



UTMACH

FACULTAD DE CIENCIAS SOCIALES

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

**USE OF AUDIO-VISUAL RESOURCES FOR ENGLISH LANGUAGE
VOCABULARY DEVELOPMENT.**

**POGO ENCALADA DENNYS TATIANA
LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES**

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SANTIESTEBAN LEYVA KENIA

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DEDICATION

First and foremost, to God, for granting me the strength and wisdom necessary to achieve this academic accomplishment.

To the memory of my grandmother, Leticia Reyes, for her love, support, trust, and teachings that will always remain in my heart. Although she is no longer physically present, her example of dedication and resilience has been a constant source of inspiration in my personal and professional growth.

To my family, especially my parents, for their unconditional support, motivation, and trust, which were fundamental to successfully completing this stage of my life.

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I express my deepest gratitude to my parents, Nerlin Eulogio Pogo Reyes and Livia Marcolfa Encalada Paladines, for every word of encouragement, for always being there, and for their love, understanding, and unconditional support, which have been the cornerstone of my personal and academic formation. Thank you for being my greatest source of inspiration and support.

I am also grateful to my siblings, especially my sister Melissa Pogo, for her constant support, for standing by me during challenging times, and for motivating me to keep going. Finally, to all the people who offered words of encouragement along the way—thank you!

RESUMEN

Esta investigación tuvo como objetivo desarrollar el vocabulario del idioma inglés en los estudiantes de noveno año de Educación Básica Superior del Colegio Juan Montalvo, durante el periodo lectivo 2025-2026, mediante la implementación de un sistema de clases basado en el uso de recursos audiovisuales.

A partir de un diagnóstico inicial, se identificaron limitaciones significativas en el dominio del vocabulario inglés, como el uso de métodos tradicionales por parte de los docentes, la falta de materiales didácticos innovadores y la escasa motivación estudiantil.

El estudio se centro en un enfoque cuantitativo, con un diseño preexperimental que incluyó la aplicación de un pretest y un posttest. Para el análisis de los resultados, se empleó una prueba t de Student para muestras relacionadas, la cual permitió evidenciar mejoras significativas en el rendimiento lingüístico de los estudiantes tras la implementación del sistema de clases.

Los resultados demostraron que el uso de recursos audiovisuales favorece la comprensión, retención y aplicación contextual del vocabulario en inglés, promoviendo un aprendizaje más dinámico y significativo.

Palabras clave: desarrollo del vocabulario, sistema de clases, recursos audiovisuales, inglés, tecnología educativa.

ABSTRACT

This research aimed to develop English vocabulary among ninth-grade students of Basic General Education at Juan Montalvo High School during the 2025–2026 academic year through the implementation of a class system based on the use of audiovisual resources. Based on an initial diagnosis, significant limitations were identified in students' English vocabulary proficiency, such as the use of traditional teaching methods, the lack of innovative didactic materials, and low student motivation.

The study focused on a quantitative approach with a pre-experimental design, which included the application of a pre-test and a post-test. To analyze the results, a paired Student's t-test was used, which revealed significant improvements in students' language performance after the implementation of the class system.

The results showed that the use of audiovisual resources enhances comprehension, retention, and contextual application of English vocabulary, promoting a more dynamic and meaningful learning experience.

Keywords: vocabulary development, class system, audiovisual resources, English, educational technology.

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INTRODUCTION

Learning a foreign language has become crucial both educationally and professionally.

Nowadays, it is essential to learn English; it is said that whoever does not master this language will be at a clear disadvantage. In every part of the world, English is considered an essential skill. No matter where you are or how old you are, it has become indispensable to have English language skill. This is especially true for professionals and job seekers.

English is regarded as the most widely spoken language globally, so many educational institutions integrate it into the curriculum. Speaking of English as a foreign language refers to learning a language other than one's mother tongue, which is not the language commonly used in the student's daily life and the environment where he or she conducts activities (Yin Lin, 2008).

For this reason, mastering English offers countless opportunities for personal and professional growth, allowing individuals to connect with an increasingly interconnected and diverse world. Therefore, investing time and effort in learning English is a smart and valuable decision to ensure a prosperous future in today's global landscape.

In Latin America, countries have developed national strategies, implemented various programs, and made significant investments to expand access to the opportunities provided by the English language. Although the initial interest in learning English was low, it has increased significantly in recent years. As a result, English language teaching has undergone various changes, including the adoption of different pedagogical methods and modern technologies. This progress is supported by ongoing teacher training and effective educational policies.

Since the onset of English language instruction, the methodology has experienced numerous changes aimed at facilitating student's proper language development. The emphasis has been placed on

practical usage of English, which aids in enhancing communicative skills in the language (Blázquez, 2010).

(Acosta, R & Gómez, A, 2014) emphasize the importance of developing a new language-learning culture among students and teachers that incorporates all necessary resources and conditions. They suggest that this new culture requires students to learn to use English practically, rather than relying solely on traditional book-based methods.

In recent years, the training requirements for foreign language proficiency, particularly in English, have been evolving in Ecuador.

According to Vázquez et al. (2011), educational institutions in Ecuador, including universities, should focus on developing new methodologies for teaching the English language.

This approach will enable to achieve communication skills.

The English Proficiency Index, a global ranking compiled by Education First (EF), measures the level of English in countries where it is not the primary language. According to this index, Ecuador ranks among the lowest, standing at 80 out of 113 countries.

Consequently, language skills in various fields, including education, the workplace, and international relations. The Ecuadorian government, along with several educational institutions, has introduced programs and policies designed to improve English proficiency, acknowledging its importance in the global economy and labor competitiveness.

For this reason, during the pre-professional internships of the author of this work, carried out in the 9th grade of higher basic education at the “N.A” School. The following shortcomings have been identified:

- Students with limited vocabulary.
- Use of traditional methods by teachers.
- Shortage of audiovisual resources as didactic material for teaching English vocabulary.
- Reduced hours and limited time for English language instruction.

Having said this, we pose the following **scientific problem**:

How can English vocabulary be developed for 9th grade EBS students at “N.A” School during the 2025-2026 school year?

Considering as the **object of study** the teaching-learning process of English in the EBS.

Among the possible causes of the problem:

- Poor knowledge of English vocabulary.
- Students often experience fear and difficulty when speaking or reading new word.
- Use of traditional methods by teachers.
- Shortage of audiovisual resources as didactic material for teaching English vocabulary.
- Reduced hour and limited time for English language instruction.

The general objective of the research is: to enhance vocabulary in the English language through a classroom system utilizing audiovisual resources for 9th grade students at the “N.A” during the 2025-2026 academic year.

The following **specific objectives** are considered for the development of the research:

- The theoretical basis for using audiovisual resources to teach English vocabulary to 9thgrade students at “N.A” School during the 2025-2026 academic year.
- -To diagnostic the level of English vocabulary of 9thgrade EBS students at “N.A” school, during the 2025-2026 academic year.
- -Design a classroom system based on audiovisual resources to improve the development of English vocabulary in 9thgrade EBS students at “N.A” school, during the 2025-2026 academic year.
- -To assess the effectiveness of the classroom system utilizing audiovisual resources for enhancing English vocabulary among 9thgrade EBS students at “N.A” school during the 2025-2026 academic year.

The research **hypothesizes** that a classroom system utilizing audiovisual resources, such as educational videos, movies, and television programs in English, will significantly enhance vocabulary development among students learning English as a second language. This improvement is expected to be notable when compared to traditional teaching methods.

The research studies the relationship between two variables:

The **independent variable** is defined as a classroom system: a structured pedagogical approach that systematically integrates a variety of audiovisual materials along with activities designed to reinforce and enhance student learning.

The **dependent variable** indicates the student's progress in English vocabulary development, which reflects growth in vocabulary proficiency influenced by the classroom environment.

This research is conducted within a **quantitative framework** using an experimental and explanatory study design. The study population consists of 25 students from 9th year EBS parallel "A", at "N.A" school.

Consequently, **theoretical approaches** such as historical-logical, hypothetical-deductive, and analytical- systemic are utilized, alongside **empirical methods** including observation and surveys.

These methods will be further detailed in the **methodological framework** of the research.

The **significance of this research** lies in implementing a classroom system that utilizes audiovisuals resources; this system serves as a methodological plan to improve the development of English vocabulary.

The **practical contribution** consists of a classroom system that emphasizes the use of audiovisuals resources to enhance English vocabulary development. This methodological strategy aims to improve vocabulary mastery among 9th year EBS students in the "A" parallel at "N.A" School, actively engaging them in the teaching and learning process of a second language.

This study is **organized into four chapters:**

Chapter I: a theoretical description of the research object and field, supported by bibliographic information.

Chapter II: an outline of the types, methods, and techniques that will be utilized.

Chapter III: a presentation of the proposed intervention.

Chapter IV: a discussion of the results, concluding with the conclusions and recommendations, along with the bibliography and appendices.

CHAPTER I: Theoretical Foundations of the teaching and learning process of the English language in relation to the development of vocabulary through audiovisual resources.

This chapter provides a theoretical basis for the English language teaching and learning process in relation to the development of vocabulary through audiovisual resources, a historical characterization, as well as analysis of methods and techniques used for the development of English language vocabulary through audiovisual resources.

Finally, a detailed diagnosis of the current state of the teaching-learning process in the 9th year of EBS at the Juan Montalvo parallel "D" school is presented.

1.1. Historical background of the use of audiovisual resources in the English language teaching and learning process in relation to vocabulary acquisition.

First stage (1920-1950): audiovisual education was born as a discipline in the 1920s. Due to the advances in cinematography, professors, and pedagogues began to use audiovisual materials as a support to convey to students, in a more direct way, the most complex and abstract teachings.

Dale H. Schunk has contributed to the field of learning with his research on how students acquire knowledge and skills. His work explores how visual and auditory resources can support self-efficacy and learning.

During World War II, the military services used this type of material to train large numbers of people in a short period of, demonstrating that this type of teaching method was a valuable source of instruction with great potential for the future.

In this period, we can highlight the book "Visualizing the Curriculum" by Hoban (1999) which is a work that explores how educators can use visual strategies to understand, design, and evaluate curricula effectively.

In this text, Hoban presents an innovative approach that focuses on the use of graphic and visual representations to facilitate curriculum analysis and planning; he discusses how the military used educational films to train soldiers in technical and tactical skills, demonstrating that audiovisual materials were effective for rapid, hands-on instruction.

On the other hand, Paivio's Dual Coding theory, 1986 proposed that information is processed in two ways: visually and verbally. According to this theory, combining words with images for information retention is known as the "dual coding effect".

During this period, an educational approach characterized by systematic repetition and memorization prevailed in language learning; students were engaged in repeated listening to recordings in order to internalize both the vocabulary and grammatical structures needed.

This method reflected a traditional conception of teaching, focused on the acquisition of knowledge through constant practice and continuous revision of the linguistic content; in the context of English language teaching and learning, these resources have been fundamental to facilitate the acquisition of vocabulary in an effective and dynamic way.

Although they represented innovations for their time, the audiovisual resources of this initial phase faced significant limitations in terms of accessibility and quality. Phonograph records and educational films were expensive to produce and distribute, which restricted their availability in many educational institutions.

The following is relevant research and works that support the limitations of audiovisual resources in the period 1920-1950, especially related to production and distribution costs:

Author	Research work
Saettler, Paul (1990)	The Evolution of American Educational Technology
Finn, James D. (1961)	A Conceptual Framework for the Study of Technology in Education
Cuban, Larry (1986)	Teachers and Machines: The Classroom Use of Technology Since 1920
Low, S. G. (1938)	Academic articles in the <i>Educational Screen</i>
Ely, Donald P. (1970)	Conditions That Affect the Use of Educational Technology
Bowker, Geoffrey C. & Star, Susan Leigh (1999)	Sorting Things Out: Classification and Its Consequences

This era promoted listening comprehension through the introduction of audio recordings and films, which allowed students to improve their ability to understand English by exposing them to a variety of accents and speaking styles.

In addition, the use of films and audio provided a visual and cultural context that enriched language learning, although limited, this period laid the groundwork for the later development of more interactive and oral communication-oriented methods.

The second stage (1950-1970): is a period of expansion and significant enrichment.

The development of audiovisual resources in English language teaching represented a significant advance towards more interactive methods, focused on the development of

communicative skills and enriched by emerging technologies such as educational television and language.

During this second stage of the use of audiovisual resources in English language teaching (1950-1970), several authors contributed significant ideas and methodologies that shaped the development of specific pedagogical methods.

Gattegno (1972) introduced the method known as the Silent Way, which promoted a minimalist approach to the teacher's use of language. Instead of using extensive verbal explanations, the Silent Way method employed visual and gestural resources, such as the use of colors and sticks, to facilitate the teaching of English. This approach integrated the use of visual and auditory resources to emphasize student autonomy in learning.

