



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

**“ADVANTAGES AND DISADVANTAGES OF THE AUDIO-
VISUAL METHOD TO LEARN VOCABULARY”
RESEARCH PROJECT**

As a prerequisite to obtain a:

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

Authors: Murillo Alejandro José Adrián

Suárez Alejandro Joao Gabriel

Advisor: Niola Sanmartín Rosa Elena, MSc

La Libertad – Ecuador

2024

La Libertad, 23 de junio del 2024

ADVISOR'S APPROVAL

In my role as Advisor of the research paper under the title “ADVANTAGES AND DISADVANTAGES OF THE AUDIO-VISUAL METHOD TO LEARN VOCABULARY” prepared by Murillo Alejandro José Adrián & Suárez Alejandro Joao Gabriel, undergraduate students of the Pedagogy of National and Foreign Languages Major, School of Educational Science and Language at Universidad Estatal Península de Santa Elena, I declare that after oriented, studied and reviewed the project, I approve in its entirety because it meets the requirements and is sufficient for its submission to evaluation of the academic tribunal.

Sincerely,



Niola Sanmartín Rosa Elena, MSc.

ADVISOR

Statement of Authorship

We, MURILLO ALEJANDRO JOSÉ ADRIÁN, with ID number 2400012296 & SUÁREZ ALEJANDRO JOAO GABRIEL, with ID number 2450597162, undergraduate students from Universidad Estatal Península de Santa Elena, School of Education Science and Languages, as a prerequisite to obtaining a bachelor's degree in Pedagogy of National and Foreign Languages in our role as authors of the research project “ADVANTAGES AND DISADVANTAGES OF THE AUDIO-VISUAL METHOD TO LEARN VOCABULARY”, certify that the content of the following graduation work is our responsibility and authorship, except for the quotes, statements, and reflections used from previous researches; the intellectual property belongs to UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA.



Murillo Alejandro José Adrián

AUTHOR



Suárez Alejandro Joao Gabriel

AUTHOR

Declaration

The information and content in this degree and research work are the responsibility; the intellectual property belongs to Universidad Estatal Península de Santa Elena.



Murillo Alejandro José Adrián

AUTHOR



Suárez Alejandro Joao Gabriel

AUTHOR

Board of examiners



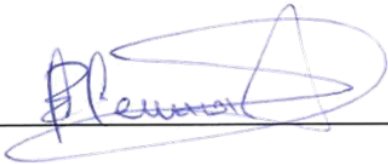
León Abad Eliana Geomar, MSc.

**PEDAGOGY OF NATIONAL AND
FOREIGN LANGUAGES MAJOR'S
DIRECTOR**



Nieto Herrera Diego Josué, MSc.

SPECIALIST PROFESSOR



Niola Sanmartín Rosa Elena, MSc.

ADVISOR



Chávez Gonzabay Leonardo Augusto, MSc.

UIC PROFESSOR

Acknowledgment I

I deeply thank my family who has been a guide and support in my decisions and path; my mother and sister, who share my goals and achievements; my father who taught me valuable life lessons. I thank the predecessors, educators, artists, social organization leaders who have crafted the path and stood for the right to quality public education, of which I have been able to access and culminate with the presentation of this work. Thanks to my advisor and teachers at the University, who share their knowledge and wisdom, they have impacted my thoughts and values. Every step in the path has been worth it.

- Murillo Alejandro José Adrián

Acknowledgment II

First of all, I want to thank my family, my parents, Aylin Alejandro Palacios and Octavio Suarez Rodriguez, my brothers, Roddy, Roxana, Nury, and Erick. They have been very important in this stage of my life, have stood with me in good and bad times; I have always felt supported by my family. I thank my friend and thesis partner Adrian Murillo for having been together in this very important process. But there is also someone to whom I have to say "thank you for the enormous effort", to myself, a person that never gave up when situations were difficult; someone who has always found the key to success on a motto that says "everything will be fine at the end, and if it is not fine, it is not the end".

- Suárez Alejandro Joao Gabriel

Dedication I

I dedicate this project to my grandmother, my uncle, and my aunt, who have passed away. To every person who believes in making the world a more just and equitable place.

with love, Murillo Alejandro José Adrián

Dedication II

I dedicate this project to my mother Aylin; she has been essential in everything I do and I will always do my best for her and me. This is one of many achievements that I will dedicate to my mother with much love.

with love, Suárez Alejandro Joao Gabriel

Abstract

This research project explored the impact of the audio-visual method on vocabulary learning in English as a Foreign Language context. The study described how audiovisual materials are incorporated into the classroom and how these resources influence teacher assessment and students' ability to remember and apply new vocabulary. Through qualitative methodology, data was collected from teachers' interviews and student focus groups to understand their strategies for vocabulary acquisition and the role of audio-visual resources in the classroom and study habits. The findings highlighted the relationship between the audio-visual method and vocabulary learning, and the experience of using multimedia tools for vocabulary retention and comprehension.

Keywords: Audio-visual method, vocabulary learning, strategies, multimedia tools.

Resumen

Este proyecto de investigación exploró el impacto del método audiovisual en el aprendizaje de vocabulario en el contexto del inglés como Lengua Extranjera, describió cómo se incorporan los materiales audiovisuales en el aula y cómo estos recursos influyen en el acompañamiento del maestro y la capacidad de los estudiantes para recordar y aplicar nuevo vocabulario. A través de una metodología cualitativa, se recopilieron datos de entrevistas a maestros y grupos focales de estudiantes para comprender sus estrategias de adquisición de vocabulario y el papel de los recursos audiovisuales en el aula y los hábitos de estudio. Los resultados destacaron la relación entre el método audiovisual y el aprendizaje de vocabulario, así como la experiencia de usar herramientas multimedia para la retención y comprensión del vocabulario.

Palabras clave: Método audiovisual, vocabulario, estrategias, herramientas multimedia.

INDEX

INDEX	9
Introduction	12
Chapter I	13
The Problem	13
Research Topic	13
Title	13
Problem Statement	13
Problem Question	17
Specific Questions	17
General Objective	17
Specific Objectives	17
Justification	18
Chapter II	19
Theoretical Framework	19
Introduction	19
Pedagogical Basis	20
<i>Vocabulary Learning</i>	20
<i>Strategies for Vocabulary Learning</i>	21
<i>Audio-lingual method and speaking skill</i>	22
<i>The Audio-Visual method in EFL</i>	22
<i>Incidental Learning</i>	25

Theoretical basis	26
<i>Constructivism</i>	26
<i>Memory and Vocabulary Learning</i>	27
<i>Dual Coding Theory</i>	29
<i>VARK theory</i>	30
Legal Basis	31
Chapter III	32
Methodology	32
Type of Research	32
Data Collection Technique	33
Instrument	34
Data collection and processing	35
Population and sample	35
Chapter IV	37
Analysis of findings	37
Questions to teachers	37
Questions to students	44
Analysis of data	51
Chapter V	54
Conclusions and Recommendations	54
Conclusions	54
Recommendations	55

References	57
Annexes	62

Introduction

Language acquisition is a process that encompasses various methods and approaches to facilitate effective learning. In this context, the audio-visual method is the strategy to enhance vocabulary learning by integrating visual and auditory stimuli to engage learners dynamically and interactively. The research project on the "ADVANTAGES AND DISADVANTAGES OF THE AUDIO-VISUAL METHOD TO LEARN VOCABULARY" delves into this innovative pedagogical approach. This study seeks to explore the benefits and limitations of utilizing the audio-visual method in the context of vocabulary acquisition, particularly focusing on EFL learners.

International studies have highlighted the effectiveness of audio-visual resources in enhancing vocabulary retention and comprehension. International and local research has underscored the challenges faced by EFL learners in mastering vocabulary due to limited exposure and practice opportunities.

The main research problem addressed revolves around the need to understand the impact of the audio-visual method on vocabulary learning and to identify the strategies and techniques employed by learners to enhance vocabulary retention and comprehension. Through a qualitative analysis, this project endeavors to contribute to the description of the role of the audio-visual method in vocabulary acquisition and explore its implications for language teaching practices, this study aspires to offer an analysis for educators and learners regarding their language learning experience.

Chapter I

The Problem

Research Topic

Strategies and Vocabulary Learning

Title

“The Advantages and Disadvantages of the Audio-visual Method to Learn Vocabulary.”

Problem Statement

Language serves as a primary means of communication, allowing people to express ideas and thoughts. Across the world, there are thousands of languages, each reflecting the cultural diversity of its speakers. While some languages are spoken by millions, others find expression among only a few thousand. Among this linguistic tapestry, the significance of English stands out prominently. English transcends borders and serves as a common thread connecting people from diverse backgrounds. Whether in business, academia, or everyday interactions, English plays a pivotal role, making it one of the most utilized languages worldwide. As Niyozova Aziza Ilyosovna aptly stated, “Language is our primary source of communication, and English’s importance cannot be ignored” (Ilyosovna, 2020).

Acquiring a foreign language, particularly English presents a fundamental challenge in mastering vocabulary. According to Rosyada-AS, A. & Apoko, T. W. “these challenges manifested in areas such as the correct pronunciation of new words, accurate spelling, proper usage of word meanings, and effective retention or memorization of vocabulary”. (2023).

Learning foreign language (L2) vocabulary can be a gradual process, especially for English as a Foreign Language (EFL) learners who lack natural exposure and practice opportunities. Unlike native speakers, EFL learners do not immerse themselves in an

environment where the target language is spoken organically. Consequently, their vocabulary learning tends to be sluggish. Additionally, many conventional teaching methods—such as rote memorization, repetitive drills, and regurgitation—persist in EFL classrooms. These approaches often render passive, bored, or indifferent learners to vocabulary learning. Despite considerable effort and time invested, learning outcomes frequently fall short of expectations.

An alternative approach to delivering vocabulary study is incidental learning. This occurs when students focus on something other than vocabulary learning—such as reading books, watching movies, or playing games. Research has demonstrated that vocabulary can be effectively learned incidentally through these activities. For instance, reading extensively exposes learners to diverse words and contexts, allowing them to absorb new vocabulary without explicit effort. Similarly, watching videos or playing language-based games provides exposure to authentic language use, reinforcing word meanings and usage patterns. (Lee, 2023)

Students encounter various difficulties, with word pronunciation, spelling, and meaning determination being central concerns. Externally, the environment plays a significant role, as students may lack opportunities for practice and study, with limited social support for language development. Internally, feelings of embarrassment due to vocabulary limitations can hinder speaking proficiency.

The use of audiovisual media to improve linguistic skills such as oral comprehension and production in English learning highlights the impact on autonomous learning and the development of students' language skills. (Lopez Flores, 2023) The application of audiovisual resources in a group of students in Mexico involved enhancing linguistic skills and engaging students through interactive and relatable materials such as presentations, videos, and images resulting in positive changes in students' language skills.

According to Lopez, the main findings of using audiovisual media included: improvement in linguistic skills such as oral comprehension and production and the use of audiovisual media as an effective way to help students understand concepts and become more independent learners.

In Colombia, the innovative proposal by Rodriguez to integrate audio-visual materials with social content aims to transform EFL learning and teaching processes. By encouraging students to write about their reality, beliefs, and opinions, the approach implicitly incorporates grammar and vocabulary aspects necessary for enhancing writing skills. (Rodríguez Herrera, 2021) The use of audio-visual materials to engage students in critical literacy practices and elevate their writing skills. Implementation of this approach has the potential to transform the role of teachers in EFL processes and the institution where the proposal may be implemented.

The two cases studied by Lopez and Rodriguez demonstrate the positive impact of integrating audio-visual materials with social content in language learning. Both cases emphasize the importance of critical pedagogy and the potential to enhance students' language skills highlighting the potential of audio-visual materials to promote autonomous learning ultimately improving students' language skills and understanding of real-world concepts.

Exploring the role and impact of audiovisual materials, such as videos, animations, or multimedia presentations, in the context of teaching and learning technical English in Ecuador shows the key aspects discussed the benefits of incorporating audiovisual resources, how these resources can enhance student comprehension, engagement, and retention of technical English concepts, and how audiovisual materials can provide authentic language exposure and support language learning. (Aguilar, Sinaluisa, & Velastegui, 2023).

The research guided by Aguilar, et al, indicates that the use of audiovisual resources, both in the classroom and on virtual platforms, was perceived positively by students, who found videos for technical English presentations to be motivating, this underscores the significant impact of audiovisual resources in enhancing the learning experience and proficiency in technical English, which can inform the incorporation of more audiovisual materials into language learning practices for improved outcomes.

The process of learning and retaining new vocabulary presents another obstacle: students face the daunting task of memorizing a large volume of words over an extended period. As students strive to internalize new vocabulary, they often struggle to recall previously learned words, leading to frustration and impeding their overall vocabulary mastery. For students, inadequate vocabulary hinders effective communication, comprehension, and academic success. In society, language proficiency impacts employability, social integration, and cultural exchange.

