



**BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA**  
**FACULTAD DE LENGUAS**



**LEARNING ENGLISH VOCABULARY THROUGH VISUAL MEDIA AND  
WHATSAPP: CASE STUDY WITH TEENAGERS**

**A THESIS SUBMITTED TO THE FACULTY OF LANGUAGES FOR THE  
DEGREE OF LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS**

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## CHAPTER I: INTRODUCTION

### 1.1 Introduction

Currently the English language is the prevailing language in the world, studying English is an important tool in the professional, economic and social development. Hence, its importance in the education, either public or private. Teaching English as a foreign language in the education is a common practice around the world. This is since, English has been positioned as the language for international trades and communication as a result of diverse factors related to historical conditions (Fennell, 2001).

An article as part of European Union's from Multilingualism Policy (n.d.) suggests that "for all citizens to learn at least two foreign languages and to begin learning foreign language at an early age". Consequently, Multilingualism Policy (n.d.) claims languages unite people, render other countries and their cultures accessible, and strengthen intercultural understanding. Foreign language skills play a vital role in enhancing employability and mobility. Multilingualism also improves the competitiveness of the EU economy. Also, The United Nations Educational, scientific and Cultural Organization (UNESCO, 2003) points out the importance of "the foreign language learning as a part of an intercultural education aiming at the promotion of understanding between communities and between nations". Finally, the English language is, the international language from 21<sup>st</sup> century.

In Mexico the Secretaria of Basic Education (Secretaria de Educación Pública) has implemented English language in some schools, nevertheless with the changes of government in Mexico, was born the Reforma Educativa, which had a reorganization in the education system, then a document aprendizajes claves para la educación integral (SEP, 2017, p 165) which states "Students develop skills, knowledges, attitudes and strategies of learning to participate and interact in social practices about the language, spoken and written, in different communicative and cultural, routines, habitual and known contexts with native and non-native English language"

There was an attempt to make English an obligatory subject in all basic education from preschool to secondary school and students can interact with native speakers, establishing conversations of the daily life, in a foreign language inside and outside the country, where they can develop the main four skills and sub skills achieving the domain of the language.

Due to the importance of English, it should consider the type of material that is used for teaching English language, especially for teaching vocabulary, because it is not given importance as the other four skills most outstanding such as: listening, reading, speaking and writing. Teaching English as a foreign language implies to develop different areas of the language, and vocabulary becomes a relevant issue for teaching. Without vocabulary it is more difficult to establish a conversation with other people.

Furthermore, nowadays the use of ICTs (Information, Communication and Technologies) has been an important means for learning and teaching language and, also it plays an important role in society, and education is not the exception. Alhafeez (2017) emphasizes “technology namely includes computers, mobile phones (smart phones) and the internet”. Currently, students are exposed to these tools every day in their lives, it might be for spending time with friends or only for having fun. For this reason, this research will show the importance and relevance of using visual media and WhatsApp in teaching and learning and their positive effects.

## **1.2 The purpose of the study**

This research focusses on the importance of the use of visual media and WhatsApp in the teaching learning process and for doing so, this study aims to know student’s opinions about the advantages and disadvantages of using these tools and to compare the students’ results vocabulary they had previously and after learning English vocabulary by these resources.

### **1.3 Research Questions**

- What are students' perceptions when they learn English vocabulary through visual media and WhatsApp?
- What are the main advantages and disadvantages of using visual media and WhatsApp to learn English vocabulary?
- Which are students' results previously and after learning English vocabulary through visual media and WhatsApp?

### **1.4 Participants**

For this research the volunteers were three students who are studying secondary school at Unidad Educativa: Profesor Porfirio O. Morales. Which is a public and one of the most popular schools from Tehuacán, Puebla.

### **1.5 Delimitations of the context**

This research project took place in Tehuacán, Puebla. This city is located 2 hours from Puebla city. This research took place at the researcher's house where she taught English classes on her own. So, it was decided to carry out this research with her group of three teenagers, the lessons were on Monday, Wednesday and Friday from 11:00 am to 12:30 pm for 3 weeks. It is important to mention that last week the schedule was changed because students came back to take their school classes online and they could not take their last lessons in the mornings, that is why the schedule on the last week was from 6:00 to 7:30 pm.

## **1.6 Justification**

This research will use technology in English lessons to help students learning English vocabulary and to provide information through the students' perceptions about using a famous app like WhatsApp hand in hand with visual media. Also, in order to know advantages and disadvantages of using these resources to learn English vocabulary, and finally to compare the volunteers' results regarding their English vocabulary knowledge before and after. Thus, this study may determine whether using an app combined with images or visual media will help to students to learn English vocabulary in a modern and creative way.

## **Key terms**

**Vocabulary** can be referred to all the collection of known word by a person or by a group of people (Dictionary Merriam Wester, 2021).

**Visual media:** source of information in the form of **visual** representations. These can be abstractions, analogues, rough illustrations, or digital reproductions of the objects (Pahilagmago,2020).

**ICT** information and communication technologies refers to all device technologies such as internet, wireless network, cell phones, computers, digital reproductions, social networking and so on. And other type of media applications that enables to users to send, transmit, access to the information etc. (FAO, 2021).

**WhatsApp** instant messaging is a cross-platform smartphone messenger that employs users' existing Internet data plan to help them network socially in real time. WhatsApp provides online users with the ability to send and receive a variety of media, such as images, videos and audio media messages. (WhatsApp, 2010).

## **CHAPTER II: LITERATURE REVIEW**

### **2.0 Presentation**

This chapter contains the theoretical framework of this research, and it is divided in four parts: the first part is related on how is the teaching and learning in the century 21<sup>st</sup> and the challenges teachers face; the second part contains all the literature about vocabulary as well as its importance and techniques for teaching and learning English vocabulary; the third part points out visual aids, advantages and disadvantages, and finally it includes the integration of information communication and technologies (ICT) in English classes, the advantages and disadvantages of using WhatsApp. Consequently, this research focuses on learning English vocabulary using visual aids and WhatsApp, so as to have the learner's perceptions about them to learn English vocabulary, thereby the advantages and disadvantages of using them in the English lessons to learn vocabulary and to analyze the students' vocabulary knowledge before and after they finish their English lessons.

### **2.1 English Language Learning in the 21<sup>st</sup> century**

The learning of a language has changed lastly because of internet communication tools began to use and it have been introduced especially in English language learning. The way of learning a language is not the same as in the 40s and 50s, that arose the programs of learning a foreign language and schools started to develop this curriculum and with that, it went out the language labs. "The purpose of language labs was for students to gain auditory exposure to the language they were studying. This was considered a significant innovation in the mid-twentieth century, as it offered students the opportunity to hear the language they were studying in the voice of a native speaker. At that time, students had far fewer opportunities to travel. There was no such thing as the Internet. There was no foreign television programming. And phone calls to family members who were living abroad were horrendously expensive" (Eaton, 2010, p.10). Even though, until that moment it was used the internet; this was limited, the only advantage for students was the opportunity to listen to a native speaker. Day by day the new trends of technologies play an important role in learning a foreign language. Students learn faster and easier than before because of the use

of the technology in schools (Sarica & Cavus, 2009). Due to this, teachers started to use the technology to facilitate students to learn a foreign language with the help of digital platforms, giving classes online by using computers, laptops or mobiles. According to Eaton (2010) “There are also the technologies that facilitate student learning. These technologies may be synchronous (done in real time), such as Skype, Moodle or virtual live classes; or they may be asynchronous (not done in real time) such as podcasts and blogs (p.14)”. Also, Sarica and Cavus (2009) point out how the barrier of space and time for people around the world has been broken by using some of the latest technologies such as the web, internet, and mobile devices such as Personal Digital Assistant (PDA’s), iPhone etc. The world is changing at a rapid pace; the difference now is that students have the world at their fingertips. They are experiencing the world through technology in a way that their parents and teachers never did, achieving a modern learning in which the focus is not on grammar or memorization like before, but on the use of the technology to empower students to communicate with others across the globe in real time.

### **2.1.1 Challenges in Teaching English Language in Twenty First Century**

This topic focuses only on those challenges that imply the integration of technological devices to teach a language; because presently teaching English either as a second/foreign language is a challenging task for teachers. According to Bingimals (as cited in Cheng, 2018) the factors that impede teachers’ use of digital tools in teaching can be respectively categorized into two main parts (1) intrinsic barriers: such as teacher confidence, their technology-related knowledge and skills, attitudes and beliefs towards applying technology tools: and (2) extrinsic barriers: such as lack of access to technology resources, training, time, and support from institutions. The first challenge refers to the fear, resistance to change or adopt new methods or trends into teaching English. On the other hand, Peterson (as cited in Abentao et al, 2018) holds teachers often expressed their lack of confidence in their digital technology skills and somehow affect their attitude in teaching. Likewise, Redmon. Albion and Maroulis (as cited in Cheng, 2018) also reveal that the lack of confidence, technology knowledge and skills and experience can cause nervousness which affects the success of

integrating technology in teaching. Additionally, Al-Maini (as cited in Cheng, 2018) indicates that teachers' resistance towards the usage of technology is related to their lack of technical proficiency and limited understanding of how technology can be employed effectively in the contexts of English learning and teaching.

Furthermore, an external factor in the teaching is the lack of resources since is a barrier teachers face. Extrinsic factors such as lacking access to sufficient internet connection and computer devices are obstacles for many Indonesia teachers to prevent them from adopting technology in their teaching at schools (Mali, as cited in Cheng, S., 2018). Hence, inaccessibility of digital resources or teachers' unawareness of the existence of resources hinders teachers from the use of technology in classroom contexts (Al-Mutairi & Al-Qallaf, as cited in Cheng, S., 2018). Clearly this final point indicates that schools are responsible with educators' usage of devices towards with the lack of resources.

