

THE USE OF VISUAL AIDS TO LEARN VOCABULARY

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Use of Visual Aids

The Use of Visual Aids to Learn Vocabulary

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**DEDICATION**

Thanks to God, my parents, family,  
and close friends for their support, encouragement,  
and love to reach my goal.

**Angélica De La Hoz Niebles**

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### **ABSTRACT**

The aim of this study is to determine how could the use of visual aids facilitate vocabulary learning in ninth grade students in a public institution in Atlantic Department. This study was conducted a qualitative research with a case study design. The instruments for data collection were questionnaire, interview and pre-test and post-test. The participant were 10 students with low level of English vocabulary learning in classes. The activities developed in classes through the lesson plan offer a guide to teaching practices. As a result of the research, it was found that the teaching activities, carried out using visual aids as a strategy to learn vocabulary increased the students' level of vocabulary learning, measured according to the Institutional Assessment Scale (IAS). In conclusion, the study demonstrate the effectiveness of the use of visual aids to facilitate learning vocabulary.

**Key Words:** Visual Aids, learning vocabulary, teaching vocabulary.

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## CHAPTER 1

### INTRODUCTION

Teaching English as a second language has increased its demand and popularity around the world. Actually, English is considered the language of globalization. Graddol (2006) argues that “we are shifting to a completely new social, economic and political order and with it a new world order in languages. English is proving to be a key part of this process.” (p.22). Colombia wants to be a part of this, too.

During the last couple of decades the Ministry of Education has changed its official policies regarding the instruction of English in order to obtain a better quality in English language instruction at school. In 1994 General Education Law 115 was established, stating that at least one foreign language must be learned by students in the Colombian educational system, including English. In addition, the National Minister of Education created the National Program of Bilingualism (2004-2010), now known as The Strengthening of Foreign Language to facilitate the new law. This program aims to develop communicative competences through the inclusion of Colombian people especially English teachers and students in foreign language to the idea of a globalized market.

In order to achieve these governmental requirements, teachers try to search, design and implement strategies in order to reach the demands of the Colombia educational system. Focusing on students' instruction requirement in the four basic language skills: reading, writing, speaking and listening. Learning vocabulary in one of the basic elements needed to achieve these goals.

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Presently, the changes in our educational system, along with the fact that students' classrooms today differ greatly from the students many years ago, have required the development of new strategies in language learning that offer motivation, improvement, and engagement for students in second language. In language learning, vocabulary is an essential part of our communication with others.

Constantly people are discovering words even in their first language, which means that the learning of new and learned words never stops. Therefore, visual aids have been useful strategy to learn vocabulary that helps to facilitate the English class development between the teacher and learners. Visual aids provide additional information to the learner about the vocabulary that the teacher wants to introduce or have students recall. Thus, the use of visual aids to learn vocabulary provides teachers the opportunity to explore the implementation of strategies that enrich the teaching-learning process.

Recent studies have revealed the benefits of using visual aids to learn a second language. In accordance with those studies, this project may offer to teachers some highlights on the use of visual aids in students' language learning process. Also, it contributes to help learners with limited domain of information to develop visualization skills by practice. The use of diverse visual aids, like posters, drawings, flash cards, wall words, and dictionaries are involved in English classes every day. These visual aids catch the attention of students with the purpose to facilitate learning English vocabulary in the classroom.

## **Rationale**

As a teacher I must face difficulties in teaching English to the students, because of their limited domain in second language. Low academic performance in vocabulary acquisition in learners is one of them. In my teaching practice could realize this situation and it was a reason that motivates me to do this research, in order to obtain better performance of students in English classes. Vocabulary is an important factor in the learning of a new language including English. Its continued growth and improvement depend basically of the teacher's methodology implemented in the classroom and the students' learning strategies to make it possible, especially if students are lowing proficiency in second language.

One of the reasons for low proficiency is due to the fact that students are not aware how to learn a second language. Then, the language learning becomes hard to understand and their attention is dispersed, losing interest for the contents presented in class. Teachers are also constantly fighting against the students' conceptions that English is a difficult language to learn. Moreover, it is being taught like any other subject in the schedule with few hours per week Harmer (2007) affirms this idea by standing that "they have not chosen to do this by themselves, but learn because English is on the curriculum." (p.12). In consequence, teacher and students feel frustrating.

Past scores from the Prueba Saber show consistent low scores in both students in primary and secondary. This is another reason to determine what strategies or tools as teacher are appropriate to implement giving opportunities to increase their level in English performance on tests.

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Another factor is the weather. The constant heat in the town creates an uncomfortable environment in the classroom. This aspect influences on the students' motivation and participation in class.

In this sense, this study is designed as a way to provide students the necessary tools to learn vocabulary through the implementation of strategies that make learning English more accessible. One of them includes the presentation of vocabulary with the use of visual aids. There are other useful strategies such as multimedia and technological tools which could also help to learn a language, however this study focuses on the use of visual aids like pictures, drawings, pictionary, flash cards and posters, because offer the opportunity to use a variety of uses in their different presentations through materials designing with low costs. Even, teachers and students can designing together developing their creativeness and creating interaction spaces between them, becoming active part of the learning and teaching process.

Previous studies (Harmer, 2001; Horn, 1998; Danan, 1992; Mayer, & Sims 1994; Koren, 1997; French Allen, 1983) have provided evidence on how the use of visual aids in teaching vocabulary has had positive effects in students' understandings of new vocabulary. In this current study, visual aids were applied during English classes in ninth grade with the purpose of improving vocabulary retention. There is no doubt that more than one method exists to teach English. The teacher's role in teaching vocabulary is essential because provides interactive spaces in which students feel comfortable communicating in English.

The level of understanding and retention of the students according to the visual material presented can help to reach the objectives traced in class. The images supports the words or ideas said by the teacher, stimulating the interest of students in what will be

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showed. Hence the importance of the use of visual aids to teach vocabulary, in order to facilitate students' mastery on English vocabulary.

## **Context**

The institution is a public school located in the Atlantic department. This educational institution offers academic modality for students from pre-school to adults in the same building. This institution operates in the morning for high school, in the afternoon for primary and in the evening for adult attendance. English classes are given three hours per week from sixth to eleventh grade, of 50 minutes each. The ages of students in secondary are between 11 and 18 years old. Many students come from homes with a low social economic status and low English language skills.

An array of technological devices, such as laptops with internet, a video beam, and interactive smart boards, are available in most classrooms. However, connectivity problems present, along with the fact that some of the smart boards are damaged. These issues make difficult to increase for learning English through technology.

The institution is a public school located in the south of the Atlantic department. The participants are 10 ninth grade students, who were chosen base on their difficulty of learning vocabulary in previous English classes. Their ages range between fourteen and sixteen years old. There are five girls and five boys. Their English proficiency is low, as demonstrated by low scores in class tests. These students can also be classified as low academic level according to the IAS (Institutional Assessment Scale) by the school. In addition, their vocabulary is limited, evidenced by constant questions asking and regarding the meaning of words or short phrases in English in both oral and written form.



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On the other hand, these students also struggle recognizing previously learned words or phrases when presented in reading and listening activities. There are some reasons for this situation. One of them is learners forget words because they don't find meaningful into their context and the other is the way how are introduced to them. If students use the dictionary all the time to translate words from Spanish to English this kind of activity take time and they don't feel motivating to do it.

Through their academic performance, English Second Language (ESL) students have to learn a huge amount of vocabulary. The ninth grade has problems learning and remembering new vocabulary in English. It becomes difficult when students have lack of English vocabulary when they start school at the secondary level. Also, the lack of English proficiency is demonstrated by the low performance on governmental test every year and their lack of communicative competence development in the classroom.

Therefore, the secondary level English teacher faces a lot of challenges in teaching new vocabulary. Teachers must search for useful and meaningful strategies for learning vocabulary that can be applied in the classroom, in order to help students to improve their abilities in vocabulary mastery. For these reasons previously mentioned, it is necessary to find vocabulary learning strategies that help students to learn vocabulary easier. There is the significance of visual aids as a strategy to learn vocabulary. Good learning resources can help solve certain language barrier problem as they provide accurate visual image and make learning easier for the student (Chacko, 1981).

### **Research Question**

In the interest to demonstrating that the use of visual aids in learning English is an effective tool that facilitates learning vocabulary, the research question has been formulated

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- How could the use of visual aids help learning vocabulary in ninth grade students?

### **Research Objectives**

A general objective and two specific objectives has been established to see how could the use of visual aids helps to facilitate students´ learning vocabulary.

#### **General Objective**

- To analyze if the use of visual aids facilitates learning vocabulary in ninth grade students.

#### **Specific Objectives**

- To determine the connection between the use of visual aids and the use of strategies to learn vocabulary.
- To analyze the effectiveness of visual aids in learning vocabulary.

#### **Organization of this paper**

This paper is divided into five sections. The first section, the introduction, offers an overview of what this study is about. Also included in this section are the reasons for the research topic, the research question of the study, and the General and Specific Objectives. The second section describes the theoretical background that supports this research project. In section three, the methodology is presented into a detailed description of the method applied, including an explanation of the approach and data collection techniques. The fourth section describes the analysis of the collected, based on the theory presented in the

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theoretical framework. Finally, the Conclusion provides the reader, with general pedagogical implications, followed by a list of references and appendices used in the completion of this study.

## **CHAPTER 2 THEORETICAL FRAMEWORK**

The objective in this chapter is provide an overview to support the theory of this research project on the way how could the use of visual aids in English classes improve learning vocabulary in ninth grade students. Firstly, I will define the concept of vocabulary, giving different authors perceptions. Secondary, the importance of vocabulary. Then, I will explain how to teach vocabulary, taking into account different teaching approaches. Parallel to this, the definition of learning strategies, strategies for vocabulary learning, and the definition of visual aids, and its use in learning vocabulary also would be important the benefits of using visual aids to learn vocabulary. The last part presented in this theoretical framework is related to the different research studies made regarding the topic under investigation.

### **Vocabulary: Definition**

Vocabulary is an essential part of English teaching language. According to Hatch and Brown (1995) “Vocabulary is the foundation to build languages, which plays a fundamental role in communication” (p.1). This idea describes the perception that vocabulary supports the interaction. The same happens into the classroom, the interaction between teacher and students need enough vocabulary management to express their ideas in oral and written form.

Hornby (1995) asserts that “vocabulary is the total number of words which (with rules of combining them) make up a language”. (p.1331). It is no just to learn words, students also must acquire abilities in correct grammar and spelling in oral and written form. While Dupuis, Mary M, Joice W. Lee, Bernard J and Eunice N. Askov (1989) establish

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vocabulary as “a set of words or phrases which label the parts of material to be learned and which are necessary for students to use in talking and writing about the material.” (p.67).

Vocabulary goes beyond grammar and pronunciation, it needs to be learned in a meaningful way by students in order to reach the objectives of the class and develop the activities successfully, making possible to use the words store in their memory<sup>54</sup> anytime that it is required. Moreover, Diamond & Gutlohn (2006) suggest that vocabulary is the knowledge of words and their meanings. In this sense, it becomes necessary establish a vocabulary base first, in which students are able to recognize and use words in different contexts knowing their meanings. It is a crucial part in all language acquisition that requires special attention in the classroom.

According to Richards and Renandya (2002) “Vocabulary is a core component of language proficiency and provides much of the basis for well learners speak, listen, read and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential...” (p.255). Hence the importance to find strategies that help students to memorize the words and connect the new vocabulary and the ones already knew, improving their abilities in learning vocabulary.

### **The importance of vocabulary**

According to Thornbury (2002) “If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions” (p.13). It is because words and expression are using day by day in real life contexts, no paying a lot attention in grammar rules, focuses on communicative

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interaction. The importance of vocabulary acquisition into the classroom could offer to the teacher a communicative advantage to develop different skills. As Lopez (1995) wrote:

Vocabulary is obviously a very important element within a language as the overwhelming majority of meaning is carried lexically; and, therefore, something to be taken into consideration both in Second and Foreign Language Teaching – although not the only one that conveys meaning. There are certainly other elements such as grammar, stress, rhythm, intonation, tone of voice, pauses, hesitations, or silences, not to mention the use of non-vocal phenomena such as kinesics and proxemic features. Learning a language cannot be reduced, of course, to only learning vocabulary, but it is also true that <no matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way (p.36)

Most of the time students are not aware of the importance of learning vocabulary. Therefore, it is necessary to increase vocabulary knowledge to students in a meaningful way in order to improve their personal learning strategies that help them to be more productive in class. It can be done through the learning strategies used by students and activities planned for the teacher in class and involved them to participate actively.

Harmer (1991) points out that “If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh. An ability to manipulate grammatical structures does not have any potential for expressing meaning words

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are used” (p.153). Based on this view, students need to know the words meaning in order to develop their vocabulary knowledge for succeed communicative purposes in class.

## **How to teach Vocabulary**

Considering the number of words that students have to learn in English classes and taking into account their low level of vocabulary knowledge, the teacher must take decisions about what activities and materials present in class in order to create learning environment, that facilitate vocabulary performance. Therefore, the teacher in daily practice has to reflect in the implementation of effective and interesting strategies to catch the attention of the students to learn vocabulary.

Teaching vocabulary involves more than explain a definition. When teaching vocabulary, it is important that students feel interested in learning the language. The class must be active in order to optimize the atmosphere of classroom, motivating students to expand their vocabulary in English. In this case, teachers should consider what kind of activities must use in class to reach the objective of the class and obtain good results in students English vocabulary development.

Visual aids as learning language strategy have had an acceptance in learners of a second language. When students are actively involved in the learning of words through the use of technological devices such as computers, smart boards, cell phones, videos, songs, blogs and other kind of tools able on web sites, which attract their curiosity to explore it and use it. Nowadays, students ask for information immerse in technological environments that fulfil their expectations and demands in the modern world.

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Also, visual aids such flash cards, picture dictionaries and posters are useful for learners to help them to organize their building network with meaningful association of their previous knowledge or context. Learning training vocabulary could be more effective when learners use different strategies. For example, mnemonics are techniques for remembering things, which contains visual elements in order to connect the pronunciation of the second language words with the meaning of a first language word.

Parra, Jiménez, and Caro (2010) maintain that “Teaching a foreign language is not only a matter of presenting grammatical structures. It also implies thinking about what vocabulary to teach and making the learners conscious of how a word or phrase should be used in order to convey meaning”. (p.61). This is to say that teachers considerate which words should be taught, when are planning their lessons. It depends of the goals to achieve in class. Also, learners need to be activate in class through meaningful activities that make possible a learning environment for teaching vocabulary instructions. Moreover, Harmer (1991) establishes that “The decision about what vocabulary to teach and learn will be heavily influenced, then, by the information we can get about frequency and use.” (p.156).

Teaching vocabulary goes beyond that to present a word list or teaching a definition. Its meaning into the context supporting in the use of visual aids materials with a high frequency usage help students to increase and improve their vocabulary size in English language. In addition, Folse (2008) states “basic level of vocabulary will allow learners to communicate some ideas to certain degree, better communication can be accomplished when learners have acquired more vocabulary” (p.12). Its process can take work in terms of expansion, frequency and productivity.



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Related with communicating meaning and remembering the meaning Nation (1990) asserts “The best way to make sure a learner forgets a word is for the teacher to present a short, clear explanation of the meaning and then pass on to the next piece of work. If the teacher’s aim is to get the learners to remember the word form and its meaning, then it is useful to find ways of holding the learners’ attention and encouraging ways to challenge the learners and to encourage them to make an effort.” (p.64). The effectiveness to teach vocabulary is influenced by the ability of the teacher to present and use the material in front of the class. In terms of remembering words and meaning the use of visual aids facilitate the vocabulary learning process, when illustrations are exposed during a considerable period of time, using them for a few seconds avoid the opportunity to students to understand its meaning or content. Also, vocabulary needs to be taught in a simple form, visible for the all class and should be clear, where students applies their communication abilities, and they don’t require much to the teacher’s explanation because the meaning is comprehensible for students by itself, through the use of visual aids.

On another hand, it is important to mention the stages used in this research to teach vocabulary during the class. As Holden (1980, p.5) asserts they can be a tool in all the stages of the lesson – presentation, controlled and guided practice and in production. These stages were a lesson plan as a guide in class (See Appendix A) for the purpose of this research project as a teaching method to know if the use of visual aids help students to facilitate their vocabulary learning abilities. The first stage is presentation usually consists in an introductory activity or warming up to catch the students’ attention. Next, in the practice phase the learner use what they learned without mistakes in controlled exercises, and the production part students develop activities by

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their own using their own ideas focusing on communicative tasks. According to Harmer (2009), the PPP method (Presentation, Practice, Production) is commonly used as a teaching method at lower levels of language learning. Moreover, Scot and Ytreberg (1990) state that “words are not enough, most activities for the young learner should include movement and involve the sense.” (p. 5). Then the activities proposed in class must motivate students to participate in order to be active part of the teaching and learning processes, developing their learning vocabulary strategies.

In conclusion all these concepts could provide a better view on the way that teachers can teach vocabulary. A review of different teaching approaches which help us to understand how to teach vocabulary.

