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**VISUAL AIDS TO ENHANCE VOCABULARY
ACQUISITION IN FIFTH GRADERS AT LOS LLANOS DE
ALTAMIRA SCHOOL DURING THE FIRST QUARTER OF
2020**

Thesis Submitted to Obtain the Bachelor Degree in English with Concentration in Translation

Thesis Submitted to Obtain the Bachelor in English

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Dedication

I want to dedicate this research project to my family and my boyfriend, who have been with me since the beginning of my degree and have helped me in this process, gave me the support and sustenance I needed to carry out this study.

Abstract

The objective of this research was to find a solution to the main problem that was raised in chapter one of this study, the research question that was asked was the following, ¿how to improve the acquisition of vocabulary in fifth grade students by using visual aids at the Los Llanos de Altamira School? To work on the solution of this problem, three methods were used: phenomenological, descriptive and qualitative, which allowed the researcher to develop and improve the skills of students with different activities, always using visual aids, and in order to carry out these activities, several instruments that are the following: three observation checklist that were carried out during visits to the school, a pre-test, two activities in between, that were developed with the students and finally a post-test, this means that the participants of This research included the 19 fifth grade students, the teacher and the researcher.

Resumen

El objetivo de esta investigación era encontrar una solución al principal problema que fue planteado en el capítulo uno de este estudio, la pregunta de investigación que se formuló fue la siguiente, ¿cómo mejorar la adquisición de vocabulario en estudiantes de quinto grado mediante el uso de ayudas visuales en la Escuela Los Llanos de Altamira? Para trabajar en la solución de este problema se utilizaron tres métodos: fenomenológico, descriptivo y cualitativo, los cuales permitieron que el investigador desarrollara y mejorará las habilidades de los estudiantes con diferentes actividades utilizando siempre las ayudas visuales y para poder desarrollar dichas actividades se necesitaron varios instrumentos que son los siguientes: tres observation checklist que se realizaron durante las visitas a la escuela, un pre-test, dos actividades en medio, que se desarrollaron con los estudiantes y por último un post-test, esto quiere decir que los participantes de dicha investigación fueron los 19 estudiantes de quinto grado, la profesora y el investigador.

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Chapter 1

Introductory Framework

In recent years, education in Costa Rica has greatly improved. One of the proposals of previous governments and the current government has been to invest in public education because in Costa Rica public education is mandatory and it is a right of all children. However, education in Costa Rica varies depending on the geographical area. For example, in urban areas, students generally have a higher level of English; nevertheless, in rural areas, English tends to be more basic due to the diversity of students, as well as certain factors that affect education, such as immigration, poverty and lack of support from parents.

This research is based on the School of Los Llanos de Altamira in San Carlos, where there are a large number of Nicaraguan immigrants; children of all ages who arrive at the beginning of the school year or later, to be incorporated into a classroom where students usually have a similar level of learning. Most of these students have never received English before and when they join the Costa Rican educational system, in which the bases of English are taught since the first grade the knowledge gap is very noticeable. This is where English teachers should look for ways children can learn the best they can to level the group, looking for methods and techniques adapt and level whit others. In the case of this educational institution, students from previous school years did not receive English because an English teacher was not assigned. Once the MEP (Ministerio de Educación Pública) assigned the current English teacher, he/she focused on basic subjects that students were supposed to know, or at least be familiar with.

Consequently, this analysis aims to incorporate the technique of visual Aids in fifth graders at Los Llanos school, so that students are able to acquire basic vocabulary. In this way, everyone will know basic language terms to increase their desire to learn, by making it easier and more entertaining for pupils to study English. It should be considered that vocabulary is one of the most important subskills in learning a foreign language. English is considered as the "universal language" because it is spoken worldwide. This means that it is essential, fundamental, and mandatory to know, at least, basic concepts of English. This is the objective of foreign language teachers. Students ought to learn to have good oral and written skills, and master vocabulary to start a conversation.

1.1 Problem Statement

During the teaching practice that was carried out in Los Llanos School and throughout the fulfillment of the required hours, it was possible to interact with all the students, from preschool to sixth grade. In other words, the researcher was able to know and share with each individual pupil. While this process was completed, it was possible to detect the strengths of the institution and of the students, as well as, their main weaknesses or deficiencies.

The town of Los Llanos is located in a remote area. It is a troublesome area with very low resources. The majority of families who live in this place are immigrants. The school is very small. The first thing to notice when entering the institution is the absence of an English classroom. Students are taught in a multipurpose room. This is just a brief depiction of all the obstacles pupils and teachers face daily in this school.

At the beginning of the practice, it was possible to observe and learn more about the students, detect the problems they face, and get to know all the hard situations that arise every day at school. The biggest problem that exists at a general level, is the great deficiency of English vocabulary management by students. They do not understand when the teacher speaks to them in English, so they must turn to Spanish. This means that 85% of the English class is taught in Spanish. Therefore the challenge for teachers is to find and apply innovative techniques for students to acquire and increase their English vocabulary.

Another big problem that this institution faces is the lack of interest from parents. The constant migration of families and the great diversity of knowledge possessed by pupils in the same classroom, drastically affect the teaching-learning process. A great percentage of the students of this school are Nicaraguans who arrive at the beginning or in the middle of the school year to join a new school and new teachers. Most of these migrating families do not have a fixed address, live in constant change and those who suffer the most drastic changes are children because of the difficulty of getting adjusted to a new environment and a new culture. The majority of the Students who come from Nicaragua have never received English classes, so they possess no knowledge of Basic English subjects such as colors, numbers, greetings, class rules and commands. This makes it difficult for a single teacher to reduce the learning gap among his/her diverse students.

Despite the difference of knowledge that exists within the same classroom, students are very eager to learn. This motivation from the pupils somehow facilitates the learning process. The most important conclusions arrive at during the teaching practice is that almost all the students learn in a visual way. This is so because it is easier to relate the new

words to an image or a circumstance. This association-techniques is to be developed in depth in this research project.

Consequently, the intention of the researcher is to provide students with all the necessary tools to reach the level they must have according to their level and age. Most pupils should reach the learning objectives harmony, have a similar level, and learn the greatest amount of vocabulary to learn prepare the target language.

Year after year the students are more demanding, and every time it becomes compulsory to learn English. If a student is motivated and wants to learn, the teacher should take advantage and implement methods and techniques to obtain maximum learning in an easy and entertaining way for students.

Therefore, the research question of this research project is, How to improve the acquisition of vocabulary in Fifth Graders through the use of visual aids at Los Llanos de Altamira School during the first quarter of 2020?

1.2 Objectives of the Investigation

The objectives of an investigation are proposed by the researcher who is doing the study; they are very important because they determine the direction of the investigation, what information will be found and what to expect. Each inquiry has a general objective, which constitutes the objective main analysis and two specific objectives that are the guidelines to achieve the overall objective. In this investigation the objectives are as follows.

Visual Aids to Enhance Vocabulary

1.2.1 General Objectives

- To analyze the use of Visual Aids to enhance the acquisition of vocabulary in fifth graders at Los Llanos de Altamira School during the first quarter of 2020

1.2.2 Specific Objectives

- To identify the deficiencies regarding vocabulary acquisition in fifth graders at Los Llanos de Altamira School
- To apply Visual Aids techniques to enhance vocabulary acquisition in fifth graders at Los Llanos de Altamira School
- To evaluate the use of Visual Aids to improve the acquisition of vocabulary in fifth graders at Los Llanos de Altamira School

1.3 Justification of the Study

The acquisition of language is something natural for all human beings. For example, a baby who still does not know how to speak acquires a certain type of language to express himself and gradually acquires words and vocabulary from the environment in which he develops by listening to his parents; therefore, language constitutes the signs that are used to express something and it is also speech. According to research conducted by Sawyer (2015) suggests that children learn to use a language to communicate in the context of problem solving, where a supportive environment that facilitates learning is witnessed and is defined as a support system for language acquisition, where there are several conditions that are used as the presence of child speech and the way children communicate with their parents, the parents are the role model or guides for the child, the way they speak allows them to capture the words and repeat them.

When you teach a foreign language such as English in Costa Rica, you must start by teaching and learning vocabulary, short and simple words to increase the level of difficulty, such as when a baby is learning how to speak his native language. The child begins by learning new words, becoming familiar with the language in a faster and easier way. In a similar manner, school children begin by joining words, relating them to a context, and to a specific image. This is the purpose of using visual aids, to help students acquire new vocabulary words.

By applying visual aids, the teacher reduces the gaps between his/hers students and the new comens.

1.4 Antecedents

Learning a new language these days is easier than in the past. There are a lot of tools that are available to people, such as the Internet, new technologies and the use of different electronic devices make learning simpler, one can find all kinds of information using the Internet. Nowadays it is very unusual for a person not to have a cell phone or the internet, Villalobos (2010) says in his research on the use of technologies in English teaching, mentions that technology has always been present at personal and professional levels. Today most people have access to the Internet or have a computer, or other electronic devices. When it comes to learning English as a second language, it is known that the Internet has been a great aid for all the people who are in such process. They always access the Internet for new technologies and support or help. Times change and technology advances. Teachers must be aware of all these changes and be prepared to deal whit all those electronic challenges. These aids that the Internet provides to all people in

different areas, are visual aids, to facilitate process of learning by means of images or videos that teachers upload from the Internet

Any of the visual tools that exist such as printed texts, books, worksheets, images, photos, drawings, pictures, graphics, interactive whiteboards, slides, movies, short films, television or computers are electronic devices to which children and adolescents are accustomed to and can also be used in teaching, so that their classes are innovative and interactive taking advantage of all the tools that now exist.

Salon (2019) in her investigation mentions that when children grow up they acquire speech in different ways, they learn by what they see, by what they play or by what they hear but most students feel more comfortable learning a new language by using visual aids.

Teachers should use new techniques to stimulate their students. To learn vocabulary; it will be easier if the students associates the new word to an image.

Visual aids can be used in all environments, at school, at the university or in any other educational institution, There are several types and these must be chosen according to age, grade and student population such aids vary depending on the skills to be acquired on developed. The teacher must be aware of such techniques and know what type of activities are appropriate for the type of skill, whether oral, written, auditory or reading.

Another issue is fluency in the target language. In a learner speaks naturally and confidently in his mother tongue, but when however a student speaks English he feels frustrated and soon gives pronunciation and Fluency improve with the use of aids, some games like Pictionary, creating stories, conversations or debates are very helpful for students and for the teacher, to develop fluency.

According to a study by Dollati (2010) the Malaysian University of Technology on *Harnessing the Use of Visual Learning Aids in the English Language Classroom* says that in recent years the use of visual aids in learning in education has increased considerably because students are familiar with visual aids due to the Internet and new technologies, teachers realize that this teaching method benefits students at all ages, while its use is appropriate and effective. These visual aids help to understand and translate verbal processes that are more complex through visual aids, with the advantage that learning becomes faster.

There are several types of visual aids. Photographs are the simplest and most commonly used, however, images are also very effective. These are mostly used in young children; the more concrete a word is, the easier it is to illustrate it, graphics, maps, diagrams, movies, animated shorts, movies or slides are part of the visual aids that are used in the teaching of a language. By using this type of aids teachers may transmit the meanings of words, teach reading texts, speaking and even written texts.

The research conducted in the State University of Chile on *Visual Aids in English Language Teaching*, Carrasco and Mirandan (2013) determine how to use visual aids and how English language teaching benefits. The main objective of this project is to examine how the use and integration of visual aids in classrooms improves and encourages communication when learning a new language, focuses on the incorporation of all visual supports, and as students understand them; they are able to capture and decipher them. It is always good for students to receive additional instructions and extra material to better understand the contents of the foreign language. Whenever English is taught, educators must find ways to exemplify and refine the issues for the student population and their

different ways of learning, adapt the material to the class, and design aids that develop students' language skills.

Quintana (2015), in his research on visual aids and its relationship with learning English, mentions that active and communication in English is what connects the world and what is spoken years ago, visual aids are used as tools (english vocabulary learning), in his country Chile, the english language is compiled within the curriculum of regular basic education, The Ministry of Education has designed methodological sheets as support material for work with textbooks, with which students work grammar and vocabulary highlighting the importance of vocabulary in English. Active communication is not possible without the proper functioning of vocabulary. Visualization is gaining increasingly importance in the daily life; what is seen again and again is clearly remembered. When a person reads the newspaper or magazine and is guided by the images or the deep illustrations, he remembers what the text was about. Many of the publishers rely on "less text and more images", pictures or photographic images are the best elements to convey information.

Visual aids help achieve goals by providing emphasis on what is being said; sharp images help reinforce or clarify a message. If a student does not understand a spoken or written word, a visual support can help to absorb the information better. These aids make complex information easier and more understandable; visual aids stimulate and increase the student's interest in learning more words in a easier way.

Monterrosa (n. d.) explains that two people are necessary to communicate, one sends the message and the other receives it. In a pedagogical act communication fulfills

another requirement that is to provide aids and means that facilitate the assimilation of knowledge, 85% of the information that is stored in the human brain comes from sources or visual aids. The importance of visual aids in the retention of concepts is considerable. The white board is the most common method and one of the most utilized however, the benefit not always obtained because, in matters of reading comprehension, it does not help students but confuses them.

There are other resources that facilitate the transmission of information in a classroom such as the projector and the slides. The use of media such as these has been widely used and overused by some teachers. This has caused some rejection by the students. Some teachers have the projecting absolutely the whole class to avoid writing on doing different exercises or activities on the board, thus boring students

Monterrosa highlights some important recommendations when using visual educational resources: be clear about the subject and the objective you want to achieve. Visual aids should not be used to fill in or, as spaces in the class. They should be prepared in advance, improvisation should be avoid because it affects the transmission of the message. The visual support must be indicated at the required time, otherwise, the attention of the students will be reduced. The visual support ought to be observed by the entire audience.

1.5 Scope

The reason and what is intended with this research is to increase the mastery and the increase of vocabulary on the part of the students, using different visual methods that adapt to the needs of each child requires. One of the main reasons why these students have such a

low level of English, little knowledge and vocabulary management and little direct exposure to the language due to the fact that, students are never be forced to understand, learn on be interested in the language they are studying. They excuse themselves just by saying that they do not understand and that they do not know how to say or pronounce a word. They feel embarrassed to freely use English in classes because they have never been encouraged to do so.