Charles Berlitz with his Berlitz Approach pioneered language teaching through total immersion and the communicative approach. His method emphasized the practical use of English in everyday and social situations, using audiovisual resources such as audio recordings and videos to simulate real communication contexts. This methodology sought to improve students' fluency and communicative competence through intensive exposure to the language.

Likewise, Charles Fries' Structure and Speech Patterns theory emphasized the importance of speech patterns and language structure in the process of teaching and learning English.

His research influenced the creation of audiovisual materials that presented grammatical structures and speech patterns in a systematic and repetitive manner, with the goal of internalizing these structures in students.

At this same stage, audiotapes and portable tape recorders became popular tools for individual practice outside the classroom. Students could carry around recordings of lessons and

conversational exercises in English, facilitating self-directed learning and promoting continuous improvement.

The use of audiovisual resources in English language teaching had a significant pedagogical impact. Educational television and language labs provided more realistic expositions of the language, while portable tape recorders and audiotapes encouraged self-learning. These resources enhanced English vocabulary.

Third stage (1980-2000): multimedia technology was developed, which refers to the use of different forms of media, such as images, sound, text, and video, integrated simultaneously to transmit information or communicate messages.

That is why, with the introduction of computers in the classroom, they began to be used as educational tools, offering software programs specifically designed for Teaching English.

These programs included interactive vocabulary, grammar, pronunciation, and listening comprehension.

Multimedia materials, such as CD-ROMs, represented a significant advance by allowing storage and access to large amounts of data, including videos, animations, and interactive exercises, making it easier for students to practice English in a dynamic and engaging way. In addition, educational videos became widely used tools by offering visual and auditory content featuring authentic situations, dialogues, and structured lessons, thus contributing to more immersive and effective English language learning.

Consequently, access to the Internet expanded considerably, allowing students and teachers to access a wide range of online resources such as educational sites, interactive exercises, and

digital learning materials, which complemented traditional methods and enriched the English language educational process.

Similarly, language labs also evolved with the digital age, adopting advanced technologies that offered greater interactivity and personalization. Students could participate in audio and video exercises, record their pronunciations, and receive instant feedback, which not only modernized the methods of teaching but also provided effective new ways for self-directed learning and continuous language improvement.

This third stage of the use of audiovisual resources in English language teaching was strongly influenced by theorists such as Stephen Krashen and James Asher, whose ideas promoted the integration of multimedia technologies and interactive and communicative approaches in language education.

Stephen Krashen (1980) is known for his theory of "comprehensible input," which holds that learners acquire language when they are exposed to material that is slightly more advanced than their current level. He advocated the use of audiovisual resources to provide this comprehensible input, as videos and audio can contextualize language in a way that is easier to understand.

James Asher (1960) developed the Total Physical Response (TPR) method, which combines language learning with physical action. Although this method initially focused on physical activities, his theory influenced the development of software and educational programs that incorporated interactive and kinesthetic activities to teach vocabulary and language structures.

Fourth stage (2000-present): Audiovisual resources not only enrich the English teaching-learning process with interactive multimedia content but also provide flexibility and accessibility so that students can learn at their own pace and according to their specific needs.

In the academic realm of the English language teaching-learning process, adaptive and personalized approaches have been redefined by significant advances in educational technology. Artificial intelligence (AI) and machine learning are employed to personalize the learning experience, adjusting content and exercises according to each student's individual needs and progress.

In the English language teaching-learning process, audiovisual resources have undergone a remarkable expansion, platforms such as YouTube and Duolingo, along with various mobile applications, offer students instant access to high-quality educational content anytime, anywhere.

That is, the integration of advanced technologies in English vocabulary instruction not only increases accessibility and flexibility but also enhances communication skills by providing more dynamic, realistic learning experiences tailored to the individual needs of learners.

1.2 Conceptual perspectives of audiovisual resources for English language vocabulary development.

In this section, the essential characteristics of the teaching-learning process of the English language are examined, as well as the integration of audiovisual resources in basic higher education and their influence on the development of English vocabulary. The purpose is to scientifically support the research, giving it rigor and relevance through critical reflection on the contributions of various authors in the field.

1.2.1 Fundamental characteristics of the teaching-learning process of the English language in higher basic education (EBS).

The teaching-learning process is a dynamic interaction between the teacher and the students with the purpose of acquiring knowledge, developing skills, and fostering values. This process includes planning, implementation, and evaluation of educational methods or strategies adapted to the needs of the students.

Learning is not a passive process, but an active one; the child does not receive knowledge externally, but constructs it himself through interaction with his environment (Piaget, 1972).

Then we can highlight the importance of the mental activity of the student, who is not only a receiver of information, but an active agent in the construction of his knowledge.

Abreu, Barrera, Breijo and Bonilla (2018) argue that the teaching-learning process is communicative because the teacher organizes, expresses, socializes, and provides the scientific, historical, and social content to the students and these besides building their own learning, interact with the teacher, with each other, with their families and with the surrounding community: applying, debating, verifying or contrasting such contents.

In other words, the importance of communication is highlighted at all levels of the educational process, in a dynamic and collaborative process in which students are also active in the construction of their learning, the teacher must create learning situations that encourage discovery and exploration by the student, adjusting the level of complexity to their stage of cognitive development.

The teaching-learning process has been the subject of various theories and approaches and has evolved by adapting to new technologies, social and educational changes, and pedagogical approaches.

The main objective of the teaching-learning process is to foster students' autonomy by providing resources that allow them to personalize their educational experience and advance according to their own interests and abilities (Homes et al., 2020).

That said, we can say that personalization is achieved through the use of technologies such as artificial intelligence, digital tools, and online platforms.

Likewise, another fundamental objective in the teaching-learning process of English vocabulary is that students are able to continually expand their lexical repertoire, facilitating their ability to understand and express complex ideas. (Nation, 2020).

In other words, it is to help students expand their repertoire of English words, which is essential for improving reading comprehension, oral and written expression, and the ability to interact in a variety of contexts.

However, in the context of English vocabulary development in Higher Basic Education, the teaching-learning process covers several key areas to develop the student's communicative competencies. The following are the main contents that are developed in the teaching-learning process of English vocabulary:

Thematic vocabulary	Family, school, health, work, technology, environment, travel, culture,
----------------------------	--

Functional vocabulary	Greetings, farewells, politeness, asking for and giving information
Academic vocabulary	Terms related to science, mathematics, and literature.
Vocabulary of synonyms and antonyms	Use of synonyms and antonyms to enrich the language.
Idiomatic and colloquial vocabulary	Idioms and informal expressions.
Cultural vocabulary	Festivities, customs and traditions.
Technological vocabulary	Terms related to the internet, social networks, and digital devices.

These contents allow students to acquire the vocabulary necessary to interact in everyday and academic situations, developing their communication skills in English.

In fact, by the end of Higher Basic Education, students are expected to have the ability to handle simple conversations in English, understand basic texts, and express their ideas in everyday situations with a limited but functional vocabulary.

The objective is for students to achieve level A2 of the Common European Framework of Reference for Languages (CEFR).

One of the key aspects that influences the learning of a language is the teaching strategy used by the teacher in his or her school group. The methodology used by the teacher determines how students assimilate the knowledge necessary to communicate in another language. It is

essential that these strategies are effective in order for students to achieve excellent results and acquire a solid command of the new language.

In higher basic education (HBE), the English language teaching-learning process has evolved significantly, incorporating a variety of pedagogical approaches and methods that facilitate the comprehensive development of students' linguistic competencies, and that also seek to adapt to the individual needs of students and respond to the demands of the current educational context.

Teaching and learning strategies are tools used by teachers to foster the development of students' competencies. These strategies are implemented to integrate previous knowledge with new content.

In addition, they facilitate the initiation of didactic activities and graphically organize information, helping students to take notes and better understand the information presented.

As far as the appropriate choice of teaching strategies by teachers is concerned, it is fundamental for the successful learning of students in a language.

Likewise, the fundamental characteristics of the English language teaching-learning process in Higher Basic Education (HBE) may include several key approaches:

→ **Communicative Approach:** This approach is based on the idea that the main purpose of language learning is to be able to communicate effectively in real situations. It focuses on developing both linguistic and communicative competence, that is, the ability to use the language effectively in different contexts and for different purposes.

The communicative approach is an approach that recognizes the primacy of the function of language: communication. [...] Teaching methods based on this approach focus on authentic communicative activities that involve meaningful and collaborative interaction.

→ **Technological approaches:** include blended learning, which combines face-to-face methods with online resources and activities, providing students with flexible access to educational materials from any location and at any time.

Technological tools allow students to access interactive educational materials, improving not only their learning of English but also their ability to interact and communicate in this language (Martínez & Pérez, 2021).

In addition, the use of digital tools such as online platforms, mobile applications, and multimedia resources enriches the learning process by facilitating interactive practices and continuous assessments, thus enhancing the educational experience through the effective integration of technology and traditional teaching methods.

→ **Active approaches:** include cooperative learning, where students collaborate in small groups to complete tasks and solve problems, fostering the development of social and teamwork skills.

Michele R. Duffy & Jennifer A. Young (2021) in their research explores how project-based learning can be an effective strategy in virtual environments. They emphasize that students must learn to work collaboratively at a distance, using technological tools to connect with peers and share resources and results.

Project-based learning engages students in long-term research and projects that span multiple areas of knowledge, providing opportunities to apply English in interdisciplinary and practical contexts.

These pedagogical approaches are essential to creating a dynamic and effective learning environment where students can develop their English skills in a comprehensive and meaningful way.

On the other hand, evaluation is a key tool in the teaching-learning process, since it allows us to measure student achievement, identify areas for improvement, and ensure that the established educational objectives are achieved.

There are different types of evaluation, which are applied at different moments of the educational process, adapting to the needs and characteristics of the group of students.

- The diagnostic evaluation allows the teacher to know the student's level of preparation, which facilitates the planning of appropriate pedagogical strategies.

According to López Pastor (2011), "the purpose of diagnostic assessment is to learn about the characteristics of students, their previous knowledge and their potential".

- Formative evaluation is carried out continuously throughout the teaching process. Its main objective is to provide constant feedback to students to improve their performance and facilitate their learning.

Black and Wiliam (1998), "formative assessment helps improve learning by providing continuous and specific feedback".

- Summative evaluation is applied at the end of a learning cycle to measure the achievements reached by the students in relation to the established objectives. This type of evaluation seeks to determine the level of knowledge acquired by the student.

According to Tyler (1949), "summative evaluation measures the degree to which the objectives of the teaching program have been achieved".

- Self-assessment allows students to reflect on their own learning, identifying their achievements and areas for improvement.

According to Panadero and Romero (2014), "self-assessment promotes metacognition and autonomous learning in students".

- Co-evaluation involves students evaluating the performance of their peers, promoting collaboration and group learning.

Gagné (2005), "Co-assessment fosters a sense of shared responsibility and collaborative learning".

- Continuous assessment is carried out throughout the course, evaluating the student's progress on a regular basis through various activities.

Perrenoud (2004), "continuous assessment allows a global vision of the learning process, observing the student's progress throughout the cycle".

Each type of assessment has a specific purpose and contributes differently to the development of learning, from identifying prior knowledge to evaluating final performance.

1.2.2 Pedagogical aspects of the use of audiovisual resources for English language vocabulary development.

According to Sokhanvar et al. (2020), the combination of images and sound allows students to process information in different cognitive channels, which facilitates retention and learning. This multisensory stimulation improves long-term memory by having words associated with specific images and sounds, allowing students to remember and use vocabulary more effectively.

Paivio (2020) supports this idea with his theory of dual coding systems, where visual and verbal stimuli are processed in separate channels, increasing learners' ability to retain vocabulary by engaging more brain areas.

One of the main advantages of audiovisual resources is their ability to contextualize vocabulary in real-life situations.

According to Al-Seghayer (2021), videos and audio provide immediate context for vocabulary use, allowing students to understand how words are applied in different situations.

Access to audiovisual resources promotes autonomy in students, allowing them to learn at their own pace and according to their interests. The dynamic and visually stimulating nature of audiovisual resources makes students more actively involved in the learning process.

According to Bahrani and Soltani (2012), although movies, television series, and videos are designed primarily for entertainment, these media can play a significant role in enhancing second language learning processes today.

Taking into account the above, we can relate it to Liu et al. (2022) who emphasize that students' motivation is favored when attractive and entertaining visual resources are used.

Basturkmen et al. (2020) point out that multimedia resources allow students to take a more active role in their learning process, which increases their intrinsic motivation.

