



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
SCHOOL OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**

**“VISUAL AIDS FOR VOCABULARY ENGLISH
TEACHING IN YOUNG LEARNERS”**

RESEARCH PROJECT

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL
AND FOREIGN LANGUAGES**

Author: Orrala Borbor Carlos Ronaldo

Advisor: Eliana León Abad. MSc.

La Libertad – Ecuador

2023

La Libertad, August 08th, 2022

ADVISOR'S APPROVAL

In my role as Advisor of the research paper and title "VISUAL AIDS FOR VOCABULARY ENGLISH TEACHING IN YOUNG LEARNERS" prepared by Carlos Ronaldo Orrala Borbor, an undergraduate student of the Pedagogy of National and Foreign Languages Major, at School of Educational Sciences and Languages at Universidad Estatal Península de Santa Elena, I declare that after oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,



.....
ELIANA G. LEÓN ABAD, MSc.
ADVISOR

STATEMENT OF AUTHORSHIP

I, CARLOS RONALDO ORRALA BORBOR with ID number 2400249773 undergraduate student from Universidad Estatal Península de Santa Elena, School of Education Science and Languages, as a prerequisite to obtain a bachelor's degree in Pedagogy of National and Foreign Languages, in my role as author of the project "Visual aids for Vocabulary English Teaching in Young Learners" certify that the content of the following graduation work is my responsibility; the intellectual property belongs to península de Santa Elena State University.

Carlos Orrala Borbor

Orrala Borbor Carlos Ronaldo

ID #: 2400249773

AUTHOR

DECLARATION

THE CONTENT OF THE FOLLOWING GRADUATION WORK IS MY
RESPONSIBILITY:

THE INTELLECTUAL PROPERTY BELONGS TO UNIVERSIDAD
ESTATAL PENINSULA DE SANTA ELENA.

Carlos Orrala Borbor

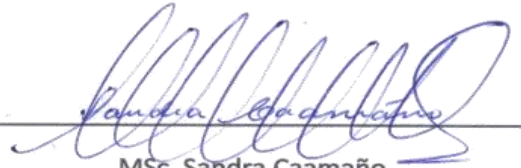
Orrala Borbor Carlos Ronaldo

BOARD OF EXAMINERS



MSc. Eliana León.

**PEDAGOGY OF NATIONAL AND
FOREIGN LANGUAGES DIRECTOR**



MSc. Sandra Caamaño.

SPECIALIST PROFESSOR



MSc. Eliana León.

TUTOR



MSc. Sara González.

UIC PROFESSOR

ACKNOWLEDGMENT

First of all, I would like to thank God, for keeping with good health to my family, friends, and me, because God is the base of our faith, to progress in life, second to my family who always supported me in my studies, who give me emotional inspiration to continue studying and going always forward to become a professional person.

I would like to thank my thesis teacher, Miss Eliana Leon Abad too, for all her support in the development of my thesis, for guiding me to do a research with less possible mistakes, and to my dear friend Lady Guale Parrales for all her support since I met her four years ago.

Dedication

I want to dedicate this project to my whole family, to my mother Juanita Borbor Bacilio, who stayed by my side every night keeping me company when I had to do many tasks, to my father Pedro Orrala Escalante, who has been a fundamental pillar in giving me all his moral and financial support so that I can complete my university degree, also, to all my brothers: Pedro, Enrique, Pascual, and Jonathan who were supporting me at every step of my education.

To the best person, I have ever met in my life, my dear friend Lady Gual Parrales, my greatest motivation to continue my learning process, who always believed in me and was always by my side at all times during my academic studies, supporting me in everything I ever needed without abandoning me at any time.

And lastly, to my professors of Pedagogy of National and Foreign Languages major, for sharing their knowledge with my classmates and me as students, especially to the best teacher of my course, Miss Eliana León Abad, a motivating teacher who was always attentive to her students in any situation or problem in all the academic process.

I dedicate this to all people who always believed in me as a person to become a professional in life.

With love

Carlos Ronaldo Orrala Borbor

Abstract

This research has been elaborated with the purpose of analyzing the impact of visual aids in young learners who are learning English as a second language in a private educational center placed in the north of the province of Santa Elena, in this study was applied qualitative research necessary to analyze the beliefs of different authors who have worked in the study of visual aids and its effectiveness previously. To carry out the interpretation of data of the present investigation, was necessary to apply an interview to three different English teacher from the provinces of Santa Elena, in that interview, five different questions were asked to the teachers, with the objective of collecting information related about how young learners acquire vocabulary through visual aid as flashcards. As result of the study, it is evident that the usage of visual aids has a great importance in language learning in young learners, which means that those tools can enhance vocabulary learning in an effective way.

KEY WORDS: Visual aids, Acquisition of vocabulary, Didactic resources, Flashcards.

Resumen

Esta investigación ha sido elaborada con el propósito de analizar el impacto de las ayudas visuales en jóvenes que están aprendiendo inglés como segundo idioma en un centro educativo privado ubicado en el norte de la provincia de Santa Elena, en este estudio se aplicó una investigación cualitativa, necesario para analizar las creencias de diferentes autores que han trabajado en el estudio de las ayudas visuales y su eficacia.

Para llevar a cabo la interpretación de los datos de la presente investigación, fue necesario aplicar una entrevista a tres docentes diferentes de inglés de las provincias de Santa Elena, en dicha entrevista se realizaron cinco preguntas diferentes a los docentes, con el objetivo de recopilar información relacionada sobre cómo los jóvenes estudiantes adquieren vocabulario a través de ayudas visuales como tarjetas didácticas.

Como resultados del estudio, es evidente que el uso de ayudas visuales tiene una gran importancia en el aprendizaje de idiomas en los jóvenes estudiantes, lo que significa que esas herramientas pueden mejorar el aprendizaje de vocabulario de manera efectiva.

PALABRAS CLAVES: Ayudas visuales, adquisición de vocabulario, Materiales didácticos, Tarjetas didácticas.

INDEX

ACKNOWLEDGMENT	6
Dedication	7
Abstract	8
Resumen	9
INDEX	10
INTRODUCTION	13
CHAPTER I	15
THE PROBLEM	15
1.1 Research Topic	15
1.2 The title of the project.	15
1.3 Problem Statement	15
1.4 Problem question	16
<i>1.4.1 General question</i>	16
<i>1.4.2 Specific questions</i>	17
1.5 Objectives	17
<i>1.5.1 General Objective</i>	17
<i>1.5.2 Specific objectives</i>	17
1.6 Justification:	18
CHAPTER II	19
THEORETICAL FRAMEWORK	19
2.1 Background	19

2.2 Pedagogical basis.....	20
2.3 Theoretical basis.....	21
2.4 Legal basis	24
2.5 Variables of the study	26
2.5.1 Dependent Variable:	26
2.5.2 Independent Variable:.....	26
CHAPTER III.....	27
METHODOLOGICAL FRAMEWORK.....	27
3.1 Type of Research.....	28
3.2 Data Collection Techniques	28
3.3 Instruments.....	29
3.4 Data Collection Processing and Resources	30
3.5 Sample.....	31
4.1 Interpretation of data from the interview.....	32
4.2 Interpretation of bibliographic review.....	34
4.3 Analysis and discussion of the interview or focus group vs bibliographic review.	35
Table 1.....	35
CHAPTER V	40
REFLEXIONS OF THE STUDY	40
REFERENCES.....	43
ANNEXES.....	47
Urkund Certificate.....	48

Questions for the interview 49

Interview Transcript: 49

INTRODUCTION

The teaching of words in a second language that is being learned is of vital importance for all the people who are learning a foreign language such as English, and it is that the learning and development of the linguistic abilities of this language start through the acquisition of words in the lexicon of the learners, since there are studies related to learning a new language where it is evident that to manage the correct use of a second language, it is important to have a broad knowledge of words to be able to function well at the moment of doing some written work or some oral presentation.

