



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

**“ANALYZING THE ROLE OF LEARNING
MATERIALS IN FACILITATING VOCABULARY
LEARNING”**

RESEARCH PROJECT

As a prerequisite to obtain a:

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

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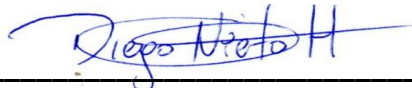
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ADVISOR'S APPROVAL

In my role as Advisor of the research paper under the title “ANALYZING THE ROLE OF LEARNING MATERIALS IN FACILITATING VOCABULARY LEARNING” prepared by Gonzalez Carrera Nicolas Alejandro and Santos Mora Anahis Lilibeth, undergraduate students of the Pedagogy of National and Foreign Languages Career, Major of Educational Science and Language at Peninsula of Santa Elena State University 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,

A handwritten signature in blue ink, reading "Diego Nieto H", written over a horizontal line.

Nieto Herrera Diego Josue, MSc.

Statement of Authorship

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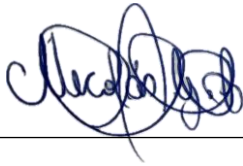


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Declaration

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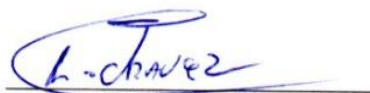
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-Nicolas Alejandro Gonzalez Carrera

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-Anahis Lilibeth Santos Mora

Dedication I

I dedicate this work to my grandmothers, Lucia, Norma, and Ana, whose love and wisdom have deeply influenced my life. I love you all deeply.

-With love, Nicolas Alejandro Gonzalez Carrera

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I want to dedicate this thesis and achievement obtained to my mother Diana Mora, my father Virgilio Santos, my stepfather Jonathan Sangines, my little brothers Lucas and Myke who encourage me to continue every day, to my grandmother Cecilia Echeverria and my grandfather Héctor Mora even though he is not physically with me, I always carry him in my heart.

Your love for me was always present, without you nothing would have been possible.

-With love, Anahis Lilibeth Santos Mora

Abstract

The research found that vocabulary learning through instructional materials is an effective and engaging approach in the classroom. This study evaluated the efficacy of learning materials as tools for vocabulary acquisition among students. A qualitative methodology was employed, gathering data through focus group interviews with elementary and secondary school teachers to gain insights from their experiences. The analysis focused on how learning materials impacted the teaching and learning process, particularly in enhancing vocabulary acquisition. The results demonstrated that diverse learning materials, including visual, auditory, and interactive elements, significantly improved students' vocabulary retention and engagement. By highlighting the benefits of utilizing various learning materials, this research contributed to the field of education by providing evidence of the positive impact of materials-based learning. Additionally, it was found that visual learning materials, such as images or videos, allowed students to associate new words with specific visuals for better retention. The teachers also emphasized the importance of adapting the learning materials to the objective of the class, taking into account the needs of the students, which is why this research underscores the importance of using and applying learning materials as a tool for the retention and understanding of new words, also increasing students' motivation and interest.

KEY WORDS: Learning materials, Qualitative research, Teacher perceptions, vocabulary, retention, positive impact and benefits.

Resumen

La investigación encontró que el aprendizaje de vocabulario a través de materiales didácticos es un enfoque efectivo y atractivo en el aula. Este estudio evaluó la eficacia de los materiales de aprendizaje como herramientas para la adquisición de vocabulario entre los estudiantes. Se empleó una metodología cualitativa, recopilando datos a través de entrevistas grupales con maestros de primaria y secundaria para obtener información sobre sus experiencias. El análisis se centró en cómo los materiales de aprendizaje impactaron el proceso de enseñanza y aprendizaje, particularmente en la mejora de la adquisición de vocabulario. Los resultados demostraron que diversos materiales de aprendizaje, incluyendo elementos visuales, auditivos e interactivos, mejoraron significativamente la retención y participación de los estudiantes en el vocabulario. Al resaltar los beneficios de utilizar varios materiales de aprendizaje, esta investigación contribuyó al campo de la educación al proporcionar evidencia del impacto positivo del aprendizaje basado en materiales. Además, se encontró que los materiales de aprendizaje visuales, como imágenes o videos, permitían a los estudiantes asociar nuevas palabras con imágenes específicas para tener una mejor retención. Los maestros también destacaron la importancia de adaptar los materiales de aprendizaje al objetivo de la clase, teniendo en cuenta las necesidades de los estudiantes, por lo que en esta investigación se enfatiza la importancia de utilizar y aplicar materiales de aprendizaje como una herramienta para la retención y comprensión de nuevas palabras, aumentando también la motivación e interés de los estudiantes.

PALABRAS CLAVES: Materiales de aprendizaje, Investigación cualitativa, Percepciones de profesores, vocabulario, retención, impacto positivo y beneficios.

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Introduction

English has become one of the most important languages worldwide, often regarded as a universal language for global communication. Consequently, students need to develop their linguistic skills, with vocabulary being one of the most crucial aspects of learning a new language.

This research explores the characteristics and benefits of learning materials in improving vocabulary acquisition and how they serve as effective tools for teachers in planning their classes. It is evident that learning materials positively impact vocabulary learning, as they can be adapted to various learning styles by incorporating visual, auditory, and interactive elements. These materials significantly influence students' interest and motivation.

The primary objective of this research project is to analyze the effectiveness of learning materials in enhancing vocabulary acquisition in language education. To achieve this, the study examines the perspectives of high school teachers regarding the use of these materials. This research aims to provide a fresh perspective on the use of teaching materials, offering valuable insights for educators and promoting strategies for their optimal integration into lesson planning.

The current state of vocabulary acquisition is established through qualitative research and a literature review in this study, recognizing the importance of vocabulary development in young learners. This underscores the necessity of effective vocabulary instruction and the role of learning materials in achieving this goal.

Chapter I

The Problem

1.1. Research topic

Didactic resources and vocabulary learning.

1.2. Research title

Analyzing the role of learning materials in facilitating vocabulary learning.

1.3. Problem Statement

English, as a global language, includes components such as grammar, syntax, phonetics, and vocabulary. Among these, vocabulary is indispensable for effective communication and comprehension. It encompasses the words and phrases used to express ideas, convey thoughts, and engage in discourse across diverse contexts.

Proficiency in vocabulary is crucial for understanding and expressing oneself fluently, accessing a wide range of information, and enhancing academic and professional opportunities. Effective vocabulary development is essential in language education for successful communication and academic achievement. According to Suharyanto (Suharyanto, 2019), the process of learning English is vital, with vocabulary being central to effective communication. Vocabulary is the foundation for maintaining basic conversations and is integral to developing the four language skills. Using vocabulary strategically can help students achieve effective communication.

Various studies have explored the importance of using learning materials to improve students' vocabulary. For instance, Karen Smith (Smith, 2021), found that learning materials

positively influence the acquisition and retention of vocabulary in students learning a new language.

Despite the abundant learning resources available globally, including textbooks, multimedia platforms, and interactive software, there remains considerable incomprehension about how these materials can facilitate learning effectively. Educators often face uncertainty about which materials are most effective for specific learning objectives and how to use them optimally in instructional practices.

Factors such as students' learning styles, cultural backgrounds, and academic abilities can affect the effectiveness of learning materials. Therefore, comprehensive research is needed to explore the role of learning materials in supporting teaching and learning processes across different educational contexts and disciplines.

