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FACULTAD DE LENGUAS

**THE IMPACT OF VISUAL AIDS IN TEACHING AND
LEARNING ENGLISH VOCABULARY TO BEGINNER
CHILDREN IN A PRIVATE INSTITUTE**

T E S I S

**PARA OBTENER EL TÍTULO DE
LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS**

**PRESENTA:
SANDRA ROMERO CAPILLA**

**DIRECTORA DE TESIS
DRA. REBECA ELENA TAPIA CARLÍN**



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This thesis has been read by the members of the Thesis Committee of
Sandra Romero Capilla

And is considered worthy of approval in partial fulfillment of the requirement for the
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LICENCIATURA EN ENSEÑANZA DEL INGLÉS

Thesis Director



Dra. Rebeca Elena Tapia Carlin

Committee member



Dr. Eliphelet Rivera Cuayahuitl

Committee member



Dra. María del Carmen Castillo Salazar

Benemérita Universidad Autónoma de Puebla

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Dedications

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ABSTRACT

More people around the world are studying and learning English because it has become the international language of education and business. To speak English has become almost a necessity for people. There are many reasons why learning English for example it allows people to communicate with new people. It helps people to see things from a different perspective, or get a deeper understanding of another culture. It helps people to get a better job. But for children learning English can be challenging and frustrating because children have a lot of energy and a shorter attention. Most of the times students are not interested in learning English.

In response to the problem described before the aim of this research paper is to show the impact of visual materials in teaching and learning English vocabulary and what is their effect on beginner learners. The use of visual aids can help beginner children easily understand and realize the main points that they have learned in the classroom.

The participants of this research were beginner children in a private institute located in Tlaxcala whose ages rank from 7 to 13 years old, males and females. To accomplish the aim of the research, a questionnaire, a teacher's narrative and a set of lesson plan were used to collect the required data. The collected data was represented in graphs. The findings of this study indicated the majority of the students had positive perceptions of the use of visual aids. This kind of material aroused the interest of learners to acquire vocabulary and help the teachers to explain the concepts easily. The findings also show that visual aids are a very good tool in order to motivate and get students attention to learn vocabulary.

Key terms

Visual aids

“The strategy of visualization, the converting of words on the page into pictures in the mind”. (Tomlinson, 1998, p.265)

Tool

Something that can be used for a particular purpose. (Cambridge dictionary of American English, 1995)

Vocabulary

"Words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)" (Neuman and Dwyer, 2009, p. 385).

Teaching

Anything done by materials developers or teacher to facilitate the learning of the language. Teaching can be direct (in that it transmits information overtly to the learners) or indirect (in that it helps the learners to discover things for themselves). (Cambridge dictionary of American English, 1995)

Learning

It is considered to be a conscious process which consist of the committing to memory of information relevant to what is being learned. (Cambridge dictionary of American English, 1995.)

Chapter I: Introduction

1.1 Introduction

Teaching English to children is not an easy job because a lot of children are not interested in learning English vocabulary. Also, because for children learn a foreign language is boring.

Some aspects that influence this process is the way, techniques or methods that teachers use to teach children. In many cases the methods that teachers use are not interesting for students and the consequence is that some children are not concentrated in class. Another important fact is the age of the students because we do not have to forget that they are children and their attention is very short because they want to play all the time. Therefore, teachers have to concentrate or focus in the likes and interest of children.

There are a lot of different techniques for teachers in order to help students to improve their vocabulary. However, the current teachers' methods of teaching vocabulary do not satisfy with their students' expectation. For that reason, the English learning process has to be motivated and attractive for the children. Magazines, videos, textbooks, images, picture cards, are some materials that students like to use in the classroom because they are easy to connect the meaning of vocabulary in an easy and fun way. For that reason, this paper will show the impact of using visual aids as a tool in teaching and learning English vocabulary to children in a private institute at beginner level.

Visual aids can be used to add color to an English lesson and can help to bring literature more alive. They can also be particularly useful for non-English

speakers who are trying to learn English. There are many ways to use visual aids, so there should be no reason for any student to say that a lesson was dull. Enthusiasm, combined with interesting and diverse teaching methods, will motivate a student to learn more. Teaching vocabulary using visual aids is an essential teaching strategy. In contrast of memorizing language forms and words is a very ineffective strategy for learning a foreign language. On the other hand, using visual aids can help students to strengthen and reinforce what they have learned. The reason is that they allow students to absorb the information through an additional sensory perception.

The application of visual aids is considered one of the effective ways to teach English vocabulary to students. So, it is necessary to get teachers and students familiarized with this relaxing but useful and effective technique. An effective teacher has a multitude of technique and must be able to select the ones which will be the most efficient in leading the learners to the desired terminal behavior. There are many ways to teach and learn vocabulary, in which using visual aids are considered one of the most useful and effective way to teach and to learn English vocabulary. Through the use of visual aids, students find vocabulary learning stimulating and enjoyable. In addition, to use visual aids in teaching and learning vocabulary will be interesting and more enthusiastic to students.

1.2 Problem Statement

For many children to learn English has become a challenge, because most of them are not interested in learning a language, in many cases the teacher's methods are boring for students. Sometimes the materials used by the teacher do not satisfy the students' interest, and as a consequence, children are not concentrated in classes, for that reason, the English learning process is not attractive for children, due to their attention is very short and because they want to play all the time. For that reason, the teaching and learning process has to be motivated and attractive for children. This challenge particularly faced beginner students and teacher in a private institute located in tlaxcala. The age range of the students was from 7 to 13 years old, males and females. In response to the problem described before, the aim of this research is to show the benefits of visual aids in teaching and learning English vocabulary to beginner children. This study suggests that visual aids can help students easily understand what they are learning in the classroom and beneficiate teaching and learning process because they connect the meaning of vocabulary in an easy and fun way.

1.3 Research questions

1. How much does children's vocabulary increase when using visual aids?
2. What are the benefits of using visual aids in teaching and learning English vocabulary?

1.4 Purpose of the study

The purpose of this research paper is to show how helpful and important are visual aids in teaching and learning vocabulary. With the intention to show that using visual aids help teacher's teaching and students easily understand and realize the main points that they have learned in the classroom.

1.5 Significance of the study

The acquisition of vocabulary has long been left to be a crucial component of learning a foreign language. Therefore, techniques for teaching and learning vocabulary become the matter of concern in many studies. Visual aids such as pictures, posters, postcards, word calendars, realia, charts, graphic organizers, picture books, television, videos from iTunes, and computers can help students have different responses and expressions because of their different educational and cultural background. Using visual aids can help students understand the deep meaning of a topic and realize similarities and differences between each topic.

The objective here is to study the impact of using visual aids as a tool in teaching and learning English vocabulary for children in a private institute at beginner level.

The result of this investigation can be useful to the institution and also other institutions and the students to improve the interest for studying English. In addition to the application of visual aids is considered an effective way to teach English vocabulary to students.

Conclusion

This chapter reported the problem that students and teacher faced in teaching and learning English vocabulary in a private institute. For many children to learn English has become a challenge, this due for example the lack of material used in classes, the lack of teacher's methodologies, besides the lack of activities that get the interest of students in classes. Moreover, students need to feel motivated to interact and learn the language, specifically to learn English vocabulary. According to the problem presented, the next chapter examines the literature that suggests that visual aids facilitate and beneficiate teaching and learning English vocabulary.

Chapter II: Literature Review

This chapter discusses the literature relevant to the aim of this research about the impact of using visual aids in teaching and learning English vocabulary to beginner children. The chapter first examines the definition of vocabulary, second it discusses how to teach vocabulary, then the important role that vocabulary plays in teaching and learning English. Finally reviews what are visual aids and gives examples of them.

2.1 Vocabulary definition

Vocabulary refers to the collection of words a particular person, group of people, socioeconomic group, profession, and so on, knows and uses. The technical term for vocabulary is lexis.

“The active vocabulary is all the words used expressively (in writing, speaking or signing) and the passive vocabulary is all the words recognized and understood, although not necessarily used expressively. An adult’s passive vocabulary is about one third larger than their active vocabulary” (Crystal, 2006, p. 11).

Due to the role that vocabulary plays in the learning process of a language, it is necessary to talk about their importance which will be mentioned in the following literature.

2.2 Importance of vocabulary

Vocabulary is central to English language teaching because without sufficient vocabulary students can not understand others or express their own ideas. About vocabulary and its importance in language learning. Wilkins (1972)

said “while without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (pp. 111–112). Lewis (1993) went further to argue, “lexis is the core or heart of language” (p. 89).

The acquisition of vocabulary is essential for successful second language use and plays an important role in the formation of complete spoken and written texts. “In English as a second language (ESL) and English as a foreign language (EFL) learning vocabulary items plays a vital role in all language skills (i.e. listening, speaking, reading, and writing” (Nation, 2011, p. 14). Rivers and Nunan (1991, p.72), furthermore, argue that “the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication”. Closely related to the learning of vocabulary is the implementation of visual aids in the language classroom. The next concept talks about the importance of teaching vocabulary.

2.3 The importance of teaching vocabulary

English teachers usually prioritize syntax or morphology as central to linguistic theory and more critical to language pedagogy. They do not think that vocabulary is central to language and words are of critical importance to the typical language learners. However, there has been increased focus on teaching vocabulary recently, as a Thornbury (2004) stated “the development of new approaches to language teaching, which are much more ‘word-centered’.” (p. 6). Resides as Allen (1983) mentions “The core concept of how important teaching vocabulary in class was not recognized until late 1970s and 1980s when people realized the necessity of vocabulary in reading comprehension” (p.5).

