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**MATERIALES AUDIOVISUALES COMO RECURSOS
PEDAGÓGICOS PARA POTENCIAR EL PROCESO DE
ADQUISICIÓN DE VOCABULARIO EN ESTUDIANTES DE INGLÉS
COMO LENGUA EXTRANJERA DE ENSEÑANZA MEDIA**

**AUDIOVISUAL MATERIALS AS PEDAGOGICAL RESOURCES
TO FOSTER THE VOCABULARY ACQUISITION PROCESS IN
SECONDARY EFL STUDENTS”**

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and I hope we passed the audition" The Beatles.

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ABSTRACT

The present research focuses on the use of audiovisual materials as pedagogical resources to foster the motivation to learn vocabulary, as well as the vocabulary acquisition process of English as foreign language (EFL). Based on the context of a globalized world, the researchers conduct this investigation in order to analyze the impact of the information and communication technologies (ICT), specifically the use of audiovisual materials on the learning of vocabulary of the English language when implemented on the EFL classroom. The research consists on the application of four instruments specially designed with investigative purposes, which consist on a vocabulary English test, two semi-structured interviews and a lesson plan, in order to collect relevant data to identify the level of English proficiency of a universe of 40 secondary EFL students from two different educational institutions located in Concepcion, Chile. The intervention process of this action research is conducted within a time limit of three weeks, in which vocabulary in the English language is presented through the use of audiovisual materials. After the application of the instruments, the data collected is analyzed and further discussed by the researchers. The results show that through the use of audiovisual materials it is possible to associate the meaning of a word to a picture, image, gesture or action, concluding that audiovisual materials indeed foster the vocabulary acquisition process of EFL, and also the motivation of secondary EFL students towards the learning of the language.

Key words: audiovisual materials, EFL students, motivation, vocabulary.

RESUMEN

La presente investigación de tesis se enfoca en el uso de materiales audiovisuales como recursos pedagógicos para fomentar la motivación para aprender vocabulario, así como también el proceso de adquisición de vocabulario en inglés como lengua extranjera (EFL). Basado en el contexto de un mundo globalizado, los investigadores llevaron a cabo esta investigación con el fin de analizar el impacto de las tecnologías de información y comunicación (TIC), específicamente el uso de materiales audiovisuales en el aprendizaje de vocabulario en inglés, al ser implementado en una sala de clase. La investigación consiste en la aplicación de cuatro instrumentos especialmente diseñados con propósitos investigativos, que consisten en una prueba de vocabulario en Inglés, dos entrevistas semi-estructurada y una planificación pedagógica, con el fin de recolectar información relevante para identificar el nivel de manejo del inglés de un universo de 40 estudiantes de inglés como lengua extranjera, de dos instituciones educacionales distintas ubicadas en Concepción, Chile. El proceso de intervención de esta investigación acción es llevada a cabo con un tiempo límite de tres semanas, en el cual vocabulario en el idioma inglés es presentado a través del uso de materiales audiovisuales. Posterior a la aplicación de los instrumentos, la información recolectada es analizada y consecutivamente discutida por los investigadores. Los resultados muestran que a través del uso de materiales audiovisuales es posible asociar el significado de una palabra con una fotografía, imagen, gesto o acción, concluyendo que los recursos audiovisuales efectivamente fomentan el proceso de adquisición de vocabulario del idioma inglés y también la motivación de estudiantes secundarios de inglés como lengua extranjera hacia el aprendizaje de la lengua.

Palabras clave: materiales audiovisuales, estudiantes de inglés como lengua extranjera, motivación, vocabulario.

CHAPTER I: RESEARCH PROBLEM

1 Introduction

The present thesis aims at researching on how information and communication technologies (ICT), specifically the use of audiovisual materials, may contribute and enhance the motivation for learning vocabulary as well as the vocabulary acquisition process of English as a foreign language (EFL). Due to the increasing access to television, computers, video equipment and audio aids, audiovisual materials have become an inherently motivational tool within the educational field, being useful for both teachers and students, specially teenagers. The implementation of these resources into the educational context is important since their use provide access not only the language itself, but also the culture of English speaking countries.

2 Research Problem

Nowadays in Chile, the implementation of ICT resources have increased considerably in Chile as well as the access to different audiovisual aids as internet, videos, movies and audio resources. Several educational institutions have been compelled to incorporate these new resources to the current traditional teaching and learning methodologies.

English as a foreign language has gained great importance worldwide in recent decades and therefore, the effectiveness in the teaching and learning of the language in schools is primordial for developing the main communicative skills of the language in this globalized society.

The overall management of the English language alongside the increasing use of information and communication technologies has become a fundamental objective to be fostered collaboratively in the educational institutions of the country. In this context, the concern to determine the contribution of audiovisual materials in the vocabulary acquisition process of EFL arises, considering the direct effect on the motivation to learn the English language when applying these aids into EFL language classrooms.

3 Research questions

In order to examine the contribution of audiovisual materials as pedagogical resources in the vocabulary acquisition process in EFL students, the following questions have been posed:

- 1) What is the contribution of audiovisual materials in the vocabulary acquisition process in EFL?
- 2) What is the influence of audiovisual materials in EFL students in motivational terms to learn vocabulary?

4 Research assumptions

- 1) Audiovisual materials contribute to the teaching and learning process of English as a foreign language.
- 2) The use of audiovisual materials motivates students to learn vocabulary in the English language.

5 Justification

The present research has its foundations in the search for new and improved teaching methodologies that includes the integration of audiovisual materials within the classroom. In order to facilitate and innovate within the traditional learning process of English as a foreign language, it is relevant to investigate the main influence of these technological devices in the motivation to learn vocabulary and the vocabulary acquisition process of the language itself.