Many students face challenges in expanding and retaining their vocabulary. To address this issue, educators increasingly use learning materials as a pedagogical tool. Susan J. Behrens (Behrens, 2018) noted that students encounter various challenges when learning vocabulary, which requires discipline and consistent effort. Effective learning materials can help students overcome these challenges and enhance their vocabulary acquisition.

It is crucial to analyze how learning materials can help design new strategies that adapt to different learning styles. The resources used must be suitable for understanding and retaining vocabulary, thus aiding fluent communication.

Addressing this issue is important because if the effectiveness of learning materials is not studied, students may continue to struggle with their linguistic skills due to a lack of essential vocabulary.

This research primarily affects students in both higher and primary education. Understanding the problem aligns with educational objectives to improve vocabulary learning outcomes and encourage effective communication skills. This not only improves vocabulary but also contributes to the development of academic professionals.

The research will analyze the role of learning materials in education to understand their importance in the classroom. However, it will exclude specific learning materials for students with special needs and comparisons of different pedagogical approaches.

1.4. Research question

1.4.1 Problem Question

What is the role of learning materials in teaching vocabulary to English language learners?

1.4.2 Specific question

- To what extent does regular use of learning material contribute to vocabulary enrichment in students?
- Which are the most effective strategies for incorporating learning material to facilitate vocabulary learning to maximize vocabulary growth?
- How do students perceive the use of material learning as a valuable tool for vocabulary improvement?

1.5.Objectives

1.5.1 General Objective

To analyze the effectiveness of learning materials as a tool for enhancing vocabulary acquisition in language education.

1.5.2 Specific Objectives

- Analyze how learning materials influence students' acquisition and retention of vocabulary, considering factors such as motivation, comprehension, and language proficiency levels.
- Identify pedagogical techniques that can be effectively integrated into learning materials in vocabulary instruction.
- Explore perceptions and experiences about the effectiveness of learning materials as tools to improve vocabulary learning.

1.6.Justification

The reason for this research lies in the fundamental importance of vocabulary in the language acquisition process and the need to find effective approaches to its teaching. An extensive vocabulary is crucial for effective communication and academic success. While learning materials promise to improve vocabulary retention, their effectiveness needs extensive evaluation.

Learning materials are known to be valuable tools in the teaching process, facilitating the understanding of new words integrated into students' vocabulary. However, this is a complex issue because these materials come in various formats, from technological to manual, including vocabulary cards, books, and interactive games.

Learning materials are fundamental in the educational process as they support learning and increase students' commitment to developing and improving their vocabulary skills. Therefore, this research aims to gather valuable information on how learning materials can significantly contribute to the vocabulary teaching-learning process.

The results of this study can benefit educators and students by optimizing vocabulary teaching strategies in various educational settings, ultimately enhancing vocabulary acquisition and improving overall language proficiency.

Chapter II

Theoretical Framework

2.1. Background

To carry out this study, an extensive and in-depth search was established on the topics related to how learning materials help improve students' vocabulary since it is known that it is a relevant tool for assertive communication. Firstly, the necessary information about the learning materials will be established, after this a research analysis will be carried out on the theories that support this research, and finally, the legal bases that support this research study.

Previous studies have shown that vocabulary mastery is essential for individuals to learn English based on recent studies is Ina Rizki Thatsani (Thatsani, 2020) in her 2021 study titled "Vocabulary Mastery and Grammar Mastery Impact on EFL High School Comprehension" There is a consensus that vocabulary becomes a catalyst to master a second or foreign language. It means that if English as a foreign or second language (EFL/ESL) learners lack the knowledge of vocabulary, it is very difficult for them to communicate in the target language.

According to the researchers. It is necessary to have a base of knowledge in certain words in the target language to understand new topics, for this reason, vocabulary is crucial in teaching English. Pham Thi Ngoc Mai, Thai Cong Dan, and Thai Phan Bao Han in his study published in 2023 explain that "when learning English, students not only have to learn all four skills: listening, speaking, reading, and writing but also have to learn vocabularies and grammatical structures. Vocabulary knowledge is a prerequisite for a student's success in mastering a second language in general, and English in particular. This is because vocabulary is integral to every language skill, including reading, writing, listening, and speaking skills" (Pham Thi Ngoc Mai,

2023) For different reasons, a correct way to improve vocabulary teaching is necessary, a way in which the student can relate it to the concepts he already knows.

2.2.Theoretical basis

Vocabulary

Vocabulary is understood as the set of words that a person knows and uses to establish a conversation or dialogue, which is why it plays a very important role in the language learning and teaching process because understanding and correct use of vocabulary are essential to establish effective communication.

For this reason, an investigation has been carried out where valuable information is found in which researcher Daniel Ian Flitcroft. (Flitcroft, 2019) In his analysis titled "Study Standards in Vocabulary" published in 2019, it mentions that the role of vocabulary emphasizes the importance in the study to guarantee clear communication and correct transmission of a message, so understanding the importance of it and Its implications in different fields is vital for educators since this contributes to the advancement of effective strategies in the teaching and learning process.

It is also important to know that, in the context of language learning, the term vocabulary is very broad since it includes phrases and idiomatic expressions that help establish good communication, thus understanding the environment in which the conversation is being contextualized. Since a person acquires a greater vocabulary, the ability to express oneself clearly and precisely will greatly increase, which will lead to fluidity in dialogue, and students can obtain this acquisition through readings and interactions with native people who know the language in its entirety.

Learning materials

Within the teaching and learning process in the educational field, learning materials are resources used in this area to improve student knowledge and skills on specific topics in which they have difficulties. These resources are innumerable quantity, however, the most common and most used are workbooks, videos, images, textbooks, web applications, and interactive CDs, among others. These materials are established as a guide, providing the student with ease to understand a topic in its entirety.

A study by Castro and Tumibay in 2019 (Tumibay, 2019) titled “Analysis of the Integration of Learning Materials,” mentions that it is effective and that it greatly helps to add both physical and virtual learning materials to create creative and interactive learning environment, which will encourage the active participation of students where the results at the end of the class will be promising, achieving significant progress in the students, as this will improve the learning experience in general..

Vocabulary learning based on digital games

This topic in recent years has generated significant growing attention since its application to the educational field has been positive in promoting vocabulary learning since it has also helped promote reading comprehension and students' commitment to the subject. According to Dimiduk (Dimiduk, 2019) in his book titled “Technology and Digital Games for Vocabulary,” published in 2019, indicates that the advancement of vocabulary and digital platforms related to learning materials have improved the effectiveness of vocabulary in short and long term, ensuring that, with The in-depth study of vocabulary through this tool, the student will be able to maintain a basic conversation since he is familiar with a new word.

The importance of vocabulary in learning a new language is a complex process, however, different strategies have been found that help improve this acquisition. The authors: Zou, Huang, and Xie (Xie, 2019) have explored vocabulary learning by analyzing its potential based on digital games (this as a strategy) to promote vocabulary acquisition, for this reason, it is through this research that understands that the impact of these digital games provides interactive learning experiences.

Vocabulary learning strategies

According to Fangyun Wei and Zihong Zhang (Wei & Zhang, 2022) in an interview about Learning Strategies, mentioned that using vision and language models as a learning strategy in the acquisition of a second language is assertive since it greatly highlights the acquisition of vocabulary through meaningful contexts having authentic communication. In addition, it is also recognized that strategies are a key point when teaching a topic since it will be known whether what is being applied to teach works or not for the students.

