



**The use of Visual Aids to enhance the Teaching – Learning process of Vocabulary in
English as a Foreign Language**

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Abstract

Previous research has shown the importance of vocabulary and its influence on language acquisition. Vocabulary is important for developing the four language skills; without vocabulary, people cannot communicate. However, the process of teaching and learning vocabulary can be difficult without the implementation of useful activities and learning strategies. The purpose of this research is to analyze the use of visual aids to enhance the teaching – learning process of vocabulary in English as a foreign language at the Rigoberto Lopez Perez Institute with students in the 7th grade. The results of this research demonstrate that the use of visual aids in teaching activities and learning strategies has a significant impact on the teaching and learning processes, enhancing the acquisition of vocabulary and the retention and retrieval of new vocabulary knowledge.

I. RESEARCH SCOPE

1.1 Rationale

It was decided to work on this topic because, during the professionalization practicum of the researchers, they noticed that students had problems recognizing and remembering vocabulary. Most of the time, students did not know the basic vocabulary related to their level; also, the new vocabulary was presented as a list of words without context or visual stimuli, making the acquisition of vocabulary difficult. Nowadays, English is taught in schools with the objective of learning it as a foreign or second language. The majority of these ignore vocabulary in favor of concentrating on strengthening skills through reading and listening. However, numerous studies have shown that vocabulary is a crucial component of the development of the English language and that it is required to be taught using a variety of exercises, games, and visual materials. The main aim of this research is to analyze the use of visual aids to enhance the teaching and learning process of vocabulary at the Rigoberto Lopez Perez Institute with students in the 7th grade. Teaching vocabulary with visual aids and combining it with exercises such as puzzles, fill-in-the-blank, and matching is one way to facilitate learners' comprehension of the vocabulary and lessons. Moreover, teachers can use visual aids to teach vocabulary by context and in this way facilitate learners' practice, comprehension, and acquisition of the language. Also, the implementation of visual aids helps students develop a memory strategy to recall vocabulary through the use of visual aids.

1.2 Introduction

Students from the fifth year of the English major program at UNAN-Managua conducted this research during the morning shift. The researchers wanted to analyze the use of visual aids to enhance the teaching-learning process of vocabulary in English as a foreign language in 7th grade students at the Rigoberto Lopez Perez Institute in Managua, Nicaragua. Visual aids, such as pictures, graphs, charts, diagrams, videos, and real objects, are powerful tools that help teachers teach a foreign language by catching students' attention and maintaining motivation; they also help students retain more information, especially by enabling the retention of vocabulary that is important to enhance the learning of a foreign language (Pateşan, Balagiu, & Alibec, 2018). Vocabulary is necessary to acquire a foreign language; without vocabulary, a person cannot communicate effectively. But teaching vocabulary can be a challenge for teachers when they do not use adequate techniques to teach vocabulary. For that reason, it is important to use visual aids in the classroom to enhance vocabulary learning in students. Visual aids are important tools that facilitate the teaching-learning process of vocabulary.

1.3 State of the Art/ Background

In the year 2015, Mofareh Alqatani, in his investigation work titled, "The Importance of vocabulary in language learning and how to be taught. The International Journal of Teaching and Education concluded that "vocabulary learning is an essential part of learning a foreign language, as the meaning of new words is often emphasized, whether in books or in classrooms." It is also important for language teaching and learning because it aids comprehension. Thus, English is one of the most spoken languages in the world. In private schools, the focus is on the development of the four skills: reading, writing, listening, and speaking. But in public schools in poor countries, the focus is more on teaching grammatical structure, translations, or the memorization of verbs because some schools do not have the necessary resources, such as a tape recorder, an overhead projector, and visual aids. Therefore, teachers bear the cost of these resources and extra materials because schools do not provide them.

A second study published in 1987, written by Carter and included in his book, *Language Teaching Surveys and Studies*, in particular on pages 3–16 related to Vocabulary in a Second or Foreign Language, concludes that it is usual to consider the vocabulary not necessary to teach to students because it is an inductive process. However, he argues that vocabulary is crucial in the process of teaching a second or foreign language; in addition, vocabulary is not necessary to teach in an inductive way; in contrast, when students learn more expressions, words, and native idioms to facilitate the acquisition of a language, they are more interested and fascinated in learning more and more vocabulary; also, this prevents learners from applying their native language and starting to apply the new language. Carter concludes that vocabulary must to practice in exercises and not only use to clarify meanings.

Thirdly, a study published in 2005 was written by Groot and Van Hell in their book, *Handbook and Bilingualism*, in the chapter *The Learning of Foreign Language Vocabulary*. The authors describe how vocabulary is implemented in the four skills of listening, writing, speaking, and listening as a way to support these. However, in the acquisition of a foreign language, the vocabulary changes its role and becomes more active as a way to attract the

attention of students. For that reason, teachers need to implement the best method that is considered the best for teaching vocabulary as a way for students to comprehend the class, and they already know how to apply the vocabulary that teachers gave them in previous classes; in addition, it is necessary to implement a diversity of strategies to interest learners and help them recognize the vocabulary in different contexts. They conclude that teachers must select the best method that they believe is appropriate for the level of learners and relevant to the lessons.

"The Effect of Visual Aids on Vocabulary Learning," Masoumeh's study, was published in 2017. The author explains that visual aids are able to be implemented at any level because they are easy to implement for teachers and comprehend for students. Visual aids stimulate students and increase their motivations, imaginations, and attentions in learning a lesson; moreover, they provide teachers with a variety of material, such as: pictures, flash cards, real objects, drawings, photographs, charts, tables, and so on, to enhance the teaching process of learning a language. The author concludes that implementing visual aids in teaching vocabulary facilitates students' paying attention, showing interest, and practicing the language.

1.3 Problem Statement

A. Characterization of the problem statement

English is one of the most popular languages around the world; thus, people opt for learning this language. It brings more opportunities to get a job, communicate with foreigners, and provide a better educational level. For a long time, schools have been teaching and learning English with the purpose of giving professors the knowledge that students need to pursue a higher education and provide more opportunities in their future. Harmer (2007) says that learners who acquire English as a foreign language have more opportunities to go outside the country to study or live, and it is easier to get a job.

Therefore, to acquire English, it is necessary to learn vocabulary for developing the four skills of reading, writing, listening, and speaking. According to Nation & Meara (2020), vocabulary allows students to express themselves and understand others; without sufficient vocabulary, they cannot communicate effectively. In other words, vocabulary is an essential part of English because it allows the comprehension of the language.

B. Delimitation of the problem

It is developed at the Rigoberto Lopez Perez Institute, where it is necessary to implement the use of visual aids that enhance the teaching-learning process of vocabulary in 7th grade students of the English language. This will develop vocabulary through the use of visual aids in order to improve the acquisition of English as a foreign language.

C. Problem Formulation

From the characterization and delimitation of the mentioned problem, the following main question of the present investigation arises: What is the correct use of visual aids to enhance the teaching-learning process of vocabulary in students of 7th grade English at the Rigoberto Lopez Perez Institute?

D. Systematization of the problem

- a) Which type of vocabulary activities help in fostering the acquisition of vocabulary through visual aids in language teaching?
- b) Which memory-related strategies do students use mostly when retrieving or storing vocabulary?
- c) How useful is it to use visual aids to enhance vocabulary through a diagnostic test?

1.4 Objectives

General Objective

Analyze the use of visual aids to enhance the teaching – learning process of vocabulary at Rigoberto Lopez Perez Institute in students of 7th grade

Specific Objectives

- a) To recognize the type of activities that foster the acquisition of vocabulary through images in language teaching.
- b) To identify the memory-related strategies the students use mostly when retrieving or storing vocabulary.
- c) To reveal how useful it is to use visual aids to enhance vocabulary acquisition through a diagnostic test.

2. THEORETICAL FRAMEWORK

Visual Aids

Visual aids are defended in many forms, like the stimulation of learning, more specifically in the process of the same, where they are essential and important. Okeke (2013, as cited in Agnu, Ogochi M., 2019) stated that "visual aids are any material or equipment that is employed while teaching by stimulating the senses, particularly that of sight." On the contrary, Kinder, in Gulam et al. (2015, as cited in Agnu and Ogochi M. 2019), defined "visual aids as any devices that can be used to make the learning experience more real, more accurate, and more active."

Visual aids are an incredible and functional tool for teachers and students. Teachers provide a diversity of materials to be implemented in the classroom as a way to help students clarify concepts, reaffirm knowledge, and practice the language. Abdul states that education usually implements texts, books, methods, techniques, and strategies to facilitate the teaching process. However, visual aids change the way lessons are taught. This is due to the ease with which student levels can be adjusted (2013). In other words, they increase the motivation, participation, and attention of students in lessons, and they are implemented in the development of any topic.

Students catch their attention easily. According to Garcia (2012), visual aids benefit learners by simplifying materials as a way to make it easier to understand what the teacher is explaining in class. Moreover, visual aids are used to relate words and phrases by context to help learners practice the four skills and sub-skills of the language (Devries as cited in Humphrey, 2018). Therefore, visual aids have the objective of encouraging the teaching and learning process, where students feel comfortable and productive using their creativity and knowledge; also, teachers take control of students through the implementation of activities that catch their attention (Ghulam et al., 2015).

Visual aids are important to include in lessons because they provide the opportunity to explain, connect, and associate meanings. Thus, Epstein and Ormiston (2007, p. 62) explain the importance of visual aids, which consist of the following:

- a) To focus on meaning in a concrete way.
- b) Simplify the explanation of the contexts of language and class.
- c) The material must catch the attention of learners.
- d) All students have access to the materials.
- e) Visual aids are resources that enable learners to be more active in speaking exercises.
- f) The materials can be used to easily explain an idea or develop grammar structure.
- g) The implementation of these is able to demonstrate expressions and words in particular contexts.
- h) The use of visuals in conversation generates resources for clarifying meaning in dialogues.
- i) The use of images supports, clarifies, and produces context in situations where people may use them.
- j) Visual aids help learners use the English language instead of their native language.
- k) They stimulate creativity and develop the brain to acquire language.

The use of these helps the learners practice the language outside of the classroom.

The importance of use Visual Aids

In the process of teaching and learning a language, it can become difficult, stressful, and, in some cases, irritating, especially if the lessons only apply to books, reading, or audio without mentioning the materials to which they refer. Thus, applying visual aids helps to improve this process easily. A study developed by Cuban (as cited in Sharibal, Hasan, Hamal & Iqbal, 2015) has demonstrated that 83% of people learn more through the sense of sight, but they only remember 30% of what they see.

Also, the implementation of visual materials gives students the opportunity to relate meaning to the picture, drawing, photo, and so on. Learners unconsciously use the visual materials as references to construct meaning to help acquire the lesson, and avoid the use of their native language (Rieber, 1994, as cited in Pam, Adhiambo & Mwalw'a, 2020). According to Khujjiyev et al. (2020), visual aids provide real contexts where students feel

confident in activities, develop their creativity, and produce their own ideas that help them practice the language.

Therefore, visual aids are important for teachers because they provide a diversity of materials from which students acquire and practice the language. Furthermore, teachers evaluate their process to determine what students' strengths and weaknesses are in the process of learning the language. Khujjiyev et al. (2020) argue that professors have the chance to expand their style of teaching, to incorporate different resources that enhance lessons, and to motivate students into active participation inside the classroom.

Type of Visual Aids

Visual aids are divided into different categories as a way to provide variety when teachers and learners develop the language. Some of them are drawings, pictures, flash cards, graphs, wall charts, magazine pictures, and realia.

a) Draws

The use of drawings is a simple and powerful tool that teachers use to refer to objects or to support the meaning of words or phrases. It is a spontaneous tool that the teacher uses to emphasize meaning. Epstein and Ormiston (2007, p. 64) explain that sometimes teachers do not use it because they know how to draw correctly. However, the author argues that the teacher does not have to draw perfectly; instead, he or she has to keep in mind that the purpose is to make students able to learn. The teacher can use geometric shapes to explain or develop classes or exercises (Wright, 1984).

b. Pictures

The use of pictures is a good way to reinforce lessons. This resource is usually implemented by teachers because of its diversity of uses, like that it is easy to use, it is not necessary to draw, and it should be implemented in different activities. The use of pictures allows students to see in real life what word or phrase they are referring to (Wright, 1984).

Therefore, pictures may be used as printed versions or they can be drawn. The use of printed pictures provides the professor with the advantage that students look at the color, shapes, and environment that the picture refers to. According to Listyani (2019), pictures

can be used for a variety of topics, exercises, and activities. It stimulates the creativity of students to relate their imagination with the environment and vocabulary, and it also develops language skills.

Drawing pictures is an economical solution if teachers do not have money to print pictures. However, it does not mean that pictures lose their use in the classroom. Anderson states that drawing pictures is another resource to catch the attention of students. Drawing pictures must also be used in reading and speaking skills to provide context for learners about what they refer to (2012).

It is important that teachers understand that pictures are used to clarify and explain the meaning or concept of lessons. Also, learners will use this as a practice tool to reaffirm knowledge and practice skills. Dwi states that visual materials like pictures must attract the attention of learners, but pictures have to be adequate to the knowledge of students and implemented in different exercises; also, it is necessary that all students can see the pictures (2010).

c. Flash Cards

Flash cards are resources that have been implemented for years as a way to practice the language. Komachali & Khodareza (2012, p. 4) argue that flashcards are a good strategy to apply in teaching vocabulary because it helps students' use their native language and the foreign language. Additionally, teachers can implement the flash card as a game where students play and at the same time practice the language.

Flash cards have a variety of uses, depending on how the teacher uses them. This happens because they will use it to practice the skill of language; for that reason, it is usually implemented in ESL and EFL as a primary teaching resource. The Flash card is a useful resource to teach pronunciation, grammar structures, vocabulary, and functions in the introduction of new content (Epstein and Ormiston, 2007, p. 75). Moreover, the writers explain that flash cards must require the following steps to be able to be used in the introduction of a lesson: flash cards must describe aspects related to the topic, students must repeat it, and teachers must ask students some questions as a way to reaffirm knowledge.

d. Graphs and Charts

Graphics and charts are categorized as a type of visual aid because they provide information to help learners develop the language. Therefore, both implemented symbols, graphs, drawings, and images to explain complex information (Epstein and Ormiston, 2007, p. 77). In other words, the information presented in graphics or charts is able to provide reason, facts, and evidence about a specific topic.

The application of graphs is usually implemented to show the results of investigations, questionnaires, or tests. Thus, graphs may combine images, drawings, or information to support the result. Teachers must implement graphs according to the level of students and determine the main purpose of applying graphics in class. Also, teachers will be creative in implementing it because if the graph is tedious, it may cause frustration in learners (Ahmed, 2018).

Therefore, charts, usually called wall charts, are implemented in the classroom for the purpose of enhancing the classroom environment and providing a guide to reference and monitor students. The wall chart is a combination of oral information and visual materials with the purpose of having participants relate concepts, facts, and ideas of a concept. Some wall charts use images, diagrams, graphs, or drawings to facilitate the explanation of information (Patria et al., 2020, p. 78). Also, Agwuoke et al. (2021) argue that the wall chart is a powerful tool to increase the active participation of students, in special to introduce new content. Moreover, teachers may implement it to reaffirm knowledge. The charts can be put in a specific place inside the classroom as a guide that helps learners during lessons.

A. Magazine Pictures

It is another type of visual aid, but in this case, it consists of cutting images from magazines or selecting images or pictures online. According to Epstein and Ormiston (2007), the pictures can be selected from magazines, calendars, brochures, postcards, catalogs, or online magazines. These resources are more flexible because they provide students with the facility to recognize objects from the images. In the same way, if teachers

use these, they need to classify and organize the material according to the purpose of the lesson and the exercises that the teacher will do in class (Epstein and Ormiston, 2007, p. 64).