## **Teaching Vocabulary Approaches**

Thornbury (2002) explains different teaching approaches such as Direct Method and audiolingualism giving a huge priority in grammatical structures. In the 1970s was introduced the communicative approach focused on the meaning-making of the words and grammar translation method related with the use of dictionary in order to find the specific meaning of the word. In the same way, the Total Physical Response is another of them. These approaches will be useful briefly to examine vocabulary teaching of the recent past.

## **Direct Method or Natural Approach**

Richards and Rodgers (1986) mention this approach was introduced by Sauveur (1826-1907) in the late 1860s. The authors reports this method is used by the learners without translation of their native language, using direct demonstration and action. Also, the words

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they already know could be used to teach new vocabulary using mime, demonstrations and pictures.

## **Audiolingualism**

Brown (2000) establishes some key features of Audiolingualism. The priority is fluency with accuracy. Memorizing dialogues, with prolonged and intensive drilling through oral repetition and completion exercises are examples used in this approach. Vocabulary is strictly limited and learned in context, also grammar structures are taught by repetition in inductive form.

## **Communicative Approach**

Richards and Schmidt (2002) emphasizes the meaningful communication in language learning is the goal of communicative competences. Basically is what learner needs to know in order to communicate with others through language use. Whereas, Harmer (2000) supports his ideas of communicative competences and how to improve students communication through a desire and a purpose of communicate, focuses on content and not in form. In terms of teaching vocabulary, reliability is one of its components, using authentic material such as magazines, graphic, pictures and visual sources, presenting to the students in the way they make them meaningful with real life. The importance of communicative approach in teaching practicing points out in classroom activities due to training, materials, testing and evaluation.

### **Grammar-Translation Method**

According to Richards and Rodgers (1986) grammar-translation method pays explicit attention to vocabulary translation to L1 to L2, with the purpose that learners retain new lexis for active usage. Words are taught through bilingual word list, using the dictionary and learning the words by memory.

### **Total Physical Response**

Asher (1977) argues Total Physical Response (TPR) is based on the theory that learners can enhance their memory associating physical actions to reinforce the comprehension of particular topics, in the same way that they learn their mother tongue. Vocabulary is connected with actions as imperatives or instructions using body language.

Furthermore, it has been stated that it is highly probable these approaches still are using nowadays but learners are involve in a world that could offers benefits in educational context with another types of tools in language teaching as technology. Visual aids as learning language strategy have had an acceptance in learners of a second language. The implications could be significant when students are actively involved in the learning of words, when are exposed to technological devices such as computers, smart boards, cell phones that could be used for power point presentations, videos, songs, blogs and other kind of tools able on web site. Also, visual aids such flash cards, pictionaries and posters are useful for learners to help them to organize their building network with meaningful association of their previous knowledge or context.

In the intention to corroborate what is connected with students' learning vocabulary and how is teaching vocabulary, it becomes necessary that students be aware of

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what kind of learning strategies facilitate their learning process in class. Learning training vocabulary could be more effective when learners use different strategies, these will be explain next in detail as well as its definition.

### **Definition of Learning Strategies**

Oxford (1989) asserts “operations employed by the learner to aid the acquisition, storage, retrieval, and use of information. Learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations” (p.p.235-247).

Also, Oxford (1994) defines them as “actions, behaviors, steps, or techniques students use, often unconsciously, to improve their progress in apprehending, internalizing, and using the L2” (p.1). Each student have a personal way to learn. In this sense, the learning strategies or techniques to learn specific topics during the development of class activities will be the tool to improve the knowledge acquisition.

Additionally, Cohen (1998) defined “Strategies can be defined as those processes which are consciously selected by learners and which may result in action taken to enhance the learning or use of a language, through the storage, retention, recall and application of information about that language”. (pp.1-25). This is important considering that student can storage, recall and use effectively the vocabulary presented in class. Thus, depending on student strategy ability to learn something the results will show if that selected strategy by the learner was effective in learning process.

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In the same way, learning strategies are defined by O'Malley and Chamot (1990) as “special thoughts or behaviors that individuals use to comprehend, learn, or retain new information” (p.1). This is to say that, students find in their own attitudes related with the content and activities connected with the use of visual aids to improve their abilities in vocabulary learning in class the opportunity to understand the visual material presented by the teacher.

Equally important, Cameron (2001) defines vocabulary learning strategies as “the actions that learners take to help themselves understand and remember vocabulary items.” (p.92). This is connected with the topic of this research because the main objective is students improve their vocabulary learning abilities, then through the use of effective learning strategies by students accompanying of teaching methods will obtain good results to understand a remember vocabulary presented in class.

## **Strategies for Vocabulary Learning**

In this sense, the students to learn and use the words correctly, requires a huge range of vocabulary learning strategies that facilitates the vocabulary learning in class. For the purpose of this project in improvement of the abilities in learning vocabulary some specific strategies can be mentioned and connected with my topic research as follow:

- ***Cognitive and Metacognitive Strategies***

Focus on Hedge (2000) in her studies for learning language strategies establish two main categories: cognitive and metacognitive. Cognitive strategies involves direct mental operations related with working on new words in which the learner understand, categorize and

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store the words in the mental lexicon. In this case some examples of cognitive strategies occurs when students make associations, learning words in groups, and exploring range of meaning. And, metacognitive strategy, that is basically related to learn with a conscious effort to remember new words. It means that the student collect words consciously from authentic contexts; making word cards and making a categorization of words into lists. Moreover, O'Malley and Chamot (1990) consider a combination of cognitive and metacognitive strategies, because they could offer a strong impact in the effectiveness of learning.

### ***Keyword mnemonics:***

Weaver and Cohen (1997) classified learning strategies for acquiring vocabulary in six categories taken from “Strategies-Based Instruction: a Teacher-Training Manual”. For the specific purpose of this research is considerable take into account two of them. First include keyword mnemonics in which students find similar word sounds in the mother tongue and the second language. Also, create a visual image establishes connection with the word to the target-language word, and when a learned word in Spanish by selecting the similar sound in English word. The second category chosen is visualization, where the student learn words through drawings, pictures, mental images that make possible retain and recall vocabulary easier.

### ***Diyono Learning Strategies Classification***

Diyono (2009) presents in his article “*Learning Strategies for EFL Students in Developing Their Vocabulary Mastery*” (p.p. 4-6) categories of learning strategies which have adopted from different experts’ classifications such as: cognitive strategies, metacognitive

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strategies, memory strategies, affective strategies, social strategies and mnemonic vocabulary-remembering strategies.

- ***Cognitive strategies***

Cognitive strategies are learning strategies which refer to learning words using cognitive skills. This learning activity is to master vocabulary by functioning the mental operations which operate directly on the incoming information. In a practical way, this refers to some activities such as reasoning, analyzing, summarizing (all reflective of deep processing), as well as general practicing (Parry, 1990).

- ***Metacognitive Strategies***

Metacognitive strategies are learning strategies with higher order executive skills. These strategies consist of three dimensions of knowledge i.e. knowledge on cognition, monitoring of cognition, and self-regulation strategies. Knowledge on cognition involves recognizing patterns of structure and organization and using appropriate strategies to achieve direct comprehension breakdown. And, knowledge on self-regulation strategies covers planning ahead, testing self-comprehension, checking the effectiveness of the strategies being used, revising strategies being used, and the like (Parry,1990).

- ***Memory Strategies***

Memory strategies refer to language strategies for learning words through memory which can be facilitated by means of entering information into long term memory and retrieving information when needed for some activities. The activities which can be facilitated through words stockpiled in memorization are i.e. reading or other communicative activities.



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In short, learning words using memory can cover some activities such as grouping, imagery, rhyming and structures reviewing (Parry, 1990)

- ***Affective Strategies***

Affective Strategies are learning strategies which enable learners to control feeling, motivations, and attitude related to language learning. Practically these strategies include anxiety reduction, self-encouragement, and self-reward (Parry, 1990).

- ***Social Strategies***

Social strategies are learning strategies which underline the effectiveness of interaction with others, often in a discourse situation. These strategies, practically, cover some actions such as asking questions, cooperating with native speakers of the language, and having cultural awareness (Parry, 1990).

- ***Mnemonic Vocabulary-Remembering Strategies***

Mnemonic Strategies refer to learning strategies which are a mean of increasing the ability to remember, originally develop as an aid to foreign language vocabulary learning based on key word method. The key word method involves the construction of interactive visual images, so that the learner may generate an image by associating it with a key word, which is simply a familiar concrete word that resembles a salient part of the unfamiliar vocabulary word. For example, mnemonics are strategies for remembering things, which contains visual elements in order to connect the pronunciation of the second language words with the meaning of a first language word.

### ***Cohen Learning Strategies***

According to Cohen (2011) “Language learning strategies includes strategies for identify the material that need to be learned...” (p. 12). From the vast list of the learning strategies established by the author, for the vocabulary learning abilities have been chosen two of them that fit in this study as follow:

- ***Grouping***

Cohen (2011) mentions grouping as a learning strategy that can be applied in vocabulary learning. Grouping is easier for leaning when the student categorize words into a specific group of words, for example: nouns, verbs, adjectives, adverbs, etc. It is possible through contact of the material used in class activities or homework assignment.

- ***Compensatory strategy***

Learners try to compensate a specific language knowledge showing the impression that they know but really not. For example an approximation of the meaning of a word using paraphrase or inventing a word.

These vocabulary learning strategies are useful in students learning process. These are very important to improve students’ vocabulary learning, in terms to facilitate language learning making more enjoyable, useful and effective for them.

### Visual Aids

Shabiralyani, Shahzad Hasan, Hamad, Iqbal (2015) define visual as “tools that help to make an issue or lesson clearer or easier to understand and know (pictures, models, charts, maps, videos, slides, real objects etc.).” (p. 226). This is to say that visual aids refers to different materials that people can used for learning purposes in order to understand or to learn something. By the same token, visual aids are considered as representations used to understand or enhance a concept, providing direct experiences to students. Thus, visual aids in teaching vocabulary is one useful method to enrich the students’ knowledge in order to obtain better improvement abilities in learning vocabulary in class.

In the light of Harper (1991) perception, pictures can be used to explain the meaning of a word. It can be drawings, pictures, wall pictures, flash cards and any other visual representation that offers a visual stimulus focus on facilitate the students learning process. The most common visual aids used are:

- **Pictures:** These are images used to introduce and revise vocabulary, helping students to make a relationship between word and the picture or image (See Appendix A, worksheet 1). The right pictures for a specific type of activity offer some advantages as Hill (1990) mentioned "availability, cheapness, flexibility, and variety, all of which make pictures one of the effective techniques in teaching vocabulary" (p.1).
- **Flash Cards:** This visual material is also called word cards and may varied in forms. Hung (2015) defines word cards as “a set of double-sided cards designed for direct learning of vocabulary that allow learners to practice form-to-meaning

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and meaning-to-form recall in repeated retrieval of L2 words, by flipping the front and back sides of the cards.” (p.107). The definition provides by the author offers a clear idea on how this material can designed by the teacher to be presented in class. For teachers preparation represent an inexpensive cost and easy to handle. These can be deigned in pieces of papers of cardboards used in any stage of the lesson during the class. In the like manner, can be printed by computer and stick on the board.

- **Wall Words:** Marzano & Pickering (2006) mention word wall as a step to enhance structure to teach vocabulary. Defined wall word as an organized display through a list of word that provides visual reference to students in terms of vocabulary management. Key words definitions are related with the topic of the lesson.
- **Poster:** According to Hughes (2005, as cited in Eker, 2016), “posters are the course materials embodying the students’ learning, motivating them to the course, and increasing their active participation period” (p.104). It is a visual description of concepts or words presented in different materials such as papers, card boards in a big size in front of the class, with the purpose to facilitate learning in students.
- **Pictionary:** Means and Linder (1998) defines a Pictionary (See Appendix A, worksheet 2) as “a dictionary of pictures that includes all the words for every-thing in the pictures” (p.50). Usually teachers handing out a list of words using grammar translation methods to students that do not offer relevance and meaningful for them. Pictionary helps to students to collect vocabulary accompanying by

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pictures, these can be drawings or taken from magazines, books, etc, which helps students to learn words.

### Use of Visual Aids in Learning Vocabulary

The implementation of visual aids strategy to improve students' learning vocabulary was created with the idea of helping students with low level vocabulary performance in English classes to memorize new words and improve vocabulary learned. In this research was taken into account Dyono's (2009) categories to develop the visual aids strategy.

On another hand, in chapter 8 named "*Pictorial Strategies for School Learning: Practical Illustrations*" from the book "Cognitive Strategy Research", Levin (1983) (p. 214) presents a convenient list of assumptions of the pictures can substantially improve students' learning of school content as appears in the figure 1.

**Table 8-1 Basic Assumptions and Corollaries**

- 
1. Pictures can substantially improve students' learning of school content.
    - 1a. Pictures should be used as school learning aids.
  2. The degree of picture facilitation expected depends on the relationship between the particular learning task and the kind of pictures provided (or generated).
    - 2a. Pictures that are directly related to the task content and component processes will be more effective than those that are not.
    - 2b. Pictures that transform task content into a more meaningfully coded form will be more effective than those that do not.
  3. Picture effects can be expected to vary as a function of relevant student characteristics.
- 

*Figure 1.* Basic Assumptions and Corollaries.

## Use of Visual Aids

From this figure 1, it can be seen that Levin (1983) supports the idea of the use of visual aids focus especially in pictures as a strategy to learn a language. In this sense, the pictures facilitate the students' learning at school in the way that directly connect content and meaning.

Kaçauani (2005) states that the use of visual aids helps to acquire new vocabulary in young learners. Also the author establishes the importance of English lessons connected with visual experiences inside and outside of the classroom, because all in their context is related with images, colors and sounds. Besides, the effectiveness of the visual aids is connected with the clarity of visual aids have been designed. Therefore, immediately the student observe the image, can understand what it means and how it can be expressed in written and oral form. In fact, the student just need a minimum explanation because the picture by itself offers understanding and the role of the teacher is to facilitate the acquisition of vocabulary through visual aids facilitating the process learning increasing their sensory perception. Harmer (1991, as cited in Kaçauani, 2005) further states that “an ability to manipulate grammatical structure does not have any potential for expressing meaning unless words are used. Visual materials help young learners to motivate them to speak, to create a context with which their speech will have meaning” (p.p.1-2). Furthermore, the use of visual aids improves the retention of information in students and its understanding to put in into the context, obtained a real meaning for them.

In addition, Ur (1996) mentions that “There are various reasons why we remember some words better than others: the nature of the words themselves, under what circumstances they are learnt, the method of teaching and so on.” (p. 64). Thus, it is important that teacher presenting vocabulary with good illustrations, demonstrations in which can act or make mimic, also into a context in which the word can occurs.

### **Research Studies**

There are several studies in the use of visual aids in learning vocabulary:

Abdolmanafi and Karimi (2013) in their research investigate the effects of visual material on learning vocabulary in 46 six female intermediate Iranian students. During the eight sessions, 56 vocabulary items were instructed to the participants in both groups. The instructions of experimental was made visually, while the control group was taught without this treatment. This mixed method study reveals in their findings a considerable progress in experimental group in learning words more than in the control group. Therefore, the study concluded that due to the importance and use of images in vocabulary teaching and learning, provided benefits, selecting and using appropriate visual aids can increase vocabulary learning in students.

Eslahcar & Khodareza's (2012) research was conducted to investigate the effect of using vocabulary flash card on Iranian pre-university students' vocabulary knowledge. The purpose of this quantitative study is to increase the students' vocabulary knowledge using flash cards as visual aid strategy. The investigation was based in an experimental study design on 50 female learners divided in two homogeneous group of 25 each one. The control group does not receive the implementation of teaching vocabulary with the use of visual aids and the experimental group received the flash cards strategy. Pre-test and post-test were prepared in order to determinate the effectiveness of the strategy in learners. The results demonstrated relevant differences between the two groups. The study concluded that students in experimental group obtained a higher level of vocabulary improvement once the strategy was applied.

Eker (2016) study determine the effect of learning and teaching activities carried out using posters, on the academic achievement of students and their attitudes towards the

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course. The study was conducted by an experimental pre-test and post-test group design with the participation of 45 students. This group prepared and presented posters by themselves to support activities from the teacher's guide book. The findings support the idea that teaching activities through the use of posters, increased the students' academic achievements and attitudes toward courses.

In Latin America, Gonzalez (2013) focuses his investigation on the use, implementation and motivation of the students in the use of flash cards, to develop the lexical of English. This study was conducted with qualitative and quantitative paradigm using a descriptive design to teachers and students in ten grade of a public high school in Quito (Ecuador). The results showed evidence that the use of flash cards help students vocabulary knowledge, as well as catch their attention and contribute in teaching and learning process in an interactive way. The study also, ends with a series of exercises help to develop the English vocabulary promoting the flash cards a permanent method in English teaching and learning process.

In Colombia, Moreno (2013) presents a qualitative study related to multimedia resources specifically the use of power point as a visual aid and memorization strategies that favor vocabulary acquisition in English language. The participants were third-year high school students of the Agriculture Ecological Amazonian Educational Institute, in the Municipality of El Paujil, in Caqueta department, through a descriptive methodology. Observation, interviews, and homework reviewing and vocabulary test were the instruments used for data collection. The results demonstrated how the power point facilitated the vocabulary learning.



