



**Ciencia Latina**  
Internacional

Ciencia Latina Revista Científica Multidisciplinar, Ciudad de México, México.  
ISSN 2707-2207 / ISSN 2707-2215 (en línea), septiembre-octubre 2024,  
Volumen 8, Número 5.

[https://doi.org/10.37811/cl\\_rcm.v8i5](https://doi.org/10.37811/cl_rcm.v8i5)

**VISUAL AIDS IN ENGLISH VOCABULARY  
LEARNING: AN INTERVENTION PROPOSAL  
AMONG A2 STUDENTS' LEVEL IN A HIGH  
SCHOOL IN LOJA CITY**

**MATERIALES VISUALES PARA EL APRENDIZAJE DEL  
VOCABULARIO EN INGLÉS: UNA PROPUESTA DE  
INTERVENCIÓN EN ESTUDIANTES DE NIVEL A2 DE UNA  
UNIDAD EDUCATIVA DE LA CIUDAD DE LOJA**

**Amparo del Rocío Cabrera González**  
Ministerio de Educación, Ecuador

**Linda Michel Correa Riofrío**  
Ministerio de Educación, Ecuador

**Efrén Puchaicela Sanmartín**  
Ministerio de Educación, Ecuador

**Rocío del Carmen Rodríguez Rueda**  
Ministerio de Educación, Ecuador

**Lilian Jacqueline Chenche Jordan**  
Ministerio de Educación, Ecuador

DOI: [https://doi.org/10.37811/cl\\_rcm.v8i5.14486](https://doi.org/10.37811/cl_rcm.v8i5.14486)

## Visual Aids in English Vocabulary Learning: an Intervention Proposal Among A2 Students' Level in a High School in Loja City

**Amparo del Rocío Cabrera González**<sup>1</sup>

[amparitcabrera@hotmail.com](mailto:amparitcabrera@hotmail.com)

<https://orcid.org/0009-0008-2625-6043>

Ministerio de Educación

Ecuador

**Efrén Puchaicela Sanmartín**

[maximo.puchaicela@educacion.gob.ec](mailto:maximo.puchaicela@educacion.gob.ec)

<https://orcid.org/0009-0000-7488-744X>

Ministerio de Educación

Ecuador

**Lilian Jacqueline Chenche Jordan**

[lilian.chenche@educacion.gob.ec](mailto:lilian.chenche@educacion.gob.ec)

<https://orcid.org/0009-0003-6989-1593>

Ministerio de Educación

Ecuador

**Linda Michel Correa Riofrío**

[linda.correa@educacion.gob.ec](mailto:linda.correa@educacion.gob.ec)

<https://orcid.org/0009-0006-9874-1481>

Ministerio de Educación

Ecuador

**Rocío del Carmen Rodríguez Rueda**

[rocio-rodriguez1970@hotmail.com](mailto:rocio-rodriguez1970@hotmail.com)

<https://orcid.org/0009-0008-3780-1473>

Ministerio de Educación

Ecuador

### ABSTRACT

This study aims to determine the effectiveness of visual material in enhancing English vocabulary learning among A2-level students in a secondary school in the city of Loja. The study focused on how the application of visual tools, such as flashcards, posters, videos, and infographics, can improve vocabulary retention and use in the language learning process. The intervention was based on a series of vocabulary lessons designed with a strong emphasis on visual support, to facilitate comprehension and memorization. A mixed-methods approach was employed, combining quantitative and qualitative data. Instruments included a pre-test and post-test to measure vocabulary acquisition before and after the intervention, classroom observation to monitor student engagement, and a student questionnaire to collect feedback on visual aids in the learning process. Data were analyzed using descriptive and inferential statistics to assess the effectiveness of the intervention. The results showed a significant improvement in students' vocabulary performance, with better retention and use of target words compared to traditional teaching methods. Furthermore, qualitative data revealed that students perceived them as highly beneficial to their learning experience, increasing motivation and class participation. In conclusion, the study demonstrates that visual aids are useful in supporting vocabulary acquisition for A2-level students. The findings suggest that visual tools should be incorporated more widely into language teaching strategies to improve learning outcomes and student engagement.

