



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

**“TEACHERS’ EXPERIENCES USING
MULTISENSORY METHODS TO DEVELOP
VOCABULARY IN YOUNG LEARNERS”**

RESEARCH PROJECT

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL
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Advisor's Approval

In my role as Advisor of the research paper entitled "TEACHERS' EXPERIENCES USING MULTISENSORY METHODS TO DEVELOP VOCABULARY IN YOUNG LEARNERS" prepared by Tumbaco Tavarez Brihoney Nayely and Mero Caiche Ambar Dayerlis, undergraduate students of the Pedagogy of National and Foreign Languages Major, at School of Educational Sciences and Languages at Universidad Estatal Peninsula 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 the evaluation of the academic tribunal.

Sincerely,



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Declaration

The responsibility for the information and content in this degree and research work lies with the Universidad Estatal Peninsula de Santa Elena, which also holds intellectual property rights.

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Acknowledge I

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- Ambar Dayerlis Mero Caiche

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- Brihoney Nayely Tumbaco Tavarez.

Dedication I

I dedicate this thesis primarily to myself, for every effort, every challenge overcome, and for not giving up even when everything seemed difficult. To my family, who walked beside me every step of the way, giving me strength, love, and confidence to keep going. To my boyfriend, who was with me during difficult times, encouraging me to continue and accompanying me in every important decision. This achievement is a reflection of my perseverance and of those who walked with me, sharing this journey toward my dreams.

With love, Ambar Dayerlis Mero Caiche.

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Abstract

This research examined the experiences of English educators who employ the multisensory method to improve vocabulary in young learners. The inquiry underscored the importance of vocabulary for students' communication and language development, yet habitual memorization often limits student engagement and retention. Using a qualitative phenomenological design, data were obtained through semi-structured interviews with five English language educators in the province of Santa Elena. The results indicated that the implementation of visual, auditory, tactile and kinesthetic elements, such as songs, flashcards, games and total physical response, favored vocabulary retention, as well as motivation and participation. Teachers described the approach as participatory and inclusive, as it allows children to associate words with real-life situations. However, they also found challenges related to time management and scarcity of resources. The study concluded that multisensory methods have a positive and effective impact on vocabulary learning and suggested teacher training along with institutional support to encourage their implementation in early English language teaching.

Keywords: Multisensory methods, vocabulary, young learners, English teaching, qualitative research.

Resumen

Esta investigación analizó las experiencias de los educadores de inglés que emplean el método multisensorial para mejorar el vocabulario en los educandos jóvenes. La indagación subrayó la importancia del vocabulario para la comunicación y el desarrollo lingüístico de los estudiantes, aunque la memorización habitual frecuentemente limita la participación y la retención de los alumnos. A través de un diseño cualitativo de tipo fenomenológico, se obtuvieron datos a través de entrevistas semiestructuradas con cinco educadores especializados en el idioma inglés de la provincia de Santa Elena. Los resultados indicaron que la implementación de elementos visuales, auditivos, táctiles y cinestésicos, tales como canciones, tarjetas didácticas, juegos y respuesta física total, favorece la retención de vocabulario, así como la motivación y la participación. Los profesores describieron el enfoque como participativo e inclusivo, ya que permite a los niños asociar palabras con situaciones de la vida real. Sin embargo, también encontraron desafíos relacionados con el manejo del tiempo y la escasez de recursos. El estudio concluye que los métodos multisensoriales tienen un impacto positivo y efectivo en el aprendizaje de vocabulario y sugirieron la capacitación docente junto con el respaldo institucional para fomentar su implementación en la enseñanza temprana del idioma inglés.

Palabras clave: Métodos multisensoriales, vocabulario, jóvenes estudiantes, enseñanza del inglés, investigación cualitativa.

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Introduction

Vocabulary acquisition is a crucial element in learning a foreign language, as it provides the foundation for communication, comprehension, and self-expression. A rich vocabulary allows students to construct meaning, engage in conversations, and develop overall language proficiency. Nevertheless, traditional teaching methods that rely mainly on repetition and memorization often fail to sustain students' motivation and long-term retention. Therefore, teachers have begun to use methods that activate multiple senses, such as multisensory learning, which includes visual, auditory, tactile, and kinesthetic senses, in order to make the learning process interactive, entertaining, and effective.

As Mohammed (2024) states, multisensory learning allows students to link new vocabulary to everyday situations, thereby promoting a more solid understanding and better memory retention. Global studies support these advantages, demonstrating that students who participated in multisensory teaching methods experienced greater vocabulary growth and a higher level of engagement. Similarly, local research conducted in Ecuador, Figueroa & Salinas (2025), highlighted those multisensory strategies, including songs, games, and visual aids, improved children's motivation and self-esteem in their English language learning process. However, despite the positive results, there is still a lack of research exploring the experiences of educators who use multisensory methods in Ecuadorian classrooms, especially in the province of Santa Elena. Educators play a fundamental role in adapting and implementing these methods; their knowledge is essential to understanding the challenges they face in the classroom with effective vocabulary teaching techniques.

For this reason, this research seeks to analyze the experiences and perceptions of English teachers who use multisensory methods for vocabulary in young learners. Its

specific objectives are to identify the types of multisensory strategies used, examine the difficulties encountered during implementation, and determine the resources and training those teachers consider indispensable for success. A qualitative approach was adopted to collect data through semi-structured interviews with several English teachers in the province of Santa Elena. The results of this study aim to contribute to improving vocabulary instruction, encouraging inclusive and stimulating classrooms, and promoting the effective integration of multisensory learning within English language education for young learners.

Chapter I

The Problem

1.1. Research Topic

Multisensory methods and vocabulary

1.2. Title of your project

Teachers' Experiences Using Multisensory Methods to Develop Vocabulary in Young Learners.

1.3. Problem Statement

Vocabulary development is a fundamental aspect of early literacy and language acquisition, as it enables the development of skills in the new language being learned. Facilitating children to acquire English vocabulary enables them not only to learn a new language, but also to gain a solid foundation for language learning, which provides cognitive and comprehension of texts, conversations, and the expression of ideas with greater precision and fluency, thereby expanding personal and professional opportunities throughout one's academic life.

According to Agazzi (2022), "vocabulary learning is a fundamental part of learning a foreign language." (p.56). It is also vital for language learners and significant for language teaching, as a strong vocabulary enhances their ability to express ideas and comprehend texts, crucial for overall language acquisition. For language teaching, emphasizing vocabulary development improves instructional strategies and engages students effectively.

The sensory method assumes that people learn using more than one sense. According to Mohammed (2024), the multisensory method enables students to acquire

new aspects of the language by presenting traditional subjects in a non-traditional manner.

Within classrooms, teachers focused on vocabulary learning rely on rote memorization, which fails to maintain students' interest and motivation. This traditional approach can result in limited retention and an absence of active class participation. Using multisensory methods can make learning more meaningful and memorable for children, helping them retain words and engage more actively in classroom activities.

However, there is still limited understanding of how this method can be implemented in educational settings, as few studies have explored its practical application. “By exploring educators' perceptions, insights can be gained into the practicalities and effectiveness of these approaches, informing the development of more targeted and impactful educational strategies” (Shin, 2019, p. 2116).

The problem addressed in this investigation is the limited evidence about the role of multisensory methods for teaching and retaining English vocabulary in young learners. Students struggle to retain English vocabulary due to limitations in teacher training, resource availability, and classroom dynamics. Research indicates that multisensory methods can enhance vocabulary retention and student engagement (Boardman, 2019). However, few studies have examined the experiences and perceptions of teachers who use these methods in vocabulary teaching.