Audiovisual input impacts both receptive (listening and reading) and productive (speaking and writing) aspects of vocabulary. As Harmon, Wood, & Keser (2019) aptly stated, “The development of a language highly depends on the development of words in that language.” Therefore, integrating audiovisual resources into language instruction fosters a deeper understanding of words and their usage, ultimately enriching learners’ linguistic competence. Insufficient vocabulary has a detrimental impact on comprehending written texts, the quality of written expression, and overall language competence. A restricted lexicon not only hinders academic achievements but also narrows career prospects. The use of visual aids and audio materials not only enhances vocabulary retention but also caters to the diverse learning styles and needs of students. However, the accessibility and quality of audiovisual learning resources can vary widely, posing challenges for students with varied ways to learn. Addressing this issue is

essential to ensure that all English learners have equal opportunities to effectively expand their vocabulary and language skills through the audiovisual learning approach.

Problem Question

- What are the strengths and challenges of the Audio-Visual Method to learn vocabulary in English?

Specific Questions

- What is the relation between the Audio-Visual method and vocabulary learning according to the experience of teachers and learners?
- What experiences do teachers have with the use of audiovisual materials in vocabulary learning?
- What are the strategies or techniques applied by EFL learners when using audio-visual learning for vocabulary learning?

General Objective

- To analyze the advantages and disadvantages of audiovisual learning in facilitating vocabulary retention and comprehension.

Specific Objectives

1. To understand the relationship between Audio-Visual Learning aids and vocabulary mastery in the process of learning English as a foreign language.
2. To explore the experience of teachers with audiovisual learning materials in vocabulary learning, aiming to uncover the perceived strengths and limitations of this method.
3. To describe the strategies and techniques learners employ when utilizing audiovisual learning resources for vocabulary retention and comprehension, aiming to identify learning practices.

Justification

Mastering vocabulary is crucial for language proficiency, academic success, and cognitive development. Vocabulary forms the foundation of language skills and is closely linked to a deeper understanding of culture. The Audiovisual Learning Method project aims to address this need by providing an accessible and effective approach for students and teachers to engage with the English language. This research describes the advantages and disadvantages of the audiovisual learning method on vocabulary learning, ultimately contributing to enhanced language proficiency.

Numerous studies have consistently found that comprehensible input, particularly in the form of audiovisual aids, significantly enhances vocabulary learning. Audiovisual resources, such as presentations, films, and interactive applications, are more successful in maintaining learners' attention and engagement throughout the learning process. Additionally, the widespread availability of these resources on the internet makes them accessible to students worldwide, allowing them to practice vocabulary and learn at their own pace.

This research will describe the advantages and disadvantages of the audiovisual learning method, which could include knowledge retention, learner engagement, and comprehension of word meanings. By investigating these factors, the study aims to provide valuable insights into the efficacy of utilizing audiovisual tools to support vocabulary development, ultimately contributing to improved language proficiency.

Chapter II

Theoretical Framework

Introduction

The theoretical framework of this research explores the advantages and disadvantages of the Audio-Visual Learning Method in the context of vocabulary learning. This investigation is grounded in a review of previous studies that have examined various aspects of this pedagogical approach.

The acquisition of vocabulary is a fundamental component of language learning, and it is closely tied to the cognitive processes involved in memory and information processing. Additionally, the study considers the relevance of the VARK (Visual, Auditory, Read/Write, and Kinesthetic) model and the Dual Coding theory, both of which provide insights into the efficacy of multimedia-based learning strategies. Multiple senses are stimulated during audiovisual learning, which helps learners retain knowledge. When students get instruction across many modalities, they are more likely to retain information when they hear a word along with its visual depiction.

Compared to traditional approaches, audiovisual resources like presentations, films, and interactive applications are more successful in holding learners' attention. With the use of visual aids, learners may better comprehend the meaning of words in a variety of circumstances. Learning about a beach, for instance, can help students connect the word "shore" with its practical use. Due to their widespread availability on the internet, audiovisual resources are easily accessible to students anywhere. Because of its availability, students may practice vocabulary by their way and from any location.

The existing literature on the Audio-Visual Learning Method offers a perspective on its benefits and drawbacks. These studies contribute to a deeper understanding of the problem at hand, shedding light on the underlying mechanisms that govern vocabulary development when employing audiovisual materials and resources. By studying the following findings, the present research aims to describe the advantages and disadvantages of this subject in the field of English as a foreign language learning.

Pedagogical Basis

Vocabulary Learning

Previous researchers present a nuanced view of the vocabulary acquisition process, suggesting it involves a combination of explicit and implicit learning approaches. Explicit, intentional vocabulary learning refers to activities specifically focused on committing lexical information to memory, such as studying word pairs or lists. In contrast, implicit or incidental vocabulary learning occurs as a by-product of engaging in activities not explicitly focused on vocabulary, like extensive reading. Extensive reading alone may result in limited gains but can be boosted when combined with intentional vocabulary study. Similarly, decontextualized word pair learning should be complemented with learning from context. The key is to utilize a balance of deliberate attention to vocabulary alongside opportunities for incidental exposure and learning, allowing learners to benefit from the strengths of both explicit and implicit vocabulary learning processes.

The combination of audiovisual input followed by spoken output is more effective in enhancing vocabulary learning compared to when audiovisual input is followed by listening or reading (Rashtchi, Khoshnevisan, & Shirvani, 2021). This suggests that actively engaging with

the spoken language after receiving audiovisual input can significantly contribute to vocabulary learning.

Strategies for Vocabulary Learning

The exploration of effective strategies for learning English vocabulary delves into the challenges students face in vocabulary acquisition, the significance of vocabulary learning in language development, and the importance of employing diverse strategies to enhance vocabulary retention and usage. When learning English vocabulary students commonly face several challenges that can hinder their progress. Some of these challenges include retention, where remembering and retaining a large number of new words can be difficult, and usage, as knowing the meaning of a word is one thing but using it correctly in context is another.

Maintaining motivation to learn and memorize vocabulary can also be a challenge, especially when faced with a large volume of words to master. Students may also find it challenging to identify and use effective vocabulary learning strategies that work best for them, as there is a variety of strategies to choose from.

Incorporating effective vocabulary learning techniques into daily study routines can greatly enhance students' language skills. Some practical tips include setting specific goals to focus on a manageable number of words, using flashcards to reinforce retention, learning new words in context, practicing speaking to improve usage, maintaining a vocabulary journal to strengthen memory, utilizing technology-based resources, creating word associations to aid in memorization, regularly reviewing previously learned words, engaging in active learning through writing and challenges, and seeking feedback from teachers or peers to identify areas for improvement. (Bai, 2018)

Audio-lingual method and speaking skill

The research conducted by Usman Sidabutar (2021) to determine the effect of the Audio-Lingual Method on students' speaking achievement utilized an experimental quantitative design. This method is in a close position to the Audio-Visual Method and the VARK approach, being the basis for developing new theories. The study involved two groups: in the experimental group, the Audio-Lingual Method was used to teach speaking, while the control group did not receive this method. The results showed that students who were taught using the Audio-Lingual Method achieved higher scores compared to students who were not taught with this method.

This difference in scores indicates that the Audio-Lingual Method has a positive impact on students' speaking abilities, as reflected in their performance in pronunciation, vocabulary, grammar, fluency, and comprehension. The application of the Audio-Lingual Method in teaching speaking had a beneficial effect on students' language proficiency and performance in comparison to other teaching methods that did not incorporate this approach. (Sidabutar, 2021)

Yasin (2023) supports these findings presenting an overview regarding the effectiveness of the audio-lingual method in enhancing speaking skills, which is linked to vocabulary mastery. The results indicate a significant improvement in the student's performance, particularly in constructing imperative sentences, as evidenced by the notable increase in test scores across the first and second cycles of the method. This holds implications for language teaching methodologies and underscores the potential of the audio-lingual method in promoting linguistic proficiency among students. (Yasin, 2023)

The Audio-Visual method in EFL

The research of Mahira Hasanova (2023) provides an exploration of the audio-visual method, emphasizing its significance in foreign language education. It discusses the efficacy of

audio-visual materials in acquiring language skills and their impact on the learning process. The use of these resources is highlighted as a means to enhance understanding and retention of educational content, promoting a more interactive and dynamic approach in the classroom. The audio-visual method is considered valuable in language education, as it effectively combines visual and auditory elements to enhance learning. This method is particularly beneficial for foreign language learning, as it facilitates the development of language skills through engaging audio-visual materials. (Hasanova, 2023)

The effectiveness of audio-visual materials is described as surpassing verbal instruction in primary education. Research findings indicate that primary school students learn more easily and quickly with audio-visual devices than with verbal instruction. The majority of educators and learners see the usage of visual aids favorably, highlighting the efficacy of visual materials in learning.

Hasanova observed that “visual learning encourages students to process what they see and filter it in their brains because they see that ideas are connected, organized, and connected”. The characteristics of the audio-visual method in the learning process are compatibility, accuracy, interest, clarity, motivation, and realism. When selecting and using visual aids, educators should consider these characteristics. Effective audiovisuals build on students’ existing knowledge and create meaningful connections (Hasanova, 2023).

Audio-visual aids are instructional tools used in the classroom to make the learning experience more engaging, interesting, and effective. Projectors, slideshows, videos, charts, and models have become essential components of modern education, seamlessly integrating to create a dynamic and engaging learning environment. Projectors enable educators to display a wide range of visual aids, from slideshows to videos, allowing all students to clearly see and actively

engage with the learning materials. Slideshows offer a structured and visually appealing way to present information, highlighting key points and guiding the flow of a lesson. Educational videos bring abstract ideas to life and provide real-world examples. Charts and models further reinforce understanding by effectively illustrating relationships, trends, and patterns, making complex data or concepts more accessible and easier to comprehend.

The process begins with the careful selection of audiovisual resources related to topics that are of interest and relevance to the students, such as culture, tourism, and family. Drawing on these materials, teachers then design a series of tasks to engage students in meaningful speaking activities, including role-playing, oral presentations, and event descriptions. The tasks designed for developing oral expression through authentic audiovisual materials are tailored to students' levels, interests, and learning needs for optimal effectiveness. (González & Calero, 2019)

The integration of technology, such as interactive whiteboards, virtual reality, and augmented reality systems, into audiovisual aids in EFL education can improve students' language proficiency, motivation, and overall academic performance. AI-powered tools can generate engaging and customizable videos, animations, and interactive learning materials tailored to EFL students. AI-driven text-to-speech and speech-to-text functionalities can be utilized to create audiovisual resources, improving the management of EFL skills. AI algorithms can analyze learner data and preferences to personalize the audiovisual content, enhancing the learning experience. Students in an EFL classroom can leverage technological tools and Artificial Intelligence (AI) to improve their vocabulary mastery. For instance, they can engage with an AI-powered chatbot specifically designed for vocabulary-building exercises. The chatbot can present students with activities such as defining and explaining new words, providing

context-based examples, and offering interactive games and quizzes to reinforce word meanings. The AI can adapt the difficulty and focus of the exercises based on the student's individual performance and proficiency level, providing personalized vocabulary practice. The classroom can be equipped with an interactive whiteboard, which allows both the teacher and students to engage with vocabulary-related content. Students can use the whiteboard to match vocabulary words with definitions, categorize words, and participate in collaborative vocabulary-building activities. The interactive nature of the whiteboard enables students to actively engage with the vocabulary, fostering better retention and understanding.

Incidental Learning

Incidental learning is defined as a type of learning that occurs as a byproduct of engaging in other activities. It can happen in various contexts, such as task accomplishment, interpersonal interactions, sensing the organizational culture, trial-and-error experimentation, or even during formal learning processes. Incidental learning is often not the primary focus of the individual, and they may not be fully conscious of the learning taking place. However, these incidental learning experiences can lead to insights that can be further explored intentionally. Examples of incidental learning include uncovering hidden aspects of organizational culture, learning from mistakes, or engaging in unsystematic trial-and-error processes.

Learners are typically aware of their engagement in formal learning activities, while incidental learning can happen without the individual being fully conscious. The concept of incidental learning has a strong connection to the principles and benefits of audio-visual learning. Audio-visual learning engages multiple sensory modalities, including visual and auditory channels. This multisensory engagement can stimulate incidental learning, as learners absorb information and make connections without actively trying to memorize or retain it. The

combination of visual and auditory inputs can create stronger associations and enhance the retention of information learned incidentally.

Furthermore, incidental learning often occurs within meaningful, real-world contexts. Audio-visual resources, such as instructional videos, simulations, or interactive multimedia, can provide these authentic, contextual learning experiences, facilitating incidental learning. The integration of audio-visual elements can enhance the learners' engagement, contextualize the learning experience, and support the passive absorption and reinforcement of information, ultimately contributing to the overall effectiveness of incidental learning.