B. Realia

It entails the use of real objects with the primary goal of learners looking at the object and relating it to meaning. The main purpose of applying the realia is to associate the objects with the target language and facilitate students' comprehension of language (Wibowo, 2009, p. 21). Moreover, realia will be used in any level of students' lessons and exercises. According to Epstein and Ormiston (2007), it provides learners with the opportunity to combine the native language with the target language; also, realia can be a toy, bookstore, fruit, vegetable, and so on that are easily found.

Realia is a good tool for teaching vocabulary because students can identify objects and associate them with contexts, exercises, and words. Riyath & Ismail (2019, p. 2) argue that the use of real objects can be used in many ways. For example, the use of fruits in a lesson can be used to describe colors, taste, price, and shapes. Therefore, teachers should clarify the object of realia use and which activities are ideal for realia use so that students can develop their knowledge and language at the same time.

Vocabulary

Vocabulary is an essential part of language. Without it, language would not exist. The vocabulary of a language includes a set of words, phrases, idioms, and expressions that are always used. Vocabulary does not only refer to the use of dictionaries or the practice of using words in sentences. It is learned on purpose through indirect exposure and then applied to explicit contexts or meanings (Diamond and Gutlohn, 2006). Thus, in the process of acquiring a language, vocabulary becomes the center of attention. It provides pupils with some words to express their ideas using the language. Therefore, vocabulary should be taught through the implementation of methods and strategies. Methods that are implemented by teachers and strategies that are used by learners have the objective of reaffirming and practicing the language (Komachali & Khodareza, 2012).

Teachers will introduce vocabulary through exercises or activities to activate the learning process in students. These activities promote active vocabulary learning and involve learner participation (Harmer, 2007, p. 269). Thus, learning vocabulary is a complex process that learners need to study, practice, and acquire in order to produce language.

Vocabulary is not considered a list of words that people use in their daily lives. On the contrary, it has complex processes that are necessary to develop the ability to listen, speak, read, and write for each person. According to McCarten (2007), vocabulary is structured by frequency (words or phrases that are most commonly used). Differences between speaking and writing (the words that are usually spoken and the phrases that are usually written). Contexts of use (the words that are used in specific situations), Colocation (the words that are used together), Grammatical Patterns (the words and grammar structures combine to form patterns), and Strategic use of vocabulary (specific words, expressions, and phrases are used to organize and manage discourse).

1. Teaching Vocabulary

Teaching vocabulary refers to teaching words, phrases, idioms, or collocations that people must use in their daily routine. McCarten (2007, p. 18) argues that vocabulary is closely related to the four skills (reading, writing, listening & speaking). Also, teaching vocabulary focuses on two main aspects, such as the needs of learners and the implementation of this in exercises (Nation & Meara, 2020, p. 35).

Professors have the challenge of teaching learners how to use them in language. Pupils must differentiate how they apply words, phrases, idioms, and native words in a language to different situations. For that reason, teachers need to take the following steps, such as: students are able to recognize the meaning of words; how to use words in speaking and writing ways; the lexical category of words (prefix, suffix, adj, v, n and so on), the synonyms and antonyms; the frequency of use; the possible connotation; and the grammatical use (Richards, 1976 & Nations, 2001, as cited in McCarten, 2007, p. 18).

In addition, teachers must develop activities orally and write exercises when students practice the language. Professors need to explain the use and meaning of words and give examples of how vocabulary will use them. McCarten argues that vocabulary needs context in real situations where learners differentiate their use in books, audio, videos, and speaking situations (2007, p. 18). Moreover, Nation & Meara state that teachers should provide materials that help students understand the use of these (2020, p. 36).

1.1 The use of teaching activities

The development of activities is important in the process of teaching vocabulary. Activities give the opportunity for students to practice the language and, little by little, develop their own ideas using the language. NewfoundlandLabrador (2010, p. 25) argues that the continued practice of exercises and activities creates a good classroom environment where learners feel confident and sure to share their answers or do any physical activities in front of their classmates.

Besides, the elaboration and implementation of activities must be related to the topic and the level of the students. Thus, teachers in some cases create their own activities based on the appropriate level of students and the objective(s) that the teacher wants students to learn. Malia (2004, p. 64) states that teachers creating their own materials will consume a lot of time. However, these materials have the advantage that the teacher develops specific exercises that she or he considers necessary for learners' practice, and avoids learners feeling bored or losing interest in class.

Activities have a purpose and an objective that the teacher must recognize and determine for each lesson. According to Moon (2000), not all activities created or searched are useful or should be used by students. Instead, activities need to meet the following parameters:

1. Students have to identify the activities (functions, language activities, or vocabulary) and the skill to be practiced.
2. The activities are a function of the knowledge the students already have in class.

The activities need to develop positive attitudes or values through activities, such as enjoyment or companionship.

Furthermore, activities need to be well organized and creative with the purpose of motivating students to learn a language. The application of different activities helps students be motivated and involved in lessons, which causes them to learn unconsciously. Also, activities need to develop with a certain level of difficulty with the purpose of developing critical thinking in students (Cakir, 2004, p. 103). Teachers have the challenge of creating an interactive and creative environment where learners are able to learn a language. It is impossible to motivate and interest 25 students individually. For this reason, teachers need to select different interesting activities that help them provide a variety of uses (Klein, 1993:14, as cited in Cakir, 2004, p. 104).

1.2 Different teaching activities using visual aids

The implementation of visual aids in activities provides learners with other ways to practice, affirm, and learn a topic. Cakir (2004, p. 105) explains that the implementation of images, drawings, flashcards, and other resources helps students identify meaning, words, or functions through the implementation of these. Sahar (2016) explains that "vocabulary activities create the desire to communicate and create predictability." Thus, the activities motivate students to pay attention and participate in activities related to vocabulary.

The frequent implementation of visual aids in activities creates powerful resources with which learners support their knowledge. Lessard-Clouston (2013, p. 20) argues that topics are being evaluated with the purpose of knowing how students learn about the topic. For vocabulary, learners need to practice with teachers and in activities as a way to develop the language. Visual aids, with their colorful and simple use in lessons, provide a good resource that is used to relate meaning by context, use, and function to facilitate the answer to exercises (Cakir, 2004, p. 105).

The combination of activities and visual aids helps teachers determine if their students really understand and comprehend the subject. In addition, the combination of the two can serve to develop interest in the lessons and critical thinking. The application of

visual aids in activities can be used to retell stories, define meaning through guessing games, and complete and recall vocabulary using flashcards (Moon, 2000, p. 124). In addition, there are some activities, such as puzzles (crosswords and word search), fill-in-the-blank, scramble words, and matching that can be combined with visual aids.

- ❖ **Puzzles** are considered easy, simple, and funny activities that can be used with different topics. According to Cakir (2004), puzzles are good activities for teachers to implement in class. These allow students to interact with the topics while also practicing the lessons. The most common puzzles are crosswords and word search.
- **Crosswords:** A type of puzzle whose main objective is to get people to think of possible answers to fill in the blanks. In addition, it provides clues (horizontal and vertical) that the person uses to complete it. The use of this activity in class enhances the fact that students are motivated and interested in completing the activity. Saran & Kumar (2015, p. 2) state that crossword puzzles give learners a break from monotonous activities to think and practice their knowledge. Therefore, this activity can be combined with visual aids as a way to relate meanings or phrases and as another way for learners to develop their knowledge, creativity, and interest in completing the exercise. For teachers, adapting this activity with visual aids provides an opportunity to determine how well their students recognize, develop, and apply the meaning and vocabulary they have already learned (Cakir, 2004, p. 104).
- **Word search:** it aims to find and mark words; these can be horizontal, vertical, or diagonal. The word search is an interesting game to find the words that an activity wants. This type of activity is good for teaching, reviewing, or assessing vocabulary (Chesy, 2018, p. 2). Making this type of word search makes students use their memory to find a word, unconsciously improve their spelling, and help them learn new words in their brains (Sutherland, 2009, cited in Chesy, 2018, p. 3).

The word search activity can combine images, pictures, or flashcards as clues. In this case, these visual aids develop students' knowledge and memory to complete the activity. According to Chesy (2018), the use of visual aids in alphabet soup activities provides that students do not get bored when solving them; on the contrary, the implementation of these will create a level of difficulty where students think about the correct spelling of each word or phrase that the images, pictures, or flashcards present, and at the same time students are interested, entertained, and engaged with the exercise.

- ❖ **Fill-in-the-blank** is a type of activity whose objective is to get the person to think of a possible answer to complete the question or sentence. This activity can practice vocabulary through context, idioms, and phrases, depending on how the teacher uses it. In other words, identifying and recalling the context of a word in sentences "fill-in-the-blank requires learners to produce a concept and is an even deeper way of testing learners' knowledge of individual terms and concepts" (Unacademy, n.d.).

The activity is not only completed with words or phrases but can also include pictures, drawings, or real material to complete the sentences. Unacademy (n.d.) states that this is another way to get students to think of possible answers and use their content vocabulary. In addition, teachers can include real materials as resources for students to relate meaning to objects and identify the object's part of speech.

- ❖ **Scramble word** is the correct ordering of words. Its objective is to develop people's critical thinking and to use their spelling knowledge correctly. The use of scramble words makes the brain immediately recognize that the order is not correct and begin to fix it in the correct way. Furthermore, the use of visual aids helps students remember their knowledge because seeing it helps them remember it. Also, the use of pictures or flashcards can provide a level of difficulty where teachers can create an interactive class where students compete as a group to finish first (Starling & Snyder, 2018, p. 240). Sheryll (2021) argues that Scramble words enhance the recognition of words and letters and help to develop foundational skills to identify new words.

- ❖ **Matching activities** are easy and simple activities that teachers can modify and use in many contexts. The teacher can implement this activity if he or she has already taught the vocabulary, actions, routines, idioms, or phrases using visual aids. Teachers can combine pictures, drawings, fill-in-the-blanks, and puzzles as a way for students to think of possible answers. Also, it creates a good classroom environment where students help each other (OXFORDSHIRE COUNTRY COUNCIL, n.d).

2. Strategies to Learn Vocabulary

Vocabulary is all the words that languages have; all languages need vocabulary to communicate, and to learn a foreign language, it is important to develop the vocabulary. The acquisition of vocabulary is essential to the learning process; according to Diamond & Gutlohn (2006), vocabulary is acquired in two ways: incidentally and intentionally. Incidental learning occurs when a person learns something while doing other activities or when learning one thing while intending to learn another (Richards & Schmidt, 2002); similarly, incidental vocabulary acquisition refers to learning new words in many situations; according to Day, Omura, & Hiramatsu (1991), a person learns vocabulary by reading books, magazines, or stories and listening to music, conversations, or audios.

Learning strategies

For L2 learners, expanding their vocabulary is really important to enhance the acquisition of a foreign language; for these situations, the use of learning strategies is essential for students to improve their vocabulary knowledge. "Learning strategies are specific behaviors or thought processes that students use to enhance their own L2 learning" (Murcia, 2002, p. 362). Memory strategies are one of the most important learning strategies recommended by experts for use in helping students recall words and information easily.

Memory strategies

Memory strategies are defined by Oxford (1990), as encompassing activities that enhance the recall and retrieval of new information such as keywords, acronyms, images,

etc. Also, memory strategies are known as mnemonics; Levin, 1983; Mastropieri, Scruggs, & Fulk, 1990, as cited in Saadaldeen, 2021, stated that mnemonics related new information with words and images already existing to facilitate the remembering process. Memory strategies are useful to language learning, but the associations made must be meaningful and in accordance with the level of the students so that they can retain and remember the information easily. Depending on the author, memory strategies fall into two, four, or five sets, and each one has its sub categories. However, the sub-categories related to visual materials are: using imagery, rehearsal strategies, imagery, visual encoding, and visualization.

Imagery

Imagery consists of creating meaningful mental images in the brain to associate new knowledge and facilitate the recall and retrieval of concepts, words, phrases, etc. (Gu and Johnson's, 1996, as cited in Saadaldeen, 2021). Chang et al., (2022), refer to imagery as a visual mnemonic learning strategy that is used to memorize information by making associations with mediators such as pictures, images, and realia that are more accessible to provide better retention and retrieval for learners.

Rehearsal strategies

"Rehearsal means practicing the material until it is learned. This is a very necessary component of studying. If you do not repeatedly practice the material, it is less likely to transfer into long term memory" (Academic Success Center, n.d., p. 4). Rehearsal strategies involve using the word list, oral repetition, and visual repetition that stimulate the memory of learners to retain and recall information for a long time (Gu and Johnson's, 1996, as cited in Saadaldeen, 2021).

Visual encoding

"Visual encoding converts new information into mental pictures" (Gu and Johnson's, 1996, as cited in Saadaldeen, 2021, p. 16). Visual encoding, according to The Human Memory (2022), converts a piece of information into visual information by relating it to a picture of an object or image and stores this information for long-term memory.

Visualization

Thompson (1978, as cited in Al-Faris & Jasim, 2021) said that visualization is the creation of mental pictures while a person is reading, and Smith (1997, as cited in Simmons, 2002) states that visualization is important to recall vocabulary; moreover, a lot of research has shown that vocabulary is most effective when the learner constructs his or her own meaning and is able to visualize a word, but for this, he or she needs visual stimuli such as flashcards, images, and drawings. This strategy allows students to associate concepts or meanings with visual stimuli, facilitating the recall of that information through visualization when such information is needed.

3. Research Methods

A) Methodological Design

a) Type of Research

This research used a qualitative and exploratory research design. The study of a natural phenomenon was the focus of qualitative research. "These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings, and memos to the self." (Demzin and Lincoln 2013, as cited in Creswell 2018). Also, the purpose of qualitative research is "to understand the context or setting in which participants in a study address a problem or issue" (Creswell, 2018, p. 45). Kabir (2016, p. 202), states that this kind of research has an important contribution because it provides useful information to understand the process of people's perceptions. Moreover, this is considered exploratory research because it explores a possible area of study that is not well known or reaffirmed. Also, it was used to clarify concepts, confirm findings, and support findings using the instrument collections (Swaraj, 2019).

b) Universe and Sample

The present study was conducted at the Rigoberto Lopez Perez Institute, which is part of a public school in Distrito 1 of Managua. This institution has the modality of a primary and high school in the morning and afternoon shifts. Thus, from September to November 2022, the investigation and instrument implementation were carried out in students in the seventh grade between the ages of 12 and 15.

The population of this study was 36 seventh graders from the morning shift. The sample for this research was selected with the main purpose of obtaining reliable information. This type of sampling was chosen according to the type of research that is carried out. The sample for this research consisted of 10 students. They were four women and six men. Some characteristics were considered when selecting these students: they were seventh grade students from Rigoberto Lopez Perez; they were familiar with the topics covered in the diagnostic test; they were between the ages of 12 and 15 years old; and they agreed to participate in the questionnaires.

c) Data Collection Techniques

The instruments used in this research are the observation implemented by the teacher, the semi-structured interview implemented by the teacher, the implementation of a diagnostic test, and the piloting of sequence recall with some students in the seventh grade. These types of instruments are selected according to the type of research and the objectives that are planted in the research.

- ***Class Observation***

Business Research Methodology (n.d.) argues that "Observation data collection methods may involve watching, listening, reading, touching, and recording behavior and characteristics of phenomena." Thus, Kabir (2016) states that classroom observation states and argues its results by the use of parameters that categorize what are the possible factors for the problem or phenomenon that occurs within the classroom and which the researcher plants in the thesis. For that reason, this study implemented the classroom observation that was conducted over a period of one week. The main objective is to describe how visual aids are used in the classroom; in order to collect information related to the teaching-learning process of vocabulary in English as a second language. According to the prompt of each statement, the type of statement was answered with a mark.