This study is relevant because vocabulary is a basic component of language learning, and students' confidence and communication skills are affected if it is not considered, reducing academic performance and student's motivation. A better understanding of the role of multisensory methods would guide educators in adopting approaches that promote more meaningful and engaging learning experiences.

Furthermore, few studies have explored the results of multimodal methods application with young learners of English as a foreign language. Therefore, this research will fill a gap in local educational research.

It is important to mention that study will not evaluate other language skills such as grammar, listening comprehension, or writing, nor will it compare multisensory methods with other approaches. It will also not include secondary school or higher education students, or teachers who do not use multisensory methods in their teaching practice. By probing the practical knowledge and perceptions of educators, this research contributes key insights that will drive the evolution of educational strategies, ensuring that they meet the needs of all learners and foster a love of language.

1.4. Problem Formulation

1.4.1. General Question

- How do English teachers experience using multisensory methods for improving vocabulary retention in young learners?

1.4.2. Specific Question

- What specific multisensory techniques do English teachers apply when teaching vocabulary to young learners?
- What challenges do teachers encounter in integrating multisensory methods into their vocabulary lessons?
- What training and essential resources do teachers consider important for implementing the multisensory method in vocabulary teaching?

1.5. Objectives

1.5.1. General Objective

- To analyze English teachers' experiences and perceptions of using multisensory methods with young learners, through qualitative interviews, in order to understand their role in vocabulary development.

1.5.2. Specific Objectives

- To identify the types of multisensory methods employed by teachers in vocabulary instruction.
- To explore multisensory approaches on young learners' vocabulary acquisition.
- To determine resources and training for teachers to implement the multisensory method in vocabulary teaching.

1.6. Justification

Over the past few years, educators and researchers have paid attention to multisensory methods for supporting vocabulary learning, particularly in teaching young learners. Traditional vocabulary learning has relied on rote memorization through visual and auditory methods, but this approach neglects the diverse ways in which children learn. In contrast, multisensory approaches use elements that are visual, auditory, tactile, and kinesthetic, providing a learning experience that enhance vocabulary retention and comprehension.

On this line, current learning methods have evolution establishing interactive spaces in which students engage with vocabulary through activities that incorporate listening, speaking, visual aids, movement, and tactile elements. These strategies have generated a turn in the learning process by adapting teaching to the diverse learning

styles of students. This shift in vocabulary instruction is relevant, as vocabulary enrichment is crucial to text comprehension and valuable communication.

Understanding the nuances of language and using vocabulary appropriately is important for young learners, as it enables them to express themselves and engage in complex dialogues. Additionally, multisensory methods present an optimistic possibility by engaging students in educational experiences that stimulate various senses. These methods enhance lexical retention and understanding while making learning pleasant (Algrni, 2020).

Although multisensory techniques hold great promise, there is scarce information or studies evaluating their influence on vocabulary acquisition. Therefore, it is necessary to conduct a study to analyze the effects of multisensory methods on vocabulary retention and literacy skills.

The growing interest in multisensory methods indicates a movement towards inclusive teaching strategies that address various learning needs. Considering the essential role of vocabulary development in achieving academic success, it is important to explore innovative approaches such as multisensory learning.

Chapter II

2. Theoretical Framework

2.1. Background

Developing vocabulary is fundamental while learning foreign languages as it is the basis for communication, comprehension, and linguistic progress. The scope of vocabulary influences learners' ability to express themselves, understand texts, and actively involved in conversations. According to Robiya et al. (2024), vocabulary knowledge positively predicts academic achievement and language ability, making it an essential focus in education. When learners grow their vocabulary, they tackle complex reading materials and engage in higher-level mental tasks (Clenton et al., 2025).

Recent research emphasizes that vocabulary is intertwined with the development of reading, writing, listening, and speaking. In this regard, Brooks et al. (2023) reported that students with a richer vocabulary were more successful between language acquisition stages. According to the authors, acquisition of vocabulary boosts comprehension and increases learners' motivation, leading to academic success. Zaeneb et al. (2022) indicated in their research that gamification serves to teach vocabulary efficiently, improving English education.

Vocabulary learning also contributes to professional and social opportunities. A robust vocabulary enables learners to understand sophisticated material, communicate ideas more clearly, and integrate themselves into academic contexts Robiya et al. (2024).

Accordingly, vocabulary acquisition is a central pillar in foreign language teaching, supported by pedagogical methods that foster active engagement. In

consequence, without adequate vocabulary, learners are limited in their linguistic growth (Al Talib, 2022).

2.2. Pedagogical Methods for Teaching Vocabulary to Young Learners

Pedagogical approaches have proven the effectiveness of teaching vocabulary to young learners. For instance, Sotlikova (2023) designed a Presentation-Practice Route which structured learning where new words and group activities that reinforce retention (i. e. sentence completion and role-play) were included during the first phase. This approach considered inclusive teaching by adapting instruction to students' needs and encouraging participatory learning.

The use of real objects, flashcards, and gesture-based activities has shown to support vocabulary retention in young learners. In this regard, Sumarni et al. (2022) identified that aids based on visual and auditive sensations help learners grasp the meaning of words. Furthermore, when students interact with physical representations or tasks that need gestures, they remember and apply vocabulary more effectively in everyday context (Sotlikova, 2023).

In addition, integrating synonyms, antonyms, and context-rich examples deepens word knowledge and aids recall. Translating vocabulary and using contextual clues have been staples of language teaching. For example, Zulpan (2018) highlights those approaches combining visual, auditory, and kinesthetic modalities address differences in learning styles and improve results. Additionally, teachers often report that combining multisensory materials and structured practice creates a richer learning environment for vocabulary development. The effectiveness of these methods is reflected in improved retention, motivation, and communicative ability among learners (Deni & Fahriany, 2020).

2.3. Research on Multisensory Methods in Linguistic Education

Internationally, multisensory approaches are recognized for their capacity to enhance reading comprehension and vocabulary learning. Matter (2022) found that third-grade students exposed to multisensory teaching techniques exposed bigger improvements in their reading skills and engagement compared to those under traditional instruction. Regarding this research, Syahputri (2019) highlights that inclusion of audio and tactile activities contributed positively to student performance.

National research in Ecuador analyzed the outcomes of multisensory method within universities. On this basis, Parra (2021) concluded that activities combining interactive games such as music and visual resources favored vocabulary memorization and promoted a favorable attitude toward learning.

Locally, Figueroa & Salinas (2025) explored the use of multisensory teaching for students with Down syndrome, noting that the inclusion of visual, auditory, and kinesthetic resources increased self-confidence and motivation. Although this research focused on the context of special education, it emphasizes the potential of multisensory approaches. However, there is still scarce information on the use of multisensory methods during vocabulary teaching in regular education.

2.4. Theoretical Bases

2.4.1. Fundamentals of Multisensory Learning

According to Sanfilippo et al. (2022), multisensory learning is an instructional approach that engages visual, auditory, tactile, and kinesthetic modalities to reinforce understanding and retention. By providing students with experiences that stimulate more than one sense, teachers create pathways for knowledge acquisition and make learning meaningful.

Fundamentally, multisensory methods address differences in learning styles, providing alternative access to information for students who struggle with traditional methods based on memorization. Including activities such as reading aloud, and movement-centered exercises stimulate simultaneous sensory channels, improving both engagement and comprehension (Vena & Yuliana, 2023).

2.5. Learning Theories

2.5.1. VARK Model

The VARK model proposed by Fleming and Mills (1992) categorizes learners as visual, listening, reading, writing, and kinesthetic, suggesting that instruction should be designed to address these modes for optimal retention. Recent studies confirm that lessons that integrate VARK modalities result in higher academic achievement and improved motivation (Anastasia, 2023).