Nowadays, and in accordance with the technological development, which has increased in a worldwide scale in the past decades, it is important to incorporate such technologies to the current educational practices. As stated by Díaz, Jansson & Neira (2011), the management of computational networks, such as internet and audiovisual materials, results fundamental in a diverse range of activities within the classroom, resulting not only productive for the goal of learning the English language, but also enjoyable for that specific purpose. For this reason, many

worldwide educational systems, including the Chilean system, has opted for the inclusion of ICT in educative projects, engaging the students towards this new methods of teaching.

Hence, following this line of investigation becomes relevant to understand the importance of the use of these resources as a methodological tool. This issue concerns not only the teachers, but also the administration and holders of Chilean schools. As stated before, it is relevant to include new technologies in classrooms, and this investigation aims to contribute with data to support this assumption through the analysis of two particular cases. It is necessary to measure the results in cognitive terms, particularly reflected in vocabulary acquisition, as well as in motivational terms.

English teaching represents a major opportunity to the whole school community, mainly for students, since the overall management of this foreign language leads to sociocultural and economical possibilities to a working market, which has been increasingly competitive in the last decades in our current society. For the above mentioned, the main aspects of the present investigation and its consequent application contribute to the learning process of EFL when dealing with technological resources to foster and develop significant improvement on the vocabulary acquisition process of the language.

6 Objectives

Considering the principal purposes that motivate the present research, it is possible to set the following objectives, which may be classify into general or specific aims, according to their level of influence on the research.

6.1 General objective

To analyze the use of audiovisual materials as a pedagogical resource to foster the vocabulary learning process of secondary EFL students.

6.2 Specific objectives

- 1) To identify the lexical range in secondary EFL students
- 2) To study EFL students' motivation to learn vocabulary in the English Language.
- 3) To identify the lexical range in secondary EFL students after the audiovisual sessions.
- 4) To study EFL students' motivation to learn vocabulary in the English Language after the audiovisual sessions.

CHAPTER II: THEORETICAL FRAMEWORK

1 Vocabulary acquisition

Vocabulary acquisition in a second language represents one of the most important factors for learning a new language, since once dominating basic lexical ability it is most likely to dominate fluency and grammar. Within this context, a myriad of authors have studied how English vocabulary is acquired and which are the best strategies to accomplish this task. In spite of this, it seems that the study of vocabulary learning lacks a strong framework to organize and interpret all the available evidence (McKeown & Curtis, 2014).

According to McKeown and Curtis (2014), it is impossible to achieve major learning outcomes in terms of the magnitude of vocabulary presented and English language proficiency through explicit lexis instruction. The greatest progress regarding this goal can only be obtained augmenting the circumstantial learning of vocabulary. Therefore, only a globalized vision that considers the size and general nature of the vocabulary acquisition area can evaluate the relative importance of circumstantial learning in an appropriate way.

In contrast, Nation (2007) asserts that even though the explicit teaching of vocabulary is one of the least efficient ways to foster vocabulary acquisition by itself, it is essential to a well-balanced vocabulary program. However, the author expresses the need for the teaching through “incidental knowledge”, which he defines as “guessing from the context in extensive reading”, or in the case of this research, through the use of real life “communication activities” (p.16). Here it is where the relevance of the present investigation lays: in the need of teaching vocabulary in the most realistic context possible, which can be provided by audiovisual materials.

A similar idea is stated by Schmitt (2007) who explains that the main way to achieve success in vocabulary acquisition is intentionally and circumstantially. Nevertheless, this author declares that before designing a program for lexical teaching, the teachers should bear in mind the challenge it is for English learners. This language is composed by thousands of lexical items and it is a slow process to really assimilate them in a way that can be used in different contexts. Due to that,

Nation (2007) asks the following question: “How much vocabulary do you need to use another language?” to which he responds essentially that the vocabulary needed for accomplishing basic communication is very limited and if the lexical items that the learners chose to acquire are well selected, they can convey much more meaning.

In the book “Learning vocabulary in another Language”, which is one of the main lines of study that works as foundation for this investigation, Nation (2007) addresses the question of “how much vocabulary learners need to know” (p.6). This question can be answered bearing in mind three aspects according to the author: The number of words in the target language (p.6), the number of words native speakers know (p.8), and the number of words learners need in order to use another language (p.9). These three aspects lead to the discussion of the use of high and low frequency words. As its name indicates, high frequency words are those that are highly used in the target language and low frequency words are those who are not frequently used. In order to designate which words are high or low frequency, Nation (2007) employs the General Service List, which is focused on language use in EFL learning contexts. The New General Service List, published in 2013 by Browne, is an updated version of this list based on the Cambridge English Corpus, gathering over 2,800 family words.

Even though there is a clear idea of how frequent words are in the English language thanks to the New General Service List (Browne, 2013), there is a myriad of chunks of vocabulary that are often used together in the English language, such as polywords, collocations and institutionalized expressions, identified by Lewis (1996) in his research. Great part of this investigation is based on the use and application of “Institutionalized expressions”, bearing in mind that these expressions are very common in the English language but it is difficult to rank and compare them with isolated words. These expressions are defined by the author as phrases that have a pragmatic character, and that are fixed in the language. Even when there are alternatives to these expressions, it is more common to see them as a chunk of language, serving a linguistic purpose that both the speaker and the interlocutor can

understand. Even so, Lewis (1996) underlines the importance of these kind of expressions by explaining that they are helpful for students because these utterances are highly frequent in English language. However, the author insists in the prominence of presenting them repeatedly and consistently and in real life contexts due to their propensity to appear in authentic conversation.

One of the strategies of EFL students when acquiring a new language is to consult their first language (L1), which is the one the students already know. Concerning this topic in particular, several languages have words that are similar in form and meaning, particularly if the languages are closely related, words referred to as cognates. According to Lightbown & Spada (2006) cognates are “words that look similar and have the same meaning in two languages” (p.99). Therefore, it can be assumed that cognates are tools that need to be considered when facing a new language either in spoken or written form.