- ***Teacher's Interview***

An interview is used to determine a person's level of knowledge about the research topic (Kabir, 2016). This research involved a semi-structured interview. "The semi-structured interview guide provides a clear set of instructions for interviewers and can provide reliable, comparable qualitative data" (Kabir, 2016). In addition, the benefits of using this type of interview are that learners are free to express their ideas during the interview. For that reason, the researchers applied this type of interview with the objective of obtaining useful information that helps analyze the use of visual aids to enhance the teaching and learning process of vocabulary in English as a Foreign Language.

- ***Diagnostic Test***

The objective of the diagnostic test is to identify how much knowledge the students put into practice in an exam. These topics were selected and developed according to the level of

the students. In addition, the diagnostic test was scored in order for the researchers to measure the result through numerical data e topics were selected and developed according to the level of the students. In addition, the diagnostic test was scored in order for the researchers to measure the result through numerical data and, with this, support the researchers' finding (Esomonu & Eleje, 2020). This study implemented the diagnostic test as a way of confirming the influence of vocabulary instruction through the use of visual aids. Also, the diagnostic test contained three topics that were taught in previous months according to the MINED program, in which students were required to develop their vocabulary-related knowledge. The types of topics applied to the students were implemented in English with simple instructions as a way to avoid misunderstandings when performing the exercises.

- **Validation of the instruments**

The teachers in charge of validating the student's diagnostic test, class observation, and teacher interview for this research were from the English department who are Geraldine Lopez Darce M.A in TESOL, Roberto Carlos Villarreal M.A. in TESOL and Alber Sanchez Alvarado Ph.D. M.A. B.A

To validate these instruments, the teachers used the chart as a rubric. This rubric has four categories, which are; coherence, clarity, relevance, and sufficiency. In this table, they had the option to classify each item from 1 to 4. Number one represents failure to meet the criterion, number two represents a low level, number three represents a moderate level, and number four represents a high level.

B) Research Matrix

<i>Specific Objective</i>	<i>Variable</i>	<i>Sub-variables</i>	<i>Indicators</i>	<i>Instruments</i>
1. To recognize the type of activities that foster the acquisition of vocabulary through images in language teaching.	Vocabulary activities	1.Fill in the blanks 2.Scramble words 3.Crosswords 4.Matching	1. A Completion activity, in which the students write a word or short phrase to complete the sentence. 2. Scramble words is the activity in which a person must rearrange letters to form words or phrases. 3.An activity consisting of a grid of squares and blanks into which words crossing vertically and horizontally are written according to clues. 4. Matching is an activity in which a person has to identify the similarities between two concepts, things, etc	Interview Observation Diagnostic Test
2.To identify the memory-related strategies the students use mostly when retrieving or	Memory strategies	1. Rehearsal strategies 2. Imaginary 3. Visual encoding 4. Visualization	Gu & Johnson's (1996) said that "rehearsal strategies involve word repetition, visual repetition and oral repetition. Imaginary strategy is the construction of mental	

storing vocabulary.			<p>image when learn new information and visual encoding converts the new information in mental picture.”</p> <p>. The creation of mental pictures while a person is reading. (Thompson, J.1978)</p>	
3. To reveal how useful it is to use visual aids to enhance vocabulary acquisition through a diagnostic test.	Vocabulary		<p>In the process of acquiring a language, vocabulary becomes the center of attention. It provides pupils with some words to express their ideas using the language. Therefore, vocabulary should be taught through the implementation of methods and strategies. Methods that are implemented by teachers and strategies that are used by learners have the objective of reaffirming and practicing the language (Komachali & Khodareza, 2012).</p>	


Analysis of Data

a) Diagnostic Test Analysis

The following graphic No. 1 shows the answers to exercise No. 1. The sky-blue color represents two students that answered two items; the orange color represents two students that answered one item, and the mustard color represents six students that did not answer the exercise. During the open-ended questions, the students stated that the teacher used different images of what the test implemented and caused those learners to prefer not to complete all the items or not complete them at all.

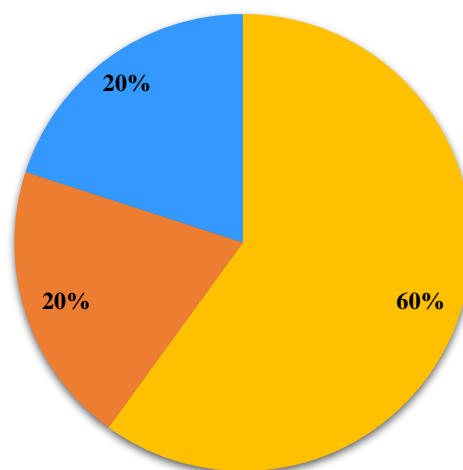
- I. Look at the pictures of *USUAL ACTIVITIES* and complete the paragraph writing the name of each usual activities in the blank spaces. (30 pts/5pts ea.)

Every day Elena 1. _____ at 5:00am.
She 2. _____ at 5:30 and 3. _____
_____. Her mother 4. _____
_____; then, Elena 5. _____ at 6:00
am. She 6. _____ to school at 6:30 am with her
brother Carlos.



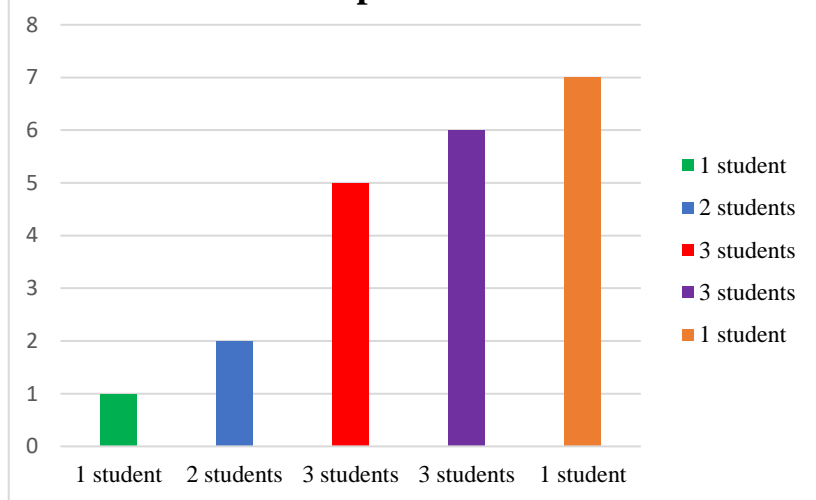
■ 0 answer
■ 1 answer
■ 2 answer

Graphic No.1



The second graph depicts the students' responses to Exercise No. 2. The green color represents two students who completed two items correctly; the blue color represents one student who answered one item correctly; the red color represents three students who answered five items correctly; the purple color represents three students who completed six items correctly; and the orange color represents one student who completed all the exercises correctly. According to the learners' responses, they argued that in this exercise, they use images to connect the word in the box to the vocabulary because this was similar to what the teacher did in class. However, they argued that ordering the words was the most difficult because they recognized the vocabulary but not the spelling.

Graphic No 2



II. Word scramble

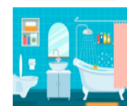
Unscramble the letters in the box using the letter in the box to complete the sentence below. (35 pts/ 5pts ea.)

1. tmroobhas
2. mladooryun
3. mcarah
4. drmoobhs
5. ergaag
6. tyoes / wciaverom
7. rferetitorar

1. In my house there are two _____.



2. In my house there is a _____.

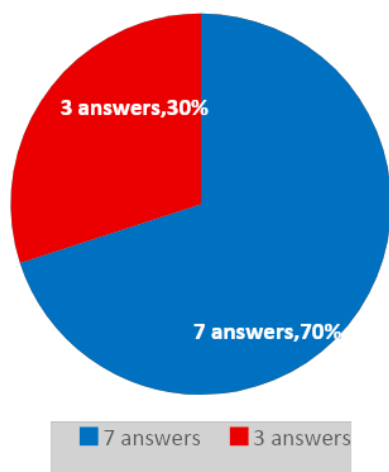


3. In the living room there is an _____.



The graphic No. 3 shows the answers given by students in the last exercise. The red color represents three students that only answered three items correctly; the blue color represents seven students that completed all the exercises correctly. As an answer, which exercise do you like? Why? The learners argued that the last exercise was easy to complete because the teacher implemented this activity in class using flashcards. Thus, it concluded that learners were not difficult to answer.

Graphic N° 3



III. Solve the crossword puzzle with the clue definition given to complete the grid. Then, put the numbers of definition to the corresponding picture (35 pts/ 5pts ea.)

ACROSS →

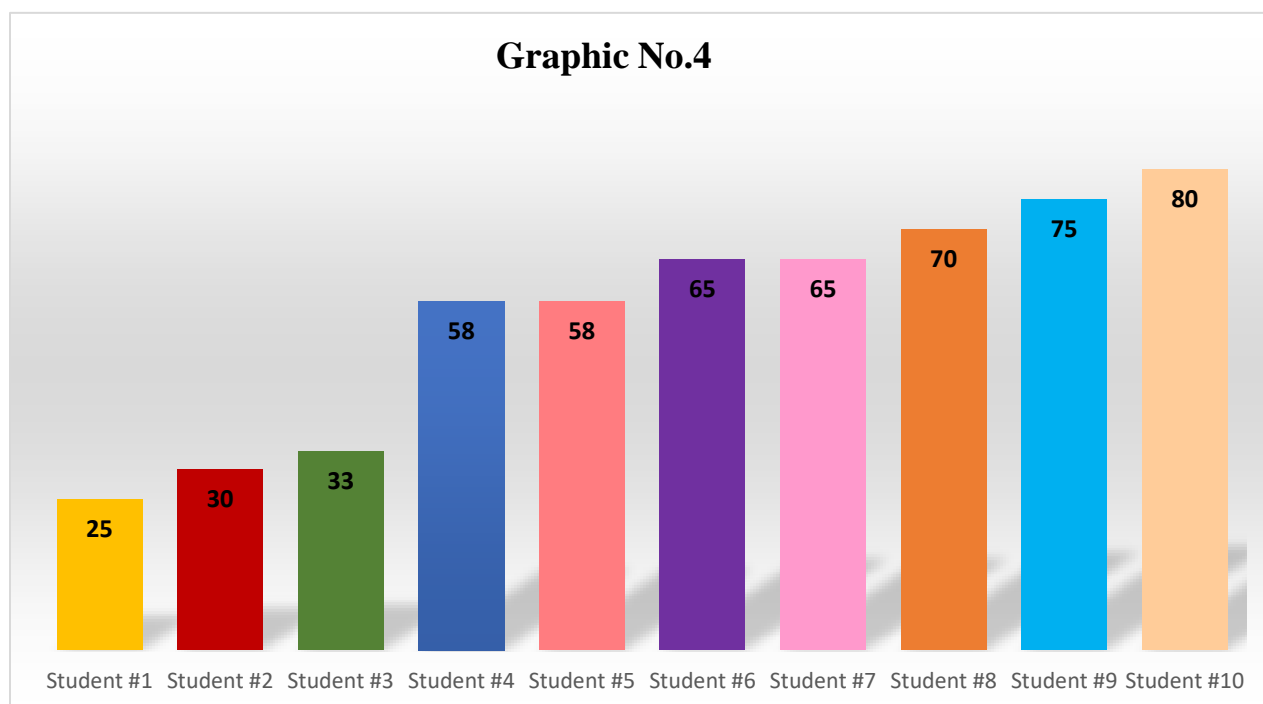
1. The place where you pay for a room to sleep in when you visit another city.
2. A place where you can watch movies.
3. A place where you can buy fresh bread and cakes.
4. A place where teachers help children learn.

DOWN ↓

5. The place you go when you have an accident or need an operation.
6. A place where you can buy medicines.
7. A quiet place where you can read books or borrow books.



Graph No. 4 shows the score obtained by the students in the Diagnostic Test; in addition, Table No. 1 shows specifically which are the correct answers for each exercise. The result of this test shows that visual aids can be used to teach and learn vocabulary. It was supported by those students who were able to use the images and relate them to the vocabulary in each exercise. In addition, the students who scored low argued that it was because they did not remember how the words were spelled correctly. Moreover, those students argued that they found it difficult to associate the images with the vocabulary because they were more familiar with the images that the teacher used.



<i>Diagnostic Test with pictures</i>				
Students	Correct Answer (Exercise No. 1) (6 items)	Correct Answer (Exercise No.2) (7 items)	Correct Answer (Exercise No.3) (7 items)	Score 0/100
Student NO 7	0	2	3	30
Student NO 8	0	2	3	25
Student NO 4	0	5	7	58
Student NO 5	0	5	7	58

Student NO 3	0	6	7	65
Student NO 10	0	6	7	65
Student NO 6	1	4	3	33
Student NO 1	1	6	7	70
Student NO 2	3	5	7	75
Student NO 9	2	7	7	80

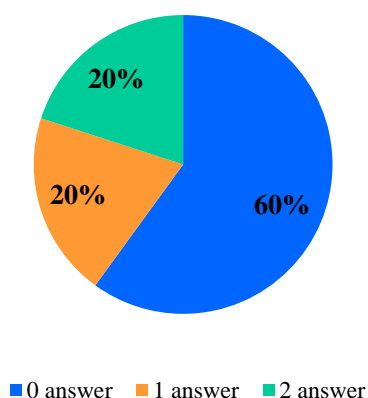
The result of the diagnostic test demonstrated the following:

- a) The researcher asked some questions before they finished to complete their diagnostic test. The main purpose of this was to know the students' opinions about the realization of the Diagnostic test using images, also these questions will support what they did not complete the exercises. These questions were left unstructured so that students would not feel obligated or stressed to respond.
- b) The implementation of images helps students recall their vocabulary knowledge. Learners affirm that the exercises No. 2 and No. 3 were easier to complete because they had images to help them remember the vocabulary relating to the topic, which made them feel more interesting to complete. Moreover, in the exercise No. 3, the clues gave context about the kind of vocabulary they would use and were reaffirmed with the images.
- c) Some students presented problems completing the exercise No. 1 because they did not understand the basic command related to the picture in the exercise. Also, they did not remember the vocabulary related to the usual activities that were taught in the first months of the academic year. According to some questions that the researcher asked learners about why they did not solve the exercise No. 1, students argued that these problems were related to the teacher presenting this phrase as a list of words, and when the teacher presented it as images, the format of the images was too small to see, thus not all students could see well. Additionally, the images that were presented in the test caused those students to relate these with other commands, and as a result the majority of learners preferred not solving them.

b) Diagnostic Test without Images Analysis

This graphic, No. 5, represents the answer to the first exercise in the diagnostic test without images. The green color represents two students who only completed two items, the orange color represents two students who completed one item, and finally, the blue color represents those six students who did not answer exercise No. 1. In the answers to the students' questions, they affirm that these commands are not remembered well because the teacher's images were too small, and before this, they repeated them, thus causing them to be forgotten because it was too boring.

Graphic No. 5



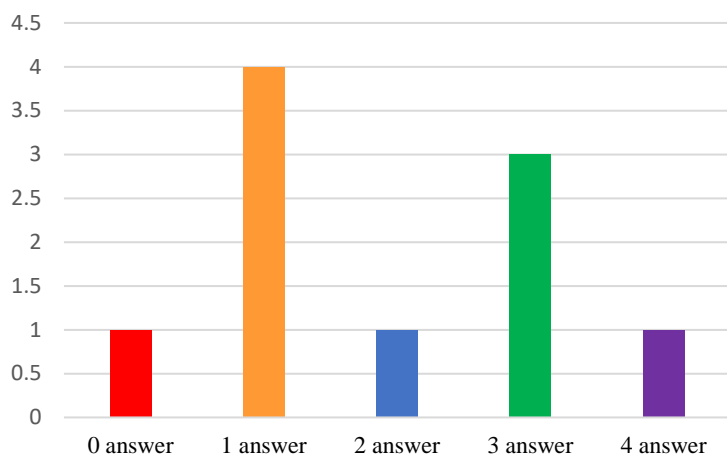
I. Fill in the blanks with the **usual activities** in the box. (30 pts/5pts ea.)