Technological Advancements

Technological advancements have profoundly impacted the educational landscape by introducing strategies for conveying class topics. This progress has been particularly notable in the development of learning materials, exemplified by the integration of various technological tools like digital games to enhance vocabulary acquisition among students.

Student learning based on Curricular design

Curricular design establishes a very important and fundamental role in the learning experience of language students, which is why different integration curricular materials are added. Guzey, Moore, and Harwell (Guzey, 2019) analyzed curricular materials from different

university courses, where it was found that the content in the curriculum needs a disciplined approach to enrich vocabulary learning by exposing students to a wide range of information on new terms and concepts, discipline is needed on their part, thus prioritizing achieving specific learning objectives..

2.3.Pedagogical Basis

Theory of Constructivism

One relevant theory is constructivism, which posits that knowledge is a dynamic process that is built through external information that is interpreted and added to the student's prior knowledge. In this way, new concepts are acquired day by day.

According to Piaget in this Theory, mentioned that “By using this framework, students actively reconstruct knowledge in highly nuanced, unique ways, constructing malleable conceptual topologies based on prior knowledge, formal educational experiences, and other cues that aid comprehension. This point of view emphasizes on one’s own cognitive processes and labels fellow students as disruptive thinkers if conventional wisdom is challenged” (Piaget, 1985)

Furthermore, this theory aligns with our research since the students are part of an active learning process in which they shape and acquire their knowledge based on the materials that the teacher provides for the class.

Additionally, this theory focuses on the importance of providing the student with authentic examples so that in this way, he can relate it to his previous knowledge, helping the understanding and retention of the topics. This theory allows us to analyze how the design of learning materials based on real contexts improves the understanding of new concepts.

In summary, this theory is aligned with the aim of this research, considering that it provides a framework to have a better understanding of how crucial learning materials can be as tools to improve vocabulary learning.

Dual Coding Theory

Another important theory is dual coding, according to Mark Sadoski in his Article called “A Dual Coding View of Vocabulary Learning” (Sadoski, 2005, July) suggests that learning benefits from two main codes: verbal and visual. Both are independent but at the same time connected, they are essential for the understanding and interpretation of new vocabulary.

According to American research carried out in 2005 “Mental imagery is the primary cognitive form of nonverbal representation”. All knowledge, meaning, and memory are explained by representation and processing within and between the two codes in this theory. This includes knowledge of words and their meanings. Words can be defined as verbal labels for concepts, while visual elements serve as the nonverbal representations of the concepts.

Additionally, dual coding theory serves as a framework for analyzing how visual representations, such as images or videos can be used to provide contextual information and cues, aiding information retention and understanding.

Finally, this research aims to explore the effectiveness of the use of different types of multimedia resources and learning materials which can help enhance vocabulary learning outcomes.

Information processing theory

Another theory that will be used to conduct this research is the information processing theory. According to Adam J. Woods and Michael Gordon in their book about Information processing theory published in the year 2022 (Woods, 2022) mentioned that “this theory is an approach to cognitive development that lays a structural foundation for the human mind. Information processing theory assumes that the human mind contains mental structures that process information received through the senses” The mental structures of this theory allow us to explain the manipulation and storage of information.

Furthermore, this research will explore how learners perceive and interpret vocabulary through the use of learning materials and how visual inputs can help improve vocabulary learning outcomes.

Additionally, by using this theory, this research will analyze how students process and store information and how the effective design and use of learning materials within the classroom can help optimize the learning process.

Cognitive Multimedia Theory

Another theory that aligns with the goal of this research is cognitive multimedia theory and according to Mayer and Moreno’s research about Multimedia Learning established that: “Deeper learning can occur when information is presented in both text and graphics than with text alone. Multimedia learning theory is based on the assumption that there are two channels for learning: auditory and visual. Both channels are used to process information in working memory” (Moreno R, 1999)

Furthermore, by using this theory, this research seeks to analyze how learning materials through their characteristics make use of both verbal and visual channels to interpret, store, and apply new vocabulary concepts.

In summary, this theory will help not only understand how learning materials work and assist in the learning process but also how important it can be to design learning materials to optimize and improve students' understanding.

Input Theory Krashen

Finally, this research will opt for the use of the input hypothesis, which proposes that students can acquire knowledge of a second language when they receive vocabulary inputs that are one step beyond their level.

According to Krashen, Stephen D. in 1985 in his publication on the theory of hypothetical input. He maintains that “we are able to understand a language that contains not acquired grammar with the help of context, which includes extralinguistic information, our knowledge of the world and previously acquired linguistic competence.” (Krashen, 1985)

By using learning materials, teachers can begin to introduce input into their teaching strategies so that students process information subconsciously. This theory proposes that subconscious acquisition is more important than learning itself.

Finally, it can be understood that these theories provide valuable information about how the student interprets new information and how the teacher could use the learning materials to improve his or her teaching process by understanding the learning processes. Together they are useful in providing a better understanding of how support materials play a fundamental role in education.

To conclude, by applying the principles of these theories, educators can integrate learning materials to encourage active participation activities and meaningful learning engagements.

2.4. Legal Basis

It is important to know that within a research study, the legal bases play a very important role, because that is what will help give context to the project and the required research, so it is important to understand what laws support and regulate the regulations. directed to the research carried out. It is for this reason that an analysis has been made of the existing regulations in the constitution of Ecuador, and the Ministry of Education where several articles were found that support that the education and teaching of foreign languages are of vital importance for the academic life of a student.

According to the **Constitution of Ecuador, established under articles 27**, it establishes that: “la educación debe estar centrada en el ser humano y garantizará su desarrollo holístico, en el marco del respeto a los derechos humanos, al medio ambiente sustentable y a la democracia “

Another research based on the Ministry of Education, in the Agreement of the regulations for the implementation and instrumentalization of the transitional provision contained in the **Ministerial agreement No. 041-14 Article 4** provides that “El Viceministerio de Educación coordine con el Instituto Nacional de Evaluación Educativa, la evaluación anual de los resultados del aprendizaje del idioma Inglés en las instituciones educativas públicas, fiscomisionales y particulares, y que la subsecretaria de Fundamentos Educativos establezca los estándares mínimos que deberán alcanzar los estudiantes, a partir del año lectivo 2016-2017 ”

English language teaching according to the Ministry of Education

The Ministry of Education in agreement No. 0052-14 in article 3 provides that: “Para la implementación de la asignatura de inglés las instituciones públicas incorporen a su planta docente, personal con calificación mínima de B2 de acuerdo con la escala del Marco Común Europeo de referencia para-Lenguas Extranjeras, y pongan a disposición de los estudiantes los recursos pedagógicos necesarios para garantizar el adecuado aprendizaje de la lengua extranjera. Al inicio de cada año lectivo la institución educativa deberá remitir a la perspectiva Dirección Distrital un informe con el detalle de los grados que han sido incorporados a la enseñanza del idioma inglés” (Constitucion de la Republica del Ecuador, 2016, marzo 24)

Through this article it is understood that the teaching of the English language is extremely important, and in order to teach it a teacher must be well qualified, since this is how the results will be seen in the students, the objective is that the students in during their student stage they acquire a basic level of English, however, to do so many strategies or methods are needed, for this reason, in this case, the objective is to implement the vocabulary through the use of flashcards and if the institution has an excellent teacher, of course, that he would achieve his goal.