Among the studies that stand out in this topic, Cook (2001) states that students often seem to avoid cognates in order to keep the L1 separated from the second language (L2) in their minds. Given the relationships between languages and the amount of word-borrowing that affect modern languages anywhere, there may well be some links between the L2 word and something in the first language. The author acknowledges that a reasonable guessing strategy used by EFL students may nevertheless be “to try to relate words to the L1, provided of course there is a relationship between the two languages” (p. 69). This reaffirms the premise that L1 need to be used as a base to generate meaning in L2.

In the same line, Lightbown & Spada (2006) explain that there are some words which may be catalogued as part of an international vocabulary. Due to the increasing internationalization of communication, many languages have borrowed and adapted words from other languages. The authors also state that cognate words have a clear resemblance to their translation equivalent in other language, and thus this type of words as well as borrowed words from other languages can be exploited for vocabulary development by EFL students.

2 Vocabulary learning and teaching

Several authors propose different methodological resources to teach language systems for EFL students, which are lexis, grammar, phonetics and pragmatics, which correspond to vocabulary, structure and pronunciation, respectively. This research is mainly focused on vocabulary. Teaching vocabulary depends and varies on several factors the learner is involved, two of them being age and level of proficiency. In this line, Harmer (2007) states that the time needed for teaching language system "...will depend on who the students are, what their level is and what elements of language we are asking them to study" (p. 81), being these factors part of the context inside the classroom and students'. The methodology varies in the English teaching process, according to learners' age and level of proficiency. This means that the higher the level is, the more complex is the activity. These are separated features of the learner because the age has not influenced whatsoever in the level of proficiency learners may have.

In terms of age, teaching English can differ in its methodology. Activities and methods of teaching cannot be the same for adults, teenagers and children. They must adapt their psychological and cognitive needs of the students. In this research, the students' range of age is among young-adult, meaning twelve to eighteen years old. According to Brown (2007), it is a challenge for the teacher to deal with young-adult students, because that is the age of "...transition, confusion, self-consciousness, growing and changing bodies and mind" (p. 92). Therefore, there must be consideration to be taken at the moment of teaching. Concepts taught at that age are no longer only concrete, but also abstract; hence, there is a need of using complex problems to be solved using metacognition. The author also explains that there are other factors that affect young-adults learners' mental capacity, such as ego and self-esteem (2007). Therefore, Brown (2007) appeals teachers to not embarrass students, but to encourage their strengths and talents.

Nation (2007) presents a series of questions that affect teaching vocabulary and analyze "the psychological conditions that need to occur in order for vocabulary learning to take place" (p. 60), which every teacher should take into consideration at

the moment of applying an activity when teaching vocabulary. The questions proposed by this author ask for the learning goals of the activity and the psychological conditions used in the activity. In order to help reaching those goals, observable evidence in learning might occur, and finally the designed features of this activity in regard to the context of the learning. These interrogatives are directly related with the vocabulary teaching technique by this author of 'what is it?' explained further in this chapter.

As it was previously stated, there are numerous methods to teach vocabulary for EFL classes. Firstly, Brown (2007) addresses a variety of strategies to use when teaching vocabulary, amongst them is to "allocate specific class time to vocabulary learning" (p. 337) in which he states that grammar is not the most important feature when learning English, but words are the ones to be focused on, if there is an interest to communicate. Although, Brown (2007) presents the situation when 'unplanned' vocabulary teaching occurs, and states that teachers should seize the opportunity to encourage students to focus on those words and apply them in sentences for practice.

Secondly, Harmer (2007) proposes that the best way for teaching vocabulary and for learners to understand it is explaining the meaning of new words by showing them:

One of the clearest ways of explaining the meaning of something is to show if we hold up a book, point to it and say 'book... book', its meaning will be instantly clear. (...) We can also use facial expression to explain the meaning of sad, happy, frightened, etc. (p.83)

These activities proposed are mainly focused for teaching vocabulary to elementary levels, using, for example, Total Physical Response. For upper levels, there are some other methods to explain a concept that is new to these levels. These methods have to do with explaining the meaning of the concept by describing it and also by listing a set of words that can be put into the same word group, for example synonyms, antonyms, hyponymy, etc. (Harmer, 2001). According to this author,

these activities lead students to take more responsibility and become aware to how words are used. Another term for these types of activities in which the students have to look the meaning to a new word by themselves is 'language research' (Harmer, 2007).

Teaching vocabulary by defining the word with Grammar Translation Method can be complex according to Harmer (2007). Despite the fact that meaning can be explained clearly, Harmer states that sometimes "many languages do not have an absolute equivalent for the English phrase" (p. 83). In this group of words there can be found phrasal verbs and collocations with incorrect translation to L1, because it would not make sense to the learner.

One of the issues teaching new vocabulary is explaining the meaning of a word. Harmer (2001) states that this is not as difficult as other issues that may be presented when teaching vocabulary. There can be several meanings to one word, and that is the reason it is best for teachers to present them in context. This is quite similar to the theory proposed by Nation (2007) and Brown (2007) which explains that setting context is important when teaching vocabulary. In the first place, Nation (2007) declares that the technique that he defines as 'what is it?' is "a useful way of learning new vocabulary, in particular becoming more familiar with the spoken form of the word and linking to its meaning" (p. 60). According to Nation (2007), the teacher communicates the meaning of a word by using it in context and what students should do after the teacher sets this activity is that at the moment they guess the word, raise their hands and explain the meaning of the word.