**Keywords:** visual aids, vocabulary learning, A2 students' level

---

<sup>1</sup> Autor Principal

Correspondencia: [amparitcabrera@hotmail.com](mailto:amparitcabrera@hotmail.com)

# **Materiales Visuales para el Aprendizaje del Vocabulario en Inglés: una Propuesta de Intervención en Estudiantes de Nivel A2 de una Unidad Educativa de la Ciudad de Loja**

## **RESUMEN**

Este estudio tiene como objetivo determinar la efectividad del material visual para mejorar el aprendizaje del vocabulario en inglés entre estudiantes de nivel A2 en una escuela secundaria en la ciudad de Loja. El estudio se centró en cómo la aplicación de herramientas visuales, como tarjetas didácticas, carteles, videos e infografías, puede mejorar la retención y el uso del vocabulario en el proceso de aprendizaje del idioma. La intervención se basó en una serie de lecciones de vocabulario diseñadas con un fuerte énfasis en el apoyo visual, para facilitar la comprensión y la memorización. Se empleó un enfoque de métodos mixtos, combinando datos cuantitativos y cualitativos. Los instrumentos incluyeron una prueba previa y una prueba posterior para medir la adquisición de vocabulario antes y después de la intervención, observación en el aula para monitorear la participación de los estudiantes y un cuestionario para estudiantes para recopilar comentarios sobre las ayudas visuales en el proceso de aprendizaje. Los datos se analizaron utilizando estadísticas descriptivas e inferenciales para evaluar la efectividad de la intervención. Los resultados mostraron una mejora significativa en el desempeño del vocabulario de los estudiantes, con una mejor retención y uso de las palabras objetivo en comparación con los métodos de enseñanza tradicionales. Además, los datos cualitativos revelaron que los estudiantes los percibieron como altamente beneficiosos para su experiencia de aprendizaje, aumentando la motivación y la participación en clase. En conclusión, el estudio demuestra que las ayudas visuales son útiles para apoyar la adquisición de vocabulario en los estudiantes de nivel A2. Los hallazgos sugieren que las herramientas visuales deberían incorporarse más ampliamente en las estrategias de enseñanza de idiomas para mejorar los resultados de aprendizaje y la participación de los estudiantes.

**Palabras clave:** recursos visuales, aprendizaje de vocabulario, estudiantes nivel A2

*Artículo recibido 16 septiembre 2024  
Aceptado para publicación: 25 octubre 2024*



## INTRODUCTION

In today's increasingly globalized and connected world, learning and teaching foreign languages has become a pressing need and, at the same time, a challenge for many professionals. As Richards (2024) points out, learning English as a foreign language is not a simple task, as it is not just about memorizing vocabulary and grammar rules, but involves the development of various communicative, cognitive, and cultural skills. Mastery of English allows students to immerse themselves in a new linguistic reality, contributing to a more dynamic and effective educational environment, which not only expands knowledge about the world, but also exposes students to new cultures, traditions, customs, and ideologies, transforming them into global citizens capable of transcending borders and achieving goals (Shikyrynska, 2024). In Ecuador, significant progress has been made in recent years regarding teaching English. However, according to the Ministerio de Educación (2020), although new policies and programs have been implemented, challenges regarding quality, teacher training, and equitable access to resources persist. This condition is also visible in Loja City, where the student's English level is heterogeneous, which demands effective strategies to strengthen their learning. In this context, the disposal of teaching resources and continuous teacher training is essential to identify the strengths and weaknesses of the English teaching-learning process and recommend its improvement (Konomi, 2024). In this sense, Sjöberg (2024) argues that teaching resources must be necessary to facilitate and stimulate this process. Among them, visual aids stand out as a key strategy, since in teaching English as a foreign language, vocabulary is an essential component for communication and understanding of texts. However, its teaching is often limited to memorizing lists of words without context, which reduces its effectiveness. To address this problem, it is necessary to use visual resources that facilitate the retention and use of vocabulary in real situations. Yasin and Mohamad (2024) stated that these resources can include images, graphs, diagrams, and concept maps, which not only associate words with their meaning, pronunciation, spelling, and grammatical category but, stimulate students' attention, motivation, and creativity. Recent studies, such as Linde (2022), show that using visual resources has a significant impact on vocabulary learning, as they provide a visual image of words that facilitate their understanding and recall in a more meaningful and lasting way. Likewise, research such as that of Sino (2024), underlines the importance of these resources in motivating students, helping them maintain



