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**INNOVATIVE VISUAL AID RESOURCES AS A STRATEGY TO
IMPROVE VOCABULARY AT CNI IN STUDENTS FROM
THIRTEEN TO SIXTEEN YEARS.**

Thesis Submitted to Obtain the Bachelor in English with Concentration in Teaching

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DEDICATION

This Thesis is dedicated primarily to God who guided me and never abandoned me. To my parents for their unconditional support at all times. Thank you for getting up when I fell but fundamentally for extending your hand and teaching me that after any setback I can always get ahead again. Thank you for teaching me not to give up and chase my dreams no matter what size, time, or what it cost.

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During this career, I met wonderful people who taught me more than the academic part. They taught me that there is a commitment to a student and her learning process. That no matter how slow you go, the important thing is to get there. In addition, they are not only teachers but also colleagues and friends. Thanks to each of the teachers who at some point taught me because I always tried to make the most of their lessons.

I am leaving a University with many colleagues but above all with more friends than I thought.

ABSTRACT

In an increasingly globalized and changing world, education plays an important role. It is necessary to readjust teaching methods and move forward with modernization. The main problem is that education in Costa Rica has been based on a traditional system and the changes that have been made over the years to the educational model in terms of teaching a second language are really few. Therefore, this research work sought to inform, advise, and verify that by using innovative visual aid resources, changes can be made in the way the English language is taught-learned vocabulary. This research was carried out at the Centro Nacional de Idiomas to a class of 16 students with a basic level of English, this an institute that teaches nationally in different languages and for people of all ages.

During the development of this research, the qualitative method was used. This focuses on data collection primarily through observation and generates non-numerical data. Moreover, included within these techniques such as the interview, questionnaires, observation techniques, and discussion. All of these were put into practice in this research, yielding very important and relevant data. It is worth mentioning that within the findings it was found that the didactic use of visual material in students generates confidence and security when acquiring new vocabulary in English since they tend to become more familiar with the new word if they have an object, drawing, image to associate it. It was also concluded that there are free computer platforms that help incorporate this tool in class and can be used on almost any subject. In addition, the acquisition of innovative or technological resources is not necessary for the implementation of this didactic method because also with everyday elements and a little imagination on the part of the teacher it can be carried out with positive results for the students.

RESUMEN

En un mundo cada vez más globalizado y cambiante, la educación juega un papel importante. Es necesario reajustar los métodos de enseñanza y avanzar con la modernización. El principal problema es que la educación en Costa Rica se ha basado en un sistema tradicional y los cambios que se han realizado a lo largo de los años en el modelo educativo en términos de enseñanza de un segundo idioma son realmente pocos. Por lo tanto, este trabajo de investigación buscó informar, aconsejar y verificar que, mediante el uso de recursos innovadores de ayuda visual, se pueden hacer cambios en la forma en que se enseña y se aprende vocabulario del idioma inglés. Esta investigación se llevó a cabo en el Centro Nacional de Idiomas a una clase de 16 estudiantes con un nivel básico de inglés, este es un instituto que enseña a nivel nacional diferentes idiomas para personas de todas las edades.

Durante el desarrollo de esta investigación, se utilizó el método cualitativo. Esto se centra en la recopilación de datos principalmente a través de la observación y genera datos no numéricos. Además, se incluye dentro de estas técnicas, como la entrevista, cuestionarios, técnicas de observación y discusión. Todos estos se pusieron en práctica en esta investigación, produciendo datos muy importantes y relevantes. Vale la pena mencionar que dentro de los hallazgos se encontró que el uso didáctico del material visual en los estudiantes genera confianza y seguridad al adquirir nuevo vocabulario en inglés, ya que tienden a familiarizarse con la nueva palabra si tienen un objeto, un dibujo o una imagen para asociar. También se concluyó que existen plataformas informáticas gratuitas que ayudan a incorporar esta herramienta en clase y se pueden utilizar en casi cualquier tema. Además, la adquisición de recursos innovadores o tecnológicos no es necesaria para la implementación de este método didáctico porque también con elementos cotidianos y un poco de imaginación por parte del profesor puede llevarse a cabo con resultados positivos para los estudiantes.

CHAPTER I

INTRODUCTORY FRAMEWORK

Society constantly advances, increases, and changes. Education needs to be adapted to new challenges. Therefore, teachers must be flexible to prevent burn out from happening. In regards to these teachers need to improvise and do new things. When teaching a second language, troubles and fears are always present; therefore, innovation is always a priority for committed educators.

It is for this reason that there are studies and methods which support the use of visual educational material to teach a second language. This aims to have an important impact on students' learning since this method is more than posters or slides with drawings this procedure. It encompasses and integrates the three teaching and learning processes of every student. This is particularly innovative making it vital in education. Thus, research and constant improvement is regularly sought in classrooms.

1.1 Problem Statement

Since the Costa Rican educational system has been based on the traditional teaching method which includes the repetitive use of blackboards or posters, the teaching-learning process has been stagnant. For this reason, innovative methods that include visual material such as slides, computing platforms, or apps are fundamental in the current teaching age in regard to increasing the productivity and interest of students. The traditional teaching method only focuses on developing and improving reading, writing, or math skills, leaving second language learning into a lower level, even it is notorious that the number of lessons taught per week in public schools and universities are really few compared to other subjects and courses. This phenomenon also causes delays and little interest in students and teachers. Consequently, frustration is addressed because of this

incident. In order to prevent more facilitators and students' frustration and language learning – teaching problems, more research is vital.

In the past, students were comfortable with this traditional method because going to school was seen only as an obligation, not as an opportunity for personal growth. Therefore, they did not care about the educator who taught those lessons or delivered the information. Those educators did not pay attention to the way in which students had to discover and develop their learning styles. Since they had a unique way to deliver the lessons, there was no need for this knowledge to be studied. The result was that students had to adapt themselves to those lessons.

One of the most common problems for the development of the lessons, communication skills, and the learning process in the students is the lack of work in scaffolding the vocabulary of the English program. Today, the teaching of the English language must respond according to the development of updated teaching techniques. Students are known to need additional instruction to understand better content and understand a second language. When teaching English, facilitators must find ways to exemplify and clarify content to reach different types of students. According to Cauley (1954), asserts, with a broader, richer, and more functional concept of the purpose of teaching English in mind, the search begins with material around which to build a problem or unit that involves the use of skills in English.

According to Prieto (n.d.), vocabulary development through visual skills requires more than the use of technology to teach the skills associated with creating meaning. Students can be taught to infer, understand, and create content through visual resources such as graphic novels, picture books, photos, advertisements, videos, and the use of mobile applications. By using these resources to teach visual literacy skills, students are developing skills that could be applied to other media and materials. Due to the use of images in communication, even the study of simple images such as transportation or health icons used worldwide, important tourist places, can teach students to apply vocabulary skills with great ease. They will then have the confidence to communicate as the researcher field may have observe. They practice and the facilitator knows how they get to pronounce it with confidence.

In existing literature, it is shown that visual learning aids have an impact on students' academic performance. The use of instructional materials such as visual learning aids make students participate effectively in the learning process. In addition, they end up with a high value within their educational process which allows them to adapt to today's society in relation to technological changes. These small details may seem unperceivable for teachers within their comfort zone; however, an educator who is constantly measuring, adapting, evaluating, and progressing, this will be a constant behavior. Consequently, the next generation of educators may incorporate this knowledge and take it to the next level.

Another problem that is present is that Costa Rica has traced the footsteps of developed countries such as the United States in education. Therefore, if the education system in the United States is traditional, Costa Rica will try to emulate the same strategy. Unfortunately, many years have passed and this system in Costa Rica is without significant changes. On the one hand, one of the main reasons is that existing teachers have a different educational background and are closed minded. On the other hand, these pedagogues can be reluctant. After all, they are not open to changes because they have been doing the same for a long time.

The vast majority of these former teachers are unable to understand and apply these new concepts in their class planning, creating modern lesson plans with classrooms. Today students are finally interested in school, in learning, even more, when it comes to learning a second language. They see it as an opportunity to grow and open new doors. That is why it is so fundamental to improve the educational system and to adapt it to modern teaching styles. New young teachers, whose immense creativity and new ideas, are finally giving up traditional forms of teaching. They are implementing all the learning channels, including one that is essential about which this document will deepen: the visual style.

The main objective of this work is to examine how the use and integration of visual aids in classrooms promotes and promote vocabulary in learning the English language. As the world continues to embrace technology, students are expected to possess the necessary skills to make sense of images used in communication. Based on the intensive use of these visual aids to convey meaning; for example, students will benefit from learning visual literacy. Technology, new teaching methods that include all learning channels, and diversity in the classroom, everything you can mention and possibly consider will increase this objective.

Given the research problem, this study seeks to answer the following question:

How does the pedagogical use of visual aids favor the learning of English vocabulary for students?

2.1 Objectives

1.2.1. General Objectives:

To determine the implications and the benefits that visual aids have when they are properly integrated in English language lessons

1.2.2. Specific Objectives:

- ❖ To Identify the factors that prevent CNI students from thirteen to sixteen from acquiring vocabulary.
- ❖ To Apply innovative visual resources to improve vocabulary acquisition in students from thirteen to sixteen years of age at the CNI.
- ❖ To Evaluate the use of innovative visual resources as a strategy to improve the vocabulary acquisition of students from thirteen to sixteen years of age at the CNI.

1.3 Justification

Investigating the impact that audiovisual resources have on the teaching of a foreign language is of the utmost importance. Nowadays, the acquisition of a second or even a third language is a necessity, for obtaining better jobs and for recreational purposes such as traveling. Mastering a second language is of great relevance at present. Enhancing the importance of investigating different methods to favor the teaching-learning process is relevant as well. The focus of the research is aim to adolescents; however, it is intended that the results of the same can be applied to any classroom where the English as a foreign language is taught.

Through this search, it is intended not only to promote the use of traditional and innovative audiovisual resources. In addition, to verify that when making use of these assets, the learning process of the students can have improvements. Furthermore, with this research it is expected to classify the resources that are used in the classes which really have positive impacts on the students of an English class. This is to equip teachers with a series of techniques that they can implement in their classes, or to motivate them to look for other visual techniques to use with their students. Technology has opened hundreds of opportunities and possibilities that can be implemented when teaching classes, the problem is that they are not fully exploited so that students and teachers do not benefit from them and have a delay in their way of learning or teaching.

The use of different methods according to Maria García (2012), in her research work brings great changes when teaching, but it is also manifested in the attitude of the students. Consequently, they do not get used to a single method of work, even so, take advantage of each one that is used differently. According to Watson (2010), states that student performance criteria should focus on the effect of actual action rather than retention of learning aids. Therefore, when preparing with visual learning aids, instructors should think in terms of how and which they will promote learning. Hence, they are more precisely known as learning aids rather than teaching aids.

The main objective of this work is to demonstrate that visual aids are an important part of teaching a second language, since it is positively coupled in the four stages of learning: reading, writing, listening, and speaking. Over the years, the benefits related to the use of visual aids in the language classroom have been a topic of lively debate. Surveys show that many teachers in developing countries such as Tanzania stop using visual learning aids after leaving college. This is probably because they tend to be involved in extra work and more demanding organizational techniques on the part of the teachers. According to Macharia and Wario (1989) “I hear and I forget, Read and I remember and I see and I understand.”

1.4 Antecedents

The utilization of learning aids in the instructional process reflects back to ancient periods. This period is characterized by Greeks and Latin people, especially during the early 150 BC when people were taught through images made on stones. Based on Callahan (1988) “Once upon a time when the mankind was young; reading and writing had not been invented; therefore, men and women taught their children by means of very simple local tools.” It was an important technique which created the quality outcomes in learning and teaching processes since the learners observed physically and practically on the learning aids related to the lesson or problem. The use of visual aids in the teaching of a foreign language favors and motivates teachers and students since they favor the teaching-learning process. In addition, it is possible to better capture the attention of students and complement the explanation of the teacher.

The habitual use of visual learning aids in teaching has proven to be effective in learning outcomes. Visual learning aids, such as dynamic images, drawings, or videos, are often designed to facilitate learning and have a positive effect. From the point of view of learning and instruction, the effectiveness of visual information is related to cognitive learning and retention. In addition, the performance criteria of learning materials are mainly focused on understanding and remembering. Zuleika Guzmán Torres, Ángela María Lozano Rodríguez, Viviana Brgitte Ruda Espítia, Laura María Vargas Jiménez, in her research work at the Universidad de la Salle in Bogotá Colombia in 2015, about “*Images as a pedagogical resource for English vocabulary teaching in students from Elementary School*”

It was discovered that education through images strengthens the teaching of English language vocabulary. Using this didactic strategy stimulates the interest of the students. Furthermore, it was possible to demonstrate that the domain and interest were greater in this population when implementing these educational tools. According to Zuleika Guzman Torres et al (2015) mention three aspects that support the effectiveness of the pedagogical use of images: orthographic, phonological, and semantic. Regarding spelling, most of the students managed to lexically order the English word according to the image given, as they successfully completed the exercise and the students recognized its correct writing when observing the image. It was also noted that they could make a clear association between the word and the image because when making sentences or referring to them in some way it was easier for them because of the object-word relationship that had been made at the beginning of the explanation.

There were many behaviors observed within their study. Once they successfully achieved the goal of the written exercise, the students were able to successfully complete the exercise because they arranged the letters of the lexical item correctly. Consequently, the students semantically associate the images appropriately with the lexical item and thus achieved greater retention of vocabulary in English, although some students presented minimal errors regarding this aspect. The process had to be repeated to guarantee accuracy, and the same results were present.

Another study of great relevance to the research work is the contribution of Joseph Kaswa, in his 2013 thesis from the University of Tanzania on *“The effect of aid on visual learning on the academic performance of students in public secondary schools”*, presented the following:

The study used a sample size of 102 people. The study examined the performance of four Magu schools in 2013. It was investigated the type of aid used and its quality. He also examined the factors that made some schools use aids and barriers at other schools. Finally, the study investigated other barriers that inhibit achievement in the District's public high schools.

It was also discovered that schools used learning aids that were in poor condition. This proved that education was inefficient and that the use of visual material was used negatively in the teaching-learning process. The hardest implication of this can be seen as the most important barrier is inadequate budget allocations. Other elements affected student achievement in the District including lack of teachers, poverty of parents, lack of books, and lack of laboratories. As proven, the analysis of socio-economical factors may be conditions when encountering different results.

Kattia Monge Chacón, from the Universidad Internacional de las Américas, in April 2013, in her research study *“Improving classroom management through teaching values in the sixth grades reading class of Saint John Vianney School during the first quarter of 2013”*, proposes using stories as a favorable technique towards student behavior. In addition, the importance of correctly instructing the speakers in the teaching-learning process since a bad attitude can affect the so said evolution. Additionally, she mentions in her study that to get students to be committed to learning English as a second language, it is necessary to motivate them. Therefore, the use of different resources that attract their attention and are to their liking. Consequently, it is an excellent idea to be taken into account.

At the end of her research, Kattia obtained several important results. Among these results stand out: the importance of seeing that discipline problems can have several factors that produce them. In order to achieve a commitment behavior from the students within the classroom, it is essential to present incentives in addition to a healthy and clean environment. Moreover, it is also worth noting the relevance in which teachers are creative and careful with the methodologies, techniques, and strategies they use with their students within their rooms. For these students, it can be better and more attractive when presented with different scenarios and activities for a better understanding and acquisition of language and vocabulary.

Based on the graduation study of José Daniel González Alfaro, student at the Universidad Internacional de las Américas, in April 2013, in his research topic *“Strategies to improve reading skills and motivate learning of the bilingual integral educational center sateblok during the first quarter of 2013 through use of authentic material”*, investigates about the lack of interest and motivation of students in terms of reading. Therefore, proposes the creation of different authentic materials which are intended to closely resemble the reality that students are used to; since, in this way, it is much easier to acquire vocabulary in students. Likewise, there is a greater motivation for them and likewise, a greater interest in the subject. At the end of his research, José Daniel concluded that the creation of this type of material greatly helped to increase considerably the motivation and interest of the students since at the beginning, they emphasized not wanting to carry out reading activities, they had a bad behavior; moreover, they also shown little knowledge and vocabulary regarding the language. The materials used by José Daniel allowed him to create more than one activity which in turn, allowed the students to obtain a better vision and vocabulary acquisition.

1.5 Scope

In Costa Rican schools, English subject teaching is a requirement. This subject is taught since preschool to high school. However, it becomes weak for many students due to their lack of speaking the language. Teachers use different strategies for teaching this subject; with the sole objective that each student acquires knowledge and can put it into practice. This research has as its first objective the study of one of the strategies used by teachers in their English classes.

Everything related to the use of innovative visual aid resources. Thus, all the types of visual aid present in classes are identified and in turn, it is known what effect it has on students ranging from thirteen to sixteen. Accordingly, to comprehend this effect may help the reader to enhance his/her approach in using more innovative techniques or not. The use of visual resources to teach English is deeply known. Therefore, to analyze preexisting and new visual aid resources are crucial for this study.