In example, Syahputri (2019) examined multimodal techniques in language instruction and found that students who receive input through multiple sensory channels demonstrate greater ability to transfer skills and concepts to new environments. Such approaches also benefit students with language difficulties or special needs by providing alternative opportunities.

Integrating multimodal elements in language teaching ensures personalized learning experiences and addresses disparities on learning strategies. Multisensory tasks that use written and audio feedback, and physical manipulation create educational environments where learning is significant and efficient (Bualat et al.,2023).

2.5.2. Dual Coding Theory

Proposed by Paivio & Rowe (1971), this theory posits that memory is strengthened when verbal and visual information are encoded simultaneously. In the

context of current research, presenting new vocabulary with corresponding images allows students to create associations and have better opportunities to recall information. Following this idea, Wong & Samudra (2019) note that students who were exposed to dual coding techniques in language learning demonstrate improved comprehension, pronunciation, and word retention.

According to Luo (2022) adds that dual coding also aids in understanding grammatical structures and cultural context. Utilizing flashcards, storybooks, and interactive media as part of vocabulary lessons empowers young students to internalize knowledge more effectively.

By providing a theoretical foundation that merges pedagogy with technology in language teaching, today's interactive activities offer students multiple modes of input and practice. This not only holds children's attention, but also promotes autonomous learning. Finally, Paivio's concepts remain as a basis in the design of technology-assisted language instruction, where applications and interactive media employ verbal and visual cues to maintain students' engagement and deepen learning outcomes (Mir et al., 2023).

2.5.3. Constructivist Approaches to Vocabulary Acquisition

Constructivist learning theories, particularly those by Piaget and Vygotsky, confirm the importance of active learner involvement in the construction of knowledge. Piaget argued that children build understanding through hands-on experiences and peer interactions. In this regard, language acquisition is successful when children explore, and create meaning within environments where support is available (Nurhasna et al., 2024).

Vygotsky's sociocultural theory introduces the concept of the "zone of proximal development," where learning is potentiated through dialogue and tasks that involves interaction with a person with more knowledge (Lasmawan & Budiarta, 2020). When applying multisensory methods, educators can scaffold vocabulary lessons by pairing direct sensory experiences with social interaction, promoting greater retention and transferability

Modern multisensory teaching strategies, grounded in constructivism, encourage educators to design lessons that foster discovery, creativity, and problem-solving. Research shows that students exposed to this style of teaching not only acquire vocabulary more efficiently but also develop critical thinking skills necessary for lifelong learning (Wong & Samudra, 2019).

2.6. Theoretical Basis

2.6.1. Sensory Memory

Research supports the premise that sensory memory, which briefly retains information received through the senses, forms the basis for subsequent encoding into short- and long-term memory stores (Farrokh et al., 2020). In this context, studies demonstrate that word learning accompanied by sensory information such as visual, auditory, and kinesthetic cues enhance consolidation and recall. For example, manipulative activities and physical movement during language instruction significantly improve vocabulary acquisition rates (Komilovna, 2025).

Moreover, feedback multisensorial using simultaneous visual, auditory, and proprioceptive stimuli improves the internalization of foreign sounds, pronunciations, and meanings. Farrokh et al. (2020) argue that students who integrate external feedback

with internal sensory processes gain greater autonomy and accuracy in language learning.

Multisensory methods in EFL enhance vocabulary acquisition by leveraging sensory memory. Initial sensory experiences decide if data transitions into short-term or long-term recall. By involving various senses, educators boost word retention in children. Baddeley et al. (2009) argue that understanding the processes that underlie memory is relevant to design teaching strategies. This means that creating language learning experiences that engage multiple senses improve vocabulary skills in young learners.

Teachers discover that using multiple senses in their teaching is beneficial because this enhances word associations for children and elevate their interest. Educators have noticed heightened eagerness and drive among students. As Tomlinson (2011) which underlines the significance of creating a positive learning environment to foster better language learning outcomes.

Sensory memory integration is fundamental for the first stages of vocabulary learning, and continued practice across different modalities strengthens overall linguistic ability. Employing multisensory approaches in the classroom makes language acquisition accessible and effective for diverse learner profiles (Agalyasri & Bhuvanewari, 2023).

2.6.2. Specific Multisensory Strategies for Vocabulary Teaching

Efficient multisensory strategies for vocabulary teaching combine visual, auditory, tactile, and kinesthetic techniques. Examples include using flashcards with pictures, music and songs, hands-on activities like clay modeling, and games incorporating movement and verbal repetition (Thi, 2025).

Visual techniques include images, flashcards coded with different colors, and videos that reinforce the meaning of the words. Auditory strategies involve choral repetition, songs, and pronunciation exercises. Tactile methods use clay or textured letters. Kinesthetic activities involve movement, and role-playing, encouraging students to embody and perform new words (Olavarria, 2024). In this context, Algrni (2020) highlights the value of “learning by doing,” where students actively take part in playful sensory-based activities that make the learning process enjoyable and memorable. Visual aids and manipulatives blend seamlessly with storytelling and dramatization, helping students contextualize and retain new vocabulary.

2.6.3. Teacher’s perceptions for Vocabulary Teaching

Recent research has explored teachers’ perceptions regarding the use of multisensory strategies for promoting vocabulary retention among young learners. For example, Alvarado et al. (2025) used a mixed-methods approach in a third-grade public school context to investigate the effectiveness of a multisensory approach into English vocabulary acquisition. Results showed that teachers had positive perceptions of the strategy, emphasizing its effectiveness in enhancing both student experiences and academic outcomes (students' vocabulary scores improved from 59.4% in pre-tests to 80.10% after the intervention), reinforcing the impact of multisensory methods on retention and teacher approval.

In a review work, Gazioğlu y Karakus (2023) examined studies that use multisensory learning models to teach vocabulary and listening skills with primary school students. The main result was that teachers perceived the effectiveness of multisensory activities by fostering a supportive classroom climate, and stronger vocabulary retention. The obtained results also suggested that multisensory approaches help teachers tailor instruction to the different needs of their students.

In another study, Jang and Chang (2023) investigated vocabulary retention after an intervention with multisensory memory strategies. Using pre-, post-, and delayed assessments, the research revealed better vocabulary retention after the intervention. Teachers concluded that integrating these strategies supported deeper student learning and sparked increased classroom participation.

2.7. Legal and Contextual Bases

Constitución de la República del Ecuador (2008)

Art. 26. "La educación es un derecho de las personas a lo largo de sus vidas y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de política pública e inversión estatal, una garantía de igualdad e inclusión social y una condición indispensable para una buena vida. Individuos, familias y sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo" (CRE, 2008, Art. 26).

The current article establishes education as an explicit right and sets out that all individuals should access learning opportunities in their own language and cultural context. This is relevant to research on multisensory methods and foreign language learning, as it prioritizes linguistic diversity and the adaptation of pedagogical strategies to diverse student profiles.

Ley Orgánica de Educación Intercultural (LOEI) (2022)

Art. 82 Obligaciones. Son obligaciones del Estado y de la Autoridad Educativa Nacional con la Educación Intercultural Bilingüe, las siguientes: a. Garantizar una distribución equitativa en el Presupuesto General del Estado que asegure el funcionamiento del Sistema de Educación Intercultural Bilingüe, a fin de fortalecer la calidad de la educación; b. Garantizar el cumplimiento de los principios y fines señalados en la Constitución de la República, en los tratados e instrumentos

internacionales y en esta Ley; Página 80 de 133 c. Garantizar el fortalecimiento institucional y el desarrollo del Sistema de Educación Intercultural Bilingüe; d. Procurar la creación de instituciones educativas interculturales bilingües, garantizando su funcionamiento de acuerdo con las necesidades específicas y técnicas; e. Promover la formación de profesionales interculturales bilingües y plurilingües, en las especialidades requeridas por las comunas, comunidades, pueblos y nacionalidades del País; y, f. Cumplir los tratados e instrumentos internacionales para la ejecución de programas educativos interculturales bilingües (LOEI, 2022, Art. 82).