### **2.1.2 What vocabulary is and its importance in English language**

Many researchers point out this subskill is very important because if a student does not have vocabulary, she/he cannot establish a conversation with other people. The lack of vocabulary is frequently an issue for many students that are learning English as foreign language. As Hatch and Brown (1995), vocabulary is defined as, **“the list of words that speakers of a particular language use”**. This means, vocabulary are phrases or words used as a medium of communication between people of any language. For this reason, some teachers focus on teaching vocabulary through different kinds of materials that they consider can be successful for teaching and learning vocabulary to students.

Although vocabulary is an essential element of English language learning, there is still preference for teaching the other skills than vocabulary. Nonetheless, learners of a foreign language can convey a message without having a correct knowledge of grammar rules, but the lack of vocabulary can make the message difficult to understand. As a result, vocabulary is crucial to be mastered by the learner in order to understand the language; vocabulary mastery is needed to express our ideas and to be able to understand other people's sayings (Susanto, 2017).

Vocabulary learning is an essential part in foreign language learning as the meanings of the new words are very often emphasized, whether in books or in classrooms. For this reason, vocabulary is necessary for both understanding and using a language, it represents an essential component in English teaching.

### **2.1.3 Techniques for Teaching English Vocabulary**

Learning a new language entail dares for students, one of them might be learning vocabulary. Indeed, knowing a second/foreign language means recognizing and knowing its vocabulary. This subskill is not given importance as speaking, listening, reading and writing skills. According to Shamiyeva, R. "...vocabulary has always been taught through the other skills rather than being taught as a separate module, which has ranked vocabulary in a lower position by comparison with grammar" (2018). Hence, one of the main goals of foreign language learners is to know, use and enlarge their vocabulary stock (Shamiyeva, R. 2018). Citing the same author there are three strategies used in presenting teaching vocabulary, which are the following:

1: 'Explain Literally' When the students of a FL are beginners or they have a low domain of the language, teachers make the presentation of the word list by means of translation.

2: 'Visual presentation' this technique may be the most used by teachers for facilitating the learning of new words, since it implies to use aids such as pictures, gestures and others. Using these materials makes the retention of the new items easier for learners and at the same time it is an attractive and motivating way for learning vocabulary.

3: 'Verbal method' when the teacher employs this technique not only presents the word but also the meaning. It seems like the first technique mentioned before translation, but the difference is that here the new terms are explained through situations depending on the context, giving synonyms, using example sentences or others, likewise it is useful for beginners because they are not familiar with the language.

As can be seen, these are strategies employed for teaching vocabulary, but when the educator is going to present a new word list, he/she should bear in mind which of these is the adequate strategy for students. Considering learners' level, their familiarity with the word, word difficulty, word teachability, and the purpose of teaching that word either for production or for recognition only. (Shamiyeva, 2018).

#### **2.1.4 Strategies for learning English vocabulary**

Learning vocabulary involves learning and remembering new words to interact with other people and establish a conversation in any language. Meanwhile a person has more vocabulary, the more words that person knows and understands it is easier to understand what that person can read, listen or speak. Our vocabulary knowledge also reflects how well we can express ourselves in speaking and writing. Because of the importance of vocabulary to the four macro skills as well as to our study and life, much attention has been paid and many studies have been conducted to investigate effective vocabulary learning strategies. (Kimkong, 2011) When it refers to strategies for learning English vocabulary it involves cognitive strategies, metacognitive strategies and social strategies Hedge (as cited in Kimkong, 2011). On the other hand, Oxford (as cited in Robledo, 2015) also mentions these strategies, but includes other three: memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies and social strategies. However, this study only points out the first strategy, that is **cognitive strategies**. As the volunteers involve in this research carried out this type of strategy for themselves to learn English vocabulary; each person adopts a technique or strategy to learn English vocabulary easily and usefully. According to Hedge (as cited in Kimkong, 2011), learners use a range of cognitive strategies in order to learn words such as using keywords, making associations and learning words in group. Learners make this in order to understand, categorize and store the new words learned. Similarly, Schmidt (as cited in Kimkong, 2011) claims the cognitive strategy including written and spoken repetition, word lists, and flash cards is a common strategy used in many parts of the world. Taking notes in class and keeping vocabulary notebooks are also useful and recommended by many teachers and writers. To communicate effectively,

learners need strategies to achieve their language goals. According to the Oxford dictionary (as cited in Robledo, 2015) strategies are ...

“...operations employed by the learner to aid the acquisition, storage, retrieval and use of information, 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 19).

The chosen strategy to learn vocabulary depends on each person who is learning a language, each person should decide what strategy is better for him or her to retain or learn new words.

## **2.2 Visual Media**

Visual media are sources of information in the form of visual representations. It is interpreted using primarily what humans see, it also plays a big role in advertising, art, communication, and education (Shaira, 2020). In the same way Mitchel (2005) states that visual media is a colloquial expression used to designate things such as: television, film, photography and painting etc. (p.257). Visual media in a simplistic way could be defined as a branch of mass media which includes visual effects for communication. This includes a range of resources which serve as a medium to transfer knowledge such as video, photography, animation, images, newspapers, television, and other visual tools. (Vadsariya, 2018) As it can be seen visual media includes all resources which students can observe through images, television, videos and so on, since human beings have the natural tendency to pay attention to visual like graphics and illustration for this reason these tools help students to learn without the necessity to use a list of vocabulary as traditionally teachers did and nowadays those tools are used by them inside classroom. In conclusion visual media are all resources people can look at such as pictures, charts or films that are used to make something more appealing or easier to understand. (Shaira, 2020)

### **2.2.1 Types of Visual Media**

There is a great variety of visual media, some different kinds of visual media such as images, television, illustrations, pictures, films which were previously mentioned.

Visual media is divided into two categories which are: **non projected visual media and projected visual**. The first one requires non projection material or electronic power (Pahilagmago, 2020). Some examples of this category are:

**Infographics** (information graphic) is a representation of information in a graphic format designed to make the data easily understandable briefly.

**Cartoons** sketch or drawing, usually humorous, as in a newspaper or periodical, symbolizing, caricaturing some action, subject, or a person of a popular interest.

**Photograph** a picture made using a camera, in which an image is focused onto film or other light-sensitive material and then made visible and permanent by chemical treatment or stored digitally.

**Poster** a placard or bill posted or intended for posting in a public place, as for advertising (Pahilagmago, 2020)

On the other hand, projected visual media according Pahilagmago (2020) are those resources that use bright light to pass through a transparent picture, by means of a lens, or electronic power. Some examples of projected visual media are:

**Filmstrip** is a series of still pictures on one roll of film. They may tell a story or that may explain the steps of an improved practice.

**An overhead projector** is a device that projects an enlarged image of a transparency place onto the wall or screen using an overhead mirror.

**Visual presentation** refers to the expression of ideas about some matters while using visual aids such as multimedia.

Some of them still they are used inside classroom for instance visual presentations making use of computers/laptops, smart tv when schools are equipped with tis resources, posters that are the most common material in a classroom, cartoons. However, images, videos or the infographics are the most used (Shaira, 2020)

**Images** are the among the most common types of visual media being used online today. To attract maximum views and generate engagement, the images you use should be compelling enough.

**Videos** are very engaging content. It is an electronic medium for recording, copying, playback, broadcasting, and display of moving visual media.

Finally, it does not matter what type of visual media is used by the teacher, it is worth to select the adequate material according to the objectives teacher want to achieve, because not all of them can be used inside classrooms where they not have equipment like computers, and it will not be possible the use of some of these resources.

### **2.2.2 Advantages and disadvantages of using visual media for learning English vocabulary.**

Learning through images and seeing this image of what is being taught or learned is helpful for students because these tools help them to learn the information they are learning through retention and engagement. As Ipatenco (2018) states “...seeing images of what's being taught is a powerful way to build student engagement and boost retention.” Not only do they provide supplementary information to students, but the visual media show images that allow them to connect a topic to what it looks like. Likewise, she mentions some advantages of using these materials which are the following:

- **Improvement classroom success** Bringing visual elements into your classroom can also boost abilities, it can help English-language learners build their vocabulary and writing skills. Showing students visual media inspires creativity and deeper thinking, as well.
- **Student' interest and engagement** Showing students visual images, such as maps, charts, graphs, photographs,

and pictures of people can help students get excited about a particular topic.

- **Expandability of the scope of what can be learned** Using visual media greatly expands what kinds of information a teacher can pass on to her students.
- **Technology integration** Many classrooms are installing interactive whiteboards, which show images, charts and graphs, but also allow students to move things around and touch items to learn more. Teachers can also bring on the Internet by showing video clips and pictures to enhance classroom instruction (Ipatenco, 2018).

According to the advantages mentioned above, students can understand the content by images or what they are seeing, they are able to create new concepts by means of the ability to retain the information, they are more interested in the material since these tools catch their attention visually and finally these resources make use of technology that is currently trendy in teaching.

Furthermore, challenges or disadvantages exist and Vadsariya (2018) points out in her research students seemed to be disengaging with their learning due to excess or improper use of visual media. Some of them are the following:

- **Selection of appropriate visual media** one of the issues that were significant was the use of visual media which is not as per level of students. Eventually this causes distraction and disengagement with the lesson. For this reason, 'what is appropriate and acceptable visual media in a teaching-learning context' (Berk cited in Vadsariya, 2018).

Use of inappropriate visual media not only disturbs the discipline in the classroom but it also affects their learning and motivation.