One of the main benefits of audiovisual resources lies in their ability to stimulate multiple senses. By combining dynamic images with clear, contextualized audio, these

resources allow learners to connect words with real situations and emotions. This sensory stimulation not only improves vocabulary retention but also facilitates a more holistic and natural understanding of the language.

Hattie (2009) author of "Visible Learning", has addressed how various teaching strategies, including the use of visual and multimedia resources, can positively impact vocabulary learning and other educational aspects.

Prensky popularized the concept of "digital natives" in 2001 and has continued to explore how digital and visual media can transform education and vocabulary learning in the contemporary context.

In addition, audiovisual resources provide authentic contextualization of vocabulary. Through videos, films, documentaries, and other visual media, students can witness the actual use of words in different social, cultural, and professional contexts. This direct exposure fosters a deeper understanding of the semantics and pragmatic meaning of words, preparing students for effective communication in everyday and academic situations.

On the other hand, the strategic use of audiovisual resources in the process of teaching English vocabulary represents a significant advance in contemporary pedagogy, the variety and personalization inherent in audiovisual resources are key elements to adapting learning to the individual needs of students.

Audiovisual resources can be very effective in teaching vocabulary, as they combine images, sounds, and text, facilitating retention and comprehension. Some ideas and tools are:

1. Educational Videos:

- **YouTube:** There are many channels dedicated to language teaching, such as "BBC Learning English" or "English Addict with Mr. Duncan".
- **TED-Ed:** Offers educational videos with captions that can help students learn new words in context.

2. Mobile Applications:

- **Duolingo:** Offers short and entertaining lessons with visual and auditory components.
- **Memorize:** Uses native speaker videos and visual memorization techniques.

3. Educational Games:

- **Kahoot!** Allows you to create interactive quizzes that can include images and sounds.
- **Quizlet:** It has flashcards with images and audio to reinforce vocabulary.

The combination of images, sounds, and text facilitates both retention and comprehension of new words, this variety of resources not only makes learning more accessible, but also more attractive and adapted to different learning styles.

1.2.3 Characterization of English Language Vocabulary

Vocabulary is the set of words that a person knows and uses to communicate. It is a fundamental part of language, as it allows us to express ideas, emotions, and concepts clearly and precisely. Vocabulary includes not only the words that we actively use in everyday conversation but also those that we understand by reading or listening, even if we do not use them frequently. The following is the definition of vocabulary according to different authors:

AUTHOR	DEFINITION
Carter, R. (1998)	An inventory of words that constitute a language or a subset of a language, including words that are recognized and understood in everyday reading and use.
Charles Loucky (1998)	Vocabulary refers to the set of words that a person knows, understands, and can use to communicate effectively in a language. It includes both words that are actively used in everyday communication and words that are recognized and understood, but not frequently used.
Nation, I. S. P (2001)	Words that a person needs to know to communicate effectively, can be classified into high-frequency words, academic words, and field-specific technical words.
Richards, J. C., & Schmidt, R. (2010).	A person knows and uses a set of words within a language, including knowledge of the words and their meaning, usage, and form.

Ur, P. (2012):	Words that are taught in a foreign or second language, encompassing both individual words and word combinations (phrases) that have specific meanings.
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From the definitions of vocabulary provided by various authors, we can summarize that vocabulary is essentially the set of words and expressions that a person knows and uses in a language. This set includes not only isolated words but also combinations of words that have a specific meaning and their use in various contexts.

Likewise, we can say that vocabulary is a fundamental part of the mastery of any language, involving both the knowledge of individual words and the ability to use them effectively in a variety of communicative contexts.

That said, the importance of vocabulary acts as the foundation on which the comprehension and expression of any language are built, it is an essential component for communication, learning, and personal development, specifically in language learning.

"Vocabulary is essential for critical thinking and participation in society. The ability to understand and use a broad repertoire of words is an important indicator of academic and career success" (James Paul Gee, 2014)

A broad vocabulary not only allows for deeper understanding and analysis of information but also facilitates accurate and persuasive expression of ideas, which is essential for academic and professional success.

Therefore, by mastering a rich repertoire of words, individuals can participate more actively in discussions, solve complex problems, and adapt to different communicative contexts.

Now, about the process of vocabulary development as a second language, Loucky (1998) says that the process for developing learners' vocabulary in L2 follows the following steps:

1. Vocabulary introduction: this is the student's first encounter with new vocabulary.
2. Establishment of previously presented vocabulary: at this stage, the teacher should develop material that allows for "spaced repetition" of the vocabulary throughout the course.
3. Enrichment of the previously presented vocabulary: it involves the knowledge of new reflections and derivations generated from the new word.
4. Vocabulary strategy development: students should develop word decoding skills and vocabulary recognition skills.
5. Developing fluency in the target language through learned vocabulary: we need to maximize opportunities for active and meaningful use of vocabulary through communicative activities.

Therefore, we can say that vocabulary development in a second language is a comprehensive process from the initial introduction of new words to the active and meaningful application in communication, as each stage is designed to build on the previous one.

Each of these plays a specific role in the consolidation and expansion of vocabulary knowledge, allowing students to not only memorize words but to effectively integrate them into their daily use of the language.

Therefore, in this research, we aim to improve students' vocabulary through the use of audiovisual resources, especially focused on the comprehension and production of English words

and phrases. These resources, which include videos, audio, and recordings, allow students to listen and visualize real contexts of language use, facilitating the assimilation of vocabulary and its pronunciation.

To assess this aspect, participants will be provided with a variety of audiovisual materials, followed by exercises involving repetition of phrases and keywords heard, as well as vocabulary identification and production activities in contextual situations.

1.3 The current context of vocabulary development in the teaching-learning process in higher basic education (EBS).

The following epigraph mentions the contextual characteristics of the use of audiovisual resources during the teaching-learning process of English vocabulary in higher basic education (EBS) in Ecuador. This study focuses on the students of 9th grade, parallel "A", of the "N.A" school, where a class system specifically designed to improve these students', vocabulary is proposed.

1.3.1 Contextual characteristics of the implementation of audiovisual resources for developing English vocabulary in the teaching-learning process of English in Higher Basic Education (EBS).

The implementation of audiovisual resources for vocabulary development in the teaching of English in Higher Basic Education (EBS) in Ecuador presents several contextual characteristics that may influence its effectiveness.

Numerous studies have been developed in Ecuador focused on the implementation of audiovisual resources, each with a specific objective and oriented to solve particular research problems. These studies have addressed a variety of topics, such as improving reading

comprehension, facilitating the learning of English vocabulary, and integrating interactive technologies in the classroom.

Also, in the repository of the Universidad Técnica de Machala, we found some degree works on the English language. These works have developed research in various areas, such as the development of language skills, the effectiveness of different teaching methods, and the use of didactic resources.

We found the work of Moran Guanuche Keyla Madeleine and Jimenez Jimenez Joselyn Magaly (2022) on "English Language Vocabulary Development", which focuses on improving English vocabulary acquisition among university students through the use of technological tools, specifically Kahoot, through a system of activities. Through an initial diagnosis, they identified the needs of the students and designed interactive activities adapted to these needs.

The research showed that the use of Kahoot was crucial to improving students' vocabulary acquisition. Through theoretical analysis and diagnostic tests, students' vocabulary deficiencies were identified and an intervention proposal was implemented. The results showed that the activity system using Kahoot had a positive and significant impact on improving fluency and vocabulary acquisition.

Also, in the work of Carranza Lucas María Del Cisne (2017) on "Learning Styles and Audiovisual Resources in The Teaching Learning Process in Social Studies"; the objective of this work was to explore how various areas of knowledge and resources can be applied in field research to evaluate their impact on education. By analyzing the perspectives that favor the use of audiovisual resources, it is highlighted that the integration of new technologies in the educational

process offers significant advantages, allowing students to perceive information through visual stimuli.

Consequently, human beings are naturally predisposed to appreciate light, shapes, and colors, which enhances their sensory capabilities. These observations underline the need for teachers to use appropriate resources and didactic materials in the classroom, highlighting the importance of audiovisual media in the academic environment for the benefit of the new generations.

However, none of this work has investigated in depth the use of audiovisual resources specifically for English vocabulary development, so this research will focus on exploring how audiovisual resources can be used effectively to enhance English vocabulary acquisition and retention, bringing new perspectives and methodologies to the field.

Taking this into account, one of the main characteristics of our research is the use of technology in Ecuadorian institutions.

Article 347, paragraph 8, establishes that the State shall be committed to "Incorporate information and communication technologies in the educational process and promote the link between education and productive and social activities" (Constitution of the Republic of Ecuador, 2008).

However, in urban areas of Ecuador, many educational institutions have better access to technology due to greater availability of infrastructure and resources, while in rural areas and more isolated communities, access to technology may be limited, affecting equal learning opportunities.

Also, the training of teachers in the use of educational technologies is fundamental. However, in many institutions, teachers may not have sufficient training in the use of technological tools or in the integration of these tools into their pedagogical practices.

1.3.2 Diagnosis of the Current State of English Vocabulary Among Ninth-Grade Students, Section “A,” at Juan Montalvo High School.

This section presents the results obtained from the pedagogical test (pre-test) applied to the ninth-grade students of section “A” at “N.A” School, regarding their current level of English vocabulary proficiency.

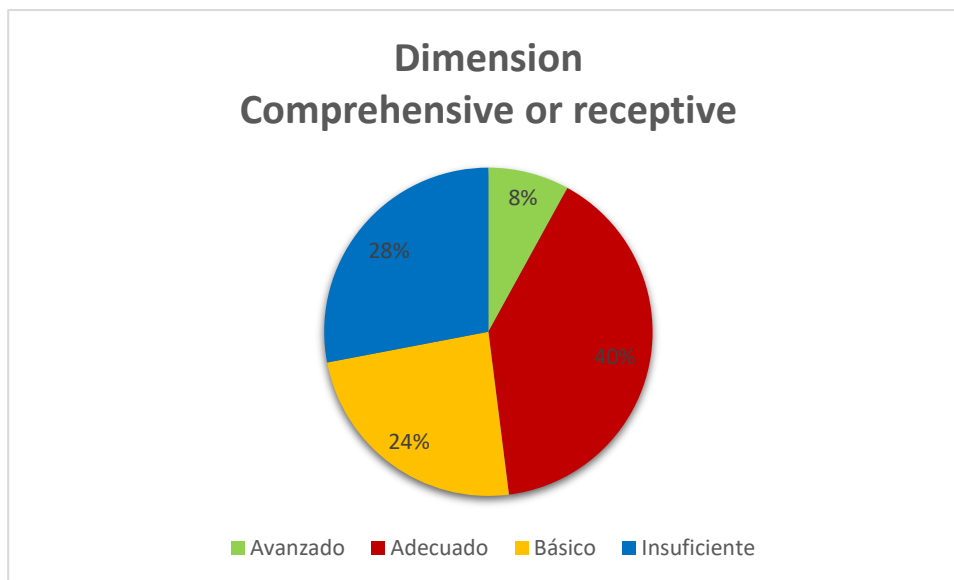
A diagnostic test and classroom observation were carried out, which helped in gathering information about the students' English vocabulary development.

During the observation, the following results were obtained:

- Students find it difficult to understand new vocabulary.
- They get distracted easily.
- They confuse the meaning of words.
- Their use of familiar vocabulary is limited.
- They take a long time to complete assigned activities.
- They do not pay attention to the teacher’s instructions.
- The teacher encourages students to learn the language.
- Previously learned vocabulary is not integrated with new vocabulary.

Pre-Test Results

Results by Dimensions



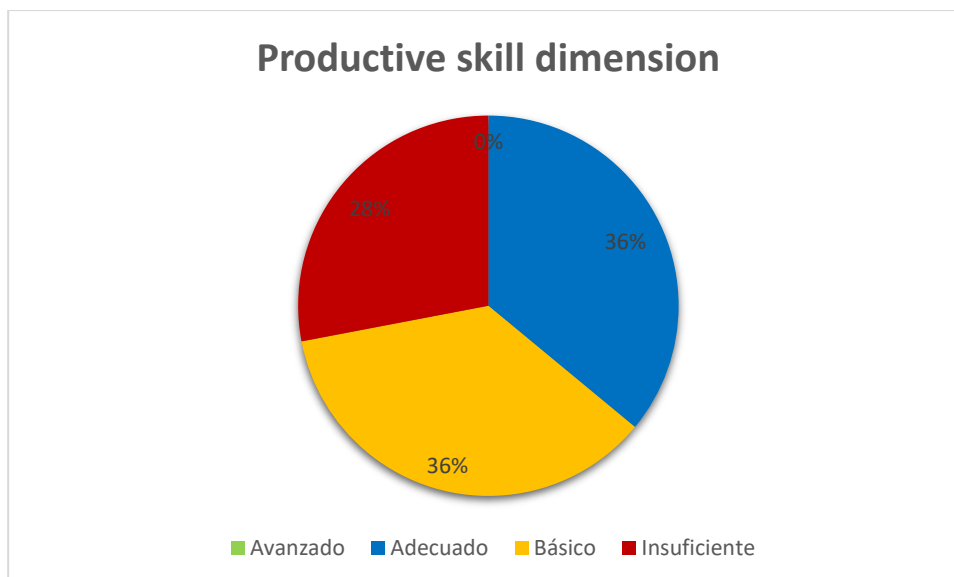
Advanced: 2 students (8%)

Adequate: 10 students (40%)

Basic: 6 students (24%)

Insufficient: 7 students (28%)

Most students are positioned at the “Adequate” (40%) and “Basic” (24%) levels in the receptive skills dimension, indicating a partial development of their abilities to understand English. However, 28% of the students are still at an “Insufficient” level, which shows difficulties in effectively grasping oral or written messages. This situation highlights the need to strengthen listening and reading comprehension strategies.