They are used from books, images, and to the help of technology. The purpose is for students to learn through these resources. Therefore, the second objective is based on knowing how visual resources are used in class. This will lead expecting that they are used in an effective way in order to have an effect on the students. It is also important to consider within this objective the support they provide to the teacher to teach their lessons.

One of the components of teaching is assessment. Through this, the performance of the students and the teacher is understood. In addition, the evaluation helps teachers to know whether something specific is working or not. For this reason, the last objective uses the evaluation to know the improvement that students have in the English language. Using and putting into practice activities where visual resources are used, it is intended to know if the student acquires in a better way every aspect related to the English language but emphasizing the acquisition of vocabulary.

CHAPTER II

THEORETICAL FRAMEWORK

In this chapter the analysis of literature is reviewed on supporting the hypothesis proposed at the beginning. The history of visual resources will be studied, as well as the exciting theories in this regard. In addition, importance at the educational level and strategies to implement them in a positive way in the teaching-learning process of a second language. As well as new free online tools that can be put into practice in almost any classroom.

2.1. Literature Review

1. History

A. Theory of language learning.

One of the pioneering authors in the theory of Visual Thought according to Rudolf Arnheim (1986). He made great contributions to the comprehension of visual arts and other esthetic features. In his theory he pointed out that words are useful for thinking. At the same time, thought works in a superior medium such as that of the visual image because it has different models of the characteristics of objects, events and relationships. There are a variety of visual forms available.

Furthermore, based on Rudolf Arnheim (1986) affirms that “the act of thinking requires images and images contain thought” and continues with the idea that “Thought requires more than the formation and assignment of concepts. The making of images helps the world to make sense.” For this reason, Visual Thinking theory has been used in different areas as a novel technique when presenting information. It consists of making drawings, mind maps or using videos or infographics to clarify the message to the students. Consequently, students can learn more effectively and quickly.

B. Theory of multiple intelligences.

The theory previously exposed is related to Howard Gardner's Theory of Multiple Intelligences (2006). With this theory, the author tries to define the concept of intelligence based on eight types: linguistic, logical-mathematical, spatial, musical, corporal-kinesthetic, interpersonal, intrapersonal and naturalistic intelligence. Therefore, it is necessary to enhance all of them to face life effectively.

Linguistic-verbal intelligence.

This type of intelligence is not only at the linguistic level, but involves the written part, as well as gestures. It involves the ability to understand the order and meaning of words in reading, writing, speaking, and listening. (Gardner, 2006).

Musical intelligence.

According to Gardner (2006); This intelligence includes the ability to perceive musical forms. It is a facility in the composition, interpretation, transformation, and evaluation of all kinds of music and sounds. It is presented with a sensitivity to rhythm, cadences, tone, timbre, the sounds of nature, and the environment.

Logical-mathematical intelligence.

According to Gardner (2006); This intelligence involves the ability to use numbers effectively, analyze problems logically, and investigate problems. The speed to solve this type of problem is the indicator that determines how much logical-mathematical intelligence one has. IQ tests are based on this type of intelligence and, to a lesser extent, on linguistic intelligence.

Body-kinesthetic intelligence.

The ability to use tools is considered kinesthetic body intelligence. On the other hand, according to Gardner (2006) there is a follow-up of more intuitive abilities such as the use of body intelligence to express feelings through the body. Therefore, body-kinesthetic intelligence constitutes the ability to use the body (in whole or in parts) to express ideas, learn, solve problems, perform activities, or build products. This ability is required to perform activities that require strength, speed, flexibility, and balance.

Interpersonal intelligence.

Interpersonal intelligence encompasses the ability to fixate on things important to other people — remembering their interests, their motivations, their perspective, their personal history, their intentions, and often predicting the decisions, feelings, and actions of others. (Gardner, 2006)

Intrapersonal intelligence.

According to Gardner (2006), intrapersonal intelligence defines the ability to know oneself; understand, explain, and discriminate your own feelings as a means of directing actions and achieving various goals in life. People who excel in intrapersonal intelligence are able to access and reflect on their feelings and emotions.

Naturalistic intelligence.

Naturalistic intelligence allows detecting, differentiating, and categorizing aspects related to nature, such as animal and plant species or phenomena related to climate, geography, or natural phenomena. This kind of intelligence was later added to the original study on Gardner's Multiple Intelligences, specifically in 1995. Gardner considered it necessary to include this category because it is one of the essential intelligences for the survival of the human being (or any other species) and that has resulted in evolution. (Gardner,2006)

For this investigation, Gardner's latest theory, spatial intelligence, will be more relevant.

Spatial intelligence.

Spatial intelligence encompasses the ability to form and imagine two- and three-dimensional drawings. Therefore, it is the ability to observe the world and objects from different perspectives. The right hemisphere (in right-handed people) proves to be the most important seat of spatial calculation. According to Gardner (2006), Injuries to the right posterior region cause damage to the ability to orient oneself in one place, to recognize faces or scenes, or to appreciate small details. For people whose most developed intelligence is space, it is easy to remember photos and objects instead of words.

C. V.A.K learning model.

In education, different tools are used to know how the development of student learning occurs. This to identify important aspects in the way of learning of an individual. Within these tools are specific characteristics that group students depending on what they have, such as knowing the theory of multiple intelligences. This helps teachers identify what type of intelligence each individual possesses. Continuous research on the matter, contribute to enhance students' performance and keep teachers updated.

According to Kings (2014), VAK learning styles are also a tool used within the educational context to know how students acquire new knowledge. Kings explains that learning styles are based on the idea that learning is done using specific representation schemes such as visual, auditory, and kinesthetic which are the main receptors in humans. Based on these learning styles, it is known that since the baby is in the mother's womb, he/she is learning through these three different representation schemes. However, it is known that people learn in different ways because everyone has a unique way of perceiving, recognizing, processing, understanding, and communicating information.

Auditory learning.

According to Kings (2014) expresses, auditory learning is everything related to listening. Many students learn simply by listening. Knowing if a student has this type of learning is very simple. They are those who in activities such as oral presentations, talks, dialogues, plays, and even reading aloud are able to perceive and develop each of the words. They tend to speak to themselves or repeat over and over during an activity to learn what they want.

Students with auditory learning learn in a sequenced and organized manner. They keep detail of everything. However, if they forget a word of what they have learned, they may lose their concentration. It is important to keep in mind that distractors such as noise can cause them to not have a good learning efficiency. This is because their way of perceiving and processing information is interrupted.

Kinesthetic learning.

According to Kings (2014) kinesthetic learning "records the movements of the body and is also known as muscle memory."(page 27) Individuals with this type of learning relate definitions or concepts to movements or sensations. They learn more when their body is involved in movement and contact. Students with this type of learning are those who are generally good at sports. They tend to be on the move and in physical activity they are always the most efficient. Everything related to movement such as running, walking, dancing is part of their learning.

Visual learning.

Based on Kings (2014), he describes a person with visual learning as one who “understands the world as he sees it. The aspect of things is the most important thing the shape, color, size, material. When she remembers something she does it in the form of images; they transform words into images”. (page 45) They are individuals with an ability to imagine and remember everything according to the images they have perceived.

Within the classroom, students with this learning can observe in detail and at the same time process the information. The aid of visual resources within the classroom is ideal, such as images, videos, forms, anything that contains information through figures. These students are known for taking notes with different colors, they are good at making maps with many drawings and different letter styles. Within this type of learning, students are encouraged to learn to make graphics or other types of representation in order to help make their learning more effective. It is convenient that if the teacher does not use any visual resource, it should be very descriptive when explaining a topic so that the student can put her imagination into practice and not lose concentration.

2. *What are visual aids?*

Visual aids have been used for hundreds of years for teaching-learning. There are many authors who refer to visual aids, so the literature review will be varied. Visual aids are defined in several ways: use, design, function, and the advantages of using them in the teaching-learning process. However, there are innovative and little-known uses that integrated into this research in order to give more tools to the reader to put into practice in the teaching-learning process.

According to Gilbert Weaber and Elroy Bollinger (1949) define visual aids as "any specifically designed drawing, illustration, model, film, film strip, or other device that accelerates learning through the sense of vision."

Therefore, visual aids work to improve the teaching-learning process. They must be carefully selected and categorized. Visual aids are intended to assist the facilitator and the students to better understand content, contextualize vocabulary and make it meaningful to students. Moreover, if the levels of acceptance are high, the expected results are expected to be high as well. This strategy permits the educators to come up with new activities for their pupils.

According to Yi-Hsun Lai (2011), explains that visual aids in addition to stimulating learning make students learn in a more real way with the daily experience. This confirms that the proper use of visual aids in the teaching-learning process encourages students to participate and become familiar with their own experiences. In addition to fostering trust, attitude, and empathy with students as it creates a different environment in the classroom. Therefore, it is not only necessary to research in advance, it is particularly crucial to decide if the images respond to age, social context, topic, and interest.

A. Importance of the images.

An initial reflection might be the reason why professors might need to start gathering images. The teacher needs to have a wide repertoire of resources in the classroom for the development of his classes. To be able to support and provide help to the students in the learning process and these resources must include images. Therefore, by organizing these resources in advance, these educators may be ready for any topic and energize their classes with easy-to get material. Since, it is not necessary to spend excessively on inputs, because with the creativity of the teacher, any topic can be developed in a good way.

The elements seen by these professionals are extremely important to affect them and provide them with information. Emphasis should be placed on giving students "a reason" to listen, read, write, or speak. According to Watzman & Re. (2009) Avgerinou (2011) says, visual elements are thus a very good "reason" to motivate students to interact with the foreign language because they can clearly "see" the language in use by means of significant elements that catch their attention. At the same time, motivate students to use the language in different ways. In addition, activities in which various skills are practiced, or in which various things can be done, are more suitable for use in the classroom than others in which there is only one possible task for the students, since challenges can be a very important feature of each activity.

The simple act of challenging can make learning a new language exciting. Furthermore, an activity is more motivating if students can have the opportunity to express themselves, use their words, talk about their ideas and feelings, but using elements that are tactile or that they can see. Learning-teaching is not only thinking and acting, you have to use materials, things, instruments, every method that helps it to develop in a better way and above all that is efficient in its results. Consequently, as the implementation of these strategies progress, the students would eventually start to feel more comfortable producing language.

Based on M, Jessa (2008), claims that the visual aids “refer to graphs, maps, pictures etc. used as aids in learning” and these can be separable into four categories:

- NON-Projected 2D: wall board, roll-up board, picture, poster, chart, cartoon, cue sheet, flannel board, flash card

- NON-Projected 3D: cut-out, model, mock-up, puppet, marionette, diorama, vocabulary wheel, keyboard, teaching machine

- Projected 3D: slide, transparency sheet, film strip, microfilm, videocassette, CD

- Verbal: textbook, supplementary reader, workbook, magazine, document, duplicated materials, reference book, newspapers, and clippings.

Visual aids contribute to the teaching-learning process pointing out that visual aids firstly “provide for the learner a concrete picture of the situation in question.” Visual resources accompany what is verbally said and help to understand ambiguous situations. Moreover, the school and the teacher must provide interesting sources to offer attractive educative experiences to the students. Thus, the understanding of these four categories opens up to a variety of possibilities in classrooms.

According to Callista (2008), also asserts that “another significant value of visual aids is economy of time”. The lessons are always programmed for a certain period of time, so the teacher must schedule and adapt the subject to that period of time which is sometimes complicated. What the visual materials come to do in the application of the readings is to facilitate both the teacher's work when teaching the class, and that the learning is fast and concrete by the students because this type of help is easy and gives a more physical awareness of what is being taught, taking teaching to a more existential and realistic environment. Finally, motivation is one of the most important factors in education, and the use of visual materials is something attractive for students since they are familiar with them and appreciate the use and the possibilities they offer. The English classroom offers a wide variety of possibilities for integrating visual media into it, as well as facilitating and enriching learning.

B. Impact of visual aids to improve the learning of a second language.

Learning through visual aids does not it can be totally dependent on this tool, as its word indicates it is a support for the development of knowledge. The process is acquired through the use that is given to the technologies. It is acquired by employ them as a source and an information tool, providing a channel to reinforce learning in the same way evaluating the receptive skills of the students since they show a reception of images, sounds, shapes and colors that allow them to better acquire or clarify knowledge. It is a tool that complements an explanation or practice but does not replace it. Today information technologies are increasingly present in education, they allow greater and easier access to information, materials, games, and other useful resources in the day to day of a classroom. (Benavides et al, 2009)

The appearance of these visual aids generates a millimetric change. This allows exploration and exploitation by integrating the different skills in the student with solid bases from pedagogy and didactics. The purpose of using this type of material is to be able to attract attention and in turn provide different support but that generates positive performance. It is believed, and it has been stated that teachers of a foreign language have always been very attentive to arouse the interest of their students through all kinds of motivating teaching strategies. From flash cards to the new multimedia resources available on the web, it is, in any case, about taking advantage of the resources available to develop useful teaching applications in the classroom.

In the English classroom, the use of multimedia systems is not something new. Different audio-lingual strates have been applied throughout times. They have been used for many years before their "massive" entry into education. Radiocassettes were inseparable companions of language teachers when no other teacher in the other subjects yet used them. They could not imagine that one day the presence of an audiovisual medium in the classroom would become indispensable.

This opinion is also shared by Louis Porcher (1980) "The pedagogy of living foreign languages has been transformed long before the language itself and has very soon used audiovisual media as part of teaching." One of the areas which needs to use of visual media more is precisely the teaching of English since to reach a level of pronunciation and adequate understanding of this language, it is necessary to listen to native people in real situations of daily life. Thus, getting to know the characteristics of the culture of the English-speaking countries and within a classroom can only be achieved through technologies. (Benavides et al,2009)

Being able to access videos, different websites, make video conferences with foreign schools, listen to radios from native countries, watch DVDs, listen to CDs, and necessary resources which are meaningful and motivating to learn a new language, it is necessary for educators committed to their students. Not only the use of textbooks as it was traditionally done and that made the hours of English monotonous and boring. It took children to a basic learning of the grammar of the language without teaching them the necessary communication skills to orally express themselves and to have conversations fluently. Visual materials have three main contributions or impacts within teaching: memory, meaning and motivation.

According to Wright (1990), seeing an image helps a lot to retain this concept more meaningfully, not simply studying it on paper to learn it by heart but seeing it in a more "real" context. In this way, it is easier for the concept to be fixed in your spatial and linguistic memory. Image viewing can greatly facilitate the capture of meanings that can be difficult to explain with words alone. This is not only valid for a specific meaning, but also for global ideas.

3- What is Visual Literacy?

To analyze literacy requires to see it from different scopes. Visual literacy is the ability to read, write and create visual images. The term was first introduced by John Debes in 1969 who became the founder of the International Visual Literacy Association. Since then, visual literacy has been defined in many different forms not changing its semantics. However, it seems that the concept is not defined widely as we can see along the following lines.

For example, Braden (1996) Cited by Brumberger, (2011), defines visual literacy as the ability to understand images. On the other hand, Hobbs (1997), cited by Gruba, (2006) defines Visual literacy as the ability to evaluate, analyze, and communicate messages in many ways. Besides, Burns (2006) in Brumberger, (2011) indicates that visual literacy is the ability to decode, understand and analyze images by building meaning of visual representations of ideas and concepts. However, the main message is clear: images requires to interpret, and interpretation is only achieved through the constant exposure of the facilitator in this case the teacher. Thus, students are guided to achieve different goals if the material is meaningful and coherent.

Visual literacy is a group of acquired skills to interpret and make visible messages. A visual literate person can distinguish and make sense of visible objects, as well as create static and dynamic visible objects effectively in a defined space. Therefore, visual literacy is understood as the ability to know, understand, analyze, interpret, encode, discriminate, define, evaluate, or assign meaning to what the human eye observes. It is also a useful tool for understanding listening and a way to materialize sounds. Images have been an important factor in the evolution of the media, since they are tools that allow communication. They stimulate the ability to observe, analyze, and verify ideas. Images have become a useful visual aid when learning a foreign language because they are fun and accurate for the purpose.

A. Visual didactic strategies for teaching a second language.

It is known that student will be exposed to different images; however, this cannot be achieved without the correct strategies. The word didactic comes from the Greek language “didaskhein”. It means teaching and “tékne” suggests art; “art of teaching”. Didactic refers to the principles, phenomena, forms, precepts, and laws of teaching with no subject in particular (Stöcker, 1964). Didactics is then defined as a discipline that studies the techniques, methods, strategies, and procedures to improve the teaching process so that students have a wide range of resources from which to choose and learn according to each need. Therefore, strategies take an important place during the learning process; everyone chooses the most suitable one for him or her. (Oxford, 2004 cited by Murrieta and Hernández, 2012)

Throughout our learning process, educators try different strategies to keep important elements in the memory. For example, when individuals learn to speak during childhood, parents teach certain key words to their children, or sounds that they repeat and repeat, often using some object or image that the children see. For example, when they drink milk, parents teach them the word "milk," until the baby can associate the meaning of the words and begin to produce the language. Teaching oral language involves more than just providing students with fluency practice. Teachers should focus on skills and strategies that will help students negotiate meaning and communicate effectively with others (Languages International, 2005).