Chapter III

Methodological Framework

3.1.Method

3.1.1. Qualitative Methodology

This qualitative research work focuses on interviewing teachers from different institutions and educational levels, with the aim of obtaining a diverse, but at the same time clear and concise, perspective on how learning materials facilitate the acquisition of vocabulary in students.

Qualitative research is known as the study that involves the understanding and exploration of social, political or educational phenomena through non-numerical data, for this reason qualitative research took place in the perspectives and experiences of the subject of study. According to Monique Hennink, Inge Hutter and Ajay Bailey (Monique Hennink, 2020) In their book *Qualitative Research Method* published in 2020, they mention that the qualitative method is one that allows creating the bases of the research since traditional methods are used for inquiry, such as: observations, focus groups, interviews, among others. others. Therefore, it is understood that this tool greatly helps the research work process without the implementation of numerical data.

This method has the characteristics of in-depth exploration, subjective interpretation in its entirety along with a focus on the context and understanding of the topic of study.

3.2.Type of research

3.2.1 Phenomenological studies

This study is a research approach whose purpose is to understand and describe human experiences in a literal way, that is, as they are lived and perceived by each individual. According to Husserl and Heidegger in their publication on Phenomenological Research Methods (Heidegger, 2020) mention that this may involve several steps that are important for the final result, such as: Experience of the topic to be explored, collection of information, data analysis, interpretation of results and validation of the same, all these steps detail in depth. the information you want to obtain.

The goal of the phenomenological study in this research is to know that it will help to have a clear perspective to analyze how teachers perceive the use of learning materials through their experiences with different students, since it focuses on the experience that the teacher lives day by day in the classroom by using this as a work tool to promote and facilitate the acquisition of vocabulary.

3.3.Data Collection Techniques

3.3.1 Focus Group

The focus group is a data collection technique that brings together several participants who have knowledge about the specific topic or subject and a moderator who proposes certain questions in order to have an informal conversation about the topic to gather insights.

Focus groups are an extended way of the interview method, a more specific in-depth group interview with discussion. In a structured and organized way, with the help of a facilitator or moderator, the selected topics are explored. (Manju Gundumogula, 2020)

This technique is aligned with this qualitative research to collect information both collectively and individually. There is no established number of participants, however no more than 6 is usually the most common.

3.4.Instrument

3.4.1 Questionnaire

In this qualitative research, questions will be used through a questionnaire. The questionnaire is a tool that brings together questions through which the moderator uses to conduct an interview with the interviewees in order to collect information on a specific topic. A total of 8 semi-structured questions will be proposed so that the interviewees can expand their explanations in a more free and flexible way. By using these types of tools, we can have a better understanding of the teacher's perspective on the use of learning materials in class.

This research will carry out this information collection online due to the ease of application of this method through the use of the Internet and modern technologies.

3.5.Type of question

3.5.1 Open-ended question

Open-ended questions are totally effective since they are those that do not give rise to a yes or no answer, on the contrary, they help to have a defined answer where the interviewees express their experiences and opinions in a clear and detailed way.

The questions in this questionnaire focus specifically on the topic of study about analyzing the role of learning materials to facilitate vocabulary learning, with the teachers selected for the interview, this type of open questions is valuable within the research since they

reveal information about the perception of teachers when using these tools, revealing what type of materials they use, and to what extent they benefit the students.

3.6. Population and sample (delimitation of the population and/or sample of the study)

This research is being carried out at the Unidad Educativa José Pedro Varela. It is in the province of Santa Elena, La Libertad, in the neighborhood “6 de Diciembre”, La Libertad - Santa Elena, Ecuador. This educational institution provides a higher education level from the first year of basic education to the third secondary school. To carry out this research, 5 teachers were interviewed, three of them work in the institution already named and the other 2 in an external institution.

The 5 teachers interviewed are the study population, and in turn they also count as the research sample.

Through the use of the media used, the research seeks to explore and understand the use of learning materials as significant resources and an important factor within the teaching of English language vocabulary. The qualitative nature of the research allows us to investigate in depth the experiences and perspectives of the interviewees.

Chapter IV

Analysis of Finding

4.1. Brief explanation of the findings

Regarding the interpretation of data, based on the responses of each interviewee, the opinions and perceptions of each teacher could be highlighted regarding the role of learning materials in facilitating vocabulary learning where several key ideas and ideas could be found. necessary for this research.

Considering fully that each interviewee has experience in the subject due to their long work history, 5 English teachers highly trained in the subject participated in the focus group where they described their experiences as English teachers of different ages, that is, as well as for primary and high school.

It is also highlighted that when giving their answers they mention their strategies and techniques concerning the topic of study and the questions asked, reasons why they believe that it is necessary to include learning materials within the teaching and learning process for students. students.

The procedure carried out for the questions was based on open questions where the participants had the opportunity to express their ideas through unlimited answers and with the freedom to share their strategies, where it was possible to know that results are obtained through this technique positively regarding the topic of study.

4.2. Interpretation of bibliographic review

1. Question number one was: In your opinion, what are learning materials?

Figure 1

Learning materials.



Note. This figure shows that the most used words in this question were: Learning, years, facilitate, resources, materials, knowledge, and working.

The study found that teachers view learning materials as essential and adaptable tools to facilitate knowledge acquisition. They highlighted books, flashcards, and graphs as key resources. The analysis revealed that these tools are agreed upon as crucial for accelerating information retention and enhancing students' understanding of classroom content. This highlights the importance of using diverse learning materials, including visual, auditory, and interactive elements, to improve vocabulary retention and engagement. Teachers emphasized adapting materials to class objectives and student needs, highlighting the role of learning materials in accelerating knowledge acquisition and increasing student motivation and interest.

2. Question number two was: Do you consider that the learning materials contribute to the increase in students' vocabulary? Yes / No, why?

Figure 2

Contribution to increase vocabulary.



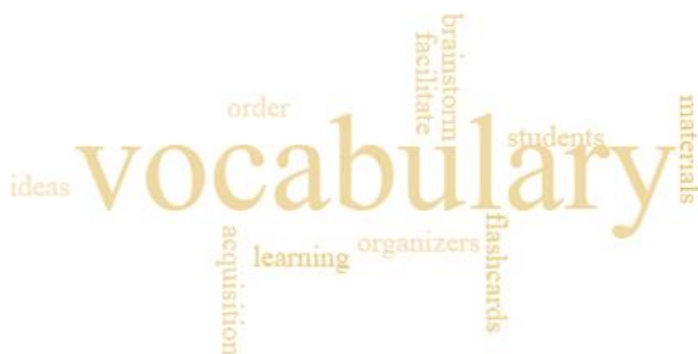
Note. This figure shows that the most used words in this question were: Acquisition, school, experiences, flashcards, language, and reading.

Each interviewee responded positively, emphasizing that learning materials are essential and fundamental for promoting and improving students' vocabulary. They highlighted that these tools significantly aid in the retention and understanding of new words and overall knowledge. The interviewees agreed that learning materials are particularly effective when preparing and presenting work materials to students. There was a clear consensus that learning materials play a crucial role in vocabulary development. These materials help students grasp and remember new concepts and terminology, making them indispensable in the educational process. By facilitating the retention of new words and enhancing overall comprehension, learning materials support students' linguistic growth and academic success. Thus, the interviewees strongly believe that these resources are crucial for effective learning and vocabulary expansion.