Advanced: 0 students (0%)

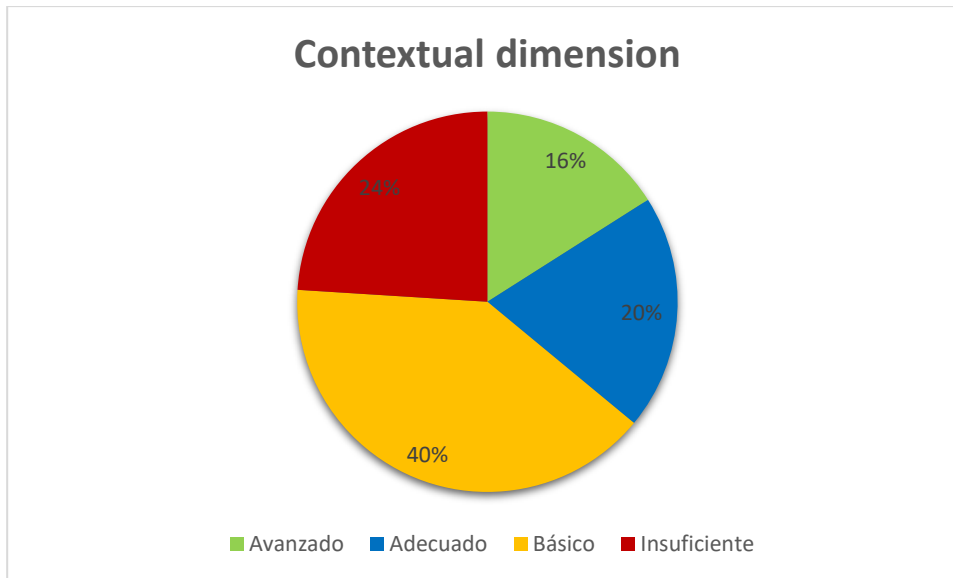
Adequate: 9 students (36%)

Basic: 9 students (36%)

Insufficient: 7 students (28%)

The results show that none of the students reached an “Advanced” level in the productive skills dimension, while 72% are distributed between the “Adequate” (36%) and “Basic” (36%) levels. Additionally, 28% demonstrate an “Insufficient” level, which reveals significant limitations in the oral and written production of the English language.

The absence of students at the highest level suggests that widespread difficulties persist in the active use of the language, such as sentence construction, pronunciation, fluency, or grammatical accuracy.



Advanced: 4 students (16%)

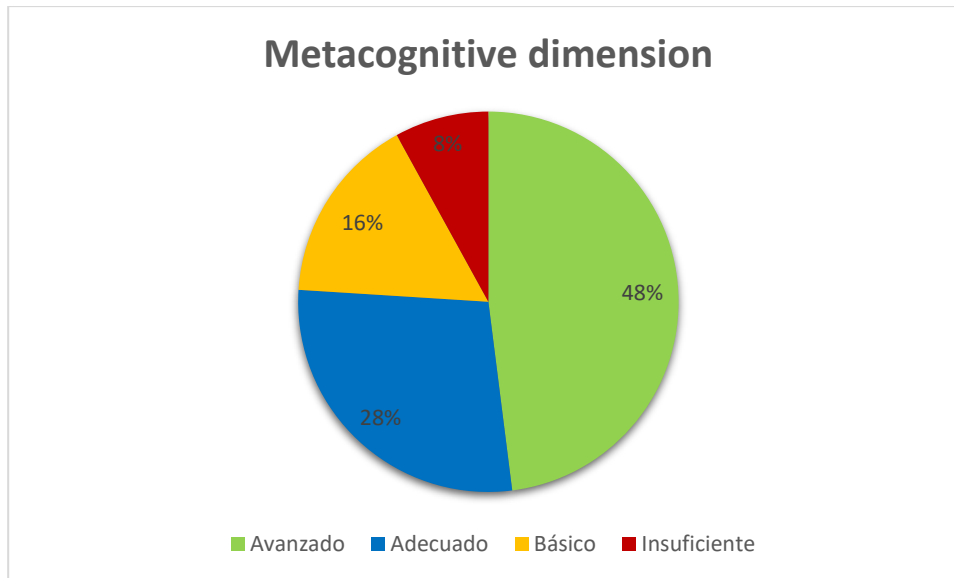
Adequate: 5 students (20%)

Basic: 10 students (40%)

Insufficient: 6 students (24%)

Most students are positioned at the “Basic” (40%) and “Insufficient” (24%) levels within the contextual dimension, indicating difficulties in using English appropriately according to the communicative situation, the interlocutor, or the environment.

Although 36% of the students reached “Adequate” or “Advanced” levels, it is still necessary to strengthen their ability to adapt language to different social, cultural, and functional contexts.



Advanced: 12 students (48%)

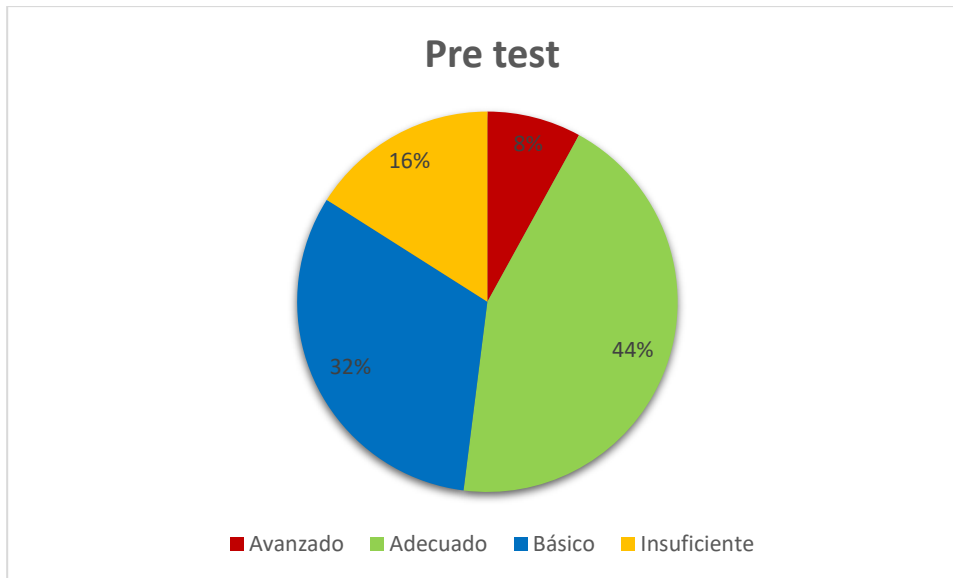
Adequate: 7 students (28%)

Basic: 4 students (16%)

Insufficient: 2 students (8%)

The results reflect a positive performance in the metacognitive dimension, as 76% of the students are positioned at the “Advanced” (48%) and “Adequate” (28%) levels. Most demonstrate a good ability to reflect on their own learning process, identify their strengths and weaknesses, and apply strategies that promote their progress. However, 24% are still at the “Basic” or “Insufficient” levels, suggesting the need to strengthen self-regulation and awareness of the learning process.

Overall Results of the Pre-Test



Advanced: 2 students (8%)

Adequate: 11 students (44%)

Basic: 8 students (32%)

Insufficient: 4 students (16%)

The overall results of the pre-test show that most students are at an “Adequate” level (44%), followed by a considerable percentage at the “Basic” level (32%). Only 8% reached the “Advanced” level, while 16% remain at an “Insufficient” level.

These data indicate that, although a significant portion of the group has an acceptable command of the evaluated skills, there is still an important number of students who require support to consolidate their knowledge and abilities in English.

In summary, the pre-test results reveal a predominantly average or low level of performance in most of the dimensions evaluated concerning the development of English language skills among ninth-grade students.

Therefore, it is proposed to design and implement a class system based on the use of audiovisual resources, integrating theoretical and practical components with the purpose of strengthening the receptive, productive, and contextual skills in English. This proposal responds to the needs identified in the initial diagnosis and seeks to promote more dynamic, meaningful, and contextualized learning.

CHAPTER II: METHODOLOGICAL FRAMEWORK

This chapter details the methodology employed throughout this research, covering the type and design of the study, the applied method, as well as the sources and techniques used for data collection, in order to ensure rigor and validity in the results obtained.

2.1 Paradigm and Type of Research

This research was developed within the quantitative paradigm, using an experimental and explanatory design.

The quantitative paradigm is based on objectivity, precise measurement of observable phenomena, and the use of statistical analysis to test hypotheses (Hernández, Fernández & Baptista, 2014).

This approach allows for explaining, predicting, and controlling variables through systematic and replicable procedures, providing generalizable results (Kerlinger & Lee, 2002). The design adopted is experimental and explanatory, characterized by the deliberate manipulation of independent variables to observe their effect on one or more dependent variables, establishing causal relationships between them (Campbell & Stanley, 1966).

Explanatory research seeks not only to describe or correlate phenomena but to deeply understand their underlying causes, which is achieved through rigorous control of experimental conditions and inferential analysis (Selltiz et al., 1974).

In this regard, the experimental approach, as proposed by Ronald Fisher (1935), is essential for validating hypotheses in scientific contexts, allowing the advancement of knowledge based on solid and controlled empirical evidence.

2.2 Population

The population consists of a group of 25 ninth-grade students from section “A” at “N.A” School in the city of Machala, province of El Oro. Their age range is between 13 and 14 years old.

2.3 Research Methods

The methods of scientific research constitute an ordered set of steps that allow the researcher to attain valid and reliable knowledge about a phenomenon, facilitating the selection of appropriate techniques for data collection and analysis, with the purpose of testing hypotheses and solving problems.

According to Hernández, Fernández, and Baptista (2014), a method “is the set of procedures used to achieve the objectives of a research” (p. 6), while Sampieri (2018) states that it “consists of the general strategy that guides the process of seeking scientific knowledge” (p. 32).

2.3.1 Theoretical Level Methods:

Theoretical methods allow for the analysis and conceptualization of the study object through a critical review of bibliographic sources, enabling the researcher to construct new scientific knowledge based on the historical and logical analysis carried out during the process. Additionally, these methods contribute to gathering relevant information to support the research hypothesis.

According to Tamayo and Tamayo (2009), theoretical methods “allow for the interpretation, explanation, and understanding of the investigated phenomena based on the data obtained” (p. 67). On the other hand, Ander-Egg (2011) states that they “are instruments that guide critical reflection to achieve deeper and more well-founded knowledge” (p. 45).

The following theoretical level methods are employed in this research:

→ **Historical-Logical Method**

The historical-logical method was used to analyze the evolution of phenomena, processes, and concepts over time, in order to understand their transformations and uncover the laws or principles that govern them. According to Sabino (2014), the historical-logical method “allows the study of a phenomenon from its origin to its current form, analyzing its development and the interrelationships that give it coherence” (p. 95).

Its application allows for identifying the causes and consequences of historical changes, as well as establishing logical relationships between the different stages in the development of a study object. This method is fundamental for theoretically grounding research, as it offers a deep and structured understanding of the object.

Hurtado de Barrera (2010) states that this method “allows examining the historical background of the phenomenon and understanding its internal logic of development” (p. 62), which provides a solid basis for scientifically interpreting the research object.

→ **Hypothetical-Deductive Method**

This method is applied in research to formulate a hypothesis about a phenomenon and then deduce predictions that can be tested through experiments or observations. This approach is fundamental for the validation of scientific theories, as it allows for establishing causal relationships and predicting system behaviors under controlled conditions.

According to Popper (2002), the hypothetical-deductive method “consists of formulating hypotheses and deducing observational consequences that can be tested” (p. 47). Kerlinger (1973) defines it as a process that begins with the proposition of a hypothesis, continues with the deduction of its consequences, and ends with the empirical verification of those consequences.

This process enables researchers to obtain valid and reliable knowledge through hypothesis testing.