- **Visual media as supplement or complement** students sometimes take visual media as an ultimate objective or the topic of a lesson, rather considering it as an additional resource to the main topic (Vadsariya, 2018).
- **Role of the teacher in utilizing visual media** teacher has an integral role in making any resource usable and effective for its students to achieve this, various activities are implemented before and after the use of visual media to not only stimulate student's interest but to help them to engage cognitively with the learning objectives (Vadsariya, 2018).

Sometimes there are some topics in which the appropriate material will be useful for the learning of the students. However, there are also topics where not always the material that teacher wants to use will help students in their learning process. Hence, the images used for a specific lesson cannot always be attractive for them or just simply they do not consider it as a tool important or relevant. To conclude teachers should select the appropriate material according to the objective, they want to achieve with the students, it will make students feel interested in the material that they are using during their English lesson.

### **2.3 ICT Integration into English Foreign Language**

Firstly, it is important to define what ICT means in terms of education, Musyarafah et al (2017) refer to ICT as the technologies that provide access to information through telecommunications, in fact IT focuses primarily on communication technologies. ICT includes the internet, wireless networks, cell phones, and other communication mediums and nowadays all devices are present in our lives nowadays. Indeed, Amah states (2016) that any product which store, retrieve, manipulate, transmit or receive information electronically in a digital form is ICT. This latter definition is like the previous one, but this author includes digital television, email, and robots too.

According to Amah (2016), the integration of ICT will improve efficiency and effectiveness of learning and enhance the quality of understanding and mastery of the

language. Hidayati (2016) claims that ICT is believed to have contexts that facilitate the development of second language abilities. Whereas Ahmadi (2018) suggests that learners can learn meaningfully when technology is used in the process of learning through computers and the internet. For this reason, the implementation of these technologies makes teachers more interested in using them in foreign/second language teaching and learning, enhancing the learning language process.

Also, the introduction of these devices means the interaction from the learners of a language with native speaker by means ICT that is the main objective when it is learning a foreign/second language. Ghasemi and Mashemi (2011) explain “using ICT gives the learners real-life contact with, and exposure to, other cultures of the peoples and countries where the new language is spoken and enables children to access and research information worldwide. Jayanthi and Kumar (2016) mention ICT have given the students, many opportunities to practice English in and out the classroom. Equally Chapelle, Felix and Mullama (cited in Hidayati, 2016) mention that ICT offers rich, multidimensional learning environments for language learners, giving opportunities to engage with native speakers to make instructions with other learners at a distance and to access authentic materials. With the help of these technologies’ learners have time and freedom to understand, reflect and analyze what they have been exposed to. Indeed, the introduction of these technologies help students to meet people from different places and to put in practice the foreign language they are learning through these medium, since currently children, teenagers and adults are spending their time surfing on internet every day.

Additionally, technology enables teachers to adapt classroom activities, thus enhancing the language learning process (Ahmadi, 2018). Teachers should now consider how to adapt ICT or select the adequate tool according to the purpose or objective he or she wishes to achieve in each lesson English. Mohamed pinpoints that the successful use of technology in language teaching is not only due to the use of use technology in classrooms but also to how teachers plan, prepare, and implement efficient educational activities.

*Technology is also considered as a body of knowledge used to create tools and develop skills, and as the combination of scientific method and material*

*to meet an objective or solve a problem. (Mohamed, cited in Morera, 2018 p. 9)*

Moreover, not only Ahmadi but Mohamed (cited in Morera, 2018) agrees that it is very important that teachers make a good selection of materials and resources that they will use to achieve their learning objectives. Technology gives us the tools, and teachers should choose the most appropriate tool for their purposes. Since their potential (ICT), however, it is determined by how they are implemented (Hidayati, 2016). Notably the integration of ICT in TEFL (Teaching English Foreign Language) is a great help as students in their language learning process, can interact with foreign people practicing the language they are learning using these resources. Now teachers do not stand up in front of students and give instructions, they are innovating their activities and classes using ICT, besides they are helping students through their language learning process.

### **2.3.1 Advantages and Disadvantages of Using ICT in EFL**

Doubtless the integration of ICT tools has been mainly a great help in TEFL (Teaching English Foreign Language) since it is used meaningfully and interactively and students are acquiring a foreign language using these tools, however the advantages and disadvantages of using them should be highlighted. The main advantage is the students' motivation when they are using a modern device and at the same time, they are learning a foreign language. Cutter (cited in Morera, 2018) states students become more motivated when they work on computers and use modern devices than when they are working with textbooks. They are often less distracted, and the teacher can choose personal lessons for every learner based on their needs. In addition, Ahmadi (2018) claims learners stated that the use of technology in school makes learning enjoyable and helps them learn more. Learners also said that technology makes learning interesting, enjoyable, and interactive. The other outcome of this research was that the use of technology increases learners' motivation, social interactions, learning and engagement. This is a successful step, because students

do not find using modern devices inside the classroom boring, on the contrary this makes students more motivated in learning a foreign language.

Moreover, it is not to develop the students' motivation, but also to help them to become autonomous and independent. Hoven (cited in Morera, 2018) highlights that technology offers engaging learning resources that provide learners with great opportunities to become independent learners. Mutjaba (cited in Morera, 2018) says students have become more active learners by increasing their autonomy. Now learners are not passive students as before, and teachers are not just giving information all the time and students only receiving it.

In fact, learners can interact with native people through ICT knowing about other cultures, practicing their knowledge of the foreign language. Mutjaba & Arnó (cited in Morera, 2018) establish that technology offers a great variety of content and resources and it also provides real context and real interaction with people around the world. Mohamed (cited in Morera, 2018) notes that technology allows students to get involved in real-life and meaningful locations and contexts and introduces different kinds of materials. These authors conclude students can learn in a meaningful context in which they can be in touch with the language they are learning through the use of apps or social networks that nowadays people use to be connected with their family and friends.

Despite using technological resources in ELT (English Language Teaching), it is important to highlight that teachers are not substituted by these tools, on the contrary teachers are the guide to use these ICT and they are to help students in the management of itself. Genc (cited in Morera) also claims that technology is not a teacher substitute. It will encourage learners and enhance classroom ambience. And sometimes even some teachers who do not know how to manage these resources can be guided by their students, as Ahmadi explains (2018) learners can help teachers in technology integration because learners have had abundant time to master technology while teachers work on directing the instruction.

Finally, the last advantage about the usage of ICT is that it offers materials to work in English classes. Morera (2018) states that technology offers many opportunities for learning languages to traditional methodologies. Therefore, teachers have lots of resources and materials that they can use in their lessons. Mujtaba (cited in Morera) claims that technology provides a wide variety of resources to listen to and develop associated language skills. Technology also provides an extensive variety of language context-learning opportunities and interactive activities, most in a real context (Mujtaba cited in Morera, 2018). This is like having real interactions with people around the world, besides of many resources or materials ICTs teachers use, it is how teachers can use them to enhance teaching. Overall, there are many advantages for teachers and students, teachers have the resources or materials, and students have an environment of meaningful learning that helps them to learn a foreign language.

Although there are advantages of using ICT in EFL, there are mainly two disadvantages; one of them is the lack of materials or resources in schools, because there are schools which do not have technological tools, Imad (cited in Morera,2018) claims that the lack of technology investment is the most important barrier that teachers find when they want to use technology in their classrooms and that is an impediment to introduce in a lesson class. These cases are more frequent in public schools rather than in private schools, however, not all schools are equipped with all the resources required. On the other hand, teachers face a lack of knowledge about how to use or manage ICTs resources; Morera (2018 pinpoints most teachers are digital immigrants and they have had to train technologically to be competent. Teachers who have not acquired technological competence are the ones who have serious problems using ICTs. Foremost this problem is more serious when we consider those older teachers who were born before the widespread of digital technology. As with Gholaminia (cited in Morera 2018), deficient training, the fear of computers, lack of technical learning, and lack of solid pedagogical programs are some of the impediments of using technology in EFL, even though some schools are equipped with these tools.

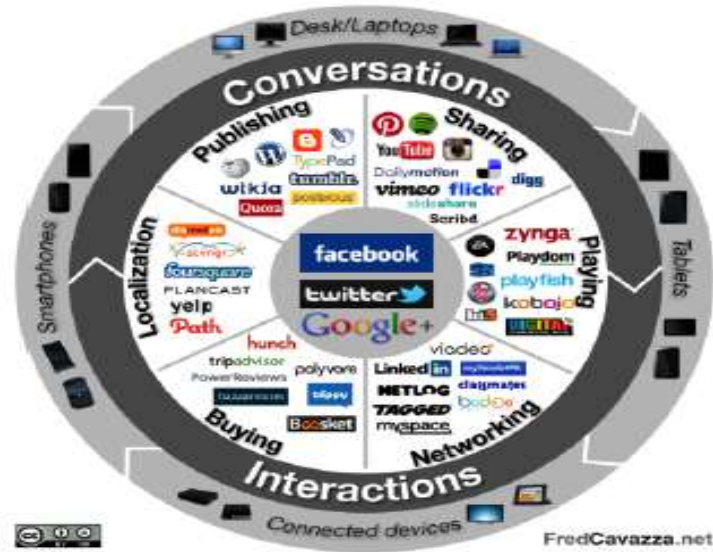
### **2.3.2 Social Media Applications**

The usage of digital devices like the internet and some internet applications(apps) is part of the new model of learning in the 21st century digital world (Mubarak, 2016) because social media and social networks are dominating the life of people. Nowadays social media is used through various electronic devices and rechargeable devices like mobile phone, computer, tablets, and so many other ways to facilitate people sharing their ideas with others in an easy and systematic way (Khan, Ayaz and Faheem, 2016). When we talk about social media, we should include Web 2.0, because they include social networks and other tools. Web 2.0 on the other hand consists of live materials, podcast, video casts, Flickr, wikis, blogs, online discussion boards, and social networking (Mubarack, 2016). In brief, according to Mubarack (2016) “social media refers to the social software like websites and other online groups such as social networking and micro blogging which are created by a sizable group of folks (known as users) to share conversations, personal messages, ideas, information or to grow social and professional contacts” (p 116).