It is fair to say that language educators in many different contexts have been seeking ways to help students become more successful in their efforts to learn and communicate in foreign languages. According to Wright (1990), the application of foreign language learning and use strategies is viewed as one vehicle for promoting greater success. A strategy is "effective" if it provides positive support to the students in their attempts to learn or use the foreign language. Based on Frabonni (1998), asserts that regarding school curriculum, didactic is in charge of elaborating the ideal teaching procedures to promote the alphabetization process or the acquisition of knowledge of subject matters; it refers also to meta cognition strategies, such as being able to understand, to apply, to analyze, to make synthesis, to perceive, and of course to create.

B. Use of Visual Materials in Teaching Vocabulary.

Teaching vocabulary is one of the most discussed parts of teaching English as a foreign language. According to Hatch & Brown (1995) vocabulary is a list of words that speakers of a language use many other scholars state the importance of vocabulary. For instance, another author underlines the importance of vocabulary by saying:

No matter how well the students learn grammar, no matter how successfully the sounds of second language are mastered, without words to express a wide range of meanings, communication in a second language just cannot happen in any meaningful way. (McCarthy, 1990)

At this time, the use of visual materials plays a vital role for teaching vocabulary at primary level. In fact, visual materials are the natural source and human beings have been relying on them since their creation. Pictures are the realistic representation of the objects being presented and provide the realistic basis for teaching vocabulary. The importance of vocabulary cannot be neglected at any stage because it is soul and essence of a language. According to Harmer (1991), scholar like also states the importance of vocabulary by saying, "If language structure makes up the skeleton of the language, then it is vocabulary that provides the vital organs and the flesh."

Teaching English vocabulary to students has always been a challenge for teachers. Some teachers might feel overwhelmed by the amount of vocabulary to teach versus the amount of time given. In classrooms, lack of importance is given to this aspect. Students are told to learn English vocabulary by heart. There is still no authentic way to teach vocabulary to students. Based on Majid (2000), commented that the primary teachers can play very important role to affect literacy rate in every country of the world.

Visual materials help to motivate them to speak, to create a context with which their speech will have meaning, and to cement the foundations of vocabulary. The use of visual materials not only makes what you have to say more comprehensive, but they can make it more interesting as well. Most of what is learned, it is obtained through visual medium. Therefore, that is why the use of visual materials is very important in teaching English as they commit information to long-term memory.

C. Teaching tools through images.

According to Contreras (2017), educational resources are an important element of the curriculum. Therefore, the teaching methodology is defined, among many other issues, by the didactic resources it uses. In the wide set of educational resources, it is convenient to distinguish between classic resources (oral explanations with the help of the board, textbooks, notes, etc.) from the technological resources required to use an instrument to be able to transmit the messages of the teaching. Such technological resources include audiovisual media and computers or the so-called new Information and Communication Technologies (TICS).

The visual media have been classified in different ways by means of different tools, among them didactic means are found and other traditional ones. For instance, the visual aids as described below:

Visual aids:

Projectables: Slides

Non-projectable: Board, posters, photographs, books, magazines, etc.

Foreign language learners can benefit from many types of visual material: display cases, posters, flannel boards, wall charts, books, flashcards, transparencies, television, blackboards, flipcharts, brochures, still images, film strips, slides, films, models, and teaching machines. The still or flat image can be a rich resource in the foreign language classroom. According to Contreras (2017) this type of material can be easily obtained from magazines, newspapers, books, catalogs, calendars, posters, advertisements, coloring books, comics, postcards, prints, and travel brochures. It can be done commercially or done by the teacher or student. Teachers can create image files from which they can easily select visual material to meet a need. Students can participate more actively using visual material.

According to Merton (1954), he explains appropriately, to read the size, temperature, movement, sound, distance, depth, color, smell, speed, and weight of things in the image. This ability to read visual material will help the student to speak or write in an improvised way when answering questions about visual material or by observing cultural similarities and differences. O'Rourke (1967) suggests a few of the many uses of visual material in aural comprehension testing: true—false vocabulary items, matching pictures to spoken statements, checking statements which are contained in a picture, listening to a paragraph and answering true false questions based on pictures, and selecting pictures in response to questions. He also enumerates the tremendous variety of speaking evaluation through pictures: pronunciation, making up questions, negating, combining the actions of two pictures, saying the action in another tense, modifying grammar structure, speaking fluently.

Reading can be tested using images to make it more attractive and easy to understand. This is a great help if the students are young children or if they have a few language bases. Ask students to arrange pictures in chronological sequence, to select pictures that describe a character or situation, to identify pictures that depict a typical action or attitude of a character. The testing of writing skills can likewise be enhanced by visual material. Students can write vocabulary items in a picture, write a series of actions in paragraph form, compare, or contrast an item in two pictures, write questions about the picture, or explain a cultural point portrayed in the picture.

To teach historical or cultural viewpoints, the students can be asked to select a picture that portrays a given country; to select a picture appropriate for a specific historical event; to explain why the depicted action is typical of a certain place; to tell why a certain situation exists in a picture; or to tell how the picture of a certain country is similar or different from its American counterpart. (Wang and Lena, 2014) The visual material gives excitement and interest to English classes, and it can be used in a wide variety of activities to reinforce the four learning areas. Most of the activities mentioned below take only a minute to perform, so a great variety of activities can be done during any one period or for a short time daily. One of the most effective methods is to have the students work in pairs. That way each student uses the language intensively during a short period of time. The following activities can also be performed as written exercises. (Wang and, Lena, 2014)

50 Activities Based on Visual Material.

- 1) One student orally describes a picture (Photography, image, comic strip or any other type of image according to the subject under study and that can be used to carry out the task) for one minute to his partner.
- 2) One student describes a picture orally to a partner who then repeats the description, using the picture as an aid for recall.
- 3) One student orally describes the picture to another student who does not see it; the second student then repeats the description to the first student.
- 4) Two students look at a picture; then one student looks away while the other student asks him questions about it.

- 5) Two students look at the picture and compete to see who can make up more questions about it.
- 6) Two students create questions about a picture; one student uses question words; the other does not use question words. It is recommended to repeat this exercise to have the students answer each other's questions orally or in writing.
- 7) One student orally describes a picture to a second student who draws a copy of it.
- 8) One student orally describes a picture to another student who then is given a choice of pictures and must choose the one described.
- 9) Two students tell a story using a picture. One student tells what happened before the scene in the picture and the other tells what will happen afterward.
- 10) While one student orally describes a picture, the other student changes descriptive statements to questions.
- 11) While one student orally describes what is happening in a picture, the other student says the same thing in a different tense or in the negative.
- 12) While one student orally describes a picture, the other paraphrases what the first student is saying.
- 13) While one student orally describes a picture, the other repeats what was heard ~~the~~ but changing all subjects to the plural or singular making all other necessary grammatical changes.
- 14) Two students look at a picture, and one acts "The Angel Conscience" and the other "The Devil Conscience" to debate what the person in the picture should do in a certain situation.

- 15) Two students look at the same picture and one tells what will happen with an optimistic point of view while the other relates the future in a pessimistic point of view.
- 16) Two students look at the same picture and one tells all the good points about actions in the picture, and the second tells all the bad points.
- 17) Two students look at the same picture and as one describes the picture, the other says the exact opposite. I.E, “the chair is big” will be changed to “the chair is small.”
- 18) Two students look at the same picture and supply the dialogue for the people represented. (If there are more than two characters in the picture, group students accordingly.)
- 19) Two students look at the same picture and act out what is happening in the picture as they are describing it.
- 20) Two students look at the same picture and each pretends to be an object in the picture. The two pupils then talk to each other.
- 21) One student selects an object in the picture and tries to sell it to the other student.
- 22) One student tells the other student all the colors in the picture, and the second student tells what objects have those colors.
- 23) One student tells the other student what he would do in the shown situation. The other student then tells what he would do. At an advanced level, the second student might use a different verb construction such as “should have.”
- 24) After selecting a picture, a student chooses a letter from the alphabet and then names as many objects as possible in the picture which begin with that letter. The student who names the most in one-minute wins.

25) Two students look at the same picture. The first student names an object and describes it.

The second student compares it to some other object in the picture. They do this for as many objects in the picture as possible (at least 5). For example: first student: "The bush is large," second student: "The tree is larger than the bush."

26) Two students look at the same picture. The first student names everything made of wood, and the second student names everything made of metal or plastic. Determine who can name the majority of objects.

27) Two students look at the same picture; the first tells how he would add to the picture to make it more attractive and the second tells what he would do to the picture to improve its appearance.

28) Two students look at the same picture. The first names all the good-looking descriptions in the picture, and the second student names all the unattractive features in the picture.

29) Two students look at the same picture. The first student tells what mood he/she feels is represented in the picture. The second student tells him whether he/she agrees with him/her and why.

30) Two students look at the same picture. The first student tells the other about a similar experience in his/her own life. The second student tells in what way the first person's experience is similar to the original picture.

31) One student is given two pictures by his/her partner. The first student describes all the similarities between the two pictures. The second student then describes all the differences between them. (He/ She should not mention any that the first student mentioned.)

32) One student is given two pictures by his/her partner. The first student makes up a story about the two pictures. The second student uses the pictures in a different order to tell a different story.

- 33) One student is given two pictures by his/her partner. The first student chooses an object in one picture to put in the second picture and tells how the new object would change the picture. The second student does the same thing with a different object.
- 34) A student is given a picture by another student. The first student tells the physical location, the season of the year, the weather, the time of day, the health of the people involved, and their activities. The second student tells all other information about the physical conditions and health of the people in the picture.
- 35) A student writes out a description of a picture and omits at least one word per sentence which he/she wrote at the bottom of the page. The other student then replaces the omitted words in the paragraph.
- 36) The first student describes the home and the family of the person in the picture. The second student tells how the described home and family is similar or different from his own.
- 37) A student selects a picture and tells what the person's favorite sports or hobbies are, where he performs them, and how he does them.
- 38) A student writes a letter of about ten sentences telling a friend about the picture, pretending it is a tourist site, a vacation trip, historical incident, or a news story.
- 39) The first student contrasts object in the picture. I.E "The chair is big, but the book is small." The second student compares the objects using equalities. I.E "The chair is as heavy as the table."
- 40) One student tells another student how he would make his picture into a TV program or movie. The second student tells what he thinks about this program.
- 41) One student makes up a mystery story about the picture. Another student tries to solve the mystery by creating a possible solution.
- 42) One student gives another student a picture and specifies a mood. The second student then writes at least five sentences about the picture reflecting that mood. The first student then

makes as few changes as possible on the written description to change it to a different mood which the second student suggests.

43) One student looks at a picture and describes cultural differences between the country shown in the picture and the United States. The second student describes cultural similarities represented in the picture.

44) Each of the two students lists as many vocabulary words as possible from a given picture. The student who writes down the most words wins.

45) One student starts a story based on the picture. After three sentences, the second student continues the story contributing with three more sentences. The first student then continues for an additional three sentences. The second student ends the story with three sentences.

46) Given a vowel or consonant sound, the students say all the words, objects, actions, etc., in the picture which contain that sound.

47) One student makes a statement about the picture. The second student repeats the statement and adds a conjunction such as: but or since.

48) Two students see how many different ways they can rearrange three pictures to tell different stories.

49) One student looks at a picture and tells how it is similar to his house, community, etc. The second student tells how it differs.

50) In turn, each of the two students selects a picture and tells why the other should visit the place or do the activity illustrated in the picture. A third student decides who wins and explain why.

Not every image is perfect for all situations. Every time an image is used, its effectiveness must be verified. The image should be according to the subject under study, the maturity of the students and the academic level and the level of motivation of the students. Visual material, and particularly the flat picture, play an imaginative role in foreign language instruction. The activities cited above are by no means all-inclusive. Visual material can be used as many ways as imaginations allow. The use of visual material helps to make foreign language learning an enjoyable, life-like activity. Wang, and, Lena. (2014)

Educational systems have been changing with the expansion of new technologies. More and more countries have formalized the use of Information and Communication Technologies (ICT) in education through ambitious policy plans. (UNESCO, 2012) Virtual classrooms are a good example of the digital transformation of the teaching and learning process. There are thousands of platforms on the internet that help education reach places that were previously unimaginable.

Next, there will be a list of useful tools to make presentations in addition to others that due to the current situation have become fashionable to teach classes in a more dynamic and comfortable way for students and teachers.

4. Presentation related tools

Powtoon: To be able to use it with all its functions, you need to be registered. Registration is free via email or social media. The use of Powtoon is free although if more functions were needed, certain amounts would be paid depending on the user's demands. Presentations and animated videos can be made in this application. In both options, there are templates to be able to have a reference when carrying out our work. They offer a great variety of models and elements to insert in the work (cartoons, clips, etc.). It is a useful, dynamic tool and helps to better capture the attention of students.

Explee: Registration is free and is accessed through email or social media. This application allows you to use its functions completely for a certain time. Thereafter, the type of plan you want to use is paid. It is a very good tool since you can introduce music and animated elements to liven up the presentation.

Prezi: It offers a variety of plans to subscribe (some free and some paid depending on your choice). Especially there is a free one for students and teachers that is available if the user has email related to an educational institution. To use any plan, you must previously register through email or social networks. Prezi provides a multitude of templates that can be customized according to the presentation chosen. In addition, it allows downloading the work done.

Bunkr: It allows you to make varied and attractive presentations using various resources such as videos from YouTube, Vine, Dailymotion or infographics, images, etc. (You are not providing any description rather than the subjective “attractive presentation” sentences. I recommend you to let the reader know some features in comparison with the rest)

Haiku Deck: Authorize to connect through Slideshare or social media. It is a versatile tool, easy enough to use from models that the web application provides to the user.

Wideo: It is a tool that makes it possible to create professional videos using a large amount of multimedia content in a few minutes. Templates can be used to facilitate the development of the video. There are plans like the free one and others with a price payment depending on the user's demands. Once the plan is chosen, it is accessed through social networks or email.

Visme: Using this web application, you can create works such as striking infographics, presentations, or banners thanks to multiple templates. The completed project can be downloaded in different formats, published, and shared on social networks.

Canva: It contributes to producing fantastic designs, infographics, and professional photos to capture the attention of students.

Knovio: It is a free application for IOS and similar operating systems. It is useful for making presentations in the form of video that allows information to be shared and adapted in different ways.

5. Tools related to the virtual classroom

Google classroom: It allows you to upload notes, activities, and tasks so that students always carry them out from the teacher's supervision. This application works through the Google account. From then on, the teacher invites students by email to join the classroom.

Edmodo: An application similar to Google classroom in terms of operation. Parents can also participate in this learning network with their children and teachers.

Quizlet: The subscription is made by email or social networks. It allows to have a closer relationship with students and teacher since a perfect teaching-learning network is created. This application is like the previous two.

Flipboard: This software can be used on computers, mobile devices, and tablets. It is accessed for free by email, Twitter, Facebook, or Google+ account or by scanning the QR code to log in faster. It offers a magazine-like navigation by choosing the content you want to appear. The magazine can be shared on social media or on the Flipboard page.

Paperli: Registration is done through email or social networks. It allows creating a newspaper with the most relevant news on a topic thanks to the search engine using RSS, Twitter, and other search sources.

GoConqr: To be able to use all the functions, you need to be registered by email, Facebook, or Google+. It allows to create diversity of tests, concept maps and virtual flashcards. It is very complete and, once done, it can be shared on social networks to invite others to participate in it.

Kahoot: It is an application that is used to make games with students through mobile devices or computers. The account can be chosen based on the characteristics of the user. In addition to customizing the game, you can add images and different response options. To play you only need to enter a pin provided by the teacher but to design the games must register by email.

Webquest: The realization of a webquest facilitates the entrepreneurial and investigative spirit in the students since they build what they will later learn. There are several specific pages to create it with which you can choose how to do it (from a webquest page or from Google).

Educaplay: It allows you to carry out a wide variety of activities such as interactive maps, tests, crosswords, presentations, dictations, word searches, video quiz, riddles, etc. To do this, you

must register by e-mail or social networks, and enter different accounts depending on the user's profile (teacher or student).

Edshelf: To access this application, you need to be previously registered by filling out a form in which the email and the most relevant information are recorded. In this tool, we find a great variety of other visual tools that allow us to form more meaningful learning for students. Depending on the needs of the group-class, the teacher will investigate and assess which is the most appropriate tool.

Opennemas: Facilitates creating a newspaper through the Opennemas domain. To do this, an email account is required. It has various plans such as a free one or other paid ones that allow you to expand the use and functionality of the application.

Scoop.it: It is an application that allows you to create a newspaper with outstanding news on the chosen topic. It is a bit limited since you can only get a panel in which you can place the news of the selected topics. It can be shared on social networks and registration is free through email or social network accounts.

Wordpress: It makes it possible to create a free blog or paying website and close communication between students and teacher. Registration is done via email.

Wikispaces: It allows creating a blog and close communication between students and teacher. Additionally, students can edit content and be shared on the same page. Students register via email and a code provided by the teacher.

