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The Contribution of Audiovisual Materials to Enhance the Recalling of Vocabulary

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List of acronyms

MINEDUC: Ministerio de Educación (Ministry of Education)

EFL: English as a Foreign Language

SIMCE: Sistema de Medición de la Calidad de la Educación (System for Measurement of the Quality of Education)

CEFR: Common European Framework of Reference

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Abstract

Vocabulary learning constitutes a complex aspect of the pedagogical framework of English as a Foreign language due to this, teachers must seek to find new and innovative strategies to face the classroom. For each teacher, the classroom environment is different creating a variety of necessities regarding teaching and learning. Inside the Chilean context there are settled goals to achieve with the students as well as suggested strategies and activities. English as a foreign language has been established in the country as a mandatory subject from 5th to 12th grade, despite this extended period of time, students' proficiency tends to be insufficient. The current study assesses the effectiveness of integrating audiovisual materials in bolstering vocabulary retention and its consequential impact on students' perceptions of the classroom environment. The intervention unfolds through a series of intervention sessions, wherein 21 tenth-grade students at Centro Educacional Bicentenario Altos de Tomé, partake in exposure to audiovisual materials. Students undergo pre- and post- intervention tests, Likert scales, and focus group discussions to gather data. After the intervention, a discernible majority of students exhibit a heightened capacity to retrieve the lexicon revised throughout the intervention, thereby manifesting amplified proficiency in vocabulary recall. Moreover, contributions to syntactic understanding, pronunciation acuity, semantic construction, and positive disposition towards both language and classroom environment were also discovered.

Key words: English as a Foreign Language, Language learning, Audiovisual materials, Vocabulary recall, Classroom Engagement.

Resumen

El aprendizaje de vocabulario constituye un aspecto difícil de la pedagogía del inglés como lengua extranjera; debido a esto, los profesores deben buscar estrategias nuevas e innovadoras para enfrentar el aula. Dentro del contexto chileno, existen metas establecidas para lograr con los estudiantes, así como estrategias y actividades sugeridas. A pesar de que el inglés como lengua extranjera se ha establecido como asignatura obligatoria en el país desde quinto hasta duodécimo grado, la competencia de los estudiantes tiende a ser insuficiente a lo largo de este período. El presente estudio evalúa la eficacia de integrar materiales audiovisuales para fortalecer la retención de vocabulario y su impacto en las percepciones de los estudiantes dentro del aula. La intervención se desarrolla a través de una serie de sesiones, en las cuales 21 estudiantes de décimo grado en el Centro Educacional Bicentenario Altos de Tomé participan en la exposición a materiales audiovisuales. Los estudiantes se someten a pruebas antes y después de la intervención, escalas Likert y discusiones en grupos focales para recopilar datos. Después de la intervención, una mayoría discernible de estudiantes muestran mejorar su capacidad para recuperar el léxico revisado durante la intervención, manifestando así una mayor competencia en la recuperación de vocabulario. Además,

se descubrieron contribuciones a la comprensión sintáctica, la agudeza de la pronunciación, la construcción semántica y una disposición positiva hacia tanto el idioma como el entorno del aula.

Palabras claves: Inglés como Lengua Extranjera, Aprendizaje de idiomas, Material audiovisual, Retención de vocabulario, Participación en la clase.

Chapter I: Introduction

1.1 Problem Statement

Learning a foreign language allows students to communicate, develop cognitive skills, and acknowledge cultural differences. Nonetheless, difficulties in retrieving vocabulary may impede the correct usage of the language. English is a global language present in academic and social contexts used between native and non-native speakers. For non-native speakers, it is necessary to learn the language by being exposed to input. As Alexiou (2020) states that supplying opportunities for students to learn English as a Foreign Language brings practical sociocultural, cognitive, and linguistic benefits. By providing learners with the right opportunities, their English level can start to be assessed and judged upon certain international standards.

English as a foreign language is rated through the Common European Framework of Reference (2001) to determinate the mastery of the language one person achieved. This framework is an international standard to describe language ability. It is divided into a six-point scale, related to language qualifications from level A1 for beginners to level C2 for those who have mastered different levels of the language.

The Chilean educational system requires English to be a compulsory subject from the fifth grade through the final year of high school, entailing approximately 135 minutes of class time per week over seven years (Ministerio de Educación, 2023). Although the educational programs in Chile set the expectation for students to attain a B1 proficiency level according to the Common European Framework of Reference (CEFR) by their fourth year of high school. Nonetheless, the national English examination (SIMCE) conducted in 2017 revealed that 68% of students were functioning at an A1 (CEFR) level (Ministerio de Educación 2017). This outcome ranks their proficiency level significantly below the targeted goals outlined within the high school English curriculum.

At Centro Educacional Bicentenario Altos de Tomé, students in 10th receive an increased allocation of 180 minutes (approximately 3 hours) of English class time per week. Despite this extended instructional period, students encountered difficulties with retaining vocabulary in both written and spoken forms, in accordance with previous observation done by the English teacher at the beginning of the academic year. This issue aligns with Bloom's taxonomy (1956 as cited in Wilson, 2016), emphasizing that the retention and comprehension of fundamental concepts within a discipline are integral aspects of factual and conceptual knowledge. This observation points to the prevalence of lower order thinking skills among students.

At the beginning of the academic year, several observation processes were conducted by the English teacher to discover the most deficient aspects of English level of this group of students. The findings demonstrated that students' proficiency, particularly in the domains of reading and listening comprehension, fell below the expected average. The elucidation of these results encompasses a multifaceted discussion involving several potential contributing factors. Among the primary reasons attributed to this issue are insufficient vocabulary acquisition, heightened anxiety, suboptimal pronunciation, and inadequate levels of comprehension.

To seek a solution to this problem, students from 10th grade in Centro Educacional Bicentenario Altos de Tomé were exposed to audiovisual materials, such as videos, websites, games, audio, and short films, to stimulate lower order thinking skills such as remembering, defining, listing, and naming. Students were assessed on some specific vocabulary from unit 2, "Technology and its Effects,". Such as: website, technology, outdated, updated, laptop, automatic, mechanical, gadget, device, text, upload, to download, and to text, in order to follow up the Chilean Curriculum of English as a foreign language proposed by the Ministry of Education, using activities based on the learning objectives of the units and the four skills of the language. Analyzing audiovisual materials to improve the recall of vocabulary allows the teacher to reflect on innovative methods and strategies to enhance vocabulary learning in the second language.

1.2 Research Objectives

General Objective: To assess the effectiveness of audiovisual materials to increase and enhance topic-based vocabulary recall in a group of high school students.

1.3 Specific Objectives

- 1) To analyze participants' progress regarding topic-based vocabulary recall using audiovisual materials before and after the intervention.
- 2) To identify participants' perceptions about audiovisual materials for vocabulary recall inside the classroom.

Chapter II: Theoretical Framework

2.1 Teaching English in Chile

Education in Chile, a country whose native language is Spanish, has prioritized teaching English as a foreign language in schools through different governmental proposals. The Chilean Ministry of Education (MINEDUC, 2023, p.1) stated that “teaching English should prioritize the development of students’ competence in the second language (L2) by improving the linguistic abilities of production and comprehension in oral and written texts. Learning a second language eases cognitive development among students. It fosters the ability to understand and analyze different points of view, the contribution of other cultures to their own, to access new knowledge through technology and means of communication and to gain consciousness of the world and its reality”. These concepts function as a pedagogical compass for instructors of English as foreign language, offering recommendations of methodologies and strategies to implement throughout classroom sessions.

Chilean students face English classes from 5th to 12th grade as a mandatory subject in school. Throughout this time, students undergo training in the four primary linguistic skills: speaking, reading, listening, and writing. In addition to these core skills, students are exposed to various linguistic components such as pronunciation, grammar, vocabulary, as well as use of information and communication technologies (ICT) (MINEDUC, 2023). The combination of these elements is presented to students through the English curriculum, for which it is recommended that different methodologies and strategies are used inside the classroom.

Learning can be described as an ongoing process that can be affected by multiple factors. Misbah et al. (2017), stated some factors such as the first language, intrinsic motivation, socioeconomic factors, and the teacher’s practices which can affect learning. Thus, the role of the teacher and institutions becomes one of the principal agents of change in students’ engagement. Chilean education puts value on learning the second language, highlighting the importance of the context in which the classes are performed, which influences how students receive knowledge and abilities to use English. Therefore, the institutions need to supply the necessary infrastructure to provide successful lessons. Moreover, it is the teacher who needs to assess how these factors are addressed in the classroom by looking for new methods and strategies that integrate motivation and effective learning to achieve higher results for students.

The role of the Chilean English as a Foreign Language teacher involves more than presenting contents and materials within traditional instruction as it entails the responsibility of training students in the production and comprehension of the language through innovative methods and strategies. These pedagogical approaches enhance students’ language skills and effective

communication. Alarcón et al (2015) conducted a study to assess teachers' perceptions of their role, demonstrating how they see themselves as facilitators of knowledge, which must focus on communicative approaches and student-centered lessons, putting motivation and participation as key factors for learning. In other words, teachers perceive themselves not as influencing factors in students' learning but rather as facilitators of the language, solely supplying support and knowledge. Although delivering support is important for learners, teachers need to be involved in students' progress to seek effective strategies to improve learning.

A relevant aspect of the Chilean classroom is the fact that teachers tend to base their practices on the results of standardized testing. The results from the 2017 SIMCE showed students' estimated proficiency was below A1 level, implying that learners were below the beginner qualification of the CEFR.

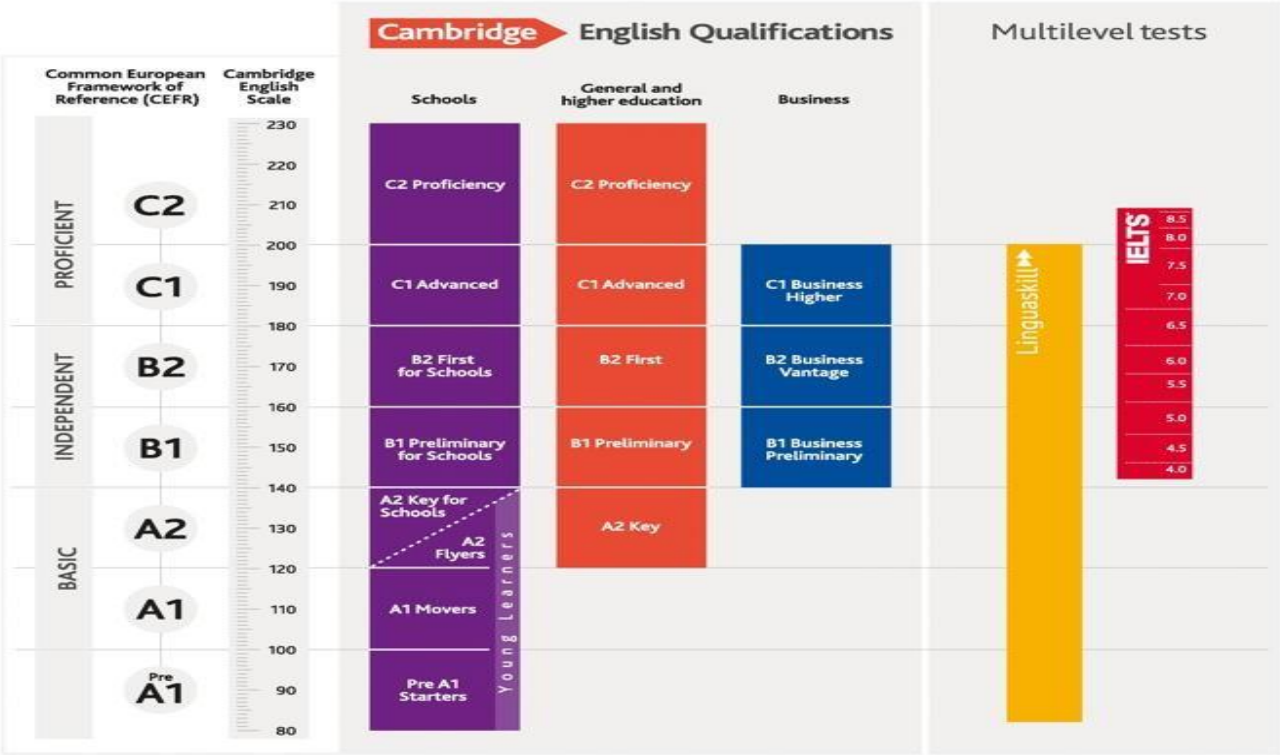


Figure 1. Diagram of Common European Framework of Reference. Cambridge Press & Assessment (2016)

The Common European Framework of Reference levels explains how learners can be expected to use the English language, at each level. English level plays a vital role in developing resources, curricula, course material, and teaching guides (Cambridge University Press and Assessment, 2016). It is understood that the level at which Chilean students are now is lower than expected by the curriculum and challenges teachers to create more input that is effective and significant for students through innovative strategies.

Improving the English proficiency level of Chilean students is a crucial matter that requires attention from educators. Philominraj et al. (2021) suggest that educational institutions must set up new organizational cultures and innovative strategies that cater to the needs and context of the students. To achieve this, it is necessary to revise the methodologies and practices used by educators and study strategies and levels of language comprehension of students. Improving English learning and teaching within Chilean classrooms has become crucial due to the low ability levels shown by learners despite the relevance of the language in Chilean society.

English and its associated prestige, high educational attainment, social status, and economic development in Chilean society were explored by Matear (2008). This linguistic prominence is attributed to several reasons. As a lingua franca for professional purposes, English has become indispensable due to Chile's shift to a neoliberal economic system and its active engagement in global trade, needing English proficiency for effective international business communication. The Chilean government's active pursuit of fair education access further underscores the significance of English. It is seen as a tool enabling access to information and ICT literacy, helping students avoid exclusion from resources and knowledge in an increasingly interconnected world. The government's 2004 English Open Doors program has significantly contributed to the dissemination of English language education, fostering broad access to language skills among students from diverse backgrounds. As stated by Matear (2008), this serves as a pivotal initiative in expanding English instruction in schools by guiding teachers and students with settled goals and purposes for achievements. Governmental practices deliver opportunities for Chilean language learners to employ what is learned inside the classroom in different settings. Therefore, institutions and teachers face opportunities to support students as efficient language learners who are able to use English as a tool for professional and personal development.

2.2 Teaching English as a Foreign Language

English has achieved global prominence being spoken worldwide, pushing non-native speakers to incorporate it into their lives. The reasons for this embrace are multifaceted, from prestige and job opportunities to the prevalence of easily understood loanwords popularized in a country. Moeller & Catalano (2015) described English as a Foreign Language taught and learned outside an environment where it is commonly used, particularly inside a classroom where language development is due mostly to the result of interplay between innate language capacities and the learner's environment. Teachers then need to reinforce the language to achieve learning goals presented in the classroom, this process tends to be limited and tough as educational contexts fail to expose students to large amounts of language.

The teacher's role significantly influences a learner's performance and disposition toward learning a second language. Addressing this influence requires a comprehensive understanding of how the teaching and learning processes intersect. Scrivener (2011) emphasizes the criticality of active engagement and practical application in learning a second language, noting that a conventional teaching style might neglect students' needs. Hence, it is essential to provide students with opportunities for authentic firsthand communicative interactions with peers to emphasize learning of the second language. This approach is elucidated through a learning cycle including five steps, referred to as "the experimental cycle of learning" (See Figure 2). This cycle involves a structured process: doing something, recalling the events, reflecting on the experiences, drawing conclusions from these reflections, and using these conclusions to inform and prepare for future practical experiences.

On one hand, teaching is described in this framework as the management of information, providing feedback and guidance, and the support of learners. For Chilean Education, these actions are associated to the role of the teacher. On the other hand, the learner's role is described as a process of doing, recalling, reflecting, concluding, and preparing, to obtain particularities of the language and necessary skills to perform fluently. These processes converge in a cycle of input and output, wherein both students and teachers actively take part. This interconnectedness underscores the dependency between the roles of teachers and students within the learning process.

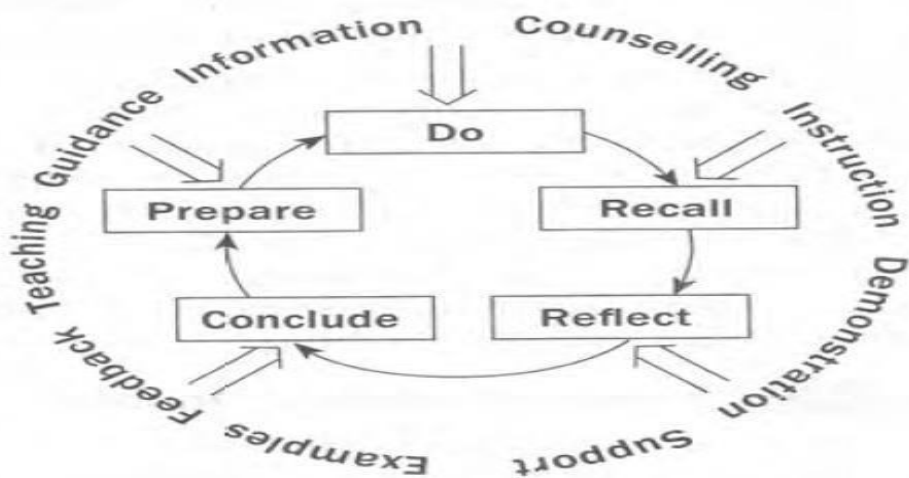


Figure 2. Teaching and the Experimental Learning Cycle (Scrivener, 2011, p. 20)

After analyzing the Teaching and Experimental cycle, certain insightful assumptions can be drawn about the teaching and learning process. Such as, providing students with the opportunity to work independently can have a significant positive impact on their learning outcomes, as it fosters intrinsic

motivation, academic self-esteem, and resilience enhancing their learning process. Additionally, enabling learning as the focal point of the class through active comprehension, by practical experiences, such as employing authentic language and aiding the production within social and group activities, making English compulsory to complete the tasks, and allowing time to engage in metacognition is essential to learn the language. Finally, allowing mistakes is acceptable and optimal for students, encouraging them to embrace challenges and learn from errors.