Brown (2007) states that "the best internalization of vocabulary comes from encounters with words within the context of surrounding discourse" (p. 337), rather than focusing on the denotative meaning of a word. Therefore, context helps students to associate these new words with it, in order to apply them meaningfully. Furthermore, the author adds that bilingual dictionaries reverse the process of vocabulary internalization and proposes to suppress their role in the classroom.

In regards to these activities proposed by the different authors presented, Harmer (2007) states that every activity that students have to discover for themselves way they have work rather than “(...) having everything handed to them in a plate by the teacher (...) or a book” (p. 82). This corresponds to the Inductive Approach. This author states that these activities make students comfortable and enjoyable when working things out. Moreover, Prince (2004) explains that active learning engages students into the process of learning, and also reassures them to be conscious of their working, which involves having meaningful learning.

2.1 Assessing vocabulary

In a talk for TESOL Academic, Nation (2013) addresses the implication for pedagogy and vocabulary size tests for testing the vocabulary learned. The procedure used in these tests was to choose the words that were taken from the dictionary, causing a problem with the difficulty range of these tests, as these words were categorized as high frequency words. According to the author, several researches had pointed out this inconvenience since 1924; nonetheless, these researches were ignored. Because of those reasons, this author explains that for designing these tests, it has to be considered low-frequency-word tests rather than using dictionaries, which include mostly high frequency words. In addition, it has to be considered if the learners have a technical field of interest, because the more the words from this field are used, the more the vocabulary will increase.

3 Motivation

As one of the main objectives of this research is to study the EFL students' motivation to learn vocabulary in the English Language, it is important to define what motivation is and how it contributes to learn a second language.

For several years, motivation has been considered as an important aspect of education. In fact, McDonough (1983) declares that students' motivation is the most significant factor towards either success or fail when learning a second language.

A study by Murphy & Alexander (1990) had the purpose of clarifying the specific language associated with the study of motivation as a sub discipline of education. In addition, Brown (2007) studied a variety of definitions used for motivation with the aim of explaining the types of motivation and how those are presented in the learning process, which involve a series of continuous stages, which constantly are challenging for students. Salvin (2003) defines motivation as “an internal process that activates, guides and maintains behavior over time” (p. 345). Based on this definition, it is plausible to determine that motivation allows students to accomplish their goals, followed by a sequence of practices.

Motivation can be considered as one of the most important aspect for learning, and also one of the main aspects when learning a second language. According to Dörnyei (1998), “motivation provides the primary impetus to initiate learning the L2 and later the driving force to sustain the long and often tedious learning process” (p. 117). There are plenty of situations that foster the use of methodological resources, simplifying students’ learning process.

Audiovisual materials not only facilitate the students’ acquisition of the target contents, but also motivate them to learn. This materials promote students interests in the learning of a second language, making students feel motivated. Based on Yu-Mei (2009), motivation is one of the main aspects that may influence students’ English accomplishment. Lightbrown & Spada (2001) identify motivation in second language acquisition as “a complex phenomenon which can be defined in terms of two factors: learners’ communicative needs and their attitudes towards the second language community” (p.33). Due to that, it is relevant to be aware of the student’s necessities and their interests during lesson planning, to facilitate the learning of the second language and promoting their attitude towards it. A research carried out by Finocchiaro (1982) and Ngeow (1998), has presented that certain aspects interconnected to motivation, such as positive learner and teacher attitudes must be continuous for successful transfer of language learning. Due to this theory, using different methodological resources in order to promote students learning is an important aspect that has to be considered when teaching a second language. It is

relevant to bear in mind the importance of how the class is going to be in order to make the students feel attracted to the class. Hence, they can be more motivated for learning. Tuğrul (2011) postulates that it is important to consider how the structure of a course and teaching methods that are used by teachers may noticeably affect students' motivation when learning.

3.1 Types of Motivation

Motivation has been divided in two categories in education. Gardner (1983) explains that there are two types of motivation, which have a different perspective from each other in the education area. On the one hand, there is the instrumental motivation, which is explained by the author as the learner's desire to learn a language for utilitarian purposes in the context of language learning. This type of motivation is presented in those students who have an understanding of the language usefulness, where students are learning a second language because it is useful for them. Students are instrumentally motivated when they are learning English for using it in diverse contexts, for instance, when the students have to give an exam, visit another country, or apply for a job. It means that they learn the new language for specific purposes. On the other hand, there is the integrative motivation in which the students feel motivated for the language itself and its context. Gardner (1983) points out that "learning a language because the learner wishes to identify himself with or become integrated into the society of the target language" (p. 203). The learner feels more involved in learning not only the language, but also in its background. Being integratively motivated involves being interested in the language not just for using it in specific situations, but also a natural interest from the learner to know more about the language and its real context. This is similar to what Harmer (2007) postulates, who also mentions two types of motivation, the extrinsic and intrinsic motivation that are comparable to the instrumental and integrative motivation. Harmer (2007) defines extrinsic motivation as a cause of a variety of different factors, for example, an exam that is needed for passing a course, or for a possible job interview or a travel. On the contrary, intrinsic motivation, comes within the individual; consequently, the person is motivated due to the enjoyment of the

learning process or because the person has the desire of learning. Both types of motivation are part of the process of learning; nevertheless, the factors that promote the motivation are different from each other. The present research follows the types of motivations proposed by Harmer as the extrinsic and intrinsic motivation for acquiring vocabulary.

4 ICT in education

With the increasing access to TV, computers or video equipment, information and communication technologies (ICT) have become an inherently motivational tool for students, especially teenagers, and the teaching-learning process requires a total diversification of the current teaching methods, in a way of reducing the application of traditional methodologies and promoting new active, collaborative, as well as social learning strategies. Several studies have demonstrated the positive effect of the use of ICT. Hismanoglu (2012) states that these technologies have been promoted as a useful platform, in order to provide learners with expanded opportunities in any field of study when used pertinently.