In language learning, social networks are suitable because they facilitate students' interaction to share ideas and provide opportunities for learners to use online tools to foster their learning skills (Derakhshan, 2015). Indeed, social media plays a dominant role in English language learning because it provides opportunities to the English language learners to improve their writing, reading, and similarly, to read new texts and phrases to improve their vocabulary (Khan, Ayaz and Faheem 2016). Mubarack (2016) claims social media has been a place for learning a second language via different social media applications. Hence, it is a good idea to take advantage of social networks for teaching and learning a foreign /second language.

Currently there are a lot of social media applications or websites, each one of them has been developed for a specific purpose; for instance, business, sharing, publishing so on. Cavazza's illustration shows the multitude of tools available in 2016.

**Illustration. Social Media Landscape**



Yet even so, the most used and known apps are according to Benson & Avery (cited in Mubarack, 2016) include Perfspot, Facebook, Bebo, MySpace, Orkut, Hi5, Google+, and Tagged. Some of these are not in the previous image, though. Similarly, Hadoussa and Hafedh (2019) include applications such as Facebook, Twitter, Youtube, and Whatsapp which have massively boosted social interaction and information sharing within students and teachers communities alike. Equally Mubarack (20016) agree with Hadoussa and Hafedh when including other tools such as YouTube, Facebook, video stream, cooperative conversation and Google Apps. Although these social media were not designed for learning languages, they can be used or adapted to facilitate the acquisition of a second /foreign language, by using different activities depending on the purpose that teachers want to achieve with their learners; above all social media, such as Twitter, Facebook and YouTube have become tremendously popular among Internet users who wish to exchange their thoughts as well as to engage with other online activities (Mubarack, 2016). Finally, they can be accessed easily and are free to students of English to express themselves in original ways, WhatsApp and Instagram are examples of them.

### 2.3.3 WhatsApp

WhatsApp is defined **itself** as an instant messaging application for smartphones. People can send and receive texts, photos, videos, documents, and locations, as well as voice calls (Ovies, 2017). In the same way Ovies (2017) claims WhatsApp complies with being an application to share information and ideas through virtual communities, but it is also an instant messaging service that allows its users to chat and exchange multimedia information. Indeed, Suárez (2018) agree it emerges as an instant and free messaging application that allows its users to send texts messages (without character limit) and share (with other users) images, audios, videos, links to websites, documents using Wi-Fi. Mainly with this app a person can message friends and family for free, the user needs internet connection on a cellphone, the person can share videos, and can create groups for sharing other kinds of information. This app is supported in different devices by operating systems such as:

- Android running OS 4.0.3+
- iPhone running iOS 9+
- select phones running KaiOS 2.5.1+, including JioPhone and JioPhone 2 (Whatsapp.com, n.d)

WhatsApp is supported and run in any cellphone. Noteworthy WhatsApp offers a lot of features, for many people it has not been considered as a social network, since it does not allow us to add or create communities with strangers, the limit is set by your phone contacts and by valid phone numbers (Ovies, 2107). A person cannot interact with foreign people as on Facebook or other social networks, it can be possible only if the person has that kind of people registered as contacts on his or her cellphone, and only in that way a group can be created. Now, with the use of “states”, you can upload photos and videos at any time such as in Snapchat and Instagram, ceasing to be a messaging system and becoming similar to the other social networks (Ovies, 2017).

Overall considering all the features WhatsApp offers to its users, this app can be applied in education, it lets students share all kind of information necessary to achieve

success in their learning process. It should bear in mind the promptness and effectiveness in communication, access, and exchange of information at any time and place which leads to increase the motivation of students (Suárez, 2018). Finally, the use of WhatsApp in education, is a helpful tool for learners when they are learning a foreign language, because they receive information about that language in different ways, for example links for grammar information websites or worksheets related to the topic, songs and videos helping them in their listening, texting messages in English to enhance and practice their writing, and they can send voice calls for practicing their speaking performance.

## **Conclusion**

To conclude this section, it could be observed that there are different challenges teachers face in this century when they teach a language through digital tools such as: platforms, apps, or any digital tool in the twenty-first century. The different strategies and techniques for learning and teaching a language used by teachers and students, the type of visual media, the advantages, and disadvantages of using these resources and finally the importance of the English vocabulary. In chapter three the methodology applied for this investigation will be developed.

## **CHAPTER III: METHODOLOGY**

### **3.0 Introduction**

Based on the theoretical framework presented previously, the aim of this chapter is to present the methodology that was applied to get the results of this research and describe it in a deeper way. This chapter contains information about the participants, the type of methodology, a research context is included to know the situation currently, the instruments which were applied and finally the procedure that was carried out.

### **3.1 The participants**

For this research the volunteers were three students who are studying secondary school. The three participants were girls 12, 13 and 14 years old respectively. Two of them are sisters and the other one is their cousin. These participants are from middle class, the sisters' father works as an employer, and their mother is a housewife. The other girl's parents have a business. Two of them are on second grade and the older girl is on third grade. The school they attend is named Unidad Educativa: Profesor Porfirio O. Morales which is a public school and one of the most popular schools from Tehuacán, Puebla. They study the secondary and high school in the afternoon shift.

### **3.2 Research context**

The investigation took place in Tehuacán, a city that belongs to Puebla. The teacher and researcher of this thesis worked from home due to the pandemic situation the world is facing. She was teaching a small group of 4 people. A small place in the house was set up for these English classes, it was not equipped with audio visual resources; it means this small place did not have a smart tv or other kind of digital resource inside, so the teacher had to make use of her own resources.

The group started the lessons in the mornings firstly, on Monday, Wednesday and Friday, the lessons of each class were from 1 hour and 30 minutes per week, from 11:00 am -12:30 pm. However, the schedule changed because students came back to take their classes online because of the current situation of COVID-19 Mexico is facing, so that they finished to take their English lessons from 6:00-7:30 pm.

### **3.3 Research Methodology**

As for the methodology used in this study, let us mention what McCombes (2020) consider a case study, which is a detailed study of a specific subject, such as a person, group, place, event, organization, or phenomenon. Case studies are commonly used in social, educational, clinical, and business research. A case study research design usually involves qualitative methods, but quantitative methods are sometimes also used. Case studies are good for describing, comparing, evaluating and understanding different aspects of a research problem. For this reason, a case study involves better this research since it will use questionnaires, observations and a test method, and what this project wants to know is the learners' thoughts, feelings or perceptions they had with respect to learning English vocabulary through visual media and WhatsApp, but also to point out the main advantages and disadvantages from these resources; finally, the students' results vocabulary learning before and after this research will be compared.

### **3.4 The Instruments**

In terms of getting the results of this research the instruments selected were a questionnaire since, Kabir (2016) claims a questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. For this reason, questionnaires were used, and each question was given to each student weekly to obtain the data about her thoughts, opinions, feelings so on. Also, an observation related to the use of the main materials of this study was developed to outweigh the advantages and disadvantages of learning English vocabulary by using these digital resources. Observation is a preplanned research tool which is carried out purposefully to serve research questions and objectives. When using this method, the researcher observes the "classroom interactions and events, as they actually occur" Burns (cited in Zorahbi, 2013, p 257). And finally, UKessays (2018) defines a test as an instrument of evaluation with a systematic procedure of description, collection, and interpretation to compare the test taker's achievement ability, knowledge, and performance what they have learned in any learning process and to get a value judgment. These tests will be used to have

the students' vocabulary test results before and after learning English vocabulary and to compare those results.

### **3.5 Instrument description**

First, to carry out this research a syllabus was developed according to the topics that were taught, this syllabus encompasses the most basic vocabulary, level A1, since it was done for beginners. Secondly, lessons plans were designed containing all the information related on the topics, the materials for students, the activities and the procedure, the time for each activity, overall, it was a 12 English classes. Also, it is worth mentioning that two tests were designed and applied: a pre and a post-test, mentioned previously. The pre-test was designed to know the students' English vocabulary knowledge before starting their English lessons and all the instructions were in Spanish for this first test. The post-test was applied at the end of the English lessons to know the progress students obtained after learning the English vocabulary in these lessons, and for this test the instructions were in English. These tests had similarities between them, there was a slight change of images and items used for each one, but the questions were the same. The questionnaire had 4 questions; the last question was divided in two parts. Each question was answered per each student weekly, to have information about students' feelings, thoughts, and opinions about learning English vocabulary by using visual media and WhatsApp. Each question had 3 options with multiple choice in which students should select the best option for them, there was also an option called "other" so students could answer whatever they wanted to express. The last instrument was the observation's logbook that was divided in three parts: the first part consisted of the researcher's information, the second part is a chart that includes indicators such as: excellent, sufficient, regular and insufficient, the researcher should tick one of these indicators according to what she observed with respect to the usefulness of visual media and WhatsApp. The last chart of the observation logbook contains the following 4 questions:

- what were the main advantages of using WhatsApp in teaching English vocabulary?

- what were the main disadvantages of using WhatsApp in teaching English vocabulary?
- what were the main advantages of using visual media in teaching English vocabulary?
- what were the main disadvantages of using visual media in teaching English vocabulary?