interest in learning English, and promoting peer interaction through playful and collaborative activities that improve communication in the foreign language. On the other hand, vocabulary learning is a main component of the English acquisition process. In the words of Zerzová (2024) "Vocabulary learning is one of the essential elements that help the user to master English; without vocabulary, the language user has a poor performance in the language skills of listening, speaking, reading, and writing." However, according to Wei-Xun and Jia-Ying (2024), there are still difficulties in understanding vocabulary learning, due to monotonous classes, lack of interest, and unawareness. Given this context, the research question arises: How do visual aids improve English vocabulary learning? From this general question, the following two sub-questions arise: How effective are visual aids in improving English Vocabulary learning? and, what are the students' perceptions about using visual aids to improve English vocabulary learning? This research aims to improve English vocabulary learning using visual resources at the A2 students' level at a high school in Loja City, during the 2023-2024 school year. Therefore, the present research engages the students' improvement in meaning, pronunciation, spelling, and context by using visual aids to foster greater interest and enjoyment in English vocabulary learning.

## **METHODOLOGY**

This research adopted a mixed-methods approach to determine the effectiveness of visual aids on English vocabulary learning among A2-level students in a high school in Loja City. The study combined qualitative and quantitative methods to gather comprehensive data on the effectiveness of visual aids in vocabulary improvement, especially on their main elements such as meaning, pronunciation, spelling, and context (Molina, 2016).

First, a quantitative approach was employed to measure the students' vocabulary improvement. A pre-test and post-test were designed to assess the students' vocabulary knowledge before and after the intervention plan using visual aids. A pretest is an accurate instrument that allows to diagnose the students' vocabulary skills. (Gul Malik & Alam, 2019). The test consisted of vocabulary items aligned with the A2 level of the Common European Framework of Reference for Languages (CEFR), and it included multiple-choice questions, matching exercises, and fill-in-the-blanks to evaluate both recognition and recall of vocabulary (Sanakova, 2023).

Second, a qualitative component explored students' perceptions and experiences about using visual aids



in their learning process. A questionnaire was designed based on the Likert Scale and it was conducted to gather insights into how students perceive visual aids in helping them learn and retain new vocabulary. Following Darnton (2023), the questionnaire based on the Likert Scale includes 4 items such as strongly agree, agree, strongly disagree, and disagree facilitating the information analysis and interpretation. This qualitative data provided a deeper understanding of how visual aids contribute to their motivation, engagement, and overall learning experience (Taherdoost, 2022).

The intervention was about applying visual aids such as images, diagrams, videos, and flashcards into the English lessons over seven weeks. These visual materials were used to introduce, practice, and reinforce vocabulary in context, ensuring students were exposed to the target words in meaningful and authentic contexts (Burns Anne, 2010). The materials were carefully selected to match the content related to the A2 English level and to address different learning styles.

Data analysis involved the comparison of the pre-test and post-test results to determine the effectiveness of visual aids in students' English vocabulary learning. Statistical analysis, such as paired t-tests, was used to analyze the quantitative data (Iorliam & Ingio, 2024). Meanwhile, thematic analysis was conducted on the qualitative data obtained from the questionnaire which allowed the description of the student's perceptions and experiences with visual aids (Kuphanga, 2024).