Acquisition of words in a new language is not easy for young learners, so many times the motivation to learn is lost over time, so the use and implementation of didactic resources for a correct learning of words is necessary and important to be implemented for a better understanding in the language acquisition.

Previous researches carried out in different parts of the world such as the United States, India, or Colombia, suggest that the use of materials and visual aids contributes effectively to the learning of words, since the use of videos or images helps to a better interpretation and reception of lexicon in learner's mind, for example in the research thesis carried out in the city of Bogotá, Colombia called Vocabulary Learning Through Didactic Materials in a Cooperative Environment, where it is mentioned that with the use of visual aids a better quality of educability of students at a general level is achieved.

In the province of Santa Elena, the English teaching is considered important for students, learners think English is useful for the future, and for that reason is necessary to learn in the

school, so teachers have the task to provide the resources to guarantee the correct process of learning in young learners.

Currently, students from all academic institutions must achieve a good level of competence in English language, for that reason, the minister of education established that students need to have a B2 level according the Common European Framework Reference, to which the analysis of this research was established in the objectives for the interpretation of results and interpretation of thought of authors and professional people who develop English in educational centers.

CHAPTER I

THE PROBLEM

1.1 Research Topic

Didactic Materials and Vocabulary learning.

1.2 The title of the project.

Visual Aids for Vocabulary English Teaching in Young Learners.

1.3 Problem Statement

Being a universal language, English helps people to communicate with others from different countries, not only in a specific location, but with this language, people interact with non-native speakers from our country and share ideas and ideologies that help people to foster better communication, also speaking a new language increases the chances of obtaining better jobs at a general level, in a globalized and industrialized world.

Another factor why learning a foreign language is important nowadays is that, at the moment of learning, new skills are being developed by people that help them to defend against any adversary situation, such as problem-solving, being more creative or even learning to carry out several tasks at the same time no matter the time limit, as mentioned by Dan Needham (2022) in an article on the best reasons to learn a new language.

In the Ecuadorian context, the learning and knowledge of English in the students of the different educational institutions is very low according to an investigation carried out by the company Education First (2015) that specializes in the teaching of languages, where the data obtained in this study places to Ecuador in the 48th position among 60 countries with a score of

46 out of 100, which means that Ecuador has a very low level in terms of proficiency in the English language, so it is necessary and convenient to use resources and useful materials that guarantee a correct learning of the foreign language to be learned.

The educational regulations on the teaching of English in Ecuador divide it into three sections or levels according to the Common European Framework of Reference for Languages (CEFR) which are, the Pre-basic user that refers to a "Pre A1" level aimed at students from second to third grade, Basic "A1" for fourth and fifth-grade students and A2 for sixth and seventh-grade students of Basic education respectively, and the third level divided by the Ecuadorian ministry of education is the independent user level B1, nevertheless, the basic user level A1, A2, and B1 are also aimed at upper basic students who are eighth and ninth grade, and for high school students in all educational institutions (Educación Ecuador, 2016).

One of the challenges that teachers face when they are teaching a foreign language is that students acquire effective knowledge when studying English or learning, since many students believe that learning a language is very difficult, however using strategies and didactic resources as visual aids for teaching vocabulary, students' learning would be much easier, as pointed out by David Wilkins (1972) "Although without grammar little can be transmitted, without vocabulary nothing can be transmitted" (p. 111-112) where it can be understood that for learning a foreign language, an important factor is vocabulary learning.

1.4 Problem question

1.4.1 General question

- How does the use of visual aids can help to improve the learning of English vocabulary in young learners of a private school in the north of the province of Santa Elena?

1.4.2 Specific questions

- What is the influence of visual aids on vocabulary learning in young learners at the private school in the north of the province of Santa Elena?
- How effective are visual aids for a good learning of foreign language vocabulary in students of the educational center?
- What kind of strategies can be applied using visual aids to enhance vocabulary in students?

1.5 Objectives

1.5.1 General Objective

- To improve English vocabulary through visual aids in young learners who are learning a second language.

1.5.2 Specific objectives

- To show that visual aids are essential to teach English vocabulary and effective method to get students involved in learning.
- To infer why visual aids can be used to develop vocabulary in students from basic education.
- To analyze why visual aid is useful for the teaching and acquisition of new vocabulary for young learners.

1.6 Justification:

The acquisition of a second language is of utmost importance for people, since it helps people to communicate with others who are not native to a region, and is that English has become a universal language that is linked to many fields within professionalism such as medicine, business, education, culture, among others, and is that the teaching of English is currently included within the curriculum of schools and colleges in the world whole.

Learning English can help people to develop professionally in the future within an industry when doing a job, however, in schools and colleges, many students believe that learning a foreign language is a bit complicated, perhaps because teachers do not make sure that students have acquired the necessary knowledge on the subject or perhaps they do not use the necessary materials and resources to teach a second language, so that this project has the purpose of making know that the use of teaching materials and resources are of great benefit to teach and learn a second language.

As says Lynch (2021) in an article on didactic material where it is expressed that children and students discover new things through visualization and interaction, didactic materials will make the learning more effective since children learn from the experience and manipulation of objects in their environment.

Through the implementation of resources and materials in the school. What people look there is that students have more competence at the moment of developing other of the English skills. Due to the learning of vocabulary is the first step when a person is learning a foreign language, so each and every didactic material is useful to make students involved in the learning vocabulary in an effective way.

In addition, while learners are listening to the class, they are having fun at the same time, since students will be more enthusiastic to acquire more knowledge day to day, concluding this topic was chosen by the need of making a research of the importance of visual aids for the teaching and learning process of vocabulary which helps to improve knowledge and understanding.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Background

The acquisition of vocabulary in a target language is of vital importance since without knowledge of vocabulary in the second language any idea cannot be expressed by a person. As Dan N (2022) said that learning of vocabulary is very crucial nowadays, because it helps to the development of new personal skills as how to solve problems, be creative, and learning to carry out many tasks at the same time. Learning vocabulary is the most important part when a second language is being learned.

On the other hand, in the Ecuadorian context, according to a previous research done by Education first (2015) about the learning of a foreign language, this institution places Ecuador in in 48th position among 60 countries with a score of about 46 out 100, which makes understand that the learning of English as a foreign language is very low.