This insinuates that following the Scrivener Teaching and Experimental Learning Cycle (2011) aims to heighten students' active participation inside the classroom by producing and co-existing with the language. These actions grant metacognition and learning of the second language by the input provided by the teachers, presenting beneficial learning experiences inside the classroom. Accordingly, exposure to the output and input is necessary to enhance their English level. Ur (2012) mentioned that it is essential for students to learn to use the language fluently and correctly so they can get their message across effectively by using standard grammatical, lexical, phonological, and spelling conventions. To enhance the incorporation of such linguistics aspects to the classroom, it is the role of the teacher to consider the students' cognitive and language levels to withdraw potential benefits towards the students.

Learning a language is a complex cognitive process that demands tailored approaches regarding teaching and learning. Krieger (2005) stressed the significance of the environment of an English as a Foreign Language classroom to find the suitable tactics, techniques, and activities for introducing the new language. The context of the classrooms is settled by geography, economic and social barriers. Chilean students live in a monolingual context and tend to present low levels of proficiency in standardized testing. Therefore, activities must be designed to improve their level and enhance exposure to the language in simple terms. This can be achieved by creating easily understandable tasks that have precise goals, require the use of English, and engage students' interests.

When instructing students in a foreign language, it is important to consider what can influence their learning process. For this, Mahmoudi and Mahmoudi (2015) stated two crucial variables (See Figure 3) concerning second language learning: first, internal factors classified as cognitive and affective. Secondly, external factors are named environmental and curricular. Cognitive and affective variables are motivation, intelligence, anxiety, and risk-taking abilities, which correlate with proficiency and students' attitudes toward the language. The environmental and curricular variables are students' social class, first language, early start second language training, second language curriculum and attitudes toward the language.

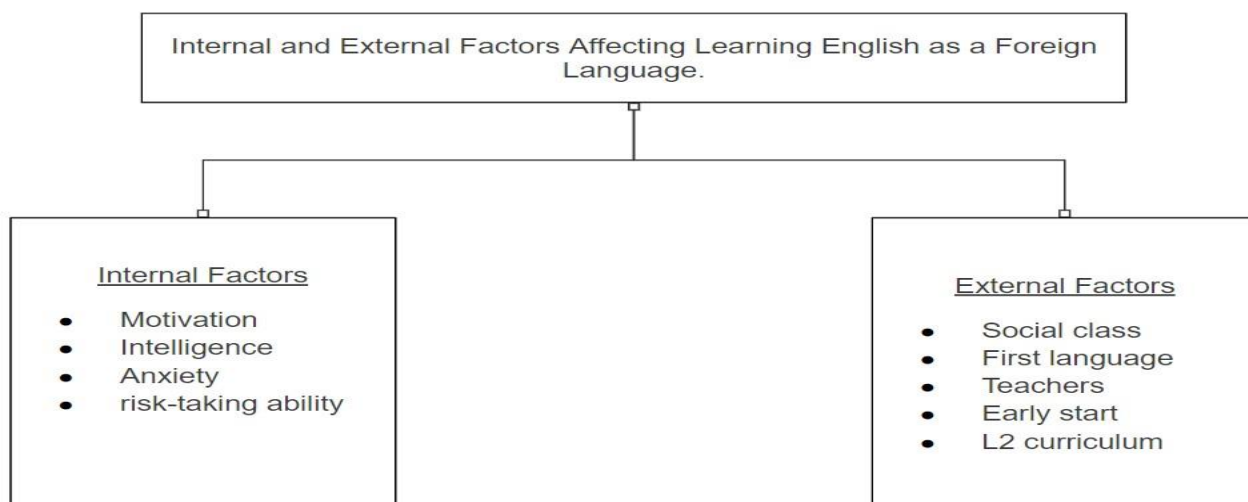


Figure 3. Internal and External factors Affecting Learning as a Foreign Language.

(Mahmoudi & Mahmoudi, 2015) Note: self-elaboration

These variables play a significant role in the attitude and setting presented in the English as a Foreign Language classroom. Teachers need to consider these to implement innovative strategies that meet the needs of students. The educator plays a pivotal role in delivering methodologies that not only enhance motivation and engagement but also effectively mitigate anxiety within the classroom. Simultaneously, educational institutions bear the responsibility of providing infrastructure that caters to various other needs that may arise within the educational setting.

Apart from the factors that affect the learning process in students, it is important to consider the teachers' abilities to perform the class. Nunan (2015) mentioned the importance of aligning teaching methodologies with the instructor's ability and comfort, while also considering the specific needs and contextual nuances of the students. This is within the idea of emphasizing the cultivation of metacognitive awareness among learners about their learning processes and strategies, offering guidance to identify their individual learning preferences. By implementing these ideas, teachers are able to afford students' opportunities to practice and refine their skills, empowering them to be involved with peers in specific aspects of the second language. Furthermore, it advocates for creating an environment where learners autonomously explore and encounter the language.

To fulfill these ideas, Nunan (2015) proposed a structured sequence encompassing pre-tasks, tasks, and follow-up phases. This sequence serves to

supply a clear purpose for the task at hand, harness learners' prior knowledge, ease language development through meaningful communication and active participation, and allow students to engage in self-evaluation, feedback reception, and error correction during the follow-up phase. By integrating these strategies, Nunan's approach offers a robust foundation for foreign language education, aligning with the contemporary educational landscape and the specific needs of students. This framework forms an integral part of the theoretical foundation for the present study in the field of education.

Finally, English global prominence has resulted in its widespread incorporation into the lives of non-native speakers. However, within the Chilean classroom, students' exposure to English is notably limited. Integrating various insights and methodologies provides an opportunity for a more comprehensive and tailored educational approach in the English as a Foreign Language classroom. This approach prioritizes active student engagement, metacognitive development, vocabulary acquisition, and an understanding of the multifaceted variables influencing language learning. Notably, scholars commonly acknowledge vocabulary as the cornerstone of language, serving as a fundamental building block that eases memory storage and comprehension in a second language. This underscores the pivotal role of the teacher in fostering a conducive and productive learning environment within the classroom.

2.3 Vocabulary

Vocabulary is one of the aspects of language students can learn while exploring English. Expanding the lexicon of students can be beneficial or disadvantageous for language development. These issues were described by Tosun (2015) who mentioned that “many foreign language learners know the feeling of not being able to remember the right word instantly in a conversation because of the limited range of vocabulary they know. This feeling of inadequacy often hinders further development of the language” (p. 642). It can be inferred from this conception that foreign language learners typically struggle with learning vocabulary which negatively affects emotional aspects regarding the use of the language.

Moreover, Scrivener (2011) defined lexis as a single word or a combination of words with a singular meaning that acts as an internal database of words and definitions, like collocations and lexical chunks, which can be easily accessed and employed through frequent usage. After examining these definitions, an approach to teach vocabulary is proposed (See Figure 4), the lexical items are exposed, considering their frequency, structural features, and relevance to comprehension.

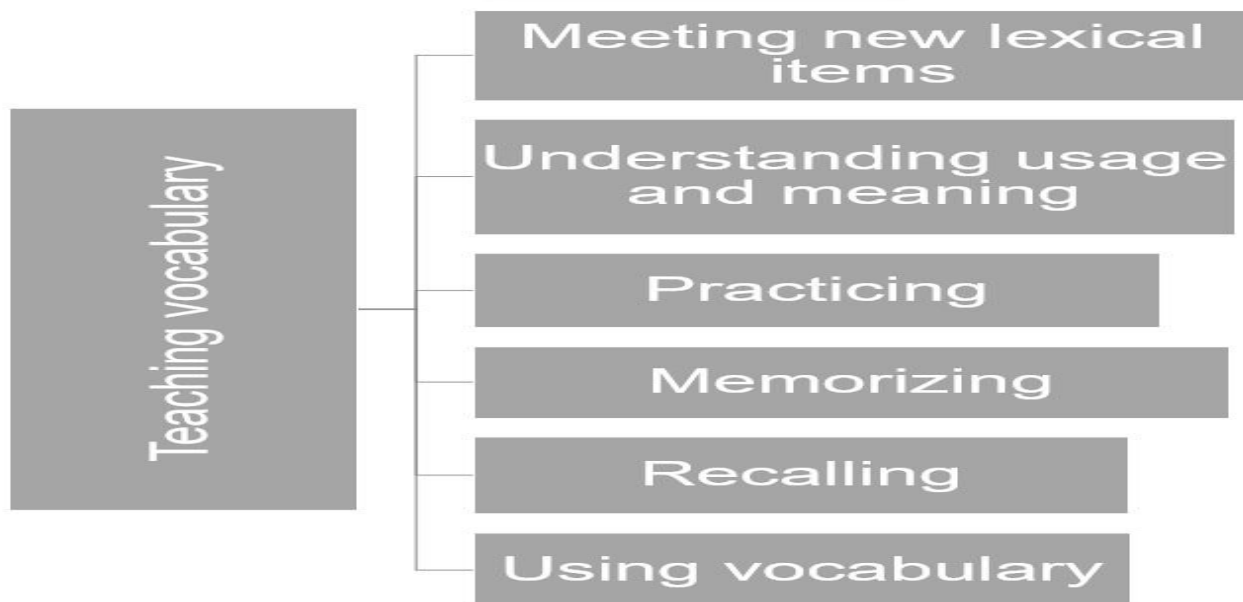


Figure 4. Approach To Teaching Vocabulary (Scrivener, 2011)

This approach eases the understanding of the vocabulary learning cycle, supplying guidance for the lessons and activities teachers may select to present new lexical items. Students meet new lexical items and understand their usage by exposure and repetition of them in different contexts and explicit explanations of meaning. Moreover, practicing and memorizing go together with using the vocabulary, for example, producing sentences, repeating conversations, or reading the words inside different contexts. Finally, students should be able to recall and use the words in a more natural context where students employ the words without needing help, without the aid of clues and instructions. Conducting classes with this cycle benefits the learning of new lexical items.

The significance of vocabulary knowledge expands over linguistic competence. Learning proper vocabulary enables effective and meaningful communication. In this regard, Alqahtani (2015) exclaimed that processing an extensive lexicon empowers learners not only to grasp the intricacies of the language but also to employ it intelligibly, enhancing comprehension of spoken and written tasks. On the same note, Susanto (2017) described lexical knowledge as central to communication where key aspects of language learning are hindered when vocabulary learning is absent, impeding both comprehension and production in the language. The lack of knowledge in vocabulary can be a consequence of different circumstances during the process of learning a language, from personal abilities and interest in learning to the teachers' abilities to deliver the content.

In this regard, Nation (2011) highlighted that a common setback is the absence of background knowledge concerning high-frequency and low-

frequency words. To achieve proficiency, English as Foreign Language learners typically need to recognize between 3000 and 5000 high-frequency words (Nation, 2011). The scarce knowledge of lexical items that students might possess affects comprehension, and access to information in the second language. Aiding learners to increase vocabulary knowledge is then the teacher's task inside the classroom.

2.4 Vocabulary Learning and Research

Recently, Li (2022) reviewed Nation's and Gu's insights in teaching and learning vocabulary in English as a Foreign Language, where vital points for learning vocabulary were revised. First, it was mentioned that to teach lexis, it is relevant to consider the following: what type of vocabulary to teach, how to teach vocabulary, and how to assess learners' vocabulary knowledge. Incorporating these ideas into the classroom can enhance the educational atmosphere and boost students' performance. Secondly, five distinct categories of vocabulary were described to focus attention on: (1) High-frequency words, (2) Mid-Frequency words, (3) Low-frequency words, (4) Academic words, and (5) Technical words.

Additionally, Gu (2003) mentioned how the quantity of words under consideration during a study session is contingent upon the learners' proficiency level or encountered difficulty. The imperative of immediate and frequent repetition becomes evident, requiring at least seven repetitions to foster optimal retention. Moreover, substantive exposure to diverse contexts, ranging from 5 to 16, is posited as a requisite for attaining a nuanced and comprehensive understanding. The overarching objective of vocabulary acquisition extends beyond mere memorization, emphasizing the concurrent development of the capacity to employ acquired lexicon effortlessly within varied contextual frameworks. This multifaceted approach is integral to fostering a more profound and versatile command of the learned vocabulary.

This denotes that the lexis used during the lessons needs to be selected carefully and consider the relevance it has for students. Dakhi & Fitria (2019) emphasize the significance of vocabulary in enhancing language skills and academic performance. It is crucial for educators to be aware of the type of vocabulary presented to students and to use appropriate strategies to teach it effectively, according to the context, students' learning style, and needs. The authors classify vocabulary into two categories: Receptive and productive vocabulary, and active and passive vocabulary.

Receptive and productive vocabulary refers to the lexicon associated with the skills of a language, specifically reading, and listening, allowing the comprehension of conveyed messages This type of vocabulary is intricately

linked with oral proficiency, reading comprehension, and abilities measured through cloze tests. Conversely, active, and passive vocabularies encompass words that are available for immediate recall and application, focusing on their frequency of use. Active vocabulary denotes words employed automatically, whereas passive vocabulary includes words whose meanings may not be entirely grasped, resulting in less frequent utilization. Passive vocabulary is considered a prerequisite for the development of productive vocabulary, serving as a foundation for further linguistic expansion. (Dakhi & Fitria, 2019).

This distinction between vocabulary types underlines the significance of both receptive and productive vocabulary within the domain of language learning and usage, particularly in the context of pedagogical strategies and assessment. Such distinctions are significant to specify the dynamics of vocabulary learning and its implications for language education, emphasizing the relationship between comprehension, application, and the broader spectrum of linguistic proficiency.

The pivotal role of the teacher appears prominently when choosing the vocabulary introduced to students. Teachers bear the responsibility of assessing the suitability, frequency, and pedagogical approaches for the vocabulary they impart. In the context of teaching English as a foreign language, vocabulary holds a crucial position in fostering language development concerning both comprehension and proficiency. As such, the decisions made by educators on vocabulary selection significantly shape the overall vocabulary-learning experience and the learning environment that students encounter. These decisions are fundamental in steering the path to effective language acquisition and mastery for learners.

Vocabulary undeniably plays a fundamental role in communication. As emphasized by Jamalipour & Farahani (2015), vocabulary was highlighted as one of the primary instruments of communication. It has a supporting role in both language comprehension and fostering the development of language production. Yet, vocabulary learning is often perceived as challenging for learners due to a variety of internal and external factors, previously mentioned in the chapter. Although, these may be overcome by utilizing explicit and implicit teaching strategies and tailored instructional techniques while performing individual and group-based activities that promote motivation and engagement within the classroom. Sometimes it is not possible to achieve the expected level of a group, it is at this point that teachers need to seek innovative strategies that promote metacognition and follow learning theories.

The strategies and methodologies associated with vocabulary learning hold substantial weight, especially considering the level of language exposure and quality within the Chilean classroom. Lightbown and Spada (2013)

highlighted the limited exposure of classroom language learners to English, with students often receiving only a few hours of instruction per week, amounting to fewer than a hundred hours over several years. Moreover, this exposure tends to encompass narrower discourse types. Consequently, critical aspects like vocabulary acquisition often receive inadequate attention within the classroom setting. Implementing appropriate strategies can notably enhance students' lexical knowledge, compensating for the limitations in exposure and aiding in the augmentation of vocabulary knowledge.

As for further expansion upon the concept of vocabulary, Kucan (2012) showed the importance of implanting vocabulary instruction in linguistic features such as phonology, orthography, morphology, and syntax. Thereby building high-quality representations of meaning, by presenting linguistic items through multiple stimulus, to enable comprehension and learning. Additionally, it is vital to understand how relevant the vocabulary taught inside the classroom is to students, how feasible it is for them to use the lexical item, and how frequently they encounter it in their daily lives. In this regard, the teacher must prioritize presenting vocabulary items such as, high-frequency words, words that process an important structural feature, words needed to understand a specific text and content-specific terms. By doing so, educators involve learners in pedagogical instances, adopting their interest within the topic-based vocabulary and tailored strategies.

Considering the limited English vocabulary that Chilean students predictably possess, the strategic selection of topic-based vocabulary to work on a specific topic assumes predominant importance once planning lessons or crafting activities. This point is elucidated by Mehring (2005) who described this vocabulary as a "salient word" referring to lexis that is of crucial importance in each context, these lexical items may be of more importance to students, enhancing motivation and vocabulary retention. On the other hand, unnecessary and unimportant words rarely motivate the students to learn. The choice of strategies and methods for presenting vocabulary to students is equally important as selecting which items to present. The goal of the teacher is to stimulate students through instruction and content to achieve comprehension and retention.

Some authors present strategies to instruct vocabulary that stimulate recall and memorization, for example, Ur (2012) stated that presenting vocabulary in written and spoken form ensures understanding of meaning by supplying explanations with images, dictionaries, synonyms, realia, and miming. Presenting content by exposing students to different formats perfects its impact, making teaching and learning vocabulary a continuous process, which develops the students' language skills, and the teachers' capacities. Having different strategies and improving the teachers' capacities to instruct spoken and written

forms of lexical items enhances students' productive and receptive skills. For example, the author mentioned how teachers should increase the use of explicit meaning, synonyms, and family words to contribute to the expansion instead of presenting isolated words that may not be useful for students. The correct selection of vocabulary is beneficial for students to expand vocabulary depth and size.

