaningful.
- Reinforce learning with didactic materials and activities such as photocopies, textbooks, and conversations. so that students use vocabulary in real situations and in this way they internalize and retain it for much longer.
- For future research works it is recommended to use different alternatives together with the images such as flash-cards, picture-cards, memory activities where the images are used together with the vocabulary, since in the present investigation it was limited to use different methods together with images for the case of distance education due to COVID-19. Using these alternatives will improve the way in which students receive the new vocabulary in addition to making the class more interactive for them, achieving a positive effect on the students.

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Appendixes

Appendix I – Questionnaire

Figure 21

the effect of the
use of images as
strategy to learn
vocabulary in the
students of sixth
grade

This form is specifically aimed at sixth grade students in order to analyze the effectiveness of the images in learning new vocabulary in English and in this way reach the conclusion whether the strategy is feasible or it is not a favorable method

***Obligatorio**

Investigation about the effect of the use of images as strategy to learn vocabulary

Figure 22

How often do you learn new vocabulary in class? *

- Always
- Sometimes
- Never

What do you consider to be your type of learning? *

- Verbal
- Auditory
- Visual

Figure 23

When you learn new vocabulary, do you use resources such as videos, images or songs? *

Yes

Sometimes

No

If you don't use images when learning new vocabulary, do you understand its meaning anyway? *

Yes

Sometimes

No

Investigation about the effect of the use of images as strategy to learn vocabulary

Figure 24

Do you consider the use of images important to learn new vocabulary? *

Yes

No

When images are used to learn vocabulary, does it make it easier for you to understand what the teacher is talking about? *

Yes

Sometimes

No

Investigation about the effect of the use of images as strategy to learn vocabulary

Figure 25

Do you consider that the use of images to learn vocabulary should be along by other strategies such as repeating aloud or by themselves the images fulfill their objective? *

Yes, it should be along with other strategies

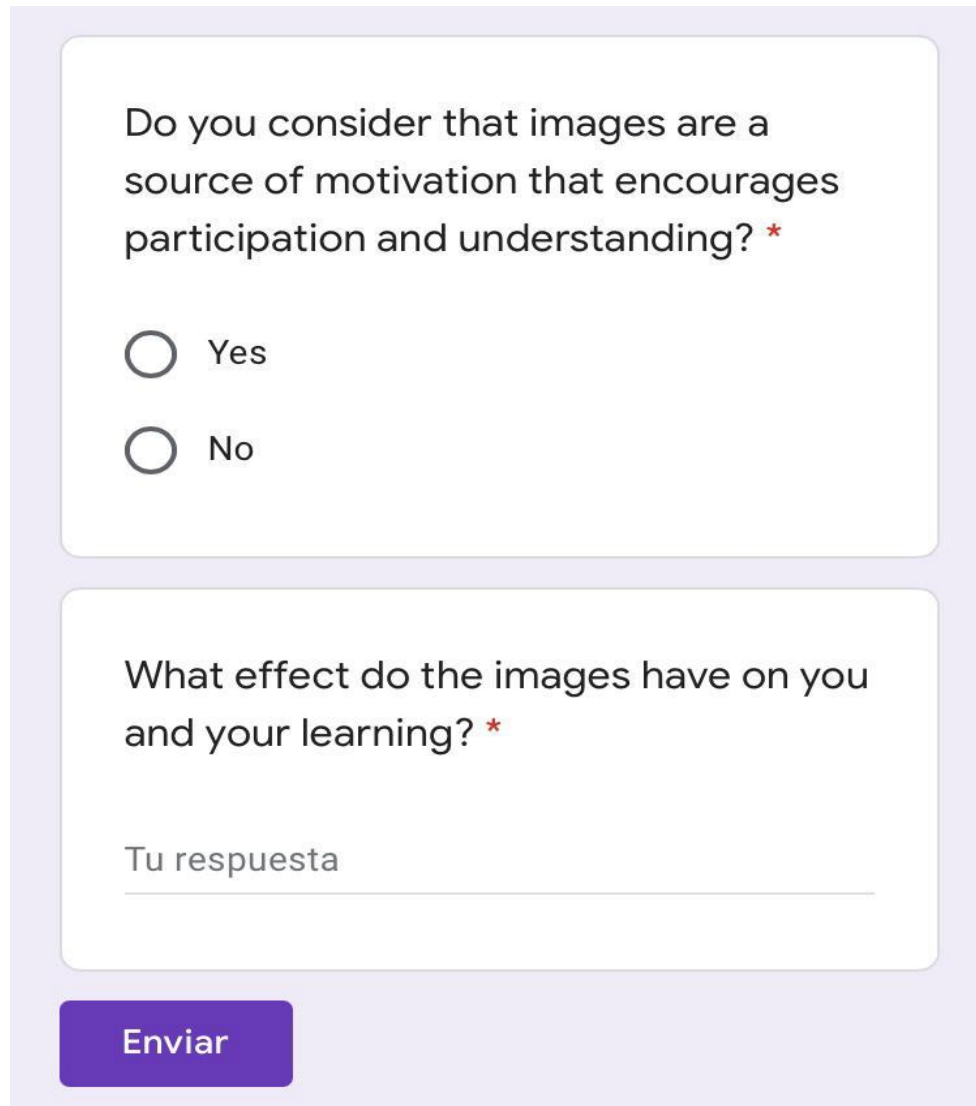
No, by themselves images fulfill their objective