Every day Elena 1. _____ at
5:00am. She 2. _____ at 5:30
and 3. _____. Her mother 4. _____
_____ ; then, Elena 5. _____ at
6:00 am. She 6. _____ to school at 6:30 am with
her brother Carlos.

Gets up	Has breakfast
Takes a shower	Goes
Gets dressed	Combs her hair

The graphic No. 6 demonstrates the results of the exercise N2. Where the red color represents one student who did not do the exercise, the mustard color demonstrates that four students answered one item, the blue color represents that one student answered two items, the green color represents those three students who completed three items, and the purple color represents one student who answered only one item. It is concluded that those students had difficulty identifying the correct order of the words, which caused them to formulate other words close to the main vocabulary.

Graphic No. 6



II. Word scramble

Unscramble the letters in the box using the letter in the box to complete the sentence below. (35 pts/ 5pts ea.)

1. mladooryruns
2. tmroobha
3. mcararih
4. drmooebs
5. ergaag
6. tvoes / wciaverom
7. rfgreitorar

1. In my house there are two _____.
2. In my house there is a _____.
3. In the living room there is an _____.
4. In my house there are four _____.
5. In my house there is big _____.
6. In the kitchen there is a _____ and a _____.
7. In the kitchen there is a _____.

The following graphic No. 7 demonstrates by color the students' answers corresponding to exercise No. 3, where the blue color represents two students who completed three items, the sky-blue color represents two students who completed four items, the red color represents four students who completed five items, and the mustard color represents one student who completed all the items. The test results demonstrated that students had no difficulty remembering this vocabulary through context, not just phrases or sentences.

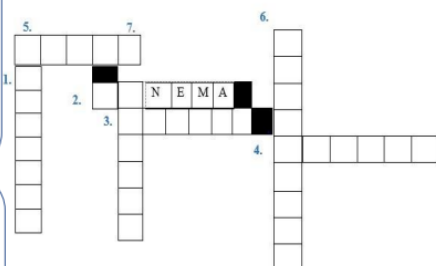
III. Solve the crossword puzzle with the clue definition given to complete the grid. (35 pts/ 5ea)

ACROSS →

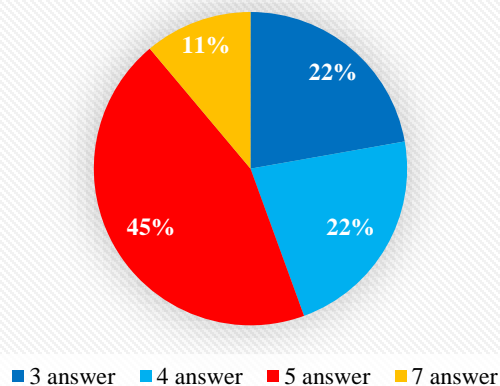
1. The place where you pay for a room to sleep in when you visit another city.
2. A place where you can watch movies.
3. A place where you can buy fresh bread and cakes.
4. A place where teachers help students learn.

DOWN ↓

5. The place where you go when you have an accident or need an operation.
6. A place where you can buy medicines.
7. A quiet place where you can read books or borrow books.



Graphic No. 7

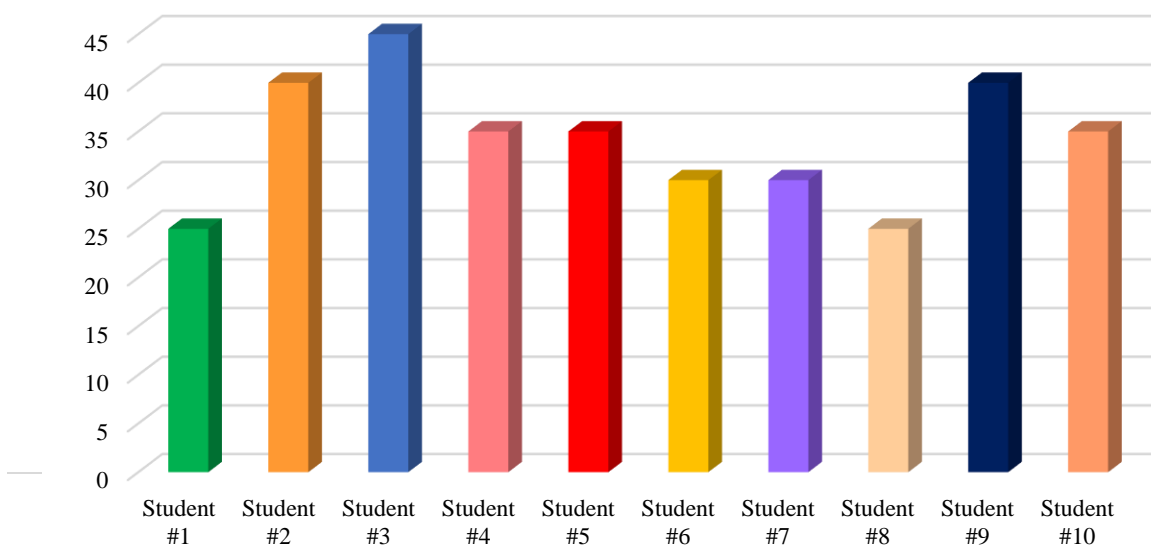


The graphic No. 8 demonstrates how to scale the students' score to correspond to the diagnostic test without images. In the same way, Table No. 2 specifies how many answers learners gave to each exercise and the score of each student. The results of this test, as well as the answers to the students' questions, indicate that learners were given more problems to solve in this format of test.

Students	Correct answer of the Exercise 1 (6 items)	Correct answer of the Exercise 2 (7 items)	Correct answer of the Exercise 3 (7 items)	Score
Student No. 1	0	1	4	25
Student No. 2	0	3	5	40
Student No. 3	0	2	7	45
Student No. 4	1	4	2	35
Student No. 5	0	3	4	35
Student No. 6	2	1	3	30
Student No. 7	0	1	5	30
Student No. 8	1	1	3	25
Student No. 9	0	3	5	40
Student No.10	2	0	5	35

The result of the diagnostic test without images demonstrates that:

Graphic No. 8



The students presented difficulties in completing the exercises without visual stimuli. In the same way, the researcher asked the students some questions related to this type of test and concluded that the students confused the meaning of each command in exercise No.1 because their teacher implemented a lot of repetition of the command and as a result the students felt bored of repeating all the time; moreover, they argued that the exercises were different from this one. Therefore, they preferred not to complete all the items.

In addition, based on the students' response, it is argued that the students confused this command with other commands, and the pictures that the teacher used as a way to provide feedback to the students created more confusion because they did not look good. Therefore, in exercise NO3, most of the students completed the exercise. They argued that they remembered this vocabulary because their teacher practiced the vocabulary by context using images and pictures to help them acquire the topic.

With the implementation of this Diagnostic Test without Pictures refers that not all students remember the vocabulary (command) and spelling of the words in the exercises. the researcher concludes that with these problems made the students scored low in this type of test and it is reaffirmed with the students' answers to the questions that the researcher asked them related to how they felt in completing this test.

Table No. 3

Students	Score of the Diagnostic Test with Images	Score of the Diagnostic Test Without Images
Student No. 1	30	25
Student No. 2	25	40
Student No. 3	58	45
Student No. 4	58	35
Student No. 5	65	35
Student No. 6	65	30
Student No. 7	33	30
Student No. 8	70	25
Student No. 9	75	40
Student No. 10	80	35

Table No. 3.1

Success of the Diagnostic Test	Success of the Diagnostic Test without images
66	34

Esomonu & Eleje (2020) argue that the diagnostic test provides feedback and evaluates whether the contents can be adapted according to the level of the participants. Furthermore, it describes the outcome of the topics in chronological order in order to provide precise results. Thus, the following table No.3 represents the scores of the students in each diagnostic test. Therefore, the success of the diagnostic test with images is also supported by the observation and interview conducted by the researcher, where it was concluded that the students do relate the images, drawings, and other visual aids presented by the teacher in class to the vocabulary of the content. Supporting students to develop their memory and language learning. In addition, with the results of the interview, it is affirmed

that the teacher applies different activities using visual aids to reinforce, motivate, and catch the attention of his students. This is demonstrated and affirmed by the results of the diagnostic test with images, which demonstrate that, as shown in Table No.3.1, the use of visual aids has a 66% success rate.

c) Observation analysis

Observation does not only consist in seeing or listening to what a participant does; on the contrary, it refers to analyzing how participants or groups are in their natural setting (Kabir, 2016). The following classroom observation guide helps to observe the problems that teachers and students have in an English lesson. This tool supports the findings of the diagnostic test and interview. The result of these observations demonstrates several main aspects, such as: a) Visual aids are used by the teacher to explain new content and practice vocabulary. b) The development of activities was able to be done according to the level of the students, and these caught the attention of the students; c) Students developed rehearsal and visual encoding strategies during the completed exercise that the teacher wrote on the board.

Therefore, it is important to note that the images were presented in black and white and in a small format, which meant that not all students could see the images clearly, and consequently, students asked to be shown the images several times to avoid being confused about what the teacher was referring to. In addition, sometimes the teacher spoke too fast during the class, thus the students asked him to repeat it one more time. Another important aspect is that the teacher drew some vocabulary but did not give the students time to draw it in their notebooks, so they got confused when they tried to use it to solve the exercises that the teacher wrote on the whiteboard

This explanation is supported by the following table 1 with the X indicate statements to 1 to 5 and the statement 8 and 9 that teacher implement visual aids in teaching vocabulary.

NO	Statements	Yes	No
1	The teacher uses English to give instructions and give explanations to students	X	
2	The teacher uses visual materials to present vocabulary to students	X	
3	If the teacher uses visual material in the lessons, do they catch the students' attention?	X	
4	The teacher uses visual material according to the level of his/her students	X	
5	The teacher introduces the new vocabulary in context, not as a list of words		X
6	The visual encourage students to use English in the lesson	X	
7	The teacher implemented different teaching activities using visual aids where students can use the new vocabulary learned	X	

In the table 2 only present the statement 6 to 7 as a way to indicate which of the list are selected

NO	Statement	
6	The teacher implements in the lessons the following activities to enhance the teaching-learning process of vocabulary	Fill in the blank Scramble word Matching
7	The students use the following strategies in the lessons to enhance their vocabulary	Rehearsal (involve word repetition, visual and oral repetition) Visual encoding (the creation of mental pictures while a person is reading)

d) Interview Analysis

The following teacher's interview found that the teacher recognizes the importance of teaching vocabulary, arguing that "I implemented many activities like fill-in-the-blank, word search, crosswords, and complete sentences using the vocabulary, but sometimes some students do not pay attention to my instructions, then they are confused about how they do. Others do not copy the drawings with the vocabulary in their notebook; thus, they relate the drawing to another meaning and confuse their partner when those asking". During the interview, the teacher argues that he tries to help his students remember the vocabulary by using repetitions as the primary way they recall the words.

Also, the teacher practices the implementation of using the vocabulary in context, not only in sentences or phrases. He argues that he usually develops role plays as an objective for his students to develop their ideas, pronunciation, and creativity using the vocabulary of the contents. Another factor that the teacher considers is regarding methodological problems, in his words, "some students do not attend classes regularly. Students do not understand the pronunciation and use of words in the content, which requires me to postpone activities and provide feedback to everyone, and the final issue that I consider significant is that I do not have didactic material to work with my students because the activities in the book do not make sense and are not appropriate for their level".

The results of the teacher interviews corroborate the fact that the teacher use visual aids as a tool to teach vocabulary and reinforce lessons. Therefore, it is concluded that visual aids are implemented most of the time in class, but some students do not pay attention or miss class, thus missing the teacher's explanations, getting confused, and failing the test or quiz exercises. Moreover, it can be affirmed through the observations that the teacher argues in the interview that he uses visual aids, adapts them to the level of his students, and practices them in different activities such as role-playing games, crossword puzzles, etc.

4. Conclusion

In our research, we want to highlight the use of visual aids to enhance the teaching-learning process of vocabulary at the Rigoberto López Pérez Institute for 7th grade students. Through the application of several instruments, among them the diagnostic test, the class observation guide, and the teacher interview, the challenges discovered in the research were substantiated.

During the investigation, the following was discovered

- 1) The research shows that the crossword puzzle and filling in the blanks with images are the activities that help the most to retain and remember vocabulary. The results of the classroom observation tool and the diagnostic test with images, which show that students remember and recall vocabulary through these exercises using visual aids, and which also show that most students achieved a high score in these exercises, support this.
- 2) In addition, students had trouble completing the matching exercise in the diagnostic test. In the test with pictures, students matched the pictures to other vocabulary; moreover, in the test without pictures, students did not recognize the vocabulary, and this can be related to poor vocabulary practice during the teaching of this content.
- 3) The rehearsal strategy and the imaginary strategy were frequently used by students. It is supported by the results of the three instruments through which the teacher develops the repetition of vocabulary and practices it in the exercises with images. Also, it was supported by the high score that learners achieved in the diagnostic test with images.
- 4) As an overall picture, the researchers determine through the use of diagnostic test that the visual aids are the most useful resource to learn vocabulary. It is supported to the 66% of successfully in comparison to the 34% when use resources without images.

5. Recommendations

- a) It is necessary to adapt the size of images that teacher used to introduce, practice and reaffirm vocabulary.
- b) It is recommended that the teacher speak more slowly because not all students can understand the explanation and instructions of the exercise.
- c) In order for students to recognize the vocabulary, it is advised that the teacher use colored visual aids.
- d) It is recommended that learners try to use more learning strategies through learn vocabulary.
- e) It is suggested that learners try to more self-taught in practice the English vocabulary.
- f) Due to the lack of time, it is recommended that future researchers approach the topic from the perspective of an action Research in which students have to put into practice learning strategies using visual materials. In which it can be revealed through the application of a pre-test and post-test how useful visual aids are in retaining and remembering information using visual aids.
- g) It is recommended for future research to use sequence recall as an instrument to teach vocabulary and evaluate students through it because vocabulary is important in the development of four skills, and this gives the opportunity to use it in context.