The teaching that uses visual material will almost certainly be better and will not properly be easier because understanding and ideas are more easily discovered by the students. Howard (1968) asserts on this issue “vocabulary is best learned when meaning of words is illustrated, for example by a picture, an action or real object”. (p.143). As a consequence to the importance to teach vocabulary in the teaching and learning process, the next literature will talk about ways to teach vocabulary.

2.4 How to teach vocabulary

For many years, however, “teaching vocabulary was considered an add-on to teaching grammar or simply a by-product of language teaching and communicative functions” (Meara, 1980, p. 17) The reasons were: “firstly, too many words in one sentence were believed to break its grammar structure and spoil children in learning systematic grammar, secondly, it was thought that vocabulary could be learnt through experience only and therefore, there was little need for the teachers to focus much on teaching their students vocabulary; and thirdly, they put the emphasis of teaching grammar on priority to vocabulary were already taken too much of any lesson in the classroom” (Allen, 1983, p. 23). Closely related to the learning of vocabulary is the implementation of visual aids in the language classroom.

2.5 Definition of Visual aids

Visual aids are visual representations which support presentations in the form of text, cartoons, graphs, illustrations, photographs. These can be OHP transparencies, handouts, flipcharts, posters, objects etc. They help to break up the monotony, providing a visual stimulant to reinforce what the learners are

hearing. According to Tomlinson (1998, p.265) “The strategy of visualization, the converting of words on the page into pictures in the mind”.

When teachers present a concept using a visual aid, teachers are giving students something they can associate with that concept because visual aids helps students understand and remember concepts more easily. Later, when students try to recall it, all they have to do is bring up the image that teacher used.

Visual aids also help to present clearly and smoothly, without complications because of a picture is worth a thousand words. Visual aids allow teachers to explain the meaning behind various vocabulary and structures without explanation. In addition, teachers can ask prompting questions about visual aids before presented to boost student talking time and lead them to the answer.

Visual aids not only help put the new language out there, they also help remind students of the language they've learned as the class goes on besides visual aids makes the class more dynamic and fun.

2.6 Kinds of visual aids

There are many different ways in which a teacher can make the learning experience more interesting and memorable for learners. One technique is to use teaching aids. These are things used in the classroom to aid teaching and training. Visual aids such as overheads; and interactive tools such as a video programmer can be a great tool and there are other many kinds of visual aids.

To emphasize in kids of visual aids Tomlinson (2003) maintains “Materials include anything which can be used to facilitate the learning of a language” (p. 2). Here are a few ideas of how to incorporate visual aids into your teaching:

2.6.1 Pictures

Pictures are great for presenting many nouns, adjectives and simple sentence patterns. Teachers can use pictures with younger students, for example solicit words by asking “What do you see?” and it is a very useful material because pictures are representation of someone or something produced by drawing, painting, or photographing.

“Magazines, calendars, brochures, postcards, greeting cards, catalogs, clip art, flyers, and the internet are all good pictures sources. Different kind of magazines-fashion, science and nature, travel, sports and hobby – will yield different kinds of pictures” (Epstein and Ormiston, 2007, p. 89).

Here are a few ideas of how to incorporate visual aids in teaching:

- **Use personal pictures:** Whenever possible, use pictures of yourself or photos around town/school (that students would recognize) in Power Points or games. This will make it much more interesting and memorable for the students, so words will stick that much easier.
- **Include celebrities for interest:** Likewise, if teachers use pictures of a well-known celebrity (whether local or global) in activities, presentations or games, students will perk up and teachers will have captured their attention more than before.

2.6.2 Drawings

Drawing is not too complicated because drawing is a process of making pictures with a pencil, pen, etc.

As Epstein and Ormiston (2007) stated “You can draw simple illustrations to help students construct the meaning” (p. 71). People really can draw almost anything with a few simple lines and shapes or to make simple line drawings. The goal is to quickly create and reproduce line drawings once you know the content you want.

According to Brewster, Ellis, and Girard (2002) “Objects can either be drawn on the blackboard or drawn on flash cards. The latter can be used again and again in different contexts if they are made with cards and covered in plastic.” (p.90). With this we can say that students almost always enjoy drawing pictures because on them they can capture their creativity and imagination and in this way, they can relate the picture with the meaning of the words.

2.6.3 Flash cards

Flash cards are useful for showing simple pictures objects or actions. The size of cards depend on how teachers plan to use them, they need to be a size that is easy to handle. Teachers can make cards from boxes, notepad backs, or card stock paper. Teachers can use small pictures from magazines or brochures or line drawings for flashcards.

Uses of flash cards

“You can use flashcards for teaching pronunciation, vocabulary, structure, and functions. The most basic way of using flashcards to introduce new language is:

- Show the flashcard and describe some aspect of it (e.g., “it’s cloudy and rainy.”)
- The class repeats the description.
- You ask a question to elicit the original description again (e.g., what’s the weather like?”) (Epstein and Ormiston, 2007, p. 75).

2.6.4 Posters

There are many teaching aids available to help improve students’ learning. Posters are excellent visual aids that can help children with spelling and comprehension, mathematics, language, geography, science, history and many more subjects. Posters are excellent source for students to read and learn from, when focusing on a specific subject. It is proven that visual learning is one of the most popular methods of learning that children and teachers find most effective, posters that help children learn through the use of visual aids.

Posters are striking and visually appealing. The use of bright colors and bold text is helpful for getting the attention of children and adults. There are many benefits of having posters as a visual aid in the classrooms or at home. Posters can be interactive as laminating certain posters means that students can write on them and then reuse them in the future.

“Posters can depict aspects of life in the target culture, or student’s culture. This bring language to life and can be a stimulus for questions, discussion, or writing” (Epstein and Ormiston, 2007, p. 79).

An attractive poster will catch a reader's eye at first glance to read your poster or listen to the class or presentation. Whenever possible teachers can use an image or graphic to portray information rather than a paragraph or text.

2.6.5 Photographs

In the absence of an object or a model, teachers may be able to use photographs. Unless they are large enough for the audience to view without straining. Normal size photos are too small to be seen clearly without being passed around which only diverts the audience from what you are saying. The same is true of photographs in books.

A photograph is a good visual aid because all the students have one, they can relate an event, action, people, or object using the photograph and a word.

Photographs can be effectively used to do the following:

- Bring local images familiar to students into the classroom to make instruction more real
- Ask students questions about what they think caused the situation they are viewing
- Ask students to predict what they think will happen next in scene represented
- Photographs can be used to assist students in identifying different types of plants, animals, equipment, etc.

2.6.6 People

Used to refer to everyone, or informally to the group that you are speaking to.

(Cambridge English Dictionary, 2016)

Sometimes teacher and students can use your own body as a visual aid for example by illustrating how a conductor directs an orchestra, by revealing the

secrets behind magic tricks, by showing how to perform sign language, etc. In addition to clarifying. Sometimes teachers or students can use her or his body as a visual aid, as demonstrating yoga postures. Such a speech requires careful practice to coordinate the speaker's actions and words while maintaining eye contact with the audience.

It also can reduce a speaker's nervousness by providing an outlet for extra adrenaline. Doing a demonstration well requires special practice to coordinate your actions with your words and to control the timing of your speech. Special care is required if you are demonstrating a process that takes longer to complete than the time allotted for your speech.

People can be a fun visual aid and helpful in demonstrating something because students enjoy make different activities using their body for example performing a word.

2.6.7 Power point slides

Multimedia presentations allow teachers to integrate a variety of visual aids including charts, graphs, photographs, and video in the same talk. Depending on the technological resources at the schools, teachers may be able to give multimedia presentations in their speech class because of multimedia presentation and speech combines several kinds of visual and/or audio aids in the same talk.

When they are used well, PowerPoint is a great boon to communication. It allows teachers to employ all kinds of visual aids without having to juggle poster board and overhead transparencies while also trying to operate a DVD player

and slide projector. Instead, teachers can use PowerPoint to incorporate text, photographs, charts, graphs, sound, even video into your speech.

Microsoft PowerPoint is probably now the most commonly used form of visual aid. Used well, it can really help teachers in their presentation; used badly, however, it can have the opposite effect. The general principles are:

There are many different types of visual aids. Visual aids can be a very powerful tool to enhance the impact of your presentations. Words and images presented in different formats can appeal directly to your audience's imagination, adding power to your spoken words.

2.6.8 Videos

Video gives teachers a chance to show stimulating visual information. Use video to bring movement, pictures and sound into topic presentation. Always teachers make sure that the clip is directly relevant to the content.

2.6.9 Television and movies

Television shows and movies are rich sources of audiovisual input. Consider all of the genres as news, weather reports, movies, documentaries, depict language spoken at the normal speed, with real accents in interesting context. teachers can also use television and movies to help students develop critical thinking skill captioned video available on television for hearing reading and using visual clues.

2.6.10 Selecting video materials

There are a number of factors to consider when selecting video material:

What is the topic of the video? What is the context? What is its purpose-to inform to educate, or to entertain?

Is the message of the video clear? Are the language and cultural content appropriate?

Does the video have entertainment as well as pedagogical value? Is it interesting and motivational or inspirational? Will it appeal to most of the students in your class?

Are the pictures and the sound quality clear? Is the speech delivery (rate, accent, clarity) suitable? Do supporting graphics help support comprehension and are they on-screen long enough? (Epstein and Ormiston, 2007, p. 131).

2.6.11 Realia

Refers to actual items that we bring into the classroom, such as food, maps, menus, stuffed toys, puppets, articles of clothing, household items, puzzles, tickers, globes, model cars or a medical kit. An advantage of many types of realia over other visual aids, such as pictures and charts, is that they are authentic, bringing relevancy to your lessons. If you are doing role plays, realia - a hat, scarf, or money-add greater realism. Students can manipulate realia. (Epstein and Ormiston, 2007, p. 80).