Real Time Board: It is an application that resembles a conventional whiteboard but makes it possible for all the people involved to access it through the Internet and can collaborate by adding content to that online whiteboard.

CHAPTER III

METHODOLOGICAL FRAMEWORK

This chapter presents the research methodology that was used in the study. In addition, it presents the description of this methodology and the expected impact. It involved description of the study area, research design, methods of data collection, research instruments sampling techniques, data presentation and analysis, piloting, and ethical implications. The methodological framework of this study exposes the steps taken in conducting the research. It covers the rationales and research design. Furthermore, it covers the guidelines to undertake those steps.

Following an overview of the study, the participants and samples are described. The description of the design and instrument to be used is provided. Data collection processes and instrument are also presented. The chapter concludes with an overview of the data analyses used. It involved a description of the study area, research design, methods of data collection, research instruments sampling techniques, data presentation, analysis, and the implications.

An investigation is an orderly procedure that allows studying a problem. In addition, to be able to make an obtuse study by means of some approach, be it quantitative, qualitative, or mixed. In this case, the focus will be mixed. The research analysis with the execution of interviews with students and experts in the field as teachers of the English area, needs to be confirmed. In addition, the subject of development, with the use of information from different books and authors are present to give bibliographic support on the subject.

According to Hernández, Fernández, and Baptista (2014), the mixed approach "The term "mixed methods" refers to an emergent methodology of research that advances the systematic integration, or "mixing," of quantitative and qualitative data within a single investigation or sustained program of inquiry. ... Integrating the data during data collection, analysis, or discussion." (p.7).

3.1 Research Approach

The objective of any research is to acquire knowledge or to prove a theory choosing the right method which allows investigators to know the reality is essential. Inductive methods are generally associated with qualitative and quantitative research. According to Pita Fernández, S, Pértegas Díaz, S (2002), or the purposes of this research, the approach to be used is mixed. This approach according to Cortes (2016) is characterized by the collection of information based on the observation of discourses, open responses, and then interpreting and analyzing the data obtained. Consequently, a data collection and analysis is carried out to answer the questions that arose from the research about the different types of visual resources and their benefit within Costa Rican education.

The present research is of mixed nature since it is intended to analyze, evaluate, identify, and apply different information instrument such as: interviews, observations, teaching methods based on images, and visual material, for students and in some cases for the professors in order to be able to demonstrate the fundamental objective which is the effective use of visual materials to improve the acquisition of vocabulary. In order to make a good analysis of the research, interviews are conducted with professionals who know the subject of this research. In addition, various sources are used to support the collection of information about visual resources. The aim is to analyze and understand the opinion of the interviewees on this topic.

3.2 Research Design

To understand educational research, you now have the map, (the six steps that exist in the research process) and the different paths you can take (quantitative and qualitative). The reader now can explore some distinctive features along the two paths. These features are the research designs that you can use to collect, analyze, and interpret data through quantitative and qualitative research. Some of the research designs may be familiar; others may be new, such as how these pathways can converge with two designs called mixed-method research and action research. (Creswell and John W, 2012)

This research uses a naturalistic and interpretive paradigm. Naturalistic because a collection of information is made in the natural environment in which the lessons are analyzed (educational institutions). Interpretive, as the study is based on grounded theory and action research. The grounded theory acquired several specific sources of information for research and interviews with different professionals in the field of bilingual education. The purpose of the above is to compare the information provided by professionals in the area with the theory consulted.

The objective of this study is to analyze the benefits of visual aids to improve the acquisition of vocabulary in students from thirteen to sixteen years of age at the National Language Center, CNI. In this research, random sampling techniques are used to collect information from specific individuals who had specific knowledge. Therefore, this type of knowledge has been required for qualitative research. The target population for this research is the CNI teachers and students of English. Closed questionnaires are used to measure various parameters which show the impact of visual aids to improve the learning process of CNI students. The data is analyzed through a final test in which it is verified whether the students found advantages with the use of visual material and measured their growth at the level of the new vocabulary acquired.

3.3 Information Sources

Sampling

For the present research work, a population based on specific information is chosen to undertake the necessary search about the use of visual resources as a tool to improve the understanding of the English language in students with ages ranging from thirteen to sixteen years of age. An interview is conducted with English teachers at the CNI, which is a language institute that offers free English and technical courses to people from twelve years of age onwards. The CNI is a private institution that ensures the best visual and technological resources for students. From the aforementioned institution, the sample is to be obtained to be detailed in specific.

Information sources

According to the University of La Salle: “all compilations that help to supply, directly, the data necessary for an investigation, are called sources of information, including: encyclopedias, dictionaries, almanacs, manuals, yearbooks, bibliographic sources, among others.” (n.d.) The origin of the source will determine if it is:

1. Source of personal information, which offer information about people or groups that are related professionally, the most common way to obtain this information is orally.
2. Institutional information sources, which offer information about an institution and its activities.
3. Documentary information sources, which provide information from or about a document.

In this research work, the three types of information are used since to obtain the appreciations of the sample regarding the topic to be investigated, personal interviews are carried out. All this data is orally obtained. In addition, information is obtained from the institutions to which the interview is meant to be conducted in addition to their functions. Therefore, this allows direct analysis of the implementation of visual resources within them. According to the level of information or content, the sources of information can be primary or secondary. Finally, different documents ranging from dictionaries to theses are analyzed to obtain the information in the most appropriate way possible.

Primary sources

According to Universidad la Salle, the primary sources are: "those sources that contain new or original information and whose disposition does not usually follow any predetermined scheme." (n.d.) They include mainly books and magazines. In the case of books, they were not recently issued due to the publishing process. However, it should be noted that as an advantage they have the breadth in which the various topics that can be investigated are explained. On the other hand, magazines are characterized by the intention of extending themselves over time. In general, the explanation of the topics is usually brief; however, it is usually quite new and updated information. Newspapers and theses are also another example of primary sources. For this research work, electronic journals, and national and international theses will be used for a broad and accurate analysis of the research topic.

Secondary Sources

According to La Salle University (n.d.): "secondary information sources are those that contain material that is already known but organized according to a certain scheme. In the first instance, the study is based on a secondary source since it goes personally to the educational center to obtain the necessary information and first hand. The reason to do this is the realization of interviews to test the advance and disadvantages of the visual method which is measured by different techniques applied in class as the following: one student orally describes a picture for one minute to his partner; in addition, one student describes a picture orally to a partner who then repeats the description using the picture as an aid for recall, flashcards, slide, and others. So that you can see firsthand the reactions of each student to the visual stimulus that such as: could be:

images, presentations, role plays with personalities and clothing, among other resources as mentioned above.

According to Maura Torres (2015), the main sources are those obtained from the direct information of the interviewees, as well as the expression of opinions and knowledge on the research topic. Teachers also need to be interviewed to find out which method is more commonly used, and for their lessons, if they carry out a specific study of teaching methods. This is crucial if each student and their individual learning goals are studied. Every data would be obtained from the first line of the people involved in the educational process who are teachers and students. Although given the circumstances, the face-to-face classes have been replaced by virtual ones. Moreover, this did not prevent the researcher from carrying out and collecting data.

Tertiary sources

In addition, several theses, laws, regulations, articles, among others which are used in tertiary sources will be addressed. They have the necessary information on the use of visual material to improve vocabulary in second language students. This is in order to obtain timely and reliable information as they are articles and especially theses which help to give support and validity to the investigation. In order to make an extensive analysis, this information compiled in the tertiary source contribute to achieve the objectives of the study which is to know first-hand if the implementation of visual methods in the teaching of English.

The current research must be of the qualitative type. The theoretical information is highlighted, and unnecessary because with this the secondary resource is evaluated which, as already mentioned, is the most significant for the investigation since it is present there, to be measured, observed, and analyzed first hand. This is because the selected sample is fundamental to the subject of study. According to Hernández ed. (2014), tertiary sources are compilations, summaries and lists of references published in a particular area of knowledge, such as books, web pages, among others.

3.4 Analysis categories

In this section the research work clarifies important concepts about the subject under study. Since the research is of a qualitative type, this analysis will only be logical, in order to better understand the objectives of what is intended with it.

Visual Aids

Visual aids have different types of objectives to be used in class such as: learning new vocabulary, improving pronunciation with the help of an image with audio, or learning about its grammar. It can be said that all visual aids are objects that facilitate learning in studies, with different methods you can use visual resources such as: blackboard, posters, posters, models, projectors, flipcharts, printed matter. The visual elements are, a very good "reason" to motivate the students to interact with the foreign language because they can visually determine that the language is used by means of significant elements that attract their attention and at the same time motivate them to use language in different ways.

According to Gardner's theory, students can obtain different effects with the use of visual resources, to obtain a positive effect it will depend on several factors such as the visual aid they use, the efficiency with which they use it, their multiple intelligence. Visual resources have been used in different classes, each person uses the resource that they believe provides the most significant help in students. As Gardner's theory of multiple intelligences demonstrated, each person can have at least one of the eight intelligences, depending on this data each person can have better efficiency with different visual aids than the others.

Acquisition of vocabulary

The acquisition of vocabulary is the process of learning new words. Adequate vocabulary is necessary for academic success. Nevertheless, teachers must take into account the direction between acquiring vocabulary and the vocabulary in itself. Acquiring wider and deeper vocabulary knowledge is fundamental in the pursuit of becoming a proficient foreign language speaker. It can be argued that lack of vocabulary knowledge often has a more severe impact on clarity and fluency of spoken and written language than insufficient grammatical knowledge or poor pronunciation (Hedge, 2000).

Vocabulary is the key to communication.

For the overwhelmingly majority of students, the ultimate goal of studying is to be able to communicate in a new language. If you do not want to rely entirely on nonverbal skills, mastering vocabulary is not only important, it is crucial in a foreign language environment. The research work uses some visual resources with which students are expected to improve and acquire new vocabulary. Some of the resources are:

Illustrated books: Illustrated books are not just for children (although children's texts are a good starting point).

Recipe books: The recipe books are fantastic for practicing grammar. In these texts, you will find a lot of food vocabulary and excellent examples of the correct use of conjunctions in sentences.

Maps: The maps are also great for group activities. You can use street maps, orientation maps or even draw one on your own. Go to Google Maps and start clicking on English speaking countries. Look at all the signs, posters, and facades of stores.

Comics: It is not only about the traditional printed comics but about the large number of comics that exist on the Internet.

Vocabulary cards: These cards have many advantages: they are easy to carry, fast, effective, and cheap. You can use them while you are on the bus, car, on the way to school or resting in bed. You can also stick them to the refrigerator to memorize vocabulary, grammar or even presentations.

3.5 Data collection Instrument

Questionnaire

The questionnaire consists of a series of questions and other indications with the purpose of obtaining information in a clear manner and expressed through a series of open and closed questions that focus on obtaining knowledge based on the veracity and reliability of dedicated professionals with the educational process, like teachers and students. According to Hernández, Fernandez and Baptista (2014), a questionnaire consists of a set of questions regarding one or more variables to measure. This method is used to collect data from teachers. Teachers are given with information about the extent to which they used the visual materials in the classrooms, what their main sources of visual materials are, and what attitude they had towards them. On the other hand, students respond on their preferences in learning styles, tastes and what they expect from an English class.

Observation

Observation is the systematic description of events, behaviors, and artifacts of a social environment according to Marshall and Rossman (1989). In the present investigation, the constant observation of approximately 7 weeks in a population of 16 students the sample that in this case are adolescents between 13 and 16 years old. Accordingly, the qualifiers are divided into two groups, to which observation is applied to verify the behavior, the reactions, the acquisition, as well as the advantages and disadvantages of the method under study.

Activities

They are meant to carry out a series of practices, dynamics, games that include visual aids as a positive stimulus to acquire vocabulary. The tests are purely of knowledge checking in order to know if the students have made progress with the implemented methods about the use of visual material. Classes of around 16 students are observed during two English lessons in the seventh grade. At the end of the class, students are tested to see if they remember the new vocabulary they have learned. Students should match words with images. The data from the two tests are compared and analyzed to see which lesson was most productive.

3.6 Process for Data Collection and Analysis

As for the purposes on which the qualitative analyzes are based, Hernandez, Fernandez and Baptista (2014) express that they are: the exploration of the data, the development of a structure of these figures (generating the categories), the procedure of to the description of the answer from the respondents indicating their points of view as well as the expressions use. In addition, the description of the concepts of the categories are to be understood giving them a sense for their interpretation and explanation depending on the planning of the problem. Moreover, the understanding of the context surrounding the data links the available knowledge with the results found generating a theory supported by the references found. In the present study, the interviews were carried out in the following way: the interviewee was contacted and the reason for the research to be carried out was indicated. With the help of the great majority, a date, and time was established to carry out the interview personally.

The researcher presented the questionnaire to the interviewee, and prior to the answers, an audio recording authorization was requested for a better analysis of the answers emitted at the time of writing them in the study. At the end of the interview, the time given is appreciated. According to the methodological model, for the analysis of data from this research, the categories of analysis were established based on the answers issued by the interviewees. Likewise, a description of these answers is carried out in which the definition is adjusted to the subject of the study and to be able to undertake an analysis comparing the data obtained from the primary sources with the secondary ones. Therefore, according to the comparative study of the conclusions of the study will be derived.

CHAPTER IV

DATA ANALYSIS

The main objective of this chapter is for the investigator to demonstrate how different visual strategies can help the vocabulary learning process in students. This section of the research work is of great importance since it contains all the information collected during the study. It includes an explanation of each instrument used. In addition, each instrument used contains a brief explanation of what it is, how it was used, and a graph with the specific results obtained. Finally, a textual analysis is carried out for each item, so that the results are as clear as possible.

“Your attitude, not your aptitude, will determine your altitude.”

Zig Ziglar

4.1 Analysis and Interpretation of Results

To carry out this research work, it was necessary to use various instruments to collect all the necessary information. Additionally, the application of several diverse didactic strategies related to the topic "Innovative Visual Aid Resources" were put into practice in the classes. For example, online activities, group games, individual games were input ensuring different type of visual resource to sustain and support the explanations and practices of the different topics. Each practice, explanation, and game are different but have the same purpose, which is to meet the objectives set at the beginning of the investigation. Furthermore, an evaluation was made to the students in order to provide a negative or positive conclusion as appropriate.

4.1.1 Observation checklist

The observer was aware at every moment of students' behavior when they performed an activity through the use of visual aids. According to Merriam (2009), observation is a research

method that consists of a detailed analysis of people’s behaviors, attitudes, reactions, and assumptions that are necessary to obtain data from the subject that is being researched. The observer was aware of students’ performances like motivation, behavior, interest in the class, subject knowledge, and vocabulary. Accordingly, it wrote a general description of what she saw regarding these aspects. Moreover, the observer took those notes into account to plan the next classes and make solutions to problems that may occur in the classes.

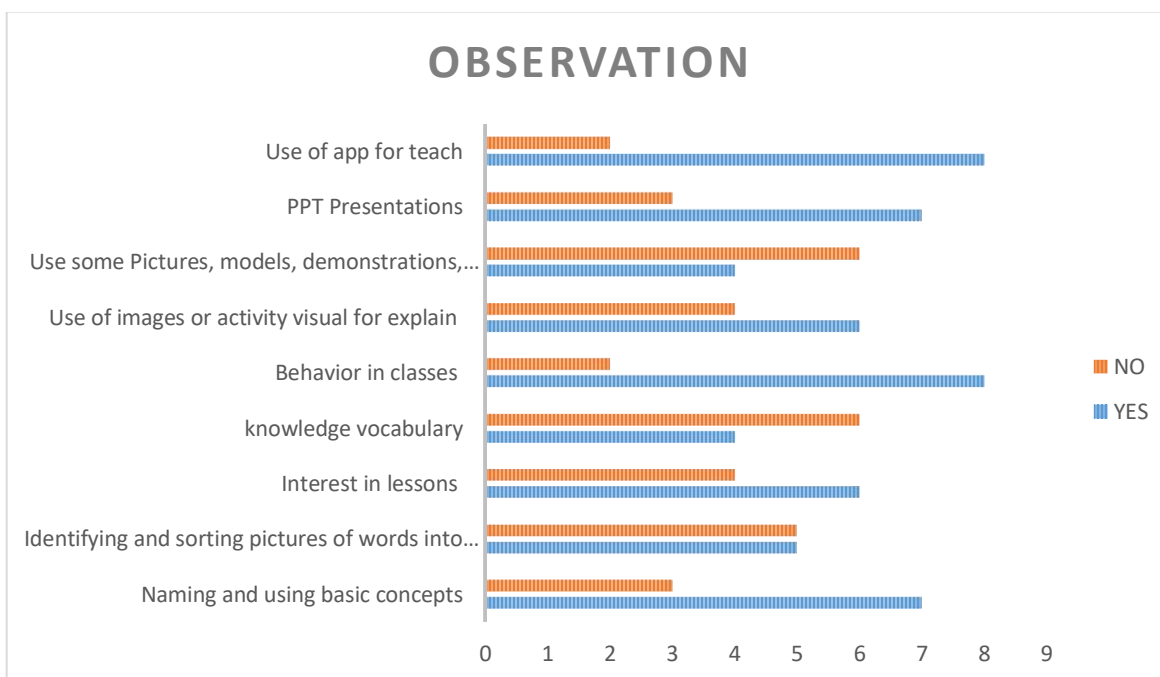


Figure #1 student observation it represents the results obtained during the student observation. June 2020 at CNI.