The teaching of English in Ecuador was established in private and public educational institutions in 1992 according to UTP (2020) in an agreement between ministry of education and the British council which looks for a better level competency in students from early age.

Education Ecuador (2016) establish that teaching English as a foreign language has been divided into three stages which are: Pre-basic A, Basic A1, A2, and the independent user B1.

Learning a language can be difficult, but not impossible if good resources are used to teach vocabulary, as Wilkins D (1972) said that without vocabulary nothing can be transmitted, since it is an important factor at the moment of the acquisition of a foreign language (p.111).

2.2 Pedagogical basis

The main reason why this investigation is being carried out is to analyze the impact of the use of visual aids on the learning of vocabulary in a second language. It should be noted that the teaching of a foreign language without the use of didactic materials or resources negatively affects the acquisition and interpretation of new words since the reception of a word without the use of context would make learning confusing and difficult for learners.

On the other hand, visual aids are of vital importance, that is because both children and adolescents learn faster through experience and manipulation of solid objects or visual references to a specific topic or word, for that reason, studies about visual aids have developed that help in a positive way the learning of a language as Lynch M (2021) said about the importance of teaching materials in the teaching and learning process. So, acquiring a language seems hard at the beginning, but once a learner or a group of learners have been showed any image or picture, the learning would be more effective and faster, which will make improvements how vocabulary is best learned.

2.3 Theoretical basis

For the elaboration of this research, there have been identified some different key points that will help to develop the ideas related to the topic, those key words have point of views of different authors, and the words that are going to be used are Visual aids, learning or acquisition of vocabulary, didactic materials, and flashcards.

To start this, the first definition about visual aids is that it is very helpful when a learning vocabulary in a new language is being applied, so this encourages the way of acquisition words in an effective method, initiating a great stimulus to support the learning process. Some authors have defined this as:

“Visual aids stimulated thinking and cognize” (Kishore, 2003, as cited in Rasulet al, 2011, p. 79) this little cite says that through the representation of a visual resource, the ability to recognizing something is more effective than just remembering the word, by interpreting the necessary useful material for vocabulary acquisition.

“Learning resources help to solve language barrier problem through an accurate visual image making learning easier for the student” (Chacko, 1981, as cited in Shabiralyani, 2015, p. 228). In this cite the author says that visual resources such as images can have a better and accurate interpretation of what is want to be learned, making a clear relation between the visual object and the concepts.

One important point for which visual aids can be used in classroom for the teaching of vocabulary is that this help learners to be more interested in learning as said Rautrao (2012), students will be more attracted if something visual is presented to them with the purpose of active the receptive skill through the learning of new words of a target language.

The acquisition of vocabulary is another term that is used in this research, so it means the way of how a person or a group of learners acquire vocabulary, as it is shown, there are some authors that has explained their point of view to clarify terms in context. Another important factor that must have be taken in consideration, for example, Thornbury (2002) states that all languages have and emerge from words in the first language or the language that is being learned considered as second language acquisition.

For Nation (1994) learning vocabulary is the ability of enriching the four skills as listening, reading, writing, and speaking in students which provokes a better fluency at the moment of transmitting ideas or thoughts. Anderson and Freebody (1981) state that there is a great relationship between vocabulary and the way of how students develop their academic abilities, while on the other hand Richards and Renandya (2004) state that without much vocabulary, students will not have enough potential to communicate their ideas. This theory is very important because gives more information of why is of vital importance that students acquire enough vocabulary when they are learning a target language.

Thornbury (2002) establishes too that the way of knowing a word implies to know the meaning and have a good understanding of what a word means in both, the first and second language. Through visual aids what it is looked is that students feel immerse in increasing their linguistic abilities which help understand the context of short or long phrases in the second language.

Vocabulary learning is the main element for language acquisition in general terms. If learners do now use appropriate materials and strategies to learn vocabulary, their performance and abilities of the language can be affected

negatively, as their perception attitudes towards the class too (Beltrán Gomez, 2017, p, 7)

According to the previous citation, the author establishes that without appropriate materials and resources, knowledge in vocabulary in learners will be poor, which means that to have a better understanding and make students feel motivated to learn new words it is important the use of resources to make the class attractive for students to have better reception of the words in their mind.

Louky (1998) said that is necessary and crucial to teach vocabulary if students are starting to acquire a second language, this teaching can be in the classroom when learners are attracted by any visual resource is showed in front of them, and more even if a class is very participative, which will do that they feel more inactivated in learning new words that will be useful in the future for personal development.

The next important key word used to the elaboration of this study is the didactic material. This term refers to what types of resources in general that can be used to teach specific topics or definitions. Some references about what is didactic materials are exposed by different authors such as:

Morales (2012) says that didactic material is “a set of material means which intervene in and facilitate the process of teaching and learning” (p.10). This cite states that didactic materials can be an effective method for the teaching and learning of content. Tomlinson (1998) has defined didactic material as “anything that is used by teachers or learners to facilitate the learning process of a language” (p. 2).

According to this cite, a brief understanding about Tomlinson is learners can use different kinds of resources which helps them have more interpretation of what they want to learn, for

example, didactic materials can be anything as posters, graphics or any image which can be related to a single word or phrase, facilitating in that way the learning of words in the language that someone wants to achieve.

Harmer (2005) refers to didactic material as “a diversity of teaching aids that help explain language meaning or construction, engaging students in a specific topic, or basis of a whole activity” (p. 134). Harmer in his point of view says that didactic materials are a diversity of resources that help in the construction of meaning and understanding of the words.

Ogalde and Bardavid (2003) establish didactic material as “all resources to facilitate the teaching-learning process within the systematic educational context, which stimulate the acquisition of concepts, abilities or skills” (p. 20).

The last key word used in this study is flashcards, and some analysts define as:

Herlina & Dewi (2017) establish that “Flashcard is graphic resource that foster the sense of the sight. This resource is a medium that shows visuals in form of ideas, numbers, symbols with words and images. According to Budden (2006) says that flashcards can have a great impact in students because they can be more attracted by the interpretation of pictures than just memorize a single word or phrase.

2.4 Legal basis

The Ministry of Education of Ecuador in Chapter VIII of the Organic Law of Intercultural Education (LOEI) by its acronym in Spanish, in Article 111, which deals with bilingual educational institutions, establishes that all public or private study centers can call themselves bilingual, as long as they include at least 40% of the workload for the teaching of a foreign language.

As for personnel trained to teach English as a foreign language in schools or high schools, the Organic Law on Intercultural Education states teachers must reach a minimum level equivalent to B2 according to the Common European Framework of Reference (CEFR) since this level allows people to be able to communicate without difficulties with people who speak such a foreign language, which would increase the competent ability to teach that language when teaching students at any educational center in the country.

For all that, the LOEI also decrees that educational institutions will be considered bilingual only if in their proposal for curricular innovation consider that are part of the educational project with the foundations of bilingualism is their workload, only those educational institutions may be classified as bilingual according the organic law

On the other hand, a ministerial agreement number 2010-11 based on another ministerial agreement number 746 from March 9th, 2000, ratifies that students from 8 to 10th grade of basic education must have at least 5 periods of English classes per week as well as Bachillerato.