2.6.12 Models

A recognizable imitation of the original, a three-dimensional representation of a real object. (Cambridge English Dictionary, 2016)

According to Brewster, Ellis, and Girard (2002) Objects can be used to show meanings when the vocabulary consists of concrete nouns. Introducing a new word by showing the real object often helps pupils to memorize the word through visualization. Objects in the classroom can be used or things brought to the classroom. (p.93).

An object, usually built to scale, that represents another object in detail. No matter what kind of model (or object) you use, make sure the audience can see it and that you explain it clearly. Bringing an actual physical object (tools, plants, soil, feed, etc.) into the classroom can greatly increase student interest and understanding.

When using objects and models, keep the activity as interactive as possible. Teachers should create opportunities for students to touch the model as appropriate. If you choose to pass the model around the room, wait until it has made its way to all students before moving on with the lesson. Students can't explore with their hands and eyes and listen at the same time. Include students in the development process and/or provide opportunities for them to experiment with the model or modify it. This can increase students' understanding of the model and its relationship to the physical world. They create opportunities for students to analyze and comment on the model. This increases their understanding of the relationships between different inputs and rates.

2.6.13 Board

The main purpose in using the board is to make things clearer to the class and to focus their attention.

Students usually copy down things exactly the way teachers write them, using colored chalk or colored markers to highlight such elements as structural patterns, spelling patterns and sounds is also effective in developing your board space.

Advantage of the board

Teachers have access to a chalkboard or white board. Because of this, we as teachers have traditionally relied on the board, some advantages are:

- It can help to maintain and vary the pace of your lesson, allowing you to provide new material quietly and to make changes immediately by drawing, erasing, and rewriting.
- Students can draw and write on it
- It focuses attention and allows you to control what students see and when they see it.
- It allows you to reinforce oral language with visual and written cues, benefiting learners who need to see as well as hear in order to make sense of new language. (Epstein and Ormiston, 2007, p. 94).

Make good use of the board

According to Epstein and Ormiston, (2007)

- Always face the classroom when you use the board – even when you write. Rather than turning your back to the class while you write, and talking to the board, you should learn the skill of standing to the side and writing.

- Write clearly and legibly. Use large letters and be sure those in the back can see.
- Give your students time to take notes. Pause periodically to let them reflect, to ask questions, or simply to copy down what you have done.
- Structure your work. You can use headings, colored chalk, circles, underlining and different styles of writing (block letters, all caps, etc.) to help students see different sections and concepts (p.102).

2.6.14 Puppets and toys

Puppets and toys are an artificial figure representing a human being or an animal, manipulated by the hand, rods, and wires etc., as on a miniature stage.

Children will particularly appreciate you using puppets and toys in the classroom.

Curtain and Dahlberg (2004) states use puppets and toys for these reasons:

- To take on roles of personalities not in the classroom, such as an adult male if the teacher is a female, a special friend or visitor, a pet, or an unruly child.
- To use in student-created roles plays or mini-dramas (p.55).

Learning through play is fundamental to children's education, helping them to develop the necessary skills in life. Puppets can stimulate children's imagination, encourage creative play and discovery and are a wonderful interactive way to introduce narrative to even the most reluctant reader. They can be a powerful way of bringing story time to life; puppets can provide a focus for role play, encouraging the child's imagination and involvement in activities and can play a fundamental part in the recitation of stories and verse. In addition, hand puppets with workable mouths and tongues are an excellent motivational resource to inspire the teaching of phonics within literacy.

Any puppet can encourage the quietest of children to start talking. Puppets can break down barriers and provide an effective means to initiate communication. The child trusts the puppet and doesn't feel threatened by it, making it a perfect neutral medium through which they can discuss sensitive issues. The child can express thoughts, fears and feelings through the puppet that they might otherwise find difficult to voice to an adult.

Puppets can assist children with special educational needs. They can motivate and support children with difficulties in communication and interaction. They can help to develop their social and motor skills, and can meet the visual, tactile and emotional needs of the individual child. Large human puppets with glove hands and fingers can be used in conjunction with the different varieties of signing, adding a further dimension in helping children with both hearing difficulties and learning disabilities.

All puppets come to life as characters. They can portray different personalities and various traits and they cross all cultures. Puppets can share joy or sadness; they can be naughty or good, cheeky or shy; and when a child is engaged by a puppet they can learn lessons without even realizing.

Puppets provide an essential link between learning and play which makes them wonderful teaching tools for at home, the classroom and in the wider community.

2.6.15 Textbooks

In content areas (e.g., science and history books) use key visuals extensively to support written texts. You can also find key visuals, such as charts, to support explanations in grammar books. Academic preparation texts also provide authentic readings with key visual to support comprehension. Some

books provide organizational flowcharts illustrating how the book is set up to help both you and your students follow the intended sequence (Epstein and Ormiston, 2007, p. 87).

According to Rivera & Pérez (2015) research a textbook is a significant component in teaching and learning process. Most of the times they are perceived as a rout of map. On one hand “the textbook provides samples, also defines what is to be learned and what will be tested. Textbooks saves time, they offer linguistic, cultural and methodological support.” (McGrath, 2002, p.10-11).

On the other hand, from Rivera & Peréz (2015) perspective: “the teachers’ decisions to use the book or put it aside, however, were shaped by contextual factors” (p. 84)

Rivera & Pérez (2015) research examined the views of 6 mexican teachers, they were divided in two groups: 3 teachers with less experience (with 5-10 years’ experience) and 3 teachers with more experience (with 10-20 years’ experience). The study showed the contextual factors that determinate the teachers’ beliefs and the use of material in language classrooms.

The contextual factors that influenced the teachers’ perceptions about the use of textbook were:

- The time: because the course was too short contrary to the long classes and the long units.
- Group size referred to was not a large number of students. So, teachers could use another material.
- Particular features of the students because some of them were not in the right level and their attitude problems.

- The teachers' opinions were not taken about the textbook.
- The textbook was not appropriate because it was not according to the students' context or reality.
- Dissimilar teachers' opinion about freedom to use different material.

“Contextual factors were influential in the teachers' beliefs which in turn shaped their instructional decisions. Also, teacher experience influenced their perceptions about their work context” (Rivera & Pérez 2015, p. 88).

With this we can say that teachers had different opinions about the textbook and for that reason four out of six teachers decided to use complementary or alternative materials. The alternative or complementary materials used by the teachers were anthologies, handouts, ICT materials, grammar book, dictionary and worksheets. “the size of the group and the features of the students drove the teachers' decision to use further materials, or to replace the textbook with other materials” (Rivera & Pérez 2015, p. 86).

As a conclusion of this research is that there is a wide range of materials to help teachers teach their lessons. This kind of material can be auditory, visual, etcetera. The most important point is facilitate the teaching and learning process.

2.6.16 Storybooks

Storybooks can be used for so much more than just reading a story. Teachers can look for books with large pictures, if possible. Reading the story is not always necessary. The teacher can tell the story and use the pictures as the visual. Sometimes the storybook may not be exactly what the teacher wants to share, but if the pictures are good, use them as your visual and tell the story or read directly from the book.

2.6.17 Timelines

Timelines are a great way to illustrate tenses and time expressions. One thing that pictures aren't very helpful for is introducing grammatical structures, particularly anything beyond the present simple or present continuous.

For this, we have timelines. Because they are a line that shows the time and the order in which events have happened. (Cambridge University Press 2016. (Cambridge English Dictionary,2016)

Timelines help students understand the chronology of historic events, and help students situate newly encountered events and figures in relation to those they've already studied. They provide a visual aid for identifying cause and effect relationships between events, and a visual prompt to activate student prior knowledge. They allow students to recognize how historic events, eras and topics overlap in time. Use them to categorize similar or related events into themes, eras, and topics, and to help students compare elements in different time periods.

All of these purposes are important singly, and collectively they help students develop a long-range understanding of historic chronology.

2.6.18 Flip charts

A flip chart is a board standing on legs with large pieces of paper attached to the top that can be turned over. (Cambridge English Dictionary, 2016)

Flip charts can easily be made with sheets of paper stapled together at the top. Using a black marker, Teachers can draw simple images to illustrate the lesson. Even those who do not feel artistic can use this visual to draw simple stick figures, animals, maps, diagrams, charts, etc. After a point is drawn and

discussed, teaches flip the sheet of paper to a clean sheet. If reviewing a point, simply flip back to the picture being discussed.

Good use of a flip chart

- Each sheet of paper should contain one main idea, sketch, or theme.
- Words, charts, diagrams, and other symbols must be penned in a large enough size to be seen by people farthest from the speaker.
- Use and vary the color. Also, check from a distance to make sure the color works well and is not distracting.
- Completed flip chart sheets can be hung around the room for reference at later times.
- Prepare headings on individual sheets before class as a way to structure instruction.

We can say that a flip chart is a large pad of paper on a stand. It is a very useful and flexible way of recording information during your class or presentation teachers can even use pre-prepared sheets for key points. Teachers can record information as they go along, keeping one main idea to each sheet. Flip back through the pad to help teachers recap your main points. Teacher can Use the turning of a page to show progression from point to point. Teachers have to remember to make their writing clear and readable and the diagrams as simple as possible.

2.7 Creating effective visual aids

In determining what kind of visual aid to use, the teacher should consider the purpose of the presentation, the type of audience, the level of formality and

the effect they wish to achieve. A clip from a children's movie may not be appropriate for a business presentation while a chart may bore children. Presenters should also take care that their use of visual aids does not overshadow the presentation or distract the audience. The flash cards should be large enough, pictures should be clear, they should be made so that they can be used again and again.