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6. Annexes

A) Photos



Rigoberto Lopez Perez



Rigoberto Lopez Perez

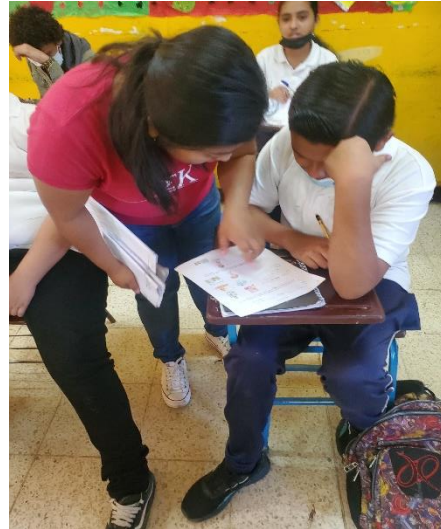
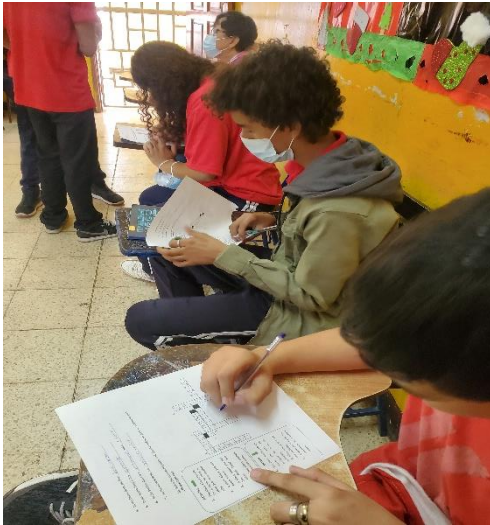
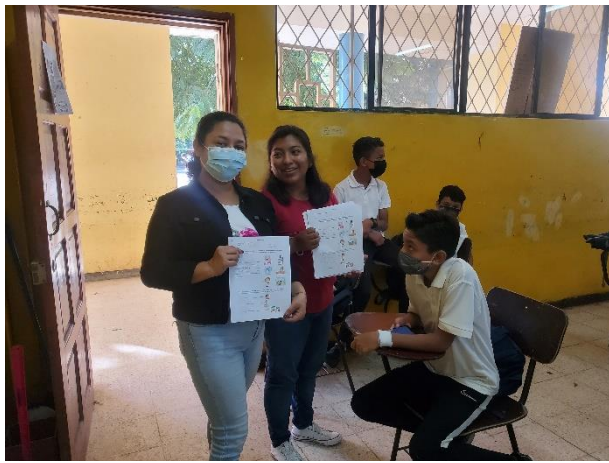


Students of 7th Grade

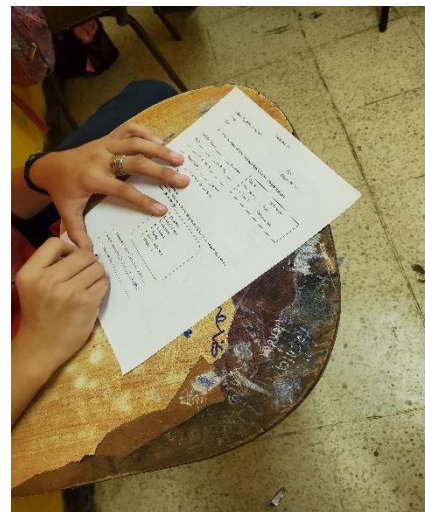


Students doing the Diagnostic Test





7th Grade D classroom



Student doing the Diagnostic Test without images

A) Diagnostic Test

Validation of Diagnostic Test on the use of Visual Aids to enhance the Teaching – Learning process of Vocabulary in English as a Foreign Language Expert Judgment

Respected judge: You have been selected to evaluate the Instrument "**Diagnostic test**" which is part of the research: "**The use of Visual Aids to enhance the teaching – learning process of Vocabulary in English as a Foreign Language** "

The evaluation of the instruments is of great relevance to ensure that they are valid and that the results obtained from them are used efficiently.

We thank you for your valuable collaboration.

JUDGE'S FIRST AND LAST NAMES:

ACADEMIC BACKGROUND

AREAS OF PROFESSIONAL EXPERIENCE

TIME _____

CURRENT POSITION

INSTITUTION

Research Objective:

To analyze the use of Visual Aids to enhance the Teaching – Learning process of Vocabulary in English as a Foreign Language at Rigoberto Lopez Peres Institute in students of 7th grade **Objective of the expert judgment:**

To validate the content of the present Diagnostic test.

Objective of the Observation:

The purpose of this Diagnostic test is to determine how much vocabulary the students know.

Diagnostic Test

School: Rigoberto Lopez Perez

Name:

Age:

Date:

Grade: 7th "D"

- I.** Look at the pictures of *USUAL ACTIVITIES* and complete the paragraph writing the name of each usual activities in the blank spaces. (30 pts/5pts ea.)

Every day Elena 1. _____ at 5:00am. She 2. _____ at 5:30 and 3. _____. Her mother 4. _____.; then, Elena 5. _____ at 6:00 am. She 6. _____ to school at 6:30 am with her brother Carlos.



II. Word scramble

Unscramble the letters in the box using the letter in the box to complete the sentence below. (35 pts/ 5pts ea.)

1. tmroobhas
2. mladooryrun
3. mcararih
4. drmooebs
5. ergaag
6. tvoes / wciaverom
7. rfgreritorar

1. In my house there are two _____.



2. In my house there is a _____.



3. In the living room there is an _____.



4. In my house there are four _____.



5. In my house there is big _____.



6. In the kitchen there is a _____ and a _____.



7. In the kitchen there is a _____ .



III. Solve the crossword puzzle with the clue definition given to complete the grid.

Then, put the numbers of definition to the corresponding picture (35 pts/ 5pts ea.)

ACROSS →

1. The place where you pay for a room to sleep in when you visit another city.
2. A place where you can watch movies.
3. A place where you can buy fresh bread and cakes.
4. A place where teachers help children learn.

DOWN ↓

5. The place you go when you have an accident or need an operation.
6. A place where you can buy medicines.
7. A quiet place where you can read books or borrow books.



Diagnostic Test

School: Rigoberto Lopez Perez

Name:

Age:

Date:

Grade: 7th "D"

I. Fill in the blanks with the **usual activities** in the box. (30 pts/5pts ea.)

Every day Elena 1. _____ at 5:00am. She 2. _____
_____ at 5:30 and 3. _____. Her mother 4. _____

Gets up	Has breakfast
Takes a shower	Goes
Gets dressed	Combs her hair

_____ ; then, Elena 5. _____ at 6:00 am. She 6. _____ to school
at 6:30 am with her brother Carlos

Word scramble

Unscramble the letters in the box using the letter in the box to complete the sentence below. (35 pts/ 5pts ea.)

1. tmroobhas
2. mladooryrun
3. mcararih
4. drmooebs
5. ergaag
6. tvoes / wciaverom

1. In my house there are two _____.
2. In my house there is a _____.
3. In the living room there is an _____.
4. In my house there are four _____.

5. In my house there is big _____.
6. In the kitchen there is a _____ and a _____.
7. In the kitchen there is a _____.

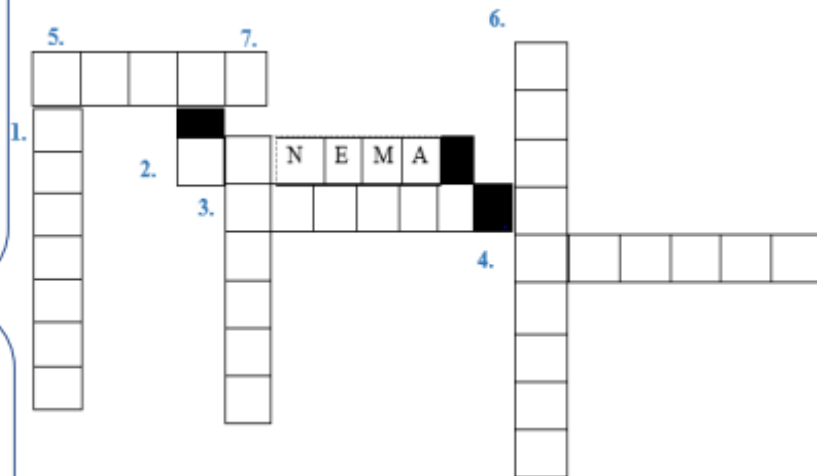
III. Solve the crossword puzzle with the clue definition given to complete the grid.
(35 pts/ 5pts ea.)

ACROSS →

1. The place where you pay for a room to sleep in when you visit another city.
2. A place where you can watch movies.
3. A place where you can buy fresh bread and cakes.
4. A place where teachers help students learn.

DOWN ↓

5. The place where you go when you have an accident or need an operation.
6. A place where you can buy medicines.
7. A quiet place where you can read books or borrow books.



According to the following indicators, rate each of the items as appropriate

CATEGORY	RATING	INDICATOR
COHERENCE The item has a logical relationship with the dimension or indicator it is measuring.	1. Does not meet the criterion 2. Low level 3. Moderate level 4. High level	1. The item has no logical relationship to the dimension. 2. The item has a tangential relationship with the dimension. 3. The item has a moderate relationship with the dimension it is measuring. 4. The item is completely related to the dimension it is measuring.
CLEARITY The degree to which the item is clearly and precisely worded, facilitating its understanding by the respondents.	1. Does not meet the criterion 2. Low level 3. Moderate level 4. High level	1.The item is not clear. 2.The item requires a lot of modification or a very large modification in the use of the words according to their meaning or by the arrangement of the words. 3.A very specific modification of some of the terms in the item is required. 4.The item is clear, has adequate semantics and syntax.
RELEVANCE Importance of the item with respect to the contribution it can make to a better understanding of the measured characteristic or situation.	1. Does not meet the criterion 2. Low level 3. Moderate level 4. High level	1. Does not meet the criterion. 2.The item can be eliminated without affecting the measurement of the dimension. 3.The item has some relevance, but another item may be including what this item measures. 4. The item is essential or important, i.e., it must be included.
SUFFICIENCY The items that belong to the same dimension are sufficient to obtain the measurement of this dimension.	1. Does not meet the criterion 2. Low level 3. Moderate level 4. High level	1.The items are not sufficient to measure the dimension 2.The items measure some aspect of the dimension but do not correspond to the total dimension. 3.Some items should be increased to be able to evaluate the dimension completely. 4.The items are sufficient

Dimension	Sources	Description	Items	Coherence (From 1 to 4)	Clarity (From 1 to 4)	Relevance (From 1 to 4)	Sufficiency (From 1 to 4)
Different teaching activities	Unacademy (n.d.)	Identify and recall the context of a word in sentences “fill-in-the-blank require learners to produce a concept and are an even deeper way of testing learners’ knowledge of individual terms and concepts.”	Fill in the blanks with the usual activities in the box.				
Different teaching activities	Sheryll, 2021	Scramble words enhance the recognition of words and letters and help to develop foundational skills to identify new words.	Unscramble the letters in the box using the letter in the box to complete the sentence below.				
Learning strategies	(Jacoby, 1978; Mulligan, 2001; DeWinstanley & Bjork, 2004, Bjork, n.d.) Bjork, (n.d as cited A. 2020 in Jones,)	Retrieval and retention “Cognitive scientists have demonstrated that generating an answer to a question as opposed to simply reading information has an improved impact on memory retention”	Solve the crossword puzzle with the clue definition given to complete the grid.				

Reference

Unacademy. (n.d.). *Fill in the blanks English By unacademy*. Unacademy. Retrieved from <https://unacademy.com/content/nda/study-material/english/fill-in-the-blanks/>

B) Observation

Validation of Observation on the use of Visual Aids to enhance the Teaching – Learning process of Vocabulary in English as a Foreign Language

Expert Judgment

Respected judge:

You have been selected to evaluate the Instrument "**Observation**" which is part of the research: "**The use of Visual Aids to enhance the teaching – learning process of vocabulary in English as a Foreign Language** "

The evaluation of the instruments is of great relevance to ensure that they are valid and that the results obtained from them are used efficiently.

We thank you for your valuable collaboration.

JUDGE'S FIRST AND LAST NAMES:

ACADEMIC BACKGROUND

AREAS OF PROFESSIONAL EXPERIENCE

TIME _____

CURRENT POSITION

INSTITUTION

Research Objective:

To analyze the use of Visual Aids to enhance the Teaching – Learning process of Vocabulary in English as a Foreign Language at Rigoberto Lopez Peres Institute in students of 7th grade

Objective of the expert judgment:

To validate the content of the present Observation.

Objective of the Observation: To observe the problems that teacher and students have in an English lesson.

Classroom Observation Tool

Date: _____ Observation starts and end time: _____

Observer: _____

School: _____

Classroom/Teacher: _____

Grade: _____

Mark in the space in blank. That applies with the description from each prompt to be observed.

1. The teacher uses English to give instructions, and give explanations to students.

☐ Yes

☐ No

2. The teacher uses visual materials to present vocabulary to students.

☐ Yes

☐ No

3. If the teacher uses visual material in the lessons, do they catch the students' attention?

☐ Yes

☐ No

4. The teacher uses visual materials according to the level of his/her students.

☐ Yes

☐ No

5. The teacher introduces the new vocabulary in context, not as a list of words.

☐ Yes

☐ No

6. The teacher implements in the lessons the following activities to enhance the teaching- learning process of vocabulary.

- ☐ Fill in the blanks
- ☐ Scramble words
- ☐ Crossword
- ☐ Matching

7. The students use the following strategies in the lessons to enhance their vocabulary.

Memory strategies

- ☐ Rehearsal strategies (involve word repetition, visual and oral repetition)
- ☐ Imaginary (the construction of mental image when learn new information)
- ☐ Visual encoding (converting new information in mental picture)
- ☐ Visualizations (the creation of mental pictures while a person is reading)

8. The visual materials encourage students to use English in the lessons.

- ☐ Yes
- ☐ No

9. The teacher implemented different teaching activities (crosswords, fill-in-the blank, word search or matchin) using visual aids where students can use the new vocabulary learned.

- ☐ Yes
- ☐ No

According to the following indicators, rate each of the items as appropriate

CATEGORY	RATING	INDICATOR
COHERENCE The item has a logical relationship with the dimension or indicator it is measuring.	1. Does not meet the criterion 2. Low level 3. Moderate level 4. High level	1. The item has no logical relationship to the dimension. 2. The item has a tangential relationship with the dimension. 3. The item has a moderate relationship with the dimension it is measuring. 4. The item is completely related to the dimension it is measuring.
CLEARITY The degree to which the item is clearly and precisely worded, facilitating its understanding by the respondents.	1. Does not meet the criterion 2. Low level 3. Moderate level 4. High level	1.The item is not clear. 2.The item requires a lot of modification or a very large modification in the use of the words according to their meaning or by the arrangement of the words. 3.A very specific modification of some of the terms in the item is required. 4.The item is clear, has adequate semantics and syntax.
RELEVANCE Importance of the item with respect to the contribution it can make to a better understanding of the measured characteristic or situation.	1. Does not meet the criterion 2. Low level 3. Moderate level 4. High level	1. Does not meet the criterion. 2.The item can be eliminated without affecting the measurement of the dimension. 3.The item has some relevance, but another item may be including what this item measures. 4. The item is essential or important, i.e., it must be included.
SUFFICIENCY The items that belong to the same dimension are sufficient to obtain the measurement of this dimension.	1. Does not meet the criterion 2. Low level 3. Moderate level 4. High level	1.The items are not sufficient to measure the dimension 2.The items measure some aspect of the dimension but do not correspond to the total dimension. 3.Some items should be increased to be able to evaluate the dimension completely. 4.The items are sufficient

Dimension	Sources	Description	Items	Coherence (From 1 to 4)	Clarity (From 1 to 4)	Relevance (From 1 to 4)	Sufficiency (From 1 to 4)
Vocabulary	Richards, 1976 & Nations, 2001 as cited in McCarten, 2007, p. 18	Teachers need to take the following steps such as: Students are able to recognize the meaning of words, how to use word in speaking and writing ways. teachers must develop activities orally and write exercises when students develop the language.	<i>The teacher uses English to give instructions, and give explanations to students</i>				
Visual aids	Okeke (2013, as cited in Agnu Ogochi M.,2019)	“Visual aids are any material or equipment which is employed while teaching	<i>The teacher uses visual materials to present vocabulary to students.</i>				

		by stimulating the senses particularly that of sight”					
Visual aids	Khujjiyev, et.al (2020)	Visual aids provide real context where students feel confidence in activities, to develop their creativity and to produce their own ideas to help them to practice the language.	<i>If the teacher uses visual material in the lessons, they catch the student's attention.</i>				
Visual aids	Dwi, A. (2010)	visual materials like pictures must attract the attention of learners, but pictures have to be adequate to the knowledge of students and implement them in different exercises; also, it is	<i>The teacher uses visual materials according to the level of her students.</i>				

		necessary that all students can see the pictures					
Vocabulary	McCarten, J. (2007)	Vocabulary needs context in real situations where learners differentiate their use in books, audio, videos and speaking situations.	<i>The teacher introduces the new vocabulary in context, not as a list of words.</i>				
<i>Different teaching activities using visual aids</i>	Sahar, (2016)	“Vocabulary activities create the desire to communicate and create predictability”	<i>The teacher implements in the lessons the following activities to enhance the teaching-learning process of vocabulary.</i>				
Learning Strategies	Oxford (1990, p.13)	Memory strategies “Refers to memory strategies as in	<i>The students use the following strategies in the lessons to</i>				

	<p>Gu & Johnson's (1996)</p> <p>Thompson, J. (1978)</p>	<p>encompassing activities to enhance the remembering and retrieving new knowledge such as keywords, acronyms, images, etc. They help learners to combine second language L2 items with the new information” (Oxford,1990, p.13)</p> <p>Gu & Johnson's (1996) said that “Rehearsal strategies involve word repetition, visual and oral repetition. Imaginary strategy is the construction of mental image when learn new information and visual encoding converts the new information in mental picture.”</p>	<p><i>enhance their learning of vocabulary</i></p>				
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		Visualization strategy is the creation of mental pictures while a person is reading. (Thompson, J.1978)					
Visual aids	Khujjiyev, et.al (2020)	Visual aids provide real contexts where students feel confidence in activities, to develop their creativity and to produce their own ideas that help them to practice the language.	<i>The visual materials encourage students to use English in the lessons.</i>				
Different teaching activities using visual aids	Khujjiyev, et.al (2020)	Proffessors are the change to expand their style of teach, to incorporate different resource that enhance lesson and to motivate student in active participation inside the classrrom.	<i>The teacher implemented different teaching activities using visual aids where students can use the new</i>				

			<i>vocabulary learned.</i>				
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C) Interview

Validation of Interview on the use of Visual Aids to enhance the teaching – learning process of vocabulary in English as a foreign language

Expert Judgment

Respected judge:

You have been selected to evaluate the Instrument " **Interview**" which is part of the research: " **The use of Visual Aids to enhance the teaching – learning process of vocabulary in English as a foreign language**" The evaluation of the instruments is of great relevance to ensure that they are valid and that the results obtained from them are used efficiently.