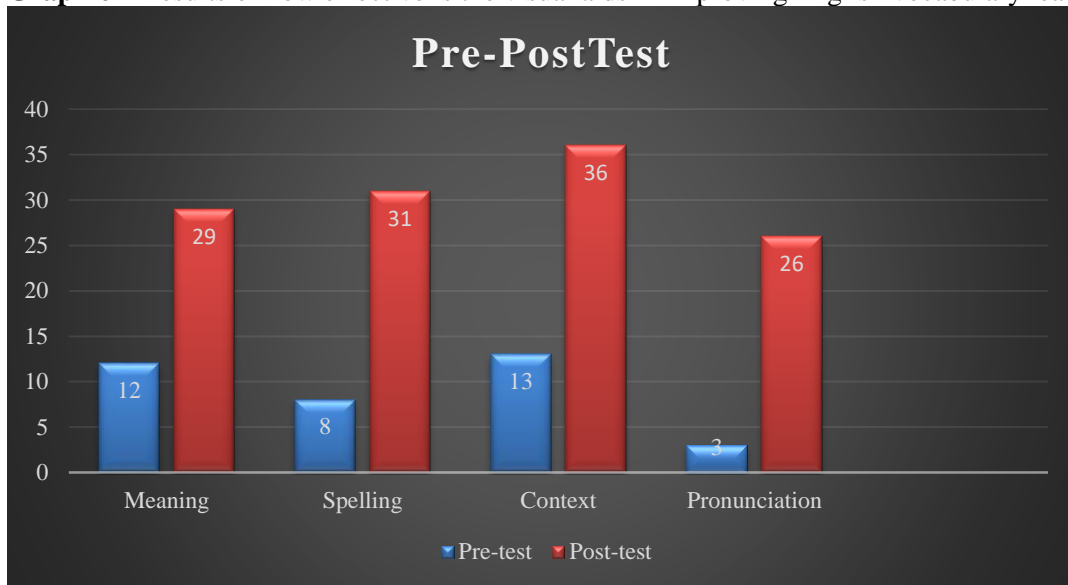
Finally, the quantitative and qualitative data were triangulated to provide a deep understanding of how visual aids improve English vocabulary learning among A2 students level in this high school (Gul Malik & Alam, 2019). The findings allowed researchers to suggest recommendations for incorporating visual aids into English language teaching at the A2 students level, to improve vocabulary retention and engagement in the learning process.

## **RESULTS AND DISCUSSION**

This research study aims to determine the effectiveness of the visual aids in English vocabulary learning among A2 students' level at a high school in Loja City, during the school year 2023-2024, as well as, the description of the student's perceptions and experience of the visual aids to improve their English vocabulary learning to provide valuable insights for teaching practice. The results portray relevant information on English Vocabulary, offering the following findings:



**Graphic 1** Results of how effective is the visual aids in improving English vocabulary learning

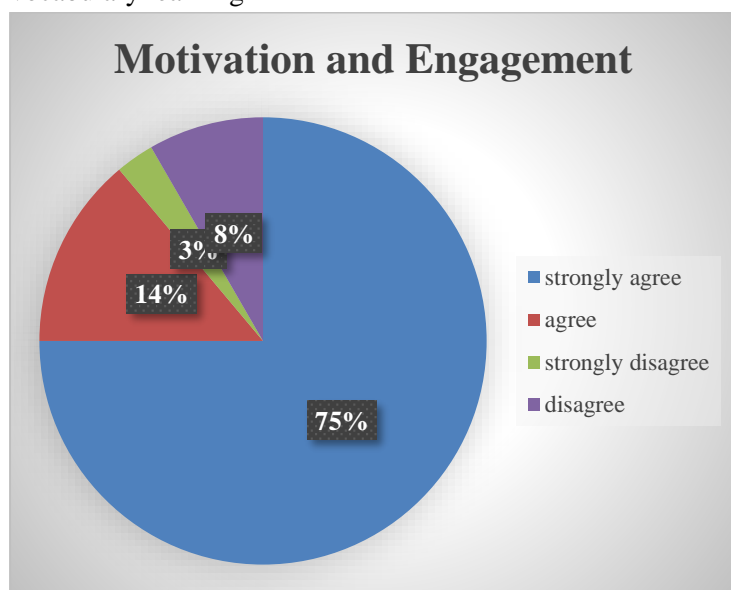


Author: Researchers

The pre-test and post-test results comparison demonstrated a clear improvement in students' English vocabulary after using visual aids. Before the intervention, students' vocabulary knowledge was relatively limited, as reflected in their lower pre-test scores. After integrating visual aids such as images, flashcards, and videos into vocabulary lessons, the post-test scores showed a significant improvement in vocabulary retention and understanding. Statistical analysis confirmed this improvement was relevant, with the average post-test scores being considerably higher than the pre-test scores ( $p$ -value < 0.05). This indicates that visual aids played an important role in improving vocabulary learning, particularly in helping students hold new words more quickly and retain them more effectively. These results are similar to the studies carried out by Richards (2024) who established in his research that visual aids are very beneficial to improving students' English vocabulary learning.



**Graphic 2** Results of what are the students' perceptions about using visual aids to improve English vocabulary learning



Author: Researchers

Students' perceptions and experiences gathered through focus group discussions and interviews provided valuable insights into the impact of visual aids on their learning. Many students expressed positive attitudes towards using visual aids, describing them as engaging and helpful in understanding difficult vocabulary. Learners highlighted those visual materials, such as pictures and videos, that made vocabulary learning more enjoyable and interactive. Moreover, many students mentioned that these aids helped them associate new words with real-life objects or situations, which enhanced both their comprehension and long-term retention of the vocabulary. These findings suggest that visual aids not only improve learning outcomes but also, contribute to a more motivating and dynamic classroom environment. Similar results were found by Chung (2023) who mentioned that the use of visual aids in the teaching and learning process promoted the students' participation and motivation in class, because of the interactive activities developed thanks to the visual aids.

The results of this study offer critical insights for teaching practice, particularly in how visual aids can be effectively integrated into English vocabulary acquisition. Students affirmed that visual aids helped them stay focused and engaged during lessons, as the materials enhanced their interest and facilitated active participation. Many students also noted that visual aids helped them better understand and, provided a visual context, which reduced confusion and improved their ability to use the words in both written and spoken tasks. Equal results that Emanuel and Moreno (2024) showed in their research, that



the use of audio-visual aids helps students learn English as a foreign language too easily. These findings indicate that teachers should continue incorporating visual aids into their lessons, as these tools do not only enhance learning but also, create a more inclusive and supportive environment for A2-level learners. Through using of visual aids, teachers can foster better vocabulary acquisition and promote more meaningful learning experiences in the classroom.

## **CONCLUSIONS**

The use of visual aids in English vocabulary learning among A2-level students in a high school in Loja City has been confirmed to be an effective strategy for enhancing vocabulary acquisition. The integration of images, videos, and other visual materials into the learning process has significantly improved students' capacity to understand and retain new words. By associating vocabulary with visual cues, students were able to better hold meanings, pronunciation, spelling, and context, leading to improved overall performance in their language skills. This approach not only enhanced vocabulary learning but also made the lessons more engaging and interactive for the students.

The findings of this research highlight the importance of visual aids as a key tool for addressing the learning needs of A2-level students. Students expressed positive perceptions of the use of visual aids, noting that they found the materials helpful in making difficult words more comprehensible and in maintaining their interest throughout the lessons. The integration of visual resources into vocabulary instruction provided students with a more immersive and enjoyable learning experience, allowing them to relate new vocabulary to real-life contexts, which in turn promoted better retention and application of the language.

In conclusion, visual aids are a valuable resource for improving vocabulary learning among A2-level students. Their strategic use not only supports the acquisition of new vocabulary but also contributes to a more dynamic and motivating classroom environment. Teachers in Loja City and beyond should consider incorporating visual aids into their lessons to facilitate better understanding and retention of vocabulary, ultimately helping students achieve greater success in their English language learning experience.

## **REFERENCES BIBLIOGRAFICAS**

Burns Anne. (2010). *Doing Action Research in English Language Teaching*.