This state indicates that educational processes must promote interculturality, plurality, and bilingual development throughout the education system. The current research aligns with these legal requirements, as multisensory methodologies support intercultural and inclusive learning environments.

Convención sobre los Derechos del Niño (2006)

Art. 26. 1. Toda persona tiene derecho a la educación. La educación debe ser gratuita, al menos en lo concerniente a la instrucción elemental y fundamental. La instrucción elemental será obligatoria. La instrucción técnica y profesional habrá de ser generalizada; el acceso a los estudios superiores será igual para todos, en función de los méritos respectivos. 2. La educación tendrá por objeto el pleno desarrollo de la personalidad humana y el fortalecimiento del respeto a los derechos humanos y a las libertades fundamentales; favorecerá la comprensión, la tolerancia y la amistad entre todas las naciones y todos los grupos étnicos o religiosos, y promoverá el desarrollo de las actividades de las Naciones Unidas para el mantenimiento de la paz.

Obligate the state and educational institutions to provide teaching that is adapted, inclusive, and sensitive to each child's unique aptitudes and needs. The use of

multisensory strategies is directly linked to the fulfillment of these rights, allowing for differentiated instruction, accessibility, and full participation in educational processes.

Chapter III

Methodological Framework

3.1. Method

3.1.1. Qualitative Methodology

This investigation is a qualitative research method, as it aims to understand teachers' experiences and perceptions using multisensorial methods in young learners. This study is also applied research, as the results are intended to be implemented in educational settings to improve vocabulary teaching practices.

In according to Billups (2019), it is presented as a research approach that focuses on a deep understanding of human phenomena and experiences. In this context, this research implies that researchers can explore the nature of teachers' experiences by allowing them to develop their ideas and offer multiple explanations. They also generate a variety of responses that allow for exploration of the multisensory method and experiences that teachers can use when teaching vocabulary.

Creswell (2019) asserts that qualitative research offers a comprehensive explanation by examining participants' perspectives in their natural environment. In a similar vein, Merriam (2009) emphasizes the importance of applied qualitative research in education since it provides information that can be used to improve instruction.

3.2. Type of research

3.2.1. Phenomenological Studies

Phenomenological studies focus on exploring and understanding the lived experiences of individuals from their own perspective. This methodological approach seeks to delve deeper into the nature of human experiences while exposing their underlying meanings for individuals.

Lynne (2010), points out that phenomenology, considered a branch of philosophy, examines personal experiences through stories, interviews, or direct observation, focusing on the properties of those experiences. This methodology allows researchers to delve deeply into how people interpret and understand their realities, thus revealing the various layers of meaning that exist behind each lived experience.

The importance of qualitative research methodologies, such as phenomenological studies, has gained recognition in various academic fields, so this type of research aims to investigate teachers' experience using the multisensory method to develop vocabulary in young students. A key element of phenomenological studies is the identification of shared patterns within the experiences of participants. This approach will enhance the research and yield insights regarding the effectiveness of a multisensory method during the teaching of new languages. By exploring how individuals engage with the different sensory approaches, the study will uncover how this methodology contributes to the enhancement of vocabulary acquisition and retention.

3.3. Data collection techniques

3.3.1. One-on- one interview

In accordance with Ryan et al. (2009), it is a method of data collection used in social or health contexts. It is very valuable as it serves to understand people's perceptions or experiences in a given context and helps to contribute to in-depth data collection. It also provides insight into why face-to-face communication is crucial in this type of interview. The interview is also influenced by other factors such as eye contact, facial expressions, and body language interpretation, to name a few.

These conversations are usually semi-structured, which encourages participants to share their opinions openly. Therefore, conducting one-on-one interviews in qualitative research on the experiences of teachers who use the multisensory approach will provide important information and reinforce the exploratory aspect of the project.

3.4. Instruments

3.4.1. Questionnaire

According to Jenn (2006), in order to answer the study questions, the researcher collects data from the respondents using a questionnaire. One of the most practical ways to get information from a lot of individuals in a short amount of time is by using a questionnaire.

The research will include an official questionnaire as the main instrument to explore teachers' experiences. A comprehensive semi-structured questionnaire will be administered to teachers as part of the study's one-on-one interview. This kind of tool was selected because it presents flexibility, allowing participants to freely share their experiences while maintaining the discussion's accord with the objectives of the research.

3.5. Type of question

3.5.1. Open-ended questions

In the study on teachers' experiences using multisensory approach to develop vocabulary in young learners, it is emphasized that participants should respond according to their own preferences and experiences, rather than being confined to a predetermined list of responses. According to Johnson (2020), Participants are free to express their thoughts using their own language, which can offer insights that researchers may not have previously considered, as there are no restrictions on how they

can respond. The questions in this questionnaire are specifically related to the topic of applying multisensory methods in vocabulary teaching to young learners, aiming to uncover the fundamental perceptions of this population. Data obtained from one-on-one interview using open-ended questions will assist researchers in capturing the life experiences of teachers in the context of vocabulary teaching through the use of multisensory approaches.

In this research we will utilize a set of eight open-ended questions crafted to collect information on how teachers instruct vocabulary within a contextual framework in educational settings. These types of questions generally start with "how," or "what," requiring participants to provide detailed and thorough responses. This contrasts with closed-ended questions, which can be answered with a straightforward "yes" or "no."

3.6. Population and sample

The population study will be used to understand our limitations and learn about teachers' experiences and opinions. The main objective of the demographic of this research will be with English teachers who teach young children in different educational institutions in the province of Santa Elena during the 2025-2026 school year. Since there is no valid record showing that teachers have used the multisensory method for teaching vocabulary, an open and indeterminate population was considered.

The sample consists of five participants who meet the criteria of teaching in English, having experience in teaching English vocabulary, and having used or being familiar with the multisensory method. A non-probabilistic, intentional, and convenience sampling method was used for the selection, in which each teacher considered their willingness to participate and share their experiences.

Chapter IV

Analysis of Findings

4.1. Brief explanation of the findings

This chapter interprets the data obtained through interviews, analyzing and presenting the experiences of the teachers interviewed regarding how they use the multisensory method when teaching vocabulary to young children in English, their reflections offered valuable insights into the dynamic interaction between multisensory teaching techniques and educational practices, revealing effective strategies for vocabulary development in the early stages of language learning.

Five experienced teachers participated in the interviews sharing their experiences on multisensory methods. They highlighted the use of visual aids, auditory stimuli, and kinesthetic activities to promote vocabulary acquisition. The educators expressed those multisensory strategies can engage students during content acquisition and improve retention of new words.

Educators highlighted the use of flashcards, storybooks, and images as visual aids, songs, chants, digital recordings as auditory stimuli, and role-playing, games, and total physical response as kinesthetic activities to reinforce vocabulary acquisition. Although they recognized that multisensory strategies increase student motivation, engagement, and word retention, various challenges were detected such as time management, and resource availability. It is noteworthy to mention that all educators that were interviewed shared the relevance of using this method.