Theoretical basis

Constructivism

The core principles of constructivism in learning emphasize the active construction of knowledge, the importance of prior understanding, and the social nature of the learning process. Constructivist approaches place the learner at the center, encouraging the development of alternative strategies for acquiring and analyzing information, as well as exposure to multiple perspectives during the learning activities. (Efgivia, Rinanda, Hidayat, Maulana, & Budiarjo , 2021)

According to the work of Jean Piaget, cognitive change occurs through a process of assimilation and accommodation. Assimilation involves incorporating new information into the learner's existing cognitive structures, while accommodation requires modifying those structures to fit the new information. In contrast, Lev Vygotsky's theory of cognitive development emphasizes the importance of social interaction and cultural tools in promoting cognitive change. Vygotsky introduced the concept of the Zone of Proximal Development (ZPD), cognitive

change, according to Vygotsky, is facilitated through social interactions, collaborative learning, and the use of scaffolding provided by these more experienced individuals or cultural tools.

An Analysis of Bruner's Constructivism in Vocabulary Acquisition Among Middle School EFL Learners showed the results of the implementation of Bruner's Constructivist Theory have significantly transformed the traditional teacher-centered method in the classroom setting. (Hamdane & Hammami, 2022) This shift has fostered a student-centered perspective, encouraging active student engagement through exploration, experimentation, and problem-solving. Teachers, in this context, have transitioned into facilitators, guiding learners to construct their own knowledge while fostering critical thinking and autonomy.

Memory and Vocabulary Learning

The process of memorizing words involves moving information from short-term memory, where it is temporarily stored for a few seconds, to long-term memory, where it can be accessed over an extended period. Working memory acts as a workbench for processing and manipulating information, allowing learners to engage in cognitive tasks such as reasoning and understanding new vocabulary. Gaybulloyevna (2022) states that the ability to hold a phonological representation of a word in working memory is a good predictor of language learning aptitude. By focusing on words long enough to perform operations on them, learners can integrate new words into their long-term memory for future retrieval.

Strategies for memorization include repetition, retrieval practice, and spacing, help reinforce the connections between new words and existing knowledge, making them more likely to be retained in long-term memory. Mnemonics, personal organization, and visualization techniques also aid in enhancing memory retention by providing learners with personalized ways to engage with and remember new vocabulary. Words are the building blocks of communication,

and a robust vocabulary allows learners to express themselves accurately and effectively in the target language. Remembering new words enables learners to expand their language repertoire, enhance their comprehension skills, and engage more fluently in conversations and written communication.

Considering the previously mentioned aspects of vocabulary, it is crucial to know that pronunciation plays a fundamental role in effective communication. In day-to-day interactions, individuals often do not rely heavily on complex vocabulary, so a restricted lexicon is not a major concern as they can utilize simpler words to convey unfamiliar ones.

Audio-visual learning techniques can greatly enhance this memory-based approach to vocabulary learning. By combining visual aids, such as images or videos, with the auditory input of word pronunciations and definitions, learners can engage multiple sensory channels and create stronger, more memorable associations. Integration of audio-visual elements into vocabulary learning can optimize the memory-based processes, leading to more effective retention and retrieval of new words. Audio-visual resources, such as instructional videos, pronunciation guides, and interactive language learning applications, can provide learners with the opportunity to observe and practice the accurate articulation of new vocabulary.

The importance of pronunciation in successful communication highlights the value of audio-visual learning for vocabulary development. While complex vocabulary may not be as crucial in day-to-day interactions, a learner's proficiency in pronouncing even basic words can significantly impact their overall language competence. A person's pronunciation is immediately noticeable as either proficient or deficient within the first few basic words spoken.

(Nurullayevna, 2020)

Dual Coding Theory

Dual-coding theory (DCT) is a theory of cognition proposed by Allan Paivio. It suggests that the mind processes information along two different channels: verbal and nonverbal. The formation of mental imagery aids learning through the picture superiority effect. The theory explains the powerful effects of mental imagery on the mind and memory (Catherine Kanellopoulou, 2019)

As indicated by this hypothesis, an individual can learn new materials utilizing verbal affiliations or on the other hand visual symbolism however the mix of both is more fruitful in learning. The double coding hypothesis expresses that the cerebrum utilizes both visual and verbal data to address data, yet this data is handled diversely along two particular directs in the human brain, making various portrayals for data that each channel processes. The current two coding frameworks are the verbal framework and the nonverbal/visual framework.

The verbal framework stores phonetic data/units, (for example, text, sound, or even engine experience like communication via gestures) in successive units called "logogens." The non-verbal/visual framework processes visual data/units (like images, pictures, or recordings). The cognitive frameworks underlying language processing highlight the important role of audio-visual learning in vocabulary learning. By incorporating audio-visual learning strategies, ESL learners can leverage both the verbal and non-verbal frameworks to enhance their vocabulary development. The auditory input of words, pronunciations, and examples can be processed and stored in the verbal framework as "logogens", while the visual representations, such as images or videos, can be processed and stored in the non-verbal/visual framework as "imagenens." The interplay between these two frameworks can create stronger associations between the phonetic and visual aspects of vocabulary, leading to more effective retention and retrieval of new words.

VARK theory

The VARK model, which is the acronym for Visual, Auditory, Read/Write, and Kinesthetic, emphasizes accentuation on the tangible commitment to advancing that individuals utilize their faculties when assembling data from our general surroundings which incorporates data that people want for learning.

The VARK model recognizes students based on their favored learning style(s). It involves Visual students who advance outwardly and favor figures, pictures, and representative devices like diagrams, flowcharts, and models. Hear-able students like to advance by listening they benefit from sound tapes, web recordings, recordings, and tapes. Perusing/composing students are inclined toward assets like course readings, diary distributions, composed notes, online articles, and other composed texts. Kinesthetic students are the individuals who advance by experience or on the other hand dynamic association in the learning movement. Some utilize various faculties to learn and don't have areas of strength for an inclination towards one specific learning style thus they fall under the class of multimodal students with the adaptability of learning style as indicated by the need and necessity of the learning circumstance. (Priya Topno, 2024)

The visual (V) and auditory (A) modalities within the VARK framework are particularly relevant to Audio-Visual Learning strategies. Learners with a strong visual preference often thrive when presented with engaging visual aids, such as images, diagrams, and videos, which can enhance their understanding and retention of new concepts. The VARK model acknowledges that individuals may exhibit a combination of learning preferences, highlighting the importance of a multimodal approach to instruction. Audio-visual learning aligns with this principle, as it

allows learners to engage multiple senses simultaneously, thereby supporting the needs of visual, auditory, and even kinesthetic learners.

Legal Basis

To briefly introduce the Ecuadorian educational system, we present elements of a legislative order contained in the Constitution of Ecuador and in the Organic Law of Education registered in the Council of Higher Education and currently in force with reforms. The National Education System, according to article 344, includes the institutions, programs, policies, resources, and actors of the educational process, as well as actions at the levels of initial, basic, and higher education, and is articulated with the university education system. The State exercises the stewardship of the system through the national educational authority, which will formulate the national education policy; Likewise, it regulates and manages the activities related to education, as well as the operation of the entities of the system. (Asamblea Constituyente, 2008)

The National Curriculum approved in Ecuador in 2016 has placed emphasis on the teaching of English as a foreign language within the education system. According to the Program of Studies for Elementary and High School Education, English is incorporated as a core subject at both levels. At the elementary level, students receive 3 hours of English instruction per week. As students' progress to the high school level, the weekly English language instruction time increases to 5 hours, allowing for more in-depth learning and the cultivation of higher proficiency. (Ministerio de Educación del Ecuador, 2016)

Chapter III

Methodology

The qualitative method is a research process to find information focused on a topic and show numerous opinions. According to Hall and Liebenberg, the qualitative is a methodological approach that focuses on understanding the meaning, context, and depth of phenomena, rather than measuring and quantifying them. In this way, it differs from the quantitative approach which focuses on measuring and quantifying observable phenomena. Qualitative uses instruments like interviews, observations, and case studies to gather information, rather than relying on numerical data and statistical analysis. The present work explores the advantages and disadvantages of the audio-visual method to learn vocabulary, applying the qualitative method to focus on experiences, opinions, difficulties, and benefits; in the process of learning English as a foreign language. (Hall & Liebenberg, 2024)

Type of Research

Phenomenological Studies

Phenomenology can be defined as an approach to research that seeks to describe the essence of a phenomenon by exploring it from the perspective of those who have experienced it (Varpio, 2019). The objective of phenomenological research is to capture the meaning of the lived experience, both in terms of what was experienced and how it was experienced (Seo, 2024). Phenomenological methods are well-suited for investigating human experiences, this method allows researchers to gain deep, contextual insights into the experiences of individuals, rather than focusing on measurable data.

In the present research, the advantages and disadvantages of the audio-visual method to learn vocabulary are described, the phenomenological research allows us to seek to understand

the phenomenon through the eyes of the experiencer, phenomenological studies can shed light on the nuances, complexities, and underlying meanings that are often missed by other research approaches.

Data Collection Technique

One-one interview

In the present research, the technique, that will be applied to teachers is one-on-one interviews, which is a significant device in research as considers a comprehension of the opinions, perspectives, and experiences in teaching vocabulary in English through the audio-visual method. The technique has questions that are made face to face with teachers who are asked and who set up or account for them, and his level of management of information could contribute with specific and detailed information about the classroom. It is fundamental to observe that one-on-one qualitative interviews provide rich data with context that may not be available through other quantitative data collection methods. Effective interviewing requires careful data preservation to protect participants and their experiences. (Stofer, 2019)

Focus Group

Focus groups are useful for collecting qualitative data, the current research applies this technique to a group of students of the same level to find detailed information in the use of audio-visual method to learn vocabulary, this way the students feel comfortable expressing their ideas about the topics. The focus group allows for exploring complex topics in a group setting, offers flexibility in exploring topics widely, and generates a wealth of information related to research objectives. In the focus groups students can engage individuals who may be reluctant to participate in one-on-one interviews or feel they have nothing to say, this can help researchers understand diverse perspectives and viewpoints. (Gundumogula, 2020)

Instrument

Questionnaire

Questionnaires are a significant device in research as they give a helpful and effective method for gathering information from people. For this research two questionnaires have been designed: the first is directed at teachers and has 9 open-ended questions, the purpose of this questionnaire is to get information from teachers individually applying one-to-one interviews. The second questionnaire is directed at students and has 7 questions, this instrument is applied to a focus group of 12 students. Both questionnaires cover several aspects of teaching and learning activities, objectives, advantages and disadvantages, and strategies of learning, regarding to the audio-visual method to learn vocabulary.

The benefits of using questionnaires in educational and social research include the ability to generalize findings to a wider population, and the efficiency in gathering information without needing to reach every member of the population. Additionally, it allows for easy analysis and data visualization, providing both descriptive and explanatory information. (Bihu, 2021)

Types of questions

According to Hernandez-Sampieri & Mendoza (2020), open-ended questions are based on specific topics, and the interviewer has full flexibility in managing them, the questions and the order in which they are asked could be adapted to the participants (Hernandez-Sampieri & Mendoza, 2020).

This project will use the questionnaire to conduct one-on-one interviews with the group of teachers and focus groups with the students. The type of questions will be open-ended, as it allows obtaining more detailed answers. The questions which are in the questionnaire to teachers are nine, those questions intended to collect information about the experience of teaching by

using the audio-visual method from their perspective. The questionnaire to students has seven questions, which focus on the experience of learning vocabulary in English using audio-visual tools. The process of interviewing and discussing in the focus group is held face-to-face and recorded in audio at the moment.

Data collection and processing

Data processing in qualitative research involves organizing the collected data, transcribing it when necessary, and coding it. For the present research, the participants were informed that the data collected use only for research purposes and that the information would be confidential. This process will be recorded in voice notes by turns, using the questionnaire and open-ended questions to determine the advantages and disadvantages of the Audiovisual method of learning vocabulary. The crucial step is the coding process, which occurs by identifying units of meaning, keywords, and main ideas, and organizing them into a table. This is followed by describing the relationships between the categories and identifying the relation to the main topic, objectives, and theories, to describe the problem under study.

Population and sample

In research, the population refers to the total set of individuals, objects, or events that possess certain common characteristics and on which information is sought. On the other hand, the sample is a subset of the population that is selected to participate in the study, to make inferences about the total population. In qualitative studies, the sample is chosen to deepen the understanding of a specific phenomenon. The sample selection in qualitative research is often purposeful, where participants are chosen based on their ability to provide rich and detailed information about the phenomenon of interest. (Hernandez-Sampieri & Mendoza, 2020)

The study population in the present are teachers and students. The same consists of 5 teachers from two educational institutions. The "Unidad Educativa Dieciocho de Agosto" has a total of 3 EFL teachers, and the "Unidad Educativa 24 de Julio" has 2 EFL teachers. The teachers participating in the study share the common characteristic of working in upper middle school institutions that have installed audio-visual classrooms, which able them to apply the audiovisual method to teach English. In this aspect, the sample selected is the total amount of teachers. The research also includes students from the "Unidad Educativa 18 de Agosto", who are in the 10th grade, they share the same program and level of learning, the participants have been selected randomly from a population of 30, considering a sample of 12 students who represent the 40%.