Analysis

According to Family Health International (2010) "we must document what we observe, taking care to distinguish it from our expectations and our interpretation." The observation list (appendix # 1) was made on May 29, 2020, to a group of 16 CNI students and the lesson was held at 9 am In this first observation, the researcher looked for particular points in the class, such as the behavior, knowledge, and vocabulary of the topic, among others that were previously mentioned in total nine aspects to qualify measurement. A table ranging from 10 to 1 was used, with 10 being the highest and 1 the lowest.

It was found that 80% of the students had a great interest in the class and paid attention, while the other 20% said they felt sleepy and a little confused by the way the class was taught. It is worth mentioning that the classes are taught in virtual mode given the current circumstances. In addition, it was observed that this motivation is due to the teacher since she always has different ways of doing the lessons using computer platforms about 80% of the time, telephone applications, and practices in different ways. According to Aguirre, J. and Vásquez, D. (2010) say that teachers know motivation strategies but do not apply them in the teaching-learning process as consequences, monotonous classes, where the student loses interest in learning the English language due to the lack of communication between both parties (student-teacher). Moreover, in the categories of use of PowerPoint presentations and knowledge of basic vocabulary, it was observed that 70%, which is equivalent to the 7-point rating rubric, the students said they felt bored with the use of this tool because it is a repetitive and not very innovative tool.

Another aspect that was evaluated was the use of other visual materials such as images, videos, photographs, illustrations, among others. This type of didactic material contributes to the retention of words, so it is of great benefit to learn or teach new words. A score of 4 was obtained for this category, which is equivalent to 40%. This means that only on very few occasions the teacher uses this type of tool to reinforce the teaching of vocabulary. According to McCarten, J. (2007), mentions that vocabulary learning is the first step to learn a foreign language, leading several studies to increase the efficiency of vocabulary learning. Therefore, the lack of vocabulary causes serious failures in the four aspects of learning a second language such as writing, listening, speaking, and reading.

Finally, two of the most important ranges to evaluate for this research work, such as the use and knowledge of basic concepts of the vocabulary of the English language, obtained 40% and 70% respectively. Both are very important because the knowledge and correct use of vocabulary is the basis for good communication in English. Based on Rubin and Thompson (1994), vocabulary

learning is the heart of a foreign language domain, since one cannot speak, understand, read, or write a foreign language without knowing many words. From all the information gathered in the observation, the investigator has clearer which aspects are of vital importance to reinforce. To carry out, he will put into practice some visual didactic strategies to corroborate the veracity of the proposed objective.

4.1.2 Questionnaires

According to Enrique Martínez-Salanova Sánchez (2010), the questionnaire is a set of questions about the facts or aspects that are of interest in evaluation, in an investigation, or in any activity that requires the search for information. The questions are answered by the respondents. It is a fundamental instrument for obtaining data. The questionnaire should be written once the objective of what is going to be asked, what is needed for the research, the data requested, or the characteristics that must be evaluated have been determined. According to Sierra R. (1994), the questionnaire is the instrument that consists of applying to a defined group of individuals a series of questions or items about a certain research problem that you want to know about. It can be about: a program, an interview form, or a measuring instrument.

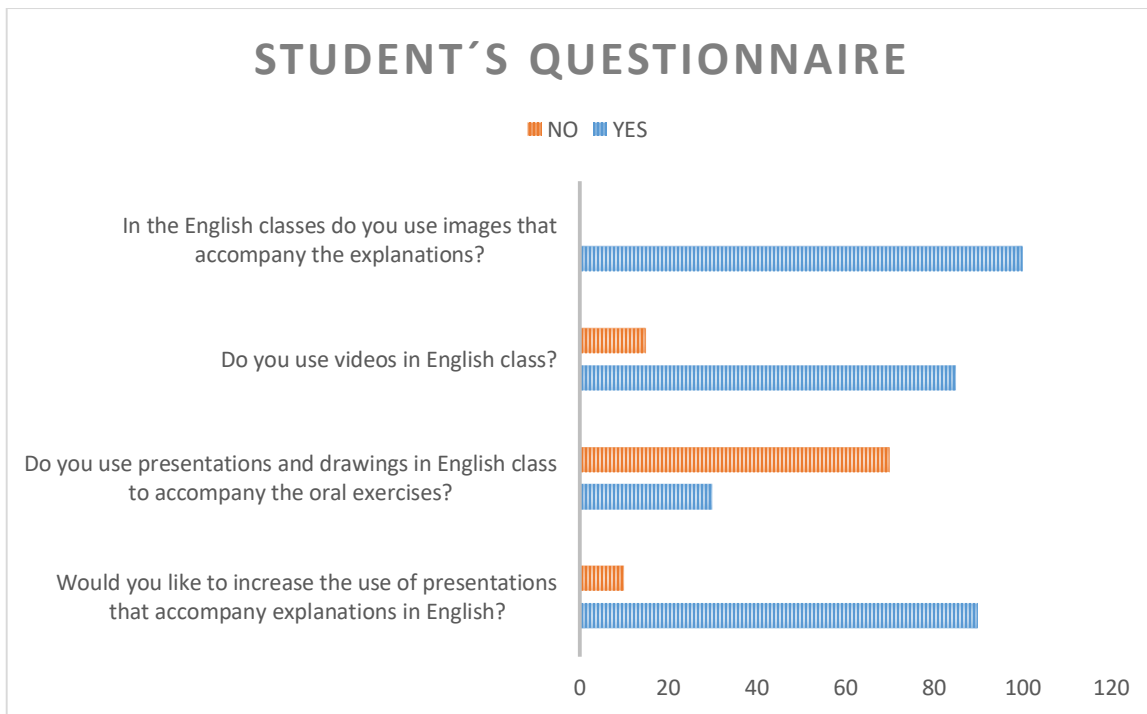


Figure #2 Student Questionnaire. It represents the results obtained during the application of the questionnaire to the students. June 2020 at CNI.

The first questionnaire (*appendix # 2*) was conducted to sixteen students of the basic level of English of the National Center of Languages. This questionnaire was conducted in Spanish since the students have a very basic level of the English language. With this survey the following features are evident: 100% of the students affirm that in English classes visual materials are used when explaining, they also stated that this was very helpful for them to better understand the subject. Furthermore, it was found that 85% of the classes are accompanied by videos. Videos, for example, helped students in gaining confidence as they repeat and imitate real models using the target language. Therefore, students were expected to be more participative and feel more motivated. Another important characteristic that was demonstrated is that only 70% of the oral classes use some type of visual material.

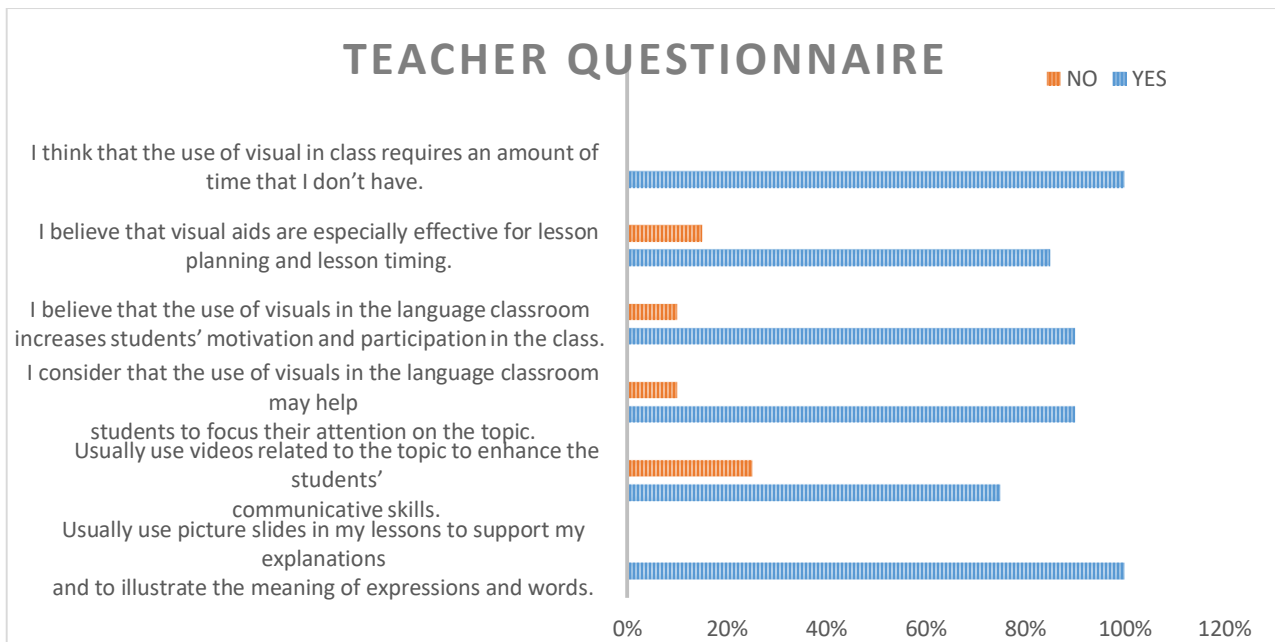


Figure #3 It represents the results obtained during the application of the questionnaire to the teacher. June 2020 at CNI.

The second questionnaire (*appendix # 3*) was done to the English teacher at Centro Nacional de Idiomas. Only closed questions (yes-no) were included in this. First, the educator was asked if the use of visual material when preparing the lessons takes more time, to which he answered 100% yes. He stated that “planning the classes already requires time and effort, and if you add making your teaching materials or looking for the most suitable for each subject, it becomes even more complicated. It is a very heavy job that sometimes cannot be done, even if wanted”. On the other hand, he added that 85% of the visual material according to the topic which was explained, increased the attention of the students, but he also emphasized that its excessive or inappropriate use can generate confusion and distraction.

Consequently, it was found that 95% of the time the use of visual material increases the motivation of the students. In addition, in the same percentage, it is emphasized that this type of element was of great benefit for the student and the tutor, as it motivates students and in the case of teachers, on certain occasions, facilitates their work or makes them more comfortable. easy to give a specific topic with this type of tool. According to Birch, A. (1974) indicates that the concept of

motivation must be understood, not as a mechanism of constant interruptions, but as a permanent flow of behavior that can be channeled in many ways. As a result, 100% of the time the correct use of visual tools, whether innovative or not, has a positive effect on the performance and understanding of the subject. Moreover, 25% of the time the teacher says that explanations cannot be done with this tool since there are topics that when using it tend to confuse students and that it is better to use others more in line with the objective.

4.1.3 Lesson Activities.

According to Laskowski (1997), the main benefit of visual aids is to help people to describe what they cannot explain orally, and they can be found in several sceneries such as education, business, among others. However, the major enhanced area is teaching since the incorporation of visual aids is necessary for reaching pedagogical purposes as well as the teacher's and students' goals. Visual aids as non-verbal information, conveyed by someone while speaking, can help people to understand others' messages without completely understanding the verbal input to comprehend the target language. With the visual aids also students will be more willing to participate in communicative situations. It is for this reason that the researcher put into practice a series of visual teaching materials in order to improve certain aspects. In the innovative material was included as well as other not so new, this to verify its functionality.

Activity #1. (Appendix 4,5, and 6).

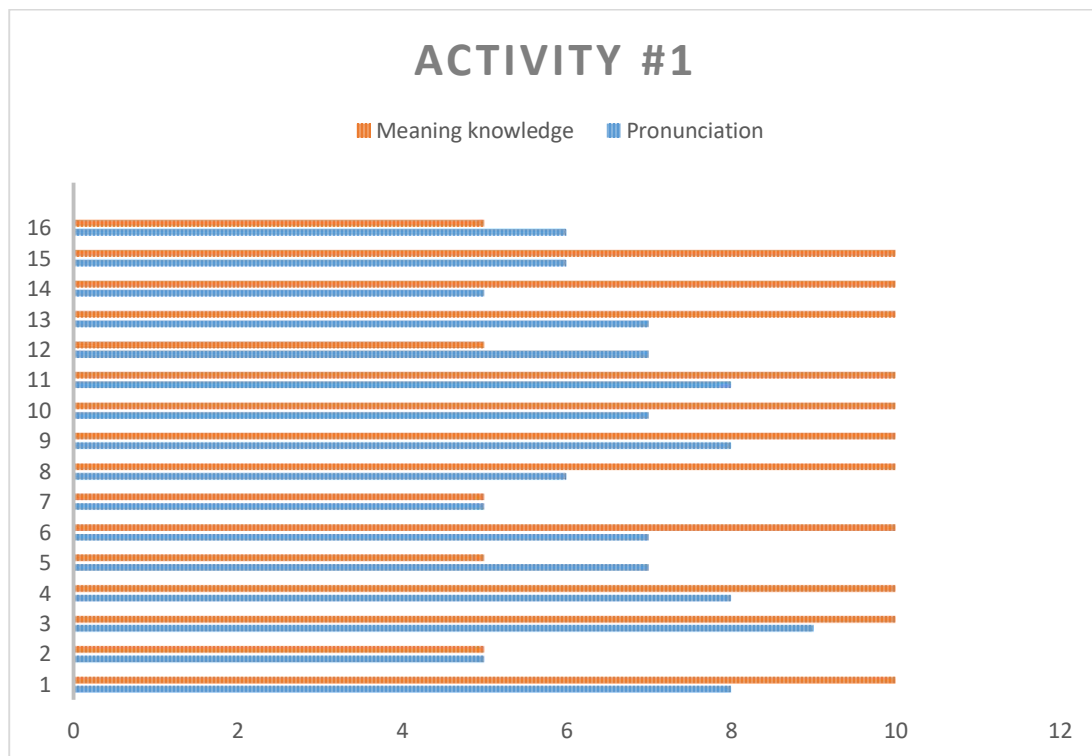


Figure 4. It represents the results obtained during the application of the first activity ‘‘Think Fast’’. June 2020 at CNI.

Analysis

This type of dynamic where images were shown was helpful since they generated an effect of confidence in the students because the images triggered a feeling of security. It also made the class more dynamic so that students participated in a better way. Four groups or word families were used to carry out these dynamics where 11 of the 16 students knew 100% the meaning of the words while 5 of them had vague or null knowledge. Moreover, in the pronunciation category, serious problems could be noticed because although some knew the meaning of the words, they did not know the correct pronunciation.

Only 1 student had 9 points, which was equivalent to 95% of the correct answers, while 4 students obtained 8 points, which equaled to 30% of the total class. The other students obtained a very similar range between 5-7 since the correct pronunciation was in a percentage of 35% for the whole class. With this dynamic, it was concluded that the

knowledge of a particular vocabulary topic was not always linked to the correct pronunciation of its vocabulary. When this practice was undertaken, it was obtained that in the category of body parts and construction tools the students had a wide knowledge. It should be noted that a group of 16 students is basic English. Although for the group of words related to instruments and daily routines the knowledge was little. This is mainly because the use of instruments is not so common while at the time of generating a sentence regarding daily routines they found it difficult since few knew the required grammatical structure.

Activity #2 (Appendix 7 and 8).

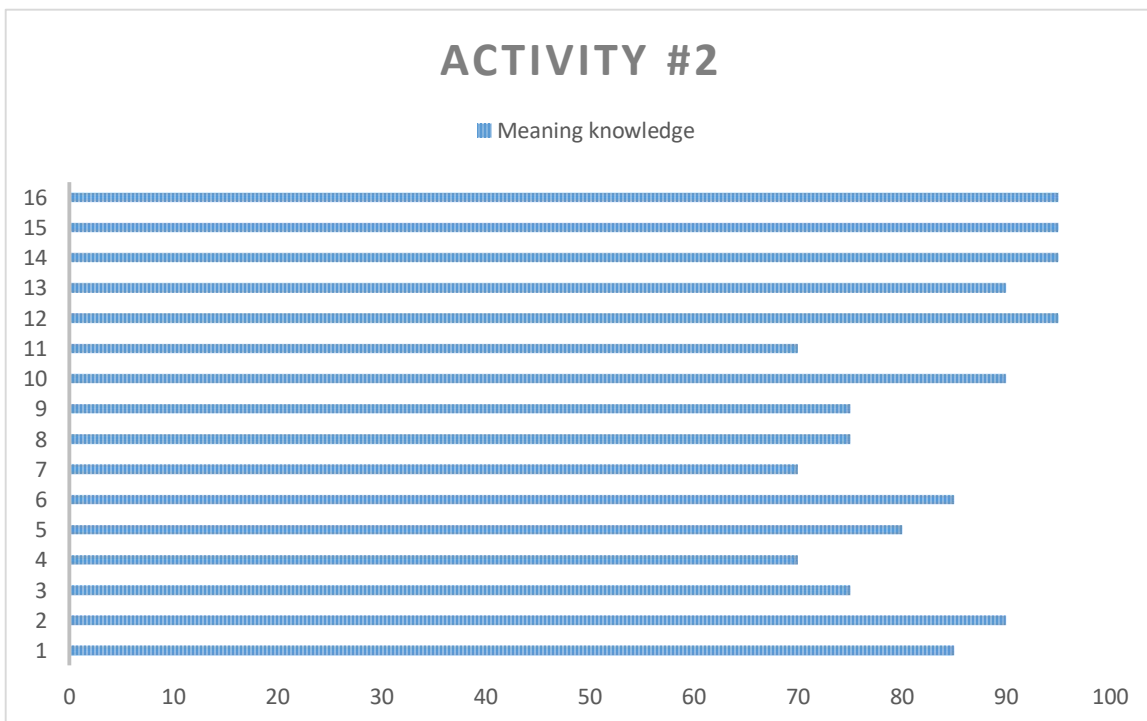


Figure 5, It represents the results obtained during the application of the second activity "Guessing Adjectives". June 2020 at CNI.