4.2. Interpretation of data from the interview

1. Question number one was: **What are some of the multisensory methods you have used to teach English vocabulary?** Teachers highlighted how the multisensory method can be effectively adapted to

teaching English vocabulary. Several participants emphasized the use of realia, explaining that young learners are very visual and therefore tend to remember words more effectively when accompanied by these elements, allowing them to create clear mental connections and strengthen long-term retention. Others pointed to the application of Total Physical Response (TPR), Ifatun (2025), indicates that it is a language training method based on the coordination between speech and action, as it facilitates the initial learning of a language in a less stressful and more natural way, it is a system that requires physical motor activity that integrates gestures, actions, and movement-based games to reinforce meaning and create an interactive experience.

In the multisensory framework, TPR is fundamentally valuable, as it requires students to listen, observe, and act simultaneously, activating multiple sensory pathways in the learning process. In addition, activities such as tracing, coloring, and drawing were mentioned as ways to engage children in hands-on activities that make vocabulary teaching more interesting and enjoyable. The use of realistic or authentic objects to link words to tactile elements in the environment was also described as highly effective, making it more concrete and memorable. The use of realistic or authentic objects to link words to tactile elements in the environment was also described as very effective, making it more concrete and memorable. Likewise, auditory resources such as songs, chants, and rhythmic activities were highlighted for their capacity to reinforce pronunciation, sustain attention, and encourage repetition in a natural and enjoyable way.

2. Question number two was: **What led you to implement multisensory methods in your classroom?** The teachers explained that their main motivation was to make classes more engaging and interactive, as they realized that children learn better when they actively participate rather than simply memorize. They observed that in early grades, students with a different mother tongue struggle when taught English as a foreign language. In addition, many young students start school without having fully developed their writing skills. For this reason, teachers decided to use strategies that allow children to connect new vocabulary with their senses and real-life experiences in order to make content more meaningful for the students. An important factor that was also mentioned was that not all students respond equally to a single approach. By combining multiple sensory pathways, teachers found that multisensory methods provided an inclusive way to address individual differences. The decision to adopt multisensory approaches stemmed from a desire to overcome the limitations of traditional methods and ensure that all students had meaningful opportunities to succeed in language learning.

3. Question number three was: **What are the differences between multisensory approach and traditional methods?** The interviewers asked about the differences between multisensory approaches and traditional methods, the teachers highlighted those multisensory strategies allow students to remain motivated and actively engaged with the learning process.

They explained that, unlike traditional methods, multisensory approaches integrate activities such as tracing letters, interactive games, audio, painting materials, and others that address different learning styles. Furthermore, Amirova (2025), traditional classrooms have students to sit in rows facing the teacher, with a teaching area at the forefront of the room. This arrangement emphasizes the authority of the

teacher and individual work, teachers pointed out that children in early grades often struggle when instruction is limited to mechanical memorization because they are not yet able to write fluently and lose interest quickly. For this reason, they considered to include visual, auditive, and kinesthetic resources to make activities more dynamic, stimulating, and enjoyable. In their view, the key difference lies not only in the resources, but also in the type of activities: from a passive to an active perspective. This helps students form stronger links between terms and their meanings, enabling them to retain and recall information in the long term. Finally, they also mentioned that activities involving multiple senses promote originality, teamwork, and a positive classroom environment, which reduces tension and stress.

4. Question number four was: **How would you describe your experience using multisensory methods in teaching English vocabulary?** Teachers described it as highly positive, engaging, and transformative for students and themselves. They emphasized that these strategies make lessons interactive and dynamic, fostering active participation. According to their experiences, multisensory methods help children retain vocabulary for longer periods by associating words with images and actions. They also reported using TRP techniques reinforce meaning through physical experience. It is important to mention that one teacher shared that creating collages with real objects, such as leaves to represent the letter “F,” helped students connect vocabulary with tangible items. Others mentioned the integration of interactive boards, and canvases provide concrete references and allow students to explore and manipulate materials during learning experience. The teachers stressed that these methods are particularly beneficial for young learners as multisensory activities reduce pressure, encourage exploration, and make lessons enjoyable. Additionally, the teachers expressed that using

multisensory methods enhance their own professional satisfaction, as they can observe students making daily progress and enjoying lessons.

5. Question number five was: **Have you noticed any changes in the way your students respond to vocabulary when multisensory methods are used? Please provide examples.** The interviewees' responses show an increase in students'

motivation to actively participate in class. Teaching topics such as animals and school supplies with interactive games allows students to identify and build an extensive vocabulary. These methods also promote children's curiosity and create a motivating and dynamic learning environment. It is important to note that students will remember vocabulary more easily and use it spontaneously, demonstrating a deeper connection to the content.

6. Question number six was: **What challenges have you faced when implementing multisensory methods in your teaching? How have you overcome these challenges?**

The interviewees agreed that one of the main challenges in implementing multisensory methods is preparation and time management. Olavarria (2024), mentions that the preparation of educators is essential to address the challenges when applying the multisensory method, especially when incorporating students with special needs and managing limited teaching time. To overcome this difficulty, teacher mentioned that create simple and low-cost materials, and planning is a good option. Another important challenge is adapting to the available space in the classroom. In addition, some pointed out the difficulty of integrating students who are already accustomed to other methodologies or who are frequently absent. An aspect that was interest during interview was related to the challenge of working with students with special needs, which require an additional effort to create an adequate connection with the material.

Taken together, these strategies make it possible to overcome obstacles and take advantage of the benefits of multisensory methods in the classroom.

7. Question number seven was: **How do you assess your students' progress in vocabulary development when using multisensory methods?** The interviewees use a variety of strategies to assess students' progress in vocabulary learning using multisensory methods, combining formal and informal assessments. Among the most common techniques are short games, repetition and association activities, oral presentations, and short in-class quizzes. These tools make it possible to observe not only word recognition and memorization, but also students' ability to use words confidently in real contexts. In addition, some teachers use projects, oral explanations and exercises similar to those worked on during the course to assess vocabulary mastery. Direct observation is essential to monitor how students repeat, identify and apply vocabulary in dialogues or play activities, such as sentence completion or memory games. Together, these strategies allow for dynamic and practical assessment of progress in vocabulary development.

8. Question number eight was: **Based on your experience, what recommendations would you give to educators who want to incorporate multisensory methods into their vocabulary teaching?** The interviewees agree that in order to successfully implement multisensory methods it is important to adapt the activities to the age group and the specific characteristics of the students. They recommend starting with simple activities that involve two senses and then progressively incorporating more sensory elements to familiarize students with the dynamics and maintain them motivated. The importance of creativity and flexibility in planning is emphasized, using accessible and low-cost resources, such as music, movements, videos, recycled materials or natural elements, without the need for expensive or sophisticated materials. For example, the

same song can be used repeatedly, or collages can be created with objects related to the vocabulary, which facilitates the connection between the content and the sensory experience. They also suggest that teachers be open to innovate and explore new methodologies and resources, taking advantage of digital platforms such as TikTok or Pinterest, where they can find fresh ideas adaptable to their contexts. Gorla et al. (2019), argue that interactive multisensory technologies, such as those found on digital platforms, are fundamental to an effective educational method that prioritizes student participation and motivation in order to achieve deeper learning. They emphasize that students' enjoyment and active participation are essential elements for multisensory learning to be effective, as children learn best when they are motivated and fully engaged in the activities.