2.5 Size and Depth of Vocabulary

Size and depth of vocabulary are critical in understanding the depth of language learning. These concepts are intrinsically connected to the cognitive maturity of learners and their exposure to the language. In a foreign language, the breadth and depth of one's vocabulary rely on the type and amount of linguistic input students receive, and their ability to produce output. As described by Schmitt (2014), vocabulary size refers to the familiarity with individual lexical items and the proficiency in using them in both receptive and productive language skills. Also, Schmitt (2014) also described vocabulary depth, which pertains to how much a word is assimilated into an individual's mental lexicon. This assimilation is contingent upon the user's intent in using the word and the context within which it is employed.

The discussion on vocabulary size and depth encapsulates the fundamental connection between linguistic acquisition and the cognitive development of language learners. It reflects the critical importance of vocabulary not only in terms of its range but also in its in-depth understanding of the mental lexicon. This distinction elucidates a vital aspect of language learning, which is the conscious awareness and understanding of one's cognitive processes in mastering vocabulary. It underlines the significance of reflection during the process of language learning, thereby showing that language ability is deeply rooted in a learner's metacognitive insights regarding vocabulary learning and production.

2.5.1 Vocabulary Size

The term vocabulary size refers to the number of words that students know. By increasing their vocabulary, students can better understand and comprehend both written and verbal communication. They can apply their vocabulary in different contexts and are able to express themselves more effectively in both writing and speech. Thornbury (2002) said "You can say very little with grammar, but you can say almost anything with words.", suggesting the importance of abundance in terms of vocabulary knowledge contrary to the importance of mastering technical aspects of the language.

In this manner, vocabulary size can correlate with the learning of English as a foreign language. Orosz (2009) described these correlations as an equally beneficial effect, as language skills and structure knowledge can impact on each other. Vocabulary learning should be learned gradually by students if the proper input is presented, and if it stops increasing, the language learning process can be halted, impeding English comprehension and production. Therefore, guiding students in communication by giving explicit and intentional instruction on linguistic aspects is essential to continue learning. Also, organizing the classes to be communicative based contributes to increasing vocabulary knowledge.

Enhancing students' language comprehension requires the cultivation of a comprehensible lexicon, which eases effective communication, empowering students to articulate their thoughts fluently and coherently across diverse contexts. This can be achieved through mastering reading, speaking, listening, and writing skills, enabling students to apprehend the meaning of new or unfamiliar vocabulary.

Additionally, Ibrahim et al. (2016) explored how comprehension and vocabulary are positively related as the augmentation of one contributed to the increase of the other. It is assumed then that, the acquisition of a broad spectrum of lexical items by understanding meanings and contextual applications are focal in ensuring the precision and mastery of language usage. Exploring the intricacies of vocabulary depth entails providing students with the necessary tools and resources, enabling a comprehensive understanding of the proper usage and timing of specific lexical elements within linguistic contexts.

2.5.2 Vocabulary Depth

Vocabulary depth refers to how much students know about a word. Having richer knowledge about lexical items grants more correct interpretations of the language, enabling paralinguistic analysis and critical thinking. This insinuates that to develop vocabulary depth it is necessary the accumulation of knowledge through encountering and using words in diverse contexts. Recurrent exposition to vocabulary items contributes to the memorization and understanding of the words which allow students to employ it in their everyday vocabulary later. Thus, learning the forms, meanings, and uses of words enhanced English levels in students.

Moreover, according to Nation (1990) the concept of word knowledge within language acquisition encapsulates a multi-layered and intricate construct, as represented in Figure 5. Some of these factors are, the notion of understanding meaning, and the cultivation of familiarity with their written and spoken forms, classifying words according to their part of speech involving semantic and syntactic relationships. Understanding the commonality or

specificity of vocabulary items. Moreover, grasping the register of a word involves understanding its formality in different contexts. Finally, recognizing associative relationships involves identifying connections and associations between words, as well as their interconnectedness with other familiar lexical items.

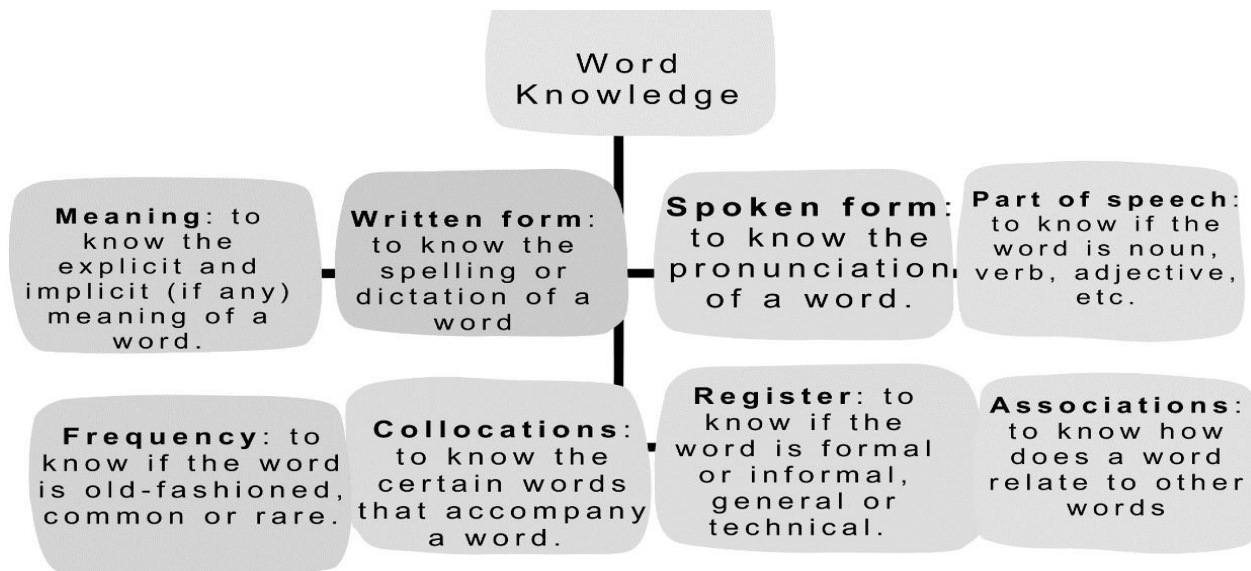


Figure 5. Word Knowledge According to Nation (1990) as cited in Rasouli and Jafari (2016) Note: Self-elaboration

According to Nation’s insightful perspective, the domain of vocabulary knowledge unfolds as an umbrella of elements related to each single word. Instructing students in words families, collocations, register, and commonality is necessary to ease learning and retention of vocabulary to ensure the usage of new vocabulary items. Therefore, it is necessary to find strategies that can support learners to gain awareness of semantics, register, syntax, and meaning, before considering a word to be learned.

Expanding students’ vocabulary serves as a vehicle for improving the productive and receptive skills of the language, thereby elevating their overall language proficiency. However, English as a foreign language classroom often exhibits a diminished motivation to learn and frequently students’ experience trouble retaining classroom instruction. One of the reasons for these complications is students’ limited exposure to the language caused by contextual circumstances of students which puts them in this reticent position. Hence, exploring innovative pedagogical strategies became imperative in addressing this challenge.

2.6 ICT in the Classroom

Innovative strategies can potentiate students' engagement with the lessons, appealing to positive attitudes and increasing language learning. Therefore, the exponential advancement of information and communication technologies (ICT) has caused its incorporation into education. The integration of ICT to teaching strategies into the classroom aligns with the guidelines set forth by the Chilean Curriculum. Hennessy et al. (2005) mentioned how ICT can encircle desktop and portable computers, projection technology, calculators, data logging and digital recording equipment as part of hardware that can be used inside the classroom, additionally software applications, such as, generic software, multimedia resources used to perform lessons, and means of telecommunication and information systems as Intranet, and Internet. Teachers' expertise in these aspects is important as managing these devices inside the classroom can enrich learners' experience.

Çakici (2017) acknowledged ICT's significant role as a valuable and innovative teaching tool that meets the needs of the ever-evolving modern world. It enhances and facilitates learning in English as a foreign language by offering a diverse and engaging presentation mode. Technology can empower students by providing learning opportunities outside the classroom, catering more to individual differences and interests. Finally, it contributes to reducing the teacher-centered approach and shifting to learner centered instruction, providing an environment where students can be independent and actors of their learning. ICT, then collaborates with teachers to deliver knowledge and management of classes.

Concerning the impact of ICTs on language learners, Hjalmarsson (2015) stated that it has the potential to increase motivation and engagement, as well as receptiveness to the subject, promoting efficiency and learners' autonomy. ICT also enables access to various instructional resources and materials for input. Yunus and Sulima (2014) suggested that ICT aids the teacher in managing work efficiently, providing an overall better teaching and learning quality. Through ICT, students are empowered to work individually or collaboratively, guided, and monitored by the teacher. Integrating technologies and independent work fosters high order thinking skills and improves students' cognitive development. Technology inside the classroom supplies meaningful resources to assist teachers and students to obtain life-long learning inside the classroom, as it offers meaningful content and instructional devices.

2.7 Audiovisual Materials to Teach Vocabulary

Some information and communication technologies that can be integrated to the classroom are audiovisual materials performing as an effective tool for

teaching vocabulary by incorporating engaging elements for students. Fuady & Mutalib (2018) defined audiovisual materials in an educational context as a teaching technology that combines video and audio to supply a comprehensive and immersive learning experience. It also provides a concrete experience, becoming more accessible for students to grasp instructions and content. Mathew & Alidmat (2013) described audiovisual materials as a useful, relevant, and effective tool for the learning process as it substitutes a monotonous environment to develop and increase understanding apart from creating a comfortable climate inside the English as a foreign Language classroom. This points to the convention that audiovisual materials set an environment that induces students to understand and incorporate the second language, through which it is possible to increase learning in students.

These materials bring different benefits to the classroom, as they provide a tool with diverse characteristics that can be used in different moments of a lesson. Some of the benefits are the variety and authenticity of the content, as it typically comes from sources directly from English-speaking countries. Furthermore, Bahrani & Sim (2012) suggested that audiovisual programs can be incorporated as authentic sources, providing comprehensive input, lowering the affective filter, creating a proper learning environment, and motivating students by aligning with their interests. Teachers can then use audiovisual materials to support different instances of the learning process while offering multiple alternatives for emotional and cognitive issues that appear inside the classroom.

At the moment of using audiovisual materials inside the classroom setting, each teacher needs to adjust to the classroom context, students' needs, and their knowledge of technology. Make & Yonas (2018) presented audiovisual materials adequate to classroom infrastructures and requirements, such as, television, radio, projectors, flashcards, laptop computers, microphones, film, animated cartoons, multimedia, tape recorders, chalkboards, flip charts, maps, graphs, models, objects, posters, pictures. Students require stimulus to achieve learning, by consequent material such as videos, cartoons, flashcards, presenting information in suitable formats to different learning styles. According to the authors, teachers deliberate that audiovisual materials are suitable tools for the classroom and exhibit a favorable disposition towards utilizing these as a tool to motivate the modern classroom, making it participatory, lively, and permanent.

Nevertheless, challenges may arise in the use of audiovisual materials within an educational context, as it necessitates a confluence of the teacher's technological proficiency and the active engagement of students in the instructional process. Chowdhury (2014) listed several recurrent issues associated with the incorporation of audiovisual materials in the classroom.

These include concerns related to the pace of video presentations, students' prior knowledge regarding the content featured in the videos, and the technological resources available in the classroom, such as the quality of audio output or the accessibility of projection equipment and the nature of tasks assigned in conjunction with the presented videos, which may either be excessively simplistic or excessively intricate. Consequently, there is a pressing need to impart training to educators and students, equipping them with the skills necessary to navigate and address these challenges effectively, thereby optimizing the educational benefits derived from the use of such instructional materials.

Audiovisual aids assist in easing anxiety and increasing retention of information in students, as mentioned by Lee et al. (2015), revealed how the use of audiovisual aids resulted in a decrease in test anxiety and an enhancement in the retention reading information. However, using the resource upon listening skills, there was no observable effect from the use of audiovisual material. These results suggest that students tend to retain information more effectively when they read it with the aid of audiovisuals, which provides contextual support.

A wide range of audiovisual materials, such as videos, news, or cartoons, can be suitable for the classroom. Using these resources in the lessons brings several benefits Bajrami & Ismaili (2016) asserted that videos tackle students' interests within an educational context to develop their language skills further as they gain a deeper understanding of content. Videos offer several types of contexts and activities that may contribute to building language skills and promoting the enhancement of vocabulary.

The material presented inside the classroom can evoke different sensations and emotions in students, Bal-Gezegin (2014) compared the use of audio and video to learn specific chunks of language, facing favorable results to the enhancement of the learning and retention of the target expressions. Incorporating videos into language lessons can prove to be an effective pedagogical tool as it can positively impact students' attitudes toward learning. The audio-visual nature of videos can appeal to their senses, which in turn eases comprehension and reduces anxiety associated with conversing in a second language.

Using audiovisual materials as a language input can help stimulate vocabulary identification and understanding. Language output, such as speaking, can contribute to recalling vocabulary more effectively (Rashtchi et al., 2021). Technology advances allow audiovisual materials to be present inside the classroom without much restriction, transforming it into another tool to access authentic language to immerse students in the language. Teng (2023) stated that exposing students to the meaning of vocabulary items and audiovisual input

seems to yield more retention and learning than combining meaning with other input styles this is due to the variety of cues and elements presented by the material linked to offer a deep vocabulary learning experience. According to the author, audiovisual materials also can increase motivation as students face learning with positive attitudes. Audiovisual materials play a crucial role in enhancing vocabulary recall owing to the opportunities they offer for authentic language exposure and student engagement.

Chapter III: Method

3.1 Type of Research

The following research is stated as Action Research, for which quantitative and qualitative data is extracted from a group of students, in order to reflect and improve pedagogical practices. Burns (2010) asserted that action research aligns with the concepts of “reflective practice” and “the teacher as a researcher,” involving a self-reflective, critical, and systematic approach to exploring the teaching context (pp. 187-188). Given recurring issues within the classroom, implementing action research is appropriate to inquire into how effective a solution can be for a group of 10th-grade students from Centro Educacional Bicentenario Altos de Tomé, a public school based in Tomé, Bio Bío region, Chile.

Cohen et al. (2018) emphasized implementing action research as a collaborative process for practitioners to improve their instruction, particularly by adopting a single subject approach to learning and teaching. The intervention focused on implementing audiovisual stimuli, namely videos, short films, and video podcasts, to increase topic-based vocabulary recall in a group of 10th grade high school students. This action research aims to draw answers and reflections on the effectiveness of audiovisual materials for improving and enhancing vocabulary recall.

The utilization of this research methodology offered valuable insights into integrating audiovisual materials, including videos and a video podcast, to increase the recollection of topic-based vocabulary in a single class of 10th graders at Centro Educacional Bicentenario Altos de Tomé. The research delves into incorporating audiovisual materials such as videos, short films, and video podcasts into the usual style of learning students follow to learn topic-based vocabulary. Additionally, it investigates how students perceive the use of audiovisual materials inside the classroom, employing quantitative and qualitative data collection techniques.

3.2 Research Problem

Chilean foreign language learning is characterized by the settled goals teachers must fulfill and the diminished quality of English students tend to process. Chile has established English as a high prestige language. For this reason, learning the language is mandatory for students from fifth grade up to the last grade of high school. Nonetheless, the results of national testing performed in 2017 demonstrated low mastery levels of students after six years of training in the language. This signals that notwithstanding the highlighted importance of

teaching English in Chile, the outcomes do not meet expectations, primarily related to students' insufficient performance.

Learning English as a foreign language holds pivotal importance for students as it facilitates not only effective communication but also cognitive skill development while fostering an appreciation for cultural diversity. Often regarded as a gateway to enhanced prestige and lifelong opportunities, the acquisition of English as a foreign language poses significant challenges for learners, particularly concerning language proficiency and vocabulary development. Learners commonly grapple with feelings of anxiety and diminished self-esteem, attributing these struggles to their limitations in vocabulary knowledge, which hinder effective communication. These challenges are further compounded by inadequate language skills and a deficiency in effective learning strategies. Moreover, the constrained exposure to the language, coupled with limited input in classroom settings characterized by teacher-centric instruction and the recurrent use of the students' first language, leads to an environment that lacks communicative student-centered lessons and opportunities for language production through active engagement.

A significant deficiency in vocabulary knowledge exists inside a group of students from 10th grade at Centro Educacional Bicentenario Altos de Tomé, hindering their ability to express themselves efficiently in the target language. Furthermore, a lack of interest in the second language is demonstrated among the group, which may be attributed to either negative experiences with language learning throughout their academic life or a lack of intrinsic motivation towards English.

Limited vocabulary learning prevents students from developing the language. This concept has been widely acknowledged in the field, as the lack of vocabulary can prevent learners from autonomously and confidently finish tasks in the second language. This diminished vocabulary knowledge is acknowledged by enabling a new strategy that fosters students' interest, learning styles and enhances motivation. One way of increasing students' engagement and implementing innovative strategies is the use of audiovisual materials into the classroom.

This research investigates the effectiveness of audiovisual materials in enhancing and improving vocabulary recall of topic-based vocabulary. Additionally, the research examines the classroom environment and teaching methods employed during the intervention. It will assess how opportunities to use the language were promoted, the attitude towards the technique, and overall opinions. Hence, the overall benefits brought by the materials are the contribution of the resource to the classroom setting and students' language development.

3.3. Research Question

The research has established specific a specific research question and objectives aimed at investigating the potential contributions of audiovisual materials to student topic-based vocabulary recall.