The explosive technological development that has emerged in the last decades along with the incorporation of ICT in the educational field has become a potential tool for change and innovation in learning. Therefore, educational institutions make greater investments on the integration of technological resources in education. Along with the major nationwide ICT initiative, the Chilean Educational System has a comparatively long history in its use throughout its formal elementary and high school instruction (Brun & Hinostroza, 2014). The main aim developed by the Chilean Government is to incorporate audio-visual materials as a pedagogical resource at all levels of teaching, available not only for students, but also for teachers in most public educational institutions.

Brun & Hinostroza (2014) also administer a study about the availability and use of ICT in the Initial Teacher Training (ITT) in Chile. This research centers on the context of the international study “ICT and Initial Teacher Training”, developed since late 2008 by the Organization for Economic Co-operation and Development (OECD),

which investigates the use of these types of technologies in certain educational institutions from different countries evaluated from a comparative perspective. The main aim of the study was to generate relevant information about the relation between the experiences of ITT and teaching skills with ICT in public Chilean schools. The results show that, even though most ITT institutions have the integration of ICT in their classrooms, its usage is far from being a priority, since teachers grant them an optional character.

4.1 Audiovisual materials in the classroom

Within the vast range of technologies that nowadays may be applied in educational institutions as methodological resources, movies, videos and other forms of multimedia are considered essential tools to enhance learning processes (Clayton, 2013). The use of audiovisual materials inside the classroom is fundamental to submit the object of study into a real context and to make the students active participants of the learning process. Cuning (2001) states that videos and movies provide stimuli to the learners which represents an opportunity to get a background schemata of the subject, facilitating the access to different realities through its implementation inside a regular classroom.

Among the relevant authors who have addressed the topic of films or movies on education, stands out Vandermeersche, Soetaert & Rutten's work (2013), who investigate the various ways in which popular fiction films matter to educators and students. The aim of this research was to engage critically with the narrative patterns of popular fiction films from a number of different perspectives, focusing on their usage in education, in order to study and question the cultural patterns and stereotypes present in the society and education. The results show that popular fiction films stature the rhythms of everyday life and they have become a dominant culture for learners as well as for teachers, who have been often inspired by these types of movies as sources for their identities and pedagogies. In other words, the use of fictional films resembles real life situations, hence, it engages the viewers, and provides learners a motivational tool to acquire another language.

In the same line, Richards & Gordon (2004) postulate that films or videos, as means for teaching, enables learners to use visual information, facial expressions and other aspects of body language to improve comprehension of the action, and consequently of the language. What viewers are able to perceive in videos or movies may later be applied to real-life context, and as expressed by Vandermeersche, et al. (2013), this stresses the dynamic interaction of learners between knowledge gained from dealing with everyday experiences and watching fictions films as part of their classes. In simple terms, this can be explained by a quote from the sci-fi film *Videodrome* directed by David Cronenberg (1983):

The television screen is the retina of the mind's eye. Therefore, the television screen is part of the physical structure of the brain. Therefore, whatever appears on the television screen emerges as raw experience for those who watch it. Therefore, television is reality [...].

This idea from the film is pertinent to exemplify the strong influence of audiovisual material in the spectator's experience acquisition processes, which nowadays is way beyond from being a matter of science fiction, identifying films as teaching machines.

Following the investigative line, Clayton (2013) completed a doctoral research titled "Total Recall: Using Film to Enhance Learning", which involved an experiment conducted by participants from different cultures and countries in a similar workplace setting. This study culminated in a pedagogical model called "Total Recall", which contributes to the theory that using film in a corporate learning setting can lead to significant improvement in retention of information (p. 12). The implications of this study are illustrated by the fact that featuring believable leaders in film or videos may help to decision-making training. Therefore, watching influential characters in films would enhance leading practices in students which are widely recognized as transcendental tools for the adult life. However, in the present investigation, the most relevant improved feature is the language training of, in this case, the English language that audiovisual materials provide, regarding the need of non-native speaker's reinforcement of the aural message through the visual input.

4.2 Audiovisual materials for EFL learning

Regarding the connection between the use of films and the teaching and learning process it is of important to integrate different audiovisual materials in English as a foreign language EFL classrooms as it approximates the student not only to the language itself, but also to the culture of English speaking countries. Richards & Gordon (2004) postulate that the videos or films, as instruments for EFL teaching, present authentic language as well as cultural features of English users worldwide, as well as Al Mamun (2014) who state that “the use of videos helps the learners to have an idea of the stress and rhythm pattern of the target language” (p.11). It is for that reason that, in recent years, more and more EFL teachers have begun to use movies in their language classes. In fact, Hayati & Mohmedi (2009) point out at the growing rates of access to audiovisual materials that educators has been exposed to, in which the opportunities to use movies at all levels of foreign language teaching seems to be enhanced by these means.

A research conducted by Hayati & Mohmedi (2009) refers to the examination of the efficacy of subtitled movies on listening comprehension of intermediate EFL students. The study aims to determine the role of subtitled films in language learning and teaching, focusing on their effectiveness in developing listening comprehension. The results of the study revealed that subtitled films assist students’ comprehension of linguistic input as well as producing comprehensible communicative output. Following the study results, it is possible to conclude that films enhance the ability to notice, comprehend and recall new English material by using subtitles.

Based on the theory recently analyzed throughout this chapter, there is evidence in the theory that shows the impact of audiovisual materials on the teaching and learning process. However, while some have made a convincing theoretical case for the use of videos or movies to enhance learning, the current evidence of films usefulness for vocabulary acquisition process of the English language is far from convincing.