Characteristics of a good visual aid

- Attractive, bold, and clear.
- Motivational, adding outside interest into the classroom
- Adaptable to many language level and various teaching objectives.
- Suitable for your students 'age, interest, and experiences.
- Large enough to be clearly visible to everyone in the class or the group.
- Simple, without too many distracting details. (Epstein and Ormiston, 2007, p. 61).

2.8 Why are visuals aids important?

The use of visual aids help better teaching. Visual material or anything use to help the student see an immediate meaning in the language may benefit the student and the teacher by clarifying the message, if the visuals enhance or supplement the language point, as Canning-Wilson (2000, p.48) indicates in her work.

Visual aids are used to increase the effectiveness of classroom teaching-learning process. Visuals clarify the material being taught. Another important thing to note is that visuals may help in order to build mental models, and

communicate relationships among content objects in a more efficient way than can words alone (Clark and Lyons, 2004, p. 54).

There are a number of benefits to using visual aids in teaching because they can: motivate students to engage with the lesson's teaching point arouse interest in a particular idea or topic grab and maintain attention

- motivate students to engage with the lesson's teaching point
- arouse interest in a particular idea or topic
- grab and maintain attention
- strengthen analytical and critical thinking skills
- give an insight into the world around us and help students think 'outside the box'
- encourage students to use their imagination
- help interpret meaning that is otherwise difficult to explain
- make students laugh and, smile which can relieve their stress and anxiety
- help teachers build a closer rapport with their students by being able to laugh together
- Help students retain information through a visual and memorable stimulus.

A visual aid can often represent an idea or demonstrate the use of a grammatical structure more efficiently than a verbal explanation; students may remember images longer than lengthy verbal or written explanations (Epstein and Ormiston, 2007, p.68).

With this in mind we can say that visual aids are important because they create a visual and interactive experience for the students. As the students

become more engaged, they are more likely to understand the topic that is being taught.

Conclusion

The literatures discussed in this chapter examined the usefulness of visual aids in teaching and learning English vocabulary. It also found that, language teaching and learning become interesting when the teachers use different visual aids. Learners are highly motivated and attentive in classroom when different visual aids are used. Other literature suggests that visual aids are used to facilitate language skills. On the basis of all the information of above literature, it can say that language teaching and learning becomes effective and dynamic by the use of different visual materials. Based on the support from various literatures, chapter 3 discusses about the research design along with the methodology followed to collect data for this study, participants of the study, instruments used to collect data, and the data analysis of this research.

Chapter III: Methodology

3.1 Research design

This chapter contains the research methodology that was followed to conduct the research. This study used quantitative and qualitative methods based on 9 classes with beginner students. On one hand using a questionnaire (see Appendix A) with 10 questions was handed to students in order to show the attitude and thoughts about the impact and benefits of using visual aids to learn vocabulary. The second instrument used in this research was a teacher's narrative (see Appendix B). This part analyzes the information of the teacher's perceptions and teacher's experience related to benefits of visual aids in teaching English vocabulary to beginner children. The third instrument used in this research (see Appendix C) was a set of lesson plan used to teach the classes in order to students learn vocabulary and get students attention. The next section gives information of the participants of the study. Then it presents the instruments that were used to collect the data of the study. Finally, it presents the data analysis.

3.2 Participants

The participants are students from a private school located in San Pablo del Monte Tlaxcala whose ages rank from 7 to 13 years old, males and females. Some of them had taken courses in previous levels. As I mentioned before the purpose is to analyze and show the importance of using visual aids in teaching and learning English vocabulary. Students should have a certain level of English. The levels in which supposedly students are it is basic as Secretaria de Educación Publica (SEP) program indicated. To accomplish the aim of the

research, a questionnaire was applied to 20 students. Also, a narrative analyzes the findings of teacher's researcher. The group in which instruments were applied is of middle class. The half of the students live near to the school but some of them live in different parts or towns of Tlaxcala and Puebla.

The institute where the research took place, was founded in 1987 and is an alternative career technical education, created to meet the needs of economic and technological development of our country. With 27 years in the field of education, the institute has improved in the way of doing things; this is because they have been able to create an infrastructure and an organization that has the power to meet the needs and to learn computer science and English.

3.3 Data collection

3.3.1 Instruments

Data collection for the investigation were gathered using three instruments: 1) a questionnaire; 2) a narrative; 3) a set of lesson plan.

- Questionnaire

The purpose of applying the instrument was to show the students' interests to learn vocabulary through the use of visual aids. Also, to know which type of visual aid students prefer to work in the language classroom. As well as, to show students' opinions about if visual aids helped them learn vocabulary.

This instrument had 10 questions of multiple choice and it was applied to students.

- Narrative

The purpose of applying this instrument was analyze the findings of teacher' researcher.

On one hand this instrument talked about the effects that visual aids had on students after to learn vocabulary using this type of material. On the other hand, it talked about the teacher' experience after to teach vocabulary to children using visual aids.

- Set of lesson plan

The purpose of applying this instrument was incorporate visual aids in each class, in order to students increase their vocabulary, and increase the interest of learners and get students attention in the language classroom.

3.4 Data Analysis

The data was analyzed question by question. First the questionnaire was classified in different parts depending on students' answers, each question and answer was classified and counted to do not committed any mistake then the answer was written in a notebook, finally they were classified in charts and graphics. Then the teacher's narrative and the set of lesson plan were analyzed in order to show the most important findings.

Conclusion

This chapter comprised the methodology used in this study. The students' questionnaire, teacher's narrative and the set of lesson plan. It detailed the methods employed in the studies in this thesis. and it described the processes of analysis. The next chapter describes the findings of study in detail, and presents the results obtained.

Chapter IV: Results

4.1 Findings

In chapter IV the findings of the study have been analyzed, as I mentioned before the questionnaire pretends to answer the questions were taken account at begin of this investigation.

The first section shows the findings from the students' answers according to the questionnaire for students. Here the students' perspectives of visual aids and their helpful in learning English vocabulary have been analyzed.

The findings will be presented in chart and graphics. The second section presents the data collected from the teachers' narrative. It contains the teacher's experience of using visual materials in teaching vocabulary. The third section presents the data collected from the set of lesson plan. It shows the findings of using the lesson plan.

Research Questions.

1. How much does children's vocabulary increase when using visual aids?
2. What are the benefits of using visual aids in teaching and learning English vocabulary?

Questionnaire answers

Fig1. Material used by the teacher

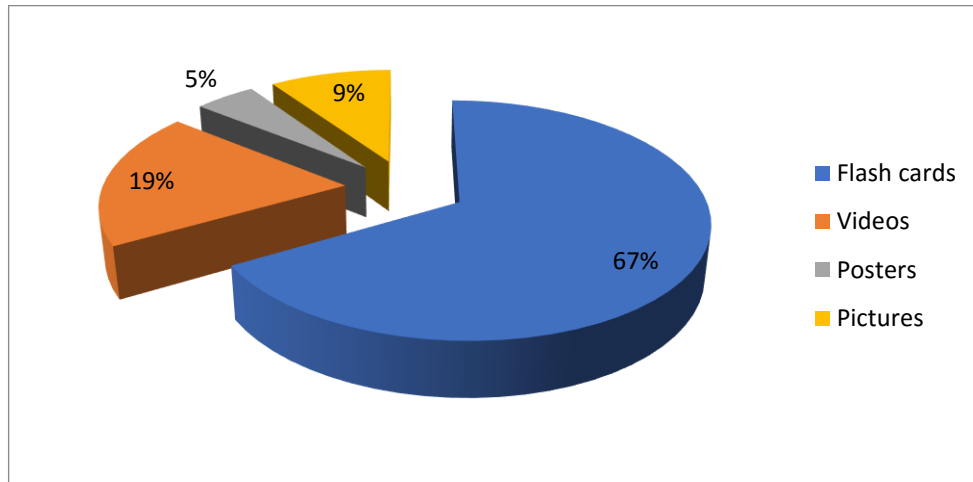
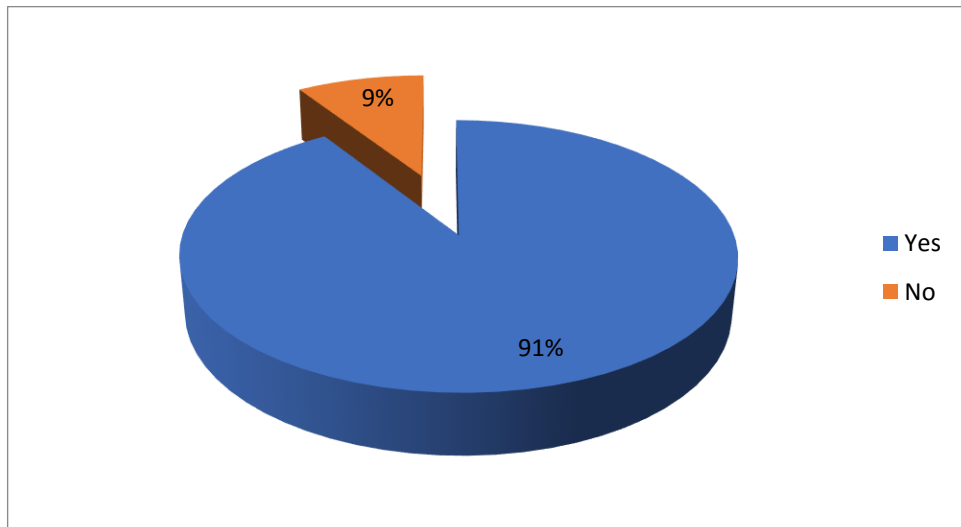