The implementation of visual aids, it is intended to provide students whit the necessary vocabulary according to their grades and ages, preparing them for future school years by using images, photos, flashcards, videos and other materials in which students can have a clearer idea of the new word and related to a particular image. Encouraging students is a crucial part to obtain good results in teaching and learning a new language. Increasing interest and overcoming the limitations that children have in school by new positive experiences creates a healthy environment in the classroom in which good learning is the fastened, thus, providing students whit methods and techniques to overcome their limitations while learning English.

Chapter II

Theoretical Framework

Nowadays it is essential to learn a foreign language, since in most areas, whether labor or social, it will be needed. Language learning helps to the development of human beings and communication, no matter, in which country or region you are. For future generations, learning different languages is a primary need. In any public educational

center, at least, one language is taught, mainly English, which is known as the universal language.

English is one of the most useful tools in society; the person who has mastery of English, automatically opens the doors and opportunities to develop. Nowadays English is a very important requirement to get a job and to communicate. One of the most important aspects when learning a second language, in this case English, is vocabulary. When a person knows a lot of vocabulary, it is easier to communicate, understand conversations, and be able to develop any type of conversation or context. Fluency will be better because the person has a lot of words that he knows and can use correctly depending on who he is talking to or what he is talking about, whether in a more formal context or an informal one and the focus of this chapter is based on how to teach vocabulary, through widely-used techniques that facilitate the acquisition of vocabulary.

The acquisition of vocabulary needs a lot of practice. When a student is able to have a logical conversation, it is when the teacher truly realizes the mastery of the student, and his usage of vocabulary. It is also a diagnostic test to provide the teacher with the appropriate feedback on his/her students' weaknesses and strengths.

Therefore, visual aids are of great help when there are groups of students who have a very basic or almost no English knowledge. Photographs, videos, movies, comics, and images can make the student directly relate the word to an object or thing. He is familiar with it. Adapting the material to the class and to the students makes the children more interested in the content, for example; by using images related to cartoons or characters the students like.

Teaching English in a real life way, makes the student want to know more and more, increasing his motivation and desire to learn. Innovative, didactics makes the student learn effectively, recreating activities of daily life inside or outside the classroom, such as dramatizing a visit to the doctor, the supermarket, a job interview, giving an address or answering a call are real activities, that, at some point students will use in real life thus, students realize that mastering vocabulary is a vital necessity to help them communicate properly. Theories on the subject of this research will also be analyzed (visual aids) to demonstrate how visual aids help in acquiring and building up vocabulary.

The objective of this research is to contribute to the acquisition of vocabulary in fifth graders, using technology, traditional media and a lot of visual materials.

2.1 Literature Review

Marquez, et al (2019) explains that visual aids are a very important strategy in teaching English as a second language. Many investigations recognize that memorizing forms and words of the language is a very inefficient strategy to learn a language correctly; instead, visual aids can help students reinforce what they have learned. Students absorb information through sensory perceptions. Visual aids such as images, posters, postcards, graphics, picture books, television, videos and computers can help students easily understand and recognize the main points of a topic; students adapt to the process and each visual aid can give a different response in each student, helping them to understand the deep meaning of a topic by realizing the similarities and differences between each topic.

Many of the systems that English teachers use to teach English are very old. They are teaching methods that are already obsolete. This is why it is difficult for students to first

learn English without having any direct contact with language, thus, students feel great pressure, get frustrated, get bored and stop studying English. The methodology does not adapt to them and does not catch their attention. Without motivation there is no learning. That is why the use of technology and new teaching techniques such as visual aids is making students interested in learning English.

Thornbury (2002) mentions that all languages have words, languages always emerge as words both historically and in terms of how each person learned their first language and how they were taught and any language they learn later (How to teach Vocabulary, p.1). From very short ages children begin to acquire vocabulary, when they begin to learn to speak, they start from the simplest and as they grow their vocabulary is wide, but at such short ages children do not learn language but acquire it.

According to Castañeda (2000), parents or people who have been in charge of children since they are babies should pay close attention to the babble of infants; it is not a waste of time as many believe. When a child is small, he tries to imitate all the sounds he hears, he repeats words. Those sounds that the child makes should deserve attention, depending on the parents' vocabulary, the words they use will be the child's vocabulary, because it is the environment in which he was raised. Babies from the first days of birth are very sensitive to human language, especially that of their mother, which carries a very large influence on the child (The child's verbal language: how to stimulate, correct and help to learn to speak well? para 6).

It has always been said that the stage in which children learn more easily is from an early age. Learning English is a great advantage for children; they find it easier to learn

practically everything at very early ages, their ability to learn is much greater. Castañeda (2000) says that the acquisition of speech in the first years of life is crucial for the linguistic development of the child, linguistic stimulation and corrective treatment of speech defects during the first 4 years of a child's life are considered very important for the normal acquisition of language and also for the development of intelligence and the ability to think, during that stage the child's brain has a maximum plasticity, which allows the maximum ability to learn and that the learning process be very fast (The child's verbal language: how to stimulate, correct and help to learn to speak well? para 8).

2.2.1 Teaching English

Knowing English is extremely necessary and helpful, but most children see it as an obligation or a requirement, so teachers must put into practice activities to make the learning process fun. It is believed that being bilingual is learned only if the child speaks English or has contact with both languages at an early age; however, this is not entirely true because you can learn English at a more advanced age. The key to teaching English is to have the proper procedures. In recent years, the idea of learning to enjoying has increased, so learning and teaching English can be fun for both students and teachers.

According to Romero (2018), the key to teaching English to children is to involve them in the language environment, so that the whole class develops in English, so this way students will have permanent contact with the correct pronunciation and phonetics and it is very normal that at the beginning there is some resistance on the part of the students because they will always prefer to communicate in their native language.

One of the most common mistakes in teaching English is to force the student to say words or phrases in English, simply because he has to. Learning under pressure is not good it causes the student to be blocked, since it takes several weeks for the brain to process the information, order the ideas of the new language and express them. So teaching English is a team work, the teacher, the students and the parents. It is not only taking the children to English classes and that is all. It is a daily and constant practice if you want to get good results. Learning at home should be reinforced in a reasonable way

According to Romero, (2018) there are a number of tips that can be followed to reinforce English learning: watch TV in English, programs, movies, cartoons, series that are liked by the child, relate to the environment, try to have children interact with other children or people who speak English. Reading in English, children's books or stories are very helpful because they associate words with illustrations, so they can see the spelling of the words and associate the word with a context; the child is also instilled in the love of reading and that way the children's vocabulary is extended, simple games where themes such as colors, numbers, weather, greetings and farewells come into play, the days of the week, as long as they are entertaining, depending on the age of the child, say the name of the objects around, this helps the child to master basic vocabulary, songs and the use of the Internet like You Tube, are just some of the numerous techniques to be taken advantage of the into consideration.

It must be taken, into consideration that in order to teach children well it is necessary to establish an emotional bond with them. The curiosity of the child and an appropriate family environment will make the environment healthier and more suitable for

the teaching-learning process, the tools exist, it is only a matter of having the interest to teach, the desire to learn and the motivation to acquire a new language.

2.2.2 Vocabulary Acquisition

Vocabulary is essential in any language, for instance, when you travel to unknown places if you speak English; you will be understood because English is a language spoken worldwide.

According to Casanova, (2005) the acquisition of an appropriate vocabulary is essential to succeed in learning and using a second language, because if you do not handle a broad vocabulary you are not able to use the correct structures and functions for communication (p.144). Vocabulary inadequacy in students is a problem that all teachers go through. The acquisition of vocabulary goes beyond simply knowing words, it also implies knowing its form, its meaning and its grammatical functions, as well. It can also be said that to acquire vocabulary requires the intervention of various factors such as repetition, exposure to the word and involve the word in sentences (Acquisition of Vocabulary, p.145).

It is clear that the problem on the lack of vocabulary in students, occurs in most educational centers, both public and private institutions. When children are not directly exposed to the language it is more difficult for them to know elementary vocabulary.

When parents are willing that their children learn English at an early age, it is better when they enter the school environment because they already master Basic English, as opposed to subjects, children who enter school without being exposed to English at all. For the second group of children, it will take longer learning the target language. In such cases, teachers should start from scratch.

This is exactly the case of the students of the Los Llanos School. They are children from a marginal area, of very low resources, where both parents work, and the children live with their grandparents or take care of themselves. Therefore, their exposure to English at an early age is almost null.

Many parents, do not have time to get involved in the education of their children or in their school environment. There are even cases where parents do not have a fixed address. As a result, students are constantly changing schools. There are also immigrants from Nicaragua, who come for a while, and then return to their country. This constant change from one school to another is a different adaptation process for pupils because they have no follow-up on what they are learning at school, thus making the learning process harder for them, their teaching and their parents in some cases, a student is overcoming his problems at school. He is doing well, suddenly, his parents have to move out. In This way all the students' effort and dedication is lost, and he has to start all over again. Teachers can do very little to help such students because they have too many pupils, and they have to follow specific school programs.

Teachers should start implementing techniques for all students in whic some basic knowledge is retained, be it games or group activities, for basic vocabulary. This reinforcement will be beneficial for both students who already know the subject matter, as well as, for those who do not know it. It is said that the acquisition of vocabulary goes beyond knowing words; the implementation of new words goes hand in hand with the auditory perception of a person.

According to Akerberg (2005), communication is based on hearing, most teachers blame difficulties on problems of articulation in students, but research shows that the origin of the problem is a different perception. The age factor has been considered as a serious problem since it is affirmed that it is impossible to acquire the phonological system, and vocabulary a second language after puberty. Most teachers agree that a good auditory perception is a condition for good pronunciation although there are external factors involved in this process (Adquisición de segundas lenguas, estudios y percepción p.46).

For this reason, some of the techniques for teaching English vocabulary require listening. It is very important that the teacher knows his students and that he investigates the previous knowledge of the children, in order to have a starting point. He/She should know what the deficiencies of the group are, so as to reinforce and strengthen their weak points. (Sánchez, n.d., p. 16).

If a student has never received formal instruction in English before but has prior knowledge of the vocabulary of certain contexts; he can still communicate. The importance of vocabulary is in understanding and knowing what we want to communicate. A person who has never been in contact or studied English but who knows some basic vocabulary can interact with native speakers. However, there are students who know a lot of grammar rules, verb tenses, and other structures but can barely communicate.

Thornbury (2002) mentions in his book that people who want to acquire a broad and correct vocabulary must be familiar with the words and know the eight categories, the first step is to know how to identify words, to know when it is a verb, a noun, an adjective, a

preposition, an article, an adverb, a conjunction, a pronoun; this in order to identify the roles that a word can take within a text (pp.2-3). He also concludes that if you spend a lot of time trying to study grammar, the level of English will not improve much, however, you will see better progress if you focus more on learning words and expressions.

2.2.3 How to teach vocabulary?

Vocabulary is understood as words or linguistic elements that are part of a language, and it is understood that each word has a semantic load in addition to the vocabulary going beyond knowing words (Siqueira, n.d, p.457). There is nothing worse than talk, saying something, communicating and not being able to because words are missing. When you read a story, a book, a text, you miss a lot of details because there are words of whose meaning is unknown. The lack of vocabulary is a problem that all people who are learning English as a second language go through. Vocabulary is one of the most important parts when learning a language, it affects writing, vocabulary, pronunciation, and even fluency. Teachers must know methods and techniques to facilitate and enhance vocabulary acquisition.

Siqueira (n.d) mentions that acquiring a lexical competence means mastering words such as nouns, adjectives, verbs and expressions among others, however, it is not only to know them, but it is also necessary to know how they are used with their specific meanings (p.458). How does a teacher know the needs of his students and how to start teaching? When the teacher has a profile of his class, such background benefits himself and his students for the following reasons: prior knowledge about the functioning of the group, its virtues, strengths, and weaknesses. Besides, if there are social problems present, on

curricular adjustments, too. Through initiation games, teachers are able to know their students weaknesses, strengths, personalities, and topics that should be reinforced.

A diagnostic test through oral questions in groups or individually or also a small test with a series of questions, that include the subject matter, in this case the vocabulary, that is supposed to be know from previous years. With the results of these tests, the teacher possesses a clearer and more specific knowledge about the English level of his students.

In the case of fifth graders students, which is the level that this research focuses on, children should handle and know basic topics such as colors, numbers 1-60, days of the week, body parts, weather conditions, shapes, feelings, months of the year, greetings, commands, school supplies, means of transportation, community helpers, family members, instruments, fruits, vegetables, typical foods, healthy and un-healthy foods, pet and farm animals, introductions and simple questions such as name, age, residence, likes and dislikes, favorite instruments, clothes, home appliances, verbs, prepositions, types of families, duties at home, duties and rights, daily routines, know bverbs and prepositions create sentences among others.

If the students do not know any of these former topics, the teacher must reteach the subjects, so that their students have the necessary bases to continue with the topics that correspond to their level. In the case of public education in this country, many pupils do not know these topics.

Returning to fifth grade students at Los Llanos School there are several factors that have influenced their learning process, in previous years students did not receive English, because they did not have a teacher, the teachers strike of 2018, lack of help, interest, and

support from parents, the absence of students to school, the desirability of an address, and immigration. All these factors have affected and continue to affect the students of this institution in the process of their education and learning, not only in English, but also in all school subjects.

According to the London Academy (2016) the improvement is based on how much the student practices English vocabulary only improves and increases with use; this means that only good results are achieved. One of the most common tools to improve the pronunciation of certain words is to record the accentuations of the students, so they can heard themselves and see how they are improving (The importance of English vocabulary and its methods for memorization, para. 5).

There are thousands of ways to memorize vocabulary and all teachers know that not all methods work for all students.

The London academy (2016) mentions some of the methods that are more useful for learning vocabulary (para.9); Word association: Match new words in English with others in the native language or with pictures. Establish interactive learning: The more contact the student has with English, the better it will be for him, not all learnings have to be structured, rigid and boring, there are a multitude of ways to learn, for example, watch series in English, listening to English music, movie subtitles, reading books or stories in English, playing games in English, and making notes throughout the room.. Practice: If the student does not practice there will be no success, you should put aside the shame and look for environments in which you can practice.

Welsch (2013) reports that the six key elements for learning English are reading, listening, speaking, grammar, vocabulary and writing. He recognizes English as the pending subject; he explains that most teachers teach English in a very structured way and start where it is not due. They have to convey to the students the idea that English is not something to be scared of and that it is not teacher's fault that they should adapt to a curriculum proposed by the Ministry of Education which does not have much to do with what the students will face in real life, but it is what teachers should teach in public schools. Welsch says that teachers should be guided more by their experience and intuition, also, most of the subjects taught in schools are useless, and so no student finishes elementary school speaking English. Children and young people spend years studying grammar only to complete blank spaces in an exam, which does not reflect their knowledge at all. After so many years of being exposed to English, they have never been able to say a word in this language.