Table 1

Teachers' perceptions of using multisensory methods to develop vocabulary in young learners

Questions	Answer	Authors
What are some of the multisensory methods you have used to teach English vocabulary?	Images, songs, TPR, and real objects were included to teach English vocabulary.	It is a language training method based on the coordination between speaking and action (Ifatun , 2025).
What led you to implement multisensory methods in your classroom?	Multisensory methods made classes more engaging and facilitated English learning in young children through connecting vocabulary with real-life experiences and considering the different learning styles.	The use of activities with real objects has been shown to improve vocabulary acquisition in younger students. Students who participate in physical representations or tasks that require gestures remember and apply vocabulary more effectively in everyday contexts (Sotlikova, 2023).
What are the differences between multisensory approach and traditional methods?	Unlike traditional methods, multisensory approaches integrate a variety of tools and activities that address different learning styles.	Traditional classrooms have students to sit in rows facing the teacher, with a teaching area at the forefront of the room (Amirova, 2025).
How would you describe your experience using multisensory methods in teaching English vocabulary?	Very positive, as they make classes interactive and inclusive, and improve vocabulary retention.	Multisensory tactics and strategies promote learning by engaging pupils on numerous levels. Students employ common sense to retain information for later recollection. Using a multimodal teaching strategy implies helping students learn using more than one sense (Adzillina & Hasanah, 2021).

Note: *Data extracted from the study on the implementation of multisensory methods for vocabulary development in young students.*

Table 2

Teachers' perceptions of using multisensory methods to develop vocabulary in young learners

Questions	Answer	Authors
Have you noticed any changes in the way your students respond to vocabulary when multisensory methods are used? Please provide examples.	Improves student participation and curiosity.	The implementation of game-based instruction can significantly improve students' eagerness to participate and their motivation, as they associate the content such as new vocabulary with a dynamic and engaging experience (Nilubol & Sitthitikul, 2023).
What challenges have you faced when implementing multisensory methods in your teaching? How have you overcome these challenges?	The challenges include preparing and adapting the space. Teachers suggest to reuse resources and plan the works on a calendar scheme.	Overcoming the challenges of multisensory instruction, such as time management and preparation, can be accomplished by creating simple, low-cost materials and focusing on comprehensive planning (Olavarria, 2023).
How do you assess your students' progress in vocabulary development when using multisensory methods?	They combine formal and informal assessments such as short games, repetition activities, oral presentations, and short quizzes.	Teachers can use a variety of formative assessment methods, including brief oral presentations, short writing activities, and fun games to gauge student knowledge (Bales, 2025).
Based on your experience, what recommendations would you give to educators who want to incorporate multisensory methods into their vocabulary teaching?	Adapt activities to the age and characteristics of the students, beginning with simple actions that involve two senses, and gradually incorporating more elements.	Effective multisensory learning hinges on student enjoyment and active participation, necessitating those educators innovate and explore new digital resources to keep activities fresh and contextually relevant (Goria, Volpe, & Gori, 2019).

Note: *Information on the analysis of the impact of multisensory methods on student motivation, assessment, and classroom strategies.*

Chapter V

Conclusion

This study, which explored the experiences and perceptions of English teachers regarding the use of multisensory methods with young learners through qualitative interviews, underscores the essential role of these approaches in promoting effective vocabulary development. The findings reveal that multisensory strategies not only enhance lexical acquisition but also contribute to a more engaging and meaningful learning experience. By incorporating visual, auditory, kinesthetic, and tactile components, educators create opportunities for students to form stronger cognitive associations with new vocabulary, which promotes both comprehension and long-term retention.

Nevertheless, adopting techniques that involve multiple senses faces various challenges, both educational and logistical. Educators noted that these approaches generally require considerable preparation, innovation in the creation of materials, and the availability of resources and technologies appropriate for the educational environment. In addition, ensuring that all students are actively engaged in these activities requires careful planning, effective classroom organization, and connection to curriculum objectives. Despite these challenges, evidence from participants' shared experiences indicates that the advantages of multisensory teaching outweigh the complications, particularly in terms of learner engagement and learning outcomes.

The analysis also highlights the importance of adapted teaching when applying multisensory strategies. Given that students have different sensory inclinations and learning styles, it is essential that teachers are flexible and understand the specific needs

of each student. The activities enable educators to provide equal opportunities for academic growth and promote the development of inclusive educational environments in which all students can progress.

Additionally, the research highlights the need for institutional support and professional development to ensure the effective and continuous application of multisensory practices. Providing teachers with access to ongoing training, teaching resources, and collaborative workspaces for sharing best practices is key to improving the quality of teaching and teacher safety.

In conclusion, the analysis reaffirms that multisensory methods offer an effective pedagogical framework for teaching vocabulary in English language learning. When each resource is implemented appropriately, these methods foster deeper understanding, improve retention, and promote a dynamic and participatory learning environment. Their integration into early language education holds significant potential for advancing both academic achievement and learner motivation, ultimately contributing to more holistic and inclusive educational practices.

Recomendations

Educational entities are encouraged to allocate resources for accessible, multisensory materials that can be tailored for English language educators, such as interactive kits that include visual, audio and tactile components to help deliver varied and tailored lessons to students. It is also suggested to provide continuing education and professional growth workshops focused on multisensory methodology, including hands-on workshops and virtual courses to update teaching skills. Similarly, establish communities of practice, either online or in person; this will allow educators to

exchange ideas, experiences and innovative resources, promoting cooperation in the teaching of English.

Teachers are advised to use educational resources that stimulate multiple senses to accommodate diverse learning styles, integrating visual components such as pictures and videos, audio components such as spoken recordings, and tactile components with objects that can be manipulated. This helps students who have different preferences to assimilate English vocabulary more effectively and durably. Additionally, it is suggested that teachers adapt to the needs of each student, observing their learning styles through analysis or surveys, and customizing lessons to include adjustments, such as m-versions for beginners or interactive activities for those who need more stimulation. It is also essential to promote the exchange of ideas and experiences among teachers in teaching English vocabulary, through online communities of practice or collaborative meetings, where successful methods can be shared, such as games that stimulate various senses or narrated stories, to enrich educational strategies and foster inclusive and cooperative learning.

Encourage creativity and innovation in foreign language vocabulary education, such as incorporating interactive games, engaging stories, or team projects that spark students' imagination, making English language learning more interesting and less monotonous. By applying multisensory strategies for teaching vocabulary, teachers have the ability to tailor lessons to the specific needs of each learner, assessing development through constant feedback and promoting an inclusive environment where creativity can flourish, thus optimizing retention and interest in the foreign language.

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Annexes

Annex A: *Certified Anti-plagiarism System.*

La libertad, 30 de octubre de 2025

Certificado Sistema Anti-Plagio

En calidad de tutor del Trabajo de Integración Curricular denominado “TEACHERS’ EXPERIENCES USING MULTISENSORY METHODS TO DEVELOP VOCABULARY IN YOUNG LEARNERS” elaborado por las estudiante TUMBACO TAVAREZ BRIHONEY NAYELY y MERO CAICHE AMBAR DAYERLIS 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 , para proceder a la revisión por parte del especialista.

Atentamente,



Lic. Rudy Jonathan Párraga Solórzano, MSc.

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Annex B: *Questionnaire*

**“Teachers’ experiences using multisensory methods to develop vocabulary
in young learners”**

Objective: To analyze English teachers’ experiences and perceptions of using multisensory methods with young learners, through qualitative interviews, in order to understand their role in vocabulary development.

Questionnaire

1. What are some of the multisensory methods you have used to teach English vocabulary?
2. What led you to implement multisensory methods in your classroom?
3. What are the differences between multisensory approach and traditional methods?
4. How would you describe your experience using multisensory methods in teaching English vocabulary?
5. Have you noticed any changes in the way your students respond to vocabulary when multisensory methods are used? Please provide examples.
6. What challenges have you faced when implementing multisensory methods in your teaching? How have you overcome these challenges?
7. How do you assess your students' progress in vocabulary development when using multisensory methods?
8. Based on your experience, what recommendations would you give to educators who want to incorporate multisensory methods into their vocabulary teaching?