Another ministerial agreement number 0052-14 signed by Freddy Peñafiel in 2014 based on a memorandum n° MINEDUC-SFE2014-0034-M states that bilingual education must be imparted only to students from the upper basic and not to students from early ages as lower basic, but according to another memorandum from March 24th, 2014, says that teaching of English as a foreign language will be analyzed for future implementation in students from 2nd to 7th grade of basic education in the whole Ecuadorian territory.

In a new agreement number 41014 decreed by the Ecuadorian government which referred to English teaching in schools, this decree stated that English should be taught in schools at early ages from second grade of basic education, until the third year of high school in the academic period 2016-2017 in the Ecuadorian Sierra while in Costa English teaching should be an

obligation since the 2017-2018 academic period. When English would be approved in a mandatory form, institutions, in general must ensure that all teachers have the requisite of b2 level of competence according to the Common European Framework reference.

Another important point in the new agreement mentioned previously, established that academic hours used to do free activities would be used for the teaching of English in 2nd to 7th in the way of the subject be evaluated.

The minister of education evaluated English teachers previously, and as their knowledge was very low and was not expected, the minister made a program to train English teachers in another country using a program called “Go teacher” according to the web page of the ministry of education. Moreover, the minister of education of Ecuador established some domains about the use of didactic resources that can be applied by teachers at the moment of teaching classes, so in the third domain of the English teacher standard makes reference to teachers to use didactic material for the improvement of knowledge in English language in students, enhancing their vocabulary through the usage of any type of visual aid as pictures, flashcards, videos or posters.

2.5 Variables of the study

2.5.1 Dependent Variable: Visual aids

2.5.2 Independent Variable: English teaching vocabulary in young learners

CHAPTER III

METHODOLOGICAL FRAMEWORK

This research will apply a qualitative investigation, with the purpose of getting deep information about the social phenomenon of the study. Creswell (1994) states that the qualitative study is the process of inquiring and understanding the social or human problem, based on holistic picture, formed with words, reporting detailed views of a natural setting". This definition establishes that, what is sought with qualitative research is to focus on the objects of study through the collection of non-numerical data to which we want to understand what the problem or problems have been in a social context, in this way once all the factors that affect this problem, look for a possible solution that helps improve the situation in that context. In addition, to analyze and have a deep understanding of the problem, in the research will be applied a phenomenological method, which consists in investigating the everyday life and experience of how people understand those experiences.

On the other hand, Blackburn (2020) says that applied research is the scientific study that has the purpose to solve practical problems. Playing the important part of solving everyday problems that can have an impact on life. In addition, Vargas (2008), a teacher at the University of Costa Rica, says that applied research is a way of how people know the reality of a fact through the scientific proof. The applied research for this current study is to obtain the necessary information in order to expand what is known about the problem establishing a set of goals for the creation of a good solution to the specific issue.

3.1 Type of Research

“The type of research used for the development of the study is the phenomenological research, which focuses on the study of experience using the perspective as a particular actor for understanding the meaning and structure of human experience” (Knaack, 2014, P. 108) being a type of methodology more descriptive than experimental in which the researcher has to set some preconceptions about the events or experience seeking the answering of some questions that could be used to identify a solution for the issues that a researcher is looking for through descriptive method.

According to Knaack (2014), there have been some researchers who have used the phenomenological study to collect descriptive information basing on human experience, for example, Collaizzi and Keen (1984, as cited in Kaanck, 2014) has considered this type of research as an approach focused on human behavior and experience, considering those two points as important characteristics at the moment of carrying out a qualitative investigation using the interpretation of perceptions. (p. 108 - 109)

3.2 Data Collection Techniques

To develop this research, data collation technique was used to get necessary information about the effectiveness of visual aids.

The One-on-one interview was chosen, the main reason was that the current study was being done in a private school, where it is easier to interact face to face individually with each teacher in order to get accurate information about feelings and thoughts.

The interview is the technique used for collecting data information, the Interview is a qualitative technique, in which investigators obtain different points of views of people, involving personal criteria relevant to have good information. On the other hand, the purpose of the

interview is to explore the different experiences, views, and motivations of each individual in a research. On the other hand, in the interview, researchers can apply either such as structured, semi-structured and unstructured interview, but it will depend on the way of collecting data and the type of information that the researcher would like to obtain about the investigation.

“One-on-one interview is a data collection method in social investigations that rises the attention in the process of collation data of the interviewed to make it more valuable for having a deep insight in the experience, understanding and perceptions of people on the phenomenon of study that contributes to the in-depth collection of data” (Ryan et al., 2009, p. 309)

3.3 Instruments

The questionnaire can be used in different ways in a research, and is essential if a person is looking for important information collecting different point of views form different people, a questionnaire can be applied focusing in big or small groups, or investigators can focus only in one specific person to intend a transmission more useful gathering accurate information in the answers of the questions.

To do the one-on-one interview, the instrument applied in this study was the questionnaire, in which there were a set of five of different questions related to the topic Visual Aids, in the questionnaire there were open-ended questions that could allow the interviewees has an open mind to tell all his thoughts without any restriction, providing free responses instead of just providing simple answers that could be answered with yes or not.

Moreover, open-ended questions have some advantages that can be important for researchers at the moment of doing an interview, some benefits of this type of questions are: they are good for unlimited responses that can provide more details about a study, also it offers deep qualitative data for a better understanding of the previous issues about the investigation, and in addition, in open-ended questions interviewed can give sentiment and options to find out particular aspects that can be necessary and important for the research.

The application method used to execute the interview was the printed method, which consisted in print the questionnaire with the set of question and give it to the English teacher to interview. This method was applied because of the time of the English teacher of the educational center, so the best way to do the interview was the printed methodology, expecting for the results until it was finished.

The main reason of the questionnaire was to obtain information about the usage of visual aids for the English teaching-learning vocabulary in young learners, and with the answers given by the interviewees to identify if visual materials are effective or not at the moment of teaching vocabulary, having a clear vision of what it is looking for in the present study for collecting deeper and relevant information to develop the study.

3.4 Data Collection Processing and Resources

What was done for data collection processing and resources was to elaborate a set of five questions about visual aids as it was said previously with the purpose of identifying if visual aids have an effective and significant impact in the acquisition of vocabulary in young learners, that interview was done in a private institution placed in the North of the province of Santa

Elena, and it a printed piece of paper was given to the teacher to himself answer the set of five questions that the questionnaire contained.

Time was an important factor, for that reason the printed questionnaire was given with anteriority so that the English teacher of the private institution could think and interpret the questions on his own time without any pressure, at the end the answers of the questionnaire were analyzed and discussed in a new short face to face meeting as a way of checking all the answers in order to have an accurate idea of the concepts in the research. Establishing the different points of view of each question as reinforcement against any doubt that could be in the questionnaire, all the questions were interesting, which means that the different definitions for the teaching of English vocabulary have an impact in the final result of learning.

3.5 Sample

As in that private educational center there is not a big amount of students, there is only one English teacher for all grades, students start to learn English subject since the second grade, the English teacher of that educational center is the sample of this study, in addition of two more teachers from other schools, who were people interviewed, characterizing for being good teachers in every school.