→ **Analytical-Systemic Method**

This method is used in research to study complex phenomena in a structured way by breaking them down into their fundamental elements and analyzing how these interact within a system.

According to Bertalanffy (1986), this method “allows phenomena to be approached as organized wholes, going beyond the simple sum of their parts” (p. 45). In this sense, the analytical-systemic method is essential for coherently interpreting data, establishing connections between variables, and formulating conclusions.

According to Bunge (1979), “scientific research benefits from the systemic approach because it facilitates understanding of the structures and processes underlying the studied phenomena” (p. 117).

Considering the above, this research applies the analytical-systemic method to examine the facts and bibliographic information related to the teaching-learning process of the English language in Basic General Education.

Likewise, data analysis and interpretation are carried out with the aim of reaching conclusions that address the research problem.

2.3.2 Empirical Level Methods

These methods constitute a fundamental tool in scientific research, as they allow for obtaining direct information about the object of study through observation, experimentation, and data collection. These methods facilitate the identification of relevant characteristics, facts, and

behaviors both at the beginning and during the development of the research process. Their application allows for testing hypotheses and validating proposals based on evidence obtained from reality.

According to Sabino (1996), “empirical methods allow for the collection of information directly from the object of study, thus ensuring a concrete basis for scientific analysis” (p. 56). Similarly, Dankhe (1986) states that “the empirical method is based on experience and observation of reality to test or refute assumptions” (p. 34), highlighting its relevance for validating theories and proposals within any field of knowledge.

This research is based on two types of empirical methods: observation, employed to gather information about the problem with the aim of analyzing student behavior, and measurement, used to assess the students' academic level, particularly their knowledge of English vocabulary through a diagnostic test.

The empirical level methods are:

→ **Observation**

Observation is an essential empirical method in research, consisting of the systematic and direct observation of facts, phenomena, or behaviors as they occur in their natural context, without intervention or manipulation.

This approach allows for the collection of detailed and objective information about the study object, providing valuable data that can be analyzed to confirm or refute the hypotheses proposed in the research.

According to Sampieri, Collado, and Lucio (2014), “observation involves the systematic, valid, and reliable recording of manifested behaviors or phenomena” (p. 276), ensuring the quality and reliability of the data obtained.

Additionally, Tamayo and Tamayo (2004) emphasize that “scientific observation is characterized by being planned, controlled, and subject to verification” (p. 90), which guarantees that the results are relevant and meaningful in relation to the investigated problem.

Another relevant aspect to highlight is that the observation technique is often complemented by the use of auxiliary instruments, among which is the observation guide. This instrument is characterized by its organized and systematic structure and is generally applied in structured observation contexts, where the aspects to be observed have been previously defined. The observation guide (Annex 1) consists of categories and indicators constructed based on the study variable, allowing for a more orderly and coherent data collection aligned with the research objectives.

In this research, a structured, non-participant observation was carried out at two points: a pre-observation aimed at identifying the possible causes underlying the problem, and a post-observation aimed at verifying the students’ level of development following the implementation of the intervention proposal.

→ **Measurement:**

Measurement is an essential component in research processes, as it allows for translating abstract characteristics into observable and quantifiable data. According to Sampieri, Collado, and Baptista (2022), measuring involves assigning numbers or values to properties of objects or

phenomena according to previously established rules, with the purpose of analyzing them scientifically.

→ **Pedagogical Test**

This is an evaluation instrument designed to collect information about the level of learning achieved by students in relation to specific educational objectives.

According to Zabalza (2021), pedagogical tests not only allow assessing the degree of knowledge and skill acquisition but also guide feedback and adjustments in the teaching and learning processes. These tests can take various forms, such as objective tests, essays, practical exams, or performance rubrics, depending on the methodological approach and the competencies to be evaluated.

With that said, the author used a pedagogical test (Annex 2), which involved administering a test at two different times: the first application was used to measure the academic level in English vocabulary, while the second was conducted to verify whether there was development in English vocabulary through audiovisual resources among ninth-grade students of section “A.” To evaluate this instrument, a rubric was used with a performance scale including the levels: insufficient, basic, adequate, and advanced.

2.4.1 Working with the Variable in the Research Study

The **independent variable** (variable 1): Class system based on the use of audiovisual resources, defined as a structured pedagogical approach that systematically integrates a variety of audiovisual materials along with a set of activities designed to reinforce and enhance student learning.

The **dependent variable** (Variable 2): Student's English vocabulary development. This refers to the progress in mastering English vocabulary, influenced by the class system.

Consistency matrix

Scientific problem	General Objective	Scientific Hypothesis	Variable Definitions	Dimensions	Indicators	Instruments
How to develop English vocabulary in 9th-grade students at "N.A" School during the 2025-2026 academic year?	Enhance the development of the English language through a class system using audiovisual resources for 9th-grade students at "N.A" School during the 2025-2026 academic year.	If a class system based on the use of audiovisual resources is designed, the development of English vocabulary in 9th-grade students at "N.A" School will improve.	Independent variable: A class system defined as a structured pedagogical approach that systematically integrates a variety of audiovisual materials along with a set of activities designed to reinforce and improve student learning. Dependent variable: Student's English vocabulary development. This refers to the progress in mastering English	Comprehensive (Receptive) Dimension: Focuses on recognizing and understanding vocabulary, both written and oral. Productive Dimension: Refers to the active use of vocabulary in oral and written production. Contextual Dimension: Emphasizes the ability to adapt vocabulary to sociocultural or communicative contexts. Metacognitive Dimension: Centers on autonomous	Indicators: <ul style="list-style-type: none"> - Identification of word meanings in different contexts. - Understanding words in written texts and conversations. - Recognition of synonyms, antonyms, and derived words. Indicators: <ul style="list-style-type: none"> - Appropriate use of vocabulary in sentences and dialogues. - Incorporation of new vocabulary in formal and informal writing. 	Comprehensive Dimension Instruments: Reading comprehension tests, matching exercises, audios or videos. Productive Dimension Instruments: Written tasks, role-play or dialogues, paraphrasing exercises. Contextual Dimension Instruments: Case analysis, idiomatic expression tests, simulations. Metacognitive Dimension Instruments: Learning

			vocabulary, influenced by the class system.	learning and strategies to improve vocabulary.	<ul style="list-style-type: none"> - Ability to paraphrase and expand ideas using synonyms and related phrases. <p>Indicators:</p> <ul style="list-style-type: none"> - Use of vocabulary according to register (formal, informal). - Selection of words appropriate to audience and communicative purpose. - Recognition and use of idiomatic expressions and figurative language. <p>Indicadores:</p> <ul style="list-style-type: none"> - Application of learning techniques (mind maps, flashcards, apps). - Use of reference tools (dictionaries, translators). - Reflection on vocabulary learning progress. 	journals, surveys or questionnaires, interactive workshops.
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Chapter III: Class System for the Development of English Vocabulary through Audiovisual Resources

This chapter presents the theoretical foundation of a class system aimed at developing English vocabulary through the use of audiovisual resources as the main tool. The purpose is to improve and facilitate the learning of English vocabulary for ninth-grade students in Basic General Education.

3.1 Theoretical Foundation of a Class System for the Development of English Vocabulary through Audiovisual Resources in Ninth-Grade “A” Students of Basic General Education (EBS)

The development of English vocabulary is an essential component in the acquisition of communicative competencies, as it enables students to understand, express themselves, and actively participate in communicative situations both inside and outside the classroom. A broad and functional vocabulary allows for the construction of oral and written messages with greater accuracy, fluency, and coherence, serving as a fundamental basis for the other language skills: listening, speaking, reading, and writing.

In response to this need, a class system based on the use of audiovisual resources is proposed to support the development of English vocabulary in ninth-grade students of section “A” in Basic General Education (EBS). This system integrates didactic activities and strategies that stimulate the association of words with images, sounds, and real or simulated contexts, promoting meaningful, dynamic, and participatory learning.

To support the concept of a system, the definitions of authors such as Blumenfeld (1960), Antich (1986), Arnold (2002), among others, are considered. These authors agree that a system is a structured set of interrelated elements that function with a common purpose. In this case, the class

system aims at the progressive development of English vocabulary through structured, planned, and sequenced lessons that combine various audiovisual resources such as videos, songs, animations, images, and multimedia presentations.

The proposed class system presents the following characteristics:

- **It is integrative**, as it connects the components of the teaching-learning process: objectives, content, methods, media, and evaluation.
- **It is flexible**, allowing adaptation according to the school context and the characteristics of the student group.
- **It is developmental**, as it focuses on the cognitive, linguistic, and affective growth of the student.
- **It is interactive**, promoting active and collaborative participation in a visually and audibly stimulating environment.
- **It is creative**, encouraging the use of innovative, authentic, and contextualized materials.

From a pedagogical perspective, the class system is based on the principles of active and meaningful learning, in which the student is not a passive recipient of information, but an active subject who constructs knowledge through experiences mediated by the teacher and the effective use of audiovisual resources. It is based on the idea that the teaching-learning process should be organized in a systemic and comprehensive manner, as proposed by authors such as Álvarez de Zayas (1991), where pedagogical principles do not operate in isolation, but in an interrelated way.

Didactically, the system is oriented toward:

- Achieving a logical and gradual sequence of vocabulary content, from the simplest to the most complex.
- Promoting the functional and contextualized use of vocabulary in real or simulated communicative situations.
- Stimulating student participation and motivation through the use of appealing and relevant audiovisual media.
- Fostering formative and continuous assessment to monitor vocabulary development.

From a psychological perspective, this system is based on Vygotsky's (1981) sociocultural theory, which emphasizes the importance of the social environment, teacher mediation, and resources as essential elements for the development of higher psychological functions. Vocabulary learning is not conceived as mere memorization, but as a process of constructing and reconstructing meaning in real communication contexts.

The class system aims to enhance the student's zone of proximal development through teacher mediation, peer collaboration, and the use of audiovisual resources that stimulate perception, attention, memory, and thinking—thus facilitating more lasting and functional learning.

From a sociological point of view, the class system addresses the need to educate individuals who are capable of integrating into an increasingly globalized and multilingual world. Proficiency in the English language—particularly a solid command of vocabulary—opens academic, professional, and social opportunities.

The proposed system contributes to the development of students with greater communicative and intercultural competence, enabling them to understand and actively participate in different contexts.

The use of audiovisual resources also reflects the socio-technological reality of the environment, where digital media are an integral part of students' daily lives. Including these media in the classroom not only facilitates vocabulary learning but also contributes to the development of digital and communication skills, which are essential in contemporary society.

3.2 Characterization of the Class System Based on the Use of Audiovisual Resources for the Development of English Vocabulary in Upper Basic Education Students.

The class system based on the use of audiovisual resources is an innovative pedagogical strategy that addresses the need to improve English vocabulary learning among students in Upper Basic Education (EBS). This system is grounded in the integration of technological tools and audiovisual materials that facilitate the acquisition and retention of new words, promoting meaningful and contextualized learning.

Characteristics of the Class System

- **Interactivity and Motivation:** The system encourages active student participation through audiovisual materials that capture attention and stimulate learning. Videos, songs, animations, and multimedia presentations enhance classroom dynamics and foster interest in vocabulary (García & Vázquez, 2019).
- **Vocabulary Contextualization:** It allows vocabulary to be presented in authentic communicative situations, facilitating both semantic and pragmatic understanding. According to Nation (2001), effective vocabulary learning requires repeated

exposure in different contexts—something that can be achieved through videos and simulations.

- **Simultaneous Development of Receptive Skills:** The materials combine auditory and visual stimuli, enhancing listening comprehension and visual recognition of vocabulary, which in turn supports oral and written production (Larsen-Freeman & Anderson, 2011).
- **Adaptability and Diversity:** The system allows for the selection of various types of resources according to the group's level and characteristics. This includes educational videos, podcasts, infographics, apps, and interactive games, ensuring alignment with each student's learning pace and style (Tomlinson, 2013).
- **Promotion of Autonomy:** The use of audiovisual resources is encouraged outside the classroom, promoting self-directed learning and independent practice. This contributes to vocabulary consolidation and the development of lifelong study habits (Benson, 2011).
- **Ongoing Formative Assessment:** Assessment is carried out through interactive activities linked to audiovisual resources, such as digital quizzes, word games, and practical exercises, allowing for continuous progress monitoring and immediate feedback (Black & Wiliam, 1998).

This class system based on audiovisual resources offers multiple advantages for vocabulary development in Upper Basic Education students:

- It improves vocabulary retention and comprehension by presenting words in real and varied contexts (Mayer, 2005).