CHAPTER III: METHODOLOGICAL FRAMEWORK

1 Research paradigm

The present research is based on a mixed paradigm, because of the combination of quantitative and qualitative approaches, in the application of the instruments designed for this research. Sampieri (2010) along with Newman (2002) explain that the mixed approach allows a wider and deeper perception of the phenomenon, which results in a more integral and holistic view of the study.

In regards to the data collected, it must be pointed out that the research considers two points of view from the same phenomenon. This consists on the lexical range of the participants before and after the application of the action research, which corresponds to the quantitative data, and the condition of motivation of the participants, which correspond to the qualitative data.

2 Research design

The investigation is based on an action research. Meyer (2000) establishes that the action research's strength is in developing solutions to the workable issues and its capacity of promoting practitioners by encouraging them in the research and the following activities of progress and implementation.

This study is developed as an action research for the reason that the general objective is intended to analyze the use of audiovisual materials as a methodological resource to foster the vocabulary learning process of secondary EFL students. The present investigation is an action research due to the fact that the intervention procedure is carried out by the teacher who participated in the intervention by designing and applying the *Instrument 4* (Refer to Appendix 5), which consists of a unit plan.

3 Participants

The participants of the present research study correspond to an intention selection of secondary EFL students attending two different educational institutions. The reason of this intention selection is that the researchers were actively involved

in the schools where the investigation was conducted through professional practicum. It is of important to mention that the objective of this research is to determine the students' level of proficiency and their motivation to learn vocabulary in the English language, before and after being involved in audiovisual intervention. In this section, the contextual factors of the students and the school itself are analyzed in detail regarding each particular case.

3.1 Case A

The educational institution corresponding to the Case A is a private school located in Concepcion, Bio-Bio Region. This particular institution is characterized for having a unique pedagogical orientation in which the students play an active role in the development of their knowledge, focusing on the critical thinking and analysis of their environment (Colegio Mozart Schule Concepcion, 2016). Regarding the characteristics of the sample group of students who participate in the investigation research, the selected class is the eighth grade of this school, composed by a total of 18 students, ten females and eight males, between the ages of thirteen and fourteen years.

In academic terms, the group is varied since there are students who stand out in school performance, having good grades in most of their subjects and positively contributing to their classes. However, as in every study group, there are some pupils who have academic problems, such as poor grades along with behavioral problems. In this particular group, it is not possible to find many students with special needs, since they all receive the same attention in class, but there are some of them who present concentration problems, hyperactivity and a tendency to be easily distracted (Muñoz, N/D).

Concerning the teaching of the foreign languages, it is noteworthy that according to the management team of the school, the institution aims to be bilingual in the near future including the teaching of English and German within their classrooms. In the particular case of the eighth grade class and based on the class book, the students have English classes twice a week, four pedagogical hours in

total, having an overall average of 5.8 In the subject, being its main weakness the auditory skill. Although there is a group of students who present a genuine interest in learning the language, having excellent grades and some of the students have developed a native like accent, yet not that accurate. However, there are some others students who feel unmotivated by the class, and therefore they do not pay attention to the contents or they are not willing to undertake any activity of the subject, which is clearly reflected in their marks.

It is remarkable that the eighth grade class was willing to participate in this research, demonstrating interest in the different phases and instruments applied in the course of their English lessons. Moreover, the total eighteen students were taken into consideration even when conducting the examination of *Instrument 1-A* and *Instrument 1-B* (Refer to Appendix 1), as well as when participating in the implementations of *Instrument 2* (Refer to Appendix 3), *Instrument 3* (Refer to Appendix 4) and *Instrument 4* (Refer to Appendix 5).

3.2 Case B

Case B corresponds to a public high school, also located in Concepción, Bio-Bio Region. This institution belongs to a private corporation, which has a technical pedagogical orientation (Liceo Técnico Femenino de Concepción, 2016). The participants from the sample group are students of the 11th grade composed by 23 students, all female between the ages of sixteen to nineteen years old.

Academically, the group does not show many variations in terms of grades. Commonly, there are some students that stand out more in relation to the mean, both in positive and negative aspects but in general the group behaves in a homogeneous manner, according to the class book. The marks are regular, which means that most of the students have scores from 5.0 to 6.0 out of 7.0 as average, and the class participation depends on the type of lesson and the teacher giving the lectures. It is worth mentioning that this institution provides the students with two weekly hours of English lessons. Therefore, it can be said that the acquisition of English as a foreign language is not a priority in the curriculum of the school.

In linguistic terms, the students present critical needs in both productive and receptive skills, being this more predominant in the skills of listening and speaking. The students are, in most cases, unable to produce or understand fluid and concise sentences in the English target language, presenting trouble in lexical, grammatical and phonetical terms. Even the students that present grades above the average often ask for slower repetition of the spoken instructions or activities (Abos-Padilla, N/D).

Throughout the course of this investigation, the total students attending both educational institutions did not participate as a whole class in the application of the evaluative instruments. During the conduction of *Instrument 1-A* and *1-B* (Refer to Appendix 1), *Instrument 2* (Refer to Appendix 3) and *Instrument 3* (Refer to Appendix 4), some of the students did not attend class that particular day. The answers of the vocabulary test has to be lessen to 17 students out of 18 in Case A; and 36 out of 39 students in Case B. In relation to the interviews it was included the participation of a sample of six students in both cases. However, it is important to bear in mind that during the application of the methodological *Instrument 4* (Refer to Appendix 5), the whole group of students in both cases actively participated during the unit lesson plan implemented.

	<i>Instrument 1</i> Vocabulary Test	<i>Instrument 2</i> Pre-Interview	<i>Instrument 3</i> Post-Interview	<i>Instrument 4</i> Unit Plan
Case A	17 participants	8 participants	6 participants	18 participants
Case B	23 participants	6 participants	6 participants	23 participants

Table III.1 Participants involved in the research.