- What are the contributions of audiovisual materials (videos, images-audio, video podcast) to improve topic-based vocabulary in a group of 10th graders?

3.4 Research Objective

3.4.1 General Objective: To assess the effectiveness of audiovisual materials to increase and enhance topic- based vocabulary recall in a group of high school students.

3.4.2 Specific Objective

1. To analyze the participants' progress in topic-based vocabulary recall using audiovisual materials before and after the intervention.
2. To identify participants' perceptions about audiovisual materials for vocabulary recall inside the classroom.

3.5. Participants

The action research involves 21 10th grade students at Centro Educacional Bicentenario Altos de Tomé, a public technical school situated in a vulnerable area of Tomé, Concepción, Chile. The students' educational experiences are shaped by their context and life circumstances. For instance, Chile is a system that heavily relies on multiple standardized tests, therefore, students often exhibit absence engagement with the lessons, and emphasize measurable results. Additionally, due to the low socioeconomic status of the students, English is perceived as an irrelevant aspect in their lives (Matear, 2008). The learners' first language significantly affects their language learning environment; limited exposure to a foreign language in a predominantly monolingual setting can create challenges in developing language skills, including reading, listening, writing, and speaking, as well as opportunities for social interaction.

Nonetheless, due to the English Curriculum in Chile, participants must have been exposed to at least five years of earlier English as a Foreign Language training and instruction, indicating a certain predisposition to the language, which can affect positively or negatively their performance in terms of knowledge and motivation. Some of the participants, presented prominent levels

of English as seen by previous classes, and others expressed lower levels. Overall motivation and engagement with the class tended to be equal, as students participated and interacted during the lessons before starting the intervention. Although students' interest in the language is scarce, the purpose of learning it is not clear for this group. It is important for the investigation that a student's willingness to participate comes from an attitudinal point and not necessarily from appreciation of learning the language.

The participants in this study are affiliated with a public school known for its student population characterized by a low socioeconomic status. These learners, aged between 14 and 16 years, comprise the same class. Over the past three years, these students have undergone online classes as a consequence of the COVID-19 pandemic. Currently, there is a transition from remote learning to in-person classes, marking an adjustment to the conventional educational environment. This transition has led to students sharing similar educational needs. Consequently, there is a pressing requirement for the implementation of reinforcement strategies and innovative pedagogical approaches aimed at engaging students in the learning process and addressing gaps in the curriculum resulting from the previous years of remote instruction.

The sample selection for this study was determined based on behavioral traits, English proficiency, and voluntary participation, utilizing a convenience sampling method. This approach, as described by Etikan (2016), involves selecting participants due to their accessibility or proximity to the researcher, resulting in limited generalization to the entire population. Convenience samples often yield findings that are weakly representative or biased. Pandey and Pandey (2015) also noted that this sampling method is convenient, time-saving, and cost-effective for researchers, as it involves selecting available participants. However, it does not offer a representative sample of the entire population, thereby restricting the use of parametric statistics to draw broader conclusions. Consequently, the data collected may not be extrapolated to other students or classes, nevertheless, it can provide valuable insights for similar research or contexts.

To look for responses, students faced intervention classes, based on the Chilean Curriculum with the support of audiovisual materials and pre- and post-intervention tests, those seek to assess their perception their own vocabulary knowledge of the vocabulary learnt in the classes. Once every student agreed to take part in the investigation, and tutors signed the consent form the intervention was initiated. Within the following action research plan (Table 1), the first step was the pre-intervention test, which consisted of a Vocabulary Knowledge Scale.

After that, students participated in six intervention classes organized into two pedagogical methodologies. Firstly, Presentation, Practice, and Production method to present the words in isolated contexts, where pronunciation, spelling, and meaning were taught in explicit form. Secondly, the Skill-based approach presented the lexis inside richer contexts to demonstrate forms in which it can be used. Once the intervention cycle ended, students answered the post-intervention test, consisting of a Vocabulary Knowledge Scale. Finally, students answered a Likert scale and took part in a focus group discussion.

Table 1

<i>Action Plan</i>	
Intervention	Methodology
Pre-intervention test	Vocabulary knowledge scale
Intervention class 1	PPP framework
Intervention class 2	PPP framework
Intervention class 3	Skill based reading
Intervention class 4	Skill based reading
Intervention class 5	Skill based listening
Intervention class 6	Skill based listening
Likert scale	Online survey
Post-intervention test	Vocabulary knowledge scale
Focus group	Semi-structured interview

The first two intervention classes used the Presentation, Practice, and Production method to explicitly teach the topic-based lexis to be assessed in the tests. The lexical items were technology, website, text, update, outdated, download, upload, mechanical, automatic, device, and gadget. During these classes, students focused on the sounds, spelling of the words, meaning, and synonyms. These points were revised during the lessons to align content with the categories on the Vocabulary Knowledge Scale, which served as pre-intervention and post-intervention tests. In the first class, students were introduced to the topic of technology with a video and, after that, explored related vocabulary with a website of images and sounds. In the second class, students watched a video presenting the meaning of the vocabulary items and the intonation and pronunciation of the vocabulary to introduce it to them.

Later, students faced four sessions based on skill-based methods, two focused on reading, and two focused on listening using the words explicitly taught inside richer contexts. The third intervention class aims to share opinions about technological objects using a video of a piece of news on a podcast format using a video with images that illustrated and showed the reading to students, students were asked to extract specific information from the text. After that, they answered some comprehension questions related to the piece of news and finished by sharing their opinion about technological items. During the fourth class, the aim was to make predictions about technological items. This lesson used two audiovisual materials to introduce the topic of futuristic technology, students watched a short film and discussed the events of the story. After that, to perform the development of the class a text-to-speech software and a slideshow with representative images were used, which supported their socialized group reading focusing on scanning, to close this session, students made predictions about how they imagined technology in the future.

The next session focused on improving listening skills. The fifth class used a documentary-style video that described what a gadget is and its impact on modern life. The lesson aimed to describe technological gadgets or devices. First, they answered some comprehension questions related to the documentary, they described presented items as a guided practice to finish by producing a description of one item of their preference. To finish the intervention cycle, in the sixth session, students watched another documentary-style video about the effects of using screens. This class aimed to describe how often they used different technological items. After examples, students described the items used daily, from the most used one to the least used one.

Once the intervention cycle ended, students answered on a Likert scale with questions about how they perceived their participation during the classes, using audiovisual materials inside the classroom, and some reflections. In the next session, they took the post-intervention test. The Vocabulary Knowledge Scale was retaken to assess students' progress in recalling topic-based vocabulary. Finally, to close the investigation process, some students participated in a Focus group with questions like the Likert scale where they expanded their ideas.

3.6 Data Collection Tools

The research methodology requires the collection of both quantitative and qualitative data to afford a comprehensive understanding of the contribution of audiovisual materials to improve and enhance topic-based vocabulary recall. This dual approach, integrating quantitative metrics and qualitative insights, aims to meticulously explore and illuminate the effectiveness of audiovisual aids in fostering vocabulary retention within specific subject areas. By employing a

combination of quantitative measures and qualitative analysis, this action research endeavors to offer a multifaceted comprehension of how audiovisual resources contribute to the enhancement and improvement of vocabulary learning within focused domains.

To achieve these aspects the research counts on three main instruments to gather data. Firstly, a Vocabulary Knowledge Scale, serving as a pre-and post-intervention test to assess students' perceptions of knowledge regarding vocabulary. Secondly, the Likert scale gathers perceptions of the use of audiovisual materials inside the classes and its effects on learning. Finally, a small sample of the students participated in a focus group discussion to obtain an expanded understanding of the beliefs among students of the effects of the intervention and their view on using the materials inside the classroom.

3.6.1 Vocabulary Knowledge Scale (See Appendix A)

The Vocabulary Knowledge Scale served as pre-intervention and post-intervention tests. Students were assessed about word identification and understanding, and the amount of progress made after an intervention cycle. Although, respecting the questions presented in the Vocabulary Knowledge Scale, students' responses are more likely to relate to their perception of knowledge, and emotional or attitudinal factors may affect positively or negatively the responses.

The vocabulary under inquiry in the tests was drawn from the curriculum of the 10th-grade English classroom, specifically from the second unit. These words were the focal point of the intervention cycle and were systematically addressed both explicitly and implicitly. The lexical items included terms such as Gadget, Device, Laptop, to download, to text, to upload, APP, Mechanical, Automatic, Outdated, Updated, Technology, and Website.

The research encompasses an examination of students' advancements in topic-based vocabulary recall, needing the evaluation of their memory capabilities. This evaluation is achieved through the utilization of an adapted version of the Vocabulary Knowledge Scale, a tool developed by Paribakht & Wesche (1993), the Vocabulary Knowledge Scale is structured to gauge both the receptive and productive depth of students' vocabulary by presenting words and prompting participants to indicate their perception on recognition of the term, define it, provide a synonymous or translation, and finally, integrate it into a sentence. Each of these requirements represents a category of vocabulary depth and size, the first categories are category one and two, these relate to encountering the word and upon selecting them, it is understood that the participant has familiarity with the vocabulary but is not able to define it nor use it. Higher categories such as four and five require the definition of lexical items

or employ it in a sentence, demonstrating the depth of the lexical items by students.

Specifically, within this study, the Vocabulary Knowledge Scale will be deployed to scrutinize the vocabulary aligned with unit two of the Chilean English Curriculum, using a paper-based written examination that contains translations of the test (See Appendix A). Participants were asked to select the most suitable category corresponding to their familiarity with vocabulary. Vocabulary Knowledge Scale served for both before and after the intervention as a pre-intervention and post-intervention assessment, allowing for the validation of results and a thorough analysis of the participants' vocabulary retention upon the use of audiovisual materials in the classroom.

3.6.2 Likert Scale (See appendix B)

To examine the opinions and beliefs of participants with respect to the use of audiovisual materials inside the classroom, benefits from the intervention, and sensation of learning responded to three Likert scales in an online questionnaire. The Likert scales were applied in three categories: self-assessment, audiovisual materials, and opinions and reflections.

As described by Joshi et al. (2015), this instrument enables the quantification of human attitudes and allows for the measurement of cognitive and affective characteristics by eliciting agreement or disagreement on a set of statements. The Likert scale encompassed three crucial aspects of the intervention. The first aspect focused on students' self-assessment, involving their perceptions of how the material influenced their cognitive and attitudinal characteristics. The second aspect concerned the use of audiovisual materials for learning topic-based vocabulary in the classroom, exploring how the pedagogical application of these materials changed their engagement, motivation in learning, and overall class experience. Lastly, the third aspect sought opinions and reflections on the use of audiovisual materials. Students responded to these three 5-point Likert scales via the Microsoft Forms platform (See Appendix B). The outcomes provided quantitative insights into the students' perceptions of integrating audiovisual materials in the classroom.

3.6.3 Focus Group (See Appendix C)

In line with specific objective number two, a focus group discussion was conducted, involving the participation of seven students. Focus groups are intended to gather qualitative data reflecting students' opinions regarding the investigation. As highlighted by Cohen et al. (2018), focus-group research serves as a qualitative method to collect rich and descriptive data within a small group

context. The selected students engaged in discussions centering on five specific questions to supplement the data from the Likert scale responses. These questions probed their ideas of the effectiveness of the material in their learning process and sought their opinions on this strategy. The questions from the discussion were as follows;

1. *Do you believe that audiovisual materials help in better understanding the meaning of words?*
2. *Do you think that audiovisual materials help in better understanding how to use the words? Could you use any of the vocabulary in a sentence?*
3. *Which audiovisual materials appealed to you the most?*
4. *What are your thoughts on using audiovisual materials to learn vocabulary?*
5. *What changes would you suggest for the classes?*

The focus group discussions provided valuable qualitative insights and feedback on the efficacy of audiovisual materials in the classroom for vocabulary learning.

3.7 Data Analysis Techniques

The analysis phase is crucial for data collection. Following the principles outlined in Babbie (2016), data examination involves various methods, notably central tendency, and content analysis, used to gather information capable of answering research questions. Each objective from this research needs to use different methods of data collection to ensure coherent information to answer the research question. For the first objective, the Vocabulary Knowledge Scale scores are compared to determine changes in the central tendency of scores following the intervention. Additionally, the Likert scale data, treated as quantitative data, is juxtaposed against the qualitative data gathered from the focus group discussions. Content analysis is applied to dissect the qualitative data, thereby enabling a deeper understanding of students' perceptions.

This approach requires data triangulation, merging both quantitative and qualitative data, to comprehensively assess the impact of audiovisual materials on vocabulary recall. The convergence of these distinct data sources is vital to derive more robust and nuanced insights.

Chapter IV: Findings

This research endeavors to assess the impact of audiovisual materials on the enhancement of topic-based vocabulary recall. Looking to assess the effectiveness of these materials on students' vocabulary recall. Subsequently, the forthcoming chapter will detail the findings of each specific research objective.

4.1 Specific objective1: To Analyze the Participants' Progress in Topic-Based Vocabulary Recall Using Audiovisual Materials Before and After the Intervention.

The primary objective aimed to appraise the extent and thoroughness of students' retention within the designated vocabulary domain. By analyzing the progress exhibited in each student's test results, the study sought to quantify the extent to which audiovisual materials impacted their vocabulary recall.

The Vocabulary Knowledge Scale scrutinized students' competencies across five distinct categories associated with vocabulary depth (See Table 2). These categories evaluated their abilities in word recognition, vocabulary recall, and language production.

Table 2

Categories of the Vocabulary Knowledge Scale	
Category	Description
I do not remember seeing this word before	No previous exposure to the word.
I have seen this word, but I do not know what it means	Seen but unclear about the meaning.
I have seen this word, I believe it means (translation or synonym)	Recognized with an approximate meaning.
I know this word. It means (translation or synonym)	Familiar with the word and its meaning
I can use this word in a sentence	Proficient in using the word in context

The assessments encompass a total of thirteen technology-related vocabulary items, as delineated in Table 3, coinciding with the educational curriculum prescribed by the Chilean educational system. These items were systematically incorporated into the instructional sessions, utilizing diverse styles of audiovisual materials. The exposure to these lexical elements within the classes was executed through explicit and implicit instructional methods.

Table 3

<i>Vocabulary items from the Vocabulary Knowledge Scale</i>				
Gadget	To download	APP	Outdated	Website
Device	To text	Mechanical	Updated	
Laptop	To upload	Automatic	Technology	

The pre-intervention and post-intervention tests, which maintained identical circumstances and contained the exact vocabulary items, aimed to measure students' perceptions of the progress regarding these lexical terms. The intervention test results were meticulously categorized to identify the most prevalent responses for each word, allowing for comprehensive analysis and comparison of students' achievements. The preintervention test was conducted before the intervention to prevent interference with the students' prior knowledge of the vocabulary. Table 4 presents the number of students per category regarding each vocabulary item, as well as the mode obtained by each word.

Table 4

<i>Overall results of the Vocabulary Knowledge Scale</i>						
	Category 1	Category 2	Category 3	Category 4	Category 5	Mode
Gadget	8	7	1	3	2	1
Device	8	7	4	1	1	1
Laptop	0	2	5	7	7	5
To download	1	5	5	5	5	4
To text	1	8	3	5	4	2
To upload	4	10	2	3	2	2
APP	0	0	6	8	7	4
Mechanical	8	3	5	3	2	1
Automatic	1	1	7	10	2	4
Outdated	6	7	3	3	2	2
Updated	4	9	0	5	3	2
Technology	2	0	6	8	5	4
Website	6	5	1	6	3	1

Table 5 shows how most students mainly selected categories one and two in response to the test's thirteen words, as evidenced in the mode column. This trend suggests that students lack knowledge of the lexical item. Nonetheless, the word 'Laptop' notably attained a higher category on the Vocabulary Knowledge Scale, likely due to its widespread usage among Spanish speakers. Additionally, other words achieve a mode of four, meaning students selected mostly this category, such as download, APP, automatic, and technology. These results can be associated with prior knowledge of the items. Following the intervention sessions, the post-intervention test was re-administered to the same participants to assess their progress (See Table 5)

Table 5

<i>Overall results of the post-intervention test</i>						
	Category 1	Category 2	Category 3	Category 4	Category 5	Mode
Gadget	4	5	4	5	3	4
Device	2	3	2	8	6	5
Laptop	0	0	4	11	6	4
To download	1	0	4	13	3	4
To text	1	3	3	9	5	4
To upload	2	3	3	11	2	4
APP	0	0	3	13	5	4
Mechanical	4	1	2	10	4	4
Automatic	0	3	4	10	4	4
Outdated	3	4	4	8	2	4
Updated	1	6	4	8	2	4
Technology	0	1	4	11	5	4
Website	1	5	3	8	4	4

The analysis of the data gathered from the post-intervention test demonstrated a clear tendency among students to gravitate towards category four within the Vocabulary Knowledge Scale, see in the mode column of Table 5. This observed inclination serves as compelling evidence supporting the effectiveness of the instructional methodology employed, which contributed significantly to the advancement of the students' vocabulary recall. After the intervention, nine words increased its results, achieving category four, and one word decreased its total results, moving from category five to category four.

The findings delineate the predominant responses and diverse variations, offering valuable insights into both individual and collective advancements following the intervention. Analyzing the collective responses across all categories reveals a discernible pattern of fluctuations tightly associated with the tiers of the Vocabulary Knowledge Scale. Specifically, the lower categories directly align with the lower vocabulary domains, while the higher categories distinctly represent substantial progressions in the students' vocabulary recall.