- It stimulates interest and motivation through the use of technology and engaging materials (Richards & Rodgers, 2014).
- It facilitates auditory and visual comprehension, helping students recognize and reproduce vocabulary more accurately (Larsen-Freeman & Anderson, 2011).
- It allows for personalized and differentiated learning by adapting to individual and group needs (Tomlinson, 2013).
- It encourages self-directed learning and practice outside the classroom, which strengthens the language acquisition process (Benson, 2011).

The class system based on audiovisual resources for the development of English vocabulary in Upper Basic Education students is an effective pedagogical tool that responds to the demands of the current educational context and the digital profile of the students. The combination of images, sounds, and texts facilitates meaningful, motivating, and contextualized learning, thus contributing to the improvement of students' English proficiency and communicative competence.

3.3 Description of the Class System Based on the Use of Audiovisual Resources for the Development of English Vocabulary in Ninth Grade Upper Basic Education Students

This section details the class system based on the use of audiovisual resources, designed and implemented to strengthen vocabulary development in ninth grade Upper Basic Education students.

The proposal was carried out through a series of face-to-face classes that integrated educational videos, songs, interactive presentations, and authentic audiovisual material excerpts. These tools were complemented by participatory activities that promoted contextual understanding

of English vocabulary, encouraged retention of new words, and improved pronunciation and communicative use of the acquired vocabulary.

General Objective

To develop English vocabulary in ninth grade Upper Basic Education students through the implementation of a class system based on the use of audiovisual resources.

Specific Objectives

- Select appropriate audiovisual resources that present vocabulary in real and meaningful contexts for the students.
- Design didactic activities that allow students to understand, practice, and apply new vocabulary both orally and in writing.
- Foster active student participation through the use of audiovisual materials that stimulate interest and motivation to learn new English words.
- Evaluate progress in vocabulary development through instruments that measure comprehension, pronunciation, and correct use of the vocabulary worked on in class.

CLASS 1

Content: Thematic vocabulary: weather and action verbs

Objective: By the end of the class, students will recognize and use at least eight words related to weather and action verbs in English through watching an illustrative video, interactive dynamics, and group oral activities.

Resources:

- Short video about weather and daily activities (main resource)
- Illustrated flashcards with weather vocabulary and action verbs
- Digital projector
- Printed practice sheets
- Multimedia player

Duration: 60 minutes

Activities carried out:

- Activation of prior knowledge: brainstorming and brief guided conversation about local weather and daily actions.
- Audiovisual presentation: viewing a short video titled "The Windy and the Sun," which presents weather types (sunny, rainy, windy, etc.) and related actions (run, jump, play, etc.).
- Vocabulary comprehension: matching activity with flashcards: image + word.
- Interactive game "Weather Charades": students act out verbs according to the weather shown or said by the teacher.
- Closing: review with oral questions: *What's the weather like? What do you do when it rains?*

Evaluation: Direct observation of participation, correct identification of vocabulary during activities, and pronunciation during oral interactions.

CLASS 2

Content: Thematic vocabulary: daily routines.

Objective: By the end of the class, students will identify at least eight daily actions in English through watching a video, association activities, and interactive oral dynamics.

Resources:

- Animated video about daily routines
- Illustrated flashcards with images and verbs (wake up, brush teeth, eat, etc.)
- Question and answer cards
- Projector
- Illustrated daily routine clock

Duration: 60 minutes

Activities carried out:

- Activation of prior knowledge: Guided conversation with questions such as *What do you do in the morning?* accompanied by representative images.
- Video viewing: Playback of an animated video about a character's daily activities. Students listen and watch to identify the actions.
- Routines Bingo: Each student receives a card with routine verbs. As actions are mentioned, they mark the ones they have. The game is repeated in another format for reinforcement.

- Association game “Find the Pair”: Cards face down — some students look for images and others for written verbs. They must find the correct pair (e.g., image of “wake up” + card with “wake up”).
- Closing: General review of the words worked on with voluntary oral participation. Complete sentences are formed using the learned verbs.

Evaluation: Direct observation of participation in activities, correct answers in the association game, and accuracy when answering questions about routines.

CLASS 3

Content: Thematic vocabulary: clothes and accessories.

Objective: By the end of the class, students will identify and name at least eight clothing items and accessories in English through watching a video, classification activities, and oral dynamics.

Resources:

- Short educational video about clothes and accessories
- Illustrated flashcards with images and words of clothing and accessories
- Large posters with categories (clothes, accessories)
- Whiteboard or projector
- Printed materials to complete sentences

Duration: 60 minutes

Activities carried out:

- Activation of prior knowledge: Directed questions to motivate dialogue: *What do you wear in summer? What accessories do you like?* with visual support.
- Video viewing: Playback of a short video presenting common clothes and accessories with their names.
- Group classification: Students receive cards with images and words and place them on the posters corresponding to clothes or accessories.
- Complete the sentence: Students receive incomplete sentences to complete with the correct word (e.g., *I wear a ____ on my head*). This is done in pairs.
- Quick talk: *What are you wearing?* In a circle, each student says what clothes or accessories they are wearing (real or imaginary), using the vocabulary learned.

Closing: General oral and visual review with flashcards and the video, reinforcing pronunciation and meaning.

Evaluation: Participation in classification, accuracy in completing sentences, and fluency during the quick talk.

Below is the general evaluation of the class system as a didactic unit:

General Evaluation of the Class System (Didactic Unit)

Unit: Development of English Vocabulary through Audiovisual Resources

Level: Ninth Year of Upper Basic Education

Thematic Axis: Weather, Daily Routines, Clothes and Accessories

1. Purpose of the Evaluation

To assess the students' progress in recognizing, understanding, pronouncing, and using the thematic vocabulary covered during the unit through individual and group oral and written activities based on the use of audiovisual resources.

2. Evaluation Criteria

- Recognizes the vocabulary worked on in class (weather, routines, clothes).
- Uses the vocabulary in simple oral and written sentences.
- Pronounces the learned words correctly.
- Actively participates in oral and playful activities.
- Applies the vocabulary in real or simulated communicative situations.

3. Evaluation Instruments

Instrument	Main Use
Final evaluation rubric	Qualitative assessment of overall performance
Practical activities	Thematic written and oral exercises
Direct observation	Informal recording during classes
Self-assessment (optional)	Student's reflection on their progress

4. Final Integrative Activity

Name: Vocabulary Stations

→ **Description:** Three thematic stations with practical activities:

- Station 1: Weather and verbs
- Station 2: Daily routines
- Station 3: Clothes and accessories

Evaluation: A simple rubric will be applied to assess recognition, pronunciation, vocabulary use, and participation.

Duration: 30–40 minutes

5. Expected Results

- Students will understand and use at least 24 new words.
- Students will form simple oral sentences using the vocabulary.
- Students will actively participate in oral activities.
- Students will improve their pronunciation and confidence when speaking in English.

In conclusion, the class system based on the use of audiovisual resources for the development of English vocabulary constitutes a comprehensive, innovative, and contextualized pedagogical proposal that addresses the formative needs of ninth-grade students in Basic Secondary Education.

The structured planning, the selection of relevant thematic content, and the use of meaningful audiovisual materials create a dynamic, interactive, and motivating learning environment, favoring the acquisition, comprehension, and functional use of English vocabulary.

Furthermore, this system promotes student-centered teaching, aimed at strengthening communicative skills through practical, participative activities and continuous assessments that consolidate learning.

CHAPTER IV: CLASS SYSTEM BASED ON THE USE OF AUDIOVISUAL RESOURCES FOR THE DEVELOPMENT OF VOCABULARY IN THE ENGLISH LANGUAGE.

In the following chapter, the results obtained through the implementation of the class system based on the use of audiovisual resources for the development of vocabulary in the English language with ninth-grade students of Basic Secondary Education will be presented.

4.1. Description of the Class System Based on the Use of Audiovisual Resources for the Development of Vocabulary in the English Language

This section focuses on the implementation process of the didactic proposal with ninth-grade students. The class system was divided into three planned sessions held on June 11, 13, and 20. A pre-experimental design was used with a single group, to which a pre-test was applied on June 4, followed by a post-test after the intervention.

Below is a description of the application of audiovisual resources for the development of vocabulary in the English language:

Initial Test (Pre-test):

The application of this test took place on Wednesday, June 4, 2025, in the afternoon from 1:45 p.m. to 2:30 p.m.

To begin, the author explained the instructions for the test, which consisted of seven parts, each with a progressively higher level of difficulty.

The first part involved matching words with their corresponding images. The second part required choosing or marking the correct option in each of the given sentences. The third part consisted of a series of English words that students had to translate. The fourth part involved

circling or underlining the words that did not belong to a given group. The fifth part required listening to the teacher and filling in incomplete sentences.

The sixth part consisted of a group of scrambled words. The seventh and final part was made up of a series of images and a word bank.

The objective of the pre-test was to evaluate the students' current level of English vocabulary and identify ways to improve their learning through the use of audiovisual resources.

CLASS 1: Thematic Vocabulary (Weather and Action Verbs) and Presentation of audiovisual Resources Used During the Teaching Intervention.

The first class was held on Wednesday, June 11, 2025, from 1:45 p.m. to 2:30 p.m.

To start the class, a dynamic activity was conducted to activate prior knowledge, resulting in a brainstorming session.

Additionally, the materials for the class were presented, including audiovisual resources such as speakers, a projector, educational videos, images, and worksheets. The resources used in this class included a short video on the class topic, a presentation of the new vocabulary, images, and audio to reinforce learning. Furthermore, a matching activity with cards was carried out.

The class concluded with an interactive game called “Weather Charades” and a review with oral questions.

CLASS 2: Association and Identification Activities of Daily Actions
The second intervention took place on Friday, June 13, 2025, from 2:30 p.m. to 4:00 p.m.

At the beginning of the class, a guided conversation was held to introduce basic English words. An animated video showing the daily activities of a character was presented, and the students listened and watched to identify the actions. Afterwards, each student received a worksheet with images and words that they had to correctly match.

To conclude the class, the students presented their daily routines using the words and phrases they had learned. A ranking activity was also carried out, where students ordered the routines according to their personal criteria.

The objective of this class was for students to identify at least eight daily actions in English by watching a video and associating them with real life.

CLASS 3: Thematic Vocabulary on Clothes and Accessories

This class took place on Friday, June 20, 2025, from 2:30 p.m. to 3:00 p.m. The class began with guided questions to activate prior knowledge.

Students were shown images with their corresponding names to help them identify and relate the new vocabulary. Then, a short video was played presenting common clothing items and accessories with their names.

The activities carried out included worksheets and posters where students classified clothing and accessories. Additionally, students received incomplete sentences to complete with the correct word; this activity was done in pairs.

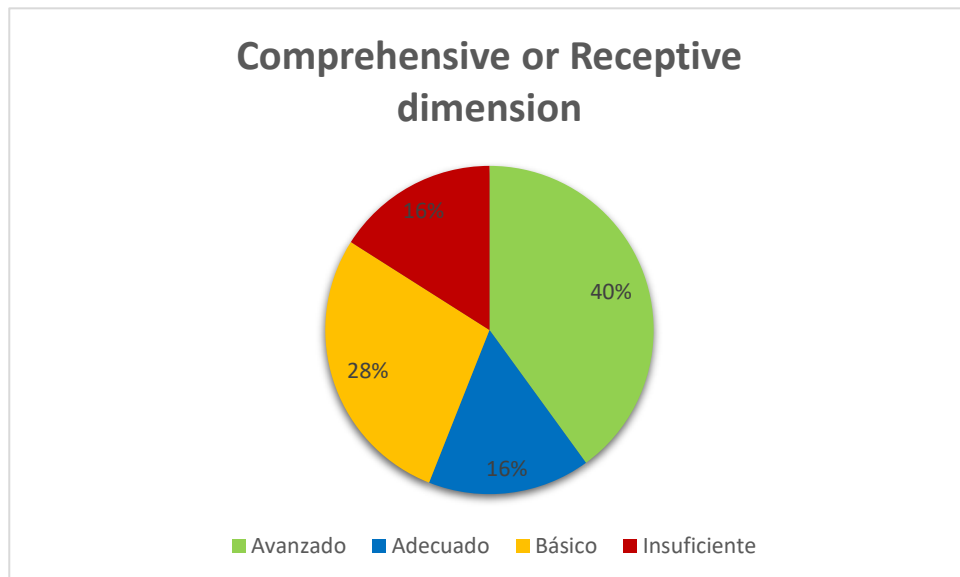
The objective of this class was for the students to identify and name at least 10 clothing items and accessories in English through the observation of videos and images.