The importance of qualitative research in this study works in order to know the issues of a group in context, analyzing the characteristics of the population and the relation with the environment about the use of visual aids for the vocabulary English teaching in young learners, which will help to collect information through descriptive method building previous oral or writing knowledge of people considering the qualitative method as inductive research.

CHAPTER IV

ANALYSIS OF FINDINGS

The interviews carried out with the different English teachers, have given several results according to each question asked to each teacher in a printed interview, so the information collected was essential for the elaboration of this present analysis of results, for which we can say that each teacher gives his class on his way, in addition to the fact that each one uses a different material for teaching vocabulary, for example, there was an interviewee who said that he does not use flashcards to teach new words, but on the other hand, there were two others who did use it, in addition, they said that they use other types of didactic resources to strengthen the acquisition of vocabulary in their students.

Given the results of the interview, there were several analyzes that could be collected from each question, something fundamental for the interpretation of the use of visual aids in young learners and their function in the learning of new words, also analyzing what the authors of other investigations have concluded and what was collected about the interviewees.

4.1 Interpretation of data from the interview

According to the interviews carried out with the different English teachers from different educational centers, in the first question regarding the effectiveness of visual aids for teaching vocabulary, it was found that the three interviewees agreed that visual aids are very important at the moment of teaching vocabulary in a foreign language, as pointed out by the first interviewee, where he says that with visual teaching resources, it is possible for learners to have greater reception in the acquisition of words in their learning process, so in this question, it can be said that visual aids are important for the teaching and learning of words. On the other hand, the

teachers stated that according to their experience, they have applied different didactic materials, the interviewee stated that he has used videos and images as a visual aid to teach verbs, in addition that the second interviewee said that he has also used posters for the vocabulary teaching since he considers that this also helps a lot in the process of teaching new words.

In another question about flashcards related to visual aids, interviewee number one said that flashcards help in teaching as well as being a didactic resource, but that he has never implemented it in his class, but on the other hand, interviewee number two said that the if you have implemented flashcards to teach vocabulary and that you use it every time you have to teach words on a new topic, in addition to considering flashcards as an effective way to introduce new words by relating images and words to real objects that they are around the classroom, while in the result of this question in interviewee number three, he agrees that this person also uses and has used flashcards to teach vocabulary to his students.

However, in a follow-up question, they were asked if in addition to the flashcards they have used other visual aids to improve the acquisition of words in the second language, the three interviewees said that without implementing visual aids in their class, as a complement for teaching words when there is a complex topic for students, for example, one of the interviewees said that he uses short animated videos so that students learn while they have fun watching cartoons, which according to this interviewee, this type of visual aid favors the acquisition of new words in English in their students, while the second interviewee points out that he has used and uses flashcards because he considers that his class becomes more participatory, which according to this interviewee, his students managed to learn the meaning of a word much faster. However, the third person interviewed only indicated that he has used other types of visual aids

but did not specify what other types of visual aids he has used in his classes for teaching vocabulary.

So, in the last question about the advantages and disadvantages of visual aids, two of the interviewees said that the disadvantages are that you have to spend time looking for images related to the topic, and if you do not find them, you have to look for them, so if there is not so much time to look for this type of related images, you always have to have a plan b to be able to solve this type of inconvenience in order to continue teaching the class without interrupting the teaching process in the students. About advantages, teachers said that visual aids facilitate the understanding of words since in this way students can acquire a greater quantity of vocabulary quickly, efficiently, and easily.

4.2 Interpretation of bibliographic review

The bibliographic data collected in this research indicates that authors as (Kishore, 2003, as cited in Rasulet al, 2011, p. 79) who point out that the use of visual aids is very important for the teaching and enrichment of lexicon in students who learn a second language, in addition to the fact that visual aids are fundamental since through the use of these aids, the learners acquire greater knowledge through the manipulation of visual references related to a specific topic or word, in addition, these authors affirm that didactic materials for the teaching contribute to making learning much more meaningful, fast and effective for the acquisition of new vocabulary.

In addition, other authors affirm the same, where it is established that visual aids are very useful when teaching something new in a foreign language, because it encourages learners in the acquisition of words in an effective way, stimulating the thinking and interpretation of words with real material, which means that if visual aids are used in the teaching process, the learning

in students will be more accurate, giving a positive point to visual aids in the acquisition of lexicon for a better understanding of the meaning of words.

All information gathered in this section was of vital importance, and from another point of view of the author Rautrao (2012) establishes that when students are presented any type of visual aid, students will feel more interested because of the activation of the receptive skill in them. Therefore, the authors researched on the subject, establish that visual aids positively affect the development in the learning of new vocabulary, cataloging this type of aid as an effective way when continue with the teaching process in the students.

The acquisition of vocabulary is important when learning a target language, for which it was found that learning words is necessary since an author Wilkins in 1972 said that without vocabulary little can be learned in the study and learning of a second language, in addition to the fact that the vocabulary emerges from the first language since the vocabulary is used for the development of other language skills such as listening, reading, reading and speaking.

One specific visual aid is flashcards, to which the authors said that this type of visual aid contributes to the interpretation of objects through images that foster the sense of sight, cataloging flashcards as an essential didactic resource in the teaching of words for their great reception and interpretation in students who are learning a target language, so it is said that flashcards do work to learn and teach specific vocabulary on a topic to teach.

4.3 Analysis and discussion of the interview or focus group vs bibliographic review.

Chart interview

Table 1

Answers of interviews applied to English teachers 2022

Questions	Interviewee 1	Interviewee 2	Interviewee 3
Question 1: How effective are visual aids for vocabulary acquisition?	Visual aids are important - Help to reception of learning - good vocabulary teaching	Visual aids are important and necessary - Important in Vocabulary acquisition	Useful and necessary - Language acquisition – Learning and teaching of vocabulary
Question 2: Based on your experience, what type of visual aid do you consider to be the most important for teaching vocabulary?	Videos Images Pictures	Posters Pictures Videos	Posters Pictures Videos
Question 3: What do you think about flashcards as a visual aid?	- Important - Second language acquisition - Easy for students - Introduction of vocabulary - Effective teaching	- Effective way of teaching - Easy to work - Students interested in learning	- Good material - Useful for relationship with objects and meaning - Easy to work
Question 4: Have you implemented any visual aids for vocabulary teaching?	Has implemented visual aids - Videos - Subtitles - Short cartoons	Has used visual aids - important - word easy to remember, graphic representation - Flashcards - Pictures - Learning of words	Has implemented visual aids

Question 5: What would be the advantages and disadvantages of using visual aids in the English class?	Advantage: Acquisition of vocabulary in effective way - More amount of words - Did not say disadvantages	Advantage: Teaching of words in effective way - Did not say disadvantages	Advantages: Visual aids make easier the understanding of words Disadvantage: Look for pictures related to students' level - Pictures can be confused for children sometimes.
---	---	---	--

Note: Results of the interview about visual aids asked to three teachers from the province of Santa Elena

In the first question about: How effective are visual aids for vocabulary acquisition?