### **CHAPTER 3.**

#### **METHODOLOGY**

The purpose of this research is the implementation of visual aids material in English classes as strategy to facilitate ninth grade students' vocabulary learning. In order to obtain results that corroborate this idea, this chapter presents a detailed description of the methodology applied in the study, including an explanation of the approach used along with the data collection techniques in order to provide support for the decisions that were taken to focus on how could the use of visual aids improve the ability to learn vocabulary in ninth grade students.

According to Allwright, and Bailey (1991), there are many techniques to assist in the collection of information. Each technique has its advantages and disadvantages. The theoretical framework has showed the benefits of the use of visual aids in learning vocabulary in high school students. Also, it is necessary to point out that an improved vocabulary play an important role in students' language learning at school.

For this purpose, this study uses a qualitative approach, and a case study design, to gather the needed information. Therefore, it becomes necessary to explain what qualitative research is, and why this approach is applied to this project. The qualitative approach was performed in this study in order to obtain descriptive data regarding 10 ninth grade students' with low level performance in vocabulary learning in English classes. These participants were chosen due to the difficulties presented in class to learn vocabulary and to verify the effectiveness of the use of the learning strategies through the use of visual aids in these specific students. The general objective for this study is to analyze if the use of visual aids facilitate learning vocabulary in ninth grade students, taking into account its specific context. Having

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a researcher as the data collector, who analyze the data, and produces a descriptive paper, confirms the use of qualitative research approach as the choice to develop this study.

### **Qualitative Research**

According to Dawson (2002) a qualitative research “explores attitudes, behavior and experiences through such methods as interviews or focus groups. It attempts to get an in-depth opinion from participants. As it is attitudes, behavior and experiences which are important, fewer people take part in the research, but the contact with these people tends to last a lot longer.” (p.p.15-16). It is appropriate to use qualitative research for this study because the research question needs to be explored in order to gather necessary data about the attitudes, behaviors, and experiences of the ninth grade students while using different instruments to collect data, and present possible answers to the research question mentioned before. In this sense, the type of research chosen is closely related to the collection of information related to how the use of visual aids help to improve the ability of ninth grade students to learn vocabulary

In addition, Creswell (2007) states that qualitative research is “a worldview, the possible use of a theoretical lens, and the study of research problems inquiring into the meaning individuals or groups ascribe to a social human problem. (p.37).

This study is conducted with the use of qualitative research at. Being a teacher who has identified her students’ low level performance in learning English vocabulary in some students as a real life problem and in a real context, and demonstrating interest in solving it through the use of visual aids as a learning strategy in class, the use of the qualitative research model for my study makes the most logical sense.

### **Case Study**

According to Miles and Huberman (1994) a case is defined as, “a phenomenon of some sort occurring in a bounded context. The case is, “in effect, your unit of analysis” (p. 25). In a case study, Baxter and Jack (2008) mention, that “within case study research, investigators can collect and integrate quantitative survey data, which facilitates reaching a holistic understanding of the phenomenon being studied. In case study, data from these multiple sources are then converged in the analysis process rather than handled individually. Each data source is one piece of the “puzzle,” with each piece contributing to the researcher’s understanding of the whole phenomenon. This convergence adds strength to the findings as the various strands of data are braided together to promote a greater understanding of the case.” (p. 554). Students who exhibited a low level in regards to learning vocabulary were examined through information collected by interviews, questionnaires and test. Merriam (1998) affirms “The case is a unit, entity, or phenomenon with defined boundaries that the researcher can demarcate or “fence in” (p. 27). As consequence, this study is limited to focus on learning vocabulary and how visual aids could facilitate this learning in a specific group of ninth grade students.

There are several categories of case study. According to Yin (1984) identifies three categories: exploratory, descriptive and explanatory. In an exploratory case study, the researcher considers any issue or phenomena as a point of interest which serves as data, defining the hypothesis and the question of the research. Descriptive case studies describe the phenomena as it occurs using the data obtained in its real context, which may be in a narrative form. Finally, the explanatory case study explains the phenomena in which the researcher presents data according to its reasons and consequences.

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However, Stake (1995, as cited in Brown, 2008) “believed that the most important role of the case study researcher was that of interpreter.”(p.6). It is important to take into consideration the idea of the research’s interest in the established study in some types of case study. Thus, to support this conception Yin (1984) establishes some types of case studies such as: exploratory, explanatory and descriptive. The researcher in the exploratory case study tries in an initial research tries to look for patterns in data, also it needs to collect the data first. In an explanatory case study focus on the analysis or explain the how or why in a specific situation. And descriptive case study refers to require different theories to support the data collection instruments.

Taking the definitions established by the authors above, this study can be considered descriptive case study because the reporting of the phenomena is presented in a descriptive form. Moreover, keeping in mind the definition of a case study, Yin (2009) findings lend support to the claim that “A case study is an empirical inquiry that investigates a contemporary phenomenon in depth and within its real-life context, especially when the boundaries between phenomenon and context is not clearly evident” (p.18). Given this definition, a case study investigates the “how” or “why” of the problem or situation of research interest. In other words, a case study allows the possibility to the researcher has control over the problem or issue addressed “how could the use of visual aids could help to facilitate students’ vocabulary learning in ninth grade students”.

The following section outlines a brief definition related to the data collection techniques considered in the designing of this qualitative study. The purpose is to describe the instruments of choice for this research project and how the data collection will address the research question.

### **Data Collection Techniques**

The research case study design is considered appropriate for this project considering the perceptions of Yin (2009) because it allows the researcher the ability to describe “how” or “why” questions, as well as the research question addressed in current study. Additionally, it attends to portray feelings of 10 students with low vocabulary learning, where the researcher can not manipulate the behavior of the participant involved. I will be explaining the data collection procedures applied in this research in order to collect data for this project.

This case study used questionnaire, tests and interview as data collection techniques due to obtain evidence in students’ learning vocabulary. According to Merriam (1998), the case study does not claim any specific data collection methods, but “focuses on holistic description and explanation” (p. 29). However, these instruments are necessary in order to collect the information to answer the research question addressed how could the use visual aids facilitate learning vocabulary in ninth grade students.

Polit and Hungler (1999) define data as “information obtained during the course of an investigation or study” (p.267). In qualitative research, data collection instruments are concerned with explaining how and why of a problem, in which the researcher offers highlights to answer the research question established in the project. For instance, research instruments are tools used to obtain data for a specific phenomenon. The role of the researcher is to interpret the information collected by the instruments, analyzing the results, and then present the results.

Saldaña (2011) draws attention to various aspects of data collection in relation to the situation under study. He remarks in his point of view “the data collection method is an effective way of soliciting and documenting, in their own words, an individual’s or group’s

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perspectives, feelings, opinions, values, attitudes, and beliefs about their personal experiences and social world, in addition to factual information about their lives.” (p.32). In this case, data collection procedures are applied to collect information and analyze the results obtained.

In order to describe the data collection procedures in more detail, I will mention the instruments used in this research project and how each contributes to the gathering of necessary information.

- *Questionnaire*

The first instrument used to collect research data is a questionnaire. Cohen, Manion, and Morrison (2007) mention that the questionnaire as an instrument for collecting data. The authors describe this instrument as “a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyze” (p.317). An advantage of using questionnaires in many cases is that “the lack of face to face contact between researcher and the respondents in a questionnaire might facilitate responses” (p. 333). Then, it eliminates the possibility of researcher influenced responses. Also, it offers to the respondent more freedom and confidence to answer questions. The questionnaire was designed to identify students’ perceptions about the use of visual aids as a strategy to learn vocabulary. In this instrument the participants could give their opinions in an anonymous way. This gave students that ability to answer the questions honestly and without fear of punishment or negative consequences.

Because of the students’ English level and due to the importance the answers that students can provided to collect information in this study, Spanish was the language

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chosen to be used in this questionnaire. In addition, the questionnaire provides short ideas and simple vocabulary in order to offer clarity and avoid any confusion.

A semi-structured questionnaire (see appendix C) was applied to collect information about the students' perceptions in the use of visual aids as a method to learn vocabulary in English. The questionnaire was designed according to the objective and ethical considerations such as confidentiality, anonymity and informed consent to the participants' parents of ninth grade. There were two parts in the questionnaire. In the first part a set of 10 closed questions were established with the use of positional statements which the respondent choose one option to agree or disagree with a number of statements, in a verbal rating scale. In which appear the following options:

1. Totalmente de acuerdo 2. De acuerdo 3. Neutral 4. En desacuerdo 5. Totalmente en desacuerdo.

The participants were taking to a quiet classroom, without specific time to finish giving the opportunity that they do not feel pressing for the time to answer, and a general explanation before its application. Also, they had the possibility to ask questions to clarify any doubt, however students did not do it.

In the second part a ranking question was formulated, to find out what is the order of importance from a list of visual aids used in the English classes. They could mark one or more than one option they liked and a justification to it should be written at the end. All the participants answered the questionnaire.

- *Tests*

Tests could be defined as tools used to evaluate students learning used for by teachers during the school year, in order to assess the students' progress in one or all areas. A test was designed according to the topic "Verbs" including in the first unit of

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contents of the ninth English curriculum at the institution. This evaluation is focused on a written vocabulary test. Besides, the same test was applied to the students before and after the implementation of the strategy. It consists in a 10 verbs word list in which students must write the infinite form of the verbs according to the picture presented.

On the other hand, the strategy used in pre and post-test were the visualization (Weaver & Cohen, 1997) of 10 pictures of verbs word list designed with a grouping strategy (Cohen, 2011) because the test just evaluate a specific group of words, in this case verbs . The same pictures used in class were used in the test. Additionally, in the pre-test students need to use guessing meaning from the context skills with this the teacher pretends that the learners remain the words that they supposed have learned, making a relationship between the picture and the word. In the post-test after the implementation of effective activities through the visual material the teacher pretends to demonstrate how effective was its use to improve the abilities in learning vocabulary.

The test was designed by the researcher. According to Cohen, Manion and Morrison (2007) when the researcher is constructing a test will have to consider some relevant aspect like its purpose, the type of test and objectives of the test. Thus, the purpose is to evaluate the vocabulary learning performance in verbs word list in written form. Additionally the authors point out in the type of test applied for, they considered three categories: norm-referenced that compares students' achievement with other students. Next, the criterion-referenced provides to the researcher what exactly has learned the student, indicating how much the learner has achieved in the learning process. And domain-referenced tests, requires careful and representatives samplings procedures for test items.



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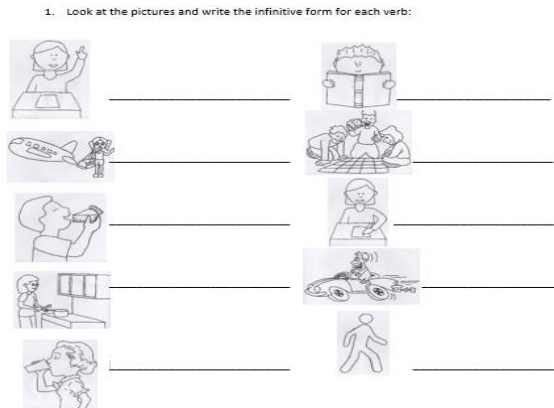
Moreover, formative, diagnostic and summative testing are considered a type of test (Cohen, et al., 2007), in which formative testing are designed to monitor students' progress, the diagnostic testing to discover specific difficulties in students and to expose these weakness or strengthens in terms of knowledge evaluation and summative testing provided to the end of the unit or program designed to measure the performance of the students.

For this project, the purpose is considered as a criterion-referenced into a diagnostic type test reference, taking into account that diagnostic tests pretend to discover particular weakness of the students in this case the vocabulary learning low results in class.

To diagnose the students' low vocabulary learning was applied a pre-test, later a post-test after the activities developed in class for the teacher through visual aids, included in the lesson plan (see appendix A). The content of the test was a set of pictures of 10 word list. The teacher explains to students what they must to do in the test in English and Spanish too, to avoid misunderstandings in the instruction that they have to follow. It was taken by the students in an individual form and its format is to follow the instruction written in English on the paper.

According to the test instruction, students must look the picture that it appears and write the infinitive form of the verb according to the picture to write the infinitive form of the verbs. The objective for the test is also students learn at least 8 of 10 verbs given. The pre-test and post-test (See figure 2) evaluated the same content and were presented with the same format.

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**Figure 2.** Test Format.

The effectiveness of the improvement of the abilities in learning vocabulary into the activities developed in class for the teacher, through visual aids is obtained making a comparison between pre and post-test results presented. (See appendix B). The results obtained were measurement taking into account the Institutional Assessment Scale (IAS) ruled by the institution to establish the students' marks (see figure 3. p.79). The numbers of correct infinitive verbs written form, will be divided by 5,0 and it will obtain the students' test grade. In the case that the student just answer one verb in a correct written form the mark will be 1,0 (low performance) which is the minimum value where the IAS starts.

- *Interviews*

There are many types of interviews, which includes: structured, semi-structured and unstructured. This classification is based on the Corbetta (2003), Gray (2004), David & Sutton (2004), Cohen, Manion & Morrison (2007) criteria. First, in structured interview all the respondents answer the same questions. The questions are determinate direct questions, mostly with "yes" or "no" responses. The second type is semi-

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structured interview, considered as flexible version of structured interview. This type of interview offers to the researcher the opportunity to probe the different views and opinions of the respondents into a giving situation. Third, the unstructured interview does not to follow an interview guide. The interviewees' responses are given openly, expressing their opinions and sharing their experiences.

For the purpose of my research, I opted a semi-structured interview type because my main purpose in the interview is to analyze the perception of the students about the use of visual aids in learning vocabulary through the same five determinate questions asked for all the interviewees.

Regarding data collection, Merriam (1998) cited in Brown (2008) that “interviews are the most common source of data in case study research.” (p.3). Interviews are particularly useful for getting the story behind a participant's experiences. The interviewer can pursue in-depth information about a certain. Interviews can also be used as follow-up tools to certain respondents of questionnaires to further investigate their responses (McNamara, 1999). The interview consists in five ended questions (See Appendix D). The objective of the instrument is to analyze the perceptions that students have about the use of the visual aids to learn vocabulary in English. The questions were formulated in Spanish and the participants were interviewed in an individual form, in the computer science room. During the interview could observe that students understood the purpose and the questions for the interview, also felt comfortable to collaborate the answers made for the teacher. The use of interviews in this study is important because it enables a direct form of communication

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with the participant. Besides, provides the opportunity to the students to express ideas freely according to the question formulated in their mother tongue.

## **Setting**

According to Marshall and Rossman (2011) “Possible access; presence of a mix of processes, people, programs, interactions and structures; the opportunity of the researcher to build trusting relations with the participants in the study; and data quality and credibility of the study” (p. 62) are specific reasons to take decisions in which the research project is carried out. In this sense, I opted to conduct this current research at the public institution that I have been working for seven years, due to the possibility to obtain information through the interaction with the students and accessibility to the environment where the situation occurs in this case the phenomena of low vocabulary learning. The English classes takes three hours per week, from six to eleven grade and in primary takes two. There are some technological devices such as laptops and tablets with problems of connectivity and smart boards out of order.

## **Participants**

The participants of this study are 10 students (5 girls and 5 boys) of ninth grade, who present low level performances in scores on vocabulary-related assessments. Their ages are estimated between 15 and 18 years, with an overall low level of English proficiency. They also demonstrate little interest in learning the language. They prefer to interact with their friends in Spanish, stating that English is a difficult language to learn for them.

### **Ethical Considerations**

Ethical considerations are used to plan, guide, and evaluate a research project. Kidder (1995) points out that our perceptions of how to judge ethical issues in a right or wrong way, can sometimes change and we do not know how to do it. The same happens with the information that we obtain during the research project. As a researcher, we might encounter various dilemmas while completing qualitative research. One of them is trying to not expose participants to harmful or damaging situations. There is a huge responsibility of confidentiality, which includes maintaining the privacy or anonymity of the participants.

Creswell (2007) provides convincing evidence that “a qualitative researcher faces many ethical issues that surface during data collection in the field and in analysis and dissemination of qualitative reports. Lipson (1994) groups ethical issues into informed consent procedures; deception or covert activities, confidentiality toward participant, sponsors and colleagues; benefits of social norms” (p.141). In qualitative research, the researcher constantly interacts with the participants in the study. In this case, participants provided personal information to help develop confidence and at the same time trust with the researcher. In this qualitative study, the procedures for the protection of the participant were stated. These were established through a verbal agreement made between the researcher and the participants to be sure that the participants were aware and understood the purpose of the study. Also, a clear idea that their participation is voluntary. A statement was also established that confidentiality would be maintained the entire time, including the exclusion of the identification of the participants during the research process, was discussed and signed, thus presenting a minimal risk of harmful exposure.

### **Informed Consent**

Diener and Crandall (1978, cited in Cohen et al 2007) define informed consent as “ the procedure in which individuals choose whether to participate in an investigation after being informed of facts that would be likely to influence their decision” (p. 52). Therefore, I contacted the students and their parents individually and explained to each one the decision to choose them for a research project based on the low learning vocabulary assessment in English classes and my interest to help them, arguing the benefits that they can obtain if they participate in a voluntary way in this study. The students showed willingness to participate, and parents signed the document (See appendix E) once they were concerned about the implications of all the information given by them will be used for the research objectives, under the privacy and confidentiality criteria.