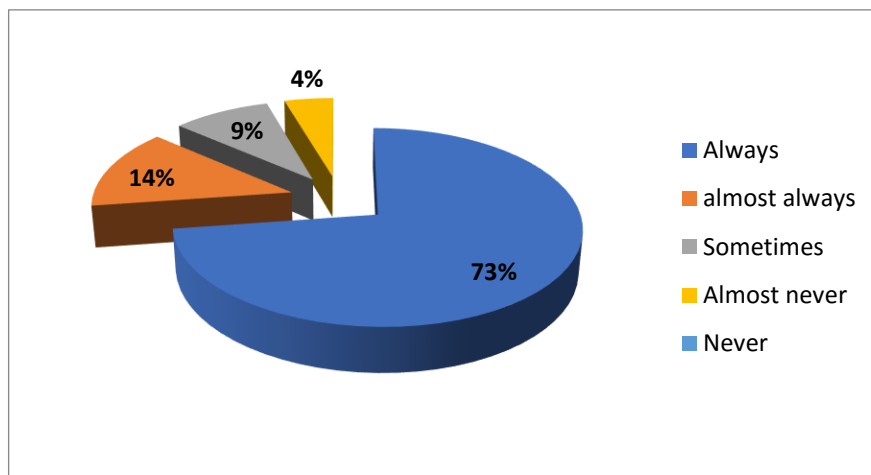
Fig.1 shows the type of material that teacher used during the classes to teach vocabulary. The flash cards obtained the highest mean which indicates that a large number of students preferred this type of material. If the ranges are compared, it can be seen that there is a wider range between flash cards and the other visual materials. It indicates that for the teacher is important to use Flash cards because they contain information such as words and pictures, and they are useful to learn vocabulary through this material because they help memorization by the drawings.

Fig.2 Preferences of visual aids by the students



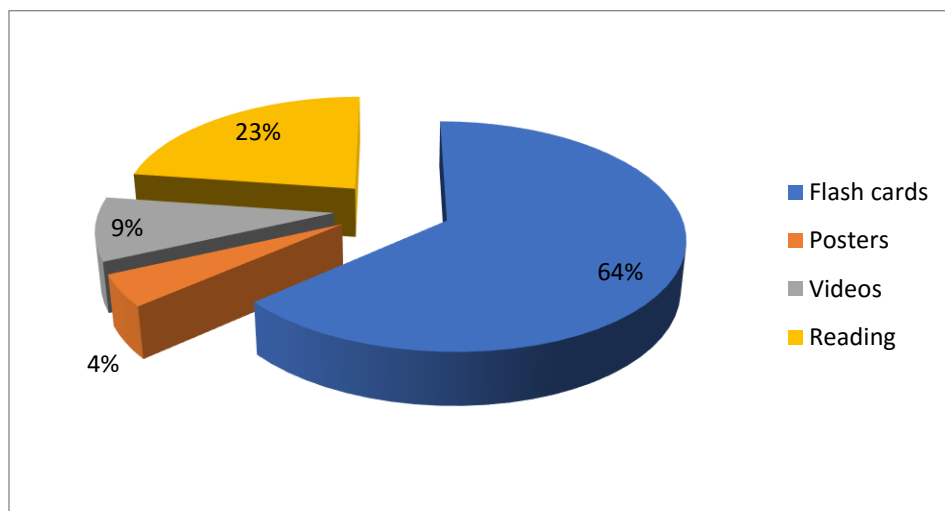
As we can see in Fig.2 the majority of the students like to learn new vocabulary using visual materials. Students needed to justify their answer, they had to say why they like that their teacher uses visual materials and the answers given were that they learn more, they remember the meaning of the words because they link the pictures with the vocabulary. Besides for them visual aids are attractive and they have fun. Even they affirmed that they learn faster.

Fig.3 Frequency of using visual aids by the teacher



The answers given for the students in fig.3 shows that almost all the time their teacher uses visual materials. It supposes that students are familiarized with these materials, they work with pictures, videos, drawings.

Fig.4 Most preferred materials



The results contained in Fig.4 shows that most students like learning vocabulary using visual aids. It is important to notice that they attract the interest of children because they are colorful, striking and they are easily to remember the vocabulary. As I mention before the type of visual aids that students enjoy using to learn vocabulary are flash cards. This aim is very useful because they help students to relate the meaning of the word with the picture and is easily to remember.

Fig. 5 Activity that students help to learn vocabulary

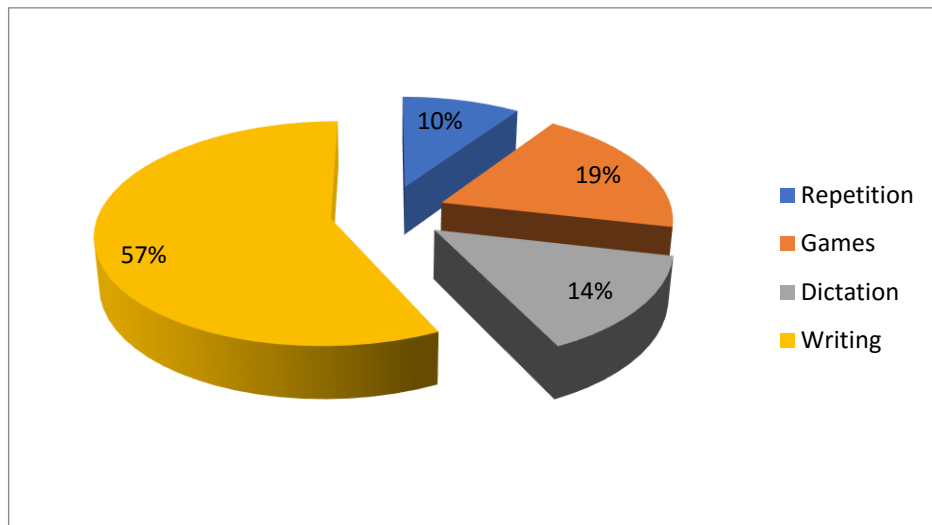
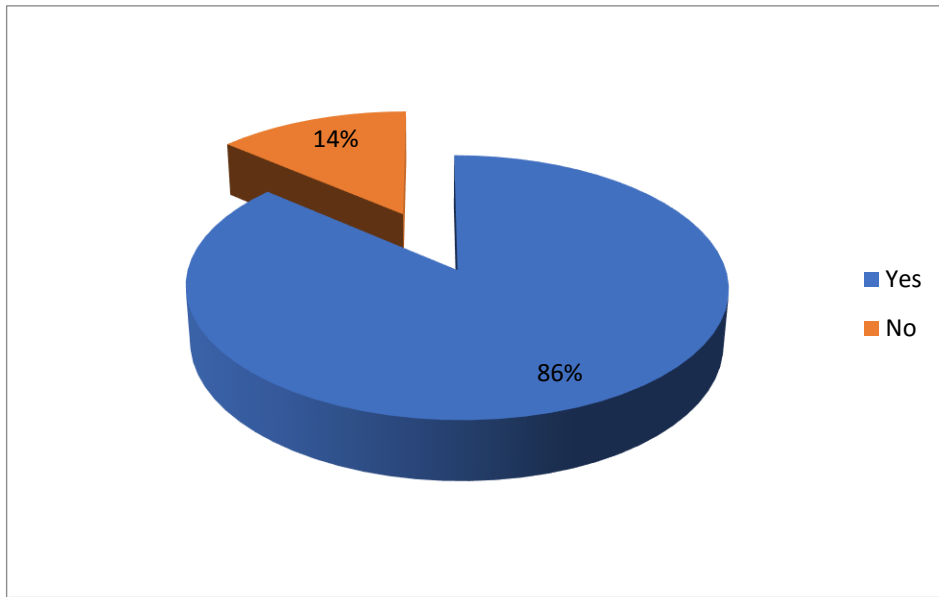


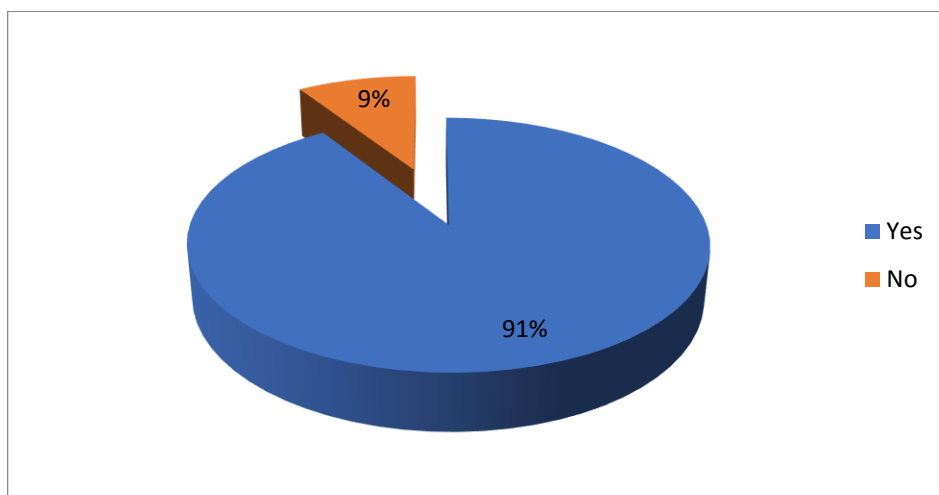
Fig.5 reflects that the writing is the type of activity that help to students learn vocabulary during the class. The writing is useful for students to learn vocabulary because they remember how the words are written. The visual learners learn best visually because they remember if they take notes with words and pictures. They are more likely to forget things if they hear the notes. They tend to think in pictures and words. We can assume that visuals and written materials and highlight text in multiple colors are good learning tools for those who learn visually. On the other hand, independent of what is the students learning style, visual aids are helpful for all students, as example, visual learners can watch a video, auditory learners can hear the content of the video. Kinesthetic learners can gesture a scene of the video, read-write learners can write what they understand.