Chapter IV

Analysis of findings

The process interview was conducted with 12 students and 5 teachers from the “Unidad Educativa Dieciocho de Agosto” and “24 De Julio” Schools corresponding to the tenth grade, teachers and students feel comfortable using open questions; thanks to this, students and teachers feel free, as a result, we get a data efficient and successful to this research; the questionnaire was conducted in Spanish to keep the main idea of the answers of the students.

Questions to teachers

The questions directly address the general objective, which is to analyze the advantages and disadvantages of audiovisual learning in facilitating vocabulary retention and comprehension. Questions 4 through 9 focus on various aspects of using audiovisual materials to teach vocabulary, such as the specific examples of how they are used, the learning outcomes, the ability to retain and apply new vocabulary, the technological tools employed, the adaptation of materials to student learning styles, and the assessment of vocabulary learning through the audiovisual method. These questions provide the necessary information to achieve the general objective.

The first specific objective, which is to understand the relationship between audiovisual learning aids and vocabulary mastery in learning English as a foreign language, is addressed by the first three questions. These questions explore the importance of vocabulary in teaching English, the approaches used to enhance vocabulary learning, and the specific strategies applied when teaching vocabulary to middle school students. Finally, the second specific objective, which is to explore the experience of teachers with audiovisual learning materials in vocabulary learning, aiming to uncover the perceived strengths and limitations of this method, is addressed

through the entirety of the questions. The questions delve into the practical application of audiovisual materials, the learning outcomes, the students' reactions, and the perceived benefits and challenges of this approach. This information is essential for uncovering the strengths and limitations of audiovisual learning in vocabulary instruction, as required by the third objective.

Table 1

Answers of Teachers' Interviews

TEACHERS	Teacher 1	Teacher 2	Teacher 3	Teacher 4	Teacher 5
QUESTION 1	Even if students know grammar		Vocabulary		
What is the importance of vocabulary when teaching English?	well, they still are not able to communicate effectively if they do not have a broad vocabulary	Vocabulary, Composition Reading Techniques	Understand what is covered in class Foundation and starting point	Vocabulary Source for creating sentences	Understand To give meaning to a reading
QUESTION 2	Audiovisual Room Vocabulary can be taught through images, games, and competitions.	Songs, Interactive Tools, Self-Created Activities, Tic-Tac-Toe, Images	Images Repetition Describe a sentence applying the new word	Audiovisuals Teaching resources	Slides Flashcards Technology

vocabulary

learning?

QUESTION 3

What	Playing	Interactivity,	Teamwork	Pronunciatio	
strategies do	hangman and	Digital and	Workshops	n	Flashcards
you apply	organizing	Non-Digital,	Support of a	Repetition	Games
when teaching	competitions	Games,	classmate to	Review to	Team
vocabulary in	Motivation	Dictation	better retain	reinforce	Participate
English?			the vocabulary		

QUESTION 4

Can you		Group Work,		Project	
provide	Online Tools	Game	Technology	content for	Dynamic
examples of	Categorization	Wordwall	Applications	all the	Games
how you use	Teamwork	online	Interactive	students	Competin
audiovisuals to	Reinforcement	Competitive	Learning	Technologica	g and
teach		Games		l resources	rewards
vocabulary?					

QUESTION 5

What are the	Students are	Practice		Overcome	Conscious
learning	technological	Outcomes	Retention	deficiencies	Learning
outcomes	nowadays	depend on	Comprehensio	Instruction	Evaluation
when using	Interaction with	whether the	n	Foundations	Entertaini
audiovisual	technology	students	Good grades	to be able to	ng

materials to makes students continue Not only learn express in
 teach to be motivated practicing in the moment English
 vocabulary? and but also apply
 reinforcing
 the
 vocabulary at
 home.

QUESTION 6

How do Using
 audiovisual Pictures and visuals
 resources Relate words to vocabulary The visual and
 contribute to images Students can aspect helps technolog
 the ability to Experimental easy with retention Learning y saves
 retain and Learning remember Pronunciation Styles time and
 apply new new terms Students helps
 vocabulary in students
 English? have
 better
 retention

QUESTION 7

Which English Digital Tools, Language Lab Students Projectors
 technological Language Lab In virtual Projector show more Laptops
 tools do you Projector modality, the Speakers interest in the Classroom
 use to teach Internet access teacher uses Interactive class when Implement
 digital tools ways of content is ation

vocabulary?	Didactic and	like	learning	projected	
How do your	interactive	Wordwall,	vocabulary	rather than	
students react	teaching	Kahoot, Live		explained	
to the use of		Worksheet,		Learning	
audio-visual		and Genially		Styles	
aids?		to teach		Audiovisual	
		vocabulary.		Aids	
QUESTION 8		Adapt the use			
How do you		of			
adapt	Adaptations to	audiovisual	Make		Virtual
audiovisual	autism and	materials	adaptations		class
materials to	hearing	based on the	using website	Using	allows to
students'	impairment	different	resources to	websites and	use of
learning styles	needs	learning	achieve the	tools	audiovisua
and classroom		needs in the	learning		l tools
needs?		classroom	outcomes		
QUESTION 9		Live	Teachers can	Active	Team
How do you	Vocabulary is	worksheet	send links for	Participation	activities
assess	evaluated	Instruction	students to	Written	assessment
vocabulary	through games	using the	practice	Assessments	t
learning	and activities.	audiovisual	vocabulary	Classroom	Questions
through the	Gamification	approach.	through	Activities	Reinforce
					ment

audio-visual method?	Activities in class	audiovisual resources. Video Lessons and workshops
-------------------------	------------------------	---

Note: This table contains the keywords and main ideas of the teachers' interviews about the advantages and disadvantages of Audio Visual Method.

The teachers' responses in the interview closely align with the research on the audio-visual method in EFL education conducted by Mahira Hasanova (2023). The teachers describe the advantages of using the "audiovisual room" and various audiovisual tools, such as images, games, and competitions, to teach vocabulary. This emphasis on the efficacy of audio-visual materials reflects Hasanova's findings on the effectiveness of these resources in enhancing understanding and retention of educational content.

The teachers' use of interactive activities, games, and competitions using audiovisual resources also corresponds to Hasanova's observation that the audio-visual method creates a more dynamic and engaging learning experience for students. The teachers' strategies, such as using visuals, providing clarity, and fostering student interest and motivation, align with the characteristics of the audio-visual method identified by Hasanova, including compatibility, accuracy, interest, clarity, motivation, and realism. Furthermore, the teachers' mention of using the audiovisual room and various technological tools corresponds to Hasanova's discussion of the integration of technology, such as interactive whiteboards and multimedia resources, to create a more engaging and effective EFL learning environment. The teachers' description of using audiovisual materials to design speaking activities, such as role-playing and oral presentations, is also consistent with the approach outlined by González and Calero (2019),

where teachers carefully select and utilize audiovisual resources to create tasks tailored to students' needs and interests.

Teachers emphasize the importance of building a strong vocabulary foundation for students learning English and keep practicing at home to retain vocabulary. This echoes the research conducted by Rashtchi, Khoshnevisan, & Shirvani (2021), on the combination of explicit and implicit vocabulary learning approaches about the authors' view that vocabulary acquisition involves a balance of deliberate, intentional learning activities and incidental exposure through meaningful contexts.

The findings of Rashtchi, Khoshnevisan, and Shirvani (2021) are echoed in the teachers' descriptions of their vocabulary teaching practices. Teacher 1 emphasizes the advantages of the audiovisual room at their institution, which allows them to present vocabulary through various visual aids and engaging activities. Notably, the teacher's comments on the effectiveness of using audiovisual input followed by spoken output support the authors' conclusion that this combination is more beneficial for vocabulary learning than audiovisual input followed by listening or reading alone.

The strategies and techniques employed by the teachers closely align with the practical tips suggested by Bai (2018) for enhancing vocabulary learning and retention. The teachers describe using a range of activities, such as hangman, competitions, and group-based challenges, which reflect Bai's recommendations for incorporating effective vocabulary learning methods into daily study routines. The teachers' emphasis on utilizing technology-based resources, maintaining vocabulary journals, and seeking feedback from students demonstrate their awareness of the importance of these practices, as highlighted by Bai. The teachers' focus on

setting specific goals, learning words in context, and practicing speaking to improve vocabulary usage further aligns with the strategies recommended by the author.

Questions to students

To address the general objective of analyzing the advantages and disadvantages of audiovisual learning in facilitating vocabulary retention and comprehension, the relevant questions are questions 3, 5, and 7. These questions aim to identify the positive and negative effects of using audiovisual resources in vocabulary learning and retention. Specifically, question 3 asks how audiovisual materials help students learn new vocabulary, while question 5 asks about the challenges or difficulties of learning vocabulary when audiovisual materials are presented in class. Question 7 explores how audiovisual resources influence the student's ability to remember and apply new vocabulary in English.

The first specific objective is to understand the relationship between audiovisual learning aids and vocabulary mastery in the process of learning English as a foreign language. The related questions are 2 and 6. These questions seek to understand how audiovisual resources impact the students' learning of vocabulary. Question 2 asks how students feel when their teacher uses audiovisual materials to teach vocabulary, while question 6 asks about how students include audiovisual resources in their study habits. The responses to these questions will help address the first objective by describing the relationship between audiovisual learning and vocabulary mastery. The third specific objective is to describe the strategies and techniques learners employ when utilizing audiovisual learning resources for vocabulary retention and comprehension, to identify learning practices. The relevant questions are 1, 4, and 6. These questions directly target the strategies and techniques that students use when learning vocabulary through audiovisual resources.

Table 2*Results from the Focus Group Part 1*

STUDENTS	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6
QUESTION 1						
When studying						
English, what strategies do you apply to learn new vocabulary?	Investigate the meaning of the word	Investigate the word	Investigate internet sites	Ask to teacher	Ask to teacher	Translate in google
QUESTION 2						
How do you feel when your teacher uses audiovisual materials to teach vocabulary?						
	Is more entertaining	Feel good	Feel good	Feel good	Feel Anxious	Feel comfortable
QUESTION 3						
How do audiovisual materials help you to learn	Listening to music	Watching movies	Viewing images	Watching videos	Watch the actions of people	Replaying videos

new

vocabulary?

QUESTION 4

What are the

strategies do

you use to

learn new

vocabulary?

Repetition

of words

Feedback

Write the

words in a

book

Review

the notes

Translatin

g in

Spanish

Studying

speak up

QUESTION 5

What are the

challenges or

difficulties of

learning

vocabulary

when

audiovisual

materials are

presented in

class?

Don't know

the words

The

speaker

speaks fast

Not

repetition

The videos

are not

clear

Words

similar

make me

confused

Pronunci

ation fast

QUESTION 6

How do you

include

audiovisual

Use a video

Reasoning

Understan

d words

Reasoning

Remember

the videos

watched in

class

Watch a

video,

listen,

and

resources in						pronunci
your study						ation
habits?						
QUESTION 7						
How do						
audiovisual		Remember				
resources	Review the	the word				Rememb
influence your	video and	by	Remember	No answer	Transcript	er the last
ability to	remember	watching			the words	class
remember and	the words	the video				
apply new		again				
vocabulary in						
English?						

Note: this table contains the keywords and main ideas of the first half of the students' focus group.

Table 3

Results from Students Focus Group Part 2

STUDENTS	Student 7	Student 8	Student 9	Student 10	Student 11	Student 12
QUESTION 1		Through		Repeat	Videos to	
When studying	Use the	images	Through	several	be able to	Through a
English, what	repetition	videos,	video or	times so	understan	video
strategies do you		or words	writing	that it stays.	d better	game that

apply to learn		and				is in
new		translate				English
vocabulary?		them				
QUESTION 2						
How do you feel		Good,	Watching	Through the		
when your		because	the videos	video, we		
teacher uses	Feel	that way	and how	can see how	Good	No answer
audiovisual	excellent	we learn	they are	it is		
materials to		more and	expressed	pronounced		
teach		better				
vocabulary?						
QUESTION 3						
How do		Through		Listening in		
audiovisual	Watching	Images.	Translatin	the	Meaning	
materials help	videos	Repeatin	g it	translator to	and	Sound and
you to learn new		g several		what it	pronunciat	witting
vocabulary?		times.		means	ion	
QUESTION 4						
What are the	Review		Expressin	By cutting		
strategies do you	and	Through	g what is	the image	Translator	Through a
use to learn new	memorizin	images	in that	and pasting	Repetition	translator
vocabulary?	g		image	it into a		or videos
				notebook		

and writing

the meaning

QUESTION 5

What are the challenges or difficulties of learning vocabulary when audiovisual materials are presented in class?