### **Privacy and Confidentiality**

In this paper, in terms to protect students' privacy their names as well as the name of the institution and municipality will not reveal. Moreover, all the information gathered through the questionnaire, interview and tests, will be used exclusively for the study purposes.

### **Procedure of Data Analysis and Interpretation**

The analysis of this study includes descriptive features about the participants in the use of visual aids to learn vocabulary. The first part of the procedure of data analysis was to organize the information collected of the questionnaire manually obtained in percentages values. Next, to transcribe the interview and grading the tests, to scan the documents. Then, the reading of all this information many times, in order to analyze the

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data collected. The following paragraphs describe how questionnaire, interview and tests were analyzed.

### **Questionnaire**

The questionnaire (see appendix C) was applied in a copy to 10 students of ninth grade with low vocabulary learning at the end of the project implementation. All of them took it individually at the same time in one of the classroom at school. Also, a general explanation before its application was made, in order to be clear in the instructions and to avoid any confusion. Tables were done to represent the percentages obtained in each answer provided by the learners. Then, in each question was described the results showed and the findings by the researcher, making a relation with the use of visual aids to learn vocabulary.

### **Interviews Analysis**

Based on the idea of Cohen et al. (2007) in which interview analysis provide a list general stages: “generating natural units of meaning, classifying, categorizing and ordering these units of meaning, structuring narratives to describe the interview contents and interpreting the interview data” (p. 368) in this study the interview transcription was used to classify, categorize and analyze the data obtained. This was audio recorded, and some conventions for pause, silence, laughter and hesitation were used in the transcription (see appendix D). For the next step, was necessary to listen and read the interview many times paying attention what the interviewees were saying, due to what respondents place the answers in specific analysis categories. Once the responses were categorized there were listed and described.

### **Tests**

In order to determine the effectiveness of the use of visual aids to facilitate vocabulary learning performance in ninth grade students in English classes a pre and post-test of a list of 10 verbs were applied in order to establish the results before and after the implementation of the study, and make a comparison in IAS. The pre and post-test are the same. A pre-test was applied before the implementation of the use of visual aids as strategy to learn vocabulary. All of them took it individually at the same time in one of the classrooms at school, allowed time 20 minutes. Also, a general explanation before its application was made, in order to be clear in the instructions and to avoid any confusion. The objective is to increase the level of students in learning vocabulary performance in English classes after the implementation of the strategy.

For this purpose, the designing of the activities in lesson plan (see appendix A) with visual aids used in class through the PPP method and the vocabulary learning strategies teaching to the students, was the methodology developed before the post-test application. After that, the post-test was applied in the same conditions of the pre-test application described above. Next step the students' scores in pre and post-test were measured according to the Institutional Assessment Scale (IAS) (see figure 3) and scanned the documents to make a comparison between the results before and after the application of the strategy. To sum up, the procedures for tests were: the application of the pre-test before introduction of the topic of the unit one of the curriculum in ninth grade, development of English classes with the use of visual aids and the application of the test at the end of the unit.



### **Issues of Validity, Reliability**

In qualitative research the analysis and interpretation of results requires trustworthiness, which is supported by the data collected. Thus, is important to address instruments for data collection, like validity and reliability. According to Cohen et al. (2007) validity focuses on the honesty of the data achieve and reliability refers to the consistency of results obtained (Nunan, 2002).

For this purpose the validity and reliability of my research were established taking into account:

- The purposes of this research were informed and consent by the participants of this project previously.
- Data collection techniques such as questionnaire, interview and tests (pre-test and post-test) were the methods used.
- The methodology and rationale is presented.
- For accurate information the interviews were recorded.

In conclusion, this chapter offers a description based on the data collection techniques for data collection and its analysis, as well as the research design process to this study. In the next chapter I will present the findings and discussion of the study.

## CHAPTER 4

### FINDINGS

This chapter describes the analysis of the instruments to collect data and gives possible answers as to give evidence of how the findings may be in tight connection to my research question. Theoretically, once the instruments of data collection are applied, it is necessary to analyze the information collected in order to contribute to respond the research question *How the use of visual aids could improve learning vocabulary in ninth grade?*. Additionally, this chapter will incorporate sufficient evidence to thoroughly illustrate the results.

The results are presented in three sections: the questionnaire, interview and tests. First, the questionnaire findings are described according to the students' perceptions about the use of visual aids in the classroom as a strategy to learn vocabulary. For the next section, interviews are presented. In the last part, the tests are analyzed bearing in mind the score obtained before the application of the strategy and before of it, making a comparison between them. Below is the description of the results of different instruments used:

#### **Analysis of results**

This part is taking into account the instruments such as: Questionnaire, Interview and Tests. In addition, the data obtained are going to be described into different categories associated to visual aids, students' perceptions and others than emerge.

## Questionnaire

In relation to the students' perceptions about the use of visual aids to learn vocabulary, the information obtained can be analyzed into categories, which were analyzed in learning through visual aids, Method to learn, Importance of Visual aids, Evaluation, and Affective Factors with Motivation and Attitude as micro categories.

The questionnaire was presented to the students in Spanish, because they have low performance in English skills. Also, the 10 statements presented to the students in the questionnaire in which they have to select one from scale of 5 options. The results percentage of the questionnaire are presented in the tables analyzing the results in a descriptive form. The following are the statements for questionnaire:

1. I am able to learn vocabulary better when words are presented using visual aids.
2. Visual aids are useful as a method to learn vocabulary
3. Visual aids presented to me by my teacher were useful.
4. Using visual to evaluate my vocabulary knowledge is more fun and less stressful.
5. The proposed activities are varied and interesting.
6. The activities are fun.
7. The use of visual aids increases my motivation to participate in activities
8. My attitude towards learning English vocabulary has positively changed due to the use of visual aids in class.
9. The use of visual aids has increased my level of English vocabulary.
10. When using visual aids I remember and understand more vocabulary in English class.

## Use of Visual Aids

Next, it will be presented each of the categories including the items of the questionnaire answered by students, also shows the tables where percentages provide evidence of the results analysis.

### **Learning through visual aids:**

In this category I found answers related to learning with visual aids. To the first statement *I am able to learn vocabulary better when words are presented using visual aids* as shown in table 1 confirms the idea of the use of visual aids is helpful to the students to learn vocabulary. According to Kaçauni (2005) the use of visual aids helps to acquire vocabulary in young learners. The students' experiences are based on their contexts related with images, colors and sounds. Thus, the use of visual aids have a positive impact in learning vocabulary, because it activates their disposition to learn vocabulary topic presented and increased students vocabulary level that is considered low, obtaining better scores in tests application. Another important aspect in learning vocabulary is the use visual material that catch their attention and the favorable response to the activities presented in class though the PPP method, making a relation between academic and affective strategies proposed by Parry (1990).

**Table 1**

Results for statement 1 of the questionnaire

Options	Percentage
1. Strongly Agree	90%
2. Agree	10%
3. Neutral	0%
4. Disagree	0%
5. Strongly disagree	0%

## Use of Visual Aids

Results show that 90% of the participants strongly agrees, along with the 10% who agrees which means that most of the students considered that is better to learn vocabulary better when words are presented using visual aids, and 0% for the rest of the options. The results obtained in this item confirms Harper's (1991) idea when says that pictures and any other visual representation offers a visual stimulus that facilitate the explanation of a word meaning helping students in their learning process, specifically facilitated the vocabulary learning.

The results about the item number nine (See table 2) *The use of visual aids has increased my level of English vocabulary* supports the idea of Levin (1983) that pictures improves students' learning. It corroborates the implementation of visual aids can present positive effects in vocabulary management. This occurs due to students use their cognitive and metacognitive learning strategies proposed by Hedge (2000) established a relationship between students understandings and storing of the word in their memory and the conscious effort of the student to remember it. The effectiveness of the vocabulary increasing level is evidenced in the tests results (See Table 12) applied after the implementation of the strategy of visual aids to learn vocabulary.

**Table 2**

Results for statement 9 in questionnaire

Options	Percentage
1. Strongly Agree	60%
2. Agree	30%
3. Neutral	10%
4. Disagree	0%
5. Strongly disagree	0%

## Use of Visual Aids

As Burrow (1986) asserts cited in Shabiralyani et al. (2015) “Frequent studies have attempted to determine how well learning resources serve this purpose. Indicate from the studies vary greatly from modest results which show 10-15 percent increase in retention to more optimistic results in which retention is increased by as much as 80 percent.” (p.p. 227-228). This result shows that 60% of the population strongly agrees and 30% agrees. A 10% of students are neutral. There is not any percentage for neutral, disagree, and strongly disagree. In relation of this item, the result shows the majority of students believed that their level in English vocabulary learning has increased.

The data obtained revealed that the retention of words have been effective in students increasing vocabulary learning using the visual material, supporting in students perceptions responses, connected with Nation’s (1990) idea of learners remember a word and its meaning when teacher find useful ways of holding learners’ attention and encourage them to do it. For these reasons mentioned, the visual material used by the teacher aim to the purpose to increase the vocabulary level of students.

### **Method to learn**

The visual aids are tools that helps students to remember important information (Shabiralyani, et al 2015), becoming a useful tool to learn vocabulary. In addition, using the accurate visual material make easier the learning for students (Chacko, 1981), due to the pictures need to be connected to the topic presented in class, avoiding misunderstanding for students, accompanying of a good design of size, color and material presentation . For the item number two (See table 3) *Visual aids are useful as a method to learn vocabulary* confirms as it is mentioned above Kaçauni (2005) idea when says that the use of visual aids helps to acquire vocabulary in young learners. In

## Use of Visual Aids

my opinion, the 90% obtained in strongly agreement indicates that visual aids applied in the development of the classes help to learn vocabulary. It is due to students find in visual aids a useful resource to remember and retain the word easier instead of memorize it from a given list.

**Table 3**

Results for statement 2 of the questionnaire

Options	Percentage
1. Strongly Agree	90%
2. Agree	10%
3. Neutral	0%
4. Disagree	0%
5. Strongly disagree	0%

Results show that 90 % of the participants strongly agrees and 10 % of the students were neutral about this item. Finally, there were no choices for agree, disagree and strongly disagree. For the majority of the students visual aids work as a method to learn vocabulary.

Additionally, the results about the item number ten (See table 4) *When using visual aids I remember and understand more vocabulary in English class*, in which the main objective is to increase the level of vocabulary learning, in order to obtain a better performance in English classes. This results show that many students considered they obtained more retention and understandings of vocabulary in English, demonstrated in English tests applied (See table 12). With 80% in strongly agree it is undeniable to demonstrate how useful are the pictures in the abilities to remember and understand more vocabulary in English class. It is can be considered because the active students'

## Use of Visual Aids

interaction and participation in class during the activities planned by the teacher practicing the vocabulary presented in class.

**Table 4**

Results for statement 10 in questionnaire

Options	Percentage
1. Strongly Agree	80%
2. Agree	20%
3. Neutral	0%
4. Disagree	0%
5. Strongly disagree	0%

In relation to this topic, the results indicate that still 20% agrees with this condition to understand and remember vocabulary. No records for neutral, agree, and strongly agree. Considering this result, has showed that the retention and understanding of the vocabulary in students work with the implementation of pictures as visual material that can be adapted in posters, flash cards, pictionary, just depends on the teacher decision for planning activities.

### **Importance of visual aids**

The results about the statement number three *Visual aids presented to me by my teacher were useful* as shown in table 5 represents the importance of the use of visual aids in learning vocabulary for students (Kacuni, 2005). Because for learners become easier to



## Use of Visual Aids

establish a relationship between their context and the images that they can find around them or presented.

**Table 5**

Useful for visual aids

Options	Percentage
1. Strongly Agree	70%
2. Agree	30%
3. Neutral	0%
4. Disagree	0%
5. Strongly disagree	0%

The highest percentage goes to strongly agree with 70% of the population followed by 30% of students who agree. There were no choices for neutral, disagree, and strongly disagree. According to this result students considered meaningful to them the visual aids presented by the teacher. Hence the importance to teaching a foreign language connected with the Parra, Jiménez, and Caro (2010) idea which reveals the implications of what vocabulary teacher must to teach and how students should use it.

## Evaluation

The evaluation proves how well the goal is reached. For the purpose of this research is it essential in order to analyze the effectiveness of the visual aids as strategy to learn vocabulary in students with low level performance in English classes, reflected in students tests results (See Appendix B) obtained after before

## Use of Visual Aids

and after the application of the strategy. Equally important, Elola and Toranzos (2000) consider evaluation as a “method (procedure) and to prove if the expectations and aims of an educational process reflect reality (results of the process).” (p. 2).

### **Evaluation of the activity**

The evaluation of the results about the item number six (See table 6) *The activities are fun* determine the value of the activities designed and developed in class for vocabulary learning improvement. Thus, the evaluation of the activities in terms if were fun or not, allows us to check the purpose of the activities, based on the results obtained from students’ answers. Likewise, Iafrancesco (2001) defined evaluation as “the process of obtaining information and using it to come to some conclusions which will be used to take decisions.” (p.6). Thus, the results obtained allow to the teacher the possibility to design activities in which students enjoy and learn at the same time, taking decisions for students benefits. Also it is important that the students evaluate the activities presented in class for the teacher because this offer the opportunity to the teacher to implement methodologies in order to improve students’ learning.

**Table 6**

Results for statement 6 in the questionnaire

Options	Percentage
1. Strongly Agree	70%
2. Agree	20%
3. Neutral	10%
4. Disagree	0%
5. Strongly disagree	0%

The highest percentage goes to strongly agree with 70% of the population followed by 20% of students who agree, and 10% neutral. There were no choices disagree, and strongly disagree. Most of the sample population seems to believe that activities were fun. It is related with social and affective strategies which facilitate the learning student process of vocabulary. Hence the importance to develop activities in which students feel motivating in a comfortable environment into the classroom

### **Affective Factor**

Affective factors are emotional factors which influence knowledge acquisition. In the affective factor is evident the influence of the teacher and material used in students behavior. As consequence the students react negatively or positively to the stimulus of the teacher in teaching performance. It is important the affective factors in vocabulary learning because depending of the attitudes or emotions of the students the learning process will be easier in a positive way. There are two micro categories: attitude and motivation, included in this macro category as follow:

## Use of Visual Aids

- *Attitude*

It is considered as a micro category into the affective factor. The results about the item number eight (See table 7) *My attitude towards learning English vocabulary has positively changed due to the use of visual aids in class* provides information about the positive attitude in language learning can increase students' efficiency in language classes (Henter, 2014). Therefore, the students' attitude in learning vocabulary impacts in with a 90% percent of strongly agreement, supporting the idea of Henter (2014) mentioned above.

**Table 7**

Results for statement 8 in questionnaire

Options	Percentage
1. Strongly Agree	90%
2. Agree	10%
3. Neutral	0%
4. Disagree	0%
5. Strongly disagree	0%

The 90% of the students of the study strongly agrees, along with 10% who agrees, which means the majority of the students has positively changed to learn English through visual aids in class. Other results indicate that 0% of students show neutrality, the same for disagree, and strongly disagree. This result shows the positive impact in students' attitude towards learning English vocabulary and visual aids, because of the methodology of the English class look different with the inclusion of the visual aids, which caught their attention, becoming a reason to learn in a meaningful way in English classes.

## Use of Visual Aids

Moreover, investigations have mainly addressed when a learner face tasks, this situation cause a series of stimulus to cause a positive or negative reactions. According to Henter (2014) “Negative attitude and lack of motivation of learners can become obstacles to language learning.” (p. 374). Contrary to this perception is showed in the results about the statement number four (See table 8) *Using visual to evaluate my vocabulary knowledge is more fun and less stressful* indicates that the use of pictures to evaluate vocabulary knowledge offer to the learner a positive reaction demonstrated in the 70% strongly agree answers, followed by 30% agree. This result reveals that students feel more self-confidence evaluating their vocabulary knowledge when they use visual aids, because they establish connections between the pictures and the words. It is due to they have more possibilities to remember the word meaning or writing when they have visual support.

**Table 8**

### Results for statement 4 in questionnaire

Options	Percentage
1. Strongly Agree	70%
2. Agree	30%
3. Neutral	0%
4. Disagree	0%
5. Strongly disagree	0%

A 0% is showed in neutral, disagree, and strongly disagree. Most of the students consider more fun and less stressful to use visuals for evaluation. It is because they find they are enjoying what they are doing like a game. They do not feel pressure to respond at the same time they evaluated what have learned by themselves.

### ***Motivation***

It is another micro category of affective factors. Gardner (1985) defined motivation as a “combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes towards learning the language” (p.10). In this sense, motivation plays an essential role in students desire to learn and how their attitudes to the material presented in class can influence their learning abilities. The results about the item number five (See table 9) *The proposed activities are varied and interesting* demonstrated 30% of the students strongly agrees, along with a 60% who agrees which means most of the students consider that the activities are varied. This results support the idea of Brophy (1997) in which students find the activities meaningful and worthwhile in terms of learning that offer benefits to them.

**Table 9**

Results for statement 5 for questionnaire

Options	Percentage
1. Strongly Agree	30%
2. Agree	60%
3. Neutral	10%
4. Disagree	0%
5. Strongly disagree	0%

A 10% presented a neutral opinion about it. 0% percent in disagree and strongly disagree. The results obtained in question 5 from the questionnaire confirms in a high percentage that the activities proposed catch the attention to the students and motivate them to participate actively in class.