Does a topic capture your attention the most when using pictures to learn? *

Yes

Sometimes

No

Figure 26

Do you consider that images are a source of motivation that encourages participation and understanding? *

Yes

No

What effect do the images have on you and your learning? *

Tu respuesta

Enviar

Investigation about the effect of the use of images as strategy to learn vocabulary

Appendix II – GTA Common diseases and epidemics around the world

1. Objectives

General Objective

- Demonstrate management of the vocabulary learned in order to be used in the practices applied by the teacher

Specific Objectives

- Apply the vocabulary in the corresponding practice in order to complete the information correctly
- Identify the vocabulary that is required within each exercise

Guía de Trabajo Autónomo (Self-Study Guide)

El **trabajo autónomo** es la capacidad de realizar tareas por nosotros mismos, sin necesidad de que nuestros/as docentes estén presentes.

Escuela: ____Las Gravilias____ **Asignatura:** inglés **Teacher:** ____Rodrigo Lopez
- _Marck Cerdas Vargas_____

Guía N.1 – 2021

Student's name: _____

Scenario: Go GREEN

1. Our Environment: Making the Connection

Investigation about the effect of the use of images as strategy to learn vocabulary

Indicators:

- Demonstrate management of the vocabulary learned in order to be used in the practices applied by the teacher
- Apply the vocabulary in the corresponding practice in order to complete the information correctly
- Identify the vocabulary that is required within each exercise

Me preparo para hacer la guía

Pautas que debo verificar **antes de iniciar** mi trabajo.

Materiales o recursos que voy a necesitar

- Cuaderno, lápiz, borrador, lápices de color, goma.
- Computadora, celular, e internet si es posible.

Suggested materials or resources

* Notebook, pencil, eraser, colored pencils, glue. * Cellular, Computer & Internet access if possible.

Condiciones que debe tener el lugar donde voy a trabajar

Un espacio limpio y tranquilo. Un lugar tranquilo y cómodo.

Conditions of the place to work: Clean and quiet space. An unnoisy and comfortable place.

Tiempo en que se espera que realice la guía: 1 sesión de 40 minutos **Expected Time to work this self-study guide:** Work in 1 session of 40 minutes.

Observo videos: Watch the videos

Unit 2: My physical changes

Common diseases and epidemics in the world

WU. Watch the video "Health Problems" and repeat the vocabulary aloud

Investigation about the effect of the use of images as strategy to learn vocabulary

<https://www.youtube.com/watch?v=5xZYFPJ0fps>

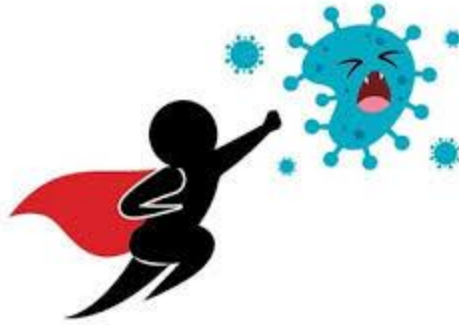


Figure 27

Vocabulary

Running nose

A runny nose is excess nasal drainage. It may be a thin clear fluid, thick mucus or something in between- **Una nariz que moquea es un exceso de drenaje nasal. Puede ser un fluido Delgado y claro o un grueso moco o algo en medio**