According to Delgado (2017), before practicing or teaching vocabulary you have to choose the right words, however there are certain mistakes made by teachers who teach English, regarding vocabulary

Error number one: choosing only the vocabulary proposed by the curriculum, since it is very limited, contains words that could be deleted, and it is decontextualized. Error number two: teaching too many words at once, ten words are already too many and overwhelm the students, it is better go slowly but surely; a word is not learned by memorizing it, but by practicing and using it. After correcting these typical mistakes it is time to choose the vocabulary, common used words that can be used in real life, for communication. You must start with the basic and increase the level. Start with words that

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have are easy to be represented whit images, so that, students can associate the words to the picture to learn their meanings.

Finally, according to Siqueira (nd), students must be told the correct pronunciation of the words, give a clear pronunciation model, and have the children repeat it; give explanations with examples, use visual illustrations, see words within the same context, write the word on the blackboard,use support cards, and a lot of practice (p.461).

Activity Proposals to work vocabulary in class

Association of words, a game that can be rehearsed in class is that students sit in a circle, the teacher chooses a topic and starts saying a word according to the topic he chose. Students must add a related word according to its semantic field and words cannot be repeated, this activity serves for students to relate words and for memorization.

Intrusive word: The teacher prepares a list of ten words, each one containing vocabulary seen in class. The teacher reads the list of words slowly while the students listen, but they cannot write anything. Then the teacher reads the list quickly again, without pauses among the words. Finally the teacher reads the same list by changing one or two words, and the students must identify and write the intrusive words.

Stop game: students must complete a series of sections, using the same letter for all sections.

2.2.4 Visual Aids

According to Beqiri (2018), visual aids are elements, such as: graphics, photographs, videos, images, etc., which are used in addition to oral information. Visual aids are chosen according to their purpose or goal; it all depends on why or for what they

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are going to use. They may be used to summarize information, reduce words in a text, clarify information, show examples, create a greater impact for the reader (as in books), emphasize information, improve credibility, involve the audience and increase interest and, make information more understandable to the public.

There are certain points that must be taken into account when deciding to use a visual aid. It must be certain that the public can quickly understand the image; it must be clear. Visual aids may be used throughout a speech, presentation, or during a class, but you should try to use them for the most important points, or for the most complex information, otherwise the audience may get bored.

To prepare a visual aid, you must think beforehand about how that image or video can support the message that you want to express in front of a specific audience. Be sure that the image is in line with what is being said, avoid loading images or slides in a presentation. Visual aids must be clear, concise and of high quality. You should maintain the same style throughout your presentation, colors, typeface, and format. Try to use graphics and pictures to represent data, It is always important to ensure that the device or presentation serves without visual aids in case of a technical problem. Be sure that people behind the auditorium or classroom can read and observe the information clearly.

During a presentation, the audience should focus their attention on the speaker not to in the visual aids. Visual aids should only help develop the topics.

Power Point presentations are the most popular visual aids and the most frequently used by teenagers in school or adults in work environments. It is very easy to create attractive and professional presentations and it is very simple to modify and reorganize the

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information and content. You can insert a large number of visual elements that have to be used correctly, do not overuse the tools. To create a good presentation, you must have a clear background, the animations should not be exaggerated, use bullets for the key points, avoid too much text on a single slide and use the same color in the letter that is easy and clear to read, such as black or blue.

As mentioned before there is a great number of visual aids; it all depends on the type of audience and the formality of the class or talk. In this investigation the audience is constituted by students, fifth graders, it means that there are a lot of visual aids that can be implemented; It all depends on the content: photographs, flashcards, images, videos, whiteboards, handouts, short films, movies, posters, drawings are among some of the tools that can be used with children.

For an English teacher, flash cards are indispensable and more when it comes to vocabulary. Everything is perceived by sight, even more when there are words that the student does not know or master. It will always be easier to relate that new word to a specific image. The images in learning have many benefits, but it is known that a student should never be given a screen of a full text; it is too simple and very boring compared to the effort of a teacher who makes material for his students according to the contents. You always need something that attracts students and supports them throughout the learning process; that is, the ability of visual design, which makes a class more enjoyable, but it's not all about looking at an image. The teacher has to explain the relationship of the image with what is being talked about or explained. Visual aids make a big difference in results, help students understand complicated ideas, remember information and simplify concepts and vocabulary (“Visual Aids for Learning: Why They Matter?” 2018, para 2).

According to Knight (2019) the brain is an image processor, not text, students who are currently in schools and colleges are the most technological generations; they have been raised in a society surrounded by technology and focused on the media. The use of visual aids to involve them is essential, and there are different ways to enrich a lesson using visual aids while preserving the importance of the information you want to convey.

2.2.5 TBA

“TBL (Task-based learning), or TBLT (Task-based language teaching) is an approach in which learning revolves around the completion of meaningful tasks. In the TBL approach, the main focus is the authentic use of language for genuine communication and task-based learning has different approaches” (Zakime, 2018, para. 1). The tasks used in this teaching technique may be in the best case real-life situations that have a pedagogical purpose, some of the tasks may be: give students a space to exchange information using only English, watch a video on You Tube of some important issue or social problem and then comment on it, solve a problem, write a letter or an email requesting some type of information, give an address, dramatize a job interview, among many others; the purpose is to place the student in a scenario where he has the need to use the language. Generally the implementation of this technique consists of several faces that can vary: pre-task, task (that can be divided) and post-task.

J. Willis & D. Willis (2013) state that people who have used homework-based teaching consider it the most effective way or technique of teaching language, because involves students with the actual use of language in the classroom. This can be done through different tasks such as debates, problems and games which require students to use the language by themselves however teaching through homework is not the same

throughout the world; there are teachers who adapt the technique to their benefit or to the benefit of the group (para.14)

Learning a second language requires more than immersing students in a comprehensible environment but immersing them in real life situations that obligates them to negotiate, interact and think in the second language to acquire thus, achieving a more naturalistic communication. There are several points to take into consideration, when attempting a TBA: The focus is on the process rather than the product. Basic elements are purposeful activities and tasks that emphasize communication and meaning. Learners learn language by interacting communicatively and purposefully while engaged in the activities and tasks. Activities can be either those that learners might need to achieve in real life and those that have a pedagogical purpose specific to the classroom. Activities and tasks of a task-based syllabus are sequenced according to difficulty. The difficulty of a task depends on a range of factors including the previous experience of the learner, the complexity of the task, the language required to undertake the task, and the degree of support available.

(Richards & Rogers, 2001, p. 224, para.2)

Frost (2007) specifies some of the advantages of using this teaching method: Students are free to control language, because in all three stages they must use it. They are exposed to a wide range of phrases and words; language arises from the need to have to use it students lose their fear of speaking in English, as they are in constant communication, and the lessons are pleasant, motivating and different.

2.2.6 How to implement TBA and visual aids

As mentioned before, Task based approach has several faces during the lesson (Richard & Rofers, 2001):

Pre-task: it is the moment in when the teacher chooses a topic and establishes a task that has to do with the chosen topic, thus increasing the curiosity and interest of the students while the teacher prepares his students. At this stage, Teachers can help students with content and language; it is very important that the instructions are very clear and the students know the purpose of what they are doing.

Task: At this stage students perform the task either in pairs or in small groups, and use the knowledge of language to express themselves. As the focus of this technique is communication, it is assumed that the teacher does not have to over-correct their students, but must monitor the groups, provide support, and make sure they use English and finally the students share the information whit the group.

Post-task: at this point the students evaluate the performance they had during the assigned task, compare their results, and realize the vocabulary used and how they did it.

Activities that can be adapted to the TBA, are a visit to the doctor, a visit to the supermarket, attend an emergency, answer a phone call, a job interview, give an address, follow and give a recipe, role-Play, introduce a friend.

All these activities can be used to learn all kinds of vocabulary, depending on the situation that the teacher wants to expose to the class to, for example, if it is to give an address the vocabulary that is at stake are the prepositions of place and time also the places

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of my community; this can first be represented with images or a small video so that the students have a clear idea of the type of vocabulary it is and how they can use it. Then the teacher gives a stage and the students must dramatize a situation using the vocabulary just seen with the images used before.

Another case, is a visit to the doctor. The vocabulary that is at stake are the parts of the body, diseases, symptoms, organs and treatments. There is a lot of vocabulary that covers a single real situation. Each of those words can be represented with an image. Then the teacher exposes a scenario that a student is the doctor and the others, are patients and should use the vocabulary. Likewise the students already know what a visit to the doctor is in English, how to say that it is what hurts them, what symptoms they have and how to solve it, there is much that can be learned using a single activity in the class and different techniques.

The fusion of the TBA with visual aids would be of great help in the teaching-learning process with children. Previously, in the Professional University Practice these techniques were used with some of the groups and the objective of the class was achieved. Using daily and real-life activities with the support of images or videos cause students to immediately associate new concepts or words with images, thus they are guided and have a clearer idea of what they should do since their command of English is very basic. One of the activities that was done was to color a stage; the theme was fruits and vegetables, healthy and unhealthy food. The group was divided in two and flashcards were distributed with images of fruits, vegetables and healthy food; the classroom was supposed to be a supermarket and the students had to go to the supermarket and find a series of foods that were on a list. The objective of this activity was totally achieved, the children used the role-

play technique with the respective visual aids. They learned to identify the type of food and vocabulary of each fruit or vegetable.

Placing students in real situations makes them learn by doing. It is not the same to have a teacher standing in front of a group of students the whole class without stopping or to get directly involved with them and have them to do fun and creative activities.

Students always talk a lot about the type of teacher they have. A teacher should always innovate and grow with this students and adapt to situations. Teaching vocabulary is very simple, even if the teacher does not have the tools or the electronic means; he can use his own creativity and teach with what is available. Teaching vocabulary is much simpler if you use teaching techniques and methods that make the learning process more enjoyable.

When student's proficiency in English is so low, they often get frustrated because they do not understand what the teacher is explaining to them, they lose interest in the class containly, and distract other classmates. They are embarrassed or afraid to participate in the class when the student notices that he is learning and that he is understanding, his desire to learn will be activated. Students do not learn in the same way and with the same ease that is why implementing techniques where students who find it a little more difficult to use English count on this type of visual aids so that they are guided and can be part of the class and feel included as well.

Chapter III

Methodological Framework

All investigation has a purpose and a goal, the methodological framework allows the investigator to have and provide an explanation of the tools used to achieve the objectives, the application of the instruments, how they are going to be used, and what the results obtained throughout the entire investigation are, as well as if the objectives developed in the first chapter of this study have been achieved. Consequently, in this chapter the types of focus of an investigation are explained, characteristics, definitions, sources, categories of analysis, the instruments developed, and detailed and a brief explanation of the investigation process.

3.1 Research Approach

All research must have an approach, which depends on the question, the problem, the objectives, the population to whom the research is directed, and the type of results that are expected to be obtained. These approaches refer to the type of method that will be used to develop the study. There are three types quantitative, qualitative and mixed approaches, each type will be described and state as the focus of this research.

3.1.1 Quantitative Approach

Quantitative research is a means to test theories by using variables that can be instruments, so that numerical data can be analyzed using statistics or data that can be measured (Creswell, 2008).

In other words, quantitative investigations are emphasized in numerical information that is collected through instruments, such as surveys, questionnaires or statistical analyzes. Their results can be grouped into statistics or graphs that show numerical results.

3.1.2 Qualitative Approach

According to Streefkerk (2020) qualitative research is expressed in words and includes concepts, thoughts or experiences. With this type of research, you can collect detailed information on topics that are not easily understood. This means that it explores ideas, formulates a theory or hypothesis, to explained them. The qualitative approach analyzes information. It uses open questions in interviews.

Qualitative approaches are descriptive and refer to phenomena or experiences that can be observed but not measured, such as language. The information that is collected is done through observations or interviews and the objective of this approach is to understand the social reality, about a group of people or different cultures being as close as possible to the participants of what they live or feel, therefore, the people or situations are studied in their natural environment, observing them (McLeod, 2019).

According to Fishler (nd), the qualitative approach involves listening to the voice of the participants, or of the population that is being studied and submitting the data, for example, finding common themes. Some examples of data collection are interviews, open questionnaires, observations, content analysis, discussions or focus groups.

According to Cuenya & Ruetti (2010), “the qualitative analysis seeks to understand the phenomena within their usual context, is based on detailed descriptions of situations,

events, people, interactions, observed behaviors, documents, and other sources that seek the end of pretending not generalize results” (Qualitative report, para 1).

3.1.3 Mixed Approach

The mixed approach is the combination of data between the quantitative approach and the qualitative approach and employs research strategies that involve the collection of information or numerical data. It is used when the two approaches together provide a better understanding of the research problem, when a single type of investigation does not cover the problem or answer the questions, when it is an investigation with multiple points of view or is partial or impartial or when it is subjective or objective (Creswell, 2008).

Once the three types of approaches have been analyzed, it should be noted that this research is qualitative. It is the approach that best suits the type of research and the fulfillment of the specific and general objectives. This research focuses on a population of fifth grade students at Los Llanos School. It will analyze the use of visual aids for vocabulary acquisition, the application of new techniques to improve vocabulary and identify student deficiencies. For the correct application of these objectives, direct observations should be made to the group to know their natural environment in which the students develop, the direct participation to understand the needs and requirements of this student population, as well as, some instruments such as checklists, pre-tests, activities and various games with images of the vocabulary studied in class. All these will be evaluated in the observation and in the application of new techniques to understand the initial level of the students and their progress during this process.

3.2 Research Design

There are several methods for qualitative research. The research design shows how things are being done, it helps to understand the process of data collection and to understand the information. According to Arr (2019), this type of methodology is based on the study of some social problem that needs a solution, which affects a group of people, community, association, company or school, and which is very suitable for small-scale research. It is like case of this research; a group of fifth graders, from Los Llanos School, who have problems with vocabulary acquisition the purpose is to find a solution and achieve improvement or progress in students. Each investigation has a focus and each approach has an established design or methods depending on the topic being developed. The design of this research is phenomenological and descriptive which is a feature of the qualitative approach and will be explained below.

3.2.1 Phenomenological Research

According to Sampson (2018), of Grand Canyon University says that "Phenomenological research is basically a qualitative approach that achieves to define rather than to describe from preconceptions and a hypothesis free perspective. The creators of phenomenology are Heidegger and Husserl. That is, phenomenology prioritizes and investigates how the human being experiences the world and it helps to establish a methodology to interpret qualitative data such as interviews and narratives".