Figure 6 depicts the variations in the quantity of responses per category recorded in each test. Categories one, two, and three illustrate a decline in their frequencies following the intervention. This outcome signifies students' progression into higher categories, indicating an expanded vocabulary recall from the intervention. Notably, categories four and five exhibited an increased frequency of selection, highlighting that students have become acquainted with the vocabulary, now demonstrating the capacity to provide interpretations of meaning through definitions, synonyms, or translations.

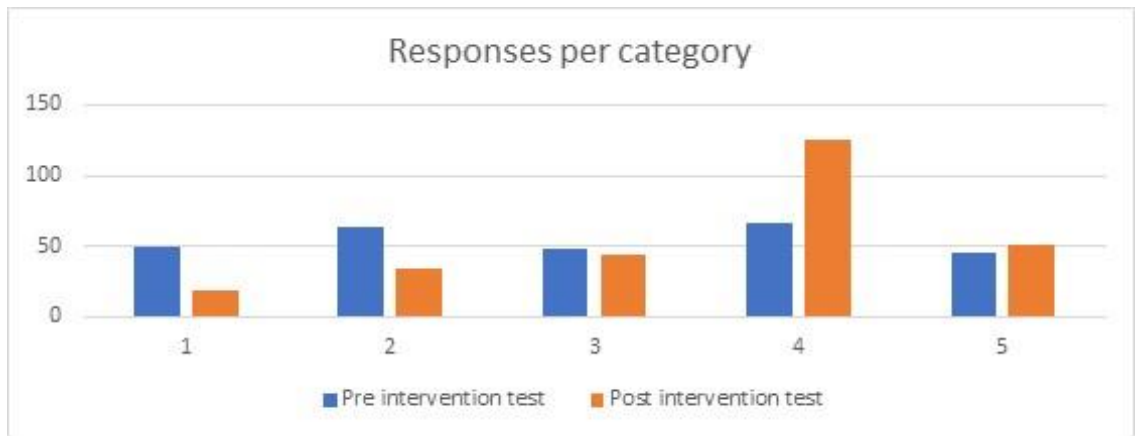


Figure 6. Total Responses Per Category of Pre- and Post-Intervention Test

The observations further suggest that students within category three, tasked with predicting the meaning or translation of the provided vocabulary, maintained a consistent level of accuracy in their responses during the post-intervention assessment, in contrast to their initial pre-test performance.

The post-test revealed a marked enhancement in category four, wherein students accurately offered definitions or translations for the vocabulary. However, there was a notable tendency among students to present more translations than sentences for the specified words. This inclination implies that students feel more at ease when utilizing their native language, particularly when responses demand precision, ensuring an accurate retrieval of vocabulary.

There was a consistent number of responses in category five, having a slight increase from the pre- to post-intervention tests. In essence, students who

displayed confidence in their vocabulary knowledge and could employ it in a sentence increased after the intervention. This improvement was evident in participant nine's responses in the pre-intervention test, wrote, *“My laptop has a problem in the hardware,”* whereas in the post-intervention test, their response was, *“I use a laptop to study and play video games or look for some videos.”* It becomes apparent that the use of language enhanced for this student after facing the intervention.

The analysis of the results obtained by categories facilitates seeing the changes and improvements that occur during the intervention. The first notorious change is the increase in categories from before and after the intervention. As expressed by the overall results, the respecting mode of each word changes during the post-intervention test. The mode exhibited what category was selected most by students, Manikandan (2011) claimed that “the mode is defined as the value that occurs most frequently in the data” (p. 214). The analysis of this data holds significant importance as it provides insights into the tendencies exhibited by students while answering the tests and their overall level of vocabulary recall during the post-intervention test.

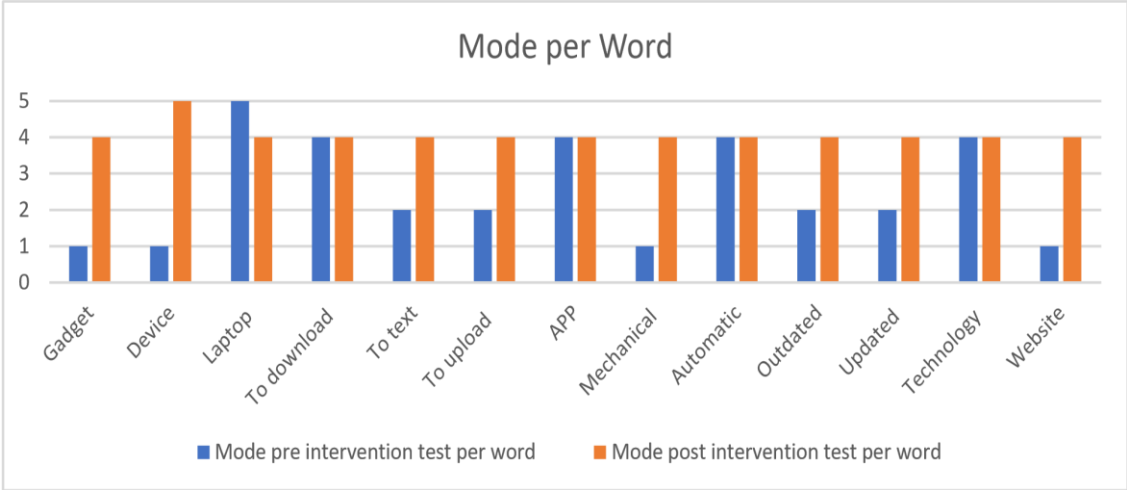


Figure 7. Comparison Mode Per Word of Pre- and Post-Intervention Test

Figure 7 illustrates the outcomes of student responses per word, comparing the pre-and post-intervention phases to trace the progress of understanding. For instance, "Gadget," displayed a transition from category one in the pre-intervention test to category four in the post-intervention test, showing an improved understanding. For example, Participant seven, who initially chose category one, shifted to category four by translating "gadget" to "artilugio," indicating enhanced comprehension.

Likewise, for "Device," students moved from category two to category four, signifying progression from unfamiliarity to understanding the word's

meaning. However, for "Laptop," there was an unexpected regression from category five to category four. This shift was observed from participant sixteen, who transitioned from writing a sentence in category five in the pre-intervention test to providing a translation in category four in the post-intervention test. Other words like, to download, APP, Automatic, and Technology, consistently reflected category four across both test phases, displaying maintained understanding. Words five, six, eight, ten, eleven, and thirteen showed patterns like words one and two, showing improved understanding by moving to category four in the post-intervention test.

To gain insights into students' progress during the intervention, an analysis of their responses, particularly the most frequently observed categories, was conducted. This analysis, depicted in Figure 8, aimed to understand the differences in vocabulary recall among the twenty-one students between the pre- and post-intervention tests.

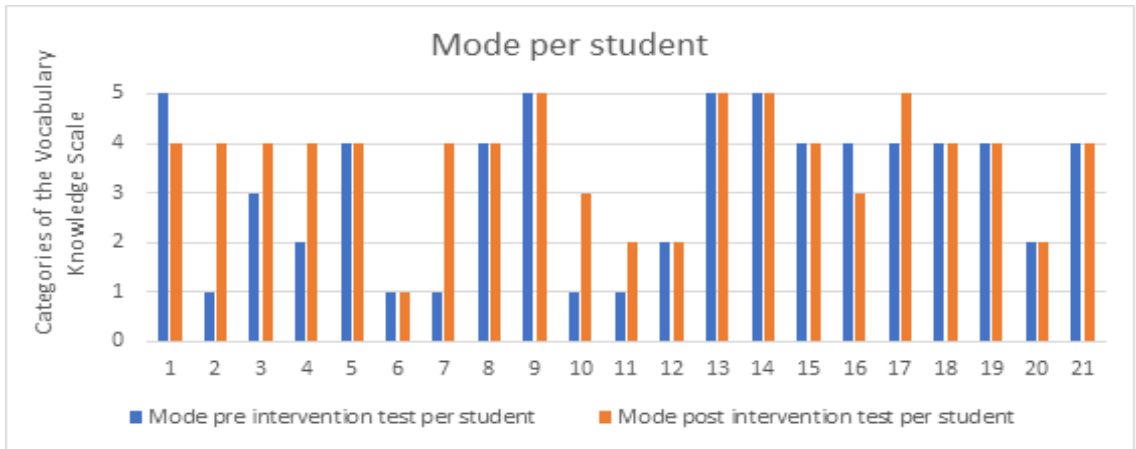


Figure 8. Comparison Mode Per Student Pre- and Post-Intervention Test

According to Figure 8, participants one and sixteen proved a significant transition in their most frequently selected answers. Before the intervention, the student chose mostly category five, showing the ability to use the word in a sentence. However, the participants displayed a negative shift, opting for category four.

Other participants exhibited consistent responses between the pre- and postintervention tests, demonstrating a lack of significant changes. Participants five, eight, fifteen, eighteen, nineteen, and twenty-one constantly supported category four, meaning a solid understanding of vocabulary. Furthermore, participants nine, thirteen, and fourteen consistently selected category five in both tests. They were displaying enough ability in using the lexis in a sentence. These results exhibit how some students already grasped the vocabulary and had the skills to recall it before the intervention.

Participant five selected category four constantly through the pre- and postintervention tests. In the pre-test, the participant translated six words: laptop, download, text, upload, automatic, and technology. During the post-intervention, the participant translated ten words: Laptop, download, text, upload, app, mechanical, automatic, outdated, technology, and website.

Participant thirteen for example wrote for the word “to text” during the preintervention test the sentence “*I read a text and realized activation of English,*” afterward during the post-intervention test he wrote “*I use cellphone to text*” demonstrating his ability to understand the correct used of the vocabulary item as a verb, in a specific context and with improved orthography. In contrast, participants six and twelve constantly chose categories one and two indicating a lack of vocabulary recollection. These participants did not achieve satisfactory vocabulary comprehension despite the intervention.

The multiple responses among participants highlighted the group’s vocabulary learning and proficiency heterogeneity. Further exploration of these findings will be discussed by exhibiting the responses of students that increased their vocabulary level, supported the same, and decreased throughout the intervention.

After analyzing the overall results of the Vocabulary Knowledge Scale pre- and post-intervention test, it is necessary to analyze students’ progress by comparing the results from both tests. Overall, most students increased their results during the postintervention test once the intervention process ended. However, some students decreased their effects, and others kept similar answers from one test to the other.

Given the heterogeneity inside the group, the participants’ responses were divided into three main categories: students with significantly increased progress, students with no observable progress, and students with significantly decreased progress. Seven students are within the group of those who significantly increase their answers. This corresponds to the 33% percent of students. Some of the participants who showed significant improvement in their results were participant eight and participant seventeen.

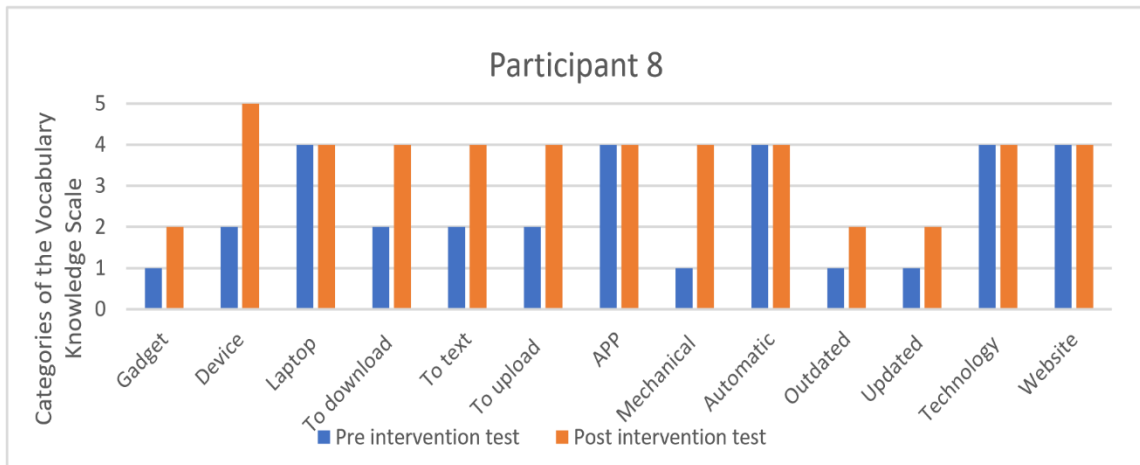


Figure 9. Results From Participant Eight

In Figure 9, the empirical findings derived from participant eight demonstrated significant advancements in their responsiveness across various lexical items. Notably, in the context of the term "Gadget," a discernible progression is observable from category one to category two. Likewise, concerning the term "Device," the participant exhibited a progression from category two to category five, suggesting an advancement toward constructing a sentence utilizing the term. In opposition, the responses associated with the term "laptop" consistently kept a position within category four, indicating a robust grasp of the term's semantic nuances.

The term "to Text," marked progression from category two to category four, signifying an enhanced ability to define the term following the intervention. Likewise, "to Upload," illustrated advancement from category two to four, displaying improved definition recall. However, "APP" maintained its category consistency between the pre-and postintervention tests.

Additionally, "Mechanical" showed a substantial improvement as the participants transitioned from category one to category four, indicating progress in word recognition. "Automatic" consistently appeared in category four across both tests, showing a stable understanding. "Outdated" showed advancement from category one to category two, suggesting recognition of the word by the intervention's conclusion. A similar pattern was observed, in the term "Updated."

The terms "Technology" and "Website" consistently retained their classification as number four in both assessments, signifying the participant's sustained proficiency and familiarity with these specific terms. These consistent categorizations across the pre-and post-intervention evaluations underscore the participant's adept understanding and retention of the vocabulary. This pattern in test performance strongly indicates a solid and consistent grasp of the lexical

items evaluated, affirming the individual's substantial foundation in these terms over the intervention.

Participant seventeen, as depicted in Figure 10, similarly posed enhanced performance across both the pre-and post-intervention assessments. Surpassing the performance of participant eight. Participant seventeen displayed a higher level of proficiency in effectively employing vocabulary. This was clear through the construction of sentences and the delivery of translations, which display a more advanced grasp and application of the assessed lexical items.

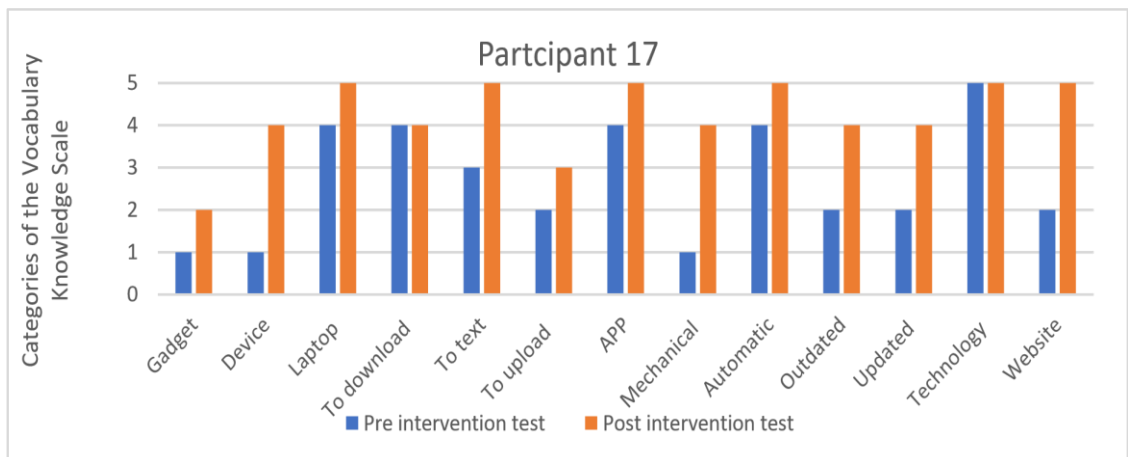


Figure 10. Results from Participant Seventeen

It can be appreciated in Figure 10, In reference to the term "Gadget," a noticeable advancement from category one to category two was observed, representing the participant's increased recognition of the term after exposure to audiovisual materials in the classroom. For "Device," the student progressed from category one to category four, revealing their capability to interpret and translate the word.

Regarding the term "Laptop," a significant improvement was observed, shifting from category two to category five, showcasing the student's increased proficiency in using the term contextually. The term "to Download" consistently backed its position at category four, indicating a consistent and unwavering comprehension of its meaning.

Concerning "to Text," participants advanced from category three to category five, signifying their proficiency in language production. Similarly, "to Upload" progressed from category two to three, demonstrating clearer vocabulary recall. "APP" experienced a shift from category four to category five, depicting an improved level of understanding. The term "Mechanical" displayed growth from category one to category four, indicating the student's ability to

define it. Additionally, "Automatic" transitioned from category four to category five, establishing an enhanced comprehension of the term.

The term "Outdated" and the eleventh word, "Updated," exposed a gradual progression, transitioning from category two to category four. In the case of the term "Technology," it consistently held its placement at category five, signifying the students' endeavor to master its usage. Notably, the term "Website" surged from category two to category five, underscoring the participant's notable enhancement in comprehension and adeptness in this specific word.

The positive progression envisioned in participant seventeen indicates the intervention's beneficial impact on the student. These findings contribute significantly to understanding the effectiveness of interventions in fostering vocabulary development and recall. Another group of students (totaling twelve participants, standing for 57% of the total) indicated minor fluctuations in their responses. Notably, four participants remained within the lower vocabulary domains, while nine remained within the higher vocabulary domains. It is crucial to analyze both subsets of students to discover how audiovisual materials influenced their progress.