3. **Question number three was: What types of learning materials do you consider to be most feasible to implement in vocabulary acquisition?**

Figure 3

Vocabulary acquisition.



Note. This figure shows that the most used words in this question were: Vocabulary, students, ideas, organizers, and brainstorm.

The teachers interviewed identified flashcards, videos, graphic organizers, and books as the most effective and appropriate materials for vocabulary development. They emphasized that these materials are not only easy for teachers to implement but also highly effective in enhancing vocabulary learning. Flashcards and graphic organizers help in visual retention, while videos and books provide context and deeper understanding. The interviewees agreed that these tools improve class organization and create an educational yet enjoyable classroom environment. This combination of materials transforms learning into a fun experience, fostering better engagement and retention of new vocabulary. The point is that these resources significantly enhance the process of vocabulary acquisition, making them indispensable in educational settings.

4. **Question number four was: What strategies do you consider important to integrate learning materials?**

Figure 4

Important strategies.



Note. This figure shows that the most used words in this question were: Strategy, students, kids, interest, accuracy, and age.

The teachers highlighted the importance of selecting materials that align with the class objectives and are appropriate for the students' age and level. They emphasized that interactivity is crucial for capturing students' interest. If the materials are not engaging, the class will not be effective. Therefore, the interviewees agreed that the chosen tools must be interactive enough to maintain the students' attention and interest. Additionally, they suggested using a variety of materials to cater to different learning styles, ensuring that all students can benefit from the resources. This approach ensures that the learning materials are not only relevant but also captivating, leading to a more successful and engaging educational experience.

5. **Question number five was: How do you evaluate the effectiveness of the learning materials?**

Figure 5

Evaluating effectiveness.



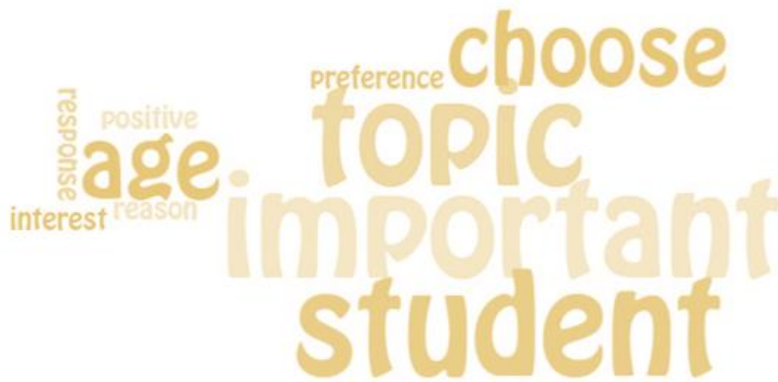
Note. This figure shows that the most used words in this question were: *Evaluating, effectiveness, process, review, exams, and teaching.*

The interviewees emphasized that evaluating effectiveness involves observing students' participation and how well they apply what they have learned in class. This observation allows teachers to gauge students' understanding and monitor their progress. Active participation is seen as a key indicator of the materials' effectiveness. Additionally, the teachers mentioned that regular reviews and exams are crucial for assessing how well the learning materials contribute to student outcomes. They also highlighted the importance of continuous feedback and adjustments to ensure that the materials remain effective and relevant to the students' needs. Overall, the consensus is that the effectiveness of learning materials can be best measured by the students' ability to demonstrate and apply their new knowledge actively.

6. Question number six was: **Do you consider that students respond positively to the learning materials? Yes / No, why?**

Figure 6

Important topic.



Note. This figure shows that the most used words in this question were: *Important, topic, choose, age, positive, student, interest, and reason.*

The teachers interviewed responded affirmatively, noting that students do indeed respond effectively to the learning materials integrated into their lesson plans. They emphasized that students' responses are more favorable when the materials are both attractive and interactive. This combination not only enhances vocabulary use but also increases student motivation. The interviewees observed that students show greater engagement and enthusiasm when they can interact meaningfully with these materials. Overall, they believe that using such engaging and interactive tools positively impacts students' learning experiences and encourages them to actively participate in their own learning process.

7. **Question number seven was: Do you believe that learning materials should be adapted to the needs of students? Yes / No, why?**

Figure 7

Improve students.



Note. This figure shows that the most used words in this question were: *Engagement, improve, inclusivity, facilitate, student, and teach.*

Teachers emphasized the importance of adapting learning materials to meet students' needs. They believe that adaptation is crucial to ensure the effectiveness of the materials and maintain student interest. By tailoring materials to individual needs, teachers aim to improve active participation and engagement in learning. They also highlighted the importance of considering factors such as age and skill level to ensure materials are appropriate and beneficial. This approach aims to improve learning outcomes and create a positive educational experience where students feel supported and motivated to succeed. In summary, adapting materials to meet the needs of students is considered essential to fostering a successful and supportive educational experience.

8. **Question number eight was: How would you implement the learning materials in your teaching plan?**

Figure 8

Important resources.



Note. This figure shows that the most used words in this question were: Class, student, experimentation, adaptation, start, specific, and resources.

The teachers provided varied responses, but generally, they emphasized aligning learning materials with daily lesson objectives and student needs. They stressed the importance of selecting and integrating an appropriate mix of resources and strategies to ensure effective implementation. This approach involves assessing the relevance of materials to lesson goals and adapting them as necessary throughout the teaching process. By continuously evaluating these tools on student learning, teachers strive to create engaging and productive classroom experiences. They underscored the dynamic nature of teaching, where flexibility and responsiveness to student progress are key to achieving successful educational outcomes and fostering a supportive learning environment.

9. Question number nine was: In your experience, has the use of learning materials ever helped you teach vocabulary? Yes / No, why?

Figure 9

Important Skills.



Note. This figure shows that the most used words in this question were: Increase, classes, kind, important, correctly, level, and learners.

The teachers interviewed, with extensive experience in their field, emphasized the fundamental role of learning materials in teaching vocabulary. They highlighted that tools such as textbooks, videos, and flashcards have proven highly effective in enhancing vocabulary retention among students. Their experience underscores the importance of utilizing diverse and engaging resources to facilitate learning and reinforce vocabulary acquisition. They believe that incorporating these materials not only enriches classroom instruction but also encourages active participation and deeper understanding of language concepts. Overall, they view the strategic use of learning materials as essential in their teaching practice for fostering effective vocabulary development.

Below is a table where the most relevant questions on the topic are found.

Table 1

Teachers' perceptions about the topic Analyzing the Rol of Learning Materials in facilitating Vocabulary Learning.