*Annex C: Interview***Transcripts Interview with professors****P1**

Q1: What are some of the multisensory methods you have used to teach English vocabulary?

A: Well, actually in my class I have used songs for example, um for example if I have a one topic about the numbers because I teach in the from the kindergarten and second grade and I Use songs flashcards with imagines movements games like same says or if you have your touch your knees or something like that and rather drawing activities where students connect words with the pictures and also, I Integrate real objects like realia. It's the name so students can touch They and associate a vocabulary with a concrete item.

Q2: What led you to implement multisensory methods in your classroom?

A: I noticed that students Learn better when they are actively involved. For example, in the kindergarten, it's a little bit hard to teach any topic in English because they're Talking in Spanish and they know Spanish the first mother tongue and something Some of them struggles without traditional memorization, so I want to give them more Engagement and the opportunities to connect the vocabulary with their sense.

Q3: What are the differences between multisensory approach and traditional methods?

A: Multisensory and traditional methods Well the first part and how multisensory methods keep that student motivate and engage with the topic and especially in the new language for them and They allow with students and the multisensory methods allow the students with different Learning and styles for to participate and success and Which

is harder with all the only textbook or base instruction the difference with our traditional methods.

Q4: How would you describe your experience using multisensory methods in teaching English vocabulary?

A: I Can say in my own base of my experience has been very positive at the moment to teach that in new language in this case the English because the classroom becomes more Interactive and to the teacher with the students and I feel the students enjoy the lessons more and retain Vocabulary in a new vocabulary or a small word for longer periods and at the beginning is a really, it's really important to have that The or notice the attention from the students

Q5: Have you noticed any changes in the way your students respond to vocabulary when multisensory methods are used? Please provide examples.

A: Yes, I know notice any change for example and the students more willing to participate and when teaching animals, for example, and the last unit it was about animals and they enjoy in might in meeting the mob the movements and sounds from the animals and Which help them remember the words more easily for them.

Q6: What challenges have you faced when implementing multisensory methods in your teaching? How have you overcome these challenges?

A: Okay, for example, I teach in the And I break in their garden and sometimes it takes more preparation times and materials for example, and the last unit was about my face and my body and I asked to them to the parents about that material from the material about the body and You know that, you know, they're guarding is about that a three years three age Like that and the students is more No, that is mine. That is my material. No, they fighting them Yeah to overcome this thing I About the preparation times and

material to overcome this I reuse resources and create the simple low-cost materials and for to them and the digital tools when possible.

Q7: How do you assess your students' progress in vocabulary development when using multisensory methods?

A: I use short games at the beginning of when I I start the class Okay, I use short games or word prison or a repetition and matching activities and a mini presentation this Informal assessment show me in and ask about the show me if you can play a plea vocabulary in the different context.

Q8: Based on your experience, what recommendations would you give to educators who want to incorporate multisensory methods into their vocabulary teaching?

A: It makes them experience I can say that it's there it's a simple and adapt activities to your students maybe to have a Routine with the students and Use music visuals and movement creatively and it is not necessary to have an expensive material, it's just and maybe when just have one video or just that the same song for the students and that is the Can be a creative and consistent make a big difference for them.

P2

Q1: What are some of the multisensory methods you have used to teach English vocabulary?

A: All right, the multisensory methods I have used are flashcards, obviously, TPR method with gestures and actions, sounds, and games to connect meaning with words. As a tutor in second grade, I realized children also learn through tracing, coloring, and related vocabulary for objects. This makes learning attractive and obviously effective for vocabulary retention. That is the key.

Q2: What led you to implement multisensory methods in your classroom?

A: Okay, our intention as a teacher is to make our classes more attractive for them. So, that's the objective for us. So, I decided to implement multisensory methods because many of my students have difficulty memorizing vocabulary through traditional repetition, which I'm not saying it's wrong, but in that case for young learners, they start elementary school without knowing how to write. So, it's better not to favor a learning mechanic, likewise a visual or auditory kinesthetic, but rather to use a combination or mixing for everything.

Q3: What are the differences between multisensory approach and traditional methods?

A: I consider the difference between traditional method and multisensory method is the advantage for us because it causes a positive impact in our students, such as active participation in our class, skills development. We know all through English as a new language for them. They didn't find it difficult because they learn a strategy vocabulary in a fun way without pressure

Q4: How would you describe your experience using multisensory methods in teaching English vocabulary?

A: My experience as a teacher using this method have been innovative, positive, and even recreational. It's a great advantage to include movement in an activity or even better if at the beginning of the class, like for example, teaching with multisensory methods make classes dynamic and obviously adaptable for them.

Q5: Have you noticed any changes in the way your students respond to vocabulary when multisensory methods are used? Please provide examples.

A: Absolutely, yes. Students already know your methodology and respond actively in your class. For example, when you teach school objects as a topic, for example, the topic is school object. ¿So, what is the aim? The students will say notebook, school ball, pencil. In that case, you can use reality. For example, you can start with a question, what is in your school box? Or even a guessing game. In our intention is for the children to start writing things down. We must first get two students to identify, relate, and then produce a vocabulary using a speaker. That was the stage by the stage. The first stage is to identify the students. You need to identify, for example, visual. You can show a flashcard about a school box. They can identify the school box using reality or flashcard. The second stage is to relate. For example, you can say school box and immediately relate with the object. The third stage is to produce a vocabulary in a real context. That was the stage by the stage.

Q6: What challenges have you faced when implementing multisensory methods in your teaching? How have you overcome these challenges?

A: Okay, among the challenges, I noticed was starting a group of students who were already adherents to another teacher's methodology. For example, so arriving with a new perspective create a shock. In that time, create a shock without a new routine that you can implement. Another challenge is students' inconsistency. When you have students do not assist in your class. For example, if a student gets sick and it is absent for two days, that means what we covered those two days, and I have to go back and give them feedback so they can catch up.

Q7: How do you assess your students' progress in vocabulary development when using multisensory methods?

A: At this point, as I consider students have already domainer the vocabulary, the primary vocabulary. For example, as I mentioned before, the topic was school supplies. So, in that moment, I consider my students have already domained that vocabulary. So, they are assigned or evaluated through speaking, oral explanation, projects, or tests using exercises similar to those we have already covered in the during of the partial. That is my methodology.

Q8: Based on your experience, what recommendations would you give to educators who want to incorporate multisensory methods into their vocabulary teaching?

A: I recommend finding out what age group of students you have. For example, I work with preschool, school graders, and third graders. They are between 5 and 8 years old, and I can say the multisensory activities are beneficial in a certain sense because we can adapt activities to the age group. For example, I can show you the topic. The topic is about animals. For preschool, I can identify the vocabulary using flashcards. In third grade, I can use the same flashcards, but I can write the vocabulary using activities. In third grade, there is a complete difference because you can use WordShot, Wire book, you can use Notebook, you can use writing exercises, and listen. So, that's the difference in that case, and most importantly, you should enjoy your class. Always, always, always try to learn new things and check out new methods on the digital platform, TikTok, or even you can search for interesting activities in Pinterest. I always use Pinterest for my activities.

P3

Q1: What are some of the multisensory methods you have used to teach English vocabulary?

A: I have used visual aids like flashcards and pictures, kinesthetic activities such as acting out words, auditory tools like songs or chants. I also encourage students to write or draw words to strengthen their memory. To me, it is very important to memorize the students every word or another activity in class.

Q2: What led you to implement multisensory methods in your classroom?

A: I noticed that my students had different learning styles and traditional methods were not enough. I want to reach all learners, especially those who struggle with memorization

Q3: What are the differences between multisensory approach and traditional methods?