		In videos				
		when	New		Speaking	
	Pronunciation fast	speaking	words	No answer	fluency	No answer
		is very				
		fast				

QUESTION 6

How do you include audiovisual resources in your study habits?

		Television,	Translator	The internet		
	Listen to music and write	computer	or videos	to visualize	Computer	Tablet
		s, phones	to learn better	what it means		

QUESTION 7

How do audiovisual

Repetition	Repetition	Paste the	In places	Meaning	Memorizing
videos	n	image to	where are	Repetition	
			objects,		

resources	Using	make	remember
influence your	images	memories	the
ability to			vocabulary.
remember and			
apply new			
vocabulary in			
English?			

Note: this table contains the keywords and main ideas of the students' focus group about the advantages and disadvantages of the Audio-Visual Method.

The students' responses show an alignment with the research on memory-based approaches to vocabulary learning, as discussed by authors like Gaybulloyevna (2022) and Nurullayevna (2020). The students describe using a variety of strategies, such as images, videos, repetition, and translation, which correspond to the emphasis on engaging multiple senses and reinforcing connections to aid the retention of new vocabulary. The students' focus on pronunciation and using translators also reflects the authors' insights on the importance of pronunciation in effective language communication. Regarding the audio-visual method in EFL, the students' positive perceptions and experiences with the use of audiovisual materials in the classroom, such as videos and images, correlate with the research findings of Hasanova (2023) and González & Calero (2019). The students' descriptions of how audiovisual materials help them learn new vocabulary, including visualizing the words, understanding pronunciation, and engaging with the content, align with the key characteristics of the audio-visual method identified by Hasanova.

The students' mention of using video games, television, and the internet to learn vocabulary outside the classroom suggests the potential for incidental learning through exposure to audio-visual content, as discussed in the summary. The students' strategies of repeating, translating, and making connections between the audio-visual materials and their own learning experiences indicate the reinforcement of incidental learning through active engagement with the resources. The students' responses demonstrate their familiarity with and appreciation for the use of audio-visual materials in vocabulary learning, which aligns with the research and insights provided by the authors on memory-based processes, the audio-visual method, and the potential for incidental learning.

Analysis of data

The data collected from the questions asked to both teachers and students helps to describe the advantages and disadvantages of the audio-visual method for learning vocabulary in the following ways:

Advantages:

1. Enhancing understanding and retention: The teachers describe the use of audiovisual tools like images, games, and competitions to teach vocabulary, which aligns with the findings of Hasanova (2023) on the effectiveness of these resources in enhancing understanding and retention of educational content. The students also express how audiovisual materials help them learn new vocabulary better, through visualization, translation, and repetition, indicating the benefits of this approach.
2. Engaging and dynamic learning experience: The teachers' strategies of using interactive activities, games, and competitions with audiovisual resources correspond to Hasanova's observation that the audio-visual method creates a more dynamic and engaging learning

experience for students. The students' positive responses to the use of audiovisual materials in the classroom, describing them as helpful for learning and understanding, further support the engaging nature of this approach.

3. **Facilitating pronunciation and language proficiency:** The authors' discussions on the importance of pronunciation in effective communication are reflected in the students' mentions of using audiovisual resources to practice pronunciation and improve their language competence. The integration of audio-visual elements, as described by the teachers and students, provides learners with opportunities to observe and practice the accurate articulation of new vocabulary, addressing this crucial aspect of language learning.

Disadvantages:

1. **Comprehension challenges:** Some students mention challenges when the audiovisual materials are presented at a fast pace, making it difficult for them to understand the content. This suggests that the pacing and level of complexity in the audiovisual resources may not always align with the student's language proficiency, posing potential drawbacks.
2. **Unfamiliar vocabulary:** Students expressed difficulties when encountering unfamiliar vocabulary in the audiovisual materials, indicating that the audio-visual method may not be sufficient on its own for addressing gaps in the learners' lexical knowledge.

The data gathered from both the teachers and students provides a comprehensive understanding of the advantages and disadvantages associated with the audio-visual method for vocabulary learning, highlighting its strengths in enhancing engagement, understanding, and

pronunciation, as well as its limitations in addressing pace and comprehension issues, and the need of the strategies to support vocabulary development.

Chapter V

Conclusions and Recommendations

Conclusions

The objective of the present research is to analyze the advantages and disadvantages of the audio-visual method to learn vocabulary and describe the perspectives of teachers and EFL students. This chapter describes the conclusions and recommendations, the relation between the Audiovisual method and vocabulary learning, and the perceptions of teachers and students. The qualitative research supports the effectiveness of this method, its benefits and challenges, and the motivating role of innovation and technology in the classroom.

Importance of the audiovisual method for teaching vocabulary: Vocabulary is recognized as the foundation for developing students' overall language proficiency in English. Teachers apply audiovisual resources, interactive activities, and technological tools to engage students and enhance their vocabulary learning. Strategies like group work, repetition, and practice help students to retain and apply new vocabulary effectively.

Assessment and adaptation of vocabulary learning through audiovisual methods: The adaptation of audio-visual tools to teaching strategies to the learning styles of students. Various assessment strategies, such as competitive games, and interactive apps, are used to evaluate and monitor students' vocabulary learning engagingly and interactively, aligning with the audiovisual teaching approaches.

Student strategies and perceptions of audiovisual materials for vocabulary learning: Students feel more comfortable and engaged when their teachers utilize clear and effective audiovisual resources, such as videos and pictures, to facilitate vocabulary learning. Students

should employ strategies, including watching videos, listening to music, and using digital tools, to support their vocabulary acquisition and practice as part of their study habits.

Recommendations

The current study provides insights into the perspectives and practices of teachers regarding the use of audiovisual methods for vocabulary instruction. To strengthen the findings, future research could involve a larger and more diverse population of teachers, representing a wider range of educational contexts such as different school types, socioeconomic backgrounds, and geographic regions. This would allow for a better understanding of the experiences, challenges, and practices in audiovisual strategies. The current study focused on the experiences of teachers and students in the broader context of English language learning at the upper elementary level. Future research could delve deeper into the specific application of audiovisual methods for vocabulary instruction at the high school level. This would enable researchers to investigate the challenges, strategies, and perceptions of both teachers and high school students, and provide insights into the optimal ways to integrate audiovisual resources and activities into vocabulary learning for this level.

Incorporate audiovisual resources into the vocabulary teaching: Teachers should continue to utilize a variety of audiovisual materials, such as videos, pictures, music, and interactive digital tools (e.g., Educa play, Genially, Live Worksheet), to make vocabulary learning more engaging and effective for students. Both teachers and students find audiovisual resources and interactive activities beneficial for vocabulary acquisition. These approaches help capture students' attention, facilitate visual and auditory associations, and promote active engagement in the learning process.

Provide opportunities for retaining and applying new vocabulary: Teachers should emphasize the importance of retention and provide more opportunities for students to practice new vocabulary, both in the classroom and as part of their study habits. The data indicates that repetition and practice are crucial for students to retain and effectively apply new vocabulary. Encouraging students to engage in activities like transcription and reviewing audiovisual materials can help reinforce vocabulary learning.

Include audio-visual strategies in individual learning preferences: Students should consider using audio-visual strategies and tools in their individual learning preferences. The analysis suggests that students need to intensify their autonomous practice and use of resources according to their learning styles. This may involve adjusting the pace, level of difficulty, or selection of audiovisual materials to ensure an effective engagement and learn new vocabulary.

References

- Ministerio de Educación del Ecuador. (2016). *Curriculo de Educación General Básica*. Quito: Registro Oficial.
- Aguilar, W., Sinaluisa, A., & Velastegui, I. (2023). El uso de recursos audiovisuales y su influencia en el aprendizaje del inglés técnico. *REVISTA BOLÍVAR INNOVA*, 1-10.
- Asamblea Constituyente. (2008). *Constitución del Ecuador*. Montecristi.
- Bai, Z. (2018). An analysis of English vocabulary learning strategies. *Journal of language Teaching and Research*, 849-855.
- Bhandari, L. (2020). Task-Based Language Teaching: A Current EFL Approach. *Advances in Language and Literary Studies*, 11, 1. Obtenido de <https://files.eric.ed.gov/fulltext/EJ1259462.pdf>
- Bihu, R. (2021). Questionnaire survey methodology in educational and social science studies. *International Journal of Quantitative and Qualitative Research Methods*, 40-60.
- Catherine Kanellopoulou, K. L. (2019). *The Dual-Coding and Multimedia Learning Theories: Film Subtitles as a Vocabulary Teaching Tool*.
- Chaiban, T. (2021). COVID-19, an opportunity to bridge the digital gap and reform education systems in the region. *UNICEF*. Obtenido de <https://www.unicef.org/mena/stories/covid-19-opportunity-bridge-digital-gap-and-reform-education-systems-region>
- Creamer, M. (17 de April de 2020). *MINEDUC-MINEDUC-2020-00014-A*. Obtenido de Ministerio de Educación: <https://www.oficial.ec/acuerdo-mineduc-mineduc-2020-00014-disponese-suspension-clases-en-todo-territorio-nacional-en>

- Eberhard, D., Gary, S., & Charles, F. (2021). What is the most spoken language? *Ethnologue: Languages of the World*. Obtenido de <https://www.ethnologue.com/guides/most-spoken-languages>
- Efgivia, M., Rinanda, A., Hidayat, A., Maulana, I., & Budiarto, A. (2021). Analysis of constructivism learning theory. *1st UMGESHIC International Seminar on Health, Social Science and Humanities*, 208-212.
- González, A., & Calero, R. (2019). El empleo de materiales auténticos audiovisuales para el desarrollo la expresión oral en inglés: estudio de caso en Ecuador. *Edmetic*, 23-35.
- Gundumogula, M. (2020). Importance of Focus Groups in Qualitative Research. *International Journal of Humanities and Social Science*, 299-302.
- Hall, S., & Liebenberg, L. (2024). *Qualitative Description as an Introductory Method to Qualitative Research for Master's-Level Students and Research Trainees*. *International Journal of Qualitative Methods*.
- Hamdane, M., & Hammami, A. (2022). The Implementation of Bruner's Constructivist Theory in Middle School EFL Classes: An Experimental Study on Vocabulary Acquisition. *Doctoral dissertation, Université Mouloud Mammeri*.
- Hasanova, M. (2023). Basic concepts about audio-visual method. *Norwegian Journal of development of the International Science*, 14.
- Hernandez-Sampieri, R., & Mendoza, C. (2020). *Metodología de la investigación: las rutas cuantitativa, cualitativa y mixta*. Mc Graw Hill.
- Hood, N. (2021). Learning from things schools get wrong. *The education hub*. Obtenido de <https://theeducationhub.org.nz/learning-from-things-schools-get-wrong/>

- Ilyosovna, N. A. (2020). The Importance of English Language. *International Journal on Orange Technologies*, 22.
- Lee, S.-M. (2023). Factors affecting incidental L2 vocabulary acquisition and retention in a game-enhanced learning environment. *ReCALL*, 274-275.
- Lopez Flores, K. (2023). The use of audiovisual media as strategy for learning english in secondary education.
- Ministerio de Educación . (2019). *Curriculum of obligatory education levels*. Obtenido de Ministerio de Educacion Ecuador: <https://educacion.gob.ec/wp-content/uploads/downloads/2019/09/EGB-Superior.pdf>
- NamazianDost, I., Bohloulzadeh, G., & Pazhakh, A. (2017). The Effect of Task-Based Language Teaching on Motivation and Grammatical Achievement of EFL Junior High School Students. *Advances in Language and Literary Studies*, 8(2). Obtenido de <https://files.eric.ed.gov/fulltext/EJ1144062.pdf>
- Nurullayevna, S. (2020). The key of effective communication is pronunciation. *European Journal of Humanities and Educational Advancements*, 5-7.
- Nychkalo, N., Wang, J., Lukianova, L., Paziura, N., & Muranova, N. (2020). USE OF TASK-BASED APPROACH IN TEACHING VOCABULARY TO BUSINESS ENGLISH LEARNERS AT UNIVERSITY1. *Advanced Education*. Obtenido de https://pdfs.semanticscholar.org/5a87/eb75efd32946560415296dc43d72c8b89e6f.pdf?_ga=2.233093726.1350241212.1631486545-337231113.1631486545

- Primicias. (2019). Ecuador tiene el peor nivel de ingles de America Latina. *Primicias*. Obtenido de <https://www.primicias.ec/noticias/sociedad/idioma-ingles-estudiantes-convenio-educacion-profesores/>
- Priya Topno, D. P. (2024). *Effect of Learning Style on Achievement in English among First-Generation*.
- Rashtchi, M., Khoshnevisan, B., & Shirvani, M. (2021). Integration of Audiovisual Input via TED-ED Videos and Language Skills to Enhance Vocabulary Learning. *MEXTESOL Journal*, 11-12.
- Rodríguez Herrera, O. (2021). Writing as a situated practice audio-visual social content & learners' experiences.
- Seo, M. (2024). *The Evolution of Phenomenology in Korean Nursing Research: A Scoping Review*. *Asian Nursing Research*.
- Sidabutar, U. (2021). The effect of the audio lingual method on students' speaking achievement. *Jurnal Suluh Pendidikan*, 56-65.
- Stofer, K. (2019). Preparing for One-on-One Qualitative Interviews: Designing and Conducting the Interview. *University of Florida*.
- Stone, B. (28 de Marzo de 2020). *Medium*. Obtenido de A Biography of Eric Yuan, Founder and CEO of Zoom.: <https://medium.com/@brett.stone/a-biography-of-eric-yuan-founder-and-ceo-of-zoom-deec5b42c723>
- Varpio, B. E. (2019). *How phenomenology can help us learn from the experiences of others*.