Figure 28

Cough

to force air out of your lungs through your throat with a short, loud sound- **Forzar el aire a salir de tus pulmones a través de la garganta con un corto y ruidoso sonido**



Figure 29

Fever

An abnormally high body temperature, usually accompanied by shivering, headache, and in severe instances, delirium.- **Una temperatura corporal alta anormal, usualmente acompañada por temblores, dolor de cabeza y en ocasiones severas, delirio.**



Figure 30

Stomachache

A pain in a person's belly- **dolor en la panza de una persona**

Investigation about the effect of the use of images as strategy to learn vocabulary



VectorStock® VectorStock.com/14944992

Figure 31

Backache

prolonged pain in a person's back- **Un dolor prolongado en la espalda de una persona**



VectorStock® VectorStock.com/12637238

Figure 32

Headache

A continuous pain in the head.- **un continuo dolor en la cabeza**

Investigation about the effect of the use of images as strategy to learn vocabulary



Figure 33

Nausea

the feeling that you are going to vomit- **el sentimiento que vas a vomitar**



Figure 34

Dizziness

Dizziness is disorientation in space, lightheadedness, or a sense of unsteadiness. It affects your sense of balance and can increase your risk of falling.- **El mareo es desorientación en el espacio, aturdimiento o sensación de inestabilidad. Afecta su sentido del equilibrio y puede aumentar su riesgo de caídas.**

Investigation about the effect of the use of images as strategy to learn vocabulary



shutterstock.com · 391736533

Figure 35

Sunburn

a condition in which your skin is sore and red because you have spent too long in the strong heat of the sun- **una afección en la que su piel está dolorida y enrojecida porque ha pasado demasiado tiempo bajo el fuerte calor del sol**



Figure 36

Itch

to have or cause an uncomfortable feeling on the skin that makes you want to rub it with your nails- **tener o provocar una sensación incómoda en la piel que le dé ganas de frotarla con las uñas:**

Investigation about the effect of the use of images as strategy to learn vocabulary



Figure 37

Flu

a common infectious illness that causes fever and headache- **una enfermedad infecciosa común que causa fiebre y dolor de cabeza**



Figure 38

Allergy

a condition that makes a person become sick or develop skin or breathing problems because they have eaten certain foods or been near certain substances- **una afección que hace que una persona se enferme o desarrolle problemas de piel o respiratorios porque ha ingerido ciertos alimentos o ha estado cerca de ciertas sustancias**

Investigation about the effect of the use of images as strategy to learn vocabulary