4.2 Results of the application (post-test)

Following the implementation of the class system based on the use of audiovisual resources for vocabulary development in English, a post-test was applied on Friday, June 20, 2025, to the selected population in order to evaluate their level of vocabulary in the English language. The total number of participants in this evaluation was 25 students from the ninth year of EBS

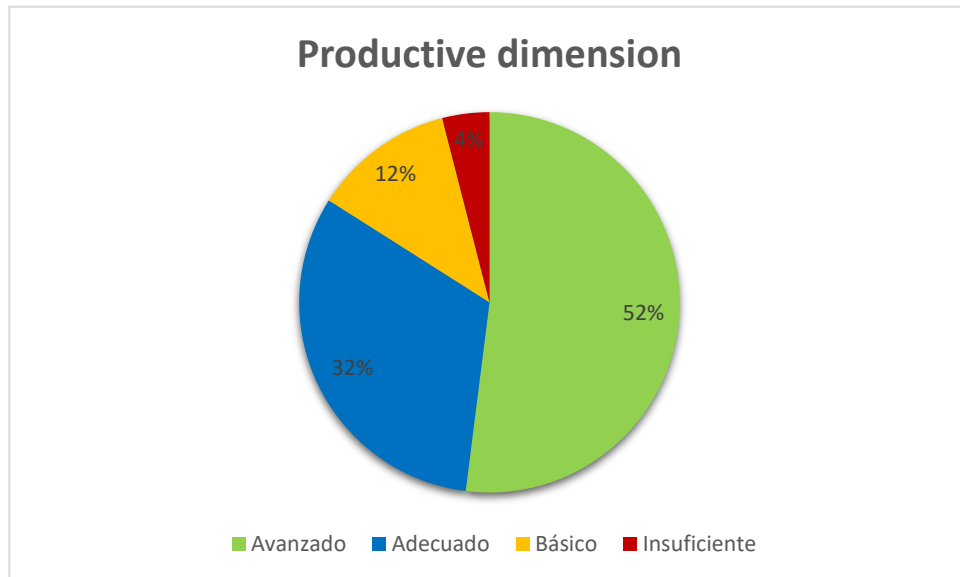
For data collection, four dimensions and four levels of performance described in the evaluation rubric were taken into account, the same ones used for the pre-test assessment. Likewise, a general analysis of the collected information was conducted.

Below are the detailed results obtained according to the four dimensions and a general analysis:

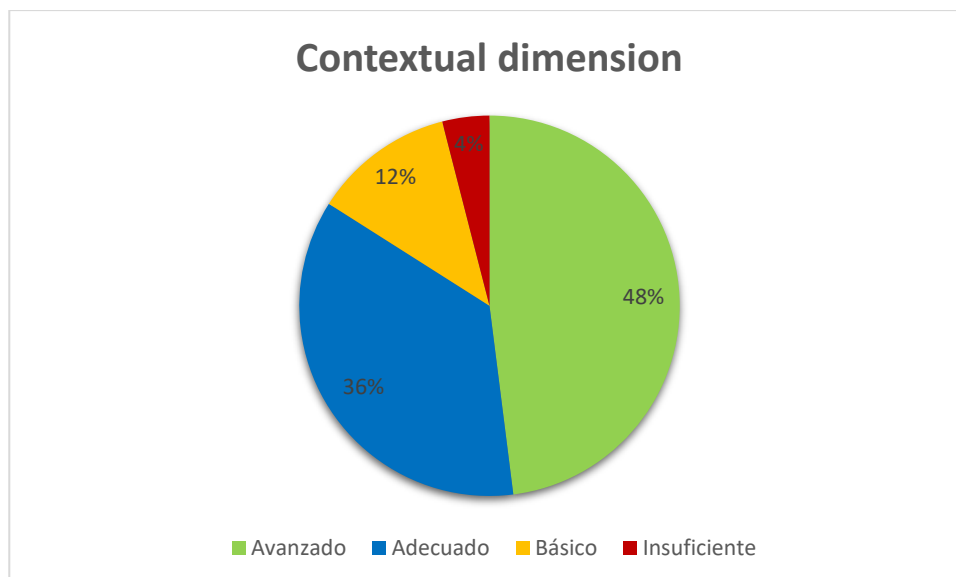


In the receptive or comprehension dimension, the results of the post-test applied to 25 students reveal that 10 students (40%) reached an Advanced level. Meanwhile, 4 students (16%) achieved an Adequate level; on the other hand, 7 students (28%) showed Basic level performance, and only 4 students (16%) were registered at the Insufficient level.

This indicates that the majority of students achieved an Adequate level when recognizing and understanding vocabulary in multiple contexts.

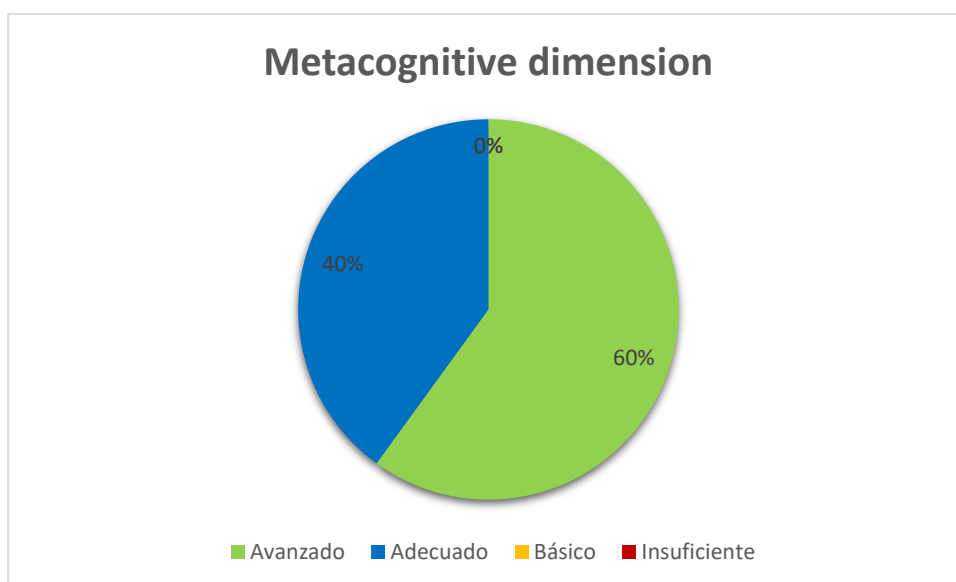


Regarding the productive dimension, 13 students (52%) reached an Advanced level in the correct and fluent use of vocabulary, 8 students (32%) were rated at an Adequate level, 3 students (12%) showed a Basic level, and only 1 student (4%) was classified within the Insufficient level. This demonstrates a significant improvement in the correct and fluent use of vocabulary, as well as in the integration of new vocabulary with accuracy and the reformulation of ideas using lexical variety.



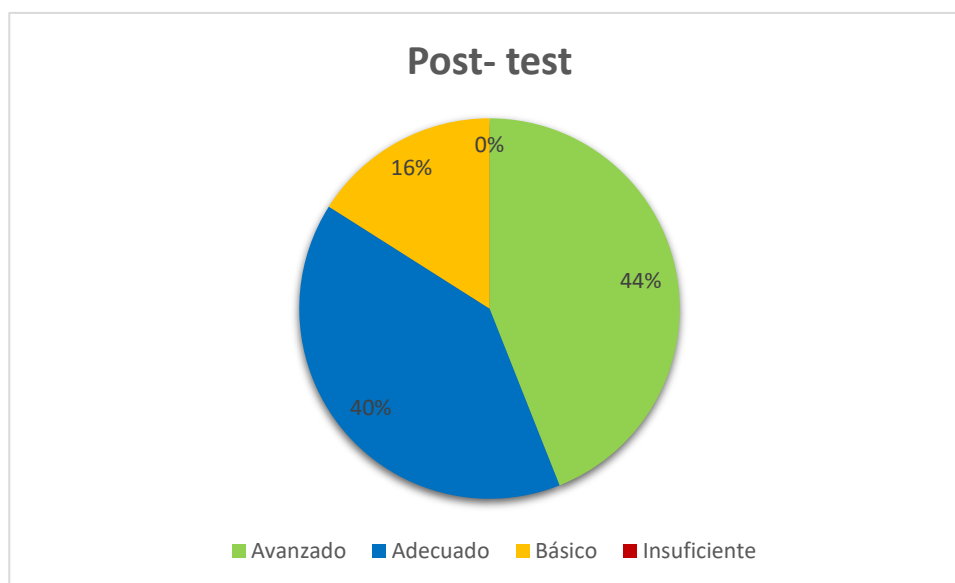
On the other hand, in the contextual dimension, the results show that 12 students (48%) reached an Advanced performance level, while 9 students (36%) achieved an Adequate level. Additionally, 3 students (12%) were at a Basic level, and finally, only 1 student (4%) obtained an Insufficient level.

We can say that there is significant progress in the precise and strategic selection of vocabulary, as well as in perfectly adapting the register to the context.



Regarding the metacognitive dimension, the post-test data show that 15 students (60%) reached an Advanced level, while 10 students (40%) performed at an Adequate level. This indicates that students have significantly improved in the use of varied techniques as well as autonomous learning tools.

General Analysis



The overall results of the post-test indicate that out of a total of 25 students, 44% of the population (11 students) reached an **Advanced** level in the development of English vocabulary. On the other hand, 40% (10 students) achieved an **Adequate** level, and only 16% (4 students) were placed at the **Basic** level.

It is important to highlight that no student was classified at the **Insufficient** level.

→ Hypothesis Testing

In order to verify whether the implementation of the class system based on the use of audiovisual resources had a significant impact on the development of English vocabulary among students, a **paired samples t-test** was applied.

This statistical tool allows the identification of significant differences between the results of the pre-test and post-test administered to the same group before and after the intervention. In this way, it seeks to demonstrate the effect of the pedagogical proposal on vocabulary development through a precise quantitative analysis.

→ Hypotheses

Null Hypothesis (H_0): If a class system based on audiovisual resources is implemented, it does not improve the development of English vocabulary in 9th-grade EBS students at Juan Montalvo High School.

Alternative Hypothesis (H_1): If a class system based on audiovisual resources is implemented, it does improve the development of English vocabulary in 9th-grade EBS students at Juan Montalvo High School.

In this research, a paired t-test was applied with the aim of comparing the results obtained in the pre-test and post-test taken by the students before and after the implementation of the audiovisual-based class system.

This statistical test allowed the researcher to determine whether the observed differences in English vocabulary development were **statistically significant**, thus demonstrating the impact of the proposed intervention.

Paired T-Test Analysis (General Results)

Table 1: Complete Data and Differences Between Pre-Test and Post-Test

N°	Pre-test (X_1)	Post-test (X_2)	Differences ($d_i = X_2 - X_1$)
1	50.9	62.7	11.8
2	46.6	66.0	19.4

3	63.8	90.0	26.2
4	70.3	63.9	-6.4
5	70.3	87.5	17.2
6	54.1	71.7	17.6
7	77.9	73.5	-4.4
8	86.7	97.5	10.8
9	67.8	88.5	20.7
10	92.9	97.5	4.6
11	81.4	74.3	-7.1
12	70.4	99.2	28.8
13	70.1	91.7	21.6
14	80.4	91.7	11.3
15	71.7	93.1	21.4
16	40.7	88.1	47.4
17	92.9	97.5	4.6
18	20.5	60.0	39.5
19	31.4	82.9	51.5
20	85.0	100.0	15.0
21	58.8	86.7	27.9
22	86.7	95.0	8.3
23	62.6	86.0	23.4
24	81.16	87.7	6.54
25	84.2	100.0	15.8

- Sample of individual scores before and after the intervention
- The difference ($X_2 - X_1$) is positive in most cases, with the exception of three cases, indicating an improvement in the majority of students.
- The differences vary considerably among students; however, a significant impact is observed in some cases where students show an improvement of over 40 points in their performance.

Table 2: Statistical Analysis

Statistic	Value
Pre-Test Mean	67.97
Post-Test Mean	85.31

Mean of Differences (\bar{d})	17.34
Standard Deviation of Differences (Sd)	14.78
Calculated t-value	5.86
Degrees of Freedom (df)	24
Critical Value ($\alpha = 0.05$)	± 2.064
p-value (two-tailed)	0.00000476
Critical t-value (two-tailed, $\alpha = 0.05$)	2.0639

Analysis by Dimensions

1. Table 3: Receptive or Comprehensive Dimension

Performance	Pre test (25 estudiantes)	Post- test (25 estudiantes)	Change
Advanced	2 (8%)	10 (40%)	+ 32%
Adequate	10 (40%)	4 (16%)	- 24%
Basic	6 (24%)	7 (28%)	+ 4%
Insufficient	7 (28%)	4 (16%)	- 12%

- A significant improvement was evidenced in the students' performance level. The majority recognize and understand vocabulary in multiple contexts.