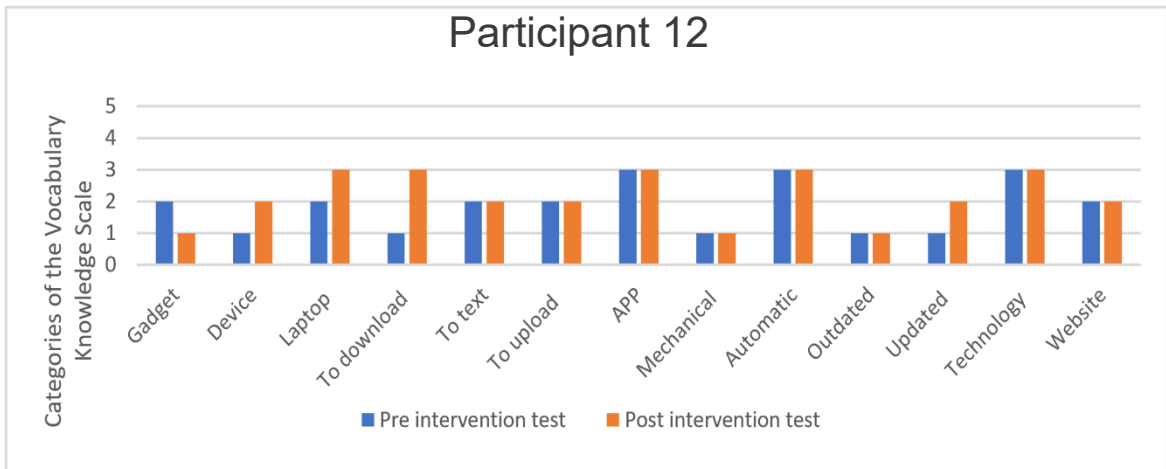


Figure 11. Results from Participant Twelve

Participant twelve (See Figure 11) demonstrated minimal changes from the preintervention to the post-intervention test, consistently selecting responses from the lower categories of the Vocabulary Knowledge Scale. These results imply a limited grasp of the lexical items addressed during the intervention, viewing minimal changes from the preintervention to the post-intervention test, consistently selecting responses from the lower categories of the Vocabulary Knowledge Scale. These results imply a limited grasp of the lexical items addressed during the intervention.

The graphical analysis of Figure 11 illustrates marginal shifts from lower to moderate categories for the words "Gadget," "Device," "Laptop," and "Outdated," reaching category three as the highest score. Notably, "Gadget" showed an improvement from category one to two, suggesting enhanced word recognition. Similarly, "Device" progressed from category two to three, exposing a better understanding of the word's meaning. Additionally, "Laptop" showed the most notable advancement from category one to three. Finally, "Outdated" moved from category one to two in the post-intervention test.

Despite a few discernible improvements in select responses, the overall trend showed a decrease in vocabulary knowledge. For the remaining lexical items, such as "To Download" and "Website," responses consistently stayed in same category between the pre-intervention and post-intervention tests, primarily selecting category two or category three for each corresponding word. This consistent behavior suggests recognition of the vocabulary but with limited association of meaning.

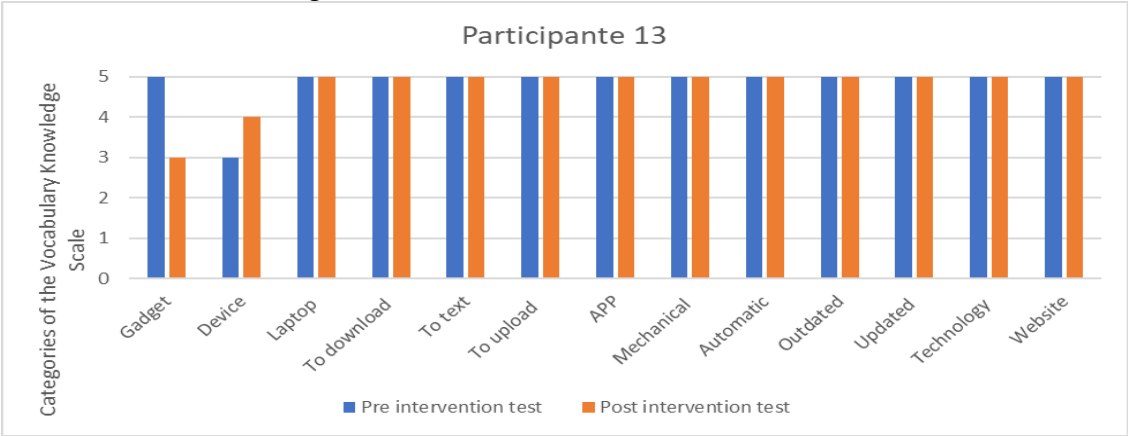


Figure 12. Results From Participant Thirteen

Participant thirteen, in contrast to participant twelve, consistently demonstrated the highest scores in both pre- and post-intervention tests, maintaining higher levels of the Vocabulary Knowledge Scale, indicating the ability to produce language.

As illustrated in Figure 12, Participant Thirteen exhibited subtle variations between the pre-intervention and post-intervention tests. The response for the word "Gadget" witnessed a slight decrease from category five to category three, whereas for the word "Device," the response advanced from category three to category four.

Participant Thirteen consistently selected category five for the remaining words in both the pre-intervention and post-intervention tests. This unwavering trend steered a constant understanding of the vocabulary terms. The lack of

change in responses further developed a stable grasp of the vocabulary assessed. Audiovisual materials served as a tool to strengthen vocabulary knowledge.

However, it is noteworthy that a group of students presented a decrease in responses toward the intervention's end. Approximately 10% of the participants neither increased nor stifled their results, signaling potential difficulties in grasping the vocabulary introduced using audiovisual materials. This data suggests the need for targeted interventions to address these challenges in the comprehension of vocabulary. Such findings highlight the necessity for more tailored approaches to enhance students' learning outcomes, particularly about vocabulary development and retention.

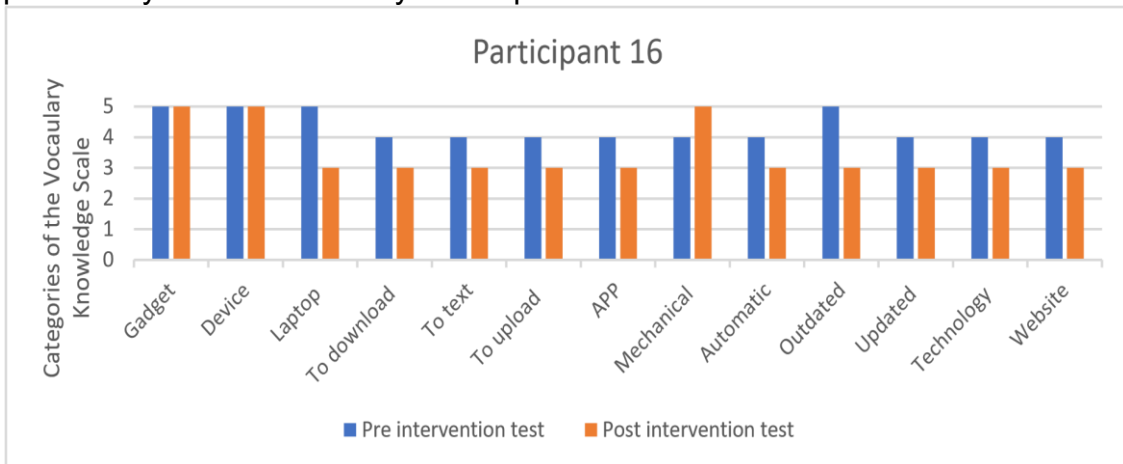


Figure 13. Results from Participant Sixteen

In Figure 13, the performance of participant sixteen illustrated a notable contrast between the pre-intervention and post-intervention tests, implying a decline in vocabulary understanding following the intervention.

Regarding the term "Gadget," the participant consistently had category five, showcasing a capacity to construct sentences using the word. Remarkably, in the postintervention test, there was an improvement in coherence. The responses progressed from "I have a gadget for this moment" in the pre-intervention test to "This is the new gadget for cellphone" in the post-intervention test.

Similarly, for the term "Device," the student sustained a category five, reflecting responses such as "This device is not working good" in the pre-intervention test and "This device will help us" in the post-intervention test.

However, the findings revealed a decrease in the categories of both "Laptop" and "Outdated." First rated as a five in the pre-intervention phase, this shift suggests uncertainty about the meaning or application of these words.

Likewise, the category for "To download" decreased from four to three during the post-intervention test, exposing a parallel decrease in understanding. Similarly, "To text," "To upload," and "APP" experienced a reduction from category four to three. The same downgrade was accompanied in the case of "Updated," "Technology," and "Website," all transitioning from category four to three.

On the other hand, "Mechanical" improved from category four to category five, showing the participant's ability to assimilate the vocabulary into context by constructing the sentence *"We have a failure in the mechanical part."* However, "Automatic" experienced a decrease from category four to three, despite similar instructional materials and teaching strategies being employed.

These fluctuations in Participant sixteen's performance across both tests highlight variations in vocabulary comprehension following the intervention. This underscores the importance of continued analysis to identify the challenges students encounter when utilizing audiovisual materials for vocabulary acquisition.

The findings from the Vocabulary Knowledge Scale suggest a trend toward the acquisition of vocabulary, with most students confirming lexical recognition and recall. Upon analysis, the data from the pre-and post-intervention tests shows an increase in the students' recognition of the words studied using audiovisual materials. Even the students who achieved lower scores reached categories two or three, showing their ability to recall the word and provide an estimated definition. Furthermore, it is noticeable that many students enhanced their vocabulary following the conclusion of the intervention. The results obtained from the Vocabulary Knowledge Scale will be further examined in the next chapter.

4.2 Specific objective 2: To Identify Participants' Perceptions About Audiovisual Materials for Vocabulary Recall Inside the Classroom

To comprehensively evaluate the impact of audiovisual materials on topic-based vocabulary recall among students, it is necessary to consider their beliefs of the material inside the classroom, as well as its impact on engagement and learning effectiveness. The second specific objective deals with discerning students' perceptions concerning the use of audiovisual materials to achieve vocabulary recall. To gather pertinent data, a combination of Likert scales and focus group method was employed.

During the lessons, an online survey was conducted with twenty-one participants. This survey included three Likert scales, each encompassing five levels of response (Totally Disagree, disagree, I do not know, agree, totally agree). The first scale prompted students to engage in self-assessment on their vocabulary

recall, performance, and accomplishments. The subsequent scale delved into their use of audiovisual materials within the classroom environment. Lastly, the third scale was aimed at collecting students' opinions and reactions to the intervention.

These data collection instruments were thoughtfully designed and implemented to ensure a comprehensive exploration of perceptions and experiences. To avoid any potential bias, the focus group was conducted outside the classroom environment, a week after the intervention was concluded. Following the research methodologies, a semi structured interview was conducted to gather pertinent data as students were given the liberty to express their insights and perspectives. Seven students, standing for a subset of the sample who attended class regularly and presented a willingness to participate took place in the focus group. The interview had six questions, which concerned using audiovisual materials inside the classroom, the facilitation of vocabulary learning, and the overall impressions engendered by the intervention.

The integration of both instruments was purposively coordinated to solicit responses aimed at evaluating participants' perceptions regarding the contribution of audiovisual materials in enhancing the recalling of topic-based vocabulary. Subsequently, the data analysis will be presented as a cohesive and interconnected examination of participants' viewpoints.

The first focal point of the analysis is the self-assessment between students to gauge the extent of progress they perceive to have achieved after the intervention. This assessment was conducted through the first Likert scale, which held four statements (See Table 6).

Table 6

Statement from Likert Scale. Self- assessment

1.	I remember the vocabulary studied with audiovisual materials.
2.	I learned the vocabulary studied in classes.
3.	I can translate the words studied in class.
4.	I can give a synonym of the vocabulary studied in classes.

The collective outcomes obtained from the Likert scale responses reveal a tendency towards a collective consensus leaning heavily toward agreement. This trend underscores the students' positive perceptions regarding their individual learning experiences, particularly in the realm of recalling topic-based vocabulary with the aid of audiovisual materials. This observation underscores

the students' favorable disposition towards the effectiveness of audiovisual resources as educational aids in reinforcing vocabulary retention. This alignment with agreement levels underscores a constructive and optimistic approach toward the integration of audiovisual tools within the learning paradigm.

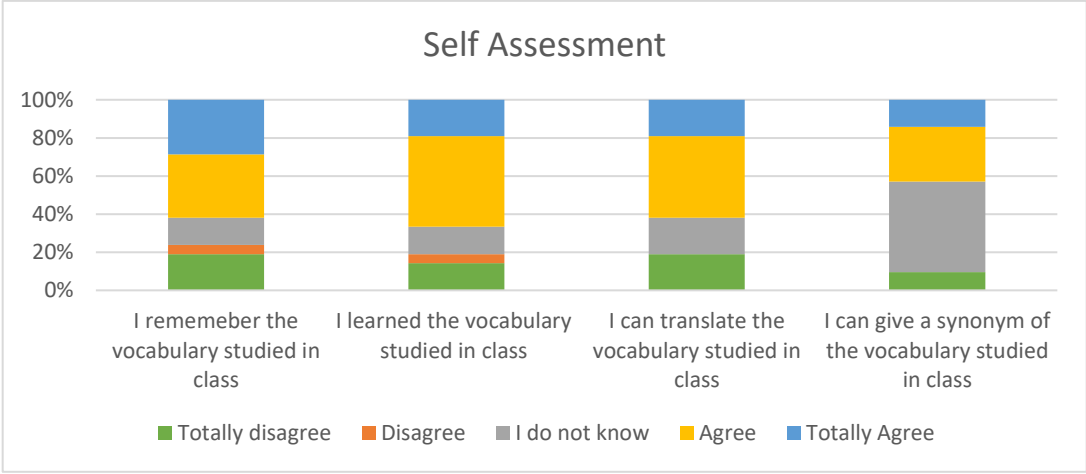


Figure 14. Results from Likert Scale Self-assessment.

Figure 14 illustrates a predominant trend, with over 62% of students expressing agreement, revealing their belief in the efficacy of audiovisual materials in aiding vocabulary retention. These statistics suggest that students perceive such materials as valuable assets in improving their ability to remember topic-based vocabulary.

Approximately 24% of participants expressed disagreement about the beneficial influence of audiovisual materials on vocabulary retention. Additionally, a distinct subset of 14% conveyed a lack of certainty about the contributions of audiovisual materials to their ability to evoke topic-based vocabulary. Concerning the impact of audiovisual materials on vocabulary learning, a significant majority, around 67% of students, showed agreement, reflecting their inclination to perceive this resource as supportive in the learning process. Conversely, 19% of students expressed disagreement, and 14% conveyed uncertainty about the role of audiovisual materials in learning topic-based vocabulary.

These outcomes depict that a large majority of students find audiovisual materials instrumental in recalling and understanding topic-based vocabulary. Nevertheless, it is notable that a significant portion not only holds dissenting views but also expresses a strong disagreement, presenting their unease with the use of audiovisual materials to support learning.

The responses gathered reflect the spectrum of attitudes among students toward the integration of audiovisual resources within their educational experience. When considering the translation of vocabulary items studied with audiovisual materials, the majority, forming 62% of students, asserted their ability to translate the vocabulary studied. This accentuates the resource's utility in linking vocabulary items to their native language. However, 19% disagreed about their ability to translate, while an added 19% expressed uncertainty, suggesting that 38% did not find audiovisual materials conducive to developing translation abilities for linking topic-based vocabulary with their first language.

Similarly, in the context of providing synonyms for the vocabulary items, 42% of participants reported ability in offering synonyms, while 9% disagreed with this notion. Surprisingly, 48% expressed uncertainty when providing synonyms, signifying a certain discomfort when engaging with the second language in this context. The agreement prevalent in the ability to provide synonyms or translations proved a comprehensive understanding of the topic-based vocabulary studied with audiovisual material, signifying the depth of vocabulary learning achieved following the intervention.

Insights gleaned from the focus group discussions also underscore the benefits of audiovisual materials in vocabulary acquisition. Participant Five highlighted how these materials assist in understanding the contextual usage and proper placement of words, (“...*que ayuda a entender mejor cómo utilizar o dónde debemos poner las palabras*”) further indicating an implicit understanding of vocabulary syntax and register. In addition, Participant Three articulated how these resources relieved learning pronunciation (“*puede ayudar para la pronunciación de la palabras*”), revealing the influence of auditory elements on the learning process.

Overall, these findings show that audiovisual materials contribute to enhancing students' productive and receptive skills in using vocabulary. However, a large portion of students negatively perceive the influence of these resources on their learning outcomes, emphasizing the need for further exploration into students' varied responses to audiovisual material.

The following important aspect to assess is how they see audiovisual materials. The resource is not new inside the classroom, nonetheless, it is important to see how meaningful it can be to learn aspects of certain lexical items. Thus, the statements asked in the Likert scale about using audiovisual materials inside the classroom were the following, (See Table 7).

Table 7

Statement from Likert Scale. Use of audiovisual materials inside the classroom

1. Audiovisual material helps me to remember the vocabulary studied in class
2. Classes using audiovisual materials were motivating
3. Audiovisual material allows me to better understand the vocabulary
4. It was exciting to learn with audiovisual material

The second Likert scale brought responses toward the use of audiovisual materials inside the classroom and how students felt about the resource's use inside the classroom. The response analysis in students oscillates between agreement and total agreement in favor of utilizing audiovisuals within the classroom, indicating a collective perception of the resource as significantly beneficial to the learning process.