Each question should be answered briefly in order to know the advantages and disadvantages that might arise and the teacher researcher could observe how well students learn vocabulary using the proposed materials.

## **CHAPTER IV**

### **DATA ANALYSIS AND RESULTS**

#### **4.0 Introduction**

The objective of this study was to show the importance of the use of visual media and WhatsApp in the teaching learning process, and to know students' opinions about the advantages and disadvantages of using these tools. So, this chapter presents the analysis and results of the most important findings obtained from the application of a questionnaire, an observation and a pre-test and post-test, which were mentioned in chapter III. There are three sections in this chapter, the first one refers to the description of students' perceptions when they learned English vocabulary through visual media and WhatsApp, the second part describes the main advantages and disadvantages of learning English vocabulary by the main materials from this research which are visual media and WhatsApp. And finally, section three compares students' vocabulary command before and after learning English vocabulary in this intervention to know the students' results.

#### **4.1 Data Students' and Questionnaire Results**

This is the first section of the data collection, and it is related to the first research question:

- What are students' perceptions when they learn English vocabulary through visual media and WhatsApp?

The first instrument analyzed was the questionnaire with the 4 items, let us remember that the last question was divided in two parts. It helped to collect the feelings, thoughts, and perceptions that students had when they learned English vocabulary using visual media and WhatsApp for the first time because it could be noticed that they were interested and attracted, at least two of the volunteers, to use them for learning English. Nicol and Cohen (cited in Al-Mothana et al 2017) state the use of digital technologies for administrative or educational purposes are likely to: attract more students, solve the problem of the shortage of qualified staff, increase staff satisfaction/motivation, develop staff skills, improve organizational proficiency, enhance the public profile, build strategic partnering with external organizations and

increase income. It is pointed out that questions two and three had the same answers because students chose the same option and they did not give more information. Next the following questions are listed to show the respective answer of each student. It is important to mention the different answer is for the first item, the rest of the questions are similar due to it was not necessary to repeat the same for the three students,

1. This was the first week you used WhatsApp and visual media material for learning English vocabulary. How did you feel to work with these tools?

- Attracted, it was new for me, I had not worked with these tools before.
- Bored
- Disinterested

Other \_\_\_\_\_

Student 1	Student 2	Student 3
“...I though it was super good we worked; I understood the thing well..”	“..It was good to learn and make a review about I already had seen..”	“..It was not a new resource for me and I looked good option..”

Figure 4.1.1 Students’ perceptions when they learned English vocabulary through visual media and WhatsApp

2. This week you worked and receive images of weather and family members, memory game with jobs. How did you feel working with these visual media and WhatsApp?

- Interested, I like to work with these resources.
- Bored
- I didn’t mind
- Other \_\_\_\_\_

*“..Interested, I like to work with these resources..”(students, 2020)*

3. This was the third week working with WhatsApp and visual media. Do you think these resources have helped you to learn English vocabulary this week?

- Yes, I feel they help me to learn some English words.
- No, I don’t feel they help me to learn some English words.

- I don't care if we use them, I don't feel interest.
- Other \_\_\_\_\_

*"..Yes, I feel they help me to learn some English words.."(students,2020)*

4. This is the last week you worked with WhatsApp and visual media receiving and sending information through these resources. How was your experience working with these materials during these 4 weeks?
- Great, actually I really enjoyed it.
  - Bad, I couldn't have a good interaction with these resources.
  - Actually, I didn't have interest at any time.
  - Other \_\_\_\_\_

*"..Great, actually I really enjoyed it.."(Students, 2020)*

What material did you like most for learning English vocabulary and why?

- WhatsApp
- Visual Media

Student 1	Student 2	Student 3
“..visual media because it was easy to review and I had with the digital resource can review..”	“..visual media because it was easy and whatsapp not because I could not to observe well the images..”	“..visual media because it was funny and easy to understand..”

**Figure 4.1.1 Students' perceptions when they learned English vocabulary through visual media and WhatsApp**

Although, most perceptions of students were positive by using the words good, great, and interested, it seems that these materials helped them to learn vocabulary, there was a student had different perception regards to WhatsApp who was student number 2.

## 4.2 Students' Observations

The second section responded to the following research question:

- What are the main advantages and disadvantages of learning English vocabulary by means of visual media and WhatsApp?

The main advantages and disadvantages were collected by means of logbook that the teacher researcher used during each English lesson. It is important to mention the logbook had 12 observations, each one per English lesson, but three observations were summarized in only one observation to have clear and more concrete information for the sake of this study. Some advantages found in this research were that students received all the images in a creative way for learning vocabulary through WhatsApp, because it is extremely useful to enhance visual learning, since it easily supports audio, video, and images. This means that content built for mobile learning is inherently dynamic. These fast-paced, visually engaging graphics have been found to be more engaging for students in a classroom – it keeps their attention and conveys course material in an effective fashion (Gautam, 2018). They responded or interacted in English when using Whatsapp. As LeLoup and Ponteiro (cited in Aydin, 2007) the internet motivates learners to use English in their daily lives and provides functional communicate experiences. Furthermore, the disadvantages were students only could receive the information at home, because they did not have internet connection everywhere and there were two times they could not received PDF files, so the teacher had to send screenshots. As Gautam (2018) says, this can be a problem in rural areas and in areas where the usage of the internet and electricity is not yet prevalent. When you have a device, but you do not have the electricity, or the internet required for you to run the device it prevents the avail mobile learning. Meanwhile, the advantages emerged with respect to images, students took notes drawing the vocabulary themselves (without any instruction given by the teacher) this means students are diverse in nature, with diverse abilities and needs (Gautam, 2018) that is why they decided to adapt their own strategy to learn vocabulary better. Gautam (2018) mentions teachers and students can learn on the go and at their own pace. Sometimes they already knew the vocabulary and it is only requireded to review or

remember it through visual media and other times they learned the vocabulary with images because they can observe it and through descriptions they could remember some words in English. This resource helped them to learn English vocabulary; visual media may help students better remember L2 vocabulary in the short-term. (Dizon and Tang, 2017)

On the other hand, the last week in an English lesson they did not have enough time to study the vocabulary (twice), and unfortunately some vocabulary was not studied, topics such as: family members and weather. It was because sometimes the teacher had to focus on the most relevant vocabulary but students could see pictures and transcription that describe the content of images (Tirtayani, Magta and Lestari, 2017) In the logbook the advantages and disadvantages of learning English vocabulary through visual media and WhatsApp were depicted and containing the indicators for each material, in this case for visual media and WhatsApp. Each material had four indicators such as: excellent, sufficient, regular and insufficient. And the teacher researcher marked with a tick, depending on the helpfulness for each one and according to what she observed. Indicators were excellent during the first week, and the use of these resources for teaching English vocabulary was helpful, because it was not necessary to give a large list of vocabulary as traditionally teachers do because all the images were sent. As Frost (n.d) *Illustration* is useful for specific words like (dog, rain, tall) and for kind of visual learners. Also the logbook points out one of the advantages of using whatsapp as ONNE Mobile App (2019) to share information to other group members is an advantage, and a disadvantage is that Parents do not want to download all images to their device. They may only want to choose those pictures relevant to their child (ONNE Mobile App, 2019). However, in this case it might be students instead of parents. These points were observed during these four weeks where students had interaction with WhatsApp and images. This chart was filled by the teacher researcher in a briefly way and only mentioning the most important aspect needed to get the results. It is important to mention that only one time the use of images was qualified as *regular* because family members vocabulary was not completed, and it was only focuses on the main members of family. In the last week, the vocabulary was different but always with the level A1.

In the third week students considered the use of images regular when they learned the vocabulary related on colors and clothes, because they could not remember it, as they did not study the vocabulary well. The other weeks considered the visual media resources and WhatsApp *excellent* as the chart shows.

Due to students started to take their classes online, they did not have enough time to study the vocabulary about parts of the body, their teachers sent them information just a few hours before starting the English lesson and students should do other school activities and they had a lot of homework from their teachers. That is why, this time students could not study well this vocabulary; and therefore, this English lesson despite of the use of the main materials of this research was insufficient. Nevertheless, it continued being excellent for teaching the other topics (English vocabulary) as the following statements shows. Finally, it is important to mention students were taking their classes online at the same time, they were learning English vocabulary, for this reason some aspects arouse, and they will be described in the following data collection.

### **OBSERVATIONS LOGBOOK**

In general, the use of both materials was excellent most times, however there was some situations which are described below:

#### **What were the main advantages of using WhatsApp in teaching English vocabulary?**

- ✓ When the group of WhatsApp was created they respond in English with some greetings.
- ✓ Students took notes, it means they decided themselves to have the vocabulary not only in the cellphone , but also in their notebooks drawing the vocabulary.
- ✓ Students interacted with the teacher responding to some greetings in English.
- ✓ All students received the vocabulary on their phones via WhatsApp.
- ✓ Students interacted with the teacher responding to some greeting in English.
- ✓ They sent homework using whatsapp.
- ✓ Students interacted with the teacher responding to some greeting in English.
- ✓ They sent homework by this mean.

#### **What were the main disadvantages of using whatsapp in teaching Englishvocabulary?**

- ✓ The first time when students interacted with WhatsApp one of the girls did not have the app available in her cellphone, but she could download it later and received the information.
- ✓ Students did not have internet connection outside their houses, so it was not possible to share other information during the english lessons.
- ✓ There was a file they could not download so, the teacher sent them the screenshots.
- ✓ It was an archive teacher could send them, so she sent screenshots the vocabulary on their phones via WhatsApp.