Questions	Do you consider that learning materials contribute to enhancing a student's vocabulary? Yes / No, why?	What types of learning materials do you consider to be most feasible to implement in vocabulary acquisition?	What strategy or strategies do you consider important to integrate learning materials?	Do you consider that students respond positively to the learning materials? Yes / No, why?
Answers	Exactly, most vocabulary is acquired incidentally through indirect exposure to words. Students can acquire vocabulary incidentally by engaging in rich oral-language experiences at home and at school, read aloud to them, and reading widely on their own.	One of the most used learning materials to facilitate vocabulary acquisition, as I mentioned before, is the use of flashcards. But we also can make use of graphic organizers in order to brainstorm ideas of vocabulary from the students.	Promoting student autonomy by encouraging students to be active on their learning. Hands-on experimentation activities with online interactive materials where they can hear and write or read can empower them to learn better.	Yes, I consider that the use of learning materials is appealing for students. And it's more effective if we try to use all the senses.
Authors	We are able to understand a language that contains unacquired grammar with the help of context, which includes extralinguistic information, our knowledge of the world and previously acquired linguistic competence. (Krashen, 1985)	Deeper learning can occur when information is presented in both text and graphics than with text alone. Multimedia learning theory is based on the assumption that there are two channels for learning: auditory and visual. Both channels are used to process information in working memory. (Moreno R, 1999)	According to Mark Sadoski in his Article about A Dual Coding View of Vocabulary Learning (Sadoski, 2005, July) suggests that learning benefits from two main codes: verbal and visual. Both independent but at the same time connected, they are essential for the understanding and interpretation of new vocabulary.	A study carried out by Castro and Tumibay in 2019 (Tumibay, 2019) called Analysis of the Integration of Learning Materials, they mention that it is totally effective and that it greatly helps to add both physical and virtual learning materials in order to create a creative and interactive learning environment

Chapter V

Conclusions and Recommendations

The main objective of the study carried out is to analyze the effectiveness of learning materials used as a tool to help promote vocabulary in students in the teaching and learning process, where teachers from the José Pedro Varela Educational Unit responded to the questions unknowns of the study. After having carried out an in-depth investigation, it was determined that the use of learning materials is crucial for the development of vocabulary, where students have greater motivation to learn when these types of tools are presented, for this reason, the following section provides important information where the conclusions of the research are known, and at the same time information on recommendations regarding the topic of study is also disclosed.

5.1 Conclusions

The study conducted among teachers at the José Pedro Varela educational unit demonstrates the crucial role that learning materials play in vocabulary acquisition. The interpretation of the results reveals that well-designed learning materials can impact on students' vocabulary development and retention by improving comprehension and how they can be adapted to different contexts.

The research presents teachers' perspectives on learning materials as a tool to improve vocabulary teaching. The sample obtained demonstrates acceptance by the teacher and the student towards interactive materials that allow them to focus the class more dynamically. Furthermore, teachers share the fundamental aspects to take into account when designing learning materials and how these can be adapted to the needs of students.

The study demonstrates the benefits that the use of learning materials can have not only academically but also on the mood and motivation of students. The teachers at Unidad Educativa José Pedro Varela highlight words such as inclusion and motivation as important factors in teaching and how learning materials adapt to these needs. These results demonstrate the crucial role of learning materials as a teaching tool for the teacher and how they can influence the student's perspective.

5.2 Recommendations

It is correct that the learning materials have an impact on students' vocabulary, however, it is recommended to modify to a certain point how they are used, it can be implemented by making them interactive and adaptable to different contexts, such as academic and social situations. For example, learning materials used by teachers may include role-playing to establish social contexts in which students find themselves, maintaining their interest and aiding vocabulary retention.

Teachers must be able to implement the use of these materials as a help tool since, knowing the perspective of the interviewees, it is shown that it gives positive results, so it is recommended that there be continuous feedback on the use of these materials to continually improve the teaching-learning process.

It is recommended that the learning materials used by the teacher be didactic and include motivational parts, such as having clear goals since this will awaken their interest, which increases motivation since they can apply what they have learned in classes to a real context. The teacher can incorporate the use of collaborative learning by proposing activities to foster a

community atmosphere in the class. The use of gamification through interactive applications and web pages can also have a positive impact on student performance, motivation, and engagement.

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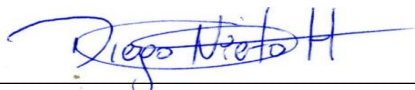
Annexes

Annex A: Certified Anti-plagiarism System.

Certificado Sistema Anti-Plagio

En calidad de tutora del Trabajo de Integración Curricular **denominado “ANALYZING THE ROLE OF LEARNING MATERIALS IN FACILITATING VOCABULARY LEARNING”** elaborado por los estudiantes **Gonzalez Carrera Nicolas Alejandro y Santos Mora Anahis Lilibeth** 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 2 % de la valoración permitida, por consiguiente se procede a emitir el informe.

Atentamente,



Nieto Herrera Diego Josue, MSc.

TUTOR



CERTIFICADO DE ANÁLISIS
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Annex B: Questionnaire.**Analyzing the role of learning materials in facilitating Vocabulary Learning.**

Population: 5 English teachers (3 English Teachers from Unidad Educativa Jose Pedro Varela and 2 English Teachers sourced externally)

Sample: 5 English teachers.

Questions aimed at teachers

1. In your opinion, what are learning materials?
2. Do you consider that the learning materials contribute to the increase in students' vocabulary? Yes / No, why?
3. What types of learning materials do you consider to be most feasible to implement in vocabulary acquisition?
4. What strategies do you consider important to integrate learning materials?
5. How do you evaluate the effectiveness of the learning materials?
6. Do you consider that students respond positively to the learning materials? Yes / No, why?
7. Do you believe that learning materials should be adapted to the needs of students? Yes / No, why?
8. How would you implement the learning materials in your teaching plan?
9. In your experience, has the use of learning materials ever helped you teach vocabulary? Yes / No, why?

Annex C: Letter of permission in the institution.

Miércoles, 5 de junio del 2024

MSc. Alejandro Quimi Rosita Mirtha

RECTORA

UNIDAD EDUCATIVA JOSÉ PEDRO VARELA

En su despacho. -


Nosotros, **GONZÁLEZ CARRERA NICOLÁS ALEJANDRO** y **SANTOS MORA ANAHIS LILIBETH** estudiantes de la **UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA** de la carrera **PEDADOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS** nos dirigimos a usted en su calidad como rectora del plantel para mencionarle lo siguiente;

Estamos en nuestra etapa final de titulación y como lo dicta el **CONSEJO DE EDUCACION SUPERIOR (CES)** debemos hacerlo mediante un examen complejo o un proyecto de investigación por el que hemos elegido la segunda opción.

Nuestro tema titula **Analyzing the role of learning materials in facilitating vocabulary learning** y como población hemos escogido a la **UNIDAD EDUCATIVA JOSÉ PEDRO VARELA** para hacer nuestros análisis cualitativos por medio de un enfoque de grupo hacia sus docentes de inglés.

Nos gustaría contar con su permiso para hacer dichas encuestas el día **jueves 6 de junio** tratando de no interrumpir las clases de cada docente ya que el enfoque grupal tiene una duración máxima de **15 minutos**.

Esperando que tenga un excelente día en el alma máter Península nos despedimos estando pendientes a su respuesta. Muchas gracias por la atención.



González Carrera Nicolas Alejandro



Santos Mora Anahis Lilibeth

Annex D: Interviews transcribed (Summary).

Nicolas Gonzalez (interviewer 1): Okay, so good evening for everyone. Thank you for taking the time to join us today. My name is Nicolas Gonzalez, and this is my college and my partner Anahis Santos. We are both students of the Universidad Estatal Peninsula de Santa Elena, and we are both working on our thesis, which explores the role of learning materials in vocabulary acquisition, particularly from the perspective of teachers like yourself.

Anahis Santos (interviewer 2): Okay, hello everyone. As Nicolas mentioned, I am Anahis Santos, and we greatly appreciate your participation in this focus group, the insights you provide will be invaluable to our research.