## Use of Visual Aids

Additionally, the results about the item number seven (See table 10) *The use of visual aids increases my motivation to participate in activities* are connected with the idea of Gardner (1985) that individual motivation to learn the language is also responsible of the results in language learning, in this case the increasing participation in activities in English through the use of visual aids.

**Table 10**

Results for statement 7 in questionnaire

Options	Percentage
1. Strongly Agree	80%
2. Agree	20%
3. Neutral	0%
4. Disagree	0%
5. Strongly disagree	0%

In relation to this topic, the results indicate that 80% of the students strongly agrees and 20% agrees. No records for neutral, disagree, and strongly disagree.

In conclusion, the results presented in all the questionnaire items, supporting in the ideas of different authors demonstrate through students' perceptions that visual aids can be considered a good method to learn vocabulary and how the presentation of visual material impacts in students affective factors, retention and understanding of vocabulary.

### **Type of visual aids**

There are many visual aids that result helpful to use in class. However for the purpose to this research have been chosen. Through recent researches as well as being

## Use of Visual Aids

mentioned above the most common visual aids used as teaching method are pictures, flash cards or word cards, wall words, posters and pictionary, for the purpose of this current research project, pictures. Pictures are one of the type of visual aids used for teaching language purposes, supporting in the idea of Nation (1990) that is convenient for students to teach them by demonstration or pictures. These are the most suitable in terms of the teaching method chosen Presentation, Practice, and Production. (PPP method) to develop in class, to attract students attention, material cheapness, flexibility of use in any stage of the class, teacher design control and variety of pictures that can be designed.

In the second part of the questionnaire appears a list of visual aids used in class, such as: flash cards, pictionary, drawings, Wall words and posters. To the statement *Of the following visual aids, choose those that you most enjoy* (you may choose more than one), it was organized according to the higher preference to the less choices of the students, and the results was:

**Table 11.** Results for the second part of the questionnaire

Options	10 Students choices
1. Drawings	10 times
2. Wall Words	8 times
3. Pictionary	5 times
4. Flash Cards	3 times
5. Posters	2 times



## Use of Visual Aids

Taking into account the second part of the questionnaire in which students require give their reasons to choose for the options selected. In this part the written answers are going to be analyzed based on the learning strategies and its categories.

## Learning Strategies

Learning strategies involve the way that a learner acquire knowledge. For the purpose of this instrument the data obtained was divided into different categories as follow:

### *Affective Strategy*

Dyono (2009) established this strategy enable learners to control feeling, motivations, and attitude related to language learning. These are connected to students' answers:

*“Porque es más divertido aprender el Ingles a muchos se le dificulta, y viendo los dibujos así se nos hace más fácil.” (S1)*

*“Porque por medio de las ayudas visuales comprendo más. Es divertido y es más fácil y se puede hacer en grupo y es interesante.” (S2)*

*“Se nos hace más fácil el significado de las palabras en inglés y nos ayuda a mejorar los escritos y también hace que las clases de inglés sean más divertidas.” (S6)*

*“Con todas estas ayudas las clases de Inglés se vuelven más dinámicas y no se vuelven un tanto abrumadora” (S8)*

*“Las ayudas visuales nos enseñan a comprender más, para mi interés y participar en actividades académicas en el área de Inglés.” (S9)*

## Use of Visual Aids

The answers of students showed high level of interest and motivation because of the use of visual aids in class, affirming the idea of Carrasco & Baignol (1993) that the appropriate material used in class makes the topic presented to students more interesting and attractive.

### *Cognitive strategies*

In reference with this category, the results showed a better understanding and comprehension in relation with how they see their learning process. The learner disposition to learn and the visual material used in class benefits the vocabulary learning.

*“Porque con todas estas ayudas he mejorado y aprendido con facilidad el inglés, y quisiera que siguieran con esta temática.” (S3)*

*“Por medio de las ayudas visuales entendemos más comprendemos más y estas ayudas son muy importantes para rendir mi nivel académico en Inglés.” (S5)*

Students are able to learn easily using their previous knowledge and establish relationships with the information received with visual aids through the activities they have to do, increasing cognitive abilities to put it into practice.

### **Mnemonic Vocabulary-Remembering Strategies/ Memory Strategies**

Students in their process of vocabulary learning found to remember a word easier, when previously have been used a visual aid strategy, corroborated in Barsosa's (2001,

## Use of Visual Aids

cited in Moreno, 2013) idea “ that the use of images favors the recall of information”

(p.121), in answers given by the participants:

*“Nosotros nos centramos en cosas que nos retienen o llaman nuestra atención y mientras explican las clases vamos viendo y comprendemos más.” (S4)*

*“Porque en el momento de preguntar o en el momento de recordarnos es más fácil de recordar lo dibujado, sería una ayuda y una motivación para aprender.” (S7)*

*“Porque así recordé más vocabulario y me gustó y aprendí más” (S10)*

Based on the results of these answers, focus on memory plays an important role in vocabulary learning, which means that the mnemonics strategies to remember a word using visual aids works for them.

## Interview

The data gathered was organized into categories which reveals aspects associated to students´ perception about visual aids: meaning, use and types of visual aids and activities. The questions are the following:

1. What do you understand by visual aids?
2. What types of visual aids you know?
3. What are the visual aids that facilitate you learning English vocabulary?
4. What do you think about the visual material used by the teacher in class?
5. What activities would you like to do in the classroom using visual aids?

During the interviews the students feel comfortable, given answers in a spontaneous way. In the answers given by the students feel confidence speaking in Spanish their

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mother tongue. Based on the interview results it is evident that the perceptions of the students have a positive impact in vocabulary learning through the use of visual aids.

### **Students' perceptions about Meaning of Visual Aids:**

Students' perceptions in this category offer a definition by their own ideas.

They have clear that visual aids are related with images, which are used in class with different purposes.

*“Yo entiendo por ayudas visuales es que uno con imágenes uno aprende más y así se aprende más rápido” (Q1, S1)*

*“Yo entiendo por ayudas aquellas exposiciones, carteles o diapositivas que hacemos en clase o talleres que realizamos con los profesores” (Q1, S2)*

### **Students' knowledge about types of visual aids**

Students recognize different types of visual aids, most of them include multimedia and technological devices as part of this category.

*“Hay muchas ayudas visuales como dibujos, afiches, carteles” (Q2, S4)*

*“Las ayudas visuales que yo conozco son los afiches, las carteleras, los avisos, power point etcétera.” (Q2, S9)*

### **Students' perceptions about the use of visual aids**

The answers provided by students offer a relation with Shabiralyani et al. (2015) indicates that visual aids help to make easier to understand a lesson.

*“Las ayudas visuales del vocabulario de inglés puede que la profesora nos explica todo en inglés pero se me facilita más si usa imágenes o también videos.” (Q3, S7)*

## Use of Visual Aids

*“Las imágenes me facilitan desarrollar el vocabulario en inglés, porque hago una relación de la imagen que muestra en clase con la palabra.” (Q3, S8)*

In conclusion, students make a relation between the images and the word, thus their learning process became easier for them.

## **Students’ perceptions about the material used by the teacher**

The answers offered by students indicate that the material used by the teacher is appropriate to their learning expectations and catch their attention. Moreover, with the use of this visual material they considered to have more knowledge management and the opportunity to speak in English.

*“Pues yo opino que ese material es bueno para el aprendizaje de los estudiantes porque ya que con ese aprendizaje que nos enseña la profesora podemos hablar un poquito el inglés.” (Q4, S2)*

*“Me parece genial porque nosotros observamos las imágenes o cualquier otra visualización y tenemos como más conocimiento sobre lo que se va a tratar en clase o lo que se está tratando.” (Q4, S8)*

According to the answers obtained students showed motivated and interested in the activities presenting in class by the teacher using visual material to learn vocabulary, coinciding with the idea of Carrasco & Baignol (1993) mentioned above that the appropriate material used in class makes the topic presented to students more interesting and attractive.

### **Students' perceptions about activities**

The answers of the students coincide in games at the most funny activity they would like to do in class to learn vocabulary. Students showed a strong preference for activities that are fun at the same time they are learning.

*“Podría ser jugar con imágenes algún tema en inglés.” (Q5, S3)*

*“Me gustaría realizar juegos con grupos donde utilicemos el internet un poco más” (Q5, S5)*

*“Juegos con vocabularios en inglés para poder pronunciarlos mejor, también donde aprendamos a escribir dictados de palabras en inglés y ya” (Q5, S8)*

Lightbown and Spada (1999) emphasize that “The principal way that teachers can influence learners’ motivation is by making the classroom a supportive environment in which students are stimulated, (and) engaged in (the)activities” (p.163). Therefore, games stimulate students to participate in class, and teachers must consider to include games as a motivation factor in vocabulary learning which increase their performance in class, due to it becomes meaningful through their own experiences, they can learn at the same time they are playing or enjoying.

### **Tests**

Through a pre-test and post-test (See appendix B) students had the opportunity to demonstrate their knowledge focused on verbs. The same pictures were used before and after in order to identify the students’ abilities to associate them with meaning.

Moreover, the vocabulary was associated to usual activities or actions that students do.

However, the results were not the best at first glance.

### Effectiveness of images/pictures as visual aids according to the score

Every test was rating in a scale. To measure the effectiveness of the implementation of visual aids as strategy to improve students' learning vocabulary was made a comparison of grades obtained in pre and post-test, based on the Institutional Assessment Scale (IAS) (See figure 3) ruled by the institution and included in “*Manual de Convivencia*” in its article 6

**ARTÍCULO 6. ESCALA DE VALORACIÓN INSTITUCIONAL Y SU RESPECTIVA EQUIVALENCIA CON LA ESCALA NACIONAL.**

La valoración de los desempeños de los estudiantes se hará para todos los ciclos y grados en términos cualitativos y en su equivalencia numérica, teniendo en cuenta la siguiente tabla:

Definición Institucional	Valoración Institucional: Desempeño	Equivalencia numérica
El estudiante obtiene entre el 91% y 100% de desempeño en la apropiación, aplicación y transferencia de los diferentes saberes para su desarrollo integral.	Superior	4.6 – 5.0
El estudiante obtiene entre el 80% y 90% de desempeño en la apropiación, aplicación y transferencia de los diferentes saberes para su desarrollo integral.	Alto	4.0 – 4.5
El estudiante obtiene entre el 60% y 79% de desempeño en la apropiación, aplicación y transferencia de los diferentes saberes para su desarrollo integral.	Básico	3.0 – 3.9
El estudiante obtiene entre el 10% y 59% de desempeño en la apropiación, aplicación y transferencia de los diferentes saberes para su desarrollo integral.	Bajo	1.0 – 2.9

**Figure 3.** Institutional Assessment Scale.

The table 12 presents the results obtained by students in pre-and post-test divided in three parts: the first one is the student, next is the grade obtained and the last one the level according to IAS reference which is in the top of the chart.

**Table 12.** Results of the students grade and level in pre-test and post-test.

Institutional Assessment Scale					
Superior: 4,6- 5,0					
High: 4,0 – 4,5					
Basic: 3,0 – 3,9					
Low: 1,0 – 2,9					
Pre –Test			Post- Test		
Student	Grade	Level	Student	Grade	Level
S1	3,0	Basic	S1	5,0	Superior
S2	3,5	Basic	S2	4,5	High
S3	2,5	Low	S3	4,0	High
S4	2,5	Low	S4	4,0	High
S5	2,5	Low	S5	4,0	High
S6	1,0	Low	S6	5,0	Superior
S7	1,0	Low	S7	4,0	High
S8	3,5	Basic	S8	4,5	High
S9	2,0	Low	S9	4,5	High
S10	2,5	Low	S10	4,5	High

The results in table 12 indicates:

- In pre-test 7 of 10 students were in low level and 3 in basic.
- In post-test 2 students reached the superior level and 8 in high.
- S6 in pre-test obtained 1,0 and in post-test got 5,0.
- Students 3,4,5,6,7, 9 and 10 in pre-test obtain grades from 1,0 to 2,5 and in post-test go to high and superior level.
- S2, and S8 with basic level in pre-test increase their level to high in post-test.

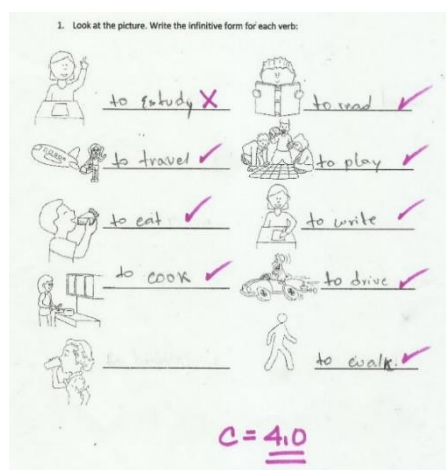


## Use of Visual Aids

- S1 in pre-test got 3,0 and in post-test got a 5,0 placed in superior level.

The results obtained shows that with the implementation of visual aids as a strategy to facilitate vocabulary learning, supporting in the activities development in class, it is observable a significant improvement in students in ninth grade from low levels to high and superior levels in IAS, when compare scores of pre-test and post-test. This determine a significant increase in IAS levels and the effectiveness of the strategy to learn vocabulary implemented, which means that the use of visual aids facilitates the learning vocabulary in the participants of the study.

Even the teacher presents through images the meaning of vocabulary words (French Allen, 1983) these can be not clear for students. The pictures used in these tests (pre and post- tests) can be result confuse. Some of them can be interpreted in different ways by students as shown in *Figure 4*. There is the importance to elaborate pictures which are clear for students and easy to understand in terms of size, color, and relevance with the topic, that avoid confusion to the student.



**Figure 4.** Example of confusion of meaning S5 Post-test

## Use of Visual Aids

As it is shown in the figure 4 the correct verb in the first picture on the left in its infinitive form is *to ask*, however the student make a relation of the picture with a person who is studying, because can observe a book, a desk and a young person that are factors which make to think to the student in this way. Thus, it is important to consider that the picture must not create any confusion to the student. This have to offer enough clarity to teach vocabulary to students requiring minimum explanation for the teacher and the visual aids must to be understood by students in terms of meaning. In addition, the learner strategy applied was Keyword mnemonics mentioned by Cohen and Weaver (1997) in terms students find similar word sounds in the mother tongue and the second language making a relation with the picture presented in the test.

## Effectiveness of images/pictures as visual aids according to student's knowledge

The effectiveness in the use of visual aids can be supporting in the result obtained in the test (see figure 5). With its use the students could obtained better performance in vocabulary leaning increasing their test scores.

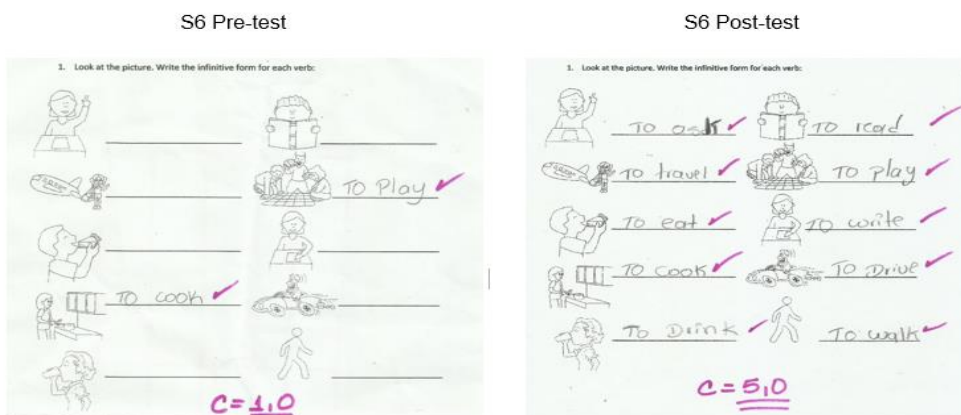


Figure 5. S6 results in the application of pre and post-test

## Use of Visual Aids

Making a comparison between the S6 pre and post-test, there is no doubt of the difference in the score obtained. In pre-test, the student got 1,0 in the Institutional Assessment Scale which means a low performance. Contrary happens in the post-test when the activities developed in class offer to students more practice with the vocabulary presented by the teacher, showing a higher score in the Institutional Assessment Scale. This corroborates the idea of Kaçauni (2005) when says that the use of visual aids helps to acquire vocabulary in young learners.