**What were the main advantages of using visual media in teaching English vocabulary?**

- ✓ Two students remembered some words about the vocabulary sent through WhatsApp when the teacher asked them.
- ✓ Students already knew the vocabulary ( it was a review for they).
- ✓ They took notes and sketched his or her understanding of a new word.

**What were the main disadvantages of using visual media in teaching English vocabulary?**

- ✓ A student did not revised the vocabulary sent because she could not remembered well when the teacher asked her.
- ✓ Some words were not studied such as some words related to family members, weather, jobs and professions. This is because the teacher did not want to overload students with so much vocabulary.
- ✓ Nonetheless they did not study well the vocabulary about colors and clothes, they could make descriptions of themselves.
- ✓ They did not have time to study the vocabulary (parts of the body)
- ✓ They did not take notes in their notebooks because they did not have enough time (parts of the body)
- ✓ They could not learn the vocabulary so well (in an English lesson)

**List 4.2.1 Students' perceptions when they learned English vocabulary through visual media and WhatsApp.**

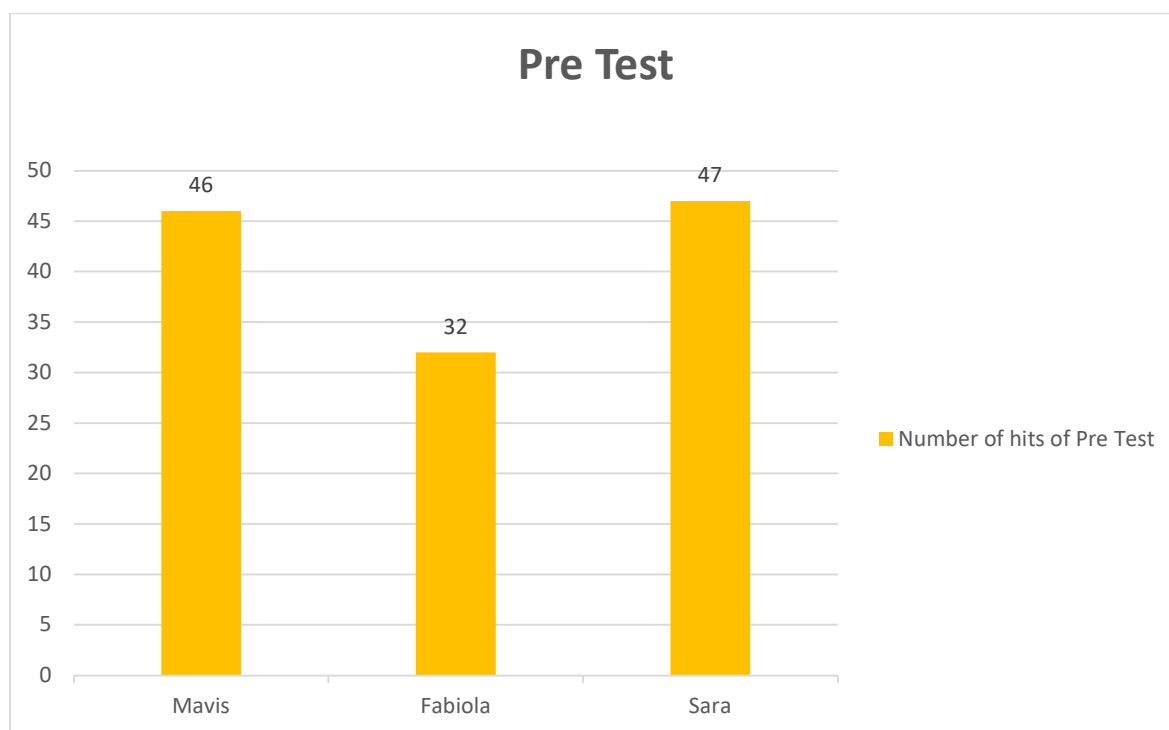
### 4.3 Students' Results Pre and Post Test

The third section of data collection responds to the last research question:

- Which are the students' results before and after learning English vocabulary through visual media and WhatsApp?

For the data collection of this last part, a pretest and posttest it was designed to compare the students' results before and after learning English vocabulary through images (visual media) and WhatsApp. It is worth to point out that the tests had similarities with respect to number of questions which were twelve, both had images. The pretest had 93 items and evaluated how much vocabulary they could remember or know, the teacher designed it with to have a better understanding of these students' level and to compare them with the final results. Two of the volunteers showed to have more knowledge with respect to vocabulary and the other student did not remember or she did not know the vocabulary.

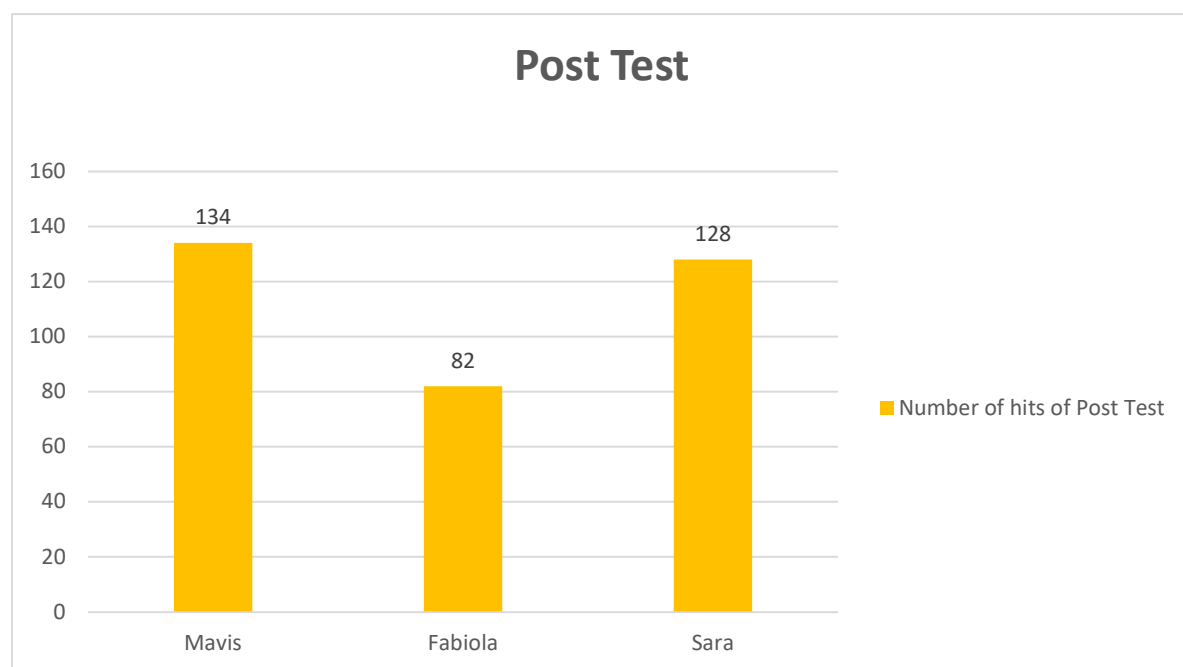
The following figure shows the total hits that each student had from pretest.



**Figure 4.3.1 Students' results before they learned English vocabulary through visual media and WhatsApp.**

Regards to posttest, as it was mentioned before, the number of questions were twelve and using similar images to help students to answer it, but the number of items were 154 because in this point students already had learned and acquired the English vocabulary taught during 4 weeks in their English lessons, thus the length of this test was a little longer. Obviously, this test contained the same information asked before but with more items. Finally, the results were like the pretest because two of the volunteers, who were the sisters, obtained the higher results. The other student did not accomplish to learn more vocabulary.

Figure 4.3.2 presents the total of hits each student had in the posttest.



**Figure 4.3.2 students' results after they learned English vocabulary through visual media and WhatsApp.**

## **Conclusion**

Chapter four showed the results obtained by the questionnaire done by students in which they expressed different points of view and it was interesting to observe how each student had a different perception about the same phenomenon, but also how they had the same perceptions in some questions and to point out students preferred to work with visual media instead of WhatsApp, because they found funnier and more attractive to observe the image. Also, this study presented the most relevant advantages and disadvantages observed when students interacted with the main materials from this research; and to conclude it is presented students' tests results after and before they started to learn English vocabulary through visual media in this case images and WhatsApp. It is important to mention that two of the students had the same level of vocabulary before and after and the other student had less level of vocabulary at the beginning and at the end.

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

#### 5.0 Introduction

This chapter presents the conclusions of the whole research by firstly answering the research questions set out in the first chapter. Secondly, it presents a discussion about the relevance of this research and finally it makes some suggestions for further research. As a reminder for readers of this research, it was focused on learning English vocabulary through visual media and WhatsApp in order to know the students' opinions of using these resources, the advantages and disadvantages of using these tools and to compare the students' results vocabulary they had previously and after learning English vocabulary by these resources.

#### 5.1 Findings

The following answers are related on the research questions and the order in which they are presented is according to the sequence in this research,

- *What are students' perceptions when they learn English vocabulary through visual media and WhatsApp?*

As it can be seen, in chapter 4 the students pointed out they felt good and great working with images (visual media) and WhatsApp, even though one of them has already worked with these resources, for the other students it was the first time they used them. They expressed to feel interested in these materials because they liked to work with them. Similarly, they mentioned that these resources helped them to learn some English words and finally they said they really enjoyed working with visual aids since it was easy and funny to understand and to review.

- *What are the main advantages and disadvantages of using visual media and WhatsApp to learn English vocabulary?*

The following table shows the main advantages and disadvantages for each material used in this research carried out through a logbook. It is important to point out that the last week it was not satisfactory since they started their online classes of the high school and they did not have enough time.