According to the point of view of the first interviewee, he said that "Videos and images are a visual aid that is very important to teach vocabulary, because if these types of resources are used, we will achieve that students learn new words in an attractive and fun way through the participation of each student while they relate the images of the video or photo to some action, word or verb for a better reception"

While the second interviewee said that "I consider that visual aids are important and necessary if what we are looking for in students is to teach vocabulary in a language they are learning, such as English, where visual aids are important for vocabulary acquisition. On the other hand, the interviewee number 3 said the following "Visual aids to learn vocabulary are very helpful, because they help the person or children to relate the word to an object or identify its writing and meaning, this will be easier when they wish to implement it in a sentence"

So, from the point of view of the author Kishore (2003) said that visual aids stimulate the way of thinking and recognizing of objects, the point of view of the first interviewee have much

relationship with what the author Kishore has said. So it can be said that visual aids increase the interest in learning of young learners.

Therefore, it can be said that there is a great relationship between what the interviewees said and what was found about the authors' thoughts, it is evident that visual aids are a very effective aid for the teaching process in young learners for being a useful didactic resource for the reception of knowledge in students who learn a second language, alleging the interviewees that the images and videos are an essential help as resources used in the classroom to improve the vocabulary of the students.

In the same way, the next question was about what do you think about flashcards as a visual aid? The second interviewee said that "Using flashcards is also an effective way to teach vocabulary, I have used it before with students and it has been very helpful, and even more so when I show them images of cartoons, since that way the students are more interested in learning. "In addition to what interviewee one said, both interviewee two and three have the same ideologies, since they consider that flashcards help a better understanding of words, relating an image of an action with some act or object in real life. Therefore, the information collected on this question is very similar to what the authors Herlina & Dewi (2017) said, where they established that the use of flashcards fosters the sense of sight, in which learners can interpret ideas, numbers, symbols with words and images, turning flashcards into a useful tool that teachers can use in their class for a good and correct learning in their students, since according to the same teachers, two of those interviewed said that they do have used flashcards as a tool for the acquisition of English vocabulary in their students.

In the last question about the advantages and disadvantages of the use of visual aids. The third interviewee said the following: "The advantages of the visual aid is that it facilitates the

understanding of the words in the students, the disadvantage would be that we must look for images corresponding to the children's level because otherwise it will be a bit confusing for them and it must also be culturally focused”

About the advantages, interviewees one and two have the same ideas, but the difference was that the two interviewees mentioned above did not say disadvantages in terms of student learning because they consider that there are more advantages than disadvantages in the use of visual aids applied to the teaching in young learners, in addition, what the interviewed teachers have said is similar to what Louky (1998) says, who states that visual aids can be in used in classroom because it will be more attractive to students if some visual resource is shown in front of them, which means that any visual aids will help a lot in the development of vocabulary in young learners.

And lastly, the limitation at the moment collecting the information to each interviewee, time was a factor which did not allowed to develop a good interview, one reason is that all teacher interviewed said that they did not have enough time for an interview, because they said that they were busy all the time, later in a little break, the interview was done but just in ten minutes each one, which was a factor that did not allowed to collect more information about each interviewee, so if I would had more time, I could have gathered more ideas of each question, for a better understanding of the situation in the English language acquisition.

CHAPTER V

REFLEXIONS OF THE STUDY

There were many theories and opinions that I had to collect and be able to carry out this project, the subject of visual aids was broad and interesting from my point of view, since I was able to verify in a certain way the effectiveness of visual aids and how this type of resource helps improve vocabulary in young learners using flashcards as an important tool for teaching vocabulary, it was also shown that the use of visual aids is essential according to what was investigated from different authors added to information collected in three different interviews with teachers who teach English in a private school in the northern part of the province of Santa Elena, so in my opinion, I believe that it is possible to teach and enhance the vocabulary of the students using visual material such as flashcards or videos, as the teachers said in the interviews

The main problem to develop this research was to study if visual aids were effective or not in young learners, and as I was developing this project I realized that it is possible to find a solution to the main issue, I found a positive response on the main problem, in my own experience, my expectations were null at first, because I did not think that visual aids could be so effective working with a certain group of young learners, but at the end of the investigation I was able to realize how necessary and effective these teaching resources are for learning of a foreign language such as English, which at first seems a bit difficult to learn, but according to practice and motivation to learn, the acquisition of a target language can be achieved if we set it as a goal, and it will be at the end of the learning process where we will be satisfied to learn it.

Talking about my experience carrying out this project, when I started this research I had no idea of the effectiveness of visual aids in all young learners, but later with the research I did, I

realized that they are very helpful for all people who are learning a new language, personally, when I was at school, the English teacher we had showed us images about some word and then asked us as students what the image referred to, and then he told us its pronunciation in English, but I never thought that what he was doing was a way of teaching us new words, even more than finishing the interviews, which were carried out with three English teachers, they stated that they also apply this method as a didactic resource for teaching new vocabulary in your students when they are teaching a specific topic.

At the end of the second interview, the teacher finished saying that as a complement to teach phrases and vocabulary in students, he shows videos, as cartoon, to motivate learner, also he concluded that learning must not be about teaching all the time but students must have a little break having fun watching cartoons related to something similar to the topic to make distract a bit the brain of the students and focus in other things that can help them to develop their mind in other ways. Therefore, I consider that if that teacher do activities like this, a teacher can have more attentive students in class at the moment of learning.

Make a research is not a difficult task, but when I was doing the investigation, for me it was difficult to find some information related to the topic visual aids because there were a lot of information about this and I did not know what part of each information add to my research, later I compared every paper, book, and article to make my own point of view about author's thinking. In addition to this type of challenge, another problem I had when I was doing the research was that there was a lot of interesting information on the internet, but that type of information was not very useful for me to add to my project because the information did not have an author or publication date, so, I couldn't use that information to further expand my research topic. The perks while I was doing the research was that I acquired more knowledge related to the topic,

which helped me a lot to obtain a better idea of what kind of teaching resources are the most effective that would work with people learning a second language

The life lesson I have about my thesis is that I have learned to investigate in depth what other authors think about interesting research topics, in addition to the fact that if I need extra information, I can consult it with professional people near me, since by Experience of themselves during several years of work and knowledge, these professional teachers can be a great help to analyze a local context on problems in a specific area.

The influence of my conceptions about the study is that developing a research project in which our knowledge is very poor, with the necessary research, we can get results that could be positive or negative, depending on the type of result we have, we will deepen our knowledge in order to have experience in the future in case we have to face a challenge similar to the investigated topic.

About the same topic for the future, I would like to do something different, for example if I want to work in the same topic, I could do a paper instead of a new project or thesis, the idea of the elaboration of a paper stems from the innovation and the impact that a new paper can have in readers, so, from my point of view, the idea of a research paper is the best option for me, to create something new for people who likes the lecture in life.