Analysis

The purpose of this activity was to practice adjectives related to physical appearance. Through this dynamic, it was possible to show the lack of vocabulary related to this topic. Since only 6 people knew about 90% of the words. The other 10 or 70% of the class was in the range of 70-80 in grade obtained. On the other hand, the practice also gave the possibility of trigger the oral part. According to the comments of the same students, they like this type of dynamic, since they work in groups, which builds trust. Furthermore, by putting students to work in this way, they address not only the proposed topic but also the collaboration and motivation between them. With this task, many adjectives could be remembered, practiced, and put in context. In addition, this was linked to the fact that the students themselves made references and used them in their classmates, and at the end, it was proven that they could remember them due to the association they had done.

Activity #3 (Appendix 10, 11, and 12).

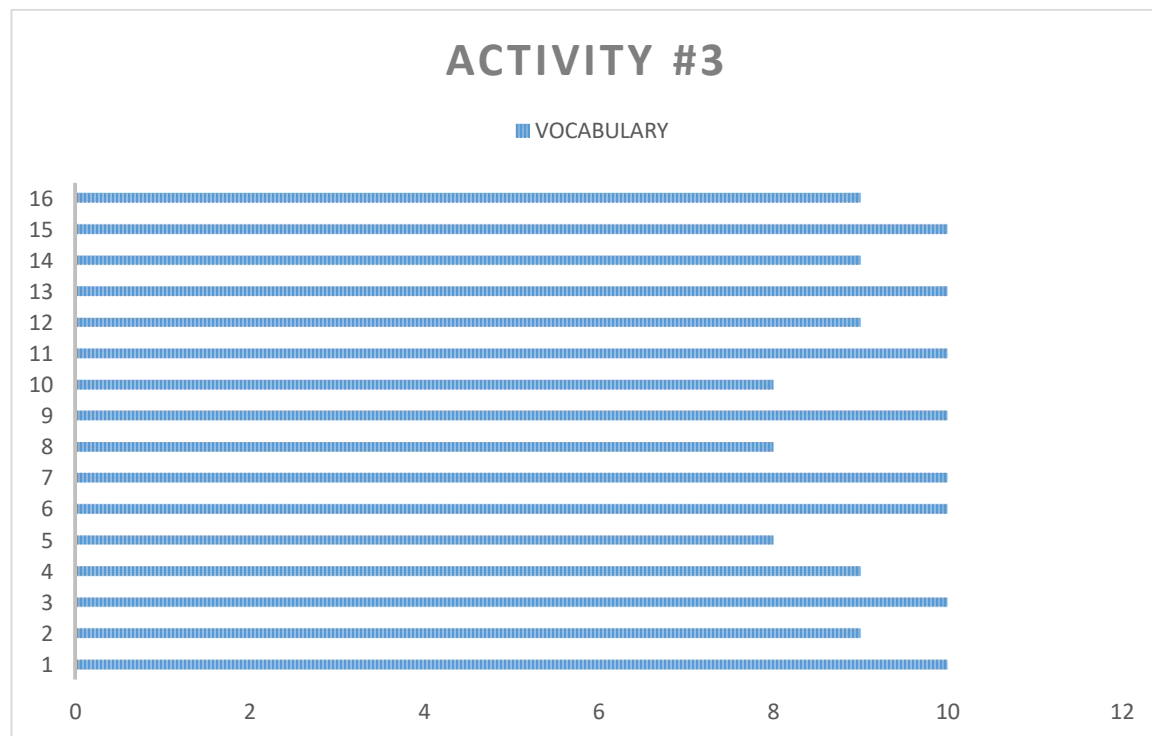


Figure 6, It represents the results obtained during the application of the activity number 3 'Memory Game'. June 2020 at CNI.

Analysis

This activity aimed to reinforce speaking skills in addition to reviewing the different occupations that existed. It was an easy topic which students' covered ahead of time, so when doing the practice, it was demonstrated that they already had prior knowledge. The 50% of the students, corresponding to 8 of them, knew the vocabulary, its meaning, and its correct pronunciation. On the other hand, 5 students, 31% only had an error. Only 19% of them for a total of 3 students had 3 failures throughout the practice. The activity is not innovative but generates uncertainty and surprise, so the students were very interested in doing it. The conclusion reached at the end of the activity was that it could be applied to different topics and for different ages. However, it would not be recommended to do it for students with high knowledge of the language since it can become boring and monotonous. The use of images accompanied by their respective meaning greatly favors the students to make a future association between image and meaning.

Activity #4.

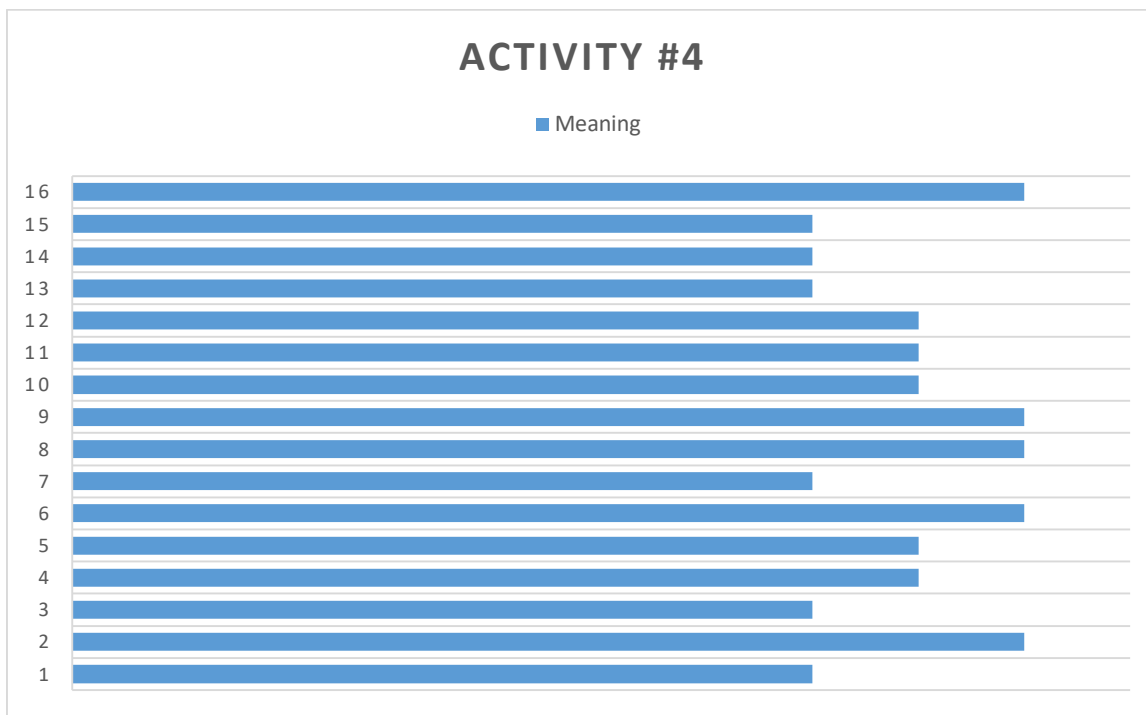


Figure 6. It represents the results obtained during the application of the activity number 4 "Jog your memory". July 2020 at CNI.

Analysis

This was a very simple activity in which students can put into practice the four skills: writing, reading, speaking, and listening. It is the main objective of this task that students reinforce the four areas of learning. With this job, the students were very happy because they say that when they watch videos that attract their attention, they feel that they learn more. Regarding the revision of said test, the results were as follows:

- five students made a mistake, equivalent to 32%.
- five students made 2 mistakes, equal to 32%
- six students made 3 mistakes, equivalent to 38% of the class.

In this activity, the percentages were very balanced. The idea was to find videos that interest them, be it tourism of exotic places, music videos, or parts of television series that are in vogue.

Although this type of teaching material is very simple and useful, it cannot always be used. Besides, the correct one must be chosen for the subject, type of population, age, among other factors to take into account.

Activity #5.

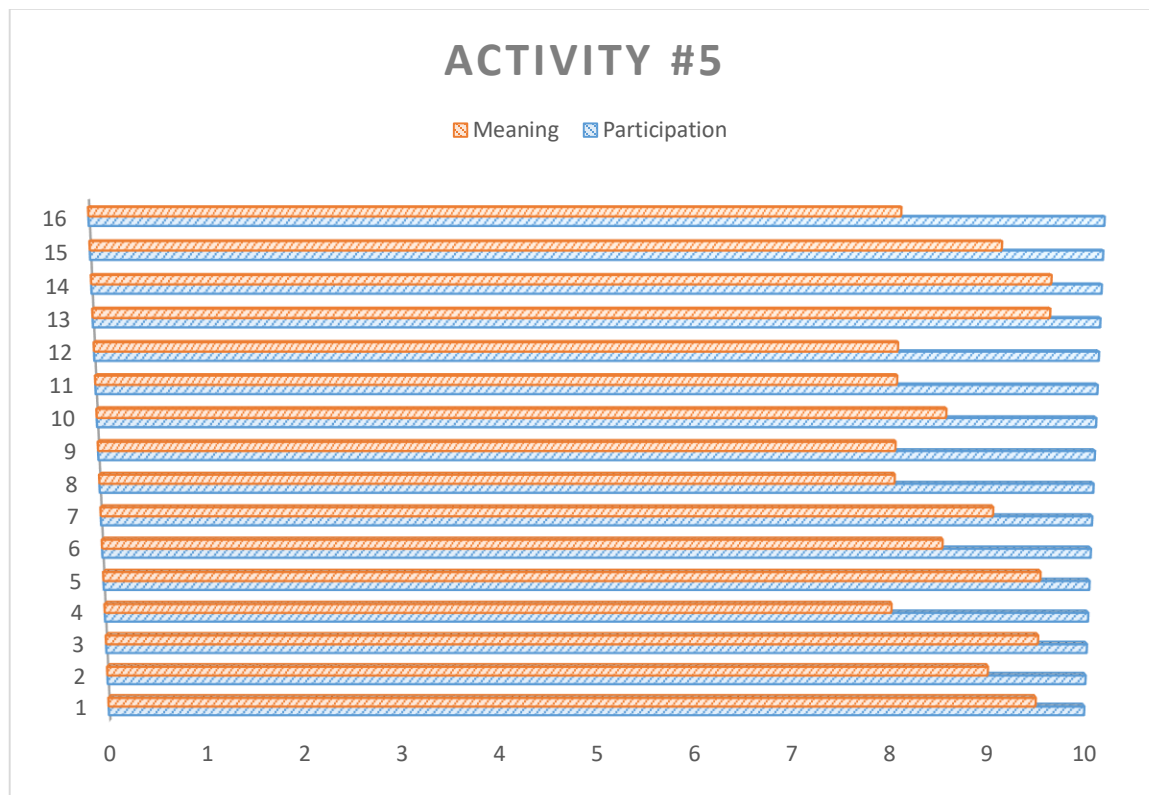


Figure 7. It represents the results obtained during the application of the activity number 5 'Virtual Bingo'. July 2020 at CNI.

Analysis

The motivation when doing this activity was 100% of the students. While 5 of the 16 students in the vocabulary knowledge category obtained 9.5, which corresponded to the fact that they only had one error in their work. 19% had two errors, 39% had 4 errors in their work. 'Bingo' known in the western cultural consciousness as a competitive game, usually played for money or prizes, it is in essence, an extremely simple game of chance that requires the participants to listen-and-find simple

information and to mark it on their card, without transformation of the information or use of cognition (problem-solving, critical thinking, etc.). Considering, these characteristics, it might well ask how 'Bingo' can be effectively used to teach (and learn) English. 'Speaking Bingo' can also be developed into task-based 'Bingo games.'

Students can be asked to find out likes or dislikes of the classmates, to survey where they are from, what their hobbies are, what month they were born in, where they have traveled, and so forth. Most linguistic items, functions, skills, or topics can be developed into 'speaking Bingo' games, including Interview Bingo, Birthday Bingo, Clothing Bingo, Greetings Bingo, Hobbies Bingo, Job Bingo, Survey Bingo, Travel Bingo, Clothing Bingo, etc. Experiential learning, in the form of play, is extremely important in the classroom, where it can be used as an effective means of activating language learning. However, this does not mean that it should be set to a '5-minute-activity' section, at the end of a lesson of 'real,' grammar-based, teacher-led tuition. When this approach is taken, it is common for students to refuse to play such games, since they see them as a waste of time. Nothing could be further from the truth.

Even if one defines language learning in terms of grammar (the traditionalist approach), language games offer an effective means of internalizing, practicing, and performing grammar. If employed correctly, games format to learn the language. By employing this correctly, teachers would be harnessing the enjoyable aspect of play-related activities and reaping the extremely beneficial fruits of experiential learning. The important distinction lies in exactly how teachers are willing to go to adapt current rooms to XXI students. If joy, commitment, concentration, and absorption, could be labeled as 'a waste of time,' then game-related activities would indeed become useless. If, on the other hand, it welcomes them making them integral parts of the teaching pedagogy, using them as vital ingredients in the overall facilitation of student-centered learning,

then they would take a different approach. In this situation, language games would become part and parcel of a task-based, pedagogically sound, learning environment.

Activity #6.

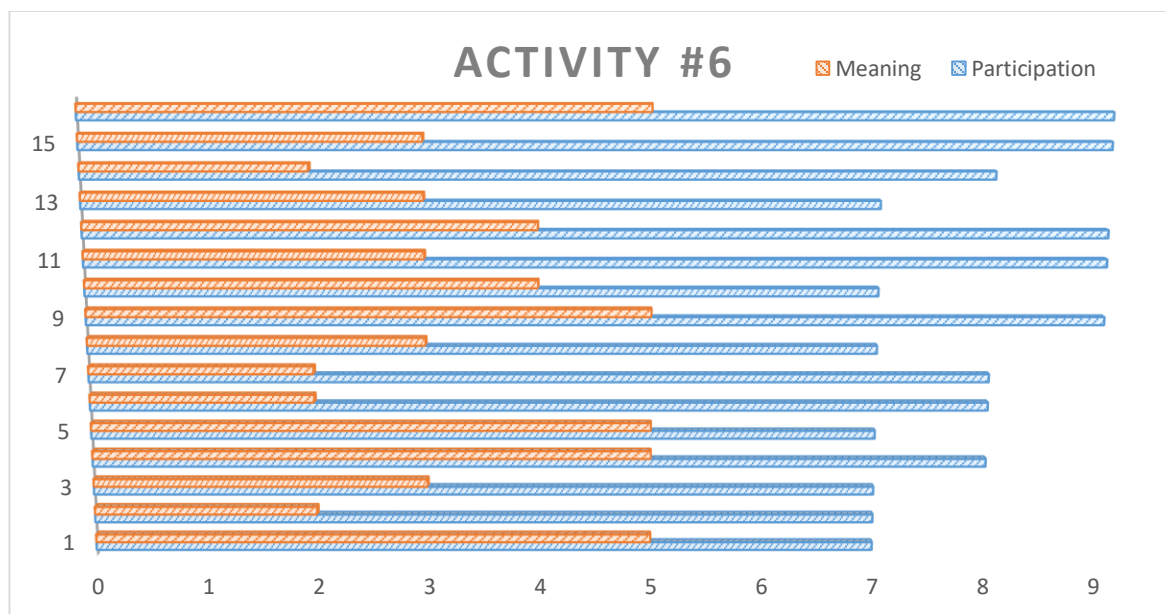


Figure 8. It represents the results obtained during the application of the activity number 6 ‘‘Puzzle Markers’’. July 2020 at CNI.