Phenomenology helps to understand the meanings of a past experience. It explores what people have experienced or felt, focuses on all experiences. This is the reason why this research is also phenomenological. It describes a phenomenon, the experience of the

english teacher whit fifth graders, as well as, the experience of students working with visual aids and new techniques to improve vocabulary acquisition.

3.2.2 Descriptive Research

Descriptive research describes in detail the characteristics of the population or the phenomenon being studied, it focuses on the "what" before the "why" of what is happening. It consists of getting to know the situations, customs and activities that are causing the problem to exist and the factors that are intervening in the learning process. Many variables exist, so data are collected and a hypothesis or theory is formed. McCombes (2019) emphasized that Descriptive research aims to accurately and systematically describe a population, situation or phenomenon. It can answer what, when, where, when and how questions, but not why questions. To determine cause and effect, experimental research is required. A descriptive research design can use a wide variety of quantitative and qualitative methods to investigate one or more variables. Unlike experimental research, the researcher does not control or manipulate any of the variables, but only observes and measures them (Descriptive research, para 1).

Dalen & Meyer (2006) described that at the end of a descriptive investigation the results are extracted in order to hypothesize, theorize or summarize to extract significant contributions that will add contribute to the existent knowledge. It includes several stages such as examining the characteristics of the chosen problem, its definition, formulating a hypothesis, stating the assumptions on which the hypotheses and the processes adopted are based, choosing the appropriate topics and sources, selecting and developing techniques for data collection, classify the data, verify the validity of the techniques used and perform the

necessary observations, and finally describe, analyze and interpret the data obtained, in clear and precise terms. ("Estrategia de la investigación descriptiva", para 2)

For a good descriptive investigation, the population is very important, the collection of data, so as to be able to obtain information from the largest number of people, in this case the students, collect samples to have a more concrete verdict, knowing which is the deficiency or the greatest lack in that population is. Knowing the aforementioned, a technique that goes hand in hand with the objective or goal of the research can be applied, the current research is descriptive because it is studying a population of students, analyzing their social and educational problem, formulating a hypothesis and looking for a solution.

3.3 Information Sources

According to Varshney (2011), a source of information is a document that helps and informs a person about a specific topic, providing information and knowledge. The sources of information can be observations, interviews, discussions between people, documents, images, speeches, and so on. However, it must be very clear where information is collected in an investigation, what its origin is where the information comes from or if it is a reliable medium. The use of technology is a tool that is available to all people, that is to say that any person can give information on a specific topic and give their opinion about it. That is why the sources of information must be used, be sure where the information that is being used comes from so that the document being created has validity.

According to Raffino (2019), the sources of information are the support of an investigation, where all the information is found. The sources of information can be primary, secondary and tertiary. They are all different and present particular characteristics.

3.3.1 Primary Sources

The primary sources are the most direct. They are documents that have been published for the first time and that have not been manipulated or interpreted and give direct testimony or evidence, also called the original source, that is, the people who first created a document, or were present at that time, the direct people. Some of the primary sources are books, magazines, articles, interviews, chapters, theses, newspapers, novels, bibliographies etc. They are used in research processes and are very helpful for those who are researching, every single study should have sources of information.

Bounocore (1980) defines “primary sources of information as “those that contain original information not abbreviated or translated: theses, books, nomographs, journal articles, manuscripts. They are also called first-hand sources of information” (p.229)

3.3.2 Secondary Sources

Secondary sources contain the primary information, already reorganized, that is to say that it was already manipulated. They are used when for some reason the primary sources cannot be used for some specific reason. They are generally used to confirm a finding, expand content or cover data (Silvestrini, 2008).

Secondary sources are texts based on real or previously written facts, according to Huamán (2011), secondary sources are compilations, summaries or references published on a topic, they are based on primary sources and one of their advantages is that they facilitates access to find the initial sources. In other words, secondary sources always come from a primary source that is, information that is extracted or reorganized from original documents. It can be a comment or an analysis of a primary source.

Some of the secondary sources are the bibliographies, the written summary of a person's life, documentaries or movies based on someone's life, anthologies and enciclopedias.

3.3.3 Tertiary Sources

Tertiary sources, summarize, organize, or compile other sources. Some textbooks are considered tertiary sources when the main purpose is to enumerate or summarize ideas. These are generally not credited to a specific author, dictionaries, encyclopedias, almanacs, fact books, wikipedia, bibliographies (they are also secondary) guides, manuals or summaries are some examples of this type of source. (University of Minnesota Crookston, 2019, para.6)

3.4 Analysis Categories

In order for the research to be clear to any reader, some of its important terms must be clarified, in this section you will find some of the definitions of key concepts of this research, as well as their explanation and participation in this study.

3.4.1 Visual Aids

Visual aids are elements such as graphics, photographs, videos, postcards, posters, among others. Which are used to complement oral information. Visual aids are chosen according the purpose. Summary information, reduce the number of spoken words, silence ideas and show examples, create a greater impact on the audience, emphasize the information and make a memorable point; they make it easier for the person to remember the information by the image that has been used, increase and maintain the interest of the audience and make the explanation or the talk more dynamic (Beqiri, 2018).

3.4.2 TBA

The task-based approach offers an alternative for language teachers. Classes are divided into different tasks and lessons in stages, but with the aim of completing a central objective. Task-based approach offers a very fresh alternative for English teachers, because English lessons do not become so structured and rigid. By using this technique, the lessons become more entertaining, because you can always vary, by completing a central task. TBA usually includes several steps to follow, pre-task, task, and post-task. It is a technique, that wherever it is seen, can be very useful for teachers who teach a foreign language.

3.4.3 Teaching Vocabulary

Vocabulary is very important for learning any language. Most people try to memorize and retain as many words as possible, but when it comes to teaching it is different. The teachers you must first make a selection of words, according to the level of students and the degree of difficulty, then Rank the words, that is to say, choose the words that require more attention and finally use techniques that adapt to the group, explain the words with deficiencies, write and represent the new word with an image or a symbol, implement activities or games where the word can be included, for example, create sentences or a role play (Alber, 2014).

3.5 Data collection Instruments

The data collection instruments are the tools that must be applied to the students to obtain results; they help to answer the research objectives and the conclusions. They are chosen considering the type of population and adapt to students needs and requirements. Each of these instruments are explained below.

3.5.1 Observation Checklist

This list has 19 criteria to evaluate, which are the following: the teacher uses English, the students uses English, students understand the teacher's commands, on the walls of the class there are visual aids, the teacher uses visual aids, students master vocabulary, visual aids are at the level of students, visual aids help students, visual aids motivate students, visual aids are simple and original, visual aids make students better understand the topics, students relate words to images, students use class commands, the students are at the same level, Students know the vocabulary according to the level, the teacher uses different methods to teach, the teacher uses fun games and activities, visual aids have a correct size, visual aids are useful and accessible for students. These criteria are evaluated by four aspects: excellent, good, regular and need improvement.

This instrument has two purposes, to know the difficulty that exists in fifth grade students for the acquisition of vocabulary and to interpret the use of visual aids. With the correct use of visual aids, students will be able to better understand the themes and relate the new vocabulary to specific pictures

3.5.2 Pre-test

The pre-test is an activity to discover the English level of the students. They have to recognize the vocabulary correctly and to relate the words to the correct images, It is a multiple choice, a diagnostic test, where the topics are vacation activities and the daily routine, is a short activity before the main activities.

3.5.3 Post- test

In the post- test an activity to know the progress that the students have will be implemented to check had, If their vocabulary has improved and if the application of new techniques and visual aids have helped the acquisition of new vocabulary. For this activity, students must create a presentation, 5 flashcards will be given with images of the vocabulary, in groups and with a card, students should write simple sentences according to the images they touched. This is done in order to know how the students have used the vocabulary with the help of flash cards.

3.5.4 Activities

These activities will help students understand vocabulary better; they will work on the third and fourth visits of the teacher to the institution. This instrument is composed of two activities, each with a different vocabulary whose themes are: activities on the holidays and daily routines, these topics will be analyzed in class and complemented with these activities.

The first activity is a memory game with the vocabulary a holiday activities. They must relate the name of the activity to the corresponding image.

The second activity is a competition using the vocabulary of daily routines. Students must assemble two puzzles the teacher will divide the class into two groups, each group has to line up one after the other. Each group must run and take a piece of the puzzle. When all the pieces are taken, they must group again and assemble the puzzles and say out loud the name of the activity. The group that assembles the puzzles in less time wins. This

is done in order to increase student participation and learn vocabulary in a different way with the help of pictures.

3.6 Collection Data Process and Data Analysis

The collection of data in this research depends on visits to the educational institution. It is an approach based on the acquisition of vocabulary through visual aids in fifth-graders students, That is, one must work directly with the students to check theories and hypotheses about visual aids and TBA, using all the instruments correctly and taking advantage of the time with the students so they can obtain very good results. This research of using visual aids to enhance the acquisition of vocabulary is part of my teaching practice.

There will be 5 visits to the institution, to check student's progress advance in the students and to be able to apply all the instruments. During the first visit to the institution, an observation will be made to the group and the teacher and to meet all the students. With the help of a checklist during English classes, the dynamics of the group, the class, the techniques used, student response and class progress using English, will be carefully observed and analyzed.

In a second visit to the institution, students will be evaluated by means of a short test, to know the level they are in, if they remember the topics and the vocabulary, and if they can identify the vocabulary words, that everyone is supposed to know.

In the third and fourth visit, I will carry out two activities; a memory game with the vocabulary of the activities on vacation and the second game is a competition among the students with the vocabulary of the daily routines. In the last visit, during the final activity,

students must apply the vocabulary they have learned by creating their own sentences, using the vocabulary studied in class.

Chapter IV

Data Analysis

According to Pérez (2019), data analysis is the process of evaluating data, which uses logical and analytical reasoning to investigate each component of the information collected; moreover, it is one of the steps that is made when conducting an investigation. Once data are collected, they are reviewed and analyzed to reach conclusions. The data collected during visits to the Los Llanos educational center, the application, and development of the instruments will be explained in this chapter.

4.1 Analysis and Interpretation of the Results

The analysis and interpretation of the result, is one of the most important parts of the research, as it is here where all the results obtained throughout the research are explained. Every study carried out collect data, because the population under study needs a solution to a specific situation or problem. In this investigation, five instruments were used, are observation checklist, pre-test, two activities in-between, and a post-test. All these instruments will be explained below together with the results from the initial observation checklist.

4.1.1 Observation Checklist 1

The class observation checklist was made on March 3, 2020. It was applied during the fifth-grade students' English lesson at Los Llanos School, This is a group that has 19

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students and all the students were present that day. The purpose of this instrument was to observe the class, know the environment the students have, how the class was developed, the dynamics of the group with the teacher, if visual aids were used, the students' reaction, how visual aids were used, what the purpose of the visuals used the most was the amount of vocabulary they mastered, and if they used English during the whole lesson.

The class started at 7:00 am; however, the teacher gave a few minutes for all the students to arrive. The students received lessons in a multipurpose room, and until the teacher gave the order, the students could go to their regular classroom. During the researcher's supervised professional practice, she met these students, and had the opportunity to work with them during several occasions, so when the students saw her in the classroom, they ran to where she was to hug and greet her. Later, she explained the reason of her visit. After that, the teacher started the class with a prayer, asked the students what day of the week it was and how the weather was, then the teacher called attendance and received justifications from the children who were absent days ago. After that the class started and the class observation began. The observation checklist and their respective results are below.

Tabla 1

Visual Aids to Enhance Vocabulary Acquisition

Observation Checklist 1 Centro Educativo Los Llanos Subject: English

Date of observation 03/03/2020 Group: 5-1 Number of students: 19

Observer: Fernanda Salazar Teacher: María Monge Brenes

Criteria to evaluate	Always	Sometimes	Never
The Teacher:			

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Uses English throughout the class		✓	
Uses visual aids to explain the topics	✓		
Uses fun games and activities		✓	
Students:			
Understand the teacher's commands	✓		
Master vocabulary		✓	
Relate words to pictures		✓	
Use class commands		✓	
Use English			✓
Visual Aids:			
Are at the level of students		✓	
Help students		✓	
Motivate students	✓		
Are simple and original		✓	
Allow students to better understand the topics	✓		
Have a correct size			✓
Are useful and accesible to students			✓

Table 1. Shows observation checklist 1

Source: Researcher's own creation

The topics they were studying were, personal information, greetings, farewells, and introductions. The teacher wrote some greetings and farewells that the students tell her on the board, and then distributes a worksheet where they were written with their respective images. The teacher asked three students to go to the front and set up the following scenario: Two of the students are classmates, and a third child arrives, she is new to that

school but already knew one of them, the teacher asks to introduce her to her partner using the sentences they were studying. The pupils, with the help of the sheet that the teacher gave them, which is a visual aid, in addition to the sentences written on the board, could complete the exercise.

The teacher said the phrases that were on the worksheet aloud and the students repeated them. When the teacher explained her, she does it in English, but she repeated the information in Spanish to make sure that all the students understood.

For the following exercise, the students must write a dialogue individually using at least 5 of the phrases about greetings, farewells, and personal information; she gave them 15 minutes to do it and at the end reviewed all the dialogues. For the last activity, the teacher used the video-beam, which personally amazed me because it was new, and there was only one for the whole school. Then the teacher explained to the students that she was going to play a video twice. They listened carefully and the second time they would try to write down the phrases that are familiar to them in their notebooks. It was a short film about friends, a very famous series, the part when they met a famous singer, It was a visual aid, but in my opinion it was a very old video. It was not adequate to level of the students, and the language was very difficult, it was fluent conversation and most of the students had a very low level of English. It did not capture the attention of all the students, and very few were able to complete the exercise.

During the class, the researcher noticed that the students still did not know how to write the date, because the days of the week and the months were not known, The first weeks of school the students did not receive English, because the teacher was pregnant, so

in previous lessons the teacher only applied the diagnostic tests. The teacher, with the help of the test chose two themes: daily routine and vacation activities so that the researcher could apply her second instrument. They were subjects that the students did not master very well. They confuse the pupils and these topics were adapted for my class observations.