We thank you for your valuable collaboration.

JUDGE'S FIRST AND LAST NAMES:

ACADEMIC BACKGROUND

AREAS OF PROFESSIONAL EXPERIENCE

TIME _____

CURRENT POSITION

INSTITUTION

Research Objective:

To analyze the use of Visual Aids to enhance the Teaching – Learning process of Vocabulary in English as a Foreign Language at Rigoberto Lopez Peres Institute in students of 7th grade

Objective of the expert judgment:

To validate the content of the present Interview

Objective of the interview:

To identify the problems, the teacher faces when teaching vocabulary.

To understand the typical teaching practices to approach vocabulary

Interview to English Teacher

The following teacher interview which is part of research named *the use of visual aids to enhance the teaching – learning process of vocabulary in English as a foreign language*. The information that you will provide us is strictly confidential and will only used for the purpose describe above. Thank you for give us the information.

Name: _____

Gender: Female ☐ Male ☐

Interview Content

The questions were selected to find out if teacher implement visual aids in the teaching process of vocabulary.

1. How do you teach vocabulary? (Please provide more details, what kind of activities you use frequently to teach vocabulary? Why?)

2. Which of the following memory learning strategies use your students to improve their vocabulary acquisition?

Memory strategies

- ☐ Rehearsal strategies (involve word repetition, visual and oral repetition)
- ☐ Imaginary (the construction of mental image when learn new information)
- ☐ Visual encoding (converting new information in mental picture)
- ☐ Visualizations (the creation of mental pictures while a person is reading)

3. Do you encourage students to recall vocabulary in a specific way?

4. What methodological challenges (time, resources or classroom environment) do you face when you teach vocabulary?

According to the following indicators, rate each of the items as appropriate

CATEGORY	RATING	INDICATOR
COHERENCE The item has a logical relationship with the dimension or indicator it is measuring.	1. Does not meet the criterion 2. Low level 3. Moderate level 4. High level	1. The item has no logical relationship to the dimension. 2. The item has a tangential relationship with the dimension. 3. The item has a moderate relationship with the dimension it is measuring. 4. The item is completely related to the dimension it is measuring.
CLEARITY The degree to which the item is clearly and precisely worded, facilitating its understanding by the respondents.	1. Does not meet the criterion 2. Low level 3. Moderate level 4. High level	1.The item is not clear. 2.The item requires a lot of modification or a very large modification in the use of the words according to their meaning or by the arrangement of the words. 3.A very specific modification of some of the terms in the item is required. 4.The item is clear, has adequate semantics and syntax.
RELEVANCE Importance of the item with respect to the contribution it can make to a better understanding of the measured characteristic or situation.	1. Does not meet the criterion 2. Low level 3. Moderate level 4. High level	1. Does not meet the criterion. 2.The item can be eliminated without affecting the measurement of the dimension. 3.The item has some relevance, but another item may be including what this item measures. 4. The item is essential or important, i.e., it must be included.
SUFFICIENCY The items that belong to the same dimension are sufficient to obtain the measurement of this dimension.	1. Does not meet the criterion 2. Low level 3. Moderate level 4. High level	1.The items are not sufficient to measure the dimension 2.The items measure some aspect of the dimension but do not correspond to the total dimension. 3.Some items should be increased to be able to evaluate the dimension completely. 4.The items are sufficient

Dimension	Sources	Description	Items	Coherence (From 1 to 4)	Clarity (From 1 to 4)	Relevance (From 1 to 4)	Sufficiency (From 1 to 4)
Teaching Vocabulary	McCarten (2007, p.18)	Vocabulary is closely related with the four skills (Reading, Writing, Listening & Speaking).	Do you consider that it is important to teach vocabulary in lessons? Why or why not?				
<i>Different teaching activities using visual aids</i>	(Komachali & Khodareza, 2012).	Vocabulary should be taught by the implementations of methods and strategies. Methods that are implemented for teachers and strategies that learners use to	How do you teach vocabulary? (Please provide more details What kind of activities you use frequently to teach				

		reaffirm and practice the language	vocabulary? Why?)				
Learning Strategies	<p>Oxford (1990, p.13)</p> <p>Gu & Johnson's (1996)</p> <p>Thompson, J. (1978)</p>	<p>“Refers to memory strategies as in encompassing activities to enhance the remembering and retrieving new knowledge such as keywords, acronyms, images, etc. They help learners to combine second language L2 items with the new information”</p> <p>(Oxford,1990, p.13)</p> <p>Gu & Johnson's (1996) said that “Rehearsal strategies involve word</p>	Which of the following memory learning strategies use your students to improve their vocabulary acquisition?				

		<p>repetition, visual and oral repetition.</p> <p>Imaginary strategy is the construction of mental image when learn new information and visual encoding converts the new information in mental picture.”</p> <p>Visualization strategy is the creation of mental pictures while a person is reading. (Thompson, J.1978)</p>					
Vocabulary	Harmer (2007, p.269)	Teachers will introduce vocabulary through exercises or activities to activate	Do you encourage students to record				

		the learning process in students. These activities promote the active learning of vocabulary that involves the participation of students	vocabulary in a specific way?				
Teaching Vocabulary	<p>McCarten, J. (2007)</p> <p>Nation, P., & Meara, P. (2020.p.36)</p>	<p>Vocabulary needs context in real situations where learners differentiate their use in books, audio, videos and speaking situations</p> <p>Teachers should provide materials that help students</p>	What methodological challenges do you face when you teach vocabulary?				

		understand the use of these.					
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References

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- McCarten, J. (2007). *Teaching Vocabulary: Lessons from the Corpus, Lessons for the Classroom* (First Edition ed.). Cambridge University Press. Retrieved from https://books.google.com.ni/books/about/Teaching_Vocabulary.html?id=uYkZtwAACAAJ&redir_esc=y
- Oxford, R. (1990) In *Language learning strategies: What every teacher should know*. Direct Strategies for Dealing with Language. Heinle and Heinle.

D) Instruments Validations

This section only shows the names of the validators and the scores they gave to each instrument to make possible the implementation of the instruments described above.

A) Diagnostic test

Validation of Diagnostic Test on the use of Visual Aids to enhance the Teaching – Learning process of Vocabulary in English as a Foreign Language Expert Judgment

Respected judge:

You have been selected to evaluate the Instrument "Diagnostic test" which is part of the research: "The use of Visual Aids to enhance the teaching – learning process of Vocabulary in English as a Foreign Language "

The evaluation of the instruments is of great relevance to ensure that they are valid and that the results obtained from them are used efficiently.

We thank you for your valuable collaboration.

JUDGE'S FIRST AND LAST NAMES:

Geraldine D. Lopez Ronce

ACADEMIC BACKGROUND

AREAS OF PROFESSIONAL EXPERIENCE

TIME

CURRENT POSITION

INSTITUTION

Research Objective:

To analyze the use of Visual Aids to enhance the Teaching – Learning process of Vocabulary in English as a Foreign Language at Rigoberto Lopez Peres Institute in students of 7th grade

Objective of the expert judgment:

To validate the content of the present Diagnostic test.

Objective of the Observation:

The purpose of this Diagnostic test is to determine how much vocabulary the students recall through visual materials.

Dimension	Sources	Description	Items	Coherence (From 1 to 4)	Clarity (From 1 to 4)	Relevance (From 1 to 4)	Sufficiency (From 1 to 4)
Different teaching activities	Unacademy (n.d.)	Identify and recall the context of a word in sentences "fill-in-the-blank require learners to produce a concept and are an even deeper way of testing learners' knowledge of individual terms and concepts."	Fill in the blanks with the usual activities in the box.	4	4	4	4
Different teaching activities	Sheryll, 2021	Scramble words enhance the recognition of words and letters and help to develop foundational skills to identify new words.	Unscramble the letters in the box using the letter in the box to complete the sentence below.	4	4	4	4
Learning strategies	(Jacoby, 1978; Mulligan, 2001; DeWinstanley & Bjork, 2004, Bjork, n.d.) Bjork, (n.d as cited in Jones, A. 2020)	Retrieval and retention "Cognitive scientists have demonstrated that generating an answer to a question as opposed to simply reading information has an improved impact on memory retention"	Solve the crossword puzzle with the clue definition given to complete the grid.	4	4	4	4

**Validation of Diagnostic Test on the use of Visual Aids to enhance the Teaching –
Learning process of Vocabulary in English as a Foreign Language Expert Judgment**

Expert Judgment

Respected judge:

You have been selected to evaluate the Instrument "Diagnostic test" which is part of the research: "The use of Visual Aids to enhance the teaching – learning process of Vocabulary in English as a Foreign Language "

The evaluation of the instruments is of great relevance to ensure that they are valid and that the results obtained from them are used efficiently.

We thank you for your valuable collaboration.

JUDGE'S FIRST AND LAST NAMES:

Roberto Carlos Villanueva

ACADEMIC BACKGROUND

M.A in TESOL and Applied Linguistics

AREAS OF PROFESSIONAL EXPERIENCE

TESOL and Applied Linguistics

TIME *10 years*

CURRENT POSITION

Full-time professor and Grad studies coordinator

INSTITUTION

English Department, UNAN-Managua

Research Objective:

To analyze the use of Visual Aids to enhance the Teaching – Learning process of Vocabulary in English as a Foreign Language at Rigoberto Lopez Peres Institute in students of 7th grade

Objective of the expert judgment:

To validate the content of the present Diagnostic test.

Objective of the Observation:

The purpose of this Diagnostic test is to determine how much vocabulary the students recall through visual materials.

Dimension	Sources	Description	Items	Coherence (From 1 to 4)	Clarity (From 1 to 4)	Relevance (From 1 to 4)	Sufficiency (From 1 to 4)
Different teaching activities	Unacademy (n.d.)	Identify and recall the context of a word in sentences "fill-in-the-blank require learners to produce a concept and are an even deeper way of testing learners' knowledge of individual terms and concepts."	Fill in the blanks with the usual activities in the box.	4	4	4	4
Different teaching activities	Sheryll, 2021	Scramble words enhance the recognition of words and letters and help to develop foundational skills to identify new words.	Unscramble the letters in the box using the letter in the box to complete the sentence below.	4	4	4	3
Learning strategies	(Jacoby, 1978; Mulligan, 2001; DeWinstanley & Bjork, 2004, Bjork, n.d.) Bjork, (n.d as cited in Jones, A. 2020)	Retrieval and retention "Cognitive scientists have demonstrated that generating an answer to a question as opposed to simply reading information has an improved impact on memory retention"	Solve the crossword puzzle with the clue definition given to complete the grid.	4	4	4	3

B) Observation

Validation of Observation on the use of Visual Aids to enhance the Teaching – Learning process of Vocabulary in English as a Foreign Language

Expert Judgment

Respected judge:

You have been selected to evaluate the Instrument "Observation" which is part of the research: "The use of Visual Aids to enhance the teaching – learning process of vocabulary in English as a Foreign Language "

The evaluation of the instruments is of great relevance to ensure that they are valid and that the results obtained from them are used efficiently.

We thank you for your valuable collaboration.

JUDGE'S FIRST AND LAST NAMES: Geraldine A. López Darce

ACADEMIC BACKGROUND

AREAS OF PROFESSIONAL EXPERIENCE

TIME

CURRENT POSITION

INSTITUTION

Research Objective:

To analyze the use of Visual Aids to enhance the Teaching – Learning process of Vocabulary in English as a Foreign Language at Rigoberto Lopez Peres Institute in students of 7th grade

Objective of the expert judgment:

To validate the content of the present Observation.

Objective of the Observation:

To observe the problems that teacher and students have in an English lesson

Dimension	Sources	Description	Items	Coherence (From 1 to 4)	Clarity (From 1 to 4)	Relevance (From 1 to 4)	Sufficiency (From 1 to 4)
Vocabulary	Richards, 1976 & Nations, 2001 as cited in McCarten, 2007, p. 18	Teachers need to take the following steps such as: Students are able to recognize the meaning of words, how to use word in speaking and writing ways. teachers must develop activities orally and write exercises when students develop the language.	<i>The teacher uses English to give instructions, and give explanations to students</i>	4	4	4	4
Visual aids	Okeke (2013, as cited in Agnu Ogochi M.,2019)	“Visual aids are any material or equipment which is employed while teaching by stimulating the senses particularly that of sight”	<i>The teacher uses visual materials to present vocabulary to students.</i>	4	4	4	4
Visual aids	Khujjiyev, et.al (2020)	Visual aids provide real context where students feel confidence in activities, to develop their creativity and to produce	<i>If the teacher uses visual material in the lessons, they catch the</i>	4	4	4	4

		their own ideas to help them to practice the language.	<i>student's attention.</i>				
Visual aids	Dwi, A.	visual materials like pictures must attract the attention of learners, but pictures have to be adequate to the knowledge of students and implement them in different exercises; also, it is necessary that all students can see the pictures	<i>The teacher uses visual materials according to the level of her students.</i>	4	4	4	4
Vocabulary	McCarten, J. (2007)	Vocabulary needs context in real situations where learners differentiate their use in books, audio, videos and speaking situations	<i>The teacher introduces the new vocabulary in context, not as a list of words.</i>	4	4	4	4
Different teaching activities using visual aids	Sahar, (2016)	“Vocabulary activities create the desire to communicate and create predictability”	<i>The teacher implements in the lessons the following activities to enhance the teaching-learning process of vocabulary.</i>				

Learning Strategies	Oxford (1990, p.13) Gu & Johnson's (1996) Thompson, J. (1978)	Memory strategies "Refers to memory strategies as in encompassing activities to enhance the remembering and retrieving new knowledge such as keywords, acronyms, images, etc. They help learners to combine second language L2 items with the new information" (Oxford, 1990, p.13) Gu & Johnson's (1996) said that "Rehearsal strategies involve word repetition, visual and oral repetition. Imaginary strategy is the construction of mental image when learn new information and visual encoding converts the new information in mental picture." Visualization strategy is the creation of mental pictures while a person is	The students use the following strategies in the lessons to enhance their learning of vocabulary	4	4	4	4

Validation of Observation on the use of Visual Aids to enhance the Teaching – Learning process of Vocabulary in English as a Foreign Language

Expert Judgment

Respected judge:

You have been selected to evaluate the Instrument "Observation" which is part of the research: "The use of Visual Aids to enhance the teaching – learning process of vocabulary in English as a Foreign Language "

The evaluation of the instruments is of great relevance to ensure that they are valid and that the results obtained from them are used efficiently.

We thank you for your valuable collaboration.