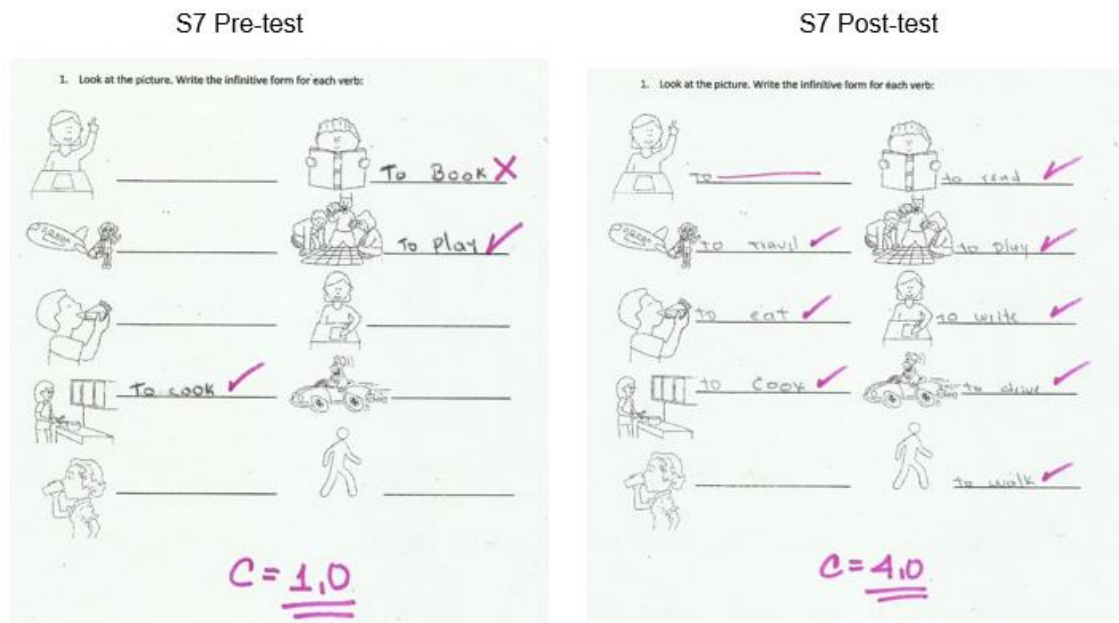
## Use of language

The purpose of the test is to evaluate the students' knowledge and the effectiveness of the implementation of the strategy. This knowledge is related to the identification or association of a series of pictures to actions or verbs. This type of test is focused on grammatical structures (Thornbury, 2002) where students need to identify and write the correct word about it.

According to the data obtained, some students have difficulties to identify and write in correct way the words. However, the learners put in practice their own strategies to remember words. Students use their own explanations, and they try to define in simple English (French Allen, 1983). This is observable through the words or vocabulary writing such as they listen or as they believe that the word by association to the context and similarities to the mother language. Even the use of vocabulary that the students already know result valid to give answer to the test.

## Use of Visual Aids

### “To book” (Pre-test, Post-test S7)



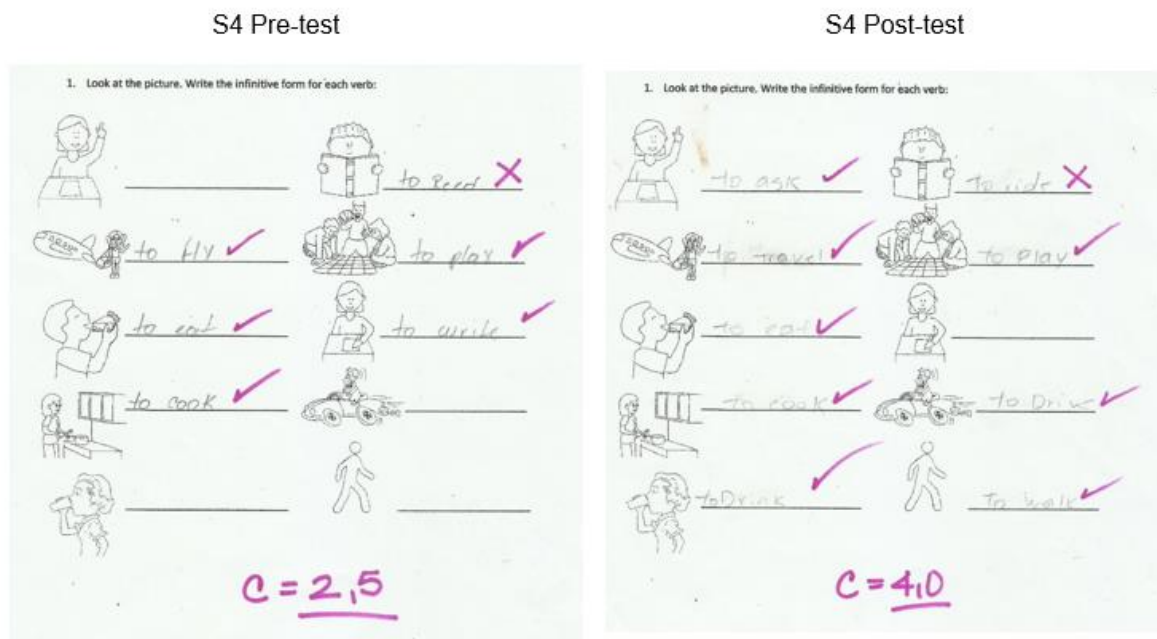
**Figure 6.** Example of compensatory strategy

Even in the pre-test student does not write correctly its meaning, the learner make a relation between something that is meaningful according its context like a book. However, in the post-test writes correctly the verb in its infinitive form following the instruction asked in both test. It is evident in the pre-test the students do not know the word, however pretend that they know it is considered as a compensatory strategy mentioned by Cohen Learning Strategies (2011) in which learners try to compensate a specific language knowledge showing the impression that they know but really not. The same also occurs with the next example with:

“To Reed” (Pre-test, S4)

“ To Ride” (Post-test, S4)

## Use of Visual Aids



**Figure 7.** Example of misspelling of the verb “To Read”.

According to the example shown in figure 7, it is interesting to compare this specific case of the S4 pre and post-test. The student in the pre-test write “to reed” in my analysis I consider that the student write the closed form to pronounce the word, in that way the student remain the word. And in the post-test the learner still forget the correct written form of the word, but remains that the word has four letters and start with the letter “r”. There is no possible a confusion because the picture is clear in its meaning by itself, instead to write the correct verb “To Read”, the student write the wrong verb “To Ride”. Supporting the idea of *Diyono (2009)* in *Mnemonic Vocabulary-Remembering Strategies* associating an image with a word which is similar with a familiar known word.

Taking into account the results obtained, it is clear that students are capable to put in practice their self-regulation strategies covering planning ahead, a self-comprehension knowledge on self-regulation strategies covers planning ahead (Parry,1990). As teacher is necessary to bring to the class pictures with enough clarity

## Use of Visual Aids

that avoid confusion in students. Also, to make exercises in pronunciation and writing which allows differentiated how a word is pronounced and written in English. The results obtained in the test demonstrated the effectiveness of visual aids for vocabulary learning purposes, increasing students' level scores in institutional assessment scale, from low and basic performance to high performance in vocabulary test.

## **CHAPTER 5. CONCLUSIONS**

This chapter will present the conclusions, implications and finally a personal reflection. This study offered highlights to teachers in the use of visual aids as strategy to facilitate the English vocabulary learning. As conclusion it can be said that the research purposes traced in this study were achieved, due to the data collected and analyzed provided valuable information to corroborate the effectiveness of the use of visual aids to help students to learn vocabulary and increase their levels of performance in English classes.

Now, I will present the conclusions by focusing in the objectives proposed. In relation to the first research specific objective which refers to identify the students' perceptions about the use of visual aids in learning vocabulary, it was possible to find during the data collection techniques that the students perceived the visual aids as an useful material in English classes to learn vocabulary. Moreover, the perceptions showed confirms that with the implementation of the strategy their affective factors tends to be positive in terms of language learning, considering the visual aids as dynamics and fun tool, which motived them to learn and participated more in English classes. It might be stated for all these reasons that the use of visual aids make to learn English easier.

After the implementation of this pedagogical strategy another aspect found has relation with how English is teaching nowadays. Students learn something easier when it becomes meaningful and interesting for them, through a variety of activities proposed which catch their attention.

## Use of Visual Aids

With reference to the second research specific objective established which refers to determine the effectiveness of visual aids in learning vocabulary, is revealed in the scores obtained by students in the post –test after the implementation of the pedagogical strategy. It showed that students with low and basic performance in pre-test application, obtain high and superior levels in post-test, according to the Institutional Assessment Scale (IAS). The findings indicated that students´ performance in vocabulary learning increased after the implementation of the strategy supporting the idea that the use of visual aids facilitates learning vocabulary.

### **Implications**

The implications of this research study can be considering taking into account the findings obtained. The first implication is related to ask for school better conditions of the technological devices in the institution, to take advantage of technology, and included the multimedia resources (laptops, tablets, smart board, and also the connection to internet) as another visual aid strategy, due to the students´ perceptions in interviews and questionnaire results. The second implication is the creation of visual aids bank, for teaching and learning practices, which provides accessible material for English classes. The third implication concerns to implement the strategy in preschool and primary school, in order to follow the same process since the beginners grades, providing teachers training. Special emphasis should be laid on the learning strategies to children in primary school focus on the internal and external tests.



### **Personal Reflection**

The ESL teacher has the opportunity to implement strategies which offer to students more effectiveness in learning on the topics of the curriculum. When, the teachers provides specific teaching practices and learning strategies relate to how visual aids could facilitate learning vocabulary in English classes with low level of performance, discovers new language practices. As much I am aware of the fact that how difficult could be for my students to learn vocabulary in English, because of their life and its academic low level the intention of the teacher to help them to work with accessible material to learn vocabulary used by them determine how the strategy will be implemented and how knowledge acquired.

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**Appendix A**  
**Sample of Lesson Plan**

**LESSON PLAN FORMAT**

Name of the teacher: Angélica De La Hoz

Class / grade: 9<sup>th</sup>

Number of students: 30

Average ages of Students: 12 to 15

Unit Number: 1

Level of students: Intermediate

Topic: Verbs.

**Goal:**

Development of learning strategies in students to learn vocabulary verbs

**General Objective:**

At the end of the lesson, students should be able to write at least 8 verbs from the list of verbs.

**Specific Objectives:**

The students should be able to:

- Identify the infinitive form of the verbs
- Write the verbs in infinitive form in sentences

**Assumed Knowledge:** Nouns and adjectives, simple present tense

**Description of language item / skill:** Writing

**Materials to be used:** pictures, photocopies.

## Use of Visual Aids

Class stage	Objective	Teacher's students' actions	Type of interaction	Allotted time
Warming-Up pictures.	Students should be able to relate information with previous knowledge.	<p>Teacher explains to the learners that they are going to watch some pictures which contain images of different actions. Then she asks them questions about what they see.</p> <p>Students watch the pictures and answer the questions asked by the teacher.</p> <p><b>(worksheet 1)</b></p>	WHC	15 minutes
Presentation-	Understand the structure.	<p>Teacher explains to the learners that they are going to work on the infinitive form of the verbs and what a verb is.</p> <p>Teacher explains what a verb is aloud and how to write its infinitive form.</p> <p>Students listen attentive.</p>	WHC	45 minutes
		<p>Teacher delivers a copy of a verbs vocabulary (Pictionary)</p> <p><b>(worksheet 2)</b></p> <p>Teacher explains the content of the copy and how to use it, modelling the first verb from the list.</p> <p>Teacher pastes on the board the pictures presented in the warming up activity.</p> <p><b>(worksheet 1)</b></p> <p>Next to picture write the infinitive form of each verb</p>		

## Use of Visual Aids

		<p>and asks to students to follow her in the pronunciation and meaning using the Pictionary.</p> <p>Students read aloud how to pronounce each word of verbs vocabulary. Teacher also explain that they can make associations with the sound of the word in Spanish that sounds similar in English. For example: ask-asco.</p> <p>Teacher asks to students organize the pictures of the verbs pasted on the board in alphabetical order, also to write the infinitive form of the verb on the board and its pronunciation. The teacher also explains that is a good strategy to learn vocabulary grouping the verbs and organize them to follow a sequence alphabetically.</p> <p>Teacher does the first one and students follow the sequence.</p> <p>Teacher ask to students do the same in their notebooks.</p>		
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## Use of Visual Aids

		<p>Teacher asks to students to close their notebooks.</p> <p>Teacher explains that she is going to show a picture of the vocabulary presented in class and students must to identify what verb is. Ask for volunteers.</p>		
<p>Practice</p> <p>Controlled Practice-worksheet.</p>	<p>Students should be able to</p>	<p>Teacher ask to students make groups of 5.</p> <p>Then teacher copies on the board a chart with three columns.</p> <p>Teacher explains the activity to students. In the first column they must to write the verb that the partner shows. In the second column the student write the pronunciation of the verb and in the third the meaning in Spanish.</p> <p>For this activity it is necessary two volunteers from each group.</p> <p>The pictures are in a bag that teacher has and one student pick up one and student do the mimic to the partner and the other write the verbs in the right columns according to the instructions given before for the teacher.</p> <p>The time allowed to do the activity is 10 seconds. The volunteers that complete the</p>	<p>CW</p>	<p>40 minutes</p>

## Use of Visual Aids

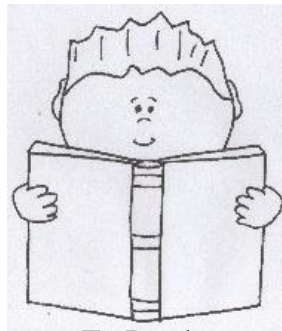
		<p>full task earn 1 point for their group.</p> <p>The group which obtain more points win. After the explanation teacher modelling the first verb with the help of one student.</p>		
		<p>Teacher explains to students next activity.</p> <p>The teacher delivers a copy which contains two instructions. The first instruction is to match the picture in column A with the verb infinitive form in column B. The second instruction is Write in the blank the infinitive form of the verb according to the picture.</p> <p><b>(worksheet 3)</b></p> <p>Teacher asks for volunteers to give inform of their work orally.</p>	WHC	
Production	Student recognize the use of infinitive form verb in oral and written form.	<p>T write on the board 5 infinitive verbs.</p> <p>T ask to students to write 5 sentences with these verbs in present simple tense sentences. Teacher models the exercise.</p> <p>T asks students to report their production on their notebooks.</p> <p>Some students make an oral report to the whole class.</p>		30 minutes

## WORKSHEET 1

### Verbs Pictures



To Ask



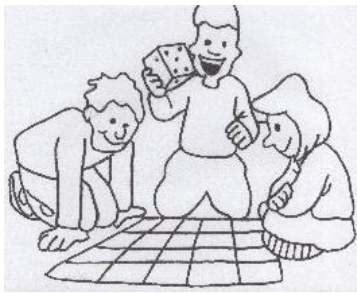
To Read



To Write



To Walk



To Play



To Drive



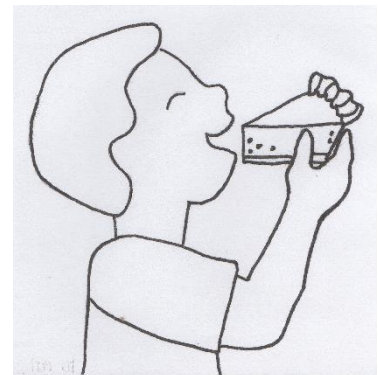
To Fly/ To Travel



To Drink



To Cook













To Eat



## WORKSHEET 2

### Verbs Pictionary

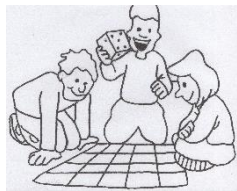
VERBS VOCABULARY							
DRAWING	ENGLISH WORD	PRONUNCIATION	SPANISH WORD	DRAWING	ENGLISH WORD	PRONUNCIATION	SPANISH WORD
<b>DAY 1</b>							
	TO ASK	TU ASC	PEDIR		TO COOK	TU CÚQ	COCINAR
	TO DRINK	TU DRINC	TOMAR BEBER		TO DRIVE	TU DRÁIF	CONducIR MANEJAR
	TO EAT	TU IT	COMER		TO FLY TO TRAVEL	TU FLÁI TU TRAVOL	VOLAR VIAJAR
	TO PLAY	TU PLÉI	JUGAR		TO READ	TU RID	LEER
	TO WALK	TU UÁK	CAMINAR		TO WRITE	TU RÁIT	ESCRIBIR

**WORKSHEET 3**

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

1. Instruction: Match the picture in column A with the verb infinitive form in column B.

**Column A**



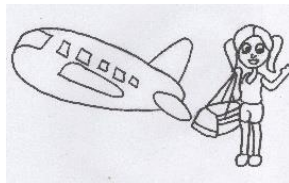
**Column B**

**TO WRITE**

**TO DRINK**

**TO PLAY**

2. Write in the blank the infinitive form of the verb according to the picture.



She loves \_\_\_\_\_.

He prefers \_\_\_\_\_ a piece of cake.



She needs \_\_\_\_\_ pasta for dinner.

He likes \_\_\_\_\_ science books.