Regarding both cases, the previous Table III.1 exemplifies the number of participants involved in this investigation research, and the modality in which the instruments are applied in each particular case.

4 Instruments

Among the vast range of instruments used to gather information in the present research, it is important to mention that there are two different types of instruments,

being the first category used to evaluate and analyze the data collected and the second category deals with a methodological instrument used during the audiovisual intervention conducted throughout this action research.

Regarding the first type, there are the application of a standardized test and the conduction of interviews, before and after the intervention sessions. Concerning the investigative purposes of this research, there are three main instruments such as a standard Vocabulary English Test, named as *Instrument 1 (Refer to Appendix 1)* and two semi-structured interviews which correspond to *Instrument 2 (Refer to Appendix 3)* and *Instrument 3 (Refer to Appendix 4)*, explained in detail in the following sections.

In relation to the second type, the instrument applied by the researchers during the intervention sessions is a complete unit plan, divided into three different lessons oriented to teach the participants the target language evaluated through the Vocabulary English Test, designed as well with investigative purposes. This methodological resource along with all the contents, aids and activities implemented through it are categorized as *Instrument 4 (Refer to Appendix 5)*.

4.1 Instrument 1: Vocabulary English test

The first instrument designed for this research is a Vocabulary English Test (*Refer to Appendix 1*), originally created by the linguist Paul Nation (2007), but modified by the researchers afterwards, which aims to assess one hundred words and expressions of the English language. It is important to note that the modification of the test was in order to adapt it to the needs of the unit plan. In general terms, the application of this test is intended to determine the level of proficiency of the participants in the language as well as the amount of vocabulary the students manage at their corresponding educational level.

Regarding the overall format of the test, it is important to note that the evaluation is adapted by the researchers, modifying some of the statements and including some others, obtaining a final number of thirty-nine items, remaining

twenty-one items intact from the original Nation's test (2007), and being the rest eighteen items specially designed for this research. The original and replaced items are displayed in the Table III.2.

Original items	1	2	5	7	10	12	13	14	16	17	18
	19	21	22	24	29	31	33	36	37	38	
Replaced items	3	4	6	8	9	11	15	20	23	25	26
	27	28	30	32	34	35	39	27			

Table III.2 Items original and replaced by the researchers

In order to replace the original items created by Nation in his test, the researchers relied on the format of each modified item with the purpose of maintaining the same type of vocabulary evaluation, but concerning the target language assessed throughout the course of the audiovisual intervention of the present research.

Furthermore, it is worth mentioning that within the *Instrument 1*, item number 13 is not considered in the data analysis, because the visual aid required to answer this particular item is considered ambiguous. The item number 13 states *This is a mountain* and the picture the sentence refers to shows a mountain with three peaks. The researchers consider this to be confusing for the participants, since they might associate the picture with the concept of three mountains instead of one mountain with three peaks, fact that is clearly reflected in the results. Bearing in mind that this item is taken from Nation's test (2007) and does not affect the measurement of direct or incidental vocabulary acquisition, the final resolution is to avoid this item in the data analysis.

The application modality of the test consisted in participants reading carefully each statement, having three possible answers, being the first option to write a (T), which means that the statement is true according to their general knowledge, second option to write a (F), if they consider the statement is False and the third option is to write an (X), in case the participants do not understand the statement or do not consider the item either true or false. It is remarkable that *Instrument 1* is

administered individually during the course of a regular English lesson that last 90 minutes, which corresponds to two pedagogical hours; being the vocabulary English test conducted with a time limit of 25 to 30 minutes.

Since the vocabulary English test is conducted before and after the audiovisual intervention sessions, the instrument responds respectively to the first and third specific objective of the present research. The first application of the *Instrument 1-A* is considered as a diagnostic evaluation, since the results collected are contemplated as a base to determine the progress of the students' level of proficiency in relation to the second application of the same vocabulary test, *Instrument 1-B*, which takes place after being involved in the audiovisual intervention.

4.2 Instrument 2: Pre-intervention semi-structured interview

Regarding the second instrument designed with investigative purposes is a semi-structured interview (*Refer to Appendix 3*) which responds to the second specific objective of this investigation, dealing with the range of motivation of the students, regarding the learning process of vocabulary in the English language through the use of audiovisual materials. Therefore, the interview is conducted during the first phase of the present research, registering the students' initial perception on aspects related to the use of audiovisual materials in the English language classrooms.

The interview consisted on 8 questions divided into three different categories explained in detail in the following section. *Instrument 2*, unlike the previous one consists of a contrasting application modality, since it is conducted in Spanish in order to maintain a fluid and constant exchange of ideas between the interviewer and the participants, creating a comfortable conversational atmosphere. The interview took an average of 5 minutes for each student, and was recorded in order to evidence the students' responses for further analysis.

In this instrument, for the data analysis, a question was omitted during the data analysis, because the researchers considered that the information gathered from this question does not have the same relevance as others in the interview and not worth analyzing. The omitted question number 4 *¿Te gusta ver videos o películas en inglés? ¿Por qué? ¿Qué tipo de videos o películas?* refers to participants' opinion regarding their movies preferences.

4.3 Instrument 3: Post-intervention semi-structured Interview

The third instrument created in this research is a second interview (*Refer to Appendix 4*), which in general terms follows the same format and structure as *Instrument 2*, but differ in its main purpose. The post-intervention semi-structured interview responds to the fourth specific objective of the present research, which has to do with stablishing the range of motivation of the participants after the intervention sessions, which include the use of audiovisual materials to enhance the vocabulary learning process of the participants.

The instrument itself is conducted during the last phase of the investigation, collecting data related to the opinions and ideas of the students after the action research about the use of audiovisual materials within their English classroom. Similarly, the interview is conducted in Spanish in which the interviewer asks simple questions to the participants which are recorded in order to determine their level of motivation and learning progress, in comparison to the first interview applied before being involved in the audiovisual sessions.