The Role of Teacher in the First Observation

After the first observation of the class, the researcher was able to observe the teacher and noted the following. It was very evident that the teacher used the English language very little, He needed to repeat the instructions in Spanish, so that all the students understood what to do, The explanations of the topics were also repeated in Spanish, So if the English teacher used Spanish to give instructions and explain the topics, it is clear that the students were used to the fact that if they did not understand something in English, the teacher would say it in Spanish, Thus the students did not need to use English to talk to the teacher and to talk to each other, because they were used to using Spanish, it is easier for them to continue using Spanish and for the teacher as well.

Another aspect that the researcher observed was that the teacher used visual aids (a video and worksheets) and explained the topic in an interesting way to the students, They paid attention and even laughed at some of the examples that the teacher used when explaining, however the visual aids used could have been more suitable for the age and level of English of the students.

The following graph will be based on the behavior that the students presented in the first observation of the class and the figure shows the total number of students present

nineteen, which is the entire class and the number of students who responded to each criterion utilized.

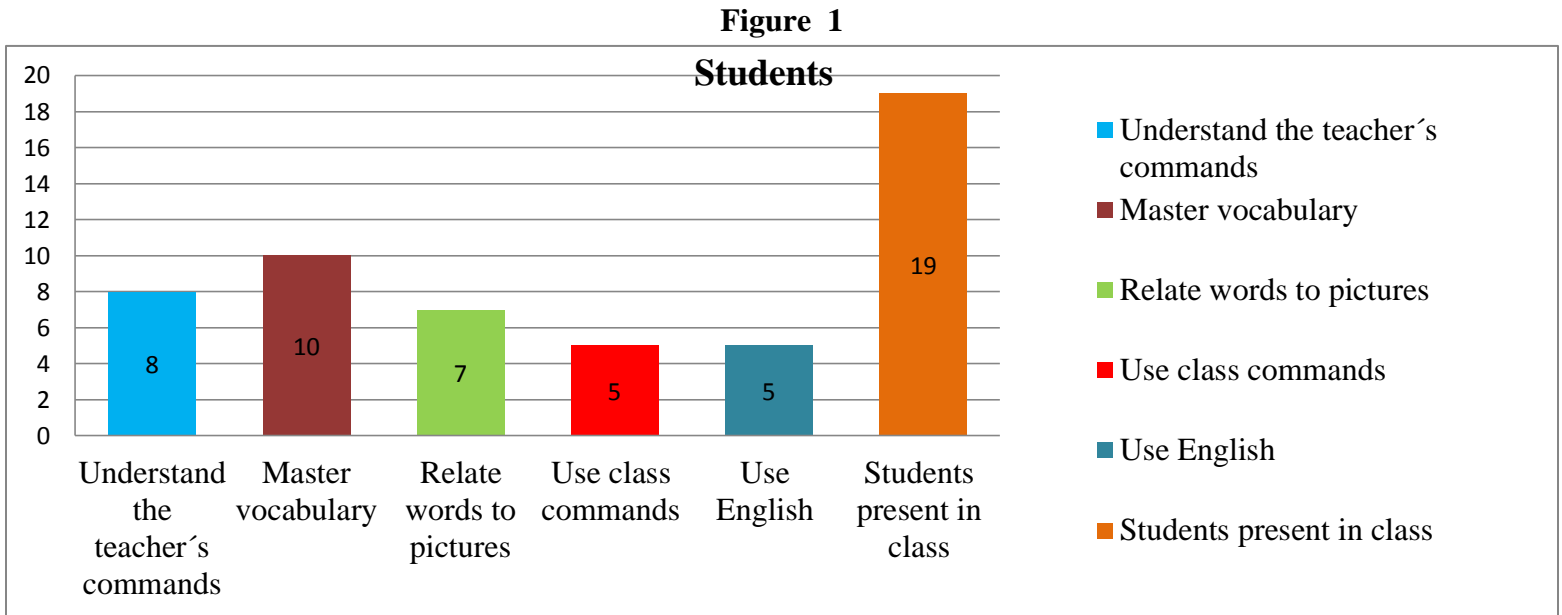


Figure 1. Shows the student's behavior during the first observation class.

Source: Researcher's own creation

The results of this observation as shown in the graph were very low. The entire class was present that day and as the class unfolded, the researcher noted that only five students used the class commands and these same five were the ones who always wanted to participate and used a little more English than the rest, The others students did not use English at all.

Eight of the students did understand the teacher's orders the first time she said them as instructions, later the teacher repeated them in Spanish, seven students managed to match some sentences and images through the video and the worksheets that the teacher handed them out and finally ten students, at the end of the class, mastered some of the phrases to greet and introduce themselves.

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An aspect that is important to highlight is that students did not use English, as mentioned before, the teacher constantly used Spanish, This meant that students were used to Spanish, The teacher did not speak English in class, the students would not learn English to talk to the teacher or to their classmates.

Visual Aids at First Class Observation

During the first observation of the class, some visual aids were present, as mentioned before, The teacher used a video and worksheets that she distributed to the students. The worksheets that were given to the students were about meeting on vocabulary of greetings, personal introductions and farewells, These sheets had images that were in black and white and could not be seen well, The printing was very small; they were not striking for the students and, at the end of the class, there were even worksheets on the floor of some students who did not stick them to the notebook, These sheets could not be considered as visual aids, because they did not capture the attention of the children and the information they had could not be understood.

Likewise, a video was used where the students had to listen to a conversation and tried to identify the phrases that the characters were saying, classifying them in to greetings, presentations, or farewells; however, the video used was not appropriate for the population to which it was directed, It was a short video taken from the "friends" series, It was an old video, in which the characters had a fluid conversation while meeting and talking to a singer.

This video was not suitable for the needs and characteristics of the students, It used a very broad, advanced and sarcastic language that the students, at their age did not

understand it. Their current command of English did not allow them to understand the dialogue of that video, Despite the complexity of the video, some students paid attention to the video because it was something new to them, but it did not capture the attention of the entire group and, at last only 5 students managed to complete the task.

4.1.2 Observation Checklist 2

The second observation checklist was carried out on March 04, 2020; it was on the second visit to the Los Llanos School, For this observation the whole class was present that day, The objective of this second observation was for the researcher to get to know the dynamics of the class even more, get acquainted with the students, observe everything that happened in the English lessons and kept a more detailed follow-up of the class.

The class started at 1:20 pm, That day the students had the last two English lessons. The students arrived to the classroom, sat at their desks and the class began with a prayer, The questions of what day it is was and how the weather was started the class routine. The teacher called on a student to come to the front and write the date on the board, This for them to learn to write the date by themselves, Then the teacher told the students that the day before they had not finished the dialogue, It was assigned as homework, so the teacher reviewed it.

The class began by taking up the topics from the previous class: personal information, greetings, farewells and introductions, The teacher gave the students a practice, a letter soup where they had to find greetings and farewells to group them in the corresponding column, after that, the teacher explained again how to introduce herself and wrote the example on the board and each students had to write his/ her own presentation in

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their notebooks, After a while, the students had to say their presentation aloud, for this second observation, the teacher did not use any visual aids during the first lessons, only the blackboard, but in the second lesson the class was more entertaining, The researcher joined the class, doing the first activity and used a checklist for the observation, where she marked what she saw during the class, the results are show below.

Tabla 2
Visual Aids to Enhance Vocabulary Acquisition

Observation Checklist 2 Centro Educativo Los Llanos Subject: English

Date of observation: 04/ 03/2020 Group: 5-1 Number of students: 19

Observer: Fernanda Salazar Teacher: María Monge Brenes

Criteria to evaluate	Always	Sometimes	Never
The teacher:			
Uses English throughout the class		✓	
Uses visual aids to explain the topics			✓
Uses fun games and activities			✓
Students:			
Understand the teacher's commands		✓	
Master vocabulary	✓		
Relate words to pictures		✓	
Use class commands		✓	
Uses English		✓	

Visual Aids:			
Are at the level of students			✓
Help students		✓	
Motivate students		✓	
Are simple and original		✓	
Allow students to better understand the topics		✓	
Have a correct size		✓	
Are useful and accessible to students		✓	

Table 2. Shows observation checklist 2

Source: Researcher's own creation

In this second visit to the educational center, there were two lessons with the students, There was not much time to carry out the activities, and the students took a long time creating their personal presentation, no extra visual aids were used, but the students practiced writing and pronunciation, They were focused on writing and when they did not know how to write something, the teacher helped them, The students, having such a basic level of English, and not handling so much vocabulary, were very helpful in writing their personal presentation correctly, and during remaining the 20 minutes of the second English lesson, the researcher took control of the group to carry out the first activity, which will be explained later.

The Teacher in the Second Observation

For this second observation, as can be seen in the observation checklist, the teacher tried not to use Spanish, however, it was difficult because she had to repeat the instructions several times so that all the students could understand and, even in some moments the

group control was out of. The class that day was very systematic, the teacher gave the students a practice, and explained in front of the class how to introduce themselves and wrote their personal presentation on the board, so that the students could be guided when doing theirs. She did not use any fun activity or any dynamic to warm up the class, It was obvious that the teacher tried to use more English, but the students were not used to it.

The following graph shows the behavior of the students during the second class observation

Figure 2

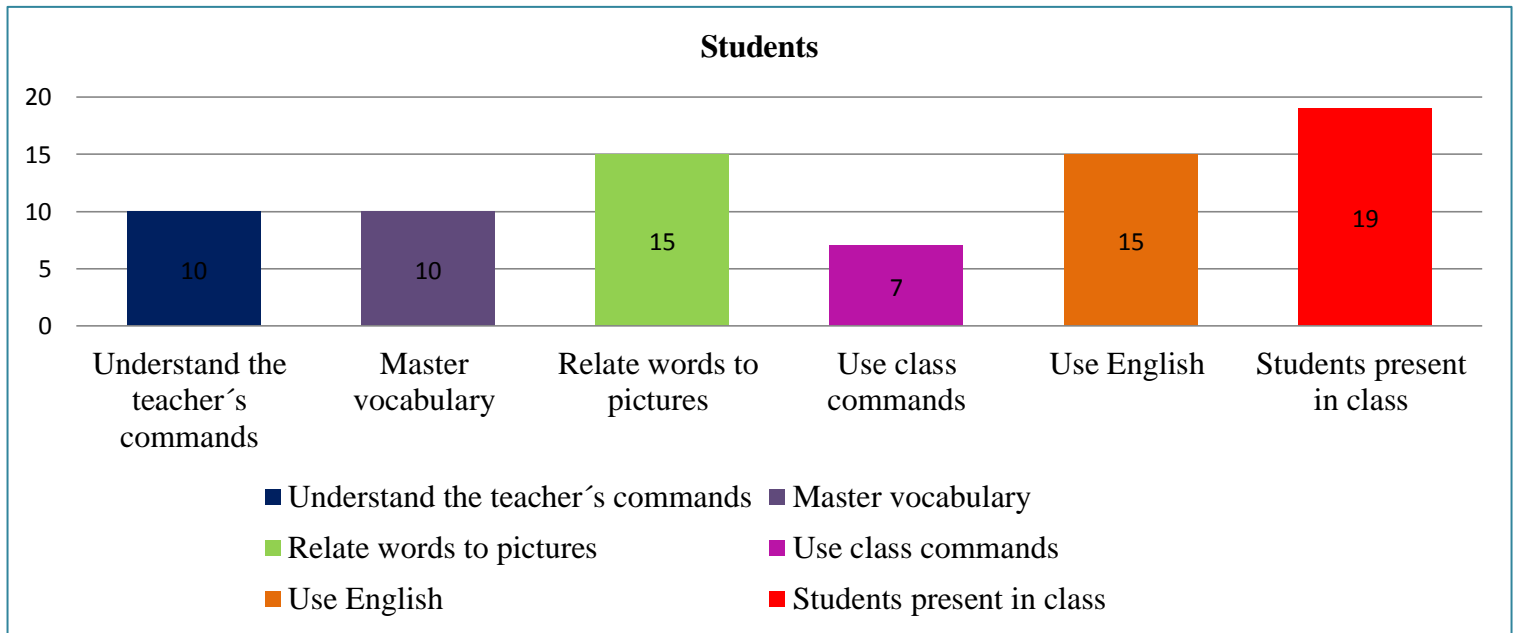


Figure 2. Shows the student's behavior during the second observation class.

Source: Researcher's own creation

In this case for the second class observation, some of the students' behaviors were analyzed during the English classes. The data in the graph show that all 19 students were present that day, represented by the color red. The orange color represents the number of students who used English in those lessons, the purple color represents the number of students who used the commands in English, the green color represents the students who

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managed to relate images to words, the purple color represents the students that mastered more vocabulary and finally the blue color shows the number of students who were able to understand the teacher's commands.

As can be seen in the previous figure, the data were very similar, the same ten students who were able to understand the teacher when she used English were the same students who had a broader vocabulary than the others and there were fifteen students who related the words to visual aids and used more English, some more than others but they tried, they made an effort, got out of their comfort zone because they had to use English to complete the tasks that the teacher assigned to them, which was to write their own personal presentation based on in which she had previously presented.

Visual Aids at Second Class Observation

In this second class observation, the visual aids were more effective than the first time; they were worksheets with drawings according to the age and level of the students, Sheets where personal information was correctly explained, greetings and farewells, and for each file that was handed out there was a practice, The students really liked an letter soup where they had to find phrases and color them according to the category to which they belonged, Being only two lessons, time passed very quickly. Not many visual aids were used, but the ones that were used correctly. They had the correct size, the printing was readable, they had colorful drawings with their respective explanations, They served as a guide so that the pupils could complete their practices correctly. This indicated that the purpose of the visual aids was accomplished, These aids were simple, but they were well utilized, They suited the needs of the students and were good help for the students who could be guided to solve other tasks and they could also study with those worksheets.

4.1.3 Observation Checklist 3

The third observation checklist was carried out on March 10, 2020; It was on the third visit to the Los Llanos School, The purpose of this third observation and visit to the fifth grade students of the Los Llanos school was to see the progress they had during the English classes, as well as their vocabulary acquisition during the different tasks regarding the topics on personal information, daily routine, greetings and farewells and activities on vacation.

The class started at 7:00 am, there were three English lessons and a fifteen minute break, on that day 17 students came to class, The teacher waited a few minutes for the students to arrive, then passed the students to the classroom (multipurpose room) That day the desks were accommodated differently, they were accommodated in two groups, facing each other, The teacher gave a number to the students, and each one had to sit in the place according to the number assigned to them, Once all the students were accommodated, the teacher began the class with a prayer, then asked what day of the week it was and how the weather was, later she asked the students how they were and they answered in English.

She then explains to the students in Spanish that they were going to start the classes with a different activity, to see if they all had learned the new vocabulary (personal presentation, greetings and farewells) and the vocabulary that they had studied the last class with the researcher (daily routine).