Fig. 6 Preference for drawing



As it can be seen on Fig.6 the degree of preference of children for drawing is clear. The average obtained is low and shows that most students like drawing. Students argue that drawing is fun. Only 14% equivalent to 3 students do not like drawing because they said that their drawings are ugly and for them it is difficult to find how to draw something.

Fig. 7 Working with visual aids



According to the results in Fig.7 most students like working with visual aids. Students argued that they learn more and faster, and because they see what they are learning. When the results were analyzed, the graph showed that the score is wide. Just there are 2 students equivalent to 9 percent who do not like working with visual aids because they affirmed that they like most game but I considered that they contradict themselves because they said that they like playing inadvertently that using those materials they play.

Fig.8 Increased vocabulary

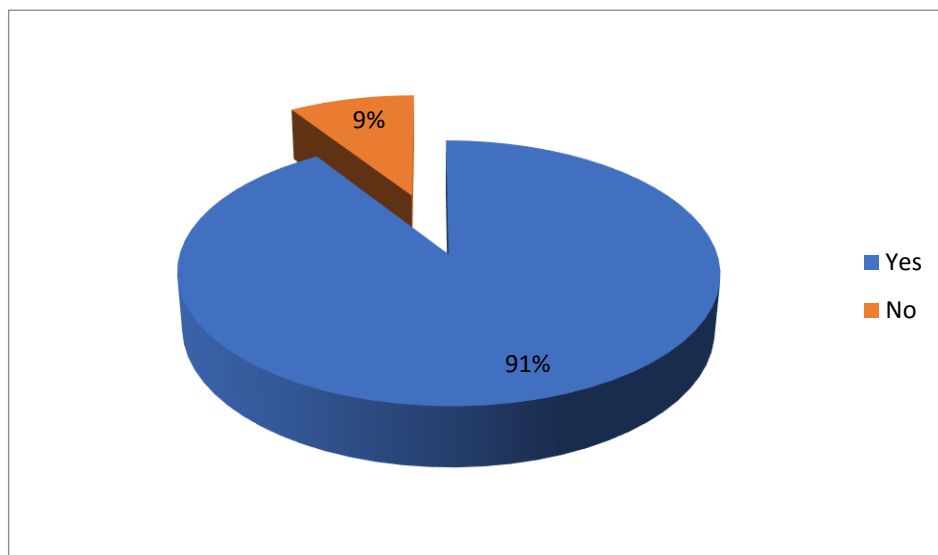
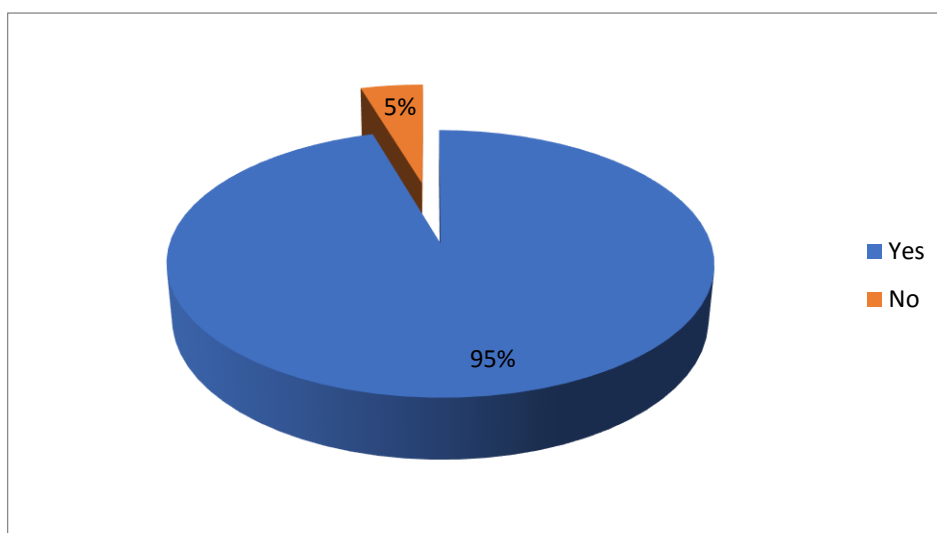


Fig.8 results reflect the degree of students that affirm that their vocabulary increased using visual aids is clear, as the average obtained for the affirmative answer is high. Just 2 students think that their vocabulary did not increased. It indicates that most of the students that represent the 91 percent equivalent to 20 students learned a lot of vocabulary using and working with visual material. It can be assumed that visual materials provide several benefits and motivation for language learners especially for children.

In addition, this fact provides evidence of the importance of using materials that are enjoyable for children. And the impact of using visual aids as a tool in teaching and learning English vocabulary.

Fig.9 Preference to continue using visual aids



According to the results in Fig.9 the average obtained for student's preference to continue using visual aids is very high. The almost total students that were 22 indicate that they agree to continue working with these very helpful aids because they affirm that their vocabulary increased using these materials. These questions were made to show how the impact of using visual aids as a tool in teaching and learning English vocabulary to children. Teacher can improve their English class using these helpful materials. The almost total of students said that enjoy visual aids and they are important and helpful.

The result present in this chapter It can be assumed that visual materials provide several benefits and motivation for language learners especially to children. the last question shows students do not have the best attitude to study English despite they said they like the English class.

Teacher's narrative results

This narrative analyzed the teacher's researcher in relation to the teacher's experience using visual aids to teach vocabulary to children and the important role that this type of material plays in the acquisition of vocabulary.

First of all, the teacher perceived that students did not like to learn English because for them is boring and difficult. Some aspects that influence the students' opinions is the way or techniques that teachers use in the classes to teach vocabulary.

"In this research, I decided to incorporate visual aids in my teaching because I noticed most of students did not like to learn English because for them is difficult. On one hand for students is boring to attend to the classes because they just used their book. For that reason, students did not show motivation or interest to the classes and they sometimes left of the course" (line 1-5).

Another aspect is the advantage of using visual aids because they help to make the classes more fun for students.

"Visual materials beneficiate the classroom dynamics gaining students attention and increasing their motivation and participation" (line 12-13).

Some teachers' narrative finding were:

1. Students learn with visual aids. Visual aids help students to memorize vocabulary and understand the grammar with fewer explanation. They help students to remember concepts easily associating the word with the meaning.

“students can associate the word with a picture” (line 43-44).

2. It is necessary to select the material. It is important that teachers select correctly visual aids in order to cover the objective that is clarify the meaning. “visual aids have to be large enough to be clearly visible to everyone in the class, simple, without too many distracting details.” (Tomlinson, 2001).
3. Visual aids help to enhance students learning and facilitate teacher work. Visual aids help teachers present the vocabulary clearly, they reduce the teacher talking time, get students attention and make the class fun. “Most of the language teachers seem to agree that the use of visuals can enhance language teaching. As they help teachers to bring the real world into the classroom, they make learning more meaningful and more exciting”. (Brinton, 2001, p 45).
4. Visual aids help to acquire vocabulary for all learning styles. The use of visual aids is advantageous for all students irrespective of a high or low learning style preference for visual images. Visual learners learn through seeing pictures, videos etcetera. But a video could be useful for the other learning styles, for example, auditory learners can learn with the before video hearing the content. While kinesthetic learners can use their body, or gesturing a picture or a scene seen in the video. As well as read-write learners can learn using the video and write what they understood.
5. Visual aids help to learn vocabulary through four skills.
“In reading skill help to make predictions about what students will read. In writing skill students write about what they see. In speaking skill students can talk about what they see like describe a picture. In listening skill

students can make a drawing about their listening comprehension” (line 75-79).

As a conclusion, we can say that visual aids are very important tool in teaching and learning English vocabulary for children due the positives effects they have on students in order to learn vocabulary. Also, they help to teach vocabulary with fewer explanations and the classes are more easily and fun for students.

Visual aids reduce teaching talking time due they allow to explain the meaning. They also can refer back to throughout or feedback the lessons. This kind of material make the class more dynamic, attractive and fun. And it can be used as a complementary material besides of the textbook. Finally, all these factors lead students become more participative and communicative members in classes.

Set of lesson plan results

Including visual aids in lesson plans had several benefits because they facilitate teacher work and they reduce teacher talking time. With the design of the lesson plan, the aim of this study was achieved because students could increase their vocabulary because they associate the words with pictures. Finally, the lesson plans design allowed to increase the interest of students and make the class more dynamic and fun.

Conclusion

In this chapter was presented the findings of the study. The findings of the study have been analyzed and organized in order to answer the research question. The before results showed that students increased their vocabulary using visual aids. It can be assumed that visual aids provide several benefits and

motivation in teaching and learning English vocabulary to beginner learners. The next chapter provides the result of the study that was analyzed in chapter four. It gives a detailed idea about the effectiveness and benefits of visual aids in teaching and learning vocabulary. Moreover, it also contains a table with the most important findings of this research.

Chapter V: Conclusions

Chapter overview

In this chapter, a summary of the results and their main highlights are presented. In addition, the implications of the study, its limitations and the finding of the research investigation will be analyzed and discussed.

5.1 Result and Significance

1. How much does children's vocabulary increase when using visual aids?
2. What are the benefits of using visual aids in teaching and learning English vocabulary?

The results of the impact of using visual aids as a tool in teaching and learning English vocabulary to children in a private institute at beginner level showed first of all, the importance of visual aids make learning more permanent. It indicates that visual aids help make your instruction meaningful for students because visual aids help students reach the objectives by providing emphasis in a different way than speaking. Clear pictures, graphs, or models multiply the students level of understanding of the material presented, and they can be used to reinforce the teacher message, clarify points, and create interest.