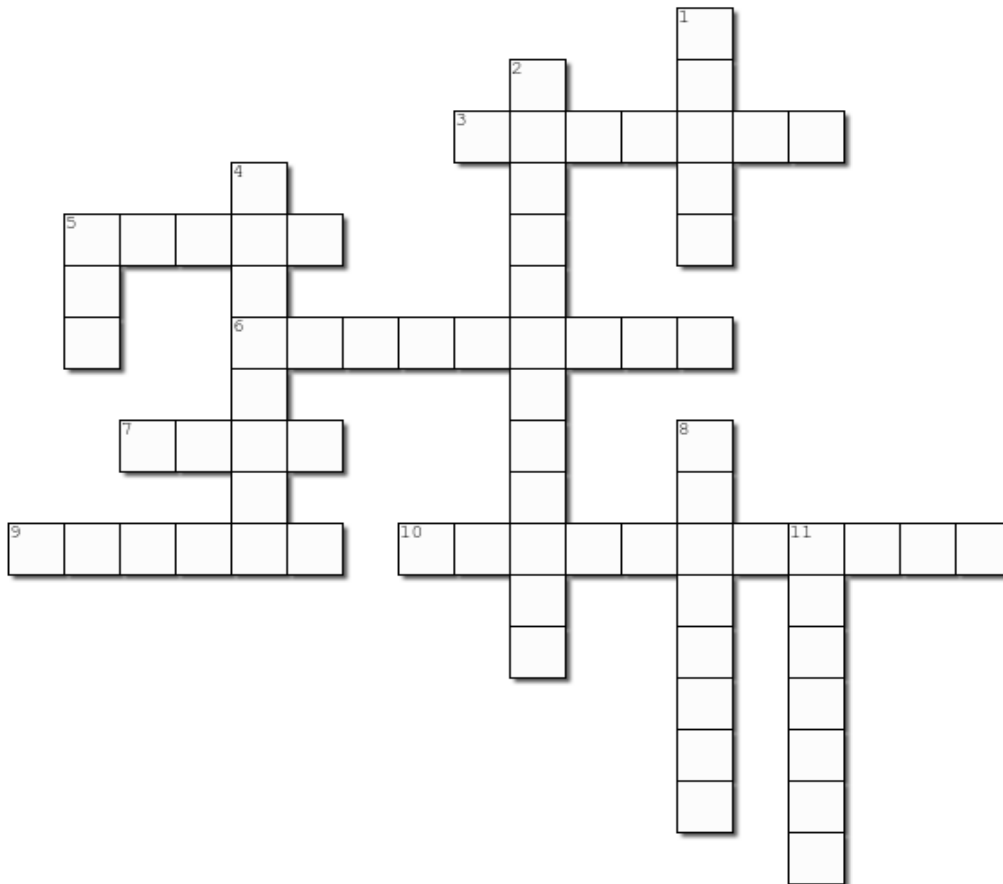


Figure 39

W1. Complete the crossword using the description of each disease

Name: _____

Diseases



Created using the Crossword Maker on TheTeachersCorner.net

Horizontal

3. a condition in which your skin is sore and red because you have spent too long in the strong heat of the sun
5. An abnormally high body temperature, usually accompanied by shivering, headache, and in severe instances, delirium
6. Dizziness is disorientation in space, lightheadedness, or a sense of unsteadiness. It affects your sense of balance and can i
7. to have or cause an uncomfortable feeling on the skin that makes you want to rub it with your nails
9. the feeling that you are going to vomit
10. A pain in a person's belly

Vertical

1. to force air out of your lungs through your throat with a short, loud sound
2. A runny nose is excess nasal drainage. It may be a thin clear fluid, thick mucus or something in between
4. A continuous pain in the head
5. a common infectious illness that causes fever and headache-
8. prolonged pain in a person's back
11. a condition that makes a person become sick or develop skin or breathing problems because they have eaten certain foods or be

Figure 40

Investigation about the effect of the use of images as strategy to learn vocabulary

W2. Fill in the blanks using the correct vocabulary to complete the sentences

Investigation about the effect of the use of images as strategy to learn vocabulary

cold allergy fever sore throat sunburn
headache stomach-ache cut bump runny nose

- 1) Sally is really hot. I think she has a _____
- 2) Jane sneezes whenever she smells flowers. She has an _____
- 3) My throat is so itchy and dry. I have a _____
- 4) George eats lots of candies and snacks. He will have a _____
- 5) Stella was at the beach all day. She has a _____
- 6) Alex is using a knife and he isn't careful. He has a _____ on his finger.
- 7) Richard uses a lot of tissue papers because he has a _____
- 8) I have a fever; I cough and sneeze all day. Doctor says that I have a _____
- 9) Kevin fell off his bike. He hit his head. Now he has a _____
- 10) My mom can't speak right now because she has a terrible _____

Music Printables
iSLCollective.com

Figure 41

Investigation about the effect of the use of images as strategy to learn vocabulary

EL INVESTIGADOR LLENARA ESTA TABLA AL FINAL DE LA REALIZACIÓN DE LA GTA			
Nivel de desempeño del Estudiante			
Indicadores del Aprendizaje Esperado	Niveles de desempeño		
	NO LOGRADO (poco: No logra la tarea.)	EN PROCESO (medianamente: logra la tarea con un poquito de dificultad y necesita mejorar)	LOGRADO (Completamente: logra la tarea sin ninguna dificultad)
Identificar el punto principal o la información importante de un estímulo oral			
Aplicar el vocabulario aprendido en las situaciones que se le pida			
Aplicar habilidades básicas de lectura, como leer, escanear, anticipar y revisar un texto			