The students had to choose a leader from each group, who was going to have a bell. The teacher would ask a series of questions and the group that knew the answer had to ring the bell, The pupils were very excited because it was a new activity, similar a game, and the

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winning group received a prize, The teacher asked the questions in Spanish so that the students could understand, They were questions such as: what the correct way to greet an adult was the students were given three options: hey, hello or what's up? Among others.

Then, with the help of visual aids (the same ones that the researcher used) to explain to the children; the teacher showed an image and the group that knew the answer had to ring the bell and said it, It was a very fun competition, All the students were interested in the dynamics, they learned and took up vocabulary, they went around 3 rounds with different questions, and during these series of activities the researcher used a checklist that is detailed below.

Tabla 3
Visual Aids to Enhance Vocabulary Acquisition

Observation Checklist 3 Centro Educativo Los Llanos Subject: English

Date of Observation 10/03/2020 Group: 5-1 Number of students:17

Observer: Fernanda Salazar Teacher: María Monge Brenes

Criteria to evaluate	Always	Sometimes	Never
The Teacher:			
Uses English throughout the class		✓	
Uses visual aids to explain the topics	✓		
Uses fun games and activities	✓		
Students:			
Understand the teacher's commands	✓		

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Master Vocabulary	✓		
Relate words to pictures	✓		
Use class commands		✓	
Use English		✓	
Visual Aids:			
Are at the level of students	✓		
Help students	✓		
Motivate students	✓		
Are simple and original	✓		
Allow students to better understand the topics	✓		
Have a correct size	✓		
Are useful and accessible to students	✓		

Table 3. Shows observation checklist 3

Source: Researcher's own creation

After this last observation of the class, the researcher noticed an improvement in the group, They used more vocabulary, They performed more in class, and they were more interested in class when there were different and entertaining activities, Since English is a subject that not of all the students like, due to its complexity and their frustration at not knowing as much as they would like to, The group is excellent, and the students were very good, There was only one curricular adaptation, this day after the students' break, the researcher was in charge of the group, and it was them when she was able to apply the second activity with the topic of activities on vacation that will be explained later.

The teacher in the Third Class Observation

In this last observation, which was three English lessons altogether, The teacher implemented an activity to evaluate the students and to review the vocabulary that she had been teaching along with the vocabulary that the researcher was reviewing with the students, She was creative and the class was totally different from the two previous observations. The activity was very fun, entertaining and, a way of learning by playing, for this moment the teacher tried not to use English, however, all three lessons were not just in English, Spanish was always used, the teacher to continue with the visual aids that the researcher had been introduced to the students, adapted some of the questions, this means that in the activity that she did that was a debate among the students, Some of the questions included visual aids, The teacher had a good attitude to implement more visual aids in her class. The following figure shows the data collected on students during the third class observation.

Figure 3

Students

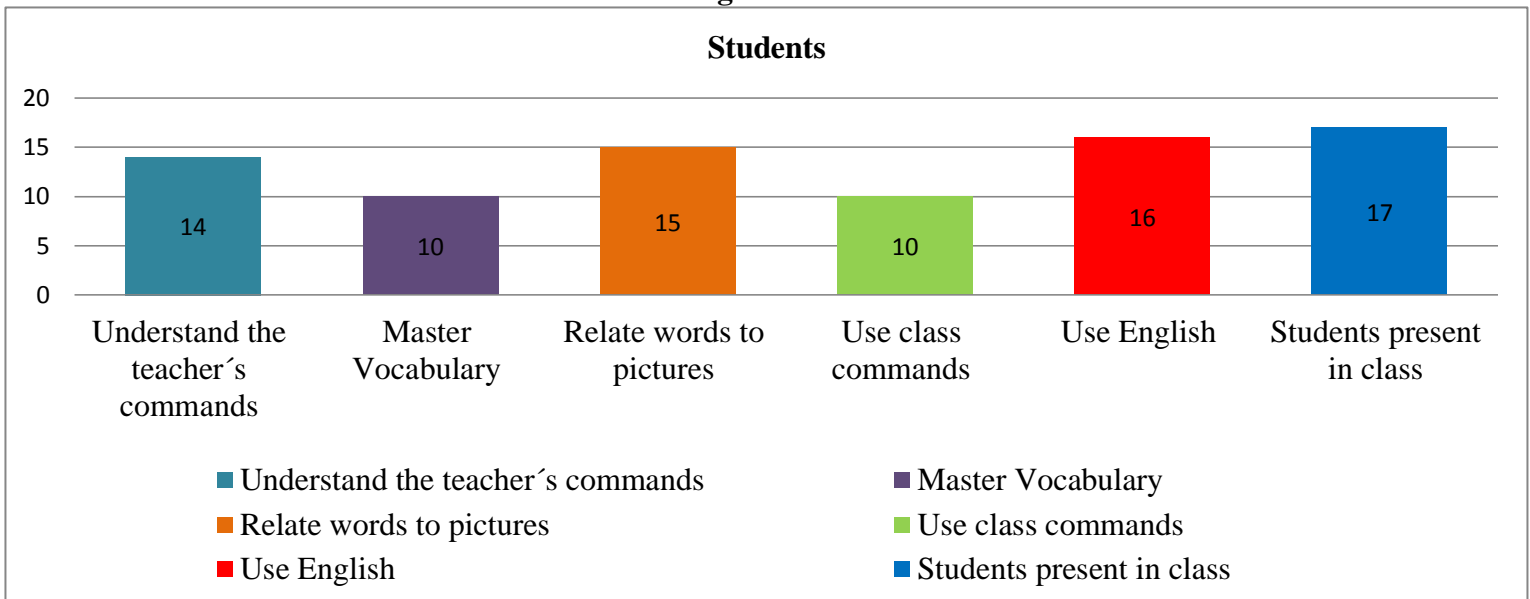


Figure 3. Shows the results obtained by the students during the third class observation

Source: Researcher's own creation

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For this last and third class observation, 17 students went to classes that day represented by the blue column.

The data in the green and purple column are the same with a total of 10 students for each one, it was 10 students who already used certain class commands and tried to implement them in their vocabulary, A funny fact was that sometimes the students forgot to say the class commands in English and they said them in Spanish, but they self-corrected themselves or their classmates did it. These same 10 students already mastered more vocabulary and when they did not know.

Regarding the use of English, at least half of the group uses it, The teacher used more Spanish, the students also did it, It is a fact that the students understood the visual aids that were used, highlighting that that day they were only 17 students to class, 15 of those students understood the visual aids and the teacher when using commands in her class, The students already understood what the teacher was trying to tell them, a majority of students understood, and the researcher observed a noticeable increase in the observations made.

Visual Aids at the Third Class Observation

In this last observation visual aids were mostly used by the teacher and the researcher, as mentioned earlier on that day there were three consecutive English lessons, so you could take advantage of the time doing various activities.

The visual aids this time were great, The images were the size of a bond sheet, They were colorful, animated images that matched the age of the children, even some were from movies or cartoons that everyone knew, As soon as the students saw the photos they knew what the teacher was talking about, and they tried to remember the vocabulary, for this last

time the students wanted to win so the activity that was combined using the visual aids was very funny and The teacher was very pleased that in a few visits and with an extra help it was more simple that the students learned vocabulary that they were supposed to know, it was a great boost for everyone.

4.1.4 Comparison of Students during Class Observations

The first time that the researcher went to the Los Llanos school to make these observations, despite the fact that the students already knew it because she previously carried out his supervised professional practice there, the students were a little shy, It was the first days that they began to review material That day, for the first observation, the students during the two lessons always used Spanish and the teacher did too, because It was a new topic and the teacher needed the students to understand, She repeated the instructions several times, and during this first observation the class was complete with 19 students, that day the teacher distributed worksheets but they could be considered as visual aids for the students because they were poorly done, A video was also played, which was something new for the students because the school only has one video beam and most of the time it was reserved by other teachers, however the video that It was used if it was not related to the topic but it was not the correct one for the targeted student population, and the students were not familiar with the topics, so they did not participate much during the class, they only paid attention to what the teacher said.

In the second observation, the teacher tried to use more English, however, the students did not understand, because they were not familiar with the language and as it was said before, if the English teacher did not set an example for her students speaking English, the students would not try to do it because they did not considered it as necessary. For this

reason and because there was a third person who was the researcher observing the lessons and making notes about them, Perhaps the teacher should have tried to use more English, to give some orders and explain the topic, During the three class observations there was always the same protocol. At the beginning, the teacher always asked her students what day of the week it was and how the weather was at that time. In the first observation the teacher spoke to the students and told them that she had to use the class commands, which were necessary to ask permission, to go to the bathroom, to say when they did not understand something or to ask the teacher to repeat something and wrote the commands on the board for everyone to write them down and not to use Spanish again, otherwise, she would not give permission for anything.

For this reason, in the second observation, the students were already warned and some students implemented the commands during class. Regarding the visual aids, in the first observation they were used but not in the best way, and in the second observation the teacher used the blackboard a lot and distributed the practice to the students, the class was more systematic, the students were paying attention and the teacher was explaining every thing to them.

It is important to say that the easiest and most accessible tool for the teacher was the worksheets, since the students did not use books for any of the subjects, so the teacher distributed many copies, but in the second observation the copies were better made than the first time. One aspect to highlight is that when the teacher explained, she always tries to get the students to participate in her explanations; She explained different scenarios and involved her students, which was very good. Some of her explanations were humorous so

the students laughed and paid attention; She tried to get the students to pay attention to her so they were able to understand.

The third observation of the class was very helpful, There were three English lessons and the teacher prepared an activity that the students really liked to close the topic.

That day, the researcher worked hand in hand with the teacher, and both agreed to use visual aids, which was what the researcher had been working with students in her group visits. The teacher noticed that the students always related the words and that through images, it was easier for them to remember, because they could understand some words by context.

That day all the topics, personal presentation, greetings, farewells, daily routine and activities on vacation were brought together, to ask a fusion of questions to the students as a competition and the winning group got a prize, This motivated the students and encouraged group work.

During the activities carried out by the researcher with the fifth graders, the students always participated, paid attention to the explanations and liked the part about doing activities, which was something that the teacher did not do very often, Therefore, it was a surprise for the students and for the researcher that on this last visit the teacher brought a different dynamic to class.

The three class observations were different, There was a change in the students and even in the teacher, despite the fact that there were few visits, positive results were seen in the student. The dynamics of the class changed a little on those days and the students managed to fully understand these topics.

4.1.5 Pre-test

The pre-test was carried out on March 03, 2020; It was during the first visit to the Los Llanos Educational Center. The objective of this instrument was for the researcher to know the level and knowledge of the students regarding the topics of daily routine and activities on vacations, know if the students knew the vocabulary, what they remembered and verify if the students could relate the test images to one of the options.

The class started at 7:00 am and the nineteen students arrived to the classroom, The students sat in the order that the teacher told, They then did the prayer, then the teacher asked them what day the week it was and how the weather was, The teacher initiated the class with a series of activities, which it was explained previously, and in the second lesson during the last 20 minutes the teacher explained to the students that the researcher would apply a small test to be graded, The researcher indicated to the students that they had to mark with an X the option that described the name of the activity according to the picture.

The researcher managed of the group and ordered the classroom as if she were going to apply an exam, She explained to the students what they should do and that they were going to do a short test to find out what they remembered, from their previous school year, All the students collaborated in order and the researcher distributed the tests, explaining each of the images that appeared in the test, The kids started the test and the researcher noticed that the questions that were most difficult for them were solved last. Only one student asked for help because he did not understand one of the images, the researcher explained the image so, to him and the student continued with the test; Most of the students were at the same level and were finishing at the same time, All the tests were collected and the students remembered that these were the last subjects they learned when

they were in fourth grade and that some of the questions had been difficult for them because they did not remember the topic.

The pre-test consisted in a multiple choice of 20 questions, covering activities of the daily routine and activities on vacations, each question has an image and 4 options, the students were to mark the one that they think is correct and the pre-test is applied nineteen students. After the researcher reviewed all the pre-tests, she concluded that thirteen of the nineteen students did not master the vocabulary of the daily routine in their entirety, they managed to help themselves with the images, however they did not accurately relate the word to the drawing and nine of the nineteen students confuse activities on vacations and with the help of these data, the researcher can apply the others instruments.

Most of the students managed to complete the test, However the student who had a curricular adaptation lasted longer than allowed and was very confused, The researcher had to explain the instructions several times and mos of the students´answered were wrong; Another case was with a new student, according to the teacher, this girl was Nicaraguan and did not bring a file to see what adaptations she requi red, She had very Little knowledge of all school subjects, the teachers were in the process of applying a curricular modification, This student marked all four options of the twenty questions in the test, that is, they were all incorrect but in general the students are average, they needed a review and a lot of practice, to master these topics.

Finally, one important aspect was when the students finished the test, the researcher asked the students if the images had helped them to know what the correct answer was and

many of them answered yes, that even when they did not remember the vocabulary very well they could have a clearer idea of what were the answer was using keywords.

A bar graph shows the results that the fifth grade students of the Los Llanos school obtained after the application of the pre-test, This was a short test of twenty questions, where various aspects were evaluated so that the researcher had a starting point to structure the activities that would take place during the group visits.

The results that were obtained were better than expected, The students found it more difficult to use the vocabulary of daily routine than that of activities on vacation, however, they confided some terms, two of the students did not complete the test correctly but the other 17 students did it, The students of the previous year had certain notions about the vocabulary but they did not master it correctly, The results would have drastically changed if in the pre-test there would not have been visual aids, the students could not have completed the test, this means that the images present in the pre-tests were helpful, so that they could relate the images to namw each activity.