Visual Media		WhatsApp	
Advantages	Disadvantages	Advantages	Disadvantages
<ul style="list-style-type: none"> <li>✚ Two students remembered some words about the vocabulary.</li> <li>✚ For students it was review since most of the vocabulary they already knew.</li> <li>✚ They took the initiative to draw the vocabulary in their notebooks.</li> </ul>	<ul style="list-style-type: none"> <li>✚ A student did not revise the vocabulary for this reason she could not remember the vocabulary.</li> <li>✚ It missed to learn more vocabulary related to family members.</li> <li>✚ The last week they could see the vocabulary, they did not take notes in their notebooks and they did not study the vocabulary they did not have enough time.</li> </ul>	<ul style="list-style-type: none"> <li>✚ students responded in English with some greetings.</li> <li>✚ They took notes by themselves.</li> <li>✚ They received the majority of information in this app.</li> <li>✚ They sent homework by WhatsApp.</li> </ul>	<ul style="list-style-type: none"> <li>✚ None of the students had an internet connection during the English lessons.</li> <li>✚ One of the students did not have the app available the first time.</li> <li>✚ It was not possible to share other extra information during the English lessons they had internet at home.</li> <li>✚ There was an archive they could not download so, the teacher sent them screenshots.</li> </ul>

- Which are the students' results previously and after learning English vocabulary through visual media and WhatsApp?

It is observed that two of the students had the same level of English vocabulary before starting their English lessons obtaining 46 and 47 items each student respectively in the pretest meanwhile the third student obtained 32 items. Let us point out that 50 items are the total of items. Meanwhile in the posttest the same students with high grades obtained the highest grades 134 items and 128 items respectively again.

Considering that 160 is the total of items. Which means student 1 and 3 had the same knowledge before and after the English lessons and student 2 had a lower level of vocabulary. In fact, student 2 was the student who had some issues with app, like downloading it and had some difficulties to work with it and remembering the vocabulary.

## **5.2 Implications**

The implications for this research are to be mentioned and we can summarize them as follows. To learn English vocabulary using a digital resource, in this case is WhatsApp hand in hand visual media through images has a positive effect in students, since students can interact in a WhatsApp's group with some expressions and words that they learn in English. Besides the use of visual media in this case images will help students to remember in an easier way the new vocabulary through images making the learning of English vocabulary fun as they learn in a creative, modern, and interactive way. Finally, students have the determination to adopt their own learning strategy for learning vocabulary, in this case they decided to draw or sketch their understanding of the vocabulary to learn it easier.

## **5.3 Limitations**

One of the major limitations for this investigation is the internet connection for the use of WhatsApp since students have internet only at home and it was not possible to share extra information during the English lessons. On the other hand, the teacher had to be careful with the type of information she decided to send via WhatsApp as the files can sometimes be heavy and they cannot be downloaded correctly and this may be difficult for students and teachers since the objective of learning English vocabulary not could be achieved.

#### **5.4 Recommendations for Further Research**

This paper pointed out the importance of learning English vocabulary through WhatsApp and visual media and it suggests for future teachers to make use of digital resources besides of WhatsApp, nowadays it is used due to the facility it has and it was one of the main objectives for this research, but it is also recommended to integrate other apps that are enabled to learn different languages besides of English. It is important to consider the availability of internet connection because it makes possible to use digital tools during the English lessons, if the teacher decides to use some digital tools inside the classroom, some students will not be able to interact or use them as they do not have internet everywhere.

It is also advisable to consider the type of documents or files the teacher will send to students, in this case images, because this may be an issue that they face when they download them. The type of files and extensions must be compatible with the digital devices used by students or at least to facilitate the downloading or viewing the documents through digital devices such as: cellphones, tablets and laptops, for example.

In conclusion although this research had some limitations, it did not impede to help students to learn more English vocabulary making use of technology hand in hand with images since students took advantage from this resource and they achieved to learn when using WhatsApp.

#### **5.5 Conclusions**

Nowadays to use digital tools like apps is a trend in the teaching of a foreign language because it helps students to learn, in this case vocabulary, through visual media, images in this research. WhatsApp helped them interact with one another and the teacher, it is like chatting with a friend since and they enjoyed using it however they preferred the images because for students it was easier to remember the vocabulary and the use of the app was not new for them. Teachers should take in consideration if the classroom has internet connection or not because if this is not the case, files, images, media and so on cannot be shared during the lessons.

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## APPENDICES

### Appendix A

#### WEEKLY REFLECTION

The following statements will be weekly reflections per each learner, which teacher will give to learners and they should answer them to know what the feelings, thoughts, perceptions students had during the week they were working. They should choose the best option for themselves.

##### Reflection week 1

1. This was the first week you used WhatsApp and Visual Media for learning English vocabulary. How did you feel to work with these tools?
  - Attracted, it was new for me, I never worked before with these tools.
  - Bored
  - Disinterested
  - Other \_\_\_\_\_

##### Reflection week 2

2. This week you worked and receive images of weather and family members, memory game with jobs. How did you feel working with this material and with WhatsApp?
  - Interested, fascinated
  - Bored
  - I didn't mind
  - Other \_\_\_\_\_

##### Reflection week 3

3. This was the third week you still working with WhatsApp and Visual Media. Do you think these resources helped you to learn English vocabulary this week?
  - Yes, I feel they help me to learn at least some words.
  - No, I don't feel they help me to learn some English words.
  - I don't care if we use them, I don't feel interest.
  - Other \_\_\_\_\_

##### Reflection week 4

4. This is the last week you worked with WhatsApp and Visual Media, receiving, and sending information through these resources. How was your experience working with these materials during these 4 weeks?
  - Great, actually I really enjoyed it.
  - Bad, I couldn't have a good interaction with these resources.
  - Actually, I didn't have interest at any time.
  - Other \_\_\_\_\_

**5. What material did you like most for learning English vocabulary and why?**

- WhatsApp
- Visual media

Why? \_\_\_\_\_

## Appendix B

The following logbook was used during the English lessons by researcher/teacher where she made notes about the observations related on students and the materials used for learning English vocabulary which were Visual Media and WhatsApp.

### OBSERVATION'S LOGBOOK

Researcher's name: Sandra Ivette Gonzalez Dominguez.
Research's theme: (nombre de mi tesis)
Topic:
Date:
Time:
Week:

Tick one of the following indicators according to what you observed using the main resources.

INDICATORS	EXCELLENT	REGULAR	SUFFICIENT	INSUFFICIENT
Use of whatsapp in teaching English vocabulary				
Use of digital didactic material in teaching English vocabulary				

Answer the following guided questions briefly in the answer space.

What were the main advantages of using whatsapp in teaching English vocabulary?	
What were the main disadvantages of using whatsapp in teaching English vocabulary?	
What were the main advantages of using digital didactic material in teaching English vocabulary?	
What were the main disadvantages of using digital didactic material in teaching English vocabulary?	

## Appendix C

### EXAMEN DIAGNOSTICO

The aim of this pre- test is to know to what extend learners remember/know English vocabulary, in order to score their knowledge in this language, before to start the English lesson during the next 4 weeks.

La siguiente información será para conocer tus datos personales los cuales serán de ayuda para el desarrollo de esta investigación. Toda la información recaudada será confidencial y solamente para fines educativos.

Nombre completo:

Edad:

Nombre de tu escuela:

Grado que estudias:

Sexo:

1. Pinta las siguientes imágenes de acuerdo con los colores que te piden.



2. Une cada imagen con el saludo que corresponde



good night



good morning

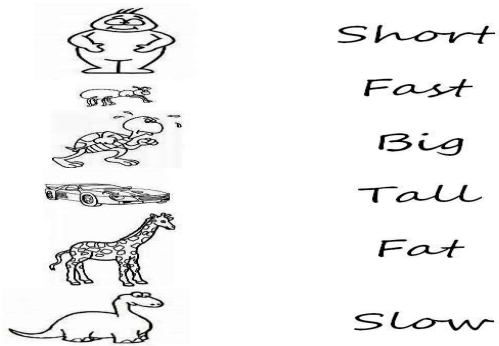


hello



goodbye

3. Une cada imagen con el adjetivo que le corresponde.



4. Escribe en los espacios en blanco las partes de la casa correctamente.



5. Completa la siguiente información con tus datos.

I am a ...

boy girl

My name is \_\_\_\_\_

I am \_\_\_\_\_ years old

6. Une cada ropa con su nombre correcto



7. Une cada imagen con su profesión/trabajo correcto.

1. Doctor
2. Teacher
3. Mechanic
4. Secretary
5. Shopkeeper
6. Hairdresser
7. Farmer
8. Fire fighter
9. Librarian
10. Police officer



8. Escribe cada palabra debajo de la figura a la que corresponda.

Stormy	Snowy	Windy
Cloudy	Sunny	Rainy



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

9. Identifica y une las partes del cuerpo.

EAR

EYE

MOUTH

HAND

LEG



HAIR

NECK

NOSE

ARM

FOOT

10. Escribe el verbo que corresponda a la imagen.

run brush skip eat read kick



11. Write the following numbers in English. For example: 120=one hundred twenty.

85=

268=

74=

15=

12. Complete each gap of the following days, write the months in English and according the images write the correct name.