Analysis

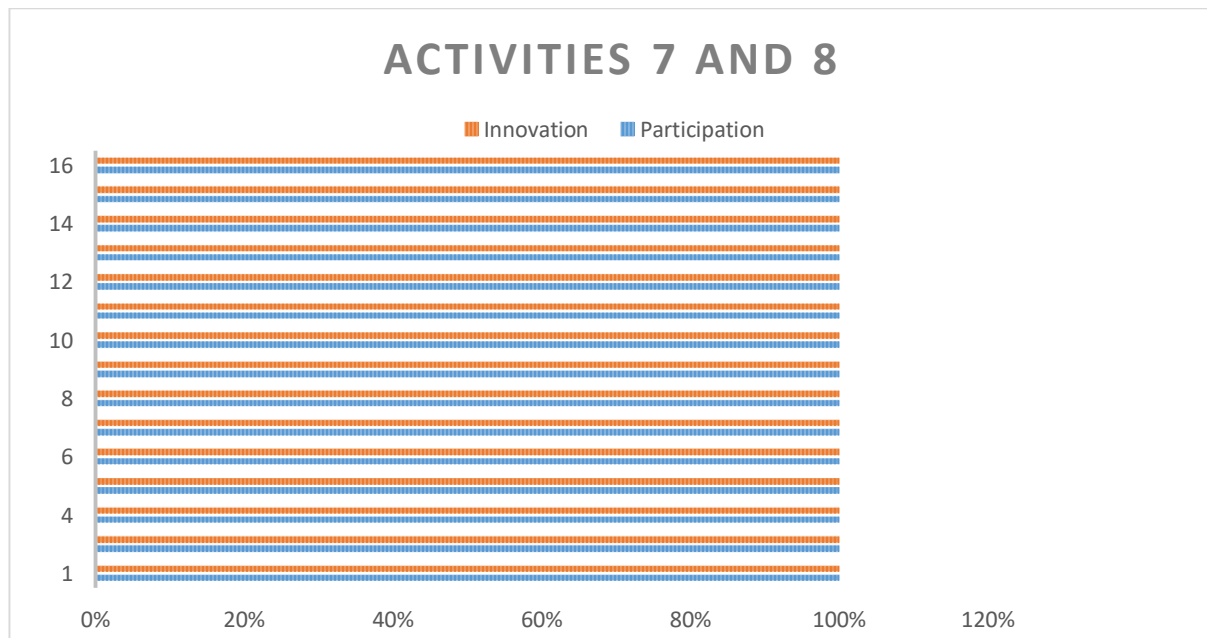
When this game was created, the theme was the vocabulary about clothes. Many of the students were a little indisposed because they said it was an easy subject and that they knew it in advance. The game was carried out on a virtual platform of the institute so that the answers were the same for the teacher. With them, it was confirmed that around 70%, that is, 11 of the 16 students had little or no knowledge of vocabulary, according to the rating scale, a range of 3-5, which was equivalent to a little or no level. On the other hand, the remaining 5 students had basic knowledge. At the end of the class, they were asked orally if they still did not agree with the task, and this time,

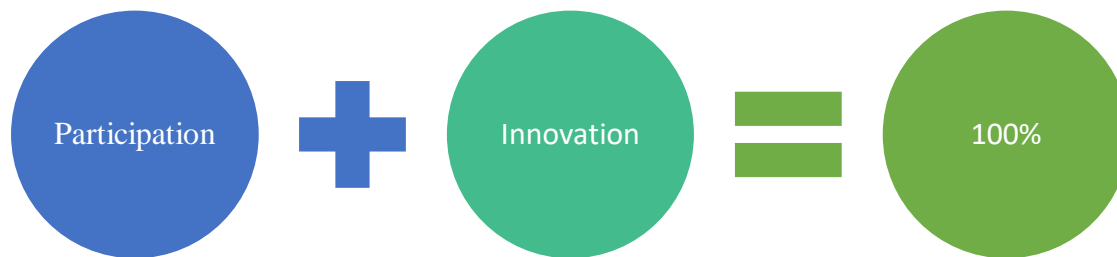
100% said no because they expanded their vocabulary on this topic since the game was not as they imagined and asked them challenges.

Solving puzzles has inherent appeal to EFL students and is an active way to learn or revise vocabulary. Students associate puzzles with recreation and can be less daunting as proofreading tools or even quizzes. By substituting a visual-spatial relationship between meaning and definition, the puzzles involve more students with materials and deepen their command of the English lexicon. It is no wonder why riddles have been used in classrooms for many years. There are many types of word puzzles for all ages, including adults. It's amazing the fact that you can have several different unique word puzzles created to print on the same topic. So, when studying a topic in English, say "Family and Friends", you can print six different sets, then divide the class into six groups and give each one a unique puzzle to solve.

Activity #7 and #8

Figure 9. Activities 7 and 8. It represents the results obtained during the application of the activities number 7 and 8 'Jeopardy Labs'. July 2020 at CNI.





Analysis

This tool allows teachers to create their Jeopardy online games using its simple online editor. No PowerPoint or registration is required, and each game has its unique URL, making it stand out. For the students, it was very interesting since they had never worked with any platform with this design. There are aspects which teachers must take into account since the game generates 25 questions and sometimes the time of one hour of class is not enough. However, the students at the end of the assignment were satisfied and satisfied as the platform also allows them to create their question board with the topic of their choice. In conclusion, this is a good tool, as observed the response was completely satisfactory with a level of 100% motivation and in the same percentage they considered it to be an innovative tool for students and teachers, because although sometimes they need a little more than time to completely solve the task is very useful, innovative and useful for the students, because if they don't know an answer, they should look for it to advance and finish the game.

Activity #9.

Analysis

These instruments help the students improve not only their English but also their concentration skills with this memory matching game creator. Make a custom memory game using pictures,

words, videos, and more. This type of teaching material is most recommended for children. In this case, the students were young and they saw the game as boring and not very innovative. To which it was concluded that it does not matter if the didactic material used was new or not, what it really mattered was if adapted to the needs of the students, the results are palpable; if done in accordance with the subject, age, and population.

Activity #10 (Appendix 13).

Descriptive analysis

Most importantly, Storyboard offers a visual and interactive way to teach English. This is especially useful when it comes to explaining more complicated ideas and meanings. Students can view images and facial expressions, providing a visual context that complements a verbal explanation. Being able to see representations of words is a more effective means of learning and understanding new vocabulary. Students can associate the real object with the word instead of just a translation of the word. There are countless ways Storyboard can be used to teach ESL.

There is a website that offers various suggestions and even includes some resources for teachers. You can explore and experiment with the software to find out how you can best use it for teaching. Storyboards are very effective in teaching new vocabulary to students. Create more detailed storyboards for advanced learners using a variety of new vocabulary, or you can create very basic storyboards with just a few new vocabulary words. You don't even need to tell a story with every storyboard you create; You can take advantage of thousands of images, scenes, characters, and colors to illustrate each new word. The images reinforce the meaning of the new word and help students associate the word with a real description of what it is.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Purpose of the conclusion

This chapter deals with the conclusions that the researcher has drawn as a result of the data analysis; and also, with those discerned along with the development of the phases of this study in students from thirteen to sixteen years of the CNI. In essence, the current study directly addressed the essential role of visual literacy as part of a teaching methodology that enables the interaction and interpretation of images that enhance the amount of vocabulary learned. Also, determine the implications and benefits of visual aids when properly integrated into English lessons. This section focuses on the recommendations and conclusions that the researcher considers necessary to give. The objective of the research was to discover if teachers use visual didactic material, to what extent they use these aids in teaching and, finally, what is the perception of teachers and students regarding the use of visual aids. The idea of this strategy is to support teachers and students through innovative visual activities with which students feel motivated and teachers have diversity when practicing in class.

5.2 Conclusions

The conclusions of the present investigation around the implementation of images as a pedagogical resource for teaching English vocabulary. It shows if the objectives set at the beginning of the work were feasible and could be implemented. The main objective of this research was to know if the use of visual aids favored the learning of English vocabulary for students. Moreover, a reference will be linked to specific objectives, which are an important part of the research. The conclusions go entirely hand in hand with the results obtained during the research process. Therefore, it will be

indicated if the objectives were achieved, if they are feasible to apply in the classrooms, and if their results were positive as expected.

5.2.1 Identify the factors preventing CNI students from thirteen to sixteen from acquiring vocabulary

Given the circumstances that the country is going through, classes are held virtually. This tool is a factor that can play positive and negative for vocabulary acquisition if used properly. It was found on this time that the study and review of daily vocabulary depended on the students since the lessons were only one hour. Another factor associated with virtual classes was that students are more likely to cheat, using dictionaries or tools not allowed during the lessons. In addition, the most important factor which caused students to not have learned vocabulary well was the low or no motivation that some had to acquire a second language. Hand in hand with this problem was the lack of creativity of the teacher since he used a single way of delivering the class which made students bored and not interested in the class.

5.2.2 Apply innovative visual resources to improve vocabulary acquisition in students from thirteen to sixteen years of age at the CNI

As a result of the research and the sources obtained, it is possible to conclude that the learning of everyone is different. However, by employing innovative visual methods, effective and dynamic learning were possible as final result. This research work was employed based on visual aids since it allowed students for better acquisition of English vocabulary, taking into account that when using visual resources, it provided different interactive visual stimuli, and the students had a better disposition to continue learning. Taking into account the population and their weaknesses, visual aids were one of the best strategies since students realized long ago that their teachers focused on a traditionalist education which perhaps did not fit modern standards. On the contrary, through these

strategies, they realized that the classes were dynamic and with technological aids. Furthermore, this realization made students feel motivated, eager to expect the next class with an open mind. This managed to attract their attention, and there was a better interaction between students and teachers facilitating the process of teaching-learning of English. Additionally, a correct association between images and oral production was evident in the students. Although they generally did not do it with the correct pronunciation, there was a change, and that change was part of the objective. Likewise, in other types of association of exercises between images and lexical items, the students were able to not only recognize the image but were able to write the word in English, as well as the presence of the students' prior knowledge when doing some of the activities.

5.2.3 Evaluate the use of innovative visual resources as a strategy to improve the vocabulary acquisition of students from thirteen to sixteen years of age at the CNI.

Due to the current circumstances, it was impossible to apply an evaluation exam. Moreover, based on all the practices applied in the classes, the researcher made a general analysis which is to be explained. According to the tasks placed into practice in class, it can be determined that at the end of the evaluated period (8 weeks), the students noticed a circumstantial improvement in the number of words they used per subject. In addition, the motivation in class with the use of technological tools was positive since they were excited to use this teaching strategy. Another important point was that as the lessons advanced, the progress in them was notable. This aspect can be better identified with the graphs and analyzes of the previous chapter. The impact of these strategies was to allow students and teachers to use visual material that was not new in various ways in classes. The strategy gave students tools for quick memorization, identification, support, and confidence in the knowledge acquired during classes. English.

5.3 Restatement of the research question

How does the pedagogical use of visual aids favor the learning of English vocabulary for students?

The most important point was to establish that the use of visual aids in the classroom as a teaching method favors vocabulary learning. Students had difficulties learning and memorizing more vocabulary, so the researcher applied various innovative and commonly used visual methods as a strategy to improve vocabulary acquisition in students from thirteen to sixteen of CNI. During this project, the final result was very positive because the field researcher used different innovative visual strategies such as practices through computer and telephone platforms. In addition, classes with new computer programs, self-assessment, and different platforms were not innovative, nor worked or collaborated with students as these strategies did.

5.4 Unexpected result

It was very comforting to know and to have been able to put this teaching method into practice. Since the researcher, although with some knowledge of it, did not expect to find many ways in which the same activity can be used for various topics. The visual strategy can be innovative or not if it is adapted to the needs that the student presents. It is a very versatile and easy method with a relatively low cost on most occasions. Innovation does not always mean technology; it is rather a set of attitudes in the face of circumstances. Therefore, it is to free the imagination in order to get the most out of the tools at hand.

5.5 Recommendations

Why using visuals in the classroom?

To provoke interest and motivation in the students.

To create a meaningful context.

To give them rich stimuli for learning.

To give them opportunities for expressing themselves and challenges.

To have a good time. (both teacher and students!)

- The classroom has a personal, colorful, and funny image for students.

- Visuals provide the teacher with a great variety of activities.

- Refresher courses, workshops, and conferences may be arranged for the teachers for improving their skills of using visual aids to the needs of students.

- There is a need for the Ministry of Education to set periodic training sessions for teachers.

The Ministry of Education should appeal to non-governmental organizations, the private sectors, individuals, and industries to assist in supplementing and substituting obsolete educational materials and teaching /learning aids like audio and visual materials and software packages.

-There is a need for teachers in the field to have a forum for meeting periodically to assess the effectiveness of their teaching using the methods of instructional and educational technology as applicable to the organization.

- This research; therefore, recommends that high school teachers should be exposed to the modern use of other teaching resources such as audio and visual aids, computers, photographic materials such as film strips slides, photographs, flat pictures, and the internet.

-The personality of a teacher is a symbol for his students so the teachers may be tackled the student's tranquility and confidence.

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APPENDIXES

Appendix #1

Observation Checklist: Vocabulary

Content	Observed (YES/NO)
Naming and using basic concepts	
Identifying and sorting pictures of words into categories, sets, or groups	
Interest in lessons	
knowledge vocabulary	
Behavior in classes	
Materials Used	
Use of images or activity visual for explain	
Use some Pictures, models, demonstrations, other in the practices	
PPT Presentations	
Use of app for teach	
Other: _____	
Total Time Spent on Vocabulary	

Appendix #2

Student Questionnaire		
	SI	NO
En clase de inglés se utilizan presentaciones visuales que acompañan a la explicación:		
En clase de inglés se utilizan videos acompañados de ejercicios relacionados con el:		
En clase de inglés se utilizan fotografías y dibujos para acompañar los ejercicios orales		
¿Te gustaría que aumentara el uso de presentaciones que acompañan a las explicaciones en inglés?		

Appendix #3

Teacher Questionnaire		
	YES	NO
I usually use picture slides in my lessons to support my explanations and to illustrate the meaning of expressions and words.		
I usually use videos related to the topic to enhance the students' communicative skills.		
I believe that the use of visuals in the language classroom increases students' motivation and participation in the class.		
I think that the use of visual in class requires an amount of time that I don't have.		
I believe that visual aids are especially effective for lesson planning and lesson timing.		
I consider that the use of visuals in the language classroom may help students to focus their attention on the topic.		

Activity #1 Appendix #4, #5 and #6

Think fast!!

SKILLS: Speaking

MATERIALS: a list of vocabulary or topics for revision. word fields, grammar, facts.

CATEGORY: Individual / Group work

Procedures:

1. A student is chosen at random.
2. The teacher takes control of the time and chooses another student to make a mark for each correct answer.
3. Students are not to repeat words.
4. Establish or negotiate pronunciation rules before the activity begins.
5. The teacher indicates to the student that they will have 20 seconds to name as many things as they can think of about the topic indicated in the image that will be shown. Eg Costa Rican musicians / Costa Rican bands / Costa Rican writers / Musical instruments / Costa Rican athletes / International singers / Bodyparts / Places around town / Sports / Food items ... and so on.
6. The teacher could allow more time (30-40 seconds) for longer answers: what have you done today? / What did you do last week?
7. The game can also be played in groups, where each chosen student will be the representative of the group.
8. The group with the most correct elements expressed will be the winning team.

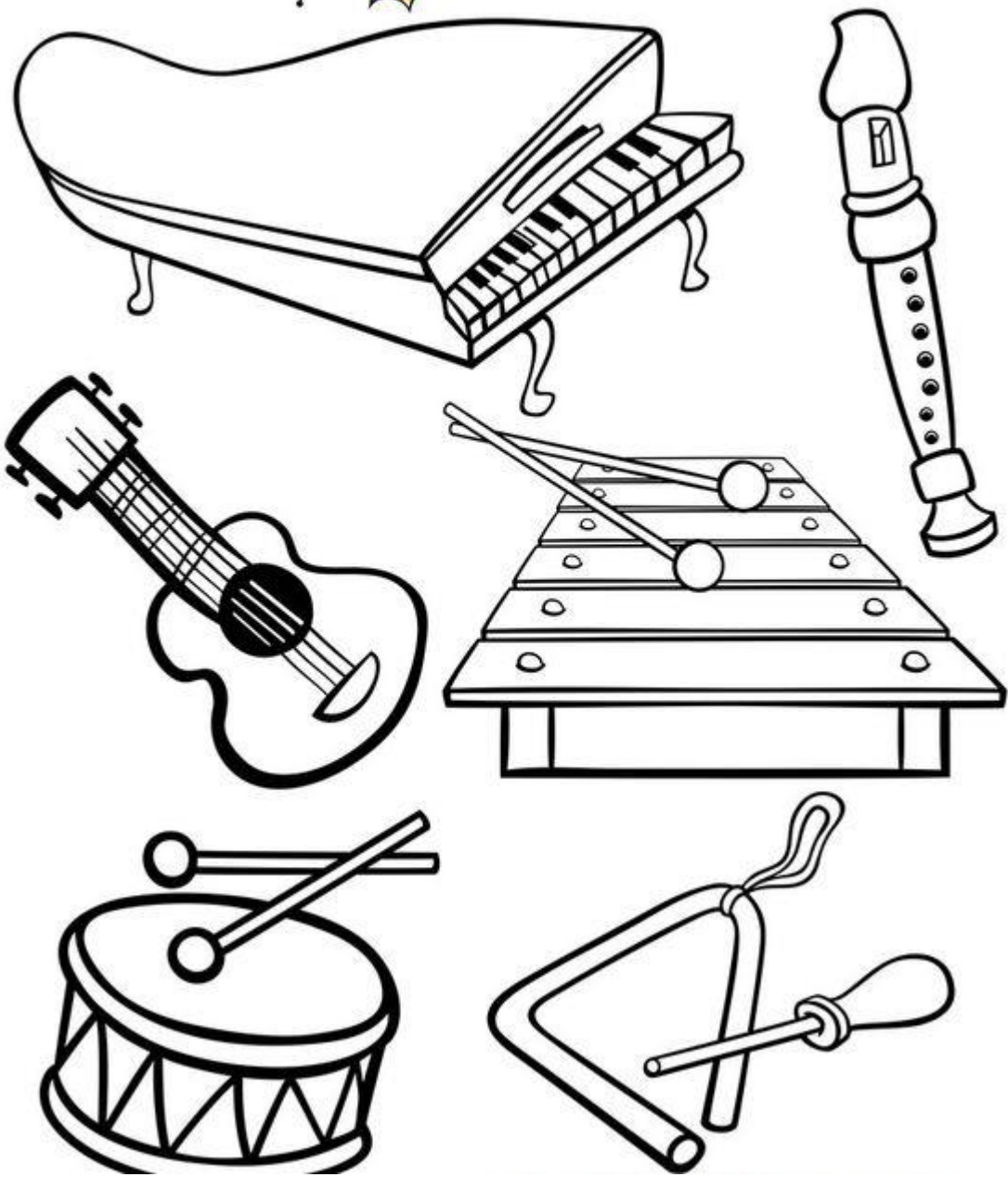
Apendix #4



Appendix #5



Appendix #6



Activity # 2 Appendix #7 and #8**Guessing the adjective****SKILLS: Speaking****MATERIALS: Set of cards with vocabulary words about people`s physical appearance****CATEGORY: Group work**

Objective: To use the mimic to understand vocabulary and phrases related to people`s physical appearance.