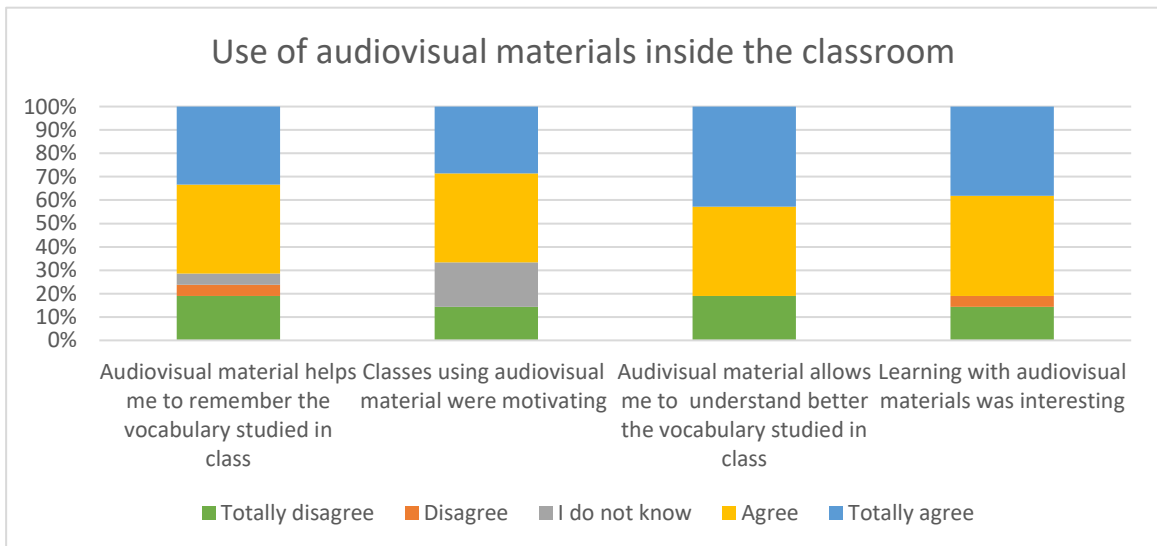


Figure 15. Results from the Likert scale about using audiovisual materials.

The majority, totaling 71% of students, affirmed that audiovisual materials aid in vocabulary retention. However, a smaller percentage, approximately 5% of students, expressed uncertainty about the effectiveness of audiovisual materials in supporting vocabulary memorization. Conversely, a quarter of the students, standing for 24%, exhibited disagreement regarding the contributions of audiovisual resources to vocabulary retention. This percentage corresponds to those who see minimal to no influence of audiovisual materials on vocabulary memorization.

Moreover, the second statement related to motivation by using audiovisual materials, 64% of students declared that classes using the resource were motivating, is ratified by participant three's words who mentioned using audiovisual materials is an entertaining method of learning, outside of the box of the typical teaching (*"...materiales audiovisuales son como más entretenidos, porque ya saldría como de la zona de confort de los profesores como para hacer sus métodos de enseñanza.*). This statement allows us to understand how to involve students during the lessons and how impactful it is for their learning that teachers innovate and change aspects of the lessons to engage and address different learning needs.

Another participant who addressed this issue is participant fifteen who mentioned how audiovisual materials cover certain educational needs students may present (*Lo audiovisual ayuda a lo que el alumno necesite o como el alumno aprenda ya que puedes escuchar y ver*). These multifaceted audiovisual materials use different senses to address learning in multifaceted forms which seem to contribute to diverse ways of learning and educational needs, appealing to sensorial and intellectual requirements inside the classroom.

Despite this, 19% of students did not find classes implementing audiovisual materials to be more motivating while 14% of students showed disagreement with the assertion that audiovisual materials enhance motivation. These responses suggest that not all students perceive motivation or fulfill their educational needs by using audiovisual resources.

Approximately 31% of students responded with levels of agreement towards audiovisual materials allowing them to understand the vocabulary better. Participant thirteen explained how audiovisual material offered comprehensive insight into word meaning and definition, resulting in assimilation of lexis (*...el material audiovisual te da conocer cosas que explican por ejemplo la palabra y mas definición*). Conversely, 19% of students do not recognize audiovisual materials as a contribution to understanding vocabulary. This aligns with the number of students facing challenges in learning vocabulary or encountering obstacles in translating or defining words.

These difficulties may potentially influence their perception of audiovisual materials, suggesting that it may not be the most fitting material for some students. Another key factor to consider is the level of interest students have in learning with audiovisual materials. In response to this query, 81% of students expressed agreement, showing a high degree of enthusiasm for studying with this resource. Conversely, a minority, leaving 19% of students, disagreed with the idea that using audiovisual materials is interesting. This proportion aligns with the group of students who did not observe substantial benefits in their learning

outcomes when utilizing audiovisual materials in the classroom. For some students, these materials may not yield the expected educational advantages.

The findings suggest that audiovisual materials significantly contribute to the learning process, evoking curiosity, and engagement among most students. Nevertheless, a distinct group of students did not find these materials effective in enhancing their grasp of topic-based vocabulary.

Furthermore, to gain comprehensive insights into students' perspectives on the intervention, Likert Scale responses were collected based on four specific statements (See Table 8). Also, the focus group discussions provided valuable information to offer a holistic understanding of their views on the intervention.

Table 8

Statements Likert scale. Opinions

1. Audiovisual materials were useful for learning.
 2. It was more interesting learning with audiovisual materials than other resources.
 3. I think the use of audiovisual materials should be incorporated into English classes
 4. I believe using audiovisual materials allows me to use the vocabulary that I learned.
-

To inquire about the relevance of audiovisual materials it is imperative to examine students' opinions about the resource, its implementation, and their learning experience while using it. These questions serve as agents to elucidate the ideas participants had while engaging with the audiovisual materials.

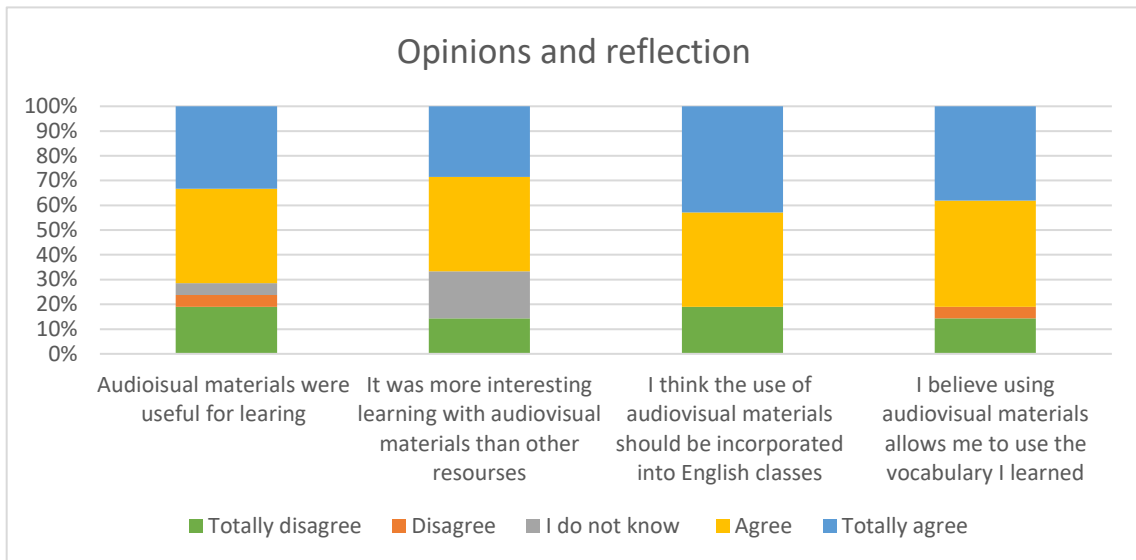


Figure 16. Results from Likert Scale about Opinions.

Students presented diverse opinions about the use of audiovisual materials inside the classroom. A remarkable 71% of students concur that audiovisual materials play a useful role in their learning process. Participant seven, for example, affirmed that audiovisual materials offer an innovative and non-traditional approach of teaching and learning, potentially contributing to the development of various skills beyond the conventional writing-based method (*sale de lo tradicional y ayuda a entender de una mejor manera, dejando lo típico que es escribir y te puedes desarrollar incluso en otras habilidades para diferentes cosas*). The participants expressed how technology is a necessary tool for the classroom, which can allow them to develop cognitive and linguistic skills.

Conversely, 29% of students expressed audiovisual materials hindered the learning process. This percentage aligns with those who previously reported difficulties in learning while using these materials, suggesting dissatisfaction with the use of audiovisual materials inside the classroom and its effect on their learning process.

These responses shed light on the diverse experiences' students had when engaging with audiovisual materials as a resource for learning specific information in the classroom. Another critical aspect for students is to evaluate the relevance of using audiovisual materials in comparison to other resources within the learning environment.

Moreover, 57% of participants agree with the notion that audiovisual materials are more interesting to use in the classroom than other resources.

Participant eighteen for instance, described audiovisual resources as a dynamic teaching strategy that captures attention and sustains motivation while performing lessons, (*“Yo creo que se debería seguir haciendo, ya que es una forma más dinámica y no tradicional de poder enseñar, deja de ser aburrido y puedes poner más atención”*). This comment reinforces the importance of the teacher's knowledge of selecting the method to present content to students. Choosing motivating and engaging strategies is important to perform relevant lessons.

While 19% of students remained uncertain about whether audiovisual materials are more interesting than other alternatives, 24% explicitly disagreed with this assertion. These percentages align with the feedback collected during the focus group discussions, where students examined diverse types of audiovisual materials used for learning, including documentaries, short stories, and videos on specific topics. An emerging point of discussion was the incorporation of educational games in the classroom, as noted by Participants thirteen, three, and eighteen. Moreover, participant thirteen mentioned “Kahoot” as a tool that allows to engage and conducive to use the vocabulary (*...los kahoot, porque como que te hacían ocupar la palabra en la frase que tenías que poner la correcta*). Gamification is brought out to the conversation as an interactive material that allows vocabulary learning and authentic language usage inside the classroom.

Furthermore, 62% of students are in favor of integrating audiovisual materials into English lessons, showing agreement with their incorporation as valuable tools for learning. This majority supports their inclusion in educational practices. Conversely, 29% of students expressed disagreement about the incorporation of audiovisual materials in the classroom, which is echoed in their inclination towards gamification, as perceived in the focus group discussion. Additionally, 9% of students showed uncertainty about integrating audiovisual materials into the regular classroom, reflecting a nuanced perspective that acknowledges potential benefits while also expressing reservations about their efficacy.

The findings, aligned with the second specific aim, illustrate a positive view of the role of audiovisual materials in education. They show contributions to students' vocabulary retention, comprehension, confidence, and motivation in attending lessons. However, a notable number of students encountered difficulties with these materials, leading to discomfort and uncertainty in their learning experiences.

Chapter V: Discussion

The present chapter aims to provide a comprehensive and detailed examination of the findings previously presented and a nuanced discussion of implications and recommendations drawn from the intervention conducted. This study's main objective is to explore the impact caused by the incorporation of audiovisual materials as pedagogical aids for teaching vocabulary in the classroom. Additionally, the study aims to investigate the influence of these materials on students' perceptions of the lessons, particularly about motivation and engagement during classroom activities.

The intervention's effectiveness is clear in the post-assessment results obtained from the Vocabulary Knowledge Scale, which revealed students' enhanced ability to recall the lexical items after the intervention. These outcomes support the argument that integrating audiovisual materials into the instructional process aligns with the perspectives posited by Mathew & Alimat (2013). Their assertion that audiovisual materials serve as a valuable, pertinent, and effective tool for learning is underscored by the discernible improvement in students' vocabulary retention visited following the intervention.

As the intervention ended, students were engaged in Likert scale assessments and took part in focus group discussions designed to evaluate their levels of engagement and motivation. These assessments yielded positive feedback on language learning using audiovisual materials, indicating a favorable impact on student learning experiences within the classroom setting.

5.1 Specific Objective 1: To Analyze the Participants' Progress in Topic-Based Vocabulary Recall Using Audiovisual Materials Before and After the Intervention

Scrivener (2011) describes vocabulary recall as one of the stages of vocabulary learning, which comes after exposition to the item and practicing its usage, leading to memorization of the nuances of the word. The incorporation of audiovisual materials resulted in noticeable improvements in students' ability to recall vocabulary, as shown by the contrast between pre-and post-intervention test results. Most participants showed increased vocabulary recall, thereby expanding their lexical repertoire. This enhancement is conspicuous among students who successfully translated many words after the intervention. These outcomes highlight the favorable impact of audiovisual materials on vocabulary retention, underscoring the benefits of these materials in enhancing students' vocabulary recall.

Bal-Gezegin (2014) conducted a study that explored the influence of audiovisual material on learning specific chunks of language, for learning, receiving the information in videos is more motivating for students, emphasizing

their role in facilitating retention. Over the current intervention, participants widely regarded audiovisual materials as a valuable resource, acknowledging their potential to aid learning. These ideas are also observed in the current study, the favorable responses obtained from the perceptions and test results accentuate the considerable contribution of audiovisual materials in increasing motivation and enhancing the recall of topic-based vocabulary.

Moreover, an imperative side of this analysis pertains to evaluating the diverse progression displayed by participants before and after the intervention. Within this cohort, a discernible diversity appeared, categorizing students into distinct groups based on their performance during the intervention: those displaying substantial enhancement in vocabulary retention, those keeping consistent performance, and those demonstrating a decline in performance.

The subset of students confirming substantial improvement serves as compelling evidence of the efficacy of employing audiovisual materials within the pedagogical framework. As grasped by Teng (2023), the integration of varied instructional elements yields a more immersive learning experience and supplies a contextual richness conducive to learning. According to the author, the integration of different materials aids to learn expressions and vocabulary without conscious intent to commit them to memory. The frequency of words concurrency in audiovisual materials creates repeated encounters to new lexical items, helping students to develop language skills. Students' positive results in vocabulary retention substantiates the ability of incorporating audiovisual materials within English as a foreign language classroom, to expand the understanding of vocabulary and to increase word retention.

The Likert scale responses elucidate a certain level of dissatisfaction among a subset of participants about the efficacy of audiovisual materials within the classroom and their impact on the learning process. Results permitted to understand how a portion expressed disagreement with the beneficial aspects of audiovisual materials to vocabulary learning and engagement to the classroom. Many scholars mentioned how audiovisual materials may not be appealing for every student as their interest or learning style is not covered with the material. Classes using audiovisual materials could be affected by different issues, the ones mentioned by the students in the focus group aligns with the ones discovered by Chowdhury (2014) such as the pace of the videos, unknown content, issues with technological infrastructure and the tasks developed with the materials.

Among the subgroups consistently opted for higher performance, certain participants showed a higher level of language ability. The elevated result of the test demonstrates how students not only elevate their vocabulary retention by also their linguistic knowledge, as Kucan (2012) asserted the importance of

instructing in aspects such as phonology and syntax. These aspects can be easily revised with the audiovisual materials, as the material allows revised phonology and syntax using the audio and captions.

A distinct group of students failed to prove any notable improvements following the intervention. This group did not display any recognition of the vocabulary after the intervention, as guided by their Vocabulary Knowledge Scale results. This percentage of students correlates with those who did not see beneficial aspects of the intervention. Certainly, students are multifaceted individuals influenced by several factors that affect their approach to lessons and information retention. Like the observations made by Mishbah et al. (2017), students with lower achievement are affected by elements such as intrinsic motivation, classroom engagement, socioeconomic and emotional factors, along with the availability of resources. These diverse factors collectively shape the way students engage with and internalize the educational content provided.

The intervention yielded favorable outcomes concerning vocabulary retention, evident in most students successfully recalling the topic-based vocabulary postintervention. This was manifested through either the maintenance of their existing vocabulary level or a demonstrable improvement in their linguistic performance. These positive developments could be ascribed to the use of audiovisual materials during the intervention, complemented by students' consistent attendance, active participation in classroom activities, and an inherent motivation to engage in foreign language learning.

Nevertheless, many students showed uncertainty regarding the efficacy of audiovisual materials in the classroom and their overall contribution to the learning process. This uncertainty was particularly plain among students showing lower performance levels and those who experienced a decline in their test results. Additionally, it is imperative to consider the broader landscape of English ability in Chile, as guided by the 2017 national test, SIMCE, which highlighted that most 11th grade students displayed an A1 level of English. This outcome emphasizes a modest level of language proficiency on a nationwide scale. Moreover, individuals from lower socioeconomic backgrounds tended to evidence even lower levels of English proficiency. These findings emphasize the pervasive challenge of teaching a learning English as a Foreign language.

Moreover, the effectiveness of audiovisual materials in language learning is not universally uniform. While students respond positively to these resources, their impact varies depending on individual factors. Aspects such as pre-existing linguistic knowledge, intrinsic motivation, accessibility to technology, and personal preferences all play a pivotal role in how participants engage with and benefit from the intervention.

5.2 Specific Objective 2: To Identify Participants' Perceptions About Audiovisual Materials for Vocabulary Recall Inside the Classroom

The analysis of participants' perceptions of the utility of audiovisual materials within the classroom environment for vocabulary recall forms a crucial aspect of the second objective. The evaluation, derived from both Likert scale responses and insights from focus group discussions, illuminated two primary categories of perceptions: (1) views on the efficacy of learning with audiovisual materials and (2) perspectives on the integration and application of these materials within the classroom setting.

Participants highlighted positive perceptions regarding the efficacy of learning using these resources. These results underlined the students' capability to effectively learn and subsequently recall the vocabulary, demonstrating an increased proficiency in utilizing it within coherent and contextually appropriate communicative contexts. Ibrahim et al. (2016) discussed how vocabulary developed while training other language skills and how increased comprehension relates to lexical learning. In the current study, students were exposed to audiovisual materials which presented the vocabulary in a variety of contexts and usage while training listening and reading skills.