Regarding the overall structure of *Instrument 3*, the interview is composed by six questions divided into two categories explained further in this chapter. The application modality of the instrument is individual choosing participants randomly and the time average to conduct the interview varies between two to four minutes for each student.

4.4 Instrument 4: Lesson plan

The methodological instrument consists on a complete unit plan designed by the researchers in order to teach the participants the target language evaluated through *Instrument 1*, the Vocabulary English Test. The unit plan is divided into three lessons, which follow two different pedagogical formats, being the first two lessons Skill-Development Lesson (SDL) format and the last lesson follows a Task-Based Learning (TBL) format. The main objectives of each lesson are proposed by the researchers with investigative purposes and are set in the context of dating, as well as the contents, aids and activities implemented through the course of the lessons. Table III.3 presents the main learning aims, lesson outcomes and audiovisual aids used throughout the implementation of the unit plan.

	Lesson 1: SDL (Refer to Appendix 5)	Lesson 2: SLD (Refer to Appendix 8)	Lesson 3: TBL (Refer to Appendix 11)
Lesson aim	Students comprehend a whiteboard video about places to go on a first date.	Students comprehend an animated video about expressions to say on a first date.	Students record a podcast discussing the places to go and the expressions to say on a first date.
Lesson outcome	To complete a graphic organizer categorizing elements and activities about dating.	To create a brief dialogue exemplifying different expression and further performance.	To record a podcast using the vocabulary learned in the previous lessons.
Audiovisual materials	<ul style="list-style-type: none"> • Whiteboard tutorial video <i>Where to go on a first date?</i> [2' 50"] • Power Point presentation (Refer to Appendix 6) • Tutorial worksheet (Refer to Appendix 7) 	<ul style="list-style-type: none"> • Animated video <i>Brain Divided</i> [4'45"] • Graphics Interchange Format (GIF) presented in a Power Point Presentation (Refer to Appendix 9) • Activity worksheet (Refer to Appendix 10) 	<ul style="list-style-type: none"> • Podcast, called "Room 2" [2'57"] • Power Point Presentation (Refer to Appendix 12)

Table III.3 Unit plan specifications

In relation to the first lesson (*Refer to Appendix 5*), taught in both schools of Case A and Case B respectively, it follows a SDL format, which aims to develop the listening skill of the participants. Regarding the audiovisual aids used specifically in Lesson 1, it is worth mentioning that the tutorial video called *Where to go on a first date?* (Abos-Padilla & Muñoz, 2015) was especially created by the researchers for investigative purposes, presenting the target language evaluated through the items of the Vocabulary English Test in written form. Even though the video does not include explicit subtitles, it shows the key words and expressions in written form on the video.

The second lesson (*Refer to Appendix 8*), also follows a SDL format and implements two different audiovisual aids, being the first an animated video *Brain Divided* directed by Haworth, Song & Song (2013), showing a first blind date between two strangers. It is important to mention that in order to foster the overall comprehension of the video and the target language presented on it, the researchers decide to show the video with subtitles in the English language. As stated by Hayati & Mohmedi (2009) the use of subtitled videos in the target language assist students' comprehension of linguistic input as well as the production of comprehensible output.

Finally, the third lesson (*Refer to Appendix 11*) follows a different structure than the previous ones, which is a TBL format. As well as in the previous lessons, audiovisual materials were implemented in order to teach the participants different expressions and vocabulary related to dates. The implementation of a Podcast, which is an online conversation program, also created by the researchers named *Room 2* (Abos-Padilla & Muñoz, 2015) is the main audiovisual material used in this particular lesson, which exemplifies the task that students had to complete.

Table III.4 below displays the application modality of the four instruments used in the present research in detail, considering the implementation date of each particular case.

INSTRUMENTS	IMPLEMENTATION DATE	
	Case A	Case B
<i>Instrument 1-A</i>	Pre-Test: October 5	Pre-Test: October 19
<i>Instrument 1-B</i>	Post-Test: December 4	Post-Test: December 11
<i>Instrument 2</i>	October 9 October 16	October 23
<i>Instrument 3</i>	December 4	December 11
<i>Instrument 4</i>	November 16 to November 23	November 9 to November 23

Table III.4 Implementation modality of instruments

It is worth mentioning that the implementation of the *Instrument 4* took longer in Case B, in comparison to Case A. For Case B, the unit plan application lasted three weeks in accordance to the two pedagogical hours of English lessons the students have per week, in contrast to the two-week length intervention in Case A, since the participants only have 2 pedagogical hours of English lessons a week.

5 Organization and procedure of the data collection

In this investigation, the data collection procedure was carried out including several phases that are incorporated into smaller-scale processes named, according to the theory of action research, as Pre-intervention, Intervention and Post-intervention process.

Firstly, during the Pre-intervention phase, *Instruments 1-A* and *Instrument 2* were applied to the participants from both cases before the audiovisual sessions, which implied the Vocabulary English Test and the Pre-intervention Semi-structured interview. It is important to note that the instruments implemented during the first phase of this research, especially in *Instrument 2*, six to eight students from each case were randomly chosen, on the contrary to the *Instrument 1*, which required the class as a whole.

Secondly, for the second phase of the research, the audiovisual intervention sessions took place in which the methodological *Instrument 4* was applied. As previously explained, this instrument included three classes: lesson 1 and 2

consisting on Skill-Development Lesson (SDL), and lesson 3 consisting on Task-Based Learning (TBL).

Thirdly, the Post-intervention phase consisted on the application of *Instrument 1-B* and the Post-intervention interview, *Instrument 3*, following the procedure implemented during the first phase of the present research, with the implementation modality stated in the previous section.