Figure 4

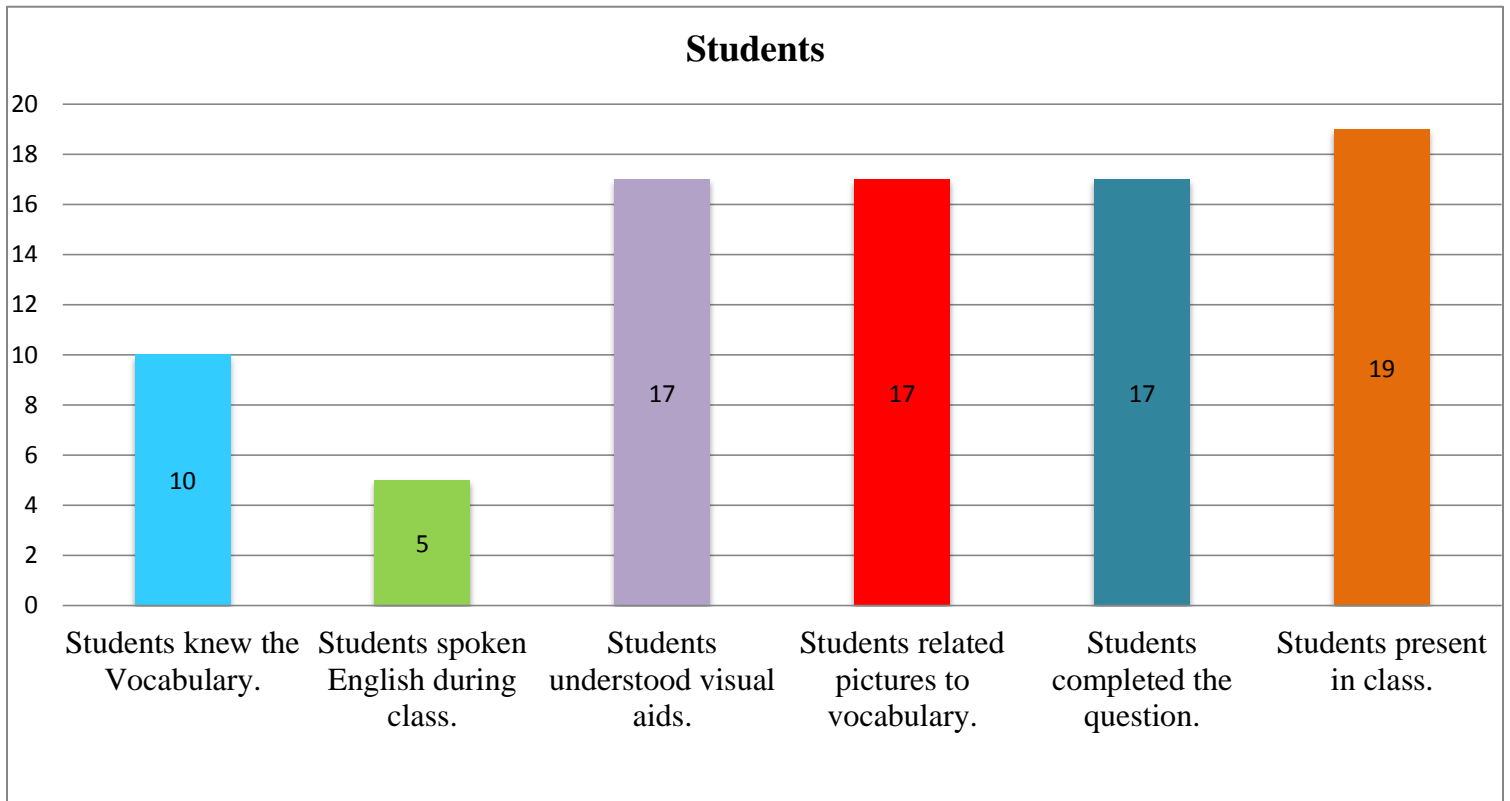


Figure 4. Shows student results during the third and last class observation

Source: Researcher's own creation

Finally, this graph also shows that the students need reinforcement of the vocabulary and that they do not use English to speak to the teacher or to speak among themselves. However, the students in general reached the objective of the test and managed to identify the vocabulary by the images, understood them and were able to make the relationship between image-word, but they needed a lot of help to acquire the new vocabulary.

4.1.6 Activity 1

This activity was applied during the third visit to the Los Llanos school, on March 04, 2020. The objective of this instrument was to explain to the students the vocabulary of activities on vacation and the vocabulary of daily routine with the use of flash cards. The

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class started at 1:20 pm, in the last 20 minutes of the second lesson, the researcher asked the students to make a circle on the floor of the classroom, The researcher asks the students a series of questions to break the ice between them. The researcher with the help of the flash cards reviewed the images of the daily routine one by one, The students repeated the name of the activity and memorize the image, then the researcher randomly took out one of the flash cards and asks one of the students what is the activity of the image was, if he answered incorrectly, another student had the opportunity, The same procedure was followed with all the flashcards.

Finally the funny part, once the students reviewed the vocabulary, saw the pictures, pronounced and repeated the name of each activity, in the same circle on the floor, the researcher told the students that they were going to play a memory game. The flashcards were placed disorderly on the floor and the flashcards with the names of each activity, each student had two cards and if the relationship between the name of the activity and that of was correct, they score done point and received a candy.

The results of this activity were incredible, The students were very excited, everyone wanted to participate, The activity captured all their attention and they were concentrated trying to remember the order of all the letters that their classmates had held up, The students perfectly related the name of the activity with the image and if a classmate picked the wrong card, they said what the correct name of that activity was, This game lasted two and a half rounds until the students managed to find all the pairs, at the end of the activity the students who they could not form a match were asked a series of questions and showed them some of the daily routine activities and they had to say their name, this to

make sure that the whole class understood, The images and the pre-game explanation helped make it easier to remember, and participate in the game.

4.1.7 Activity 2

This second activity was applied on March 10, 2020 on the fourth visit to the Los Llanos School and the class started at 7:00 am, The fifth graders students had three English lessons. The objective of this instrument is for students to acquire vocabulary in a different way with the help of visual aids. At the beginning of the lesson, the teacher prayed, called the roll and collected homework, Then the researcher went to the front of the class to explain the following topic: vacation activities. The researcher, according to the results of the pre-test, chose four activities on vacation in which most of the students made mistakes, using the same images from the pre-test, created a giant puzzle, divided the group into two teams and each team had to put together the two puzzles.

The researcher explained the instructions to the teams, that each one had a name, It was a speed competition but the key to win was to know the name of the activities that made up the puzzles. The teams made two rows, one after the other, At the count of three, one member of each team had to run to the end of the room and turn over a piece and returned to touch the other partner's hand so that he could run, when all the pieces were overturned the whole team ran to form the puzzle, The team that called out the name of the activity on vacation that was formed was the winner, Tis activity was applied with the nineteen students.

At the end of this activity the students made a circle on the floor and the researcher continued to review all the activities, asked questions and the activities that were most

difficult for the pupils, After this activity contents were no longer difficult; That is to say that the results obtained after the application of this instrument were successful, The students were more involved at home, when they are fun activities and outside the daily routine of the class, the Visual aids turned to be of great help for that vocabulary that was hard to remember.

4.1.8 Post-Test

The post-test was applied on March 11, 2020 at the Los Llanos School, to the fifth grade students during, the last 25 minutes of the second English lesson, on this occasion 18 students were present during the English classes. The objective of this instrument was that students applied what they had learned during these visits, that they used the vocabulary acquired with the help of visual aids, that they included it in sentences, that they could write a complete daily routine and that they could recognize and identify the activities on vacation.

This activity consisted of the students having to create a presentation using the vocabulary they had learned, They made two groups and the researcher gave 5 flashcards to each team, they must create a daily routine using all the vocabulary that these pictures represented, Students had 15 minutes to create their presentation and at the end they had say it in front of the class and in front of their teacher, although the vocabulary they mastered was very little, they ought to try do their best to create at least 5 simple sentences.

When the final activity started, the students were a little scared because they said it was very complicated, however, their teacher encouraged them and she told them that they could do it and that they had the help of her and the researcher. The researcher distributed

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to each group their five activities (which she considered to be more difficult) and the group of students began to work, first identifying what activities they were and how they could include them in a daily routine, that had chronological order and that made sense, To achieve this, they needed the help of the teacher and the researcher, because the students the simple present tense is difficult, so for grammar they had help so that they could do it correctly, The activity lasted longer than the stated time but the students were motivated by writing the daily routine.

At the end of the activity, the groups came to the front and had even drawn on the posters and decorated them and, in the middle, they wrote the routine including the activities assigned to them. At the beginning, it was a bit complicated but they managed to fulfill the task. The teacher said that these types of activities also helped her to implement them in class and to know what topics she should focus on.

It was possible to meet the objective of these visits and the application of new techniques within the class, always using visual aids so that the children could learn more vocabulary, The visits were very short, however it was possible to progress quite a bit, The students cooperated and they knew how to take advantage of each of the activities.

The following graph shows the results obtained in the last test for the fifth graders of the Los Llanos School.

Figure 5

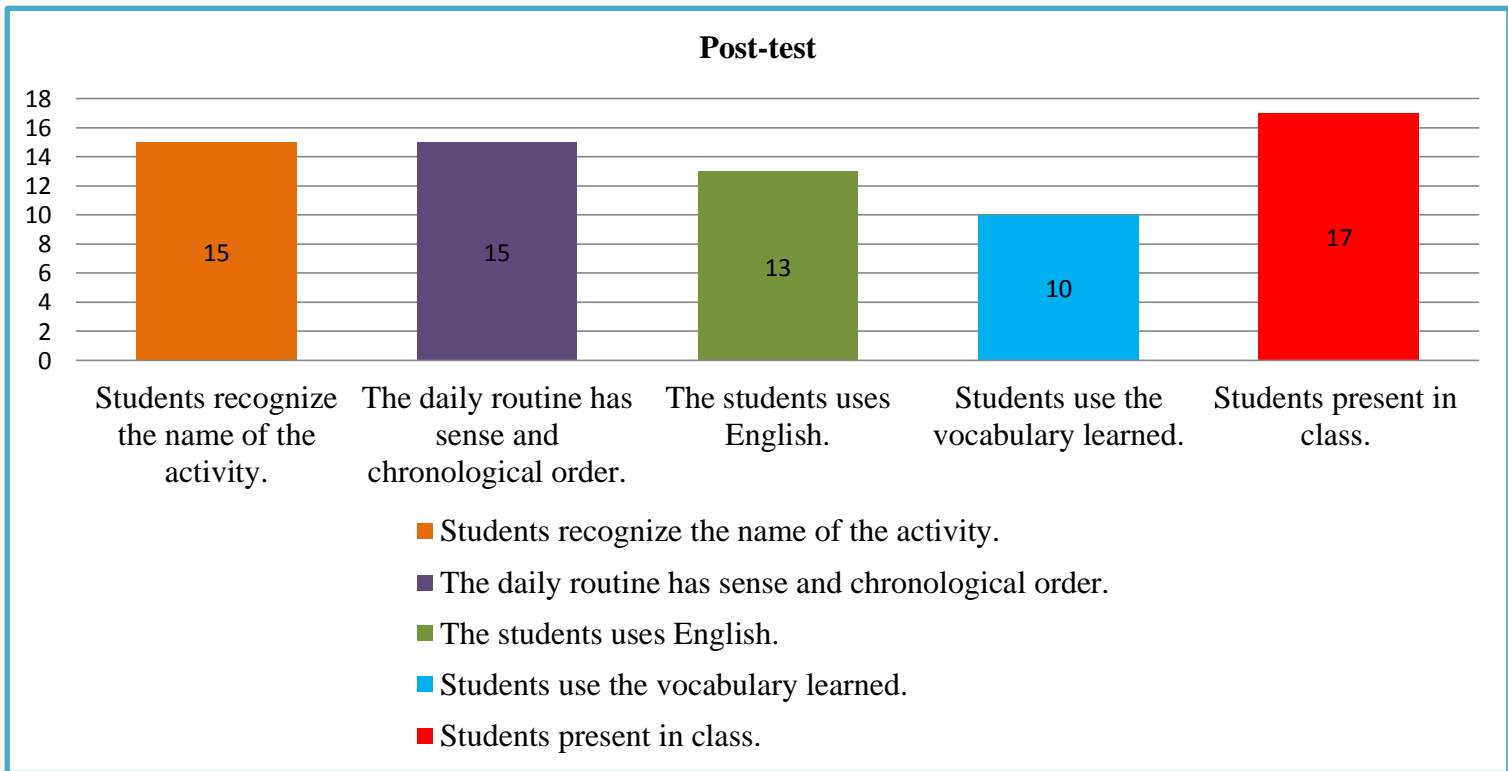


Figure 5. Shows the results obtained by the students when taking the post-test.

Source: Researcher's own creation

The results of this last activity with the students were very meaningful for the researcher and for the teacher, despite the fact that the students did not have a fluid vocabulary, they managed to speak and use the vocabulary they were studying at the time, They were encouraged to use it and leave the embarrassment aside because they had to complete a specific task. Some participated more than others, and it was the same pupils who offered to participate, nonetheless, the researcher tried to include all the students.

The sentences that the students created were good, taking into account that grammar is another aspect to be considered, At that time the grammar was not being evaluated, but the use of the phrase, the order, the sense and the coherence of the statements. The students immediately recognized the images and successfully managed to know what they were.

4.1.9 Comparative Figure about Pre-test and Post-test

Figure 6

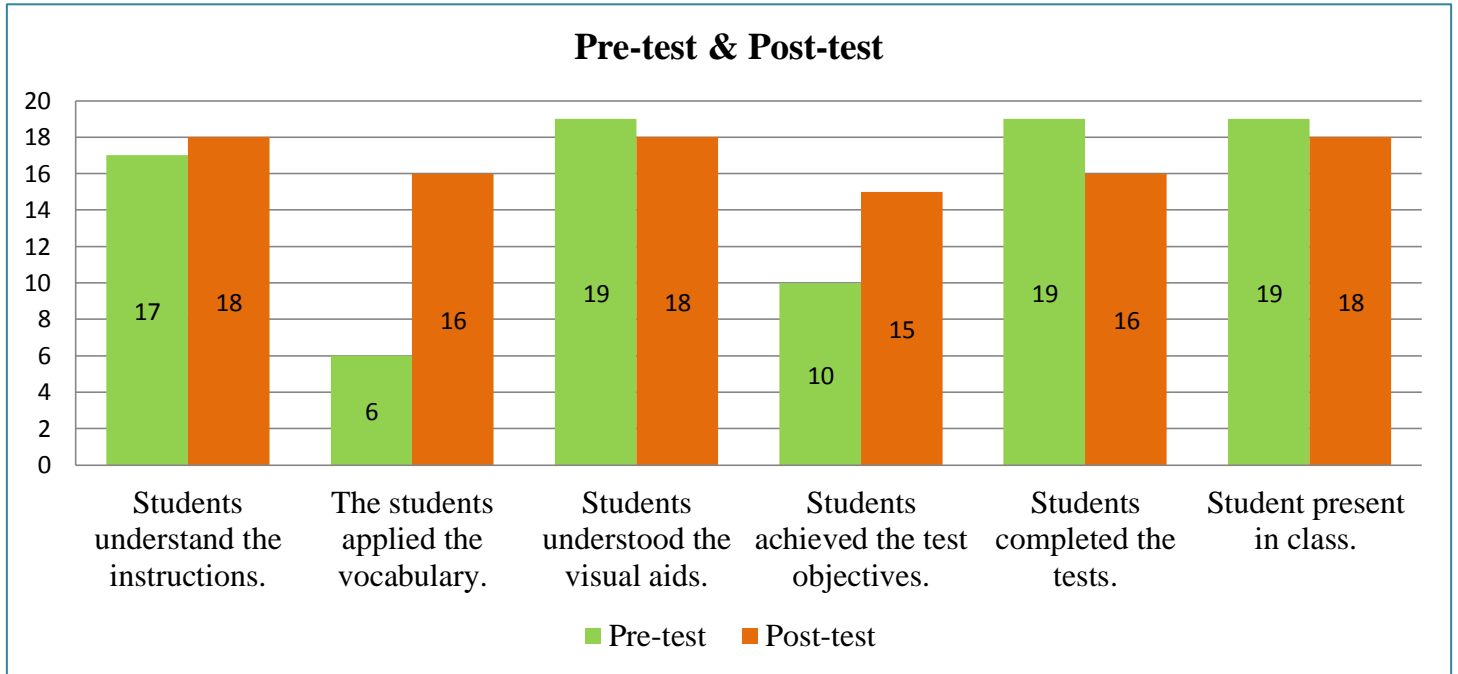


Figure 6. Shows a comparison between the results obtained by the pre-test and post-test students.