Nicolas Gonzalez (interviewer 1): Okay, so we want to inform you that this session will be recorded, and the purpose of the recording is solely for research purposes to ensure we capture your responses. Okay, so before we start, I will encourage you to try to present yourself in just a brief manner, in a brief way. You have to say just your name, since this meeting has to be recorded, and we have to present this like evidence, okay? Okay, so with that being said, let's begin our discussion, all right?

Miss Karen Briones: Okay, I'm going to start. My name is Karen Briones, and I work at Unidad Educativa Jose Pedro Varela.

Nicolas Gonzalez (interviewer 1): All right, thank you, Ms. Karen.

Mr. Jessy Lino: Okay, hi, I am Jessy Lino. I'm actually working in the Educativa Juan Jacobo Rousseau.

Nicolas Gonzalez (interviewer 1): All right, thanks.

Ms. Sanny de la Cruz: Hello, good morning, good evening. This is my name, Sanny de la Cruz. I work in the school Jose Pedro Varela, in the section Vespertina.

Nicolas Gonzalez (interviewer 1): All right, thanks for all the interviewees, and let's start with the specific questions. Okay, classmate, please, could you start with the first one, please?

Anahis Santos (interviewer 2): Sure, okay. Question number one. In your opinion, what are learning materials?

Ms. Karen Briones: Well, for me, learning materials are resources. They are resources used to facilitate the acquisition of knowledge.

Anahis Santos (interviewer 2): All right, perfect.

Mr. Jessy Lino: If you allow me. For me, learning materials, I am actually working with kids. That's about five years old, six years old, seven years old. So, I am using the most of them like toys, like charts, like flashcards, all of them.

Nicolas Gonzalez (interviewer 1): All right, perfect answer, Mr. Jessy. Ms. Sanny, please, could you help us?

Ms. Sanny de la Cruz: Okay, When the judges mention the learning material, when the information is specific, general, or for the students, for example, when they use the text, yeah, okay, or the, when they use the information about the different process, for example, this is the principal, the Jewish attitude. When the facts are different. When the facts are different, or different concepts. This is my opinion. When the judges mention the several or only during the class, it is different in the group when they use the tools.

Nicolas Gonzalez (interviewer 1): All right, thanks for your response. So, the second questions, I'm going to do the second question, and it is, do you consider that learning materials contribute to enhancing a student's vocabulary? Ms. Karen, please, could you help us?

Ms. Karen Briones: Absolutely, because learning materials facilitate understanding, retention, and the ability to use vocabulary effectively. As one of my colleagues mentioned, the use of flashcards is really helpful to acquisition of new vocabulary.

Nicolas Gonzalez (interviewer 1): All right, thanks. Please, Mr. Jessy.

Mr. Jessy Lino: Sure. These learning materials can help to the learning of a language and the vocabulary acquisition, because with kids, it's absolutely different to show them, like, figures that they can touch, or that they can see, like, the blocks, for example, or just play with them with other type of toys. So, they can help a lot with this.

Nicolas Gonzalez (interviewer 1): All right, Ms. Sunny, please.

Ms. Sanny de la Cruz: Okay. When did you mention the learning material it is about corresponding to the vocabulary where it is necessary the kind of materials. Yeah. For example, when did you mention the specific topics, the reading comprehension, or what did you do in the major group, did the student discuss about the topic? So, it's necessary. This is the moral activity. When they use the contributor, they learn the new words, so they use the select, and this is vocabulary.

Nicolas Gonzalez (interviewer 1): All right, thanks. Please, classmate.

Anahis Santos (interviewer 2): Okay. Perfect. Let's continue to the question number three.

What types of learning materials do you consider to be most feasible to implement in vocabulary acquisition? Please, Ms. Karen.

Ms. Karen Briones: Well, one of the most used learning materials to facilitate vocabulary acquisition, as I mentioned before, is the use of flashcards. But we also can make use of graphic organizers in order to brainstorm ideas of vocabulary from the students.

Anahis Santos (interviewer 2): Thank you, Mr. Jessy.

Mr. Jessy Lino: Yes. For me, as I mentioned before, I am working with kids, and I am doing like, like flashcards, and music too. This could help me a lot, because at the same time that you are playing music, like it could be up and down, up and down, or just in and out, you can also be playing at the same time with toys or blocks or just a little hole, and I am using that mix, like music and toys.

Anahis Santos (interviewer 2): Thank you. Ms. Sanny.

Ms. Sanny de la Cruz: The specific is necessary, the presentation, the moral resource, whether the students presentation about the different experience in the class, for example, when you use, mention the other activity, when the show, the workshop, and this is flashcard, it's necessary you recognize, for example, the reading comprehension. If you need to know the information, or story, or video, okay, then we will let you mention the class.

Nicolas Gonzalez (interviewer 1): All right. Perfect answer. So, the next question is, what strategy or strategies do you consider important to integrate learning materials? Ms. Karen, please.

Ms. Karen Briones: Well, we have to choose learning material according to the objectives of the lesson. Also according to the level of students and we have to also consider how interactive or engaging is the material for the learners.

Nicolas Gonzalez (interviewer 1): Right perfect Mr. Jessy. Please could you help us?

Ms. Jessy Lino: Yes, a strategy that I can think about could be to find a music appropriate for the age of the student because you can you cannot play a music that cannot be accurate for kids of about five years old and use that same music for kids of about seven years old so the loss of interest could be could be huge so I think that strategy could be accurate.

Nicolas Gonzalez (interviewer 1): All right perfect. Ms. Sanny, please.

Ms. Sanny de la Cruz: It is necessary during the class for not really the students about the topic and do the presidential autonomy and you the student this is how is it more active yeah and did their learning for example I recognize and they have done this experimentation or interactive this is preview the news yeah when you delay is necessarily learning better this moment.

Nicolas Gonzalez (interviewer 1): All right thanks please classmate with the next question.

Anahis Santos (interviewer 2): (At this moment of the interview, Mr. William Figueroa enters to the meeting due to problems with his device) Okay, before start. Good evening Mr. William Figueroa. In this moment, I am going to say the question number five and you can answer this

question after the teachers. Okay question number five. How do you evaluate the effectiveness of the learning materials?

Ms. Karen Briones: well, I consider that we can evaluate the effectiveness through observation doing activities where students have to apply the vocabulary learned in the lesson

Anahis Santos (interviewer 2): thank you.

Ms. Jessy Lino: Well in my case the effectiveness of the material that I am using could be evaluated by me approaching to the student or perhaps asking a question, a simple question like: do you know what is the word that I am using? Do you know what is thank you? Do you know what it is up? So, if the student could answer the question that simple question. I know that that is strategy or that material worked.

Anahis Santos (interviewer 2): Okay that's perfect, Ms. Sanny.

Ms. Sanny de la Cruz: When you have mentioned the evaluation, the effect with the class material of the process, students are effective in learning and can evaluate, for example, when the youth mention is to study grammar and you have the context or the text or the exam, it is necessary in the mention about the topic or in the classroom and you decide the specific fit, yeah, specific learning. And is the context about it necessary when the youth discuss the process to ensure effective learning?

Anahis Santos (interviewer 2): OK, that's perfect. Mr. William.