REFERENCES

- Ryan, F., Coughlan, M., & Cronin, P. (2009). Interviewing in qualitative research: The one-to-one interview. *Research methodology series*, 16(6), 309.
<https://doi.org/https://doi.org/10.12968/ijtr.2009.16.6.42433>
- Beltrán Gomez, W. A. (2017). *Aprendizaje de vocabulario a través de materiales didácticos en un*. Bogotá: Universidad Pedagógica Nacional. <http://hdl.handle.net/20.500.12209/10022>
- Bhandari, L. (2020). Task-Based Language Teaching: A Current EFL Approach. *Advances in Language and Literary Studies*, 11, 1. <https://files.eric.ed.gov/fulltext/EJ1259462.pdf>
- Chaiban, T. (2021). COVID-19, an opportunity to bridge the digital gap and reform education systems in the region. *UNICEF*. <https://www.unicef.org/mena/stories/covid-19-opportunity-bridge-digital-gap-and-reform-education-systems-region>
- Córdoba, E. (2016). Implementing task-based language teaching to integrate language skills in an EFL program at a Colombian university. *Profile: Issues in Teachers' Professional Development*.
<https://doi.org/https://doi.org/10.15446/profile.v18n2.49754>
- Creamer, M. (2020, April 17). *MINEDUC-MINEDUC-2020-00014-A*. Ministerio de Educación:
<https://www.oficial.ec/acuerdo-mineduc-mineduc-2020-00014-disponese-suspension-clases-en-todo-territorio-nacional-en>
- Douglas, S., & Marcia, K. (2015). Task-Based Language Teaching and English for Academic Purposes: An Investigation into Instructor Perceptions and Practice in the Canadian Context. *TESL Canada Journal*, 31. <https://doi.org/https://doi.org/10.18806/tesl.v31i0.1184>
- Eberhard, D., Gary, S., & Charles, F. (2021). What is the most spoken language? *Ethnologue: Languages of the World*. <https://www.ethnologue.com/guides/most-spoken-languages>

- Ecuador, E. (2016, Marzo 16). *Ministerio de Educación*. Ministerio de Educación:
<https://educacion.gob.ec/curriculo-lengua-extranjera/>
- Educacion, M. d. (2014). <https://www.educacion.gob.ec/>: <https://www.educacion.gob.ec/wp-content/uploads/downloads/2014/09/01-National-Curriculum-Guidelines-EFL-Agosto-2014.pdf>
- Ellis, R., & Shintani, N. (2015). *Exploring Language Pedagogy Through Second Language Acquisition Research*. New York. <https://onlinelibrary.wiley.com/doi/10.1111/modl.12247>
- Frost, R. (n.d.). *A Task-based approach*. British Council: <https://www.teachingenglish.org.uk/article/a-task-based-approach>
- Heath, T. (1980). Observation Perception and Education. *European Journal of Science Education*, 2.
<https://eric.ed.gov/?q=observation+perception+and+education&pr=on&id=EJ228876>
- Hismanoglu, M., & Hismanoglu, S. (2011). Task-based language teaching: What every EFL teacher should do. *Procedia - Social and Behavioral Sciences*, 15, 46-52.
<https://www.sciencedirect.com/science/article/pii/S187704281100228X>
- Hood, N. (2021). Learning from things schools get wrong. *The education hub*.
<https://theeducationhub.org.nz/learning-from-things-schools-get-wrong/>
- Human, Z. G. (1949). *Human Behaviour and the Principle of Least Effort*.
- Johnson, A. (2015). TEACHING IS A SCIENCE, AN ART, AND A CRAFT. *Linked in*.
<https://ucarecdn.com/eb6036ed-8cdb-4637-a1c1-7f2516fc6a4a/>
- Knaack, P. (2014). Phenomenological Research. *Western Journal of Nursing Research*, 108.
<https://doi.org/10.1177/019394598400600108>
- Ministerio de Educación . (2019). *Curriculum of obligatory education levels*. Ministerio de Educacion Ecuador: <https://educacion.gob.ec/wp-content/uploads/downloads/2019/09/EGB-Superior.pdf>

- NamazianDost, I., Bohloulzadeh, G., & Pazhakh, A. (2017). The Effect of Task-Based Language Teaching on Motivation and Grammatical Achievement of EFL Junior High School Students. *Advances in Language and Literary Studies*, 8(2). <https://files.eric.ed.gov/fulltext/EJ1144062.pdf>
- Nychkalo, N., Wang, J., Lukianova, L., Paziura, N., & Muranova, N. (2020). USE OF TASK-BASED APPROACH IN TEACHING VOCABULARY TO BUSINESS ENGLISH LEARNERS AT UNIVERSITY1. *Advanced Education*.
https://pdfs.semanticscholar.org/5a87/eb75efd32946560415296dc43d72c8b89e6f.pdf?_ga=2.233093726.1350241212.1631486545-337231113.1631486545
- Primicias. (2019). Ecuador tiene el peor nivel de ingles de America Latina. *Primicias*.
<https://www.primicias.ec/noticias/sociedad/idioma-ingles-estudiantes-convenio-educacion-profesores/>
- Rasul, S., Buksh, Q., & Batool, S. (2011). A study to analyze the effectiveness of audio visual aids in teaching. *Procedia - Social and Behavioral Sciences*.
<https://doi.org/10.1016/j.sbspro.2011.11.016>
- Richards, J., & Renandya, W. (2002). *Methodology in Language Teaching*.
- Sarani, A., & Farzaneh, L. (n.d.). The Impact of Task-based Approach on Vocabulary Learning in English for a Specific Purpose Courses. *English Language Teaching*, 5(10).
<https://doi.org/https://doi.org/10.5539/elt.v5n10p118>
- Shabiralyani, G., Shahzad , K., Hamad, N., & Iqbal, N. (2015). Impact of Visual Aids in Enhancing the Learning Process Case. *Journal of Education and Practice*, 6(19).
- Veigas, D., & Wilson, D. (2021). *Teaching Vocabulary And Grammar Through Task Based Learning Activities* (Vol. 8). European Journal of Molecular & Clinical Medicine.
https://ejmcm.com/article_7004_628146eb3fdb5253321185030156e0ac.pdf

Willis, J. (1996). *A Framework for Task-Based Learning*. Michigan: Longman.

https://www.academia.edu/11696134/A_Framework_for_Task_Based_Learning

ANNEXES



UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
BIBLIOTECA
Formato No. BIB-009 CERTIFICADO ANTIPLAGIO

La Libertad, 8 de agosto de 2022

TUTOR

En calidad de tutor del trabajo de titulación denominado "VISUAL AIDS FOR VOCABULARY ENGLISH TEACHING IN YOUNG LEARNERS", elaborado por la / el (las / los) estudiante (s) Orrala Borbor Carlos Ronaldo, egresada / o (s) de la Carrera de PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS, de la Facultad de Ciencias De La Educación e Idiomas de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de Pedagogía del Idioma Ingles, me permito declarar que una vez analizado en el sistema anti plagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con 1% de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud.

Atentamente,


f) _____

MSc. Eliana León Abad.

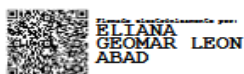
C.I. 030130875-5.