Visual aids engage the students and require a change from one activity to another: from hearing to seeing and sometimes touching increasing the student's understanding and retention level. With flash cards drawings, posters, and other visuals, the concepts or ideas that teacher presents are no longer or simply words because images are words.

An important fact is that visual aids have low cost, and many options exist for visual aids, for buying or create them. I used visual aids in my classes to strengthen children learning. These visual aids were used to help me teach and for students learn written and oral information with oral and graphical representation. Visual aids helped me and students organize information. Students will be able to relate and retain information more efficiently.

I found when students learn using visual aids in the classroom, they enjoy and understand better what they are learning and consequently visual aids contribute substantially to children learning.

As a conclusion to improve teaching and learning vocabulary to children, teachers have to use interested material that help students retain the vocabulary and not just the vocabulary but all the things learned in the classroom. Most students comprehend better the class using visual aids reading a story and viewing pictures, visuals are such an important part of learning. It gives a clearer understanding of the subject matter

On the other hand, visuals are able to enhance instruction in the classroom. Visuals aids in the classroom create an interactive learning experience for students on all levels. In today's society of new technologies, students are visually stimulated by the use of computers, iPads, smart phones, video games, smart boards, or white boards. I suggest that teachers think about the benefits of using visuals material. As I said before visuals aids are important in the classroom because they promote students to be expressive and creative while learning.

Finally, as the results of the questionnaire, it was helpful to know student's opinions about the use of visual materials. According to students' opinions the use of visual aids are effectively to learn and remember the lessons taught.

5.2 Implications

The analysis performed and the results suggest that the use of visual aids in teaching and learning vocabulary to children are very helpful due they relate picture and words. These types of materials have several advantages for example they increase the interest of the speaker's information and the students' retention. Besides a benefit of visual aids is their function as educational tools for learning more effectively.

In this digital age, another benefit of visual aids is that they enhance learning because interactive effects can be used to reinforce the material learned. Colors, effects and format can all be customized for effective teaching. These aspects also help teachers because visual aids are simple to create and with a low cost. There are many software and web sites that teachers can use to their benefit and for the students vocabulary learning.

5.3 Limitations of the study.

The limitation most important that affected considerable the research was the school in where the teacher's questioner was applied because I needed a permeation of my university, but when I was to meet with the director did not allow me because she was really busy, it mean school did not allow me to apply it. finally, I could not apply the questionnaire to the English teacher.

5.4 Personal reflections on the research experience.

At the beginning was difficult to choose an appropriate instrument to this research investigation

5.5 Directions for further Research

The data collected in this research was analyzed focusing only on students' answers, teacher's narrative and set of lesson plan. However, this data can be used for further studies on different kind of speech acts. It is clear that the main important point in this investigation is to show the impact, importance and helpful of using visual aids as a tool in teaching and learning English vocabulary to children with the finality to emphasize the learning of vocabulary.

Conclusion

The purpose of this study was analyze the answers of beginner children at a private institute, examine the teacher narrative and analyze the set of lesson plan related to the impact of visual aids in teaching and learning English vocabulary.

To conclude this investigation, the most relevant findings of this study are summarized and displayed in the next table.

Table 5.6 General findings

Number	Helpful of using visual aids	Findings and Results
1	Students learn vocabulary with visual aids.	Students easily understood and memorized because they associated vocabulary the word with a picture.
2	Facilitate teacher work.	Teachers explained the vocabulary clearly and easily. Visual aids reduced the teacher talking time because with them students could bring the world into the classroom.
3	Help to learn vocabulary for all learning styles.	They are advantageous for all students irrespective of their learning style. Visual learners watched a video. Auditory learners heard the content of the video. Kinesthetic learners gestured a scene of the video. Read-write learners wrote what they understood.
4	Help to learn vocabulary through four skills.	In reading skill students made predictions about text. In writing skill students wrote about what they saw. In speaking skill students talked about what they saw. In listening skill students made a drawing about their listening comprehension.
5	Increase the interest of learners and get students' attention in the language classroom.	Students had positive perceptions in order to motivate to interact with the foreign language because they saw what they were learning. They made the class more dynamic, attractive and fun because students played with visual aids.

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Appendix A
Questionnaire for Students

Fecha: _____

Escuela: _____

Nombre: _____

Edad: _____

Sexo: M _____ F _____

Marca con una ✓ la respuesta con la que estas más de acuerdo

1.- ¿Qué tipo de material tu maestro (a) utiliza para enseñarte algún tema?

Imágenes _____

Dibujos _____

Posters _____

Fotos _____

Otros _____

2.- ¿Te gusta que tu maestro (a) te enseñe vocabulario utilizando dibujos, fotos, posters, videos?

Si _____

No _____

¿Por qué?

3.- ¿Que tan frecuente tu maestro utiliza material visual tales como dibujos, fotos, revistas, posters, videos?

Siempre _____

Casi siempre _____

Algunas veces _____

Casi nunca _____

Nunca _____

4.- ¿Te gusta el material que tu maestro (a) utiliza durante la clase para enseñarte algún tema?

Si _____

No _____

¿Por qué?

5.- ¿Qué tipo de material prefieres que tu maestro utilice para enseñarte algún tema?

Dibujar _____

Planas _____

Repetición _____

Lectura _____

¿Por qué?

6.- ¿Qué tipo de actividades crees que te ayudan a aprender vocabulario?

Planas _____

Repetición _____

Juegos _____

Dictado _____

Escribir _____

¿Por qué?

7.- ¿Te gusta dibujar lo que aprendes en tus clases de Inglés?

Si ____

No ____

¿Por qué?

8.- Te gusta trabajar en la clase de Inglés con fotos, dibujos, revistas, poster?

Si ____

No ____

¿Por qué?

9.- ¿Has aprendido mucho vocabulario cuando tu maestro (a) utiliza materiales tales como dibujos, posters, fotos, revistas?

Si ____

No ____

¿Por qué?

10.- ¿Te gustaría continuar aprendiendo nuevo vocabulario utilizando fotos, dibujos, revistas, poster, videos?

Si _____

No _____

¿Por qué?

Appendix B
Teacher´s narrative

001	When I began teaching children in this school I noticed most of students
002	do not like to learn English because for them it is difficult. On the other
003	hand, for students is boring to attend to the classes due the methodology
004	to teach and learn the language. And for that reason, they did not show
005	motivation or interest to the classes.
006	So, I decided to incorporate visual aids in my teaching due the positive
007	effects they have on students in order to learn vocabulary. And not just
008	for students but teachers too because visual aids are an important tool
009	due they help to teach vocabulary with fewer explanations and the
010	classes are more easily and fun for students.
011	Some advantages I discovered using this material were using visual
012	materials benefit the classroom dynamics gaining students attention and
013	increasing their motivation and participation.
014	Visual aids help students to memorize vocabulary and understand the
015	grammar with fewer explanations. They help students understand and
016	remember concepts easily because using this tool students can
017	associate the concept or word with the image.
018	Visual aids reduce teacher talking time due they allow to explain the
019	meaning of vocabulary without much explanation. They also can refer
020	back to throughout the lesson because not only help to teach or to learn

021 new vocabulary, they also help students remind the language of
022 vocabulary learned in the before classes.

023 Visual aids make the class more dynamic, attractive and fun. All these
024 factors lead students become more participative and communicative
025 members in class.

026 Some teacher's narrative finding were:

027 **1.It is necessary to select the material**

028 Characteristics of good visual:

029 Attractive, bold, and clear.

030 Motivational, adding outside interest into the classroom

031 Adaptable to many language level and various teaching objectives.

032 Suitable for your students 'age, interest, and experiences.

033 Large enough to be clearly visible to everyone in the class or the group.

034 Simple, without too many distracting details. (Tomlinson, 2001)

035 T.N. Teachers must select or even can make visual aids but teachers
036 have to pay attention to the characteristics before mentioned in order to
037 visual aids cover the objective that it is support and clarify the meaning
038 for students. (001-004)

039 **2. Students learn with visual aids**

040 Vocabulary is best learned when meaning of words is illustrated, for
041 example by a picture, an action or real object. (Howard, 1968)

042	T.N. As I mentioned before for students is more easily understand a
043	concept using a visual aid because they can associate the word with a
044	picture. (001-003)
045	3. Visual aids help to enhance students' learning and facilitate
046	teacher's work.
047	Visual aids help teacher to correlate and coordinate accurate concepts
048	making the learning more concrete. (Mannan, 2005, p. 32). Also
049	T.N. Visual aids allow teachers to explain the meaning behind various
050	vocabulary and structures without explanation. In addition, teachers can
051	ask prompting questions about visual aids.
051	Visual aids also help teachers present the vocabulary clearly and
052	smoothly, without complications reducing the teacher talking time, get
053	students attention and makes the class fun for example using a comic or
054	drawings. (001-007)
055	4. Visual aids help to acquire vocabulary for all learning styles.
056	In our classrooms, we will have to face a wide variety of learning styles,
057	such as visual learners, who can benefit largely of the visual aids, as they
058	feel confused when following oral instructions and conversations. But
059	they are not the only kind of learners helped by visual aids, kinesthetic
060	and tactile learners enjoy working with tangible objects, collages and
061	flashcards too. (Oxford, 2001)