Mr. William Figueroa: I am sorry to be late. OK, I consider it's very important to identify first with what strategy you are going to evaluate. For example, if you are going to evaluate speaking,

of course, vocabulary that you are going to apply should be correcting or should be applied according to the topic that you are going to evaluate.

Nicolas Gonzalez (interviewer 1): OK. All right, perfect answers. The next question is, Do you consider that students respond positively to the learning materials, or maybe within the use of learning materials? Please, Ms. Karen.

Ms. Karen Briones: Yes, I consider that the use of learning materials is appealing for students. And it's more effective if we try to use all the senses. If we implement materials where they can see, they can hear, they can touch through the use of realia or sounds.

Nicolas Gonzalez (interviewer 1): All right, thanks for your answer. Please, Mr. Jessy, could you help us?

Ms. Jessy Lino: Yes, I couldn't agree more with the answer of the miss. Because I know that if the student is having fun or just if the student is making a thing that I am using in the class, I know that those students are responding positively in the class.

Nicolas Gonzalez (interviewer 1): All right, thanks. Ms. Sanny, could you help us with your answer, please?

Ms. Sanny de la Cruz: For example, use the material about the verbiage, the verbiage, the presentation, or this is concentration. For example, a in the class, don't say is. So I play the no wages, I want you to be out according to the topic and the program in the world. Because it is your result. This is a different activity in the class.

Nicolas Gonzalez (interviewer 1): All right, thanks for your participation. Please, Mr. William, could you help us with your answer?

Ms. William Figueroa: Yes. Maybe I want to add some important detail about this question. I consider it's very important to choose the best topic according to the age. Because it's very important to, for our student, Take interest in the topic. For this reason, I consider if you want to have a positive response for our student, it's very important to choose appropriate topic for our student, according to the age of course or preference, too.

Nicolas Gonzalez (interviewer 1): All right, thanks. Great answer, Mr. Williams. Okay.

Anahis Santos (interviewer 2): At this moment, the meeting is allowed to end. So, if possible, can you connect again with another link just only for question 1

Anahis Santos (interviewer 2): Okay, let's continue to the question number seven; do you believe that learning materials should be adapted to the needs of students? Miss Karen, please.

Miss Karen Briones: Yes, because that promotes inclusivity, also improves student engagement in the lesson and facilitate better understanding of the topics that we have to teach them.

Anahis Santos (interviewer 2): Thank you Miss Mr. Jessy.

Mister Jessy Lino: Yes, I believe that this must be implemented because the inclusion in the education is far for from be implemented in many places. So, in many places it is being implemented but, not like the way that could be. So, there are student like with autism or perhaps students like that have language problems perhaps, this could be implemented of course.

Anahis Santos (interviewer 2): Okay, that's perfect Miss Sanny. (Here, Miss Sanny had a problem with her microphone) miss can you turn on your microphone?

Miss Sanny de la Cruz: Excuse me excuse me. Okay, when we are adapting this material for language learning, the teacher must be considering a number of factors. For example, If they

offer an effective relation activity. For example, the teacher might think about to show the material in relation to the age or according to the age of the learner. This adaptation must need to be considered in relation to the desired skill.

Anahis Santos (interviewer 2): Thank you, Mr. William.

Mister William Figueroa: I consider the most of the books should be adapting to different kind of needs. Most of the books are from different kind of countries and, the student in different places or different situation could be adapted. For example we're going to focus in a topic, maybe if the books are talking about an specific place of course our culture is very different and of course the strategy that the teacher supply is adapting to the different kind of necessity of our student and in other case for example if we have a student need of course if we need to adapt for different kind of necessity is depending of how teacher strategy and how the teacher is applying it according of the necessity in different kind of focus classes.

Anahis Santos (interviewer 2): Okay, perfect thank you.

Nicolas Gonzalez (interviewer 1): All right, thanks for your answers. The next question is how will you implement the Learning Materials in your teaching plan? Please, miss Karen. Could you help us with your answer?

Miss Karen Briones: Yes I would implement the different teaching materials taken into consideration my students needs and also selecting the appropriate resources according to the objectives of the curriculum. Also, always trying to considerate, whether my lessons are engaging or motivating for students so based on that I choose my learning materials.

Nicolas Gonzalez (interviewer 1): All right, excellent Miss Karen thank you. Mr. Jessy, please could you help us?

Mr. Jessy Lino: Sure, perhaps we could take into consideration the didactic resources, internal resources and external resources also. So, this could be that like the experimentation of the class like when you start a class you could use any resources that you are implementing for that for that specific student because there are many student with many needs so, and also the curricular adaptation that you use for this is very important.

Nicolas Gonzalez (interviewer 1): yeah, for sure for sure that is perfect. Miss Sanny please. Could you help us?

Miss Sanny de la Cruz: Yeah, this lesson created by the teachers must contain specific learning objectives from the curriculum. For example, the different sequen of the learning and the student will B for the to me ching objectives as a first how does the learning is sequence the teacher create opportunity to learn

Nicolas Gonzalez (interviewer 1): All right thanks Miss Sanny. Mr. William, please could you help us?

Mister William Figueroa, there are different kind of way to apply and that's depend of the topic for example, if you are applying songs in class it has to be according to the topic. Maybe, you can apply games in the classes it will depend of the topic but the idea of this is that each topic that you are going to use or each vocabulary that you are going to use is apply the best way in order to motivate and remember the motivation is one of the best strategy in order to get a good result in different kind of different topic or classes.

Nicolas Gonzalez (interviewer 1): thanks for your answer and with the last question my classmate Anahis is going to say the last question okay.

Anahis Santos (interviewer 2): Okay, this is the last question, the number nine. In your experience has the use of learning materials ever help you to teach vocabulary?

Miss Karen Briones: Yes, the use of learning materials has been really helpful in teaching vocabulary for example when you use flash cards to teach English they can help you to avoid using the students mother tongue in this case Spanish. So, it's a way to avoid to translate right, also, learning materials facilitate retention as I said before and help contextualize vocabulary in real life situation. They are an engaging way to reinforce a students learning.

Anahis Santos (Interviewer 2): thank you Miss, Mister Jessy?

Mister Jessy Lino: My answer could be always the Learning materials help me that the students learn the vocabulary because I think that if I not use this kind of materials in the class my student just are there and doing what they want so they they not going to learn anything so the learning material is very important in this.

Anahis Santos (interviewer 2): Yeah, that's perfect. Miss Sanny please?

Miss Sanny de la Cruz: Okay, for inle the always recording about this in mention the new vocabulary I what want is this is a small G okay the solid the principal idea when did you mention the read compression or the you the flash card but in necessary um adapt and do this this material what this is important and you mentions I you consider this or according the age but and this is a good idea to the student to the and you record about the world.

Anahis Santos (interviewer 2) Okay, great answer. Mister William?

Mister William Figueroa: Okay, in my point of view I consider Learning Materials is the base of the acquisition of language and that is the reason why I consider that if you apply correctly Learning Materials in classes you are going get the goal, you are going to increase the skills, you are going to increase the level of our Learners.

Anahis Santos (interviewer 2): Okay, that is perfect and this was all, Nicolás?

Nicolas Gonzalez (interviewer 1): yeah, for sure so, that was all for this interview on this focus group thank you all for your thoughtful responses. Your insights are incredibly valuable to our research we appreciate your time and contributions and we will keep you informed about the progress of our research and we will provide you a summary of our findings once our thesis is complete. Thank you again for your participation and have a great night.