Urkund Certificate

Certificado Sistema Anti Plagio

En calidad de tutora del Trabajo de Integración Curricular denominado “VISUAL AIDS FOR VOCABULARY ENGLISH TEACHING IN YOUNG LEARNERS” elaborado por el estudiante Carlos Ronaldo Orrala Borbor, de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio OURIGINAL, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 1 % de la valoración permitida, por consiguiente se procede a emitir el informe.

Atentamente,



Eliana G. León Abad, M.Ed.

TUTORA

Fuentes de similitud



Document Information

Analyzed document	RESEARCH PROJECT FILTRO CARLOS ORRALA FILTRO.docx (D142757606)
Submitted	8/9/2022 6:00:00 AM
Submitted by	Eliana León
Submitter email	eleon@upse.edu.ec
Similarity	1%
Analysis address	eleon.upse@analysis.orkund.com

Questions for the interview

Preguntas para la entrevista a realizar a profesores de Inglés sobre el uso de ayudas visuales en el salón de clases para una mejor enseñanza de vocabulario en jóvenes aprendices.

1. ¿Qué tan efectivas son las ayudas visuales para la adquisición de vocabulario?
EXPLIQUE
2. ¿EN BASE A SU EXPERIENCIA, Qué tipo de ayuda visual considera usted como la más importante para enseñar vocabulario?
3. ¿Qué piensa usted sobre los flashcards como ayuda visual?
4. ¿Ha implementado usted alguna ayuda visual para enseñar vocabulario
5. Hablando de ayudas visuales ¿Cuáles serían las ventajas y desventajas de usar ayudas visuales en la clase de Inglés?

Interview Transcript:

Result interviewee 1

1. **¿Qué tan efectivas son las ayudas visuales para la adquisición de vocabulario?**

Las ayudas visuales son importantes porque mediante el uso de algún video, foto o cuadro los estudiantes pueden tener una gran recepción en cuanto a aprendizaje, y más si utilizamos esos tipos de recursos didácticos para la enseñanza de vocabulario de una lengua extranjera para una mejor recepción.

2. ¿En base a su experiencia, Qué tipo de ayuda visual considera usted como la más importante para enseñar vocabulario?

Los videos y las imágenes son una ayuda visual que muy importante para enseñar vocabulario, ya que si se usan ese tipo de recursos, lograremos que los estudiantes aprendan nuevas palabras de manera atractiva y divertida mediante la participación de cada uno mientras relacionan la imágenes del video o foto a alguna acción, palabra o verbo

3. ¿Qué piensa usted sobre los flashcards como ayuda visual?

Los flaschcards como ayuda visual también son muy importantes para la enseñanza de vocabulario de una segunda lengua, porque si se les muestra a los estudiantes una imagen que represente una cosa como por ejemplo una casa o un carro y luego se les dice a los estudiantes como se pronuncia aquello, será mucho más fácil que los estudiantes puedan recordar con mayor facilidad cual es el nombre de esa representación de una manera mucho más efectiva, logrando introducir vocabulario fácil de recordar.

4. ¿Ha implementado usted alguna ayuda visual para enseñar vocabulario

Si, en el aula implemento videos animados cortos con subtítulos para enseñar palabras a los estudiantes, ya que los videos animados son muy atractivos para aprender vocabulario ya que de esa manera los estudiantes aprenden mientras se divierten viendo caricaturas, lo que favorece un buen aprendizaje de nuevas palabras.

5. Hablando de ayudas visuales ¿Cuáles serían las ventajas y desventajas de usar ayudas visuales en la clase de Inglés?

Las ventajas de usar ayudas visuales son muchas, como dije anteriormente mediante el uso de estos recursos los estudiantes logran adquirir una mayor cantidad de palabras de manera fácil.

Result interviewee 2

1. ¿Qué tan efectivas son las ayudas visuales para la adquisición de vocabulario?

Considero que las ayudas visuales son importantes y necesarias si lo que buscamos es que los estudiantes aprendan vocabulario en un idioma que estén aprendiendo, tal como lo es el caso del inglés, donde las ayudas visuales son importantes para la adquisición de vocabulario.

2. ¿En base a su experiencia, ¿Qué tipo de ayuda visual considera usted como la más importante para enseñar vocabulario?

Las representaciones gráficas como posters, imágenes o videos son importantes, porque desde mi punto de vista cada uno de estos recursos ayudan al aprendizaje de palabras en los estudiantes, por lo que para mí estos 3 elementos son importantes si lo que se busca es enseñar vocabulario.

3. ¿Qué piensa usted sobre los flashcards como ayuda visual?

Utilizar flashcards también es una manera de efectiva de enseñar vocabulario, lo he usado anteriormente con los estudiantes y me ha servido de mucho, y más aún cuando les muestro imágenes de caricaturas, ya que de esa manera los estudiantes se interesan más por aprender.

4. ¿Ha implementado usted alguna ayuda visual para enseñar vocabulario

Lo implemento mucho en mis clases, tanto para enseñar vocabulario y para enseñar oraciones básicas, los flashcards me ayudan mucho al momento de enseñar nuevas palabras, ya que de esa manera mi clase se vuelve muy participativa donde los estudiantes aprenden fácilmente palabras y frases, por ejemplo, primero les muestro la imagen y luego les leo la palabra u oración y luego hago que los estudiantes interactúen ellos mismos con el fin de hacer que esa palabra o frase sea aprendida y luego usarla en oraciones cortas como practica para reforzar conocimientos.

5. Hablando de ayudas visuales ¿Cuáles serían las ventajas y desventajas de usar ayudas visuales en la clase de Ingles?

Una de las ventajas de las ayudas visuales es que eso nos ayuda a nosotros como profesores de Inglés a enseñar palabras de manera rápida y llamativa, y sobre desventajas no creo que exista desventaja porque los flashcards son importantes para la adquisición de vocabulario en estudiantes tanto jóvenes como adultos.

Result interviewee 3

1. ¿Qué tan efectivas son las ayudas visuales para la adquisición de vocabulario?

Las ayudas visuales para aprender vocabulario son de mucha ayuda, porque ayudan a que la persona o niños relacionen la palabra con un objeto o identifiquen su escritura y significado, esto se le hará más fácil cuando deseen implementarla en una oración.

2. En base a su experiencia, ¿Qué tipo de ayuda visual considera usted como la más importante para enseñar vocabulario?

Para enseñar vocabulario será la utilización de carteles o tarjetas, porque ayudan en mucho, también el uso de videos, entre otros materiales didácticos.

3. ¿Qué piensa usted sobre los flashcards como ayuda visual?

Pues que son un material muy bueno, porque puedes utilizarlo para que se relacionen, sea este con el significado o con el objeto.

4. ¿Ha implementado usted alguna ayuda visual para enseñar vocabulario?

Si, si he implementado ayuda visual para facilitar la enseñanza de vocabulario a mis estudiantes.

5. Hablando de ayudas visuales ¿Cuáles serían las ventajas y desventajas de usar ayudas visuales en la clase de Inglés?

Las ventajas de la ayuda visual es que facilita la comprensión de las palabras para los estudiantes, la desventaja sería que debemos buscar imágenes correspondiente al nivel de los niños porque sino será un poco confuso para ellos y también debe ser con enfoque cultural.