Investigation about the effect of the use of images as strategy to learn vocabulary

EL ESTUDIANTE LLENARA ESTA TABLA AL FINAL DE LA REALIZACIÓN DE LA GTA			
Nivel de desempeño del Estudiante			
Indicadores del Aprendizaje Esperado	Niveles de desempeño		
	NO LOGRADO (poco: No logra la tarea.)	EN PROCESO (medianamente: logra la tarea con un poquito de dificultad y necesita mejorar)	LOGRADO (Completamente: logra la tarea sin ninguna dificultad)
Identificar el vocabulario enseñado dentro de las practicas sin tener que ver el material u otro recurso que lo ayude			
Aplicar el vocabulario aprendido en las situaciones que se le pida			
Comprender el vocabulario enseñado dentro del material de apoyo			

Investigation about the effect of the use of images as strategy to learn vocabulary

Appendix III – GTA Information about exchange programs

2. Objectives

General Objective

- Demonstrate management of the vocabulary learned to be used in the practices applied by the teacher

Specific Objectives

- Apply the vocabulary in the corresponding practice in order to complete the information correctly
- Identify the vocabulary that is required within each exercise

Guía de Trabajo Autónomo (Self-Study Guide)

El **trabajo autónomo** es la capacidad de realizar tareas por nosotros mismos, sin necesidad de que nuestros/as docentes estén presentes.

Escuela: ____Las Gravilias____ **Asignatura:** inglés **Teacher:** ____Rodrigo Lopez
- _Marck Cerdas Vargas_____

Guía N.1 – 2021

Student's name: _____

Scenario: Go GREEN

2. Our Environment: Making the Connection

Investigation about the effect of the use of images as strategy to learn vocabulary

Indicators:

- Demonstrate management of the vocabulary learned in order to be used in the practices applied by the teacher
- Apply the vocabulary in the corresponding practice in order to complete the information correctly
- Identify the vocabulary that is required within each exercise

Me preparo para hacer la guía

Pautas que debo verificar **antes de iniciar** mi trabajo.

Materiales o recursos que voy a necesitar

- Cuaderno, lápiz, borrador, lápices de color, goma.
Computadora, celular, e internet si es posible.

Suggested materials or resources

* Notebook, pencil, eraser, colored pencils, glue. * Cellular, Computer & Internet access if possible.

Condiciones que debe tener el lugar donde voy a trabajar

Un espacio limpio y quieto. Un lugar tranquilo y cómodo.

Conditions of the place to work: Clean and quiet space. An unnoisy and comfortable place.

Tiempo en que se espera que realice la guía: 1 sesión de 40 minutos **Expected Time to work this self-study guide:** Work in 1 session of 40 minutes.

Observo videos: Watch the videos

Unit 1: Socializing

Information about exchange programs



Figure 42

What is an exchange program? **¿Qué es un programa de intercambio?**

It is a program in which students from a secondary school or university study abroad at one of their institution's partner institutions.

Es un programa en el que estudiantes de un colegio o universidad estudian en el extranjero en una de las instituciones asociadas de su institución.

Types of Exchange program **Tipos de programas de intercambio**

Short-term Exchange **Intercambio a corto plazo**

Is also known as summer/intensive or cultural exchange program. These focus on homestays, language skills, community service, or cultural activities. A short-term exchange lasts from one week to three months and doesn't require the student to study in any particular school or institution.

También se conoce como programa de verano / intensivo o de intercambio cultural. Estos se enfocan en familias anfitrionas, habilidades lingüísticas, servicio comunitario o actividades culturales. Un intercambio a corto plazo dura de una semana a tres meses y no requiere que el estudiante estudie en ninguna escuela o institución en particular.

Long-term Exchange **Intercambio a largo plazo**

Is one which lasts six to ten months or up to one full year. Participants attend high school or university in their host countries, through a student visa

Es uno que dura de seis a diez meses o hasta un año completo. Los participantes asisten a la escuela secundaria o la universidad en sus países de acogida, a través de una visa de estudiante.