**Appendix B**  
**Pre and Post test Results**

**S1 Pre-test**

1. Look at the picture. Write the infinitive form for each verb:

to ask ✓      to read ✓  
to fly ✓      to play ✓  
\_\_\_\_\_      to write ✓  
to cook ✓      \_\_\_\_\_  
\_\_\_\_\_      \_\_\_\_\_

**C=3,0**

**S1 Post-test**

1. Look at the picture. Write the infinitive form for each verb:

to ask ✓      to read ✓  
to fly / to travel ✓      to play ✓  
to eat ✓      to write ✓  
to cook ✓      to drive ✓  
to drink ✓      to walk ✓

**C=5,0**

**S2 Pre-test**

1. Look at the picture. Write the infinitive form for each verb:

\_\_\_\_\_      to read ✓  
to travel ✓      to play ✓  
to eat ✓      \_\_\_\_\_  
to cook ✓      to drive ✓  
\_\_\_\_\_      to walk ✓

**C=3,5**

**S2 Post-test**

1. Look at the picture. Write the infinitive form for each verb:

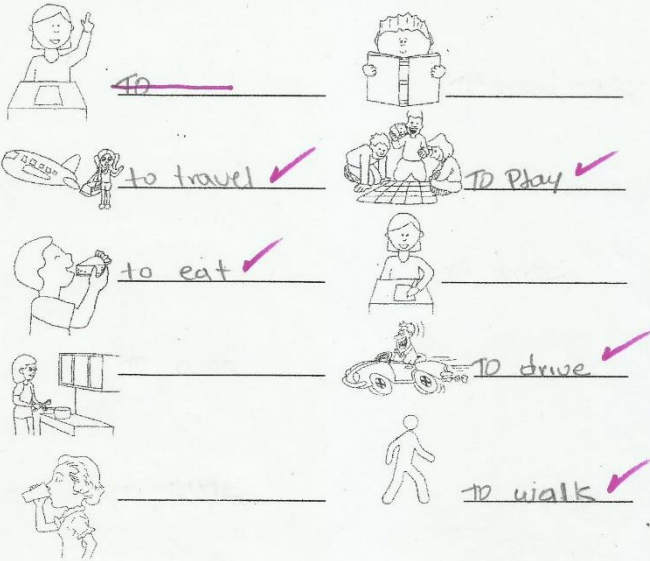
to ask ✓      to read ✓  
to travel ✓      to play ✓  
to eat ✓      to write ✓  
to cook ✓      to drive ✓  
to look ✗      to walk ✓

**C=4,5**

# Use of Visual Aids

## S3 Pre-test

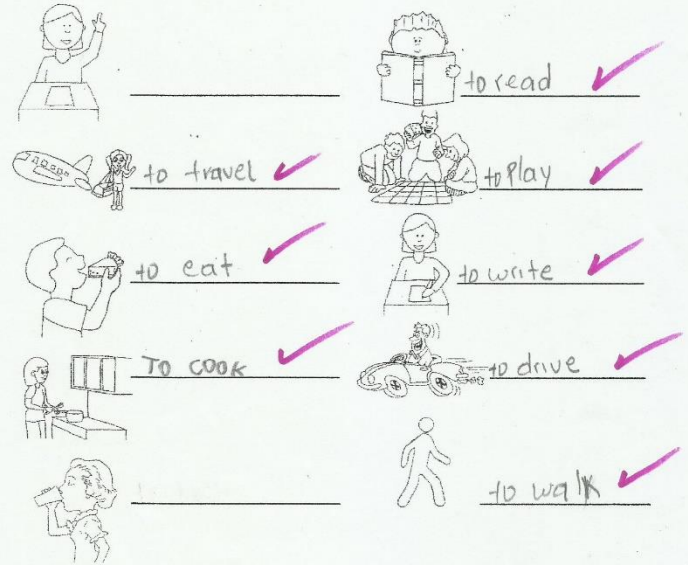
1. Look at the picture. Write the infinitive form for each verb:



C = 2,5

## S3 Post-test

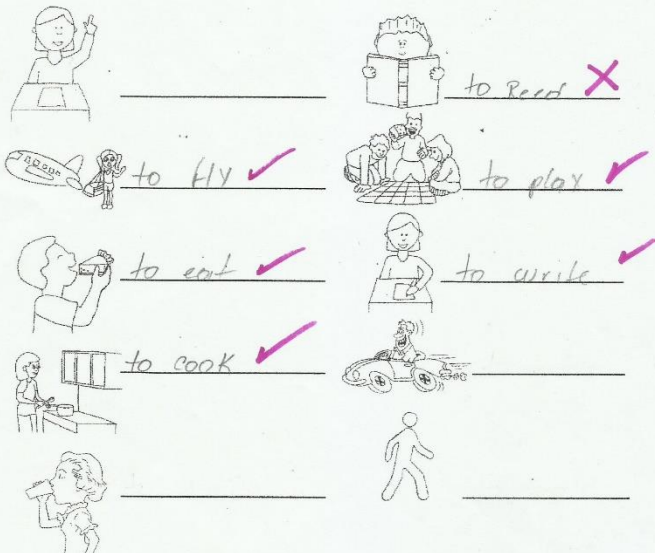
1. Look at the picture. Write the infinitive form for each verb:



C = 4,0

## S4 Pre-test

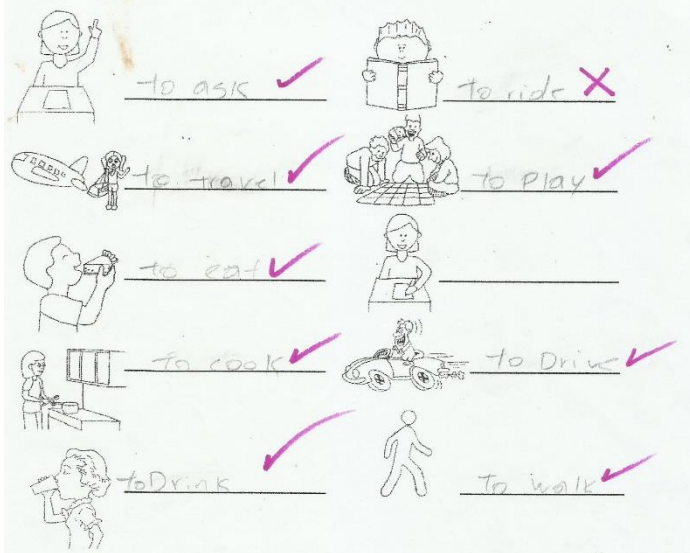
1. Look at the picture. Write the infinitive form for each verb:



C = 2,5

## S4 Post-test

1. Look at the picture. Write the infinitive form for each verb:



C = 4,0

Use of Visual Aids

S5 Pre-test

1. Look at the picture. Write the infinitive form for each verb:

to \_\_\_\_\_ to read ✓  
 to \_\_\_\_\_ to play ✓  
 to \_\_\_\_\_ to write ✓  
 to cook ✓ to \_\_\_\_\_  
 to \_\_\_\_\_ to walk ✓

**C = 2,5**

S5 Post-test

1. Look at the picture. Write the infinitive form for each verb:

to study X to read ✓  
 to travel ✓ to play ✓  
 to eat ✓ to write ✓  
 to cook ✓ to drive ✓  
 to \_\_\_\_\_ to walk ✓

**C = 4,0**

S6 Pre-test

1. Look at the picture. Write the infinitive form for each verb:

\_\_\_\_\_ to play ✓  
 to cook ✓ \_\_\_\_\_  
 \_\_\_\_\_ to walk \_\_\_\_\_

**C = 1,0**

S6 Post-test

1. Look at the picture. Write the infinitive form for each verb:











to ask ✓ to read ✓  
 to travel ✓ to play ✓  
 to eat ✓ to write ✓  
 to cook ✓ to drive ✓  
 to drink ✓ to walk ✓

**C = 5,0**

# Use of Visual Aids

## S7 Pre-test











1. Look at the picture. Write the infinitive form for each verb:

	_____		To Book X
	_____		To play ✓
	_____		_____
	To cook ✓		_____
	_____		_____

**C = 1,0**

## S7 Post-test











1. Look at the picture. Write the infinitive form for each verb:

	To _____		to read ✓
	To travel ✓		to play ✓
	to eat ✓		to write ✓
	to Cook ✓		to drive ✓
	_____		to walk ✓

**C = 4,0**

## S8 Pre-test


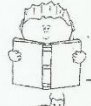








1. Look at the picture. Write the infinitive form for each verb:

	_____		_____
	To Travel ✓		To Play ✓
	To eat ✓		To write ✓
	To cook ✓		To drive ✓
	_____		To walk ✓

**C = 3,5**

## S8 Post-test

1. Look at the picture. Write the infinitive form for each verb:

	To ask ✓		to read ✓
	To fly ✓		To play ✓
	To eat ✓		To write ✓
	To Cook ✓		To run X
	To drink ✓		to walk ✓

**C = 4,5**

# Use of Visual Aids

## S9 Pre-test

1. Look at the picture. Write the infinitive form for each verb:

to write ✗

to travel ✓

to Eat ✓

to cook ✓

to drive ✓

C = 2,0

## S9 Post-test

1. Look at the picture. Write the infinitive form for each verb:

to ask ✓

to read ✓

to fly ✓

to Play ✓

to eat ✓

to write ✓

to cook ✓

to drive ✓

to walk ✓

C = 4,5

## S10 Pre-test

1. Look at the picture. Write the infinitive form for each verb:

to fly ✓

to play ✓

to eat ✓

to cook ✓

to drive ✓

to \_\_\_\_\_

C = 2,5

## S10 Post-test

1. Look at the picture. Write the infinitive form for each verb:

to ask ✓

to read ✓

to fly ✓

to play ✓

to eat ✓

to write ✓

to cook ✓

to drive ✓

to walk ✓

C = 4,5

## Appendix C

### Questionnaire

**Objetivo:** identificar la percepción de los estudiantes acerca del uso de las ayudas visuales como método para aprender vocabulario en inglés.

Por favor, lee los enunciados del 1 al 10 y escribe (√) en la casilla que mejor describa tu sentimiento.

		Totalmente de acuerdo	De acuerdo	Neutral	En Desacuerdo	Totalmente en desacuerdo
1	Estoy dispuesto a aprender vocabulario mejor cuando es presentado usando ayudas visuales.					
2	Las ayudas visuales funcionan mejor como método para aprender vocabulario que no utilizarlas.					
3	Las ayudas visuales presentadas por la profesora para aprender vocabulario fueron útiles para mí.					
4	Utilizando ayudas visuales para evaluar mi conocimiento sobre vocabulario es más divertido y menos estresante.					
5	Las actividades propuestas son variadas e interesantes.					
6	Las actividades son divertidas.					
7	El uso de las ayudas visuales para aprender vocabulario motivó mi interés por participar en las actividades.					
8	Mi actitud de aprender vocabulario en inglés cambió positivamente al utilizar ayudas visuales en clase.					
9	Considero que he aumentado mi nivel de vocabulario en inglés por medio del uso de las ayudas visuales.					
10	Recuerdo y comprendo más el vocabulario de la clase Inglés cuando utilizan ayudas visuales.					

De las siguientes ayudas visuales escoge la que más te gustó; puedes marcar más de una opción:

- Flash Cards
- Pictionary
- Dibujos (Drawings)
- Wall Words
- Posters

Por qué

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## Appendix D

### Sample of Semi Structured Interview Transcription Format:

#### Student #1

<p><b>Date: September 10 2015</b>  <b>Time: 7:30 a.m.</b>  <b>Where: Computer Science Room</b>  <b>Interviewer: Angélica De La Hoz</b>  <b>Interviwee: Student #1</b></p>	<p><b>Conventions:</b>  <b>(*) Hesitation</b>  <b>... Pause</b>  <b>[...] Silent</b>  <b>[++] Laughter</b></p>
<p><b>Buenos Días estudiante #1 ¿Cómo estás?</b></p>	
<p>Muy bien profe, gracias a Dios</p>	
<p><b>Me alegra mucho. En la mañana de hoy me gustaría hacerte unas preguntas sobre el uso de las ayudas visuales en clase. ¿Te gustaría colaborar?</b></p>	
<p>Si claro ticher (teacher)</p>	
<p><b>Es para conocer más sobre lo que piensas, puedes decir lo que quieras y entiendas de la pregunta. [...]También tus respuestas me servirán para el proyecto que estoy llevando en la Universidad. ¿Entendiste?</b></p>	
<p>Si</p>	
<p><b>Exactamente (*) Son cinco preguntas</b></p>	
<p>¿En inglés ticher?</p>	
<p><b>No, estudiante #1 en español.</b></p>	
<p>Ahhhhh [++] okey.</p>	
<p><b>Bueno comencemos. La primera pregunta es la siguiente ¿Qué entiendes por ayudas visuales?</b></p>	
<p>Yo entiendo por ayudas visuales es que uno con images uno aprende más y así se aprende más rápido.</p>	
<p><b>La segunda pregunta es ¿Qué tipo de ayudas visuales conoces?</b></p>	
<p>Yo conozco tablero inteligente, (*) afiches, carteleras, y etcétera [...] imágenes.</p>	

<b>Seguimos con la tercera pregunta ¿Cuáles son ayudas visuales que te facilitan el aprendizaje de vocabulario en inglés?</b>
Nos ayudan las imágenes y todos los electrónicos como el tablero inteligente, los computadores.
<b>Y ahora la cuarta pregunta ¿Qué opinas sobre el material visual que utiliza la profesora en clase?</b>
Yo opino que es una mejor estrategia porque muchos aprenden viendo cosas y así uno identifica las cosas.
<b>Y la última pregunta ¿Qué actividades te gustaría realizar en el salón haciendo uso de las ayudas visuales?</b>
Las carteleras, exposiciones muchas más que podamos expresar lo que sabemos.
<b>Gracias estudiante #1, eso era todo muy amable por tu colaboración. Toda esta información es muy valiosa para mi proyecto.</b>
De nada ticher (teacher). Siempre a la orden que todo le salga bien en la U.
<b>Entrevistador: Gracias de nuevo.</b>
Bay Bay (bye, Bye)

**Student #2**

<b>Date: September 10 2015</b> <b>Time: 8.00 a.m.</b> <b>Where: Computer Science Room</b> <b>Interviewer: Angélica De La Hoz</b> <b>Interviwee: Student #2</b>	<b>Conventions:</b> (* ) Hesitation ... Pause [...] Silent [++] Laughter
<b>Buenos Días estudiante #2. ¿Cómo estás?</b>	
Muy bien profe, y ¿usted?	
<b>Me alegra mucho. Yo muy bien gracias a Dios. Estudiante #2 me gustaría que en la mañana de hoy me colaboraras respondiendo unas preguntas sobre el uso de las ayudas visuales en clase.</b>	
Si profe que hay que hacer.	
<b>Debes responder 5 preguntas que yo te voy a hacer en español para conocer más sobre lo que piensas sobre las ayudas visuales, lo que no entiendas puedes preguntar. Las respuestas que me des me servirán para el proyecto que estoy llevando en la Universidad. ¿Recuerdas?</b>	
Si profe, está claro.	

<b>Listo... comencemos con la primera pregunta ¿Qué entiendes por ayudas visuales?</b>
Yo entiendo por ayudas visuales aquellas exposiciones, carteles o dispositivos que utilizamos en clase o talleres que realizamos con los profesores.
<b>La segunda pregunta es ¿Qué tipo de ayudas visuales conoces?</b>
Los tipos de ayuda que yo conozco son diapositivas, carteles, exposiciones, etcétera.
<b>Okey... la tercera pregunta es la siguiente ¿Cuáles son ayudas visuales que te facilitan el aprendizaje de vocabulario en inglés?</b>
Las ayudas visuales que me facilitan en el aprendizaje son exposiciones orales y diapositivas.
<b>Pasemos a la cuarta pregunta ¿Qué opinas sobre el material visual que utiliza la profesora en clase?</b>
Pues yo opino que ese material es bueno para el aprendizaje de los estudiantes porque ya que con ese aprendizaje que nos enseña la profesora podemos hablar un poquito el inglés.
<b>Y la última pregunta ¿Qué actividades te gustaría realizar en el salón haciendo uso de las ayudas visuales?</b>
juegos.
<b>Gracias estudiante 2, por tus respuestas y tu tiempo.</b>
A la orden.
<b>Well Bay (Bye) estudiante 2</b>
Bay ticher.(Bye teacher)

**Student #3**

<b>Date: September 10 2015</b> <b>Time: 8: 20 a.m.</b> <b>Where: Computer Science Room</b> <b>Interviewer: Angélica De La Hoz</b> <b>Interviwee: Student #3</b>	<b>Conventions:</b> <b>(* ) Hesitation</b> <b>... Pause</b> <b>[...] Silent</b> <b>[++] Laughter</b>
<b>Buenos Días estudiante 3. ¿Cómo estás?</b>	
Excelente seño.	
<b>Que bueno escuchar eso...En la mañana de hoy me gustaría hacerte unas preguntas sobre el uso de las ayudas visuales en clase.</b>	
Ah bueno seño.	