S\_nd\_y

Enero=

\_on\_ay

Abril=

T\_e\_day

Febrero=

W\_nds\_\_\_\_

Junio=

\_hur\_sd\_y

Octubre=











Fr\_d\_y

Diciembre=









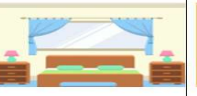





Sa\_ur\_ay Agosto





1 	2 	3 
hot    cold	fat    thin	tall    short
4 	5 	6 
old    young	ugly    beautiful	sad    happy
7 	8 	9 
big    small	tall    short	hot    cold
10 	11 	12 
ugly    beautiful	sad    happy	old    young
13 	14 	15 
big    small	fat    thin	sad    happy

4. Put the correct words into the blanks according to the pictures.

house, living room, bedroom, kitchen, dining room, bathroom, garden, fence, door, window, balcony, attic, roof				
				
.....	.....	.....	.....	.....
				
.....	.....	.....	.....	.....
				
.....	.....	.....	.....	.....

5. Complete the following statements with your personal information

IT'S ALL ABOUT...

THIS IS  ME

I AM  YEARS OLD

I LIVE IN

MY FRIENDS ARE...

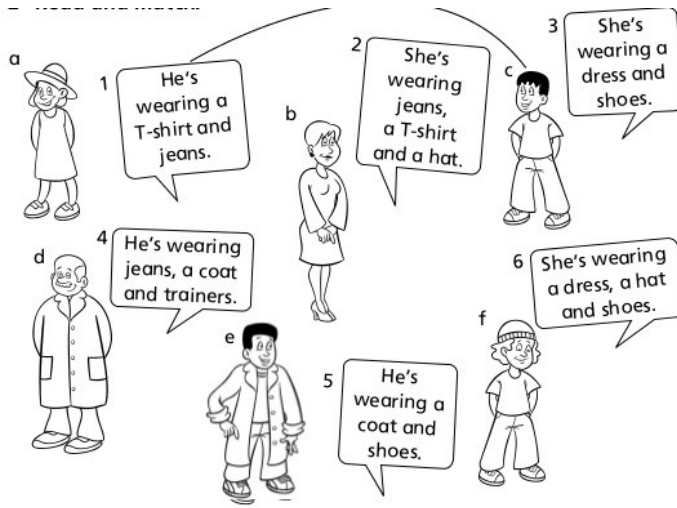
THIS IS MY FAMILY

I WANT TO BE A  WHEN I GROW UP

MY FAVORITE...

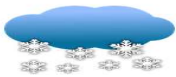
ISL (9) Rectiv Food m TV SHOW BOOK

6. Read and match. You should identify the correct clothing and then color it according each little conversation.



7. Write each word in the correct image according the weather belongs to.

Stormy	Snowy	Windy
Cloudy	Sunny	Rainy

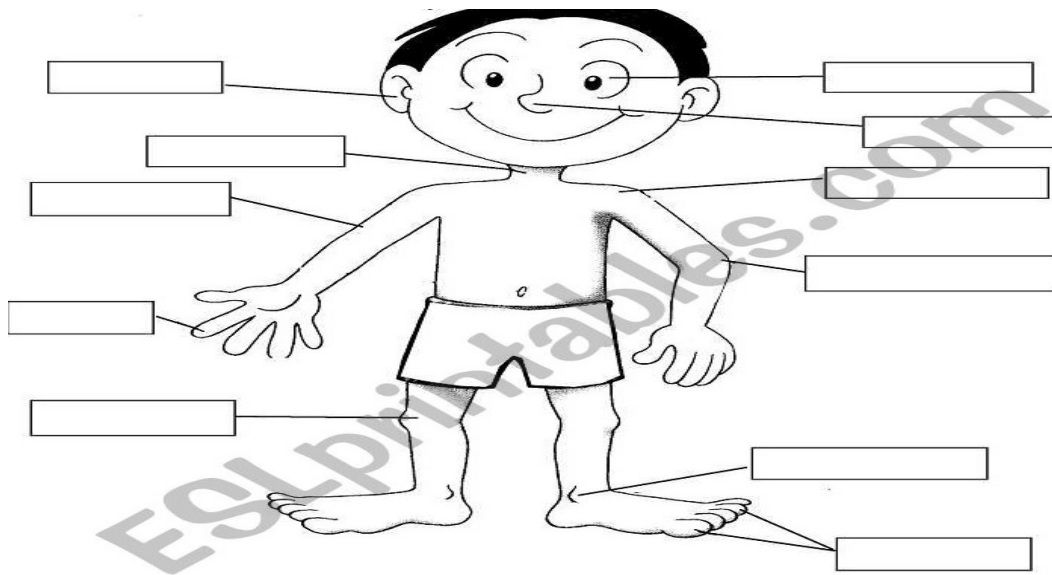


8. Write the words from the word bank under the correct pictures.

Pilot	Nurse	Doctor	Teacher
Police Officer	Chef	Priest	Fire fighter

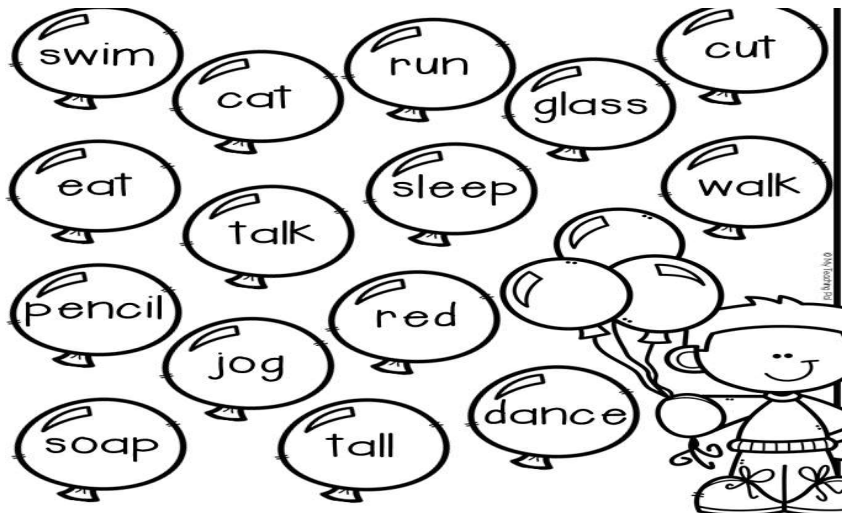


9. Label the body parts.



fingers	knee	ear	elbow	nose	ankle
eye	toes	eyebrow	neck	arm	

10. Choose your favorite color and paint all the balloons with verbs.



11. Read and circle the correct number, then match each number and finally write the number in English.

SEVENTY	7	17	70	THIRTY	20	30	40
EIGHT	18	8	80	ELEVEN	11	12	13
NINE	19	90	9	FOURTEEN	40	400	14
FIFTEEN	5	15	50	ONE	1	10	100
A HUNDRED	10	1000	100	FOUR	40	4	14

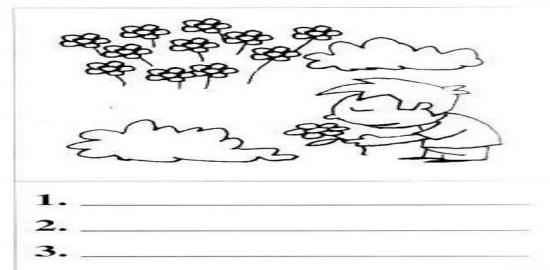
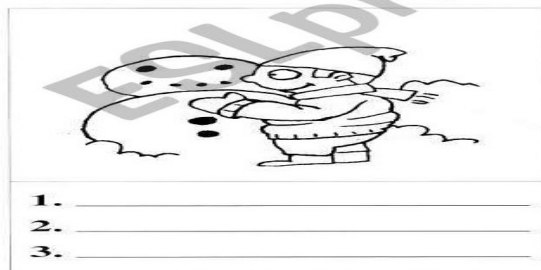
2. Match.

100 eighty 10 twenty  
 forty 40 sixty 90  
 30 ninety 70 seventy  
 one hundred 50 fifty 20  
 60 thirty ten 80

3. Write.

89 \_\_\_\_\_ 98 \_\_\_\_\_ 77 \_\_\_\_\_  
 33 \_\_\_\_\_ 46 \_\_\_\_\_ 69 \_\_\_\_\_  
 56 \_\_\_\_\_ 31 \_\_\_\_\_ 44 \_\_\_\_\_

12. Look at the pictures and write the months of the year and the seasons, and finally rewrite the days of the week.



## Appendix E

**Topic:** The family members.

**Date:** 12<sup>th</sup> august 2020

**No. of students:**

**Teacher's name:** Sandra I Gonzalez D.

**Level:** Beginners A1

**Schedule:** 11-12:30

**Objective:** Learners describe each member of their family using an adjective and a possessive pronoun through a family tree

ACTIVITIES	PROCEDURE	MATERIALS	SET UP	TIME
<b>Warm Up</b> A magic box	Teacher asks to each learner take out an image and they should remember what family member is and teachers writes down on the board the correct name (all the vocabulary related to this topic was sent by means of WhatsApp for learners previously).	Virtual didactic material (impressed as well) WhatsApp Board, markers A box	Teacher- learners	10 minutes
<b>Presentation</b> <b>Activity 1</b>  <b>Activity 2</b>	Teacher shows learners a short list of adjectives an she explains the possessive pronouns. According to a reading learner identify and write down the Lorena's family members in the family tree. Teacher write down a short list of adjectives for making descriptions in the following activity. Learners complete a family tree with all the members such as: aunts, niece, grandparents so on and, they will send this activity to the group of WhatsApp.	Board, markers A reading (the family tree)  A photo of their family.	Learners  Learners	20 minutes  20 minutes
<b>Practice</b>	Learners write down five short sentences describing the members of their family they choose. For example:  My father is Juan and he is tall.	Notebooks	Learners	15 minutes
<b>Assessment</b>	Learners bring a photo from their family and they talk about of each member.	A photo of their family.	Learners	20 minutes