Procedures:

1. The teacher makes groups of four students.
2. In each group, one student (A) and the other two students (B and C), and the last student (D).
3. The teacher gives student D from each group a set of cards with vocabulary words about people`s physical appearance.
4. The student with the set of cards is going to be in charge of the group.
5. Student A has to give clues to their partners (students B and C) using his/her body language for them to be able to guess the word shown.
6. Students cannot use words, they can only use gestures.
7. If a student cannot guess the word, he/she can ask for the next word to save time.
8. If he/she guesses the word correctly, they switch one of the students in charge of the guessing.
9. Each group has one minute to guess.

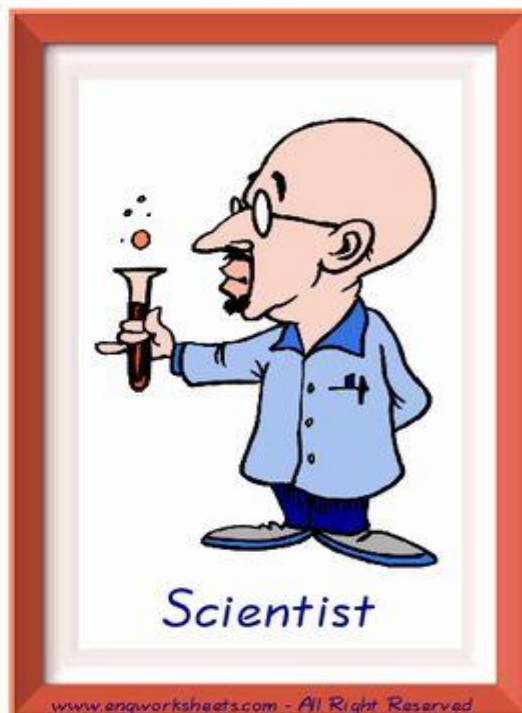
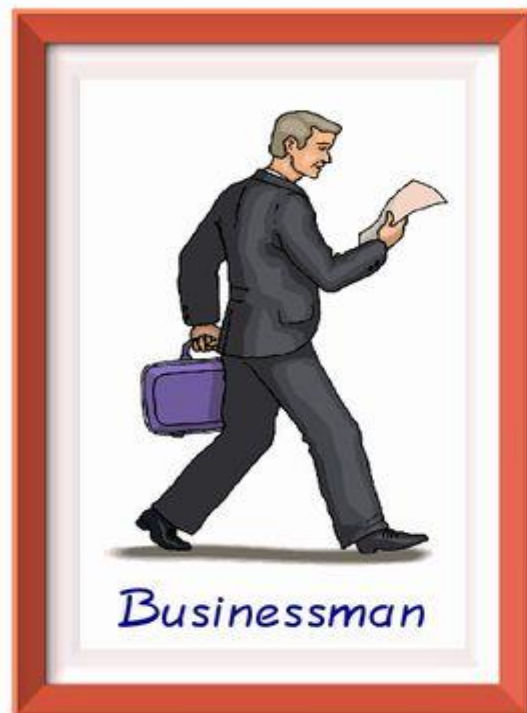
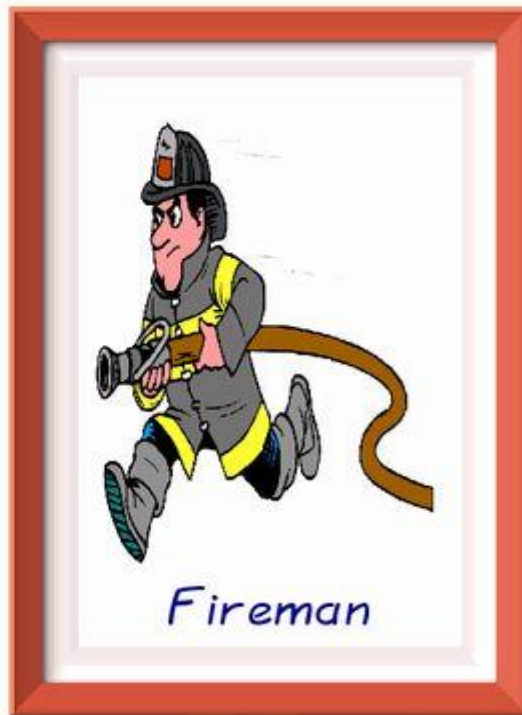
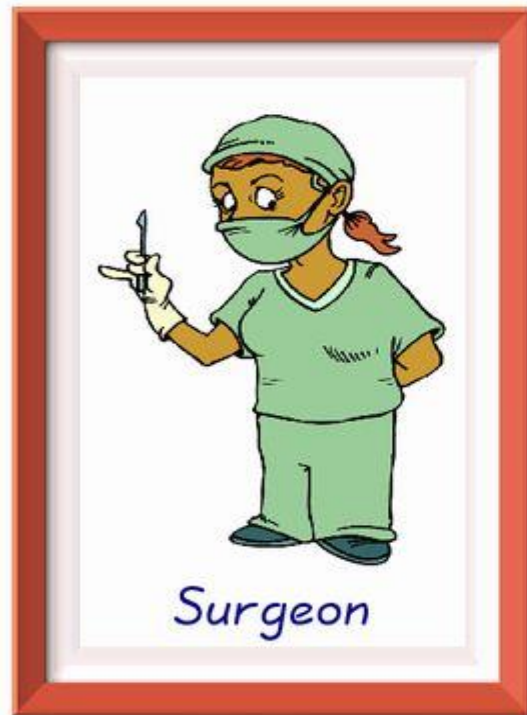
Appendix #7 and #8



Activity #3 (Appendix 9, 10, 11 and 12)**The occupations/memory game****SKILLS: Speaking****MATERIALS: Set of cards with occupations****CATEGORY: Group work****Objective:** To reinforce the name of different occupations by identifying them in a memory game.**Procedures:**

1. Make groups of four students.
2. Distribute a set of cards (a complete set) to each group.
3. Explain to them how to play. The idea is to place all the cards backward, every student will have one turn to pick two cards in order to make a pair and say its name out aloud, each picture has to match with its corresponding description and the students have to describe the picture.
4. If there is a correct matching, the student who is playing will have one extra turn to make another matching.
5. The student who matches most cards will be the winner.

Appendix #9



Appendix #10



Doctor



Nurse



Firefighter



Farmer



Engineer







Lawyer



Appendix #11

Appendix #12

 <p>musician</p>	 <p>farmer</p>
 <p>fireman</p>	 <p>carpenter</p>

Activity #4

Jog Your Memory

SKILLS: Listening, writing, speaking

MATERIALS: Short video segment, paper, pen

CATEGORY: Whole class

Objectives:

To appreciate short passages made up of familiar language.

To apply simple descriptive language when referring to past events.

To develop communication

To express ideas based on a passage

Procedures:

1. Show the class a short video (2-3 minutes). This could be a short segment from a TV show video or a commercial.
2. Tell students to watch carefully and to concentrate on what is being said. They should not take notes.
3. Put students in groups and set a time limit.
4. Have them write as many sentences as they can to describe what they just watched.
5. Have them read the sentences out aloud.
6. The group that has more correct sentences wins.

Activity #5

Virtual Bingo.

SKILLS: LISTENING

MATERIALS: <https://www.juegos-Didacticos.org/juegos-gratis/bingo/#idx1>

CATEGORY: Whole class

Objectives:

To understand the dictated words.

To increase vocabulary

Procedures:

1. There is one caller, who shouts out the names of the clothes.
2. Each player has a card with random clothes on it.
3. All the cards in use have different combinations of clothes.
4. The tasks for the Bingo player are:
 - Recognize the different names of clothes according to the image
 - Mark them on the card, or cover them with markers.
 - Shout BINGO when he/she has a complete line of the garment.
5. The game is competitive (there is one winner).
6. The game finishes when one person completes a line.
7. There is a prize for being the first person to finish.
8. The game is controlled by the Caller in this case the teacher

Activity #6

Puzzle Makers

SKILLS: Reading and Writing

MATERIALS: <http://puzzlemaker.discoveryeducation.com/DoublePuzzleSetupForm.asp>

CATEGORY: Individual

Objectives:

To relate the word with vocabulary seen.

To substituting a visual-spatial relationship between meaning and definition

Procedures:

To create the double puzzle, follow the steps below and click the “Create My Double Puzzle” button when you are done. Puzzlemaker uses PNG image files which are only viewable in Netscape and Internet Explorer browsers version 4.0 or higher.

Step 1: Enter the title of your double puzzle. The title will appear at the top of your page.

IMPORTANT: Puzzle titles are limited to 49 characters.

Step 2: Enter your words

Step 3: Enter the final word or phrase for your puzzle. Enter the word or phrase that will be created by combining the letters from the words input in the box above.

Step 4: Numbered or scrambled phrase. The final phrase is made up of letters from the clue words you input above. The letters can be scrambled, giving the solver another challenge, or the letters can be numbered, making the puzzle a little easier to solve. Scrambled (this option is best for short words). Numbered (this option is best for longer phrases, names or unusual words)

Step 5: Show instructions. Check the box if you want instructions to appear below the puzzle

Activity #7 and #8

JEOPARDY LABS

SKILLS: Reading, and Writing

MATERIALS: https://jeopardylabs.com/browse/?q=verbs&sort_by=score&submit=Search

CATEGORY: Individual

Objectives:

To practice writing skills according to the topic

To understand the different ways, the use of the verbs

Procedures:

To carry out this activity, you only enter the virtual platform, choose the topic you want to practice and it itself generates a series of questions. All questions are placed in a box but each box is different for each student. The individual answers arrive at a teacher's database where the teacher will be able to check: the percentage of good and bad questions as well as knowing in which they got more errors. In addition to knowing the highest and lowest score.

Activity #9**MATCH THE MEMORY****SKILLS:** Reading**MATERIALS:** <https://matchthememory.com/login?redirect=%2Fcreate>**CATEGORY:** Individual**Objectives:** To recognize the names of different foods**Procedures:**

To implement this practice, the teacher will give the students a link where they will find a series of letters turned upside down. The theme this time was food groups. Each chart has the name and the corresponding image. Students in pairs will do the task. Each one must choose two cards trying to guess that both are the same. Whoever achieves the largest group of pairs will be the winner.

Activity #10 (Appendix 13)**Storyboards****SKILLS: Speaking****MATERIALS: Series of images in sequence/**<https://www.storyboardthat.com/es/blog/e/teach-esl-with-storyboard>**CATEGORY:****Objective:** to develop speech skills using sequential images to tell and create a story.**Procedure:**

Storyboarding is a well-known and popular task in the ESL classroom but it means sourcing a sequence of pictures which can be a challenge. If feeling very creative, you could take a series of images in sequence yourself and ask students to write the story. To personalize it, even more, use your town or the school as a backdrop for the story. Storyboards are great to focus on particular grammar structures as you can assign the focus. For example, maybe 'Past Perfect Continuous' with your higher levels (He had been waiting for the right moment to save her) or Past Simple with your lower levels (He saved the woman and jumped out the window).

Appendix #13



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.

Lic Rigoberto Gutierrez A
Tutor(a)

Msc. Catalina Guerrero Troyo
Lector/Lectora

Lic. Leslie Elizondo Mora
Director de las Carreras de Inglés

Carta del Director de Carrera

San José, 24/08 de 2020

Señores
Universidad Internacional de las Américas
Estimados señores:

El suscrito Lic. Leslie Elizondo Mora, Director de las Carreras de Inglés, hace constar que ha revisado la Tesina del estudiante, Elka Dayan Murillo Hidalgo, portador(a) de la cédula de identidad no. 206710150 que ha titulado: INNOVATIVE VISUAL AID RESOURCES AS A STRATEGY TO IMPROVE VOCABULARY AT CNI IN STUDENTS FROM THIRTEEN TO SIXTEEN YEARS.

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

Carta del Lector

San José, 23/08 de 2020

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

Estimado señor:

La estudiante Elka Dayan Murillo Hidalgo, portador (a) de la cédula de identidad no. 206710150 ha presentado para su lectura y corrección de estilo la tesina denominada INNOVATIVE VISUAL AID RESOURCES AS A STRATEGY TO IMPROVE VOCABULARY AT CNI IN STUDENTS FROM THIRTEEN TO SIXTEEN YEARS. 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,

Msc Catalina Guerrero Troyo

.....

Lector (a) de Tesis

Carta de Revisor de Gramática

22 de Julio 2020

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

Estimado Señor:

La estudiante **Elka Dayan Murillo Hidalgo** portadora de la cédula de identidad no. 206710150, ha presentado para la respectiva revisión la tesina denominada ***Innovative Aid Resources as a Strategy to Improve Vocabulary at CNI in Students from Thirteen to Sixteen Year***. Por lo tanto, se hace constar que el documento fue revisado en lo relativo a la estructura gramatical, ortografía, puntuación, cohesión y terminología. Así mismo, se comprobó que las correcciones sugeridas se incorporarán al documento. Por ende, una vez incorporadas las recomendaciones efectuadas en el documento, el mismo se considera listo para su presentación a la Universidad Internacional de las Américas como trabajo de graduación.

Atentamente,



Lic. Joshua Masís Bermúdez
Cédula 1-1232-.118



Universidad Internacional de las Américas Código de Ética

La suscrita Elka Dayan Murillo Hidalgo, número de carné: 206710150 graduada del grado de Bachillerato en Enseñanza del Inglés de la Universidad Internacional de las Américas, se compromete a cumplir, durante el ejercicio profesional, con el Código de Ética de la Institución, que se rige por los siguientes principios:

PROBIDAD: actuar siempre con rectitud y honradez.

PRUDENCIA: actuar con pleno conocimiento de la materia sometida a su consideración.

JUSTICIA: permanente disposición hacia las funciones de la profesión, bajo los lineamientos legales que debe respetar todo profesional.

RESPONSABILIDAD: cumplir con los deberes, tanto en calidad como en oportunidad.

DISCRECIÓN: guardar respeto sobre los hechos o informaciones de los que tenga conocimiento con motivo del ejercicio profesional, sin que esto perjudique las funciones y responsabilidades.

INDEPENDENCIA DE CRITERIO: no involucrarse o comprometerse con situaciones, intereses o actividades contrarias a la moral, a la sana crítica y que, por ley, sean incompatibles con las funciones profesionales correspondientes.

DIGNIDAD Y DECORO: actuar con sobriedad y moderación.

TOLERANCIA: evidenciar una actitud paciente y de comprensión ante las opiniones divergentes que puedan expresar otras personas.

EQUILIBRIO: desempeñar las funciones profesionales con sentido práctico, buen juicio y equidad.

ACTUALIZACIÓN: comprometer parte del tiempo en actualizar los conocimientos y adaptarlos en el desarrollo de la actividad profesional.

VOCACIÓN: mostrar siempre apego al trabajo y a la educación recibida, como fundamentos para el desempeño laboral.

BUENA FE: toda conducta o comportamiento, criterio emitido y labor desempeñada debe basarse en los más altos principios éticos y tendrá como fundamento la buena fe.

Elka Dayan Murillo Hidalgo

Cédula: 206710150