Veigas, D., & Wilson, D. (2021). *Teaching Vocabulary And Grammar Through Task Based Learning Activities* (Vol. 8). European Journal of Molecular & Clinical Medicine.

Obtenido de https://ejmcm.com/article_7004_628146eb3fdb5253321185030156e0ac.pdf

Yasin, M. (2023). The effectiveness Audio lingual method to improve students' speaking skill .
Doctoral dissertation, IAIN Parepare.

Annexes

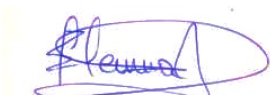
Annex A: Anti-plagiarism System Certificate.

La Libertad, 23 de junio de 2024

CERTIFICADO SISTEMA ANTI PLAGIO

En calidad de tutora del Trabajo de Integración Curricular denominado “ADVANTAGES AND DISADVANTAGES OF THE AUDIO-VISUAL METHOD TO LEARN VOCABULARY” elaborado por los estudiantes Murillo Alejandro Jose Adrian & Suárez Alejandro Joao Gabriel de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 1% de la valoración permitida, por consiguiente se procede a emitir el informe.

Atentamente,



Niola Sanmartín Rosa Elena, MSc.

ADVISOR

Chapters I - V Murillo Adrian y Suarez Joao Jun2024

1%
Textos
sospechosos



1% Similitudes
 < 1% similitudes
 entre comillas
 0% entre las fuentes
 mencionadas
 < 1% Idiomas no
 reconocidos

Nombre del documento: Chapters I - V Murillo Adrian y Suarez Joao Jun2024.docx
 ID del documento: 15e858ac972684c40ff6b36162067f75fab21301
 Tamaño del documento original: 84,05 kB

Depositante: Rosa Elena Niola Sanmartin
 Fecha de depósito: 23/6/2024
 Tipo de carga: interface
 fecha de fin de análisis: 23/6/2024

Número de palabras: 8544
 Número de caracteres: 61.562

Ubicación de las similitudes en el documento:



Fuentes principales detectadas

Nº	Descripciones	Similitudes	Ubicaciones	Datos adicionales
1	mextesol.net https://mextesol.net/journal/public/files/d34e0b67a58e4cb3669dd86b55a676d1.pdf	< 1%		Palabras idénticas: < 1% (24 palabras)
2	nor-ijournal.com https://nor-ijournal.com/wp-content/uploads/2023/11/NJD_119-14-17.pdf	< 1%		Palabras idénticas: < 1% (23 palabras)

Fuentes con similitudes fortuitas

Nº	Descripciones	Similitudes	Ubicaciones	Datos adicionales
1	tecfaetu.unige.ch http://tecfaetu.unige.ch/staff/kborer/Memoire/incidental_learning/incidentallearning.pdf	< 1%		Palabras idénticas: < 1% (14 palabras)
2	Chapters I-V Andres Torres & Carol Salinas.docx Chapters I-V Andres To... #3e0e2d El documento proviene de mi grupo	< 1%		Palabras idénticas: < 1% (18 palabras)
3	en.wikipedia.org Dual-coding theory - Wikipedia https://en.wikipedia.org/wiki/Dual-coding_theory	< 1%		Palabras idénticas: < 1% (11 palabras)
4	www.mdpi.com Education Sciences Free Full-Text The Dual-Coding and Multi... https://www.mdpi.com/2227-7102/9/3/210	< 1%		Palabras idénticas: < 1% (12 palabras)
5	edis.ifas.ufl.edu AEC675/WC338: Preparing for One-on-One Qualitative Interview... https://edis.ifas.ufl.edu/publication/WC338	< 1%		Palabras idénticas: < 1% (10 palabras)

Annex B: Questionnaire I

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

School of Education and Languages Pedagogy of National and Foreign Languages

ADVANTAGES AND DISADVANTAGES OF THE AUDIO-VISUAL METHOD TO LEARN VOCABULARY

Population: 5 EFL Teachers (3 UE 18 de Agosto & 2 UE 24 de Julio)

Sample: 5 EFL Teachers (100%)

Introduction: This questionnaire is part of a research study exploring the use of audiovisual resources in vocabulary teaching. Your responses will be kept confidential, and the information you provide will only be used for this research study. Your participation is voluntary. With your approval, the interview will be recorded in a voice note to ensure accurate data collection.

Questions to teachers

1. What is the importance of vocabulary when teaching English to students of Upper Elementary level?
2. When teaching English, which approach do you use to enhance vocabulary learning in students of Upper Elementary level?
3. What strategies do you apply when teaching vocabulary in English to Upper Elementary students?
4. Can you provide examples of how you use audiovisuals to teach vocabulary?
5. What are the learning outcomes when using audiovisual materials to teach vocabulary?

6. How do audiovisual resources contribute to the ability to retain and apply new vocabulary in English?
7. Which technological tools do you use to teach vocabulary? How do your students react to the use of audio-visual aids?
8. How do you adapt audiovisual materials to the needs and learning styles of students in the classroom?
9. How do you assess vocabulary learning through the audio-visual method?

Annex C: Questionnaire II

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

School of Education and Languages Pedagogy of National and Foreign Languages

ADVANTAGES AND DISADVANTAGES OF THE AUDIO-VISUAL METHOD TO LEARN VOCABULARY

Population: 30 Students of UE 18 de Agosto of 10th grade. (Upper Elementary level)

Sample: 12 EFL Students (40%)

Introduction: This questionnaire is part of a research study exploring the use of audiovisual resources in vocabulary learning. Your responses will be kept confidential, and the information you provide will only be used for this research study. Your participation is voluntary. With your consent, the interview will be recorded in a voice note to ensure accurate data collection.

Questions to students

1. When studying English, what strategies do you apply to learn new vocabulary?
2. How do you feel when your teacher uses audiovisual materials to teach vocabulary?
3. How do audiovisual materials help you to learn new vocabulary?
4. What are the strategies do you use to learn new vocabulary?
5. What are the challenges or difficulties of learning vocabulary when audiovisual materials are presented in class?
6. How do you include audiovisual resources in your study habits?
7. How do audiovisual resources influence your ability to remember and apply new vocabulary in English?

Annex D: Transcription of the interviews

Teacher 1

Pregunta 1- ¿Cuál es la importancia del vocabulario cuando se enseña inglés a los estudiantes? (0:08) Creo que la importancia de tener un vocabulario es fundamental en la enseñanza, (0:15) porque al estudiante tú le puedes poner gramática y enseñarle de las mejores maneras posibles, (0:20) pero si no pueden, tienen el conocimiento de la gramática y no saben cómo entablar una conversación (0:27) porque no tienen un vocabulario amplio, no van a poder lograr comunicarse. (0:33) Entonces, lo primordial, y lo que siempre hay en textos y se recomienda y todo, (0:40) es entablar primero un buen vocabulario. (0:46)

Pregunta 2 ¿Cuál es el método que se utiliza para enlazar el aprendizaje del vocabulario en los estudiantes? (0:58) (1:54) Aquí en la institución hay un audiovisual room, ya que eso es de bastante ventaja en la parte del vocabulario. (2:06) Porque el vocabulario tú lo puedes enseñar por medio de imágenes, por medio de juegos, por medio de competencias. (2:16) Tú puedes establecer un vocabulario con el que se vaya a enseñar en esa unidad.(2:25) Entonces, esas son algunas cositas que tenemos aquí en la institución. (2:32)

Pregunta 3. ¿Qué estrategias específicas se utilizan para enseñar vocabulario? (2:38) Uf, hay muchas estrategias, muchas. (2:42) Por ejemplo, yo me gusta hangman, el horcado. (2:49) Me gustan competencias. (2:52) Me gustan las competencias. (2:55) Por ejemplo, dividir a los grupos en dos, porque los chicos hay. (3:00) De esa manera, es como que sentirse competitivos, es como que más se despiertan o se hacen barras entre ellos mismos. (3:14) Y es divertido la parte, por ejemplo, que a un grupo le pones las cebollas, al grupo le pones los tomates. (3:20) Cebollas, tomates, patatas y todo.

Pregunta 4. (3:51) ¿Podrías darnos un ejemplo de cómo usas audiovisuales para enseñar vocabulario? (4:02) Para enseñar vocabulario audiovisual, por ejemplo, en hangman. (4:12) Internet es extenso, ¿no? (4:14) Internet, tú puedes encontrar muchas, muchas herramientas. (4:19) Y también hay un programa online de hangman en que ahí mismo, por ejemplo, si tú vas a enseñar sobre food, (4:30) entonces ya le pones directamente la categoría food y salen solamente las herramientas. (4:36) Sobre hangman, pero solamente food, ¿ya? (4:39) Entonces igual los divide por equipo y van descubriendo cada letra. (4:46) Y aparte refuerzas también el abecedario, ¿no? (4:49) Con respecto a los estudiantes. (4:52) Van descubriendo letra por letra hasta ordenar las palabras. (4:57) Entonces le das, qué sé yo, 10 puntos al equipo así, descubre 10 puntos al otro equipo así. (5:04) O sea, ese hangman por medio de competencias y hacerlo todo por medio de competencias es bastante entretenido para los estudiantes. (5:17) Claro que sí.

Pregunta 5- (5:18) Bien, ¿cuáles son los resultados de aprendizaje que has obtenido cuando se utiliza materiales audiovisuales para enseñar el vocabulario? (5:34) Bueno, se ve cuando hay la oportunidad de utilizar audiovisuales es como un estudiante un poco más motivado. (5:46) La motivación de los estudiantes del salir de su aula de clase, movilizarse y encontrar un aula donde se encuentren, puedan ver imágenes. (6:03) Ellos son muy tecnológicos en este momento, ya son adolescentes tecnológicos, entonces es como que entrar en su mundo de la tecnología. (6:14) Entonces es muy, es bueno en ese sentido.

Pregunta 6 - ¿De qué forma los recursos audiovisuales ayudan a la habilidad de retener y de aplicar el vocabulario nuevo? (6:29) Yo creo que es más fácil para ellos si ven y relacionan palabras con imágenes y ellos mismos vayan manipulando, qué sé yo, “mouse” y todo eso para que ellos mismos vayan experimentando. (6:52) Entonces eso es la ventaja en ese sentido.

Pregunta 7 (6:58) ¿Cuáles son las herramientas tecnológicas, los recursos tecnológicos que se utilizan para enseñar vocabulario y cómo reaccionan los estudiantes al uso de este recurso audiovisual? (7:14) Ok, con respecto a recursos nosotros tenemos la sala de inglés, el audiovisual room que le llamamos, tenemos nuestro proyector, audio e internet que es lo que tenemos ahí. (7:38)

Pregunta 8- ¿De qué forma adapta los materiales audiovisuales para las necesidades y los estilos de aprendizaje de los estudiantes dentro de la clase? (7:51) Nosotros tenemos dentro del aula de clase bastante, con respecto a las necesidades educativas, son yo creo que los desafíos también. (8:01) Los estilos de aprendizaje. (8:03) Los estilos exactos. (8:05) Porque por ejemplo hay niños autistas que no les gusta mucho la bulla. (8:11) Hay estudiantes que, y por ejemplo ahí no hay que ponerle demasiado volumen y no hay que controlar el furor adverso de los estudiantes en las competencias. (8:26) Porque los estudiantes con autismo no son muy llevados con mucha bulla ni mucho de este tipo de cosas. (8:35) Ahora, hay estudiantes también que no relacionan de manera más avanzada. (8:47) Tengo un estudiante con, bueno el año pasado tenía un estudiante con una necesidad educativa pero del audio no escuchaba. (9:02) No escuchaba, entonces había que, él era solo con imágenes ¿no? (9:08) Pero que relaciona palabras en inglés con imágenes. (9:13) La parte del audiovisual o la parte de enseñarles por medio de imágenes en el proyector era muy, o sea era muy ventajoso para él. (9:28)

Pregunta 9- Bien, ¿de qué manera evalúas el aprendizaje del vocabulario a través del método audiovisual? (9:39) Bueno se evalúa, ahí mismo en las competencias se van evaluando prácticamente porque ellos van descubriendo y ellos van viendo. (9:48) Porque primero no es que van y de una compiten o de una les presentan el juego y esto y lo que. (9:54) Le tienen que dar un preview ¿no? (9:57) Mire, esto es esto, esto son, esto se dice, qué sé yo, la parte de las

ropas, se llama de esta manera y todo eso. (10:08) O sea, la parte de la, que es lo que utiliza la mujer, que es lo que utiliza el hombre. (10:12) Y de ahí ya se van a los juegos ¿no? para que es la parte de la retentiva ¿no? (10:16) Ya, entonces el vocabulario más, más se evalúa por medio del, de la parte del gamification. (10:28) No es, no es como que más evaluado en una hoja a menos que sea un examen ya, ya del, de un trimestre ¿no? (10:42) Entonces no es que se evalúe, el vocabulario no es precisamente una evaluación como, (10:48) podríamos ponerlo como grammar o algo así ¿no? o un reading o un listening. (10:55) Eso sería más, más una parte evaluativa. (10:58) Pero es, en la parte de la gamification que se hace, ahí se, es la parte evaluativa también. (11:03) Se puede considerar de esa manera. (11:06) Listo, eso fue todo.