JUDGE'S FIRST AND LAST NAMES:

Roberto Carlos Villanueva

ACADEMIC BACKGROUND

M.A in TESOL and Applied Linguistics

AREAS OF PROFESSIONAL EXPERIENCE

TESOL and Linguistics

TIME 10 years

CURRENT POSITION

Full-time professor and Grad studies coordinator

INSTITUTION

English Department, UNAN- Managua

Research Objective:

To analyze the use of Visual Aids to enhance the Teaching – Learning process of Vocabulary in English as a Foreign Language at Rigoberto Lopez Peres Institute in students of 7th grade

Objective of the expert judgment:

To validate the content of the present Observation.

Objective of the Observation:

To observe the problems that teacher and students have in an English lesson

Dimension	Sources	Description	Items	Coherence (From 1 to 4)	Clarity (From 1 to 4)	Relevance (From 1 to 4)	Sufficiency (From 1 to 4)
Vocabulary	Richards, 1976 & Nations, 2001 as cited in McCarten, 2007, p. 18	Teachers need to take the following steps such as: Students are able to recognize the meaning of words, how to use word in speaking and writing ways. teachers must develop activities orally and write exercises when students develop the language.	<i>The teacher uses English to give instructions, and give explanations to students</i>	4	4	4	3
Visual aids	Okeke (2013, as cited in Agnu Ogochi M.,2019)	“Visual aids are any material or equipment which is employed while teaching by stimulating the senses particularly that of sight”	<i>The teacher uses visual materials to present vocabulary to students.</i>	4	4	4	3
Visual aids	Khujjiyev, et.al (2020)	Visual aids provide real context where students feel confidence in activities, to develop their creativity and to produce	<i>If the teacher uses visual material in the lessons, they catch the</i>	4	4	4	3

		their own ideas to help them to practice the language.	<i>student's attention.</i>				
Visual aids	Dwi, A.	visual materials like pictures must attract the attention of learners, but pictures have to be adequate to the knowledge of students and implement them in different exercises; also, it is necessary that all students can see the pictures	<i>The teacher uses visual materials according to the level of her students.</i>	4	4	4	3
Vocabulary	McCarten, J. (2007)	Vocabulary needs context in real situations where learners differentiate their use in books, audio, videos and speaking situations	<i>The teacher introduces the new vocabulary in context, not as a list of words.</i>	4	4	4	3
Different teaching activities using visual aids	Sahar, (2016)	“Vocabulary activities create the desire to communicate and create predictability”	<i>The teacher implements in the lessons the following activities to enhance the teaching-learning process of vocabulary.</i>	4	4	4	3

Learning Strategies	<p>Oxford (1990, p.13)</p> <p>Gu & Johnson's (1996)</p> <p>Thompson, J. (1978)</p>	<p>Memory strategies</p> <p>"Refers to memory strategies as in encompassing activities to enhance the remembering and retrieving new knowledge such as keywords, acronyms, images, etc. They help learners to combine second language L2 items with the new information" (Oxford,1990, p.13)</p> <p>Gu & Johnson's (1996) said that "Rehearsal strategies involve word repetition, visual and oral repetition. Imaginary strategy is the construction of mental image when learn new information and visual encoding converts the new information in mental picture."</p> <p>Visualization strategy is the creation of mental pictures while a person is</p>	<p><i>The students use the following strategies in the lessons to enhance their learning of vocabulary</i></p>	4	4	4	3

**Validation of Interview on the use of Visual Aids to enhance the teaching – learning
process of vocabulary in English as a foreign language
Expert Judgment**

Respected judge:

You have been selected to evaluate the Instrument " **Interview**" which is part of the research: " **The use of Visual Aids to enhance the teaching – learning process of vocabulary in English as a foreign language**" The evaluation of the instruments is of great relevance to ensure that they are valid and that the results obtained from them are used efficiently.

We thank you for your valuable collaboration.

JUDGE'S FIRST AND LAST NAMES: Geraldine A. López Darce

ACADEMIC BACKGROUND

AREAS OF PROFESSIONAL EXPERIENCE

TIME _____

CURRENT POSITION

INSTITUTION _____

Research Objective:

To analyze the use of Visual Aids to enhance the Teaching – Learning process of Vocabulary in English as a Foreign Language at Rigoberto Lopez Peres Institute in students of 7th grade

Objective of the expert judgment:

To validate the content of the present Interview

Objective of the interview:

The purposes of this interview are:

To identify the problems, the teacher faces when teaching vocabulary.

To understand the typical teaching practices to approach vocabulary

Dimension	Sources	Description	Items	Coherence (From 1 to 4)	Clarity (From 1 to 4)	Relevance (From 1 to 4)	Sufficiency (From 1 to 4)
Teaching Vocabulary	McCarten (2007, p.18)	Vocabulary is closely related with the four skills (Reading, Writing, Listening & Speaking).	Do you consider that it is important to teach vocabulary in lessons? Why or why not?	4	4	4	4
Different teaching activities using visual aids	(Komach ali & Khodareza, 2012).	Vocabulary should be taught by the implementations of methods and strategies. Methods that are implemented for teachers and strategies that learners use to reaffirm and practice the language	How do you teach vocabulary? (Please provide more details What kind of activities you use frequently to teach vocabulary? Why?)	4	4	4	4
Learning Strategies	Oxford (1990, p.13) Gu & Johnson's (1996) Thompson, J. (1978)	"Refers to memory strategies as in encompassing activities to enhance the remembering and retrieving new knowledge such as keywords, acronyms, images, etc. They help learners to combine second language L2 items with the new information" (Oxford,1990, p.13)	Which of the following memory learning strategies use your students to improve their vocabulary acquisition?	4	4	4	4

		Gu & Johnson's (1996) said that "Rehearsal strategies involve word repetition, visual and oral repetition. Imaginary strategy is the construction of mental image when learn new information and visual encoding converts the new information in mental picture." Visualization strategy is the creation of mental pictures while a person is reading. (Thompson, J.1978)					
Vocabulary	Harmer (2007, p.269)	Teachers will introduce vocabulary through exercises or activities to activate the learning process in students. These activities promote the active learning of vocabulary that involves the participation of students	Do you encourage students to record vocabulary in a specific way?	4	3	4	4
Teaching Vocabulary	McCarten, J. (2007)	Vocabulary needs context in real situations where learners differentiate their use in books, audio, videos and speaking situations	What methodological challenges do you face when you teach vocabulary?	4	4	4	4

	Nation, P., & Meara, P. (2020.p.36)	Teachers should provide materials that help students understand the use of these.					
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**Validation of Interview on the use of Visual Aids to enhance the teaching – learning
process of vocabulary in English as a foreign language
Expert Judgment**

Respected judge:

You have been selected to evaluate the Instrument " Interview" which is part of the research: " The use of Visual Aids to enhance the teaching – learning process of vocabulary in English as a foreign language" The evaluation of the instruments is of great relevance to ensure that they are valid and that the results obtained from them are used efficiently.

We thank you for your valuable collaboration.

JUDGE'S FIRST AND LAST NAMES:

Roberto Carlos Villanueva

ACADEMIC BACKGROUND

M.A. in TESOL and Applied Linguistics

AREAS OF PROFESSIONAL EXPERIENCE

TESOL and Linguistics

TIME 10 years

CURRENT POSITION

Full-time professor and Grad studies coordinator

INSTITUTION

English Department, UNAN- Managua

Research Objective:

To analyze the use of Visual Aids to enhance the Teaching – Learning process of Vocabulary in English as a Foreign Language at Rigoberto Lopez Peres Institute in students of 7th grade

Objective of the expert judgment:

To validate the content of the present Interview

Objective of the interview:

The purposes of this interview are:

To identify the problems, the teacher faces when teaching vocabulary.

To understand the typical teaching practices to approach vocabulary

Dimension	Sources	Description	Items	Coherence (From 1 to 4)	Clarity (From 1 to 4)	Relevance (From 1 to 4)	Sufficiency (From 1 to 4)
Teaching Vocabulary	McCarten (2007, p.18)	Vocabulary is closely related with the four skills (Reading, Writing, Listening & Speaking).	Do you consider that it is important to teach vocabulary in lessons? Why or why not?	4	4	4	3
Different teaching activities using visual aids	(Komach ali & Khodareza, 2012).	Vocabulary should be taught by the implementations of methods and strategies. Methods that are implemented for teachers and strategies that learners use to reaffirm and practice the language	How do you teach vocabulary? (Please provide more details What kind of activities you use frequently to teach vocabulary? Why?)	4	4	4	3
Learning Strategies	Oxford (1990, p.13) Gu & Johnson's (1996) Thompson, J. (1978)	"Refers to memory strategies as in encompassing activities to enhance the remembering and retrieving new knowledge such as keywords, acronyms, images, etc. They help learners to combine second language L2 items with the new information" (Oxford,1990, p.13)	Which of the following memory learning strategies use your students to improve their vocabulary acquisition?	4	4	4	3

		Gu & Johnson's (1996) said that "Rehearsal strategies involve word repetition, visual and oral repetition. Imaginary strategy is the construction of mental image when learn new information and visual encoding converts the new information in mental picture." Visualization strategy is the creation of mental pictures while a person is reading. (Thompson, J.1978)					
Vocabulary	Harmer (2007, p.269)	Teachers will introduce vocabulary through exercises or activities to activate the learning process in students. These activities promote the active learning of vocabulary that involves the participation of students	Do you encourage students to record vocabulary in a specific way?	4	4	4	3
Teaching Vocabulary	McCarten, J. (2007)	Vocabulary needs context in real situations where learners differentiate their use in books, audio, videos and speaking situations	What methodological challenges do you face when you teach vocabulary?	4	4	4	3

	Nation, P., & Meara, P. (2020.p.36)	Teachers should provide materials that help students understand the use of these.					
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**Validation of Interview on the use of Visual Aids to enhance the teaching – learning
process of vocabulary in English as a foreign language
Expert Judgment**

Respected judge:

You have been selected to evaluate the Instrument " Interview" which is part of the research: " The use of Visual Aids to enhance the teaching – learning process of vocabulary in English as a foreign language" The evaluation of the instruments is of great relevance to ensure that they are valid and that the results obtained from them are used efficiently.

We thank you for your valuable collaboration.

JUDGE'S FIRST AND LAST NAMES:

ALBER SPINHE R.

ACADEMIC BACKGROUND

PHD. MATECUL - LIC.

AREAS OF PROFESSIONAL EXPERIENCE

TECH. / MATECUL - ENGLISH TEACHING OF ALL SKILLS

TIME _____

CURRENT POSITION

INSTITUTION _____

Research Objective:

To analyze the use of Visual Aids to enhance the Teaching – Learning process of Vocabulary in English as a Foreign Language at Rigoberto Lopez Peres Institute in students of 7th grade

Objective of the expert judgment:

To validate the content of the present Interview

Objective of the interview:

The purposes of this interview are:

To identify the problems, the teacher faces when teaching vocabulary.

To understand the typical teaching practices to approach vocabulary

Dimension	Sources	Description	Items	Coherence (From 1 to 4)	Clarity (From 1 to 4)	Relevance (From 1 to 4)	Sufficiency (From 1 to 4)
Teaching Vocabulary	McCarten (2007, p.18)	Vocabulary is closely related with the four skills (Reading, Writing, Listening & Speaking).	Do you consider that it is important to teach vocabulary in lessons? Why or why not?	4	4	4	3
Different teaching activities using visual aids	(Komach ali & Khodareza, 2012).	Vocabulary should be taught by the implementations of methods and strategies. Methods that are implemented for teachers and strategies that learners use to reaffirm and practice the language	How do you teach vocabulary? (Please provide more details What kind of activities you use frequently to teach vocabulary? Why?)	4	4	4	4
Learning Strategies	Oxford (1990, p.13) Gu & Johnson's (1996) Thompson, J. (1978)	"Refers to memory strategies as in encompassing activities to enhance the remembering and retrieving new knowledge such as keywords, acronyms, images, etc. They help learners to combine second language L2 items with the new information" (Oxford,1990, p.13)	Which of the following memory learning strategies use your students to improve their vocabulary acquisition?	4	4	4	4

		Gu & Johnson's (1996) said that "Rehearsal strategies involve word repetition, visual and oral repetition. Imaginary strategy is the construction of mental image when learn new information and visual encoding converts the new information in mental picture."					
		Visualization strategy is the creation of mental pictures while a person is reading. (Thompson, J.1978)					
Vocabulary	Harmer (2007, p.269)	Teachers will introduce vocabulary through exercises or activities to activate the learning process in students. These activities promote the active learning of vocabulary that involves the participation of students	Do you encourage students to record vocabulary in a specific way?	3	4	4	3
Teaching Vocabulary	McCarten, J. (2007)	Vocabulary needs context in real situations where learners differentiate their use in books, audio, videos and speaking situations	What methodological challenges do you face when you teach vocabulary?	4	4	4	3

	Nation, P., & Meara, P. (2020.p.36)	Teachers should provide materials that help students understand the use of these.					
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In this section will present some Diagnostic Test (images and without images) of students

Diagnostic Test

School: Rigoberto Lopez Perez

Name: Olga Yusnieth Reyes Moraga

Age: 13

Date:

Grade: 7th "D"

40/100

I. Fill in the blanks with the usual activities in the box. (30 pts/5pts ea.)

Every day Elena 1. Wake up ⁰ at 5:00am. She 2. shower at 5:30 and 3. goes Her mother 4. goes; then, Elena 5. Comb her hair at 6:00 am. She 6. goes to school at 6:30 am with her brother Carlos.

Gets up	Has breakfast
Takes a shower	Goes
Gets dressed	Combs her hair

II. Word scramble

Unscramble the letters in the box using the letter in the box to complete the sentence below. (35 pts/ 5pts ea.)

1. mladooryruns
2. tmroobha
3. mcararih
4. drmooebs
5. ergaag
6. tvoes / wciaverom
7. rfgreritorar

1. In my house there are two bathroom ^x.
2. In my house there is a laundry room ^x.
3. In the living room there is an Wing chair ^x.
4. In my house there are four bedrooms [✓].
5. In my house there is big garage [✓].
6. In the kitchen there is a microwe ^x and a refrigerator [✓].
7. In the kitchen there is a refrigerator [✓].

15

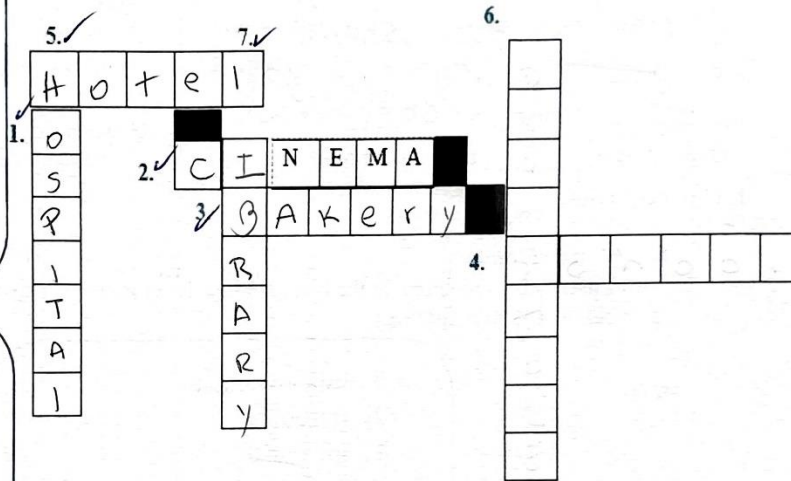
III. Solve the crossword puzzle with the clue definition given to complete the grid.
(35 pts/ 5ea)

ACROSS →

1. The place where you pay for a room to sleep in when you visit another city.
2. A place where you can watch movies.
3. A place where you can buy fresh bread and cakes.
4. A place where teachers help students learn.

DOWN ↓

5. The place where you go when you have an accident or need an operation.
6. A place where you can buy medicines.
7. A quiet place where you can read books or borrow books.