062	T.N. the use of visual aids is advantageous for all students irrespective
063	of a high or low learning style preference for visual images. For example,
064	students who are visual learn best through seeing pictures, videos or
065	concept maps etc. auditory learners must hear the content for these
066	reasons a video could be useful for visual and auditory learners. Another
067	example can be to begin new vocabulary or topic with a brief explanation
068	of what is coming using a picture. For visual learners, it is very useful,
069	also auditory learners tend to learn with the before brief explanation while
070	kinesthetic learners can use their body or gesturing the picture. (001-009)
071	5. Visual aids help to learn vocabulary through four skills.
072	Key visual are effective in enhancing academic content for English
073	language students in all four skill areas. (Royce, 2002)
074	T.N. Students can associate o learn vocabulary through four skills for
075	example in reading skill help to make predictions about what students will
076	read. In writing skill students write about what they see. In speaking skill,
077	students can talk about what they see like describe a picture. In listening
078	skill, students can make a drawing about their listening comprehension.
079	(001-005)

Appendix C

Lesson Plans

INSTITUTION: Instituto de Compuingles de Oriente LEVEL: Beginners No. of students: 14

DATE: September 8th, 2015

TOPIC / LANGUAGE FUNCTION / GRAMMAR POINT: Adjectives

AIM: To identify and use adjectives to describe people or things

ACTIVITY	MATERIAL	SET UP	PROCEDURE	TIME
Warm up	Board	Whole class	T asks S's how they describe the morning	3 minutes
Presentation	Flashcards S's notebooks Board worksheet	Whole class	T shows S's some flashcard about adjectives and S's say the appropriate adjective. Eg: Strong Ugly Tall Heavy S's talk about their favorite celebrity using the previous adjectives. T provides S's a worksheet about the adjectives. S's complete a crossword of adjectives.	15 minutes
Practice	Piece of paper magazine worksheet	Team work	T gives S's a magazine, then S's in teams look for different pictures to describe them. Finally S's paste them on a piece of paper. T gives S's a worksheet about adjectives and S's complete the exercises.	15 minutes
Production / Post- activity	Pictures	Individual work	S's plays bingo using the adjectives previously learned	10 minutes

INSTITUTION: **Instituto de Compuingles de Oriente** LEVEL: **Beginners** No. of students: **14**

DATE: **September 24th, 2015**

TOPIC / LANGUAGE FUNCTION / GRAMMAR POINT: **Sports**

AIM: To talk about extreme sports and the equipment necessary to practice them.

ACTIVITY	MATERIAL	SET UP	PROCEDURE	TIME
Warm up	Board	Whole class	T asks S's do you like extreme sports? Why? Do you practice any sport? For you what is an extreme sport?	3 minutes
Presentation	Video Flashcards of sports Board	Whole class	T lists some examples of extreme sports on the board. Then t shows S's a video about sports. Ex: Sports of air, earth and water: Snowboarding Hang gliding Windsurfing Skateboarding Cycling Then T shows S's some flashcards of sports and S's match the correct sport with the picture.	10 minutes
Practice	Bond paper	Whole class Team work	T explicates S's that pictures in their book represent extreme sports and the equipment to use for practicing. S's look the codes of the words that correspond to each picture. S's in teams write the extreme sports and the equipment using a bond paper.	15 minutes
Production / Post- activity	S's notebooks board	team work	Finally, T divides the class into teams. S's write sentences with an extreme sport using the vocabulary of the equipment and an adjective: ex. I'd like to practice snowboarding because is fun and to practice this sport is necessary wear or use goggles.	10 minutes

INSTITUTION: **Instituto de Compuingles de Oriente** LEVEL: **Beginners** No. of students: **14**
 DATE: **September 28th, 2015**
 TOPIC / LANGUAGE FUNCTION / GRAMMAR POINT: Reading
 AIM: To develop abilities of reading comprehension.

ACTIVITY	MATERIAL	SET UP	PROCEDURE	TIME
Warm up	Alphabet code	Whole class	T shows S's an alphabet code and writes a word in code. Then S's identify the meaning of that code. After that S's write a word in code in a sheet of paper and the other S's have to look for the meaning.	3 minutes
Presentation	Comic	Whole class	T asks S's what is a comic? Which is a comic: Spiderman, Harry potter or Nemo? And what is your favorite comic? S's listen the text of a comic and point to each dialogue. Then T plays the audio again and stops it in each scene. After that T asks S's questions to verify the comprehension. Ex: What are they going to do? Where are they? What is the fantasy? What can they see?	10 minutes
Practice	notebook	Individually work	T writes different words on the board using vocabulary of the before comic. And S's complete the words in their notebook and draw each word. Then S's role-play the comic.	10 minutes
Production / Post- activity	Sheet of paper Colors	individually work team work	Finally T shows S's pictures of the vocabulary and S's write and draw a story like a comic using the pictures	15 minutes

INSTITUTION: **Instituto de Compuingles de Oriente** LEVEL: **Beginners** No. of students: **14**
 DATE: **October 23th, 2015**
 TOPIC / LANGUAGE FUNCTION / GRAMMAR POINT: **Feelings**
 AIM: To talk about feeling and activities or things that represent feeling

ACTIVITY	MATERIAL	SET UP	PROCEDURE	TIME
Warm up	Flashcards of feelings	Whole class	T shows S's flashcards of feelings and writes on the board. Then T says examples of being sad, frightening, messy and S's relate them with a feeling.	3 minutes
Presentation	Pictures that represent some feelings.	Whole class Individual work	T writes an example of something that represents a feeling using some pictures. Then S's write the corresponding feeling according to the pictures in their book. Ex: This is fun (pictures of games) This dog is frightening. Feed crocodile is frightening Play soccer is fun.	10 minutes
Practice	Board	Team work	T divides the class into two teams. T whispers a sentence using a feeling to a student of each team, then the student of each team do the same with his/her classmate, then the final student writes the sentence on the board.	10 minutes
Production Post- activity	Magazine Cardboard	Whole class Individual work	T divides the class in pairs. S's make a collage using pictures that represent a feeling. Finally S's present their work saying a sentence using a feeling.	15 minutes

INSTITUTION: **Instituto de Compuingles de Oriente** LEVEL: **Beginners** No. of students: **14**

DATE: **October 29th, 2015**

TOPIC / LANGUAGE FUNCTION / GRAMMAR POINT: **Adverbs**

AIM: To describe actions using adverbs

ACTIVITY	MATERIAL	SET UP	PROCEDURE	TIME
Warm up	Pictures of adverbs	Whole class	T shows S's some pictures of some adverbs, and T pasted them on the board. Then T writes the adjectives and S's match them with the correct picture.	3 minutes
Presentation	Pictures of adverbs	Whole class	T asks S's relate verbs with the adjectives and T writes the verbs next to the pictures. Then T explicates what is an adverbs and the ending "ly" and writes an example. Ex: The turtle is slow The turtle is walking slowly. The singer is singing loudly.	15 minutes
Practice	Book	Individual work	Then T explicates that Well is an irregular adverb of the adjective good. Then S's describe the pictures of their book. After that S's listen the audio and write the correct adverb according to the picture in their book.	10 minutes
Production Post- activity	Book Tape recorder Cd S's notebook	Individual work Whole class	S's read the sentences and circle the correct adverb according to the picture. On the other hand T reads an adverb singing its meaning. Then S's do the same. After that S's listen the audio and write the adverb that describes people talking. Finally S's draw the meaning of the adverbs with a picture in their notebooks.	10 minutes

INSTITUTION: **Instituto de Compuingles de Oriente** LEVEL: **Beginners** No. of students: **14**

DATE: **November 5th, 2015**

TOPIC / LANGUAGE FUNCTION / GRAMMAR POINT: Types of learnings

AIM: To talk about different form in that people learn.

ACTIVITY	MATERIAL	SET UP	PROCEDURE	TIME
Warm up	Pictures of types of learning	Whole class	T shows S's different pictures of activities that students use to learn. T asks S's with what pictures they identify their personality or type of learning.	3 minutes
Presentation	Pictures of types of learning	Whole class	T asks S's relate pictures with the skill of learning why. Then T asks S's say a brainstorm for each skill and T writes on the board. Ex: Visual: use their eyes, colored pencils. Auditory: use their ears, say words. Kinesthetic: use their hands or body, they move.	15 minutes
Practice	Book	Individual work	Then S's answer a test to identify what type of learner they are. After that S's read the text about each type of learner in their book and talk about it.	10 minutes
Production Post- activity	Cardboard Book	Individual work Whole class	S's read the texts in their book and number them according to each type of learning. Finally T divides the class in teams according of each type of learning. S's make a collage using pictures of a magazine in a cardboard about their type of learning.	10 minutes

INSTITUTION: **Instituto de Compuingles de Oriente** LEVEL: **Beginners** No. of students: **14**

DATE: **November 9th, 2015**

TOPIC / LANGUAGE FUNCTION / GRAMMAR POINT: Simple Past

AIM: To identify elements of the sea and marine activities.

ACTIVITY	MATERIAL	SET UP	PROCEDURE	TIME
Warm up	Board	Whole class	T asks S's Do you like the beach? What do you like doing there? Why? What things are there in the beach? And T writes them on the board.	3 minutes
Presentation	Flashcards of equipment of scuba diving and marine animals.	Whole class	T shows S's flashcards of equipment of scuba diving and marine animals. Then T writes Ocean on the board, actions and animals as subtitle in two columns. Then T asks S's say marine animals and activities related with the sea and writes them in the two columns. Ex: Actions: swim, dive, go, see, take Animals: Whale, swordfish, manta ray, starfish, shark	15 minutes
Practice	Book	Individual work	Then T says S's look at the pictures of their book and identify the elements of the sea. After that S's listen the audio and write the correct number for each element.	10 minutes
Production Post- activity	Notebook Sheet of paper	Individual work	T asks S's what things we have to do if we want to learn to scuba diving. Then S's listen a conversation about activities in the sea and complete a chart. Finally T says S's imagine a trip in the sea and write sentences about the activities that they did using then vocabulary of marine animals and activities in the sea in their notebook and draw a picture in a sheet of paper.	10 minutes