Teacher 2

Pregunta 1 (0:00) Ok, ¿cuál es la importancia del vocabulario cuando se enseña inglés a los estudiantes? (0:09) Bueno, pues es una base, puesto que sirve para poder realizar y hacer una composición de diferentes ideas. (0:19) Para mí, el vocabulario es la primera parte que se da al momento de comenzar una temática, (0:25) realizar una lectura y las diferentes técnicas que se utilizan se las daré en la próxima pregunta que usted me haga. (0:36) Bien, cuando se enseña inglés,

Pregunta 2 ¿cuál es el método que utilizas para cultivar el aprendizaje del vocabulario en los estudiantes? (0:46) Las canciones, es uno de ellos. (0:49) La parte interactiva, utilizar herramientas digitales como Wordwall en lo que respecta a vocabulario. (0:55) Yo mismo creo a veces las actividades de acuerdo a las palabras que hemos utilizado. (1:01) También el Tic Tac Toe, del 3 en Raya, es muy buenísimo. (1:06) Yo les presento imágenes, pongo a dos estudiantes y tienen que escribir la palabra de acuerdo a la imagen que les estoy presentando. (1:13) Es una

técnica que estoy empleando y me va muy bien. (1:15) Y las canciones sobre todo, canciones actuales.

Pregunta 3. (1:22) Bien, ¿cuáles son las estrategias que se aplican cuando se enseña el vocabulario inglés? (1:31) La parte interactiva, se podría decir así. (1:35) Pero cuando hablo de interactividad no me refiero solamente a la parte digital, (1:40) sino también la interactividad entre el estudiante, entre ellos mismos, con el docente, juegos, dentro del aula de clase. (1:51) Porque muchas veces no se tiene la parte digital. (1:54) Entonces no puede ser una camisa de fuerzas no tener eso, pero igual podemos hacer otras actividades. (2:01) Dictados también, el dictado de Globo también me ha servido bastante. (2:05) Genera controversia en los chicos a saber qué palabra va a salir dentro del Globo.

Pregunta 4. ¿Cómo, puede proveer, dar un ejemplo de cómo se utilizan los materiales audiovisuales para enseñar vocabulario? (2:23) Por ejemplo, hacemos lo que es los grupos. (2:29) Bueno, actualmente he trabajado esa parte de manera grupal. (2:35) Pudiendo grupos de chicos y chicas. (2:38) Ahí he utilizado Wordwall. (2:41) Pude crear una base de vocabulario de 25 palabras, comenzando desde ahí. (2:49) Y ahí tenían que utilizar... (2:52) A ver, creé dos juegos. (2:54) ¿Sí? (2:55) Creé dos juegos y el que acertaba más ahí mismo sale la puntuación y todo. (3:01) Entonces el que tenía menos errores fue el equipo que ganaba. (3:05) Pero obviamente participaban todos. (3:08) Todos los niños participaban. (3:09) Porque separando los grupos se hacían como 20 chicos por cada equipo. (3:14) Y la cantidad de palabras eran 20 en total. (3:17) 20 y 25.

Pregunta 5. (3:18) Bien. ¿Cuáles son los resultados de aprendizaje que se alcanzan cuando se utiliza materiales audiovisuales en la enseñanza del vocabulario? (3:29) Actualmente uno espera que sea eficaz. (3:33) ¿Verdad? (3:34) Pero recordemos que una cosa es lo que

hacemos en el salón de clases. (3:39) Pero también los estudiantes, recordando que el inglés es un idioma para todos un idioma nuevo. (3:45) Porque nosotros tenemos una lengua materna, una lengua nativa, que es el español. (3:49) Entonces aprender inglés es realmente una práctica. (3:51) No solamente tres horas diarias, tres horas semanales, como lo indica el gobierno. (3:56) Es mucho más que eso. (3:58) O sea, uno hace su trabajo aquí dentro del salón de clases. (4:01) Hay resultados. (4:03) Pero ¿qué pasa si no se continúa en casa un refuerzo? (4:07) No se espera un buen desenvolvimiento o obtener realmente el aprendizaje de ese idioma. (4:16) Uno lo dice por experiencia propia porque ha aprendido ese idioma. (4:19) ¿Y sabe qué? (4:20) Con tres horas o con la hora del curso, con la hora de clases, no solo basta. (4:24) Entonces puedo decir que la mitad de los chicos sí repasan en casa de lo que se ha dado. (4:32) La otra mitad realmente no lo hace.

Pregunta 7 (4:35) ¿Cuáles son las herramientas o recursos tecnológicos que utiliza para enseñar vocabulario? (4:42) ¿Y cómo reciben esto los estudiantes? (4:45) ¿Qué reacción tienen con el uso de recursos audiovisuales? (4:49) Por ejemplo, cuando estamos en virtualidad, como les digo, manejo mucho Wordwall, Cahoot, Lightworksheet, Genially. (5:01) Genially me gusta bastante porque ahí puedo crear más. (5:04) Wordwall me permite solamente crear tres y tengo que borrar. (5:08) Pero en cambio, en Genially hay otro. (5:13) No es Genially. Genially es para hacer como diapositivas. (5:17) Cahoot sí, también me permite hacerlo. (5:19) Pero Cahoot los chicos tienen que tener un buen dispositivo que les permita tener esa aplicación. (5:29) Hay otra que no recuerdo mucho, pero esa ahí me funciona bastante porque puedo crear muchas (5:34) y las puedo dejar para que los chicos practiquen varias veces, al igual que Lightworksheet también.

Pregunta 8 (5:39) ¿De qué forma adapta el uso de materiales audiovisuales a los estilos y necesidades de aprendizaje de los estudiantes en el salón de clase? (5:50) De acuerdo a las

diferentes necesidades que tienen en el salón de clase, me puedo servir de diferentes herramientas. (5:58) Por ejemplo, los estudiantes que tienen necesidades especiales, ellos utilizan... (6:02) Hay un dispositivo que se carga, que tiene unas tarjetas, como vocabulario, ¿verdad? (6:09) Esos mismos específicamente, digamos que estamos viendo vocabulario de actividades. (6:14) Entonces, justo tengo seleccionadas cinco actividades que pueden ser Dance, Work, Study, Sing, Play, Soccer. (6:26) Ese dispositivo, al meter la tarjeta, le pronuncia y los chicos pueden ir pronunciando y pueden identificar. (6:36) Claro está que con ellos manejo cinco tarjetas con las que tienen necesidades especiales. (6:41) De ahí, con los demás estudiantes, pues bueno, así se trabaja la parte virtual y la presencial.

Pregunta 9. Bien, ¿de qué forma hace o cómo hace para evaluar el aprendizaje de vocabulario a través del método audiovisual? (7:06) Bueno, como digo, yo hago la enseñanza... (7:11) A ver, actualmente, pues no. (7:14) Les explico utilizando el método audiovisual. (7:17) No audiovisual, se podría decir así. (7:19) Y después de eso, pues se hace también lo que son dictados. (7:23) Como les expliqué, el tic-tac-toe, que es que cada estudiante salga. (7:27) Tienen una pizarrita cada uno, pues yo les muestro la imagen y ellos tienen que escribirlo correctamente localmente. (7:33) Es importante ya que ellos identifican de qué se trata y así a la vez yo veo cómo está la escritura de ellos. (7:41) Porque tú lo puedes pronunciar bien, pero la escritura... (7:43) En inglés también existen faltas ortográficas. (7:45) Entonces, eso también es importante. (7:47) Y de manera virtual, como digo, mis herramientas que son Live World Sheet y eso.

Teacher 3

Pregunta 1 (0:05) La primera pregunta es, ¿cuál es la importancia del vocabulario cuando se enseña inglés? (0:13) Ya, en este caso es importante que los estudiantes conozcan un vocabulario que tengan una base de palabras (0:20) para que ellos puedan comprender lo que se

da en la clase y también para que ellos realicen ejemplos (0:27) en base a la gramática o al tema que se está explicando. Es importante porque es la base, (0:34) el punto de partida para empezar nuestro aprendizaje de un tema en especial. (0:42)

Pregunta 2- Listo, la segunda pregunta, cuando se enseña inglés, ¿cuál es la metodología que utiliza para enseñar vocabulario? (0:51) Ya, en este caso una de las metodologías es mostrar imágenes en base al vocabulario que se está enseñando. (1:01) Yo acostumbro a que el estudiante pegue una imagen y de ahí realice pues un poco de repetición de palabras, (1:11) no muchas tampoco porque tampoco es una estrategia muy buena. (1:15) Y en este caso finalizando la repetición de unas cinco veces, el estudiante debe describir una oración (1:21) aplicando esa palabra nueva, como que el estudiante aplica lo aprendido realizando pues una oración un poco más extensa (1:31) y también pues con el vocabulario que él tiene con anterioridad. (1:35)

Pregunta 3, ¿cuáles son las estrategias que se aplican en el salón de clases para enseñar vocabulario? (1:43) Las estrategias en este caso podría ser uno de trabajo en equipo, ya por ejemplo un workshop, (1:52) ya un taller en clases donde el estudiante va pues a, de pronto no solamente de manera individual (1:57) sino con el apoyo de otro compañero a retener más este aprendizaje del vocabulario pues que se está impartiendo en la clase.

Pregunta 4 - (2:07) Bien, la cuarta pregunta, ¿puede dar un ejemplo de cómo utiliza los materiales audiovisuales para enseñar vocabulario? (2:17) ¿Un ejemplo? ¿Una aplicación de pronto? (2:19) Claro, un ejemplo. (2:21) Ya, puede ser un ejemplo, una aplicación ahora que estamos con el uso de la tecnología podría relacionar ese ejemplo (2:29) al uso de alguna aplicación, por ejemplo, worksheet o podemos hacer juegos mediante Educaplay, (2:38) ya varias herramientas que permiten que el estudiante capte un poco más rápido, sea el aprendizaje

más retentivo (2:46) y pues así él también se sienta interesado en la clase porque ellos ahora los estudiantes pues son un poco más tecnológicos. (2:54)

Pregunta 5, ¿cuáles son los resultados de aprendizaje obtenidos cuando se utilizan los materiales audiovisuales para enseñar vocabulario? (3:06) Ya, en este caso sí hay muchas ventajas, una de ellas, las personas en general somos como retenemos más las palabras o el aprendizaje (3:16) cuando nosotros visualizamos algo, ya el hecho de que el estudiante mire, observe, eso le va a ayudar a que él retenga mucho más el aprendizaje (3:28) pues y lo aplique, en este caso porque no se trata solamente de que aprenda en el momento, sino de que aplique y mantenga ese conocimiento. Estábamos en los resultados que se obtienen. (3:45) Ah ya, este otro resultado podría ser de que el estudiante obtenga en este caso mejores notas, mejores calificaciones también (3:56) pues él ha aprendido de acuerdo a las estrategias que se han planteado. (4:00) Bueno y una mayor ventaja podría ser de que logre escuchar de pronto a una persona nativa y le logre entender más, en este caso, que esa es la finalidad, no de estudiar otro idioma. (4:13)

Pregunta 6, ¿de qué forma los recursos audiovisuales contribuyen a la habilidad de retener y aplicar vocabulario nuevo? (4:28) Ya, en este caso pues ayudan mucho, pues como lo dije, las personas somos más visuales, retenemos más las cosas de manera visual. (4:37) En este caso la audición también ayuda mucho porque es bueno en la parte del inglés colocar audios que sean netamente de personas nativas (4:47) porque el estudiante pues va a escuchar en este caso correctamente la pronunciación y va de pronto a lograr de que él en algún momento que esté escuchando a una persona nativa pues entenderle, aprender mucho más a comunicarse en este idioma.