A: The difference is the activities. Primarily, it is activities because I value that the students are more engaged and motivated. They remember words better because they experience them, not just read or hear them. To me, that is the difference between multisensory approaches and traditional methods.

Q4: How would you describe your experience using multisensory methods in teaching English vocabulary?

A: Based on my experience, it has been positive. Lessons are more dynamic and students enjoy learning. I feel more satisfied as a teacher when I see them making progress every day with a lot of activities in class. It is better for the students to learn more and more with these methods.

Q5: Have you noticed any changes in the way your students respond to vocabulary when multisensory methods are used? Please provide examples.

A: Yes, let me remember about that. For example, when we use a head source for irregular verbs, students remember them faster. Also, when we combine songs with

vocabulary, even the shy students participate more. For example, there are a lot of types of songs or music that contain irregular or regular verbs. Students enjoy listening and learning with these methods.

Q6: What challenges have you faced when implementing multisensory methods in your teaching? How have you overcome these challenges?

A: For me, as a teacher, there are a lot of challenges. For example, two years ago, in my practice at the university, one challenge was the time. Because these activities require preparation and I tried to overcome it by reusing materials and planning ahead.

Sometimes classroom space is also a limitation, so I adapt activities to fit the room. For me, the big challenge is time. But it's all possible. It's possible to do activities in class.

Q7: How do you assess your students' progress in vocabulary development when using multisensory methods?

A: Yes, I assess through games, oral

presentations, and short quizzes in class. Like short questions, but in the answer, in oral answer, yes. I also observe how confidently they use the new words in context. So, to me, to assess, to require or to understand the progress for the students is like that. It's like that, short quizzes or games or participation.

Q8: Based on your experience, what recommendations would you give to educators who want to incorporate multisensory methods into their vocabulary teaching?

A: I recommend for you, future teachers, starting with simple activities, like using pictures, images, or gestures, and then gradually adding more elements. Be creative, but also flexible and always consider your students' needs. Obviously, in the planning, in

your lesson plan, you add a warmup. So, to me, based on my experience, the better you start the class with a warm-up, the better the warm-up, because there are a lot of activities for the warm-up in your lesson plan.

P4

Q1: What are some of the multisensory methods you have used to teach English vocabulary?

A: To teach vocabulary for kindergartners, it's so important, videos, because my kids, my kiddos are so visual learners. So, trust me, it could be vocabulary from letter F or letter I. It's necessary to use flashcards. It could be F, F-E-4, four, number four. So you have to use a flashcard about number four so my kiddos learn in that way.

Q2: What led you to implement multisensory methods in your classroom?

A: In my classroom about sensorial method, when we elaborate collage, for example, my kiddos are learning about letter F. So, we use letter F before leave. So, we use take a leave from, for whatever tree, I use them for create our collage. So, I think it's the best way to introduce the sensorial method. Well, in that case is the touching, so it's fun.

Q3: What are the differences between multisensory approach and traditional methods?

A: The difference, it could be the tools because in the traditional, we didn't use videos, flashcards, music, but in sensorial method, you can use different tools and create a good environment for the kiddos because you can use music or whatever letter, you can use flashcard, you can use, it could be realia. So that is the difference.

Q4: How would you describe your experience using multisensory methods in teaching English vocabulary?

A: My experience is interesting because when I was studying at university, I say, oh my God, teach for kindergarten, it's not my job. I want to be a teacher for, it could be a secondary student, students, but now I'm with children. I love, I love because you can use different tools. It could be videos, it could be flashcards, different canvas and create a good environment. So, this experience, it could be so delicious in that case.

Q5: Have you noticed any changes in the way your students respond to vocabulary when multisensory methods are used? Please provide examples.

A: Okay, in my student, the change that I promote with my kiddos, okay. Well, I create explorative students. So, this is interesting because they are so curious. ¿So, miss, what is that? Miss, smell. Miss, listen. So, there are so explorers. So, I think that is my sharing with them that I create curious students.

Q6: What challenges have you faced when implementing multisensory methods in your teaching? How have you overcome these challenges?

A: Multisensorial, when you use sensorial method, it could be, well, I don't have a student with a special need, but I think it's different when you have students with autism. So, because they don't like, it could be they touch any object. So I think from the professor, this is the challenge to create a connection with that object for these students.

Q7: How do you assess your students' progress in vocabulary development when using multisensory methods?

A: In vocabulary, they learn quickly because if I provide them a song about letter F, it's just example. So, they repeat letter F, letter S is for number four. So, they remember that song and they get more vocabulary, not vocabulary from letter F, just for example,

words like letter A, letter R, they read me. So that is the, yes, that is the value for my students.

Q8: Based on your experience, what recommendations would you give to educators who want to incorporate multisensory methods into their vocabulary teaching?

A: My recommendation is using different tools of multisensory method. I love to create collage. So, I think that is the best way to introduce a new vocabulary and a new topic because if you learn about letter F, you can use a lot of leaves or if you teach about the letter F, you can use a lot of feathers to create a collage about chicken. So, I think use your area to create a collage or whatever artwork.

P5

Q1: What are some of the multisensory methods you have used to teach English vocabulary?

A: My experience has been very enriching because students show greater interest and motivation when learning. Working on vocabulary not only through oral repetition but also with image, songs, movement and hand-on activities makes learning more dynamic and meaningful.

Q2: What led you to implement multisensory methods in your classroom?

A: I decided to implement them because of the need to address the diversity of my student learning styles. I know that some students better by observing others by listening and others need to mood or manipulate objects. I want to take advantage of this channel to show that everyone could participate actively.

Q3: What are the differences between multisensory approach and traditional methods?

A: What I value the most is the active participation and real understanding of vocabulary. Unlike traditional methods where children often memorize mechanically, a multisensory approach allows them to experiment, have fun and connect work with a concrete experience.

Q4: How would you describe your experience using multisensory methods in teaching English vocabulary?

A: I have used songs, flashcards, role-playing, movement games, coloring and hand-on activities. For example, when teaching family vocabulary, children look at pictures, in this case it's visual, repeat the word aloud, auditory, couldn't pass figure of their own family member into an album, a tactile, and add out short dialogues introducing their relatives, in this case is movement and expression.

Q5: Have you noticed any changes in the way your students respond to vocabulary when multisensory methods are used? Please provide examples.

A: Yes, I have no very positive change. Children remember vocabulary more easily and use it spontaneously. For example, after an activity with the song hello, goodbye, accompanied by gesture and movement, several students began saying goodbye in English without me asking them to. The same happens with numbers. When associating them with real objects, remember them better than when they only wrote them in their notebooks.

Q6: What challenges have you faced when implementing multisensory methods in your teaching? How have you overcome these challenges?

A: One of the main objects, one of the main challenges has been time and resource management, since preparing visual material or hand-on activities can require more effort. I have overcome this by planning and reusing material in different activities. I

also learn to give clear instruction to keep a student's attention when the activity is more dynamic.

Q7: How do you assess your students' progress in vocabulary development when using multisensory methods?

A: I mainly assess through observation and direct practice. Listen to how they repeat, how they use words in dialogues, or how they identify vocabulary and pictures again. I also use simple activities such as completing drawings, answering oral questions, or a small memory game that allows me to check how they have retained.

Q8: Based on your experience, what recommendations would you give to educators who want to incorporate multisensory methods into their vocabulary teaching?

A: I would recommend starting with simple activities that combine at least two senses, such as images and songs, and then gradually including more. I also suggest observing a student to identify which sense a channel motivates them the most, and using that to reinforce the vocabulary. And above all, not be afraid of innovating because children learn better when they enjoy the activity and are actively involved.