In contrast, a distinct subset of participants displayed uncertainty or demonstrated less favorable responses, correlating with students achieving lower performance levels in the Vocabulary Knowledge Scale. This substantial percentage of dissatisfied students about their learning experiences when utilizing audiovisual materials signifies a noteworthy aspect that demands attention. The results suggest that many students did not observe enhanced learning outcomes when employing audiovisual materials to improve the recall of topic-based vocabulary. Hjalmarsson (2015) mentioned how it is not clear what aspects of ICT are beneficial for language learning if it is the software tools available through ICT or the teaching style. Nonetheless, it is understood that for this group of students either of those aspects hinder their learning process.

The results of the Vocabulary Knowledge Scale proved how lexical items that may be familiar for students as are commonly used in juvenile context had higher results. Nation (1990 cited in Li, 2022) described high-frequency words as lexical items faced continuously by users of the language necessary to understand certain context. Accordingly, words that obtain high results were App, Download, Upload, Laptop, Website, Technology. These words may be used inside technological juvenile context making them more accessible for students to comprehend, face and use, contributing to the learning process.

A pertinent viewpoint, as highlighted by Lee et al. (2015), underscores the potency of information retention when employing audiovisual materials

complemented by concrete reading resources. Although this support was integrated into some intervention sessions aligned with the Chilean Curriculum's emphasis on developing reading strategies, it was not universally adopted throughout the intervention. This discrepancy might have significantly affected students' engagement with the intervention, potentially leading to challenges in comprehending and internalizing the vocabulary for a notable proportion of students.

The second category of perceptions centers on the integration of audiovisual materials within the classroom environment. Students regard these materials as invaluable resources that enhance the language learning process. Insights from the focus group discussions highlight the role of these materials as aids in comprehending meaning, syntax, and pronunciation. Moreover, students accentuated the descriptive nature of these resources, emphasizing their contribution to vocabulary retention and overall learning. These findings echo the research of Bajrami and Ismaili (2016), who investigated the impact of videos in an educational context, illustrating their ability to engage student interest and further cultivate their language skills by supplying a deeper understanding of the content. The ongoing study demonstrated by participants' responses the engaging nature of audiovisual materials for English as a foreign language student to deepen their language proficiency.

In addition to qualitative insights, quantitative data significantly reinforces positive perceptions of audiovisual materials. A remarkable number of students perceive these resources as both beneficial and engaging for learning. Moreover, participants expressed how the materials supported their learning development, and believe in the imperative integration of audiovisual materials into English lessons. These joined views signify the potency of audiovisual materials in aiding a comprehensive understanding of vocabulary and covered content during the intervention. These materials play a significant role in students' learning process. These findings are echoed by Orosz (2009) who mentioned that naturalist exposure to the language increases the amount of vocabulary learning and that if students' vocabulary is at an adequate level passive learning of content is ensure, aligning vocabulary and learning.

The research offers a comprehensive panorama of students' perceptions regarding the use of audiovisual materials for vocabulary recall. Students' perceptions favor the use of audiovisual materials as an effective means to enhance vocabulary recall within the classroom. Most students expressed a heightened sense of learning and retention when engaging with these materials supply a favorable perspective on the resource's efficacy in learning. Additionally, participants showed a profound appreciation for the material as an aid in the classroom setting. They perceive these materials as effective tools for enhancing

vocabulary retention and as resources to elevate engagement and comprehension in the classroom.

5.3 Implications

The outcomes of this action research emphasize the advantages of employing audiovisual materials in this specific cohort of students involved in the study. Scholars (Yunus & Sulima, 2014; Bahrani & Sim, 2012) refer to audiovisual materials as an empowering resource for learners and educators, as it can manage authentic language with comprehensive input able to lower affective filter. This assertion was supported by the enhancement in post-intervention test results and the discussions conducted within the focus group, reflecting a favorable attitude towards the material.

A primary contribution elucidated by this research centers around vocabulary memorization. As referenced by Ur (2012), the role of repetition in vocabulary learning aligns with the repetitive nature of exposure and practice aided by audiovisual materials. Furthermore, students ensured enhanced concentration and motivation, essential elements for effective learning outcomes fostered by these materials' engaging nature.

Additionally, benefits extended to pronunciation, syntax, and pragmatics were discovered. The integration of audiovisual materials not only allowed students to listen but also to experience vocabulary in diverse contextual settings, thereby presenting valuable inputs for language learning. These diverse contributions underscore the multifaceted role of audiovisual materials within the classroom and the language learning experience.

The significance of vocabulary acquisition in second language development is further substantiated by the improved performance of students following the intervention. This finding concurrently informs the professional development of educators, shedding light on specific areas of language instruction essential for the enhancement of English as a Foreign Language learning.

While most perceptions were positive, it is crucial to acknowledge the large subgroup of students who did not manifest improvement in learning or did not perceive benefits from using audiovisual materials. This recognition underscores the importance of considering the diversity of students' responses and experiences in the future usage of such materials in research or classroom instruction. Over-reliance on these materials may inadvertently hinder students' language learning progress, highlighting the need for cautious and balanced use within the pedagogical context.

5.4. Limitations and Further Research Recommendations

The study has successfully highlighted the positive contributions of audiovisual materials in easing vocabulary recall within the English as a Foreign Language classroom. However, certain limitations have been identified, prompting the need for further consideration and exploration in future research.

One limitation concerns the reliance on participants' self-reported experiences and feelings as the primary data source. Since the study aimed to capture students' perceptions of learning and incorporated various didactic materials into the instructional context, definitively attributing vocabulary recall improvements solely to the use of audiovisual materials becomes challenging.

Furthermore, the language employed in audiovisual materials can pose challenges. Authentic materials might feature complex language or pace, whereas some could have overly simplistic content. Striking a balance in terms of language complexity remains an issue inside the classrooms.

These limitations underscore the need for a careful interpretation of the study's findings and emphasize the complexity involved in the utilization of audiovisual materials for language learning. Future research should focus on addressing these complexities in a more nuanced manner.

The successful implementation of audiovisual resources is contingent upon several technical considerations. A stable internet connection and availability of projectors, and other technological devices are essential prerequisites. However, these resources may not always be readily accessible, and their presence or absence can significantly affect the intervention in both positive and negative ways.

The overuse of audiovisual materials can potentially overwhelm students and change their engagement. Students displayed varying levels of interest in distinct types of videos during the focus group discussions, suggesting the importance of judiciously selecting and integrating these resources into the curriculum to support student engagement without causing overload.

One emerging theme was the use of gamification inside the classroom as a helpful resource to improve language learning. The digital tool Kahoot was used in some intervention lessons, to activate previous knowledge. The website was positively perceived by participants as a tool to use authentic language and check progress in the integration of content. Exploring the impact of such tools on vocabulary recall in further investigations could be valuable to the English as a Foreign Language.

Chapter VI: Conclusions

This research's main goal was to evaluate the efficacy of using audiovisual materials to augment the recall of topic-based vocabulary among 10th-grade students. The study sought to examine students' advancement in both performance and their perspectives regarding the learning process. The assessment of students' viewpoints on audiovisual materials was conducted through the Likert scale and the focus group discussion. In answering the core research question, this chapter presents conclusions drawn from an analysis of the findings.

6.1 General Conclusions

Once scrutinizing the student responses after the intervention, it becomes evident that the incorporation of audiovisual materials has yielded substantial benefits in various dimensions of language learning. These materials have resulted in discernible enhancements in semantic and syntactic abilities, fostering improved recognition, memorization, and overall enrichment of vocabulary. Furthermore, it has positively influenced phonological awareness about vocabulary usage. Notably, the integration of audiovisual aids has eased the contextualization of vocabulary, supplied descriptive visual and auditory elements, and contributed to a deeper understanding. The study findings depict a diverse array of positive outcomes, as disclosed by the assessment via the Vocabulary Knowledge Scale and the students' perceptions. The collective view expressed by students sustained a favorable outlook about the efficacy of these resources in their educational journey. This underscores the potential significance and effectiveness of incorporating audiovisual materials as a strategic tool in language learning, encouraging a deeper understanding and application of vocabulary among students.

Following the intervention, students notably showed an enhanced ability to recall previously unfamiliar lexical items. This was unmistakable through a substantial improvement in performance within category four of the Vocabulary Knowledge Scale, where students had to provide definitions or translations.

Furthermore, a notable observation appeared from the analysis of categories four and three. Students sustained a pronounced tendency to employ their native language to proficiently translate the vocabulary into the second language. These translations consistently aligned with the correct meanings of the vocabulary and ratified contextual relevance following the content covered during the intervention.

However, it is noteworthy that not all participants selected categories allowing the use of the first language. Many students opted for category five, which required sentence formulation to supply successful responses. During the postintervention test, a noticeable improvement in the coherence and effective

use of the words was observed. This marked enhancement also extended to students' semantic and pragmatic language abilities, displaying a discernible improvement in language usage following the intervention.

The outcomes reveal how the vocabulary items studied during the intervention were received and integrated into students' cognitive processes, enabling them to recall these words. These results sustain the depth of impact that audiovisual materials have on vocabulary acquisition. Through exposure to lexical items in varied contexts, students incorporate these words into their linguistic repertoire, significantly enriching their vocabulary.

Moreover, the use of these resources served to motivate students by fostering reinforced comprehension, language exposure, and topic-based vocabulary recall. The incorporation of audiovisual material appeared as a positive and innovative method for the English classroom, injecting a sense of engagement and motivation into the learning process. Students view audiovisual materials as versatile tools that cater to diverse learning necessities, presenting interactive and productive forms of support.

In summary, the efficacy of audiovisual materials in enhancing and reinforcing vocabulary recall has been supported. These materials have supplied numerous benefits as acknowledged by the students, notably in improving syntax, pronunciation, and semantics, thereby augmenting their language ability. Furthermore, students have recognized audiovisual materials as invaluable tools that aid in comprehending unit content and enhancing listening comprehension skills.

Nonetheless, it is crucial to consider the students who expressed negative or uncertain perceptions regarding these materials or those who achieved lower categories in the Vocabulary Knowledge Scale. These students did not experience similar benefits from using the resource, showing limited engagement and motivation throughout the intervention. This disparity might stem from varying levels of students' intrinsic motivation or potential fatigue from an overuse of the resource, leading to resistance in the learning process.

In conclusion, audiovisual materials undoubtedly offer significant support in foreign language learning, such as linguistics, attitude towards the class and the language, and vocabulary retention. However, their careful and judicious application is crucial to obtain improvement on language usage. Considerations such as the type of materials used, language complexity, alignment with students' learning needs, and their inherent motivation to learn the language should be carefully balanced to ensure an effective learning environment.

6.2 Personal Reflection

After the intervention certain personal reflections were undertaken. First, the postintervention phase underscores the significant impact that material choice has on students, particularly in terms of enhancing motivation, engagement, and overall learning outcomes. Matching materials to the specific needs of students proves essential in fostering language development.

Second, the intervention revealed a distinct increase in student motivation, emphasizing the vital need for innovative strategies within the classroom to sustain and elevate motivation and engagement among learners. The introduction of authentic English materials in a foreign language setting requires meticulous consideration. The language complexity and pacing of materials significantly influence student reception and comprehension. Thoughtfully structured instruction enhances vocabulary acquisition, skill development, and content understanding.

Considering these observations, it becomes imperative to implement innovative strategies that cater to the diverse needs of technology-savvy students. Integrating technology into the classroom is not just an option but a necessity to create engaging and motivating lessons for the modern generation of learners. Traditional teaching methods may falter in capturing the attention of today's students, making it essential to the application of innovative approaches like audiovisual materials.

This intervention underscores the critical need for educators and institutions to adopt tailored strategies that optimize the efficacy of audiovisual materials while addressing the unique and evolving needs of students. Institutional support plays a crucial role in encouraging the use of technology within the classroom and incorporating pedagogical approaches, like audiovisual materials, to enhance language learning. Additionally, teachers must carefully curate the language and content of materials to ensure successful language learning experiences.

6.3 Recommendations

To gain a comprehensive understanding of how different audiovisual materials contribute to students' learning, it is advisable to periodically assess vocabulary knowledge during each session of the intervention. This approach would offer real-time insights into the impact of specific materials on students' learning, dealing valuable information on their effectiveness. Moreover, conducting a delayed post-test is essential to evaluate the lasting impact of the intervention on long-term memory and the integration of new vocabulary into

students' lexicon. This assessment would clarify the sustainability of the intervention's effects and the permanence of vocabulary retention.

Furthermore, to boost motivation and engagement, involving students in the array of materials is recommended. When students are personally engaged in the process and their interests and comfort are considered, it can significantly enhance their motivation and engagement. Active student involvement can instill a sense of ownership in their learning experience, making it more relevant and appealing.

Implementing these measures enables educators to adapt their instructional strategies and materials to the specific needs and preferences of their students. This tailoring can foster more effective and engaging learning environments, leading to more successful results in an intervention.

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Appendices

Appendix A: Vocabulary Knowledge Scale.

Vocabulary Knowledge Scale

Tendrás 60 minutos para contestar la evaluación.

Deberás encerrar la respuesta que corresponde a tu conocimiento de vocabulario.

Deberás seleccionar solo una opción por pregunta

En el caso de las opciones 3,4 y 5 deberás escribir el sinónimo, la traducción o la oración en la línea de abajo según corresponda.

1. No recuerdo haber visto esta palabra antes.
2. He visto esta palabra antes pero no sé lo que significa.
3. He visto esta palabra creo que significa. Significa ____ (traducción o sinónimo).
4. Conozco esta palabra. Significa _____ (traducción o sinónimo).
5. Puedo usar esta palabra en una oración.

Ejemplo:

Butter	1	2	3	4	5
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I like to eat bread and butter in the morning.

- I. Encierra en un círculo la opción que corresponda. En caso de encerrar la categoría 3,4 y 5 responde en la línea.

Gadget	1	2	3	4	5
--------	---	---	---	---	---

- II. Encierra en un círculo la opción que corresponda. En caso de encerrar la categoría 3,4 y 5 responde en la línea.

Device	1	2	3	4	5
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Appendix B: Likert Scale

1. Self assessment, How did you do? Las palabras son las estudiadas en la clase y que fueron preguntadas en el test

	Totalmente en desacuerdo (1)	En desacuerdo (2)	No sé (3)	De acuerdo (4)	Totalmente de acuerdo (5)
Recuerdo el vocabulario estudiado durante las clases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aprendí el vocabulario que estudiamos con material audiovisual	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Puedo traducir las palabras estudiadas después de las actividades que hicimos en clases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Puedo dar un sinónimo de las palabras estudiadas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Responde pensando en el tipo de material audiovisual que utilizamos durante las clases

	Totalmente en desacuerdo (1)	En desacuerdo (2)	No sé (3)	De acuerdo (4)	Totalmente de acuerdo (5)
El material audiovisual me ayudó a recordar el vocabulario	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Las clases con material audiovisual fueron motivantes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
El material audiovisual me ayudó a entender mejor el vocabulario	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fue interesante aprender con material audiovisual	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

⋮

3. Responde honestamente sobre lo que opinaste de las clases con material audiovisual

	Totalmente en desacuerdo (1)	En desacuerdo (2)	No sé (3)	De acuerdo (4)	Totalmente en acuerdo (1)
Los material audiovisual fueron útiles para aprender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Es más interesante usar material audiovisual a otro tipo de material	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creo que el uso de material audiovisual debería incorporarse a las clases de Inglés	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Siento que las clases con material audiovisual me permite usar las palabras que aprendí	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix C: Focus Group

Dimension 1. Identification of words			
Theme	Sub-theme	Frequency	Example
Understanding of words	Vocabulary understanding	5	Participant 18: Yo creo que si sirve ya que es un apoyo para poder entender mejor las palabras que nos dicen.
	Meaning	4	Participant 13: Yo creo que sí, porque me audiovisual te da como ama a conocer más cosas que te explican, por ejemplo, en la palabra y más definición.
	Vocabulary recognition	1	Participant 5: Igual yo encuentro que sirve mucho porque ese se pueden identificar mejor las palabras.

Language	Syntaxis	3	Participant 15: Ya que ayuda a entender mejor cómo utilizar o dónde debemos poner las palabras
	Pronunciation	1	Participant 3: Puede ayudar para la pronunciación de las palabras.

Dimension 2. Classes with audiovisual materials

Theme	Sub-theme	Frequency	Example
Learning with audiovisual materials	Engagement and motivation	4	Participant 3 ...Una forma más divertida, y no está como solamente leyendo y ayuda bastante.
Teaching with audiovisual materials	Audiovisual material as a strategy for teaching-learning	4	Participant 15: Yo opino que no se debería cambiar, ya que lo audiovisual la ayuda a lo que el alumno necesite o como el alumno aprende ya que puedes ver y puedes escuchar.

Dimension 3. Audiovisual materials

Theme	Sub-theme	Frequency	Example
Benefits of audiovisual materials	Support for understanding	5	Participant 16: Yo digo que si este material audiovisual, ya que te muestra un ejemplo de lo que se está escribiendo
	Contribution to learning	4	Participant 13: Mientras veo el video y leo ya es como que como que mi mente capta esa definición y palabra.
	Development of abilities	1	Participant 3: Yo digo que si este material audiovisual, ya que te muestra un ejemplo de lo que se está escribiendo.
Vocabulary in use	Word	4	Participant 13: Mi ejemplo sería gadget.
	Sentence	3	Participant 16: This new app is upload

Type of audiovisual material	Video	2	Participant 3: el material audiovisual que a mí me gustó fueron los videos donde explicaban sobre el pasado, presente y el futuro sobre los objetos
	Short film	1	Participant 16: El material que me gustó fueron los cortos, los videos que hubo
	Documentary	1	Participant 18: Estos videos como documentales, ya que me ayudaban a ver cuál era la palabra y a poder traducir la mejor y entenderlo.