Diagnostic Test

School: Rigoberto Lopez Perez

Name: Andy Johan Gonzalez Gonzalez Age: 13

Date: Grade: 7th "D"

45/100

I. Fill in the blanks with the usual activities in the box. (30 pts/5pts ea.)

Every day Elena 1. takes a shower at 5

5:00am. She 2. gets up at 5:30
and 3. Has breakfast. Her mother 4. gets
dressed; then, Elena 5. goes at
6:00 am. She 6. goes to school at 6:30 am with
her brother Carlos.

Gets up	Has breakfast
Takes a shower	Goes
Gets dressed	Combs her hair

II. Word scramble

Unscramble the letters in the box using the letter in the box to complete the sentence below. (35 pts/ 5pts ea.)

1. mladooryruns
2. tmroobha
3. mcararih
4. drmoeebs
5. ergaag
6. tvoes / wciaverom
7. rfgreitorar

1. In my house there are two bathrooms.

2. In my house there is a landry room.

3. In the living room there is an wing chair.

4. In my house there are four bedrooms.

5. In my house there is big garage.

6. In the kitchen there is a stove and a refrigerator.

7. In the kitchen there is a sink.

10

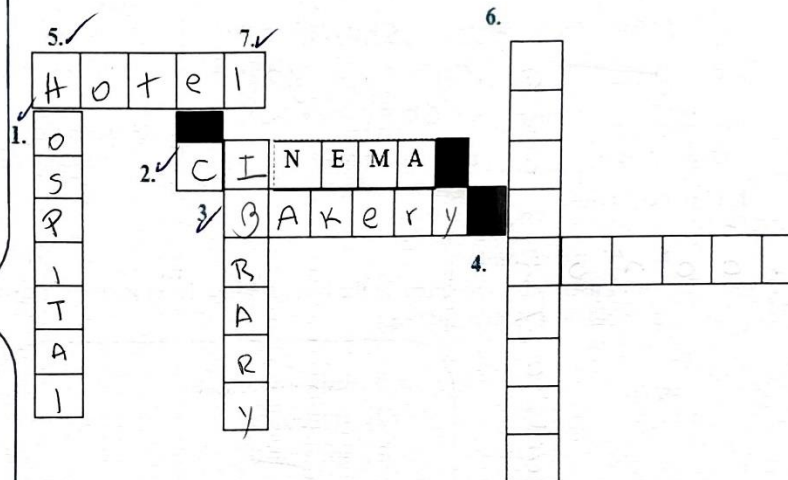
III. Solve the crossword puzzle with the clue definition given to complete the grid.
(35 pts/ 5ea)

ACROSS →

1. The place where you pay for a room to sleep in when you visit another city.
2. A place where you can watch movies.
3. A place where you can buy fresh bread and cakes.
4. A place where teachers help students learn.

DOWN ↓

5. The place where you go when you have an accident or need an operation.
6. A place where you can buy medicines.
7. A quiet place where you can read books or borrow books.



Diagnostic Test

School: Rigoberto Lopez Perez

Name: Mr. Uriel Aguilar Barahona

Age: 14

Date:

Grade: 7th "D"

35/100

I. Fill in the blanks with the usual activities in the box. (30 pts/5pts ea.)

Every day Elena 1. gets up at

5:00am. She 2. combs her hair at 5:30

and 3. _____. Her mother 4. take a shower

a shower; then, Elena 5. has breakfast at

6:00 am. She 6. goes to school at 6:30 am with her brother Carlos.

10

Gets up

~~Has breakfast~~

~~Takes a shower~~

Goes

~~Gets dressed~~

~~Combs her hair~~

II. Word scramble

Unscramble the letters in the box using the letter in the box to complete the sentence below. (35 pts/ 5pts ea.)

1. mladooryruns
2. tmroobha
3. mcararih
4. drmooebs
5. ergaag
6. tvoes / wciaverom
7. rfgreritorar

1. In my house there are two bathroom X.

2. In my house there is a laundry room X.

3. In the living room there is an armchair X.

4. In my house there are four _____.

5. In my house there is big _____.

6. In the kitchen there is a _____ and a _____.

7. In the kitchen there is a _____.

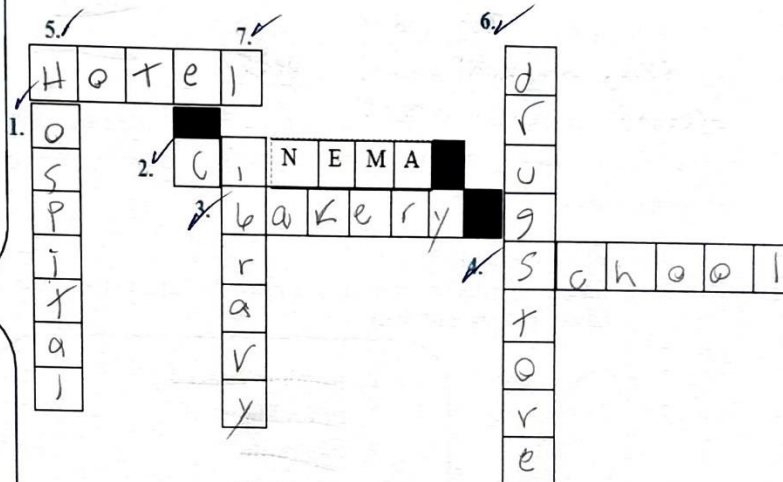
III. Solve the crossword puzzle with the clue definition given to complete the grid.
(35 pts/ 5ea)

ACROSS →

1. The place where you pay for a room to sleep in when you visit another city.
2. A place where you can watch movies.
3. A place where you can buy fresh bread and cakes.
4. A place where teachers help students learn.

DOWN ↓

5. The place where you go when you have an accident or need an operation.
6. A place where you can buy medicines.
7. A quiet place where you can read books or borrow books.



Diagnostic Test

School: Rigoberto Lopez Perez

Name: Olga Yusnieth Reyes Moraga

Date: 25/11/2022

Age: 13

Grade: 7th "D"

80/100

- I. Look at the pictures of **USUAL ACTIVITIES** and complete the paragraph writing the name of each usual activities in the blank spaces. (30 pts/5pts ea.)

10

Every day Elena 1. gets up at 5:00am.

She 2. _____ at 5:30 and 3. _____

_____. Her mother 4. _____

_____; then, Elena 5. _____ at 6:00

am. She 6. goes to school at 6:30 am with her brother Carlos.

1.



4.



2.



5.



3.



6.



II. Word scramble

Unscramble the letters in the box using the letter in the box to complete the sentence below. (35 pts/ 5pts ea.)

1. mladooryruns
2. tmroobha
3. mcararih
4. drmooebs
5. ergaag
6. tvoes / wciaverom
7. rfgreritorar

35

1. In my house there are two laundry rooms ✓



2. In my house there is a bathroom ✓



3. In the living room there is an arm chair ✓



4. In my house there are four bedrooms ✓



5. In my house there is big garage ✓



6. In the kitchen there is a stove ✓ and a microwave ✓



7. In the kitchen there is a refrigerator.



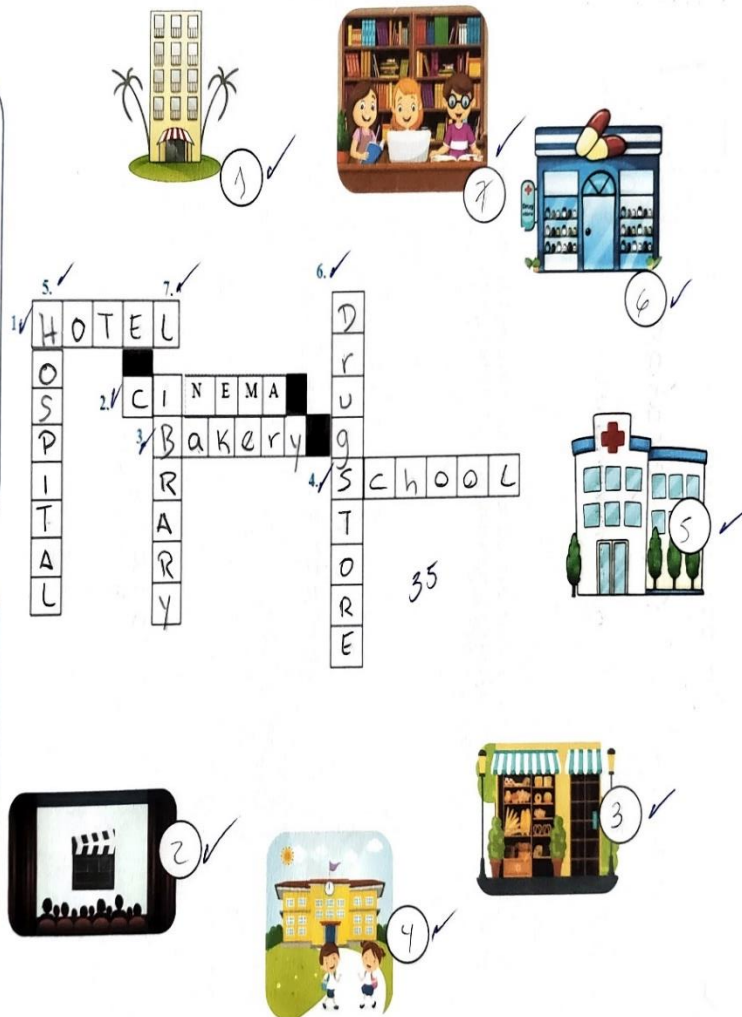
III. Solve the crossword puzzle with the clue definition given to complete the grid. Then, put the numbers of definition to the corresponding picture (35 pts/ 5pts ea.)

ACROSS →

1. The place where you pay for a room to sleep in when you visit another city.
2. A place where you can watch movies.
3. A place where you can buy fresh bread and cakes.
4. A place where teachers help children learn.

DOWN ↓

5. The place you go when you have an accident or need an operation.
6. A place where you can buy medicines.
7. A quiet place where you can read books or borrow books.



Diagnostic Test

School: Rigoberto Lopez Perez

Name: Mefi Uriel Aguilar Barahona

Date: 25-11-2022

Age: 14

Grade: 7th "D"

75/100

- I. Look at the pictures of **USUAL ACTIVITIES** and complete the paragraph writing the name of each usual activities in the blank spaces. (30 pts/5pts ea.)

Every day Elena 1. Wake up at 5:00am.

She 2. _____ at 5:30 and 3. _____

_____. Her mother 4. combs her

hair; then, Elena 5. Has breakfast at 6:00

am. She 6. _____ to school at 6:30 am with her brother Carlos.

1.



4.



2.



5.



3.



6.



II. Word scramble

Unscramble the letters in the box using the letter in the box to complete the sentence below. (35 pts/ 5pts ea.)

1. mladoeryruns

2. tmroobha

3. mcararih

4. drmoeebs

5. ergaag

6. tvoes / wciaverom

7. rfgreitorar

1. In my house there are two laundry rooms ✓



2. In my house there is a bathroom ✓



3. In the living room there is an Wing chair X
armchair



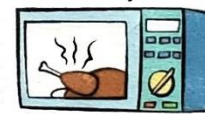
4. In my house there are four bed room ✓



5. In my house there is big garage ✓



6. In the kitchen there is a stove ✓ and a Microwave ✓



7. In the kitchen there is a refrigerator ✓



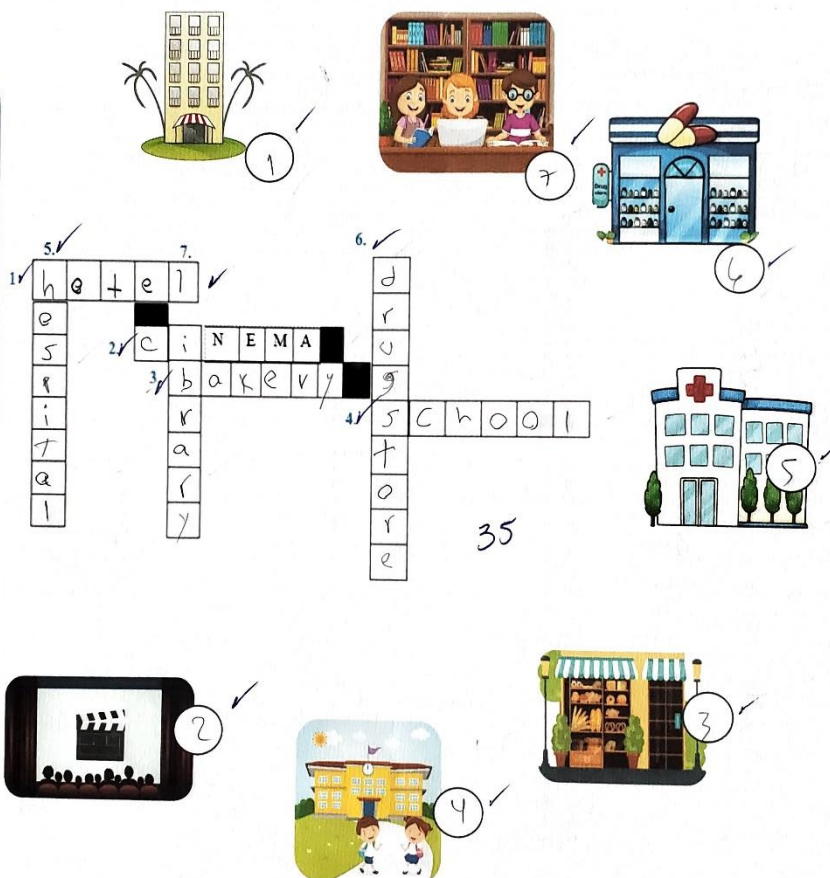
III. Solve the crossword puzzle with the clue definition given to complete the grid. Then, put the numbers of definition to the corresponding picture (35 pts/ 5pts ea.)

ACROSS →

1. The place where you pay for a room to sleep in when you visit another city.
2. A place where you can watch movies.
3. A place where you can buy fresh bread and cakes.
4. A place where teachers help children learn.

DOWN ↓

5. The place you go when you have an accident or need an operation.
6. A place where you can buy medicines.
7. A quiet place where you can read books or borrow books.



Diagnostic Test

School: Rigoberto Lopez Perez

Name: Andy Johan Gonzalez Gonzalez

Age: 13

Date:

Grade: 7th "D"

70/100

- I. Look at the pictures of **USUAL ACTIVITIES** and complete the paragraph writing the name of each usual activities in the blank spaces. (30 pts/5pts ea.)

Every day Elena 1. gets up ✓ at 5:00am.
She 2. takes shower at 5:30 and 3. dresses
again. Her mother 4. _____
_____; then, Elena 5. _____ at 6:00
am. She 6. _____ to school at 6:30 am with her
brother Carlos.

1.



4.



2.



5.



3.



6.



II. Word scramble

Unscramble the letters in the box using the letter in the box to complete the sentence below. (35 pts/ 5pts ea.)

1. mladooryruns
2. tmroobha
3. mcararih
4. drmooebs
5. ergaag
6. tvoes / wciaverom
7. rfgreritorar

30

1. In my house there are two Laundry rooms ✓



2. In my house there is a bathroom ✓



3. In the living room there is an Wingchair X



4. In my house there are four bed room ✓



5. In my house there is big garage ✓



6. In the kitchen there is a microwave and a Stove ✓



7. In the kitchen there is a refrigerator ✓



III. Solve the crossword puzzle with the clue definition given to complete the grid. Then, put the numbers of definition to the corresponding picture (35 pts/ 5pts ea.)

ACROSS →

1. The place where you pay for a room to sleep in when you visit another city.
2. A place where you can watch movies.
3. A place where you can buy fresh bread and cakes.
4. A place where teachers help children learn.

DOWN ↓

5. The place you go when you have an accident or need an operation.
6. A place where you can buy medicines.
7. A quiet place where you can read books or borrow books.