Pregunta 7, ¿cuáles son las herramientas tecnológicas o los recursos tecnológicos que utilizas para enseñar vocabulario y cómo los estudiantes reciben o cómo reaccionan al uso de las herramientas tecnológicas? (5:22) Ya, en este caso aquí en la escuela nosotros tenemos un laboratorio de inglés y este laboratorio lo hemos adaptado con un proyector. Bueno, tenemos pues una computadora de escritorio y también un parlante. (5:35) Estas serían nuestras herramientas o nuestros recursos que aplicamos para que el estudiante aprenda mucho mejor. (5:45) En este caso por medio de estos recursos nosotros podemos proyectarle al estudiante juegos didácticos, juegos tecnológicos y que el estudiante de alguna manera obtenga ese conocimiento de una manera más didáctica, más interactiva para que su conocimiento sea duradero. (6:11)

Pregunta 8, ¿cómo adapta el material audiovisual a los estilos de aprendizaje de los estudiantes? (6:20) Bueno, en este caso los materiales audiovisuales nos ayudan mucho porque recordemos que los estudiantes aprenden de diferentes maneras. (6:28) No todos tienen ese mismo ritmo de aprender, algunos demoran un poco más en obtener ese aprendizaje que nosotros quisiéramos lograr y por lo tanto actualmente en el internet nosotros encontramos algunos recursos para poder hacer esas adaptaciones y lograr los resultados que nosotros esperamos. (6:46) Hay muchos recursos que se encuentran en internet, por ejemplo, antes les nombré algunos, ¿no? El Worksheet, los Live Worksheet, Genially, el Canva, bueno, algunos recursos que podemos adaptar para que se logre el aprendizaje. (7:06)

Pregunta 9, y la última pregunta es, ¿de qué forma asesora o evalúa el vocabulario a través de los audiovisuales? (7:14) Ya, en este caso pues como ahora todo es tecnológico, en la escuela pues se ha acostumbrado ya a hacer grupos de WhatsApp, entonces los docentes o al menos yo acostumbro a enviar enlaces para que el estudiante practique mediante recursos

audiovisuales y pues de pronto él obtenga mejores resultados en las evaluaciones. (7:41) Ya, en el laboratorio también mostramos algunos videos y algunos talleres para que el estudiante practique un determinado tema.

Teacher 4

p1. El vocabulario en inglés es muy importante porque de ahí parte todo, parte para hacer oraciones. los estudiantes siempre tienen que de una u otra manera

p2. En la manera en la que trabajo, los cursos hay proyectores si siempre se suele proyectar diapositivas figuras, videos flash card.

p3. Repetimos palabras y pronunciación. al inicio en medio al final. al siguiente día un récord.

p4. Todos los cursos tienen proyectores y por eso es fácil proyectar para todos los chicos. se necesita laptop micrófono.

p5. Muy buenos. los estudiantes tienen muchas falencias y vienen de otras instituciones o vienen de escuelas las cuales no se les da inglés o no se le da la debida importancia y para el bachillerato van con buenas bases para poder expresarse

p6. Es muy importante porque los estudiantes tienen muchas maneras de aprender.

p7 Es interesante porque los estudiantes muestran interés en la clase por que se le proyecta ello no es lo mismo que solo hable, y que les diga esto imagínese esto no es lo mismo. cada estudiante tiene una forma diferente de aprender, pero estas ayudas son muy importantes.

P9... Se evalúa constantemente con la participación activa en la clase y también se los evalúa de manera escrita, pero para mí las evaluaciones más importantes son las que realizan en la clase con actividades.

Teacher 5

P1- Considero que es muy importante para que los estudiantes puedan entender por ejemplo darle sentido a una lectura o a lo que se enseña

p2- Me gusta utilizar mucho las diapositivas, los flashcards cuando no tenemos la tecnología a la mano, el infocus o la computadora. a veces las elaboran ellos o a veces la elaboro yo

p3- Si son pequeños usamos flash card y juegos y participación en equipos

p4- Con flashcards jugamos juegos dinámicos. ellos ponen las tarjetas sobre la mesa y yo les voy mostrando las palabras y ellos me van mostrando sus tarjetas y antes se divide en equipos se le pone puntos al equipo que más rápido levante la tarjeta y al final se los felicita

p5- El aprendizaje a conciencia del estudiante porque muchas veces cuando se les toma evolución o se les preguntan algo no saben que responder. no es necesario que hagan un aprendizaje en casa incluso si hacemos un aprendizaje divertido y dinámico-

p6- Porque te ahorra tiempo y los estudiantes pueden tener más retentiva porque ven el dibujo colorido lo ves más grande y usando la tecnología se puede aprender más. Se facilita bastante.

p7- En la educación fiscal es un triunfo poder trabajar con la tecnología entonces en la virtualidad era mucho mejor trabajar, hacer el trabajo más fácil, pero aquí es un poco complicado usar herramientas. se facilitan mucho, pero hay que acoplarse a la realidad del aula.

p8- Ciertos cursos que tienes infocus y yo tengo mi laptop. actualmente traten de implementar el infocus en otros paralelos.

p9- Mediante actividades en equipos, re realiza preguntas o proyectando la imagen se les preguntan qué significa la imagen. de manera grupal o individual.

Annex E: Focus group transcription

Primera pregunta: Cuando aprendes inglés, ¿cuáles son las estrategias que usas para aprender nuevo vocabulario?

Respuestas:

Estudiante 1: A través de imágenes o videos, o palabras y traducirlas.

Estudiante 2: A través de videos o escritura, para poder aprenderlos.

Estudiante 3: Imágenes, videos y poder repetirlos varias veces para que se quede.

Estudiante 4: Imágenes y videos para poder entender mejor.

Estudiante 5: A través de imágenes y puede ser a través de un videojuego que esté en inglés o para entender lo que está en inglés.

Estudiante 6: Investigar el significado de la palabra.

Estudiante 7: Investigar la palabra.

Estudiante 8: Investigar en sitios web.

Estudiante 9: Preguntar al profesor.

Estudiante 10: Preguntar al profesor.

Estudiante 11: Traducir en Google.

Estudiante 12: Usar la repetición.

Segunda pregunta: ¿Cómo te sientes cuando tu profesor usa materiales audiovisuales para enseñar vocabulario?

Respuestas:

1: Bien, porque de esa manera aprendemos más y mejor.

2: Bien, porque de esa manera aprendemos mejor porque estamos viendo los videos y cómo se expresan y así entendemos mejor.

3: Bien, porque a través del video podemos ver cómo se pronuncia o cómo se escribe y así podemos aprender.

4: Bien, porque podemos ver a qué se refiere, podemos intentar decirlo mejor.

5: Más entretenido.

6: Me siento bien.

7: Me siento bien.

8: Me siento bien.

9: Me siento ansioso.

10: Me siento cómodo.

11: Me siento cómodo.

12: Me siento excelente.

Tercera pregunta: ¿Cómo ayudan los materiales audiovisuales a aprender nuevo vocabulario?

Respuestas:

- 1: A través de imágenes. Repetir varias veces.
- 2: Traduciéndolo.
- 3: Escuchando en el traductor qué significa.
- 4: Qué significa y puedes pronunciarlo a tu manera.
- 5: A lo que dice, a lo que escribiste.
- 6: Escuchando música.
- 7: Viendo películas.
- 8: Viendo imágenes.
- 9: Viendo videos.
- 10: Observar acciones de personas.
- 11: Repitiendo videos.
- 12: Viendo videos.

Cuarta pregunta: ¿Cuáles son las estrategias que usas para aprender nuevo vocabulario?

Respuestas:

- 1: A través de imágenes porque tienes la imagen.
- 2: Expreso lo que está en la imagen y trato de expresar lo que está en esa imagen.
- 3: A través de imágenes y recortar la imagen y pegarla en un cuaderno y escribir qué significa en español e inglés para poder pronunciarlo.

4: A través de un traductor o video. Y repetirlo.

5: A través de un traductor o videos para saber qué significa esa palabra. A través de un traductor y de un sitio para traducirlo cuando está en inglés.

6: Repetición.

7: Retroalimentación.

8: Escribir las palabras en un libro.

9: Revisar las notas.

10: Traducir al español.

11: Estudiar y pronunciar.

12: Revisar y memorizar.

Quinta pregunta: ¿Cuáles son los desafíos y dificultades de aprender vocabulario cuando se usan materiales audiovisuales? ¿Cuáles son los desafíos y dificultades en clase cuando se usan materiales audiovisuales?

Respuestas:

1: Cuando hablan muy rápido y no entendemos lo que dicen.

2: Cuando a veces no conocemos esa palabra y no podemos traducirla, no sabemos.

3: Cuando están hablando, expresándose rápido y no entendemos.

5: No saber las palabras.

6: El orador habla más rápido.

7: No hay repetición.

8: Los videos no son claros.

9: Las palabras similares me confunden.

10: La pronunciación es más rápida.

11: La pronunciación es más rápida.

12: La pronunciación es más rápida.

Sexta pregunta: ¿Cómo incluyes los materiales audiovisuales en tus hábitos de estudio, en tu estudio personal en casa?

Respuestas:

1: Televisión, computadora, teléfonos.

2: A través de un traductor o videos para aprender mejor.

3: A través de internet para visualizar qué significa.

4: A través de una computadora.

5: Teléfono o tableta.

6: Usar un video.

7: Razonamiento.

8: Entender las palabras.

9: Razonamiento.

10: Recordar los videos vistos en la clase.

11: Ver un video, escuchar y pronunciar.

12: Escuchar música y escribir.

Séptima pregunta: ¿Cómo influyen los materiales audiovisuales en tu capacidad para recordar y aplicar nuevo vocabulario? ¿Cómo te ayudan los materiales audiovisuales a recordar nuevo vocabulario?

Respuestas:

1: Repetirlo varias veces, traducirlo y repetirlo varias veces. También a través de imágenes.

2: Fácil porque podemos ver y traducirlo mejor. Y pegar la imagen para hacer recuerdos.

3: Cuando vas a un lugar y vas a traducirlo, puedes poner qué significa y repetirlo varias veces hasta que lo entiendas.

4: Puedes poner qué significa y repetirlo varias veces hasta que lo entiendas.

5: Memorizándolo. O escribiéndolo en un cuaderno.

6: Repasar el video y recordar las palabras.

7: Recordar la palabra viendo el video de nuevo.

8: Recordar.

10: Transcribir las palabras.

11: Recordar la última clase.

12: Repetición de videos.

Annex F: Letter of permission to the institutions

Santa Elena, 12 de junio de 2024

MSc. IBELICE TOMALA VILLÓN
DIRECTORA DE LA UNIDAD EDUCATIVA "18 DE AGOSTO"

En su despacho:

Nuestros nombres son Suarez Alejandro Joao Gabriel con número de cédula 2450597162 y Jose Adrian Murillo Alejandro con número de cédula 2400012296 de la Universidad Estatal Península de Santa Elena, del curso PINE 8/1. Estamos llevando a cabo una investigación titulada "Advantages and Disadvantages of the Audio-visual method to learn vocabulary".

El objetivo de esta investigación es comprender mejor las ventajas y los retos que enfrentan tanto los estudiantes como los profesores y estudiantes en el proceso de aprendizaje de vocabulario por medio del método audiovisual en el Idioma Inglés. La investigación será realizada a docentes y estudiantes de nivel básica superior mediante una **entrevista**.

Agradezco su consideración para ayudarnos con esta investigación. Estamos convencidos de que la perspectiva proporcionará una visión crucial y enriquecerá significativamente el estudio.

Quedo a la espera de su respuesta y agradezco su colaboración.

Atentamente,



SUAREZ ALEJANDRO JOAO GABRIEL
2450597162



JOSE ADRIAN MURILLO ALEJANDRO
2400012296

Alu Rojas
12/06/2024

Santa Elena, 13 de junio de 2024

MSc. JANINA TOMALA
DIRECTORA DE LA UNIDAD EDUCATIVA "24 DE JULIO"

En su despacho:

Nuestros nombres son Suarez Alejandro Joao Gabriel con número de cédula 2450597162 y Jose Adrian Murillo Alejandro con número de cédula 2400012296 de la Universidad Estatal Península de Santa Elena, del curso PINE 8/1. Estamos llevando a cabo una investigación titulada "Advantages and Disadvantages of the Audio-visual method to learn vocabulary".

El objetivo de esta investigación es comprender mejor las ventajas y los retos que enfrentan tanto los estudiantes como los profesores y estudiantes en el proceso de aprendizaje de vocabulario por medio del método audiovisual en el Idioma Inglés. La investigación será realizada a docentes y estudiantes de nivel básica superior mediante una **entrevista**.

Agradezco su consideración para ayudarnos con esta investigación. Estamos convencidos de que la perspectiva proporcionará una visión crucial y enriquecerá significativamente el estudio.

Atentamente,



SUAREZ ALEJANDRO JOAO GABRIEL
2450597162



JOSE ADRIAN MURILLO ALEJANDRO
2400012296

Recibido

11.59
13/06/24.