<b>Es para conocer más sobre lo que piensas sobre el uso de las ayudas visuales en clase.</b>
Si
<b>Son cinco preguntas. Te las voy a hacer en español.</b>
Yo si pensaba seño [++]
<b>No te preocupes siéntete cómoda y responde con libertad lo que tu pienses sobre el uso de las ayudas visuales en clase.</b>
Está bien.
<b>La primera pregunta es la siguiente ¿Qué entiendes por ayudas visuales?</b>
Lo que entiendo por ayudas visuales es que por medio de ellas podemos interactuar y potenciar el aprendizaje.
<b>La segunda pregunta es ¿Qué tipo de ayudas visuales conoces?</b>
Con tablets, tablero electrónico, video bin.
<b>Pasemos con la tercera pregunta ¿Cuáles son ayudas visuales que te facilitan el aprendizaje de vocabulario en inglés?</b>
Video bin y el tablero electrónico.
<b>La cuarta pregunta ¿Qué opinas sobre el material visual que utiliza la profesora en clase?</b>
Que es una muy buena opción de aprendizaje para nosotros los alumnos y como se utiliza la tecnología es más rápido y eficaz.
<b>Y la última pregunta ¿Qué actividades te gustaría realizar en el salón haciendo uso de las ayudas visuales?</b>
Podría ser jugar con imágenes algún tema en inglés.
<b>Gracias estudiante 3 por tus opiniones.</b>
Bueno seño. Chao
<b>Bay estudiante 3</b>

**Student #4**

<b>Date: September 10 2015</b> <b>Time: 8: 45 a.m.</b> <b>Where: Computer Science Room</b> <b>Interviewer: Angélica De La Hoz</b> <b>Interviwee: Student #4</b>	<b>Conventions:</b> <b>(*) Hesitation</b> <b>... Pause</b> <b>[...] Silent</b> <b>[++] Laughter</b>
<b>Buenos Días estudiante 4. ¿Cómo estás?</b>	
Muy bien profe.	
<b>Hoy me gustaría hacerte unas preguntas sobre el uso de las ayudas visuales en clase, para conocer qué piensas al respecto.</b>	
(*) ¿Y las preguntas son en inglés o en español?	
<b>Te las voy a hacer en español. Son solo cinco preguntas.</b>	
Si profe.	
<b>¿Tienes alguna otra pregunta antes de comenzar?</b>	
No.	
<b>Bueno... la primera pregunta es ¿Qué entiendes por ayudas visuales?</b>	
Bueno yo entiendo por ayudas visuales es cuando la profesora nos enseña más conocimientos y nos da más expectativas para poder entender algo que estamos viendo.	
<b>La segunda pregunta es la siguiente ¿Qué tipo de ayudas visuales conoces?</b>	
Hay muchas ayudas visuales... como dibujos, afiches, (*) carteles.	
<b>Vamos con la tercera pregunta ¿Cuáles son ayudas visuales que te facilitan el aprendizaje de vocabulario en inglés?</b>	
Bueno a mí me sirve las carteleras.	
<b>La cuarta pregunta ¿Qué opinas sobre el material visual que utiliza la profesora en clase?</b>	
Bueno yo creo que lo que la profesora utiliza lo visual porque nos sirve mucho porque así podemos aprender más	
<b>Y por último ¿Qué actividades te gustaría realizar en el salón haciendo uso de las ayudas visuales?</b>	
Me gustaría que hiciéramos exposiciones en carteleras, diapositivas en inglés.	
<b>Con esta última pregunta finalizamos muchas gracias estudiante 4</b>	

Listo profe. Chao.
<b>Chao</b>

**Student #5**

<b>Date: September 10 2015</b> <b>Time: 9: 05 a.m.</b> <b>Where: Computer Science Room</b> <b>Interviewer: Angélica De La Hoz</b> <b>Interviwee: Student #5</b>	<b>Conventions:</b> <b>(*) Hesitation</b> <b>... Pause</b> <b>[...] Silent</b> <b>[++] Laughter</b>
<b>Buenos Días estudiante 5 ¿Cómo estás?</b>	
Bien gracias ¿y usted?	
<b>Muy bien gracias. Me gustaría hacerte unas preguntas sobre el uso de las ayudas visuales que utilizamos en clase, para conocer qué piensas al respecto.</b>	
S5: Ah bueno.	
<b>Son cinco preguntas, te las hago en español y tú me respondes igual.</b>	
Entendido.	
<b>¿Listo para comenzar?</b>	
Si.	
<b>Bueno, la primera pregunta es ¿Qué entiendes por ayudas visuales?</b>	
Lo que entiendo por ayudas visuales son aquellas que nos ayudan para apoyarnos en algún tema. También puedo decir que son aquellas que logramos ver y nos ayudan a entender.	
<b>La segunda pregunta que sigue ¿Qué tipo de ayudas visuales conoces?</b>	
Diapositivas, afiches, carteles.	
<b>Vamos con la tercera pregunta ¿Cuáles son ayudas visuales que te facilitan el aprendizaje de vocabulario en inglés?</b>	
Las que me facilitan el vocabulario son los dibujos que hacemos en clase y le ponemos la palabra en inglés.	
<b>La cuarta pregunta ¿Qué opinas sobre el material visual que utiliza la profesora en clase?</b>	

Use of Visual Aids

Lo que opino del material visual que utiliza la profesora es el más indicado para nuestro aprendizaje.
<b>Ya por último ¿Qué actividades te gustaría realizar en el salón haciendo uso de las ayudas visuales?</b>
Me gustaría realizar juegos con grupos donde utilicemos el internet un poco más.
<b>Con esto finalizamos estudiante 5 gracias</b>
A la orden. Chao.
<b>Chao.</b>

**Student #6**

<b>Date: September 10 2015</b> <b>Time: 9: 30 a.m.</b> <b>Where: Computer Science Room</b> <b>Interviewer: Angélica De La Hoz</b> <b>Interviwee: Student #6</b>	<b>Conventions:</b> <b>(*) Hesitation</b> <b>... Pause</b> <b>[...] Silent</b> <b>[++] Laughter</b>
<b>Buenos Días estudiante 6 ¿Cómo has pasado?</b>	
Bien gracias ¿y usted?	
<b>Yo muy bien gracias. Bueno...estudiante 6 me gustaría hacerte unas preguntas sobre el uso de las ayudas visuales y así conocer tus opiniones de acuerdo con las preguntas que yo te voy a realizar...Es para recolectar información sobre mi proyecto que estoy trabajando en la universidad</b>	
Si seño	
<b>Son cinco preguntas, te las hago en español y tú me las vas a responder igual.¿Está claro?</b>	
Si claro seño	
<b>Comencemos entonces</b>	
Bueno.	
<b>La primera pregunta es ¿Qué entiendes por ayudas visuales?</b>	
Entiendo por ayudas visuales que son aquellas que nos sirven de apoyo en nuestro aprendizaje educativo, digamos que es una manera más fácil de aprender.	
<b>La segunda pregunta es ¿Qué tipo de ayudas visuales conoces?</b>	

<b>S6:</b> Tablero inteligente, afiches, carteleras, diapositivas, dibujos.
<b>La tercera pregunta ¿Cuáles son ayudas visuales que te facilitan el aprendizaje de vocabulario en inglés?</b>
Pues la que me facilitan el aprendizaje del vocabulario en inglés son tablero inteligente, las carteleras, diapositivas.
<b>La cuarta pregunta ¿Qué opinas sobre el material visual que utiliza la profesora en clase?</b>
Pues opino que es muy bueno porque creo que las ayudas visuales es una manera muy fácil y satisfactoria para nosotros.
<b>Y la última pregunta ¿Qué actividades te gustaría realizar en el salón haciendo uso de las ayudas visuales?</b>
Pues una de las actividades que me gustaría que así como hacemos con las diapositivas algo parecido como poner el dibujo o imagen en inglés y uno adivina claro que en inglés.
<b>Con esto finalizamos estudiante 6 gracias por tu colaboración y tu tiempo.</b>
A la orden señor. ¿Ya me puedo ir?
<b>Si estudiante 6 gracias</b>
Chao, que este bien.
<b>Chao igualmente</b>

**Student #7**

<b>Date: September 10 2015</b> <b>Time: 9: 47 a.m.</b> <b>Where: Computer Science Room</b> <b>Interviewer: Angélica De La Hoz</b> <b>Interviwee: Student #7</b>	<b>Conventions:</b> <b>(*) Hesitation</b> <b>... Pause</b> <b>[...] Silent</b> <b>[++] Laughter</b>
<b>Buenos Días estudiante 7. ¿Cómo te ha ido?</b>	
Muy bien	
<b>Estudiante 7 me gustaría hacerte unas preguntas sobre el uso de las ayudas visuales que utilizamos en clase, para conocer qué piensas al respecto.</b>	
Seño ¿y eso es una tarea?	
<b>No...recuerda que me estas colaborando en un investigación y esta información que me des en tus respuestas me servirá para eso</b>	



Ah ya Si si señor
<b>Son cinco preguntas, te las hago en español y tú me respondes igual.</b>
Listo señor. Ya puede comenzar.
<b>Comencemos entonces con la primera pregunta que dice ¿Qué entiendes por ayudas visuales?</b>
Yo entiendo que las ayudas visuales sirven para las personas que no entienden un tema y la mejor forma de entenderlo es viendo videos, imágenes etcétera.
<b>La segunda pregunta que es ¿Qué tipo de ayudas visuales conoces?</b>
Las ayudas visuales que conozco son los afiches, las carteleras, dibujos.
<b>Seguimos con la tercera pregunta ¿Cuáles son ayudas visuales que te facilitan el aprendizaje de vocabulario en inglés?</b>
Las ayudas visuales del vocabulario de inglés puede que la profesora nos explica todo en inglés pero se me facilita más si usa imágenes o también videos.
<b>La cuarta pregunta ¿Qué opinas sobre el material visual que utiliza la profesora en clase?</b>
Yo opino que el material que usa la profesora es bien porque nos da un aprendizaje mucho mejor.
<b>Ya por último ¿Qué actividades te gustaría realizar en el salón haciendo uso de las ayudas visuales?</b>
Hacer mesa redonda, haciendo juegos en inglés o escribir en el tablero que son unos temas muy interesantes.
Tus opiniones fueron muy valiosas, ya con esto finalizamos la entrevista estudiante 7 gracias
Siempre señor. Chao.
Chao.

**Student #8**

<b>Date: September 10 2015</b> <b>Time: 10:15 a.m.</b> <b>Where: Computer Science Room</b> <b>Interviewer: Angélica De La Hoz</b> <b>Interviwee: Student #8</b>	<b>Conventions:</b> (*) Hesitation ... Pause [...] Silent [++] Laughter
<b>Buenos Días estudiante 8 ¿Cómo estás?</b>	
Muy bien, gracias señor.	

<b>Estudiante 8 me gustaría hacerte unas preguntas sobre el uso de las ayudas visuales que utilizamos en clase, quisiera saber qué piensas al respecto.</b>
Si dígame señor ¿Cuáles son las preguntas? Y yo le contesto, pero en español.
Sí estudiante 8 en español... Las respuestas que tú me des me servirán de información para incluirlas a la investigación
Ah ya. Listo señor hágale.
<b>son cinco preguntas</b>
Bueno bueno señor pregúnteme.
<b>Comencemos entonces... con la primera pregunta que dice ¿Qué entiendes por ayudas visuales?</b>
Son ayudas que se utilizan para mejorar el aprendizaje.
<b>La segunda pregunta es la siguiente ¿Qué tipo de ayudas visuales conoces?</b>
Afiches, tablero inteligente, carteleras, dibujos, diapositivas.
<b>Vamos con la tercera pregunta ¿Cuáles son ayudas visuales que te facilitan el aprendizaje de vocabulario en inglés?</b>
Las imágenes me facilitan desarrollar el vocabulario en inglés, porque hago una relación de la imagen que muestra en clase con la palabra.
<b>Y ahora la cuarta pregunta (*) ¿Qué opinas sobre el material visual que utiliza la profesora en clase?</b>
Me parece genial porque nosotros observamos las imágenes o cualquier otra visualización y tenemos como más conocimiento sobre lo que se va a tratar en clase o lo que se está tratando.
<b>Ya por último ¿Qué actividades te gustaría realizar en el salón haciendo uso de las ayudas visuales?</b>
Juegos con vocabularios en inglés para poder pronunciarlos mejor, también donde aprendamos a escribir dictados de palabras en inglés y ya.
<b>Muy bien estudiante 8 gracias por colaborar me ya terminamos la entrevista.</b>
okey ticher. (Okay teacher)
<b>Bay. (Bye)</b>

**Student #9**

<b>Date: September 10 2015</b> <b>Time: 10:15 a.m.</b> <b>Where: Computer Science Room</b> <b>Interviewer: Angélica De La Hoz</b> <b>Interviwee: Student #9</b>	<b>Conventions:</b> <b>(*) Hesitation</b> <b>... Pause</b> <b>[...] Silent</b> <b>[++] Laughter</b>
<b>Buenos Días estudiante 9 ¿Cómo estás?</b>	
Muy bien, gracias ticher (teacher).	
<b>Estudiante 9 me gustaría hacerte unas preguntas sobre el uso de las ayudas visuales que utilizamos en clase</b>	
¿Cuáles son las preguntas?	
<b>Son cinco preguntas te las voy a hacer en español, y las respuestas que me des me servirán para la investigación que estoy haciendo en la universidad</b>	
¿En español verdad?	
<b>Si estudiante 9 en español, si no entiendes algo pregunta ¿está bien?</b>	
Si si yo entendí.	
<b>Comencemos con la primera pregunta que dice... ¿Qué entiendes por ayudas visuales?</b>	
Lo que yo entiendo por ayudas visuales es que (*) las personas se apoyan en dibujos o cosas que puedan ver para entender mejor algo, por eso se llaman ayuda visuales.	
<b>La segunda pregunta es ¿Qué tipo de ayudas visuales conoces?</b>	
Las ayudas visuales que yo conozco son los afiches, las carteleras, los avisos, power point etcétera.	
<b>Muy bien vamos con la tercera pregunta ¿Cuáles son ayudas visuales que te facilitan el aprendizaje de vocabulario en inglés?</b>	
Los dibujos, las carteleras, porque ahí diferenciamos lo que dice cada cosa.	
<b>¿Qué opinas sobre el material visual que utiliza la profesora en clase?</b>	
Muy bien porque nos ayuda que aprendamos más el inglés y lo entendemos mas bien.	
<b>Y ¿Qué actividades te gustaría realizar en el salón haciendo uso de las ayudas visuales?</b>	
Hacer cartas, hacer dibujos, hacer trabajos en el tablero, hacer diapositivas.	
<b>Que bien saber todo eso estudiante 9 gracias por colaborarame ya terminamos la entrevista.</b>	

Use of Visual Aids

okey ticher. (Okay teacher)

**Si yu leirer. (See you later)**

**Student #10**

<b>Date: September 10 2015</b> <b>Time: 10:37 a.m.</b> <b>Where: Computer Science Room</b> <b>Interviewer: Angélica De La Hoz</b> <b>Interviwee: Student #10</b>	<b>Conventions:</b> (*) Hesitation ... Pause [...] Silent [++] Laughter
<b>Buenos Días estudiante 10 ¿Cómo estás?</b>	
Muy bien ticher (teacher).	
<b>Me gustaría hacerte unas preguntas sobre el uso de las ayudas visuales que utilizamos en clase, conocer un poco más de lo que piensas.</b>	
Bueno ticher (teacher)	
<b>Son cinco preguntas que te voy a hacer en español, igual tú me las respondes en español. ¿Está bien?</b>	
Sí pregunte.	
<b>A la pregunta ¿Qué entiendes por ayudas visuales? Que puedes decir</b>	
Ver las actividades para entenderlas mejor porque por los ojos entra todo.	
<b>¿Qué tipo de ayudas visuales conoces?</b>	
Afiches, carteleras, diapositivas, dibujos.	
<b>¿Cuáles son ayudas visuales que te facilitan el aprendizaje de vocabulario en inglés?</b>	
Cuando hacemos actividades de pegar dibujos en la pared para contestar algunas preguntas en inglés.	
<b>Vamos a la siguiente pregunta ¿Qué opinas sobre el material visual que utiliza la profesora en clase?</b>	
Que es muy efectivo para grabar todas las palabras de inglés en nuestro cerebro.	
<b>Y por último ¿Qué actividades te gustaría realizar en el salón haciendo uso de las ayudas visuales?</b>	
como juegos visuales para ejercitar nuestra mente en el lenguaje de inglés	
<b>Muy bien estudiante 10 gracias. Eso era todo ya terminamos la entrevista.</b>	
okey ticher. (Okay teacher)	
<b>Bay (Bye)</b>	

**Appendix E**

**Sample of Consent Format**

**Consentimiento informado para participar en la investigación: “THE USE OF VISUAL AIDS TO LEARN VOCABULARY”**

Apreciado padre de familia:

Por medio del presente documento le solicito de manera muy respetuosa la participación voluntaria de su acudido \_\_\_\_\_ perteneciente al grado 9º, en la investigación titulada “THE USE OF VISUAL AIDS TO LEARN VOCABULARY”, que tiene como objetivo determinar como el uso de las ayudas visuales pueden facilitar el aprendizaje de vocabulario en estudiantes de noveno grado de la institución. Esto con el fin de recolectar información el proyecto de investigación antes mencionado. La información recolectada a partir de cuestionario, entrevista y evaluaciones serán empleadas en el proyecto de investigación antes mencionado y tendrá un carácter totalmente confidencial, de tal manera que su nombre no se hará público y los resultados serán puestos a su disposición una vez haya finalizado la investigación.

En consideración de lo anteriormente expuesto y usted como representante de su acudido el cual es menor de edad autoriza la participación voluntaria en la investigación, una vez firme el presente documento en los espacios requeridos.

Yo, \_\_\_\_\_ padre de familia del estudiante  
\_\_\_\_\_ del grado 9º con C.C. \_\_\_\_\_ de  
\_\_\_\_\_ autorizo la participación en la investigación.

Para mayor constancia firma: \_\_\_\_\_