Source: Researcher's own creation

This is a comparative graph that shows the results that the fifth graders children from the Los Llanos School obtained when they did the pre-test and when they did the post-test.

The results in the green column are the pre-test and the results in the orange column are the post-test. It is important to mention that for the pre-test the group was complete, this means that the 19 students were present, the whole class but for the application of the post-test there were 18 students, one student was missing.

For the Pre-test the results were regular, The researcher was able to apply to all the students the small test, to get an idea of what the students' level was with respect to that

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vocabulary (daily routine and vacation activities) before starting the test the researcher explained all the images that appeared in that test and all the students understood the visual aids and the instructions were clear at the beginning, however, the teacher informed to the researcher that there was a curricular modification and that it was very likely that this child it would be more difficult to perform the test. The students finished the test some faster than others; each at his own pace, once all the students finished the researcher collected the tests to grade them.

When the researcher reviewed all the evidence, she reaches several conclusions such as, only 18 students managed to understand the instructions well on the contrary two of them marked all the 4 options of the multiple choice of the test, including the student who had a curricular modification and a student who was new to that school, as stated before the girl came from Nicaragua and did not bring any file with her, The teachers said that she was in need of a modification because her academic level was very low, But all in all, most students understood the visual aids. Only six students got most answers correct and the subject that was most difficult for them was daily routine and all 19 Students completed the test, none left options unresolved, even if they were not correct.

On the other hand, the results of the post-test were applied to 18 students, as it can be seen in the graph that in certain topics there was improvement, 18 students (all who went to school that day) understood the instructions of what they had to do to complete that task, and there was a significant increase in the number of students who applied the new vocabulary and understood it, There was also significant improvement in the fulfillment of the objectives of the task, It was a more complex test for students compared to what they had to do in the pre-test, For this last activity, they had to get out of their comfort zone to

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use English and say their presentation in front of the class using the new vocabulary, All of them tried, worked in groups and applied the vocabulary, some did better than others but all of them had the commitment of doing it. For another of the criteria (the students understood the visual aids) the graph indicates that the student population decreased a number in the post test but it was because that day there were only 18 students nevertheless, all of them were able to solve the test.

There were 15 students (out of 18 who went to classes that day) who achieved the expected objectives, used the vocabulary, wrote sentences and said them. However, there was decreased when completing the post-test, because two of the students mentioned before were not very accurate in their responses, It was more difficult for them to formulate a sentence, According to the teacher, these students had a second grade level.

But in general the results were good, the students learned and enjoyed the researcher's visits. They had fun with the activities carried out and a change was noticeable in the students, at the end of these visits and observations to these English classes, the teacher of these Students saw how the dynamics of the class changed when doing activities where the whole class participated, that students could learn vocabulary in an easier and more entertaining way using visual aids. They are tools that are at hand and that are successful when they know how to use, especially when it comes to learning vocabulary and This group of students learned by doing, Visual aids must be taken advantage of more when it is a population of students who do not use any textbook and do not have the resources to acquire them.

Chapter V

Conclusions and Recommendations

5.1 Purpose of the Conclusions

The conclusions and recommendation are the final process of an investigation, They are included in the final chapter of any study, It is here where the investigator relates the important points of the investigation, to prove if the objectives were achieved and what the results obtained were. The important discoveries are highlighted, it this procedure is essential to do an investigation.

According to Dictionary.com (2020), conclusion is the last division of a piece of writing or speech, It generally contains a summary of the important points and a statement or opinion of the objectives achieved, it is the result of a problem.

In this section the conclusions will be given for each objective established at the beginning.

5.1.1 To identify the deficiencies regarding vocabulary acquisition in fifth graders at Los Llanos de Altamira School

The first objective of this research was to identify the deficiencies regarding the acquisition of vocabulary in the students and the objective was achieved. The first observation of the three that the researcher made to this group was dated March 3, 2020, That day the group was observed to know the dynamics of the class, the way in which students developed and how the teacher worked with For the students, The researcher

carried out an observation checklist where she marked certain criteria that she observed that day in order to identify the deficiencies that the students presented.

When the class started, the most important thing was to ennefully observe, The teacher speoke Spanish and the students did too, Spanish was spoken in the English class, due to the low level that all the students had, The teacher sometimes used English but she had to repeat the instructions in Spanish. This means that the students are used to the teacher speaking Spanish in the English lessons, they did not have the need to try to learn vocabulary in order to communicate, In conclusion this was one of the biggest deficiencies, due to poor social conditions, the students did no have extra support, They did not use English textbooks or any otherbooks in school subjects afford because very few could to buy them can buy them. They worked with what the teacher explained to them during class and with worksheets, Another deficiency that was present in this group of students was that parents did not believe that English was an important subject, They did not ask their children to review and study the subject matter. Students did not do the tasks that the teacher assigned them, and the excuse that the parents gave was they did not help them because they did not know English, In most cases both parents worked and did not have enough time to devote to their children.

Another deficiency is that the students did not have any English knowledge, Some of them came from Nicaragua where they never received any English, They were placed in a group where some of the students knew or had some English knowledge. This explains who there was a big gap among students. Some of the students who have attended in this school since kindergarten, never receive English lessons because they had no teacher. All

these problems came from previous years and it is for this reason that the students knew very little vocabulary and were unable to carry out a basic conversation in English.

5.1.2 To apply Visual Aids techniques to enhance vocabulary acquisition in fifth graders at Los Llanos de Altamira School

The second objective was to apply techniques that included visual aids to improve the vocabulary acquisition in the students. This second objective was achieved after having carried out the activities in between. There were two activities that the researcher carried out among the English classes and a final activity that it was a post-test.

The first activity was carried out on March 04, 2020, using the vocabulary of daily routine, the researcher prepared material with many flashcards that contained images of children doing different activities and other flashcards with the names of these activities, The second activity was carried out on March 10, 2020, using the vocabulary of activities on vacation, These activities were developed so that the students, at the end of these visits to the School could master and identify the vocabulary of daily routine and activities on vacations. There were very few visits that could be made to the educational center, as a result no more activities could be carried out, however the results were satisfactory, The students at the end of having carried out these activities managed to identify the vocabulary with the help to the visual aids the researcher made.

The students always paid attention and participated in the activities and when doing a different dynamic from what they were used to, they were very curious to know what they were going to do the day the researcher visited them, After the application of these activities, the researcher arrived at the following conclusions: students having such a low

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vocabulary, find it more difficult to establish a relationship among words, Thus, visual aids are a primary tool for learning vocabulary, By showing students a picture of a child brushing their teeth and explaining to them how to say “cepillar” in English and how to say “dientes” in English, it is easier for students to remember the whole sentence when they see the pictures, They can establish the relation of words in an easier way, because the image helps them remember the actions.

When the images are big, colorful, funny or have to do with a cartoon that the students know it even funnier for them, therefore, they became more involved, more motivated and truly paid attention, getting out of the class routine is sometimes funny especially when some topic is provided to do activities with the students and use some kind of visual aid is extraordinary for the teacher and for the students, The materials can always be adapted, especially when it is a group with such a low level, of English keeping students busy doing something they like and, at the same time, learning makes their learning interactive, The vocabulary must be introduced little by little, giving the students a simple card with all the vocabulary grouped and without prior explanation just for memorizing is not a good idea, If you are going to use visual aids they have to be used properly and make sure they meet certain characteristics, in this way, visual aids really work with the children When the students see that the teacher always uses English or, at least most of the time, in class so the students see themselves in the need to do it too, In these observations, the teacher explained to the class commands later on, she spoke with the students and made them see that if they did not use the class commands, she was not going to give them permission to any thing because she was not going to be able to understand them, As a

result, the students began to use them, that is, the example of the teacher makes changes in the students and the small changes make big differences.

5.1.3 To evaluate the use of Visual Aids to improve the acquisition of vocabulary in fifth graders at Los Llanos de Altamira School

For this third objective the activities with the students and the visits to the school had already finished, This is the conclusion of everything achieved with the fifth grade group.

Taking into account that the pre-test applied to the students was a multiple option like that of an exam and the 20 questions had their respective image (their visual aid) the results obtained were regular because that the students did not remember and did not know the vocabulary that was included that test they could solve it, The same occurred with all the other activities, after utilizing visual aids. This means that visual aids helped to learn vocabulary, visual aids constitute a good way to learn, to evaluate and, above all, to teach vocabulary.

If these were the results obtained in such a few visits to the class and in a few lessons of working with the children, imagine the results that can be obtained putting into practice the use of visual aids to learn more vocabulary on different topics, In a short time, students would had a broader vocabulary, practicing in class and trying to introduce more and more English to students, motivating and evaluating them in a simple and close to reality way so that they themselves are aware of the importance of knowing English.

As the worksheets, flashcards, the blackboard, photographs, murals, presentations and videos are the only tools with which the teacher and students, usually wor there are

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many activities that can be done, in different ways, it all depends on the topic, but most of the vocabulary is easier to learn with visual aids, especially when they are students who need extra help, to be able to make the relation, of the words, due to the fact that they possess on very low level of English.

As a conclusion of the activities that were done in the classes and in which the teacher also participated, she realized the importance of visual aids and how they facilitate learning, This means that students who do not know anything about vocabulary or words, may learn it, and also for the students who know more vocabulary because they can broaden their English and put it into practice.

5.2 Restatement of the thesis statement

In this research, the researcher achieved the planned objectives, therefore, the research question that is: How to improve the acquisition of vocabulary in Fifth Graders through the use of visual aids at Los Llanos de Altamira School during the first quarter of 2020? it does not need any change, it remains the same.

5.3 Recommendations

The following recommendations are addressed to other researchers, in order to advise, build, inform and help them with information that was collected during this research process for future studies with data or similar topics regarding the teaching of English. This research is based on the acquisition of vocabulary with the help of visual aids, however it can be adapted to different skills, for example, it could be the use of visual aids for the reading-writing process, teaching of grammar, pronunciation and to develop or improve

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English speaking skills, Visual aids can be used in many ways as there are many visual materials that the teacher can use to teach students.

Next, this research is aimed at a population of fifth-grade students in a public school where there is only one group per level, Some research could be carried out with two or more sections of students of the same level to make a comparison of the development of the students, if it was the same in the two or three sections.

It is recommended to carry out visual aids research to acquire vocabulary or a different population, younger students, first or second grade of school and even a population of secondary school students, always using visual aids to learn vocabulary or something similar. This with the purpose of seeing the progress of the students, in the four basic steps of foreign language acquisition.

Carta del Lector

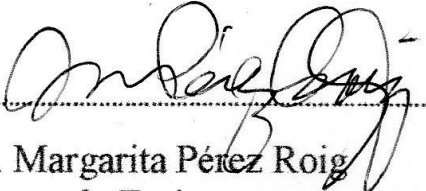
San José, 15/04/2020

Licenciado
Leslie Elizondo Mora
Director de las Carreras de Inglés
Universidad Internacional de las Américas

Estimado señor:

La estudiante María Fernanda Salazar Quesada, portadora de la cédula de identidad no. 2-767-016, ha presentado para su lectura y corrección de estilo la tesina denominada Visual Aids to Enhance Vocabulary Acquisition in Fifth Graders at Los Llanos de Altamira School During the First Quarter of 2020. He revisado y corregido la coherencia de los objetivos con el marco teórico, instrumentos y resultados, la calidad del trabajo y la relevancia del trabajo. Por lo tanto, hago constar que este se encuentra listo para ser presentado a la Universidad como trabajo de graduación.

Atentamente,



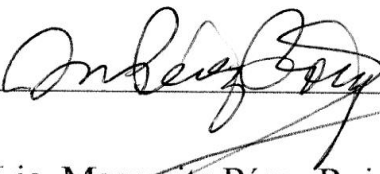
.....

Lic. Margarita Pérez Roig
Lectora de Tesis

Tribunal Examinador

Esta Tesina fue aprobada por el Tribunal Examinador de las Carreras de Inglés de la Universidad Internacional de las Américas, como requisito para optar por el grado de Bachiller en Inglés.

M.Sc. Catalina Guerrero Troyo
Tutora



Lic. Margarita Pérez Roig
Lectora

Lic. Leslie Elizondo Mora
Director de las Carreras de Inglés

Carta del Director de Carrera

San José, 15/04/2020

Señores

Universidad Internacional de las Américas

Estimados señores:

El suscrito Lic. Leslie Elizondo Mora, Director las Carreras de Inglés, hace constar que ha revisado la Tesina del estudiante, María Fernanda Salazar Quesada portador(a) de la cédula de identidad no. 2-767-016, que ha titulado: Visual Aids to Enhance Vocabulary Acquisition in Fifth Graders at Los Llanos de Altamira School During the First Quarter of 2020

La mencionada Tesina, responde a los requisitos exigidos en la Guía que nuestra carrera tiene para estos casos. Por tanto, se autoriza al autor para que lo presente ante el tribunal examinador nombrado para esta ocasión.

Atentamente,

Lic. Leslie Elizondo Mora
Director de las Carreras de Inglés

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