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A student exchange program is the best way to become proficient at speaking a language. Perfecting your foreign language skills during your studies is a major asset to your future studies and career.

Un programa de intercambio de estudiantes es la mejor manera de dominar un idioma. Perfeccionar sus habilidades en idiomas extranjeros durante sus estudios es un activo importante para sus futuros estudios y carrera.

Vocabulary

Exchange student- **Estudiante de intercambio**

Au pair- persona acogida temporalment por una familia

Rucksack- **mochila**

Abroad- **En el extranjero**

Host family- **familia anfitriona**

Term- **Termino/plazo**

Disorientated- **desorientado**

Sit- **asiento**

Homesick- **nostálgico**

Accommodation- **Alojamiento**

Travelling- **de viaje**

People- **personas**

Culture- **cultura**

Host- **anfitrión**

Language- **lenguaje**

Country- **país**

Abroad- **en el extranjero**

Course- **Curso**

W1. Fill in the blanks the sentences with the correct vocabulary

Study Abroad!

Fill in the blanks with the words in the box.

Exchange student – au pair – rucksack – abroad – host family – term – disorientated – sit – homesick – accommodation

1. You should arrange your _____ before you leave your country. Otherwise, you'll find nowhere to stay on your first night.
2. I still call my _____ on Christmas holidays. I love them so much.
3. All exchange students _____ for a proficiency exam in Australia at the beginning of their courses.
4. Nobody wants to live _____ when they have a proper and well-paid job.
5. Daniell Prepare your _____ in five minutes, otherwise you'll miss your train.
6. There's a new _____ in the school. He's from Africa.
7. I felt really _____ on my first day at school. I didn't know where to go or what to do.
8. Kim feels _____. He really misses his family and friends a lot.
9. Why don't you look for a/an _____ to look after your kids?
10. My grades are all right this _____.

STUDY ABROAD

Figure 43

Investigation about the effect of the use of images as strategy to learn vocabulary

R1. Fill in the blanks with the correct vocabulary

Fill the missing words in the text – travelling, people, culture, host, language, country, abroad, course

STUDYING ABROAD

Have you always dreamed of travelling to cool places and meeting lots of different 1) ? No matter what country you live in, you can fly over the world's highest waterfalls in Venezuela, learn world trade in Japan or study art in France. Join a study abroad program, where high school students live with a 2) family in a foreign 3) Semester, summer, and year-long programs allow you to attend school, take intensive language 4) or perform community service in another country. Most of all, it is fun!

Are you convinced that a year 5) s for you, but you're worried that your parents will never go for it? Point out that is a chance of a life time and that it offers great academic opportunities—including learning a second 6) . You might also tell them that students in study abroad programs gain experiences by being in a new 7) broaden their horizons, and increase their maturity and self-confidence levels.

Besides the excitement of 8) , one reason to study abroad is that you will experience new customs, holidays, foods, art, music, and politics first hand. "Obviously, I learned the language and I am now fluent, but perhaps more important was how much I learned about cultures, people, and myself. I learned this from the view point of an active member of the community and my host family, not from the tourist's point of view," says Andrew, who studied in Poitiers, France.



Figure 44

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Appendix IV–Teacher’s interview

Interview

1. How often do you teach vocabulary in class and when do you teach it, how do you do it?
2. When you teach in this way, do you think students understand the vocabulary and internalize it?
3. How do students react to new vocabulary, are they excited or involved in learning it?
4. Have you used images or resources where images are used to teach vocabulary?
5. What effect have you seen on students when using images to teach vocabulary?
6. When you teach vocabulary with pictures, do you use other strategies to reinforce this method and make it more meaningful?
7. Do you think that the images by themselves fulfill the objective of helping to understand the vocabulary and acquire it or should they be used together with other strategies to make it more meaningful? If so, with what strategies would you use the images to reinforce knowledge?
8. Do you think that images are a fundamental resource to teach vocabulary especially in another language?
9. What is the interaction of the students when you use images to teach? Are they more involved in learning and acquire it better or is it the opposite?

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10. For you, the images bring a different atmosphere to the class, a more colorful and fun environment to learn or do you feel that it is nothing more than a material to teach?
11. Do you consider that images are effective for learning vocabulary and does it make students better internalize them? Why?

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