- Chung, M.A, D. T. K. (2023). The Efficacy of Visual Aids in Enhancing Vocabulary Acquisition in EFL Classes. *International Journal of Social Science and Human Research*, 6(10). <https://doi.org/10.47191/ijsshr/v6-i10-80>
- Darnton, G. (2023). *Likert scales and questions-uses and abuses*. <https://doi.org/https://doi.org/10.34190/ecrm.22.1.1748>
- Emanuel, P. & Moreno, M. (2024). *BENEMÉRITA Y CENTENARIA ESCUELA NORMAL DEL ESTADO DE SAN LUIS POTOSÍ. TÍTULO: The use of audio-visual aids to help students learn a foreign language*.
- Gul Malik, T., & Alam, R. (2019). Comparative Analysis Between Pre-test/Post-test Model and Post-test-only Model in Achieving the Learning Outcomes. In *Pakistan Journal of Ophthalmology* (Vol. 35, Issue 1).
- Iorliam, A., & Ingio, J. A. (2024). A Comparative Analysis of Generative Artificial Intelligence Tools for Natural Language Processing. *Journal of Computing Theories and Applications*, 1(3), 311–325. <https://doi.org/10.62411/jcta.9447>
- Konomi, D. K. (2024). *Using Visual Materials in Teaching Vocabulary in English as a Foreign Language Classrooms with Young Learners*.
- kuphanga, D. (2024). Questionnaires in Research: Their Role, Advantages, and Main Aspects. *ResearchGate*, <https://www.researchgate.net/publication/378868278>, 1–110. DOI: 10.13140/RG.2.2.15334.64325
- Linde, J. (2022). *Degree Project 15 Credits, First Cycle A Study of Teachers' Perspective on Use of Visual Aid in English Education in Primary School, Year 1-3*.
- Molina-Azorin, J. F. (2016). Mixed methods research: An opportunity to improve our studies and our research skills. *European Journal of Management and Business Economics*, 25(2), 37–38. <https://doi.org/10.1016/j.redeen.2016.05.001>
- Richards, C. & D. R. (2024). Harnessing the Use of Visual Learning Aids in the English



- Language Classroom. *Arab World English Journal*, 2(1), 3–17. [www.awej.org](http://www.awej.org)
- Sanakova, J. (2023). Material teaching aids for the development of vocabulary in English language teaching. *University of Pardubice*, 1–60.
- Ministerio de Educación. (2020). *Currículo Priorizado para la Emergencia Área de Inglés*.
- Sino, R. (2024). *The impact of visual support on EFL learners' vocabulary acquisition when reading*.
- Sjöberg, M. (2024). *FACULTY OF EDUCATION AND BUSINESS STUDIES A Visual Approach: Enhancing EFL Teaching in Swedish Compulsory School in Year Six through Visual Aids The Effects of Integrating Visual Aids in an EFL Reading Comprehension Context*.
- Taherdoost, H. (2022). Designing a Questionnaire for a Research Paper: A Comprehensive Guide to Design and Develop an Effective Questionnaire Hamed Taherdoost. Designing a Questionnaire for a Research Paper: A Comprehensive Guide to Design and Develop an Effective Questionnaire Designing a Questionnaire for a Research Paper: A Comprehensive Guide to Design and Develop an Effective Questionnaire. *Asian Journal of Managerial Science*, 11(1), 8–16. <https://doi.org/10.51983/ajms-2022.11.1.3087i>
- Wei-Xun, L., & Jia-Ying, Z. (2024). Impact of AI-Driven Language Learning Apps on Vocabulary Acquisition among English Learners. *Research Studies in English Language Teaching and Learning*, 2(1), 2–10. <https://doi.org/10.62583/rseltl.v2i1.32>
- Yasin, M. M., & Mohamad, M. (2024). The Use of Visual Aids to Improve Deaf Students' English Vocabulary: A Literature Review. *SHS Web of Conferences*, 182, 02001. <https://doi.org/10.1051/shsconf/202418202001>
- Zerzová, M. J. (2024). *The Impact of Visual Aids on Vocabulary Learning at Lower Secondary*



*Schools.*

Shikyrynska, O. (2024). The use of visual aids in the process of learning English. *InterConf*, 42(189), 232–240. <https://doi.org/10.51582/interconf.19-20.02.2024.024>