2. Table 4: Productive Dimension

Performance	Pre test (25 estudiantes)	Post- test (25 estudiantes)	Change
Advanced	0 (0%)	13 (52%)	+52%
Adequate	9 (36%)	8 (32%)	-4%
Basic	9 (36%)	3 (12%)	-24%

Insufficient	7 (28%)	1 (4%)	-24%
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- A very significant improvement was evidenced. The majority of students reached an advanced level, indicating a stronger command of vocabulary in different contexts.

3. Table 5: contextual dimension

Performance	Pre test (25 estudiantes)	Post- test (25 estudiantes)	Change
Advanced	4 (16%)	12 (48%)	+32%
Adequate	5 (20%)	9 (36%)	+16%
Basic	10 (40%)	3 (12%)	-28%
Insufficient	6 (24%)	1 (4%)	-20%

- A notable process was observed. The majority of students progressed to levels where they select and use vocabulary with greater accuracy according to the context, including the use of idiomatic expressions and appropriate registers.

4. Table 6: metacognitive dimension.

Performance	Pre test (25 estudiantes)	Post- test (25 estudiantes)	Change
Advanced	12 (48%)	15 (60%)	+12%
Adequate	7 (28%)	10 (40%)	+12%
Basic	4 (16%)	0 (0%)	-16%
Insufficient	2 (8%)	0 (0%)	-8%

- The improvement progress was noticeably favorable. The majority now demonstrate autonomous use of techniques, tools, and reflection on their own learning.

To analyze the effect of the pedagogical intervention based on audiovisual resources on the development of English vocabulary, a paired t-test was applied, comparing the results obtained by the students in the pre-test and post-test.

The mean difference was 17.34 points, with a standard deviation of 14.78, reflecting a substantial improvement in the students' lexical performance after the implementation of the class system. The calculated t statistic was 5.86 with a p-value of 4.76×10^{-6} , significantly lower than the established significance level ($\alpha = 0.05$).

These results allow rejecting the null hypothesis and accepting the alternative hypothesis, demonstrating that the intervention had a positive impact.

Consequently, it is concluded that the design and implementation of the class system based on the use of audiovisual resources generated a statistically significant improvement in the development of English vocabulary among ninth-grade students of EBS.

4.3. Discussion of Results

The central purpose of this research was to design and implement a class system based on the use of audiovisual resources as a methodological strategy to strengthen the development of English vocabulary in ninth-grade students of EBS, parallel “A,” at “N.A” school, located in Machala, Ecuador, during the 2024–2025 academic year. This proposal arose from an initial diagnosis that revealed limitations in the comprehension and contextual use of English vocabulary, corresponding to level A1 of the Common European Framework of Reference.

After implementation, the post-test results showed significant improvements in the students' lexical performance. The average pre-test score was 67.97, while the post-test average rose to 85.31, with an average difference of 17.34 points. This increase reflects substantial

improvement in vocabulary mastery, especially in comprehension, production, contextual use, and metacognitive awareness of the lexicon, as evidenced by the evaluations by dimensions.

In the comprehensive or receptive dimension, students notably improved their ability to recognize and understand words in oral and written contexts.

In the productive dimension, greater fluency and accuracy in vocabulary use were observed, as well as the integration of synonyms and more varied structures.

Regarding the contextual dimension, the number of students reaching the advanced level increased from 16% to 48%, indicating a greater ability to adapt vocabulary to the appropriate communicative register and to use idiomatic expressions naturally.

Finally, in the metacognitive dimension, 100% of the students were placed at adequate or advanced levels, demonstrating greater autonomy in the use of tools, reflection, and adjustment of their own learning, consistent with Oxford's (1990) assertions about the role of autonomous learning strategies.

From a statistical perspective, a paired t-test was applied to compare the pre-test and post-test scores. The calculated t-value was 5.86, with a p-value of 4.76×10^{-6} , which is below the significance level $\alpha = 0.05$, allowing the rejection of the null hypothesis and confirming that the intervention had a statistically significant effect. With a standard deviation of 14.78 and a critical t-value of ± 2.064 for 24 degrees of freedom, the results validate the effectiveness of the implemented system.

The qualitative analysis of performance also supports these findings. Before the intervention, only 8% of the students were at the "Advanced" level; after implementation, this figure rose to 40%. Additionally, the "Insufficient" category decreased from 28% to 16%,

indicating a reduction in low performance levels and a shift towards higher levels of lexical competence.

These advances confirm that the use of audiovisual resources, by combining visual and auditory stimuli with real communicative situations, favors the comprehension, contextualization, and production of vocabulary, as supported by authors such as Mayer (2001) and Canning-Wilson (2000).

In summary, the results obtained in this research support the effectiveness of the class system based on audiovisual resources to improve vocabulary development in English for students at the A1 level. However, it is suggested to integrate activities that strengthen abstraction ability, critical thinking, and the use of lexical inference strategies to consolidate deeper, more autonomous, and sustainable learning over time.

CONCLUSIONS

This research was developed based on a pedagogical proposal aimed at strengthening the development of English vocabulary in ninth-grade students of EBS, parallel “A,” through the implementation of a class system based on the use of audiovisual resources. This proposal arose in response to various problems identified in the educational context, including the limited mastery of English vocabulary, the predominance of traditional methodologies focused on memorization, limited exposure to real language use contexts, and the absence of dynamic and interactive strategies that promote meaningful vocabulary learning.

The first specific objective focused on theoretically grounding the use of audiovisual resources for teaching English vocabulary. Based on the analysis of various authors and methodological approaches, it was evidenced that audiovisual resources—such as videos, songs, images, animations, and educational platforms—facilitate learning by providing a multisensory environment that enhances comprehension, retention, and contextual use of vocabulary. Additionally, they contribute to increasing student motivation, stimulate active participation, and adapt to different learning styles, as highlighted by authors such as Mayer (2001) and Paivio (1991).

Regarding the second objective, the diagnosis allowed identifying the students’ initial level of English vocabulary, revealing that most were at basic or insufficient levels. This situation was reflected in difficulties recognizing words in context, using the lexicon appropriately, and applying strategies for comprehension and production. These findings highlighted the need for pedagogical intervention with an innovative proposal aimed at improving lexical performance from a communicative and functional approach.

The third objective focused on the design and implementation of the class system based on audiovisual resources. It was structured under a progressive and communicative approach, integrating playful, collaborative, and contextualized activities that promoted active vocabulary learning. Through repeated exposure to visual and auditory stimuli, the use of lexicon in real situations, and reflection on learning, students strengthened their receptive, productive, and metacognitive skills. The proposal also fostered a dynamic and participatory environment in which vocabulary was internalized functionally and meaningfully.

Finally, the fourth objective was aimed at verifying the effectiveness of the implemented class system. The results obtained demonstrated significant improvements in all evaluated dimensions.

In the contextual dimension, the percentage of students at the advanced level increased; in the metacognitive dimension, 100% reached adequate or advanced levels; and in the receptive dimension, the majority improved in understanding words in various formats. These results validate the effectiveness of the proposed system and its potential as a strategy applicable to other similar educational contexts.

RECOMMENDATIONS

Based on the results obtained from the implementation of a class system based on audiovisual resources for strengthening English vocabulary, it is recommended that Basic Education teachers actively integrate this type of tool into their teaching practices. Audiovisual resources not only help expand the students' lexical repertoire but also enhance contextual understanding of the language, promote meaningful learning, and stimulate active participation in the classroom.

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APPENDICES

Appendix 1:

Dimension	1: Insufficient (0–3)	2: Basic (4–5)	3: Adequate (6–7)	4: Advanced (8–10)
Comprehensive or Receptive	Does not recognize words in any context, has great difficulty understanding vocabulary, and cannot identify lexical relationships.	Recognizes words in only one type of context, understands isolated words, identifies words with difficulty.	Recognizes words in simple written and oral contexts, understands main ideas with vocabulary support, recognizes common synonyms and antonyms.	Recognizes and understands vocabulary in multiple contexts, comprehends lexical details and nuances across different formats, identifies and uses lexical relationships.
Productive	Vocabulary is inadequate or misused, does not apply new words, is unable to paraphrase.	Limited use with frequent errors, applies words with some mistakes, uses repetitive phrases.	Appropriate use in basic structures, applies words coherently, paraphrases with simple synonyms.	Correct and fluent use in varied situations, integrates new vocabulary accurately and creatively, reformulates ideas with lexical variety.
Contextual	Uses inappropriate vocabulary for the context, lexical choice is irrelevant or confusing, does not recognize idiomatic expressions.	Inconsistently uses appropriate register, basic words used without considering the audience, recognizes words but does not use them.	Uses correct register according to the situation, generally appropriate word choice, uses common expressions in a basic way.	Perfectly adapts register to the context, selects vocabulary precisely and strategically, naturally uses idiomatic and figurative expressions.
Metacognitive	Does not use techniques, tools, or reflect on their learning.	Uses few learning techniques inconsistently, uses tools ineffectively, reflects only when prompted.	Regularly applies techniques, uses basic reference resources, shows partial awareness of progress.	Strategically uses varied techniques, uses tools autonomously and effectively, evaluates and adjusts their learning independently.

Appendix 2:



UNIVERSIDAD TÉCNICA DE MACHALA
Calidad, Pertinencia y Calidez
UNIDAD ACADÉMICA DE CIENCIAS SOCIALES
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS



ENGLISH VOCABULARY QUIZ

Student's name: _____

Date: _____ Total Score: _____ / 10 pts.

INSTRUCTIONS:

No copie, hágalo a conciencia, no utilice el traductor, ni pregunte a otra amiga que sepa inglés jajajajaja

Good Luck!!

QUESTIONS

Part I: Match each word with the correct picture.

Escribe la letra de la imagen que corresponde a cada palabra.



House _____ Donkey _____ Apple _____ Book _____ Chair _____

Part II: Choose the correct word to complete each sentence.

Marca con una X la opción correcta.

1. I eat a _____ for breakfast.

☐ table ☐ banana ☐ pencil

2. My father drives a _____.

☐ car ☐ cat ☐ cup

3. She writes with a _____.

☐ window ☐ chair ☐ pen

4. We go to _____ to study.

☐ school ☐ shoes ☐ sky

5. A _____ has four legs and barks.

☐ book ☐ dog ☐ ball

Part III: Translate the English words into Spanish.

Traduce las siguientes palabras al español:

6. Table: _____ 7. Water: _____

8. Friend: _____ 9. Mother: _____

10. Sun: _____ 11. Teacher: _____

12. Window: _____ 13. Rain: _____

14. Happy: _____ 15. School: _____

Part IV: Identify the word that doesn't belong in the group.

Rodea o subraya la palabra que no pertenece al grupo.

e.g.: train - bus - car - banana

→ apple - car - banana - orange

→ blue - green - pencil - black

→ book - cat - dog - lion

→ bed - table - juice - chair

→ happy - sad - angry - notebook

Part V: Listen to the teacher and complete the sentences.

Como no me va a escuchar le escribo las palabras y usted tiene que ponerlas donde corresponden.

Teacher, shoes, rain, school, milk

1. I go to _____ every day.

2. My _____ is very kind and funny.

3. I wear _____ on my feet.

4. Cows give us _____.
5. I need an umbrella because of the _____.

Part VI: Unscramble the letters to form correct words.

Escribe las palabras correctamente.

kobo → _____

otrnucep → _____

tiuerpc → _____

amp → _____

onknyre → _____

cry	touch	draw	smile	sleep	speak	listen	write	type	look	read	eat
-----	-------	------	-------	-------	-------	--------	-------	------	------	------	-----



Appendix 3:



THE WIND AND THE SUN

LET'S LEARN ACTIONS AND WEATHER

VOCABULARY - ACTIONS



BLOW



SHINE



WALK

DO YOU KNOW THIS STORY?



VOCABULARY - WEATHER



HOT



COLD



SNOW

VOCABULARY - ACTIONS



TAKE OFF



SMILE



WAIT

LET'S PLAY!



THANK YOU!



"GREAT JOB! SEE YOU NEXT CLASS!"

Rutinas diarias

go to bed	do homework	get up	have breakfast	have lunch	have dinner
brush your teeth	wake up	have a shower	go to work	go home	go to school
					
					
					

4. Check your vocabulary: reordering

Write a number (1–9) to put these actions in the order of a normal day.

.....	have breakfast
.....	get up
.....	wake up
.....	have lunch
.....	go home
.....	go to school
.....	go to bed
.....	do homework
.....	have dinner

Appendix 5:



CLOTHES

www.Games4esl.com

coat



www.Games4esl.com

T-shirt



www.Games4esl.com

shorts



www.Games4esl.com

shirt



dress



www.Games4esl.com

shoes



MAKE A SENTENCE

skirt



www.Games4esl.com

hat

What's he/she wearing?

www.Games4esl.com

He's wearing... / She's wearing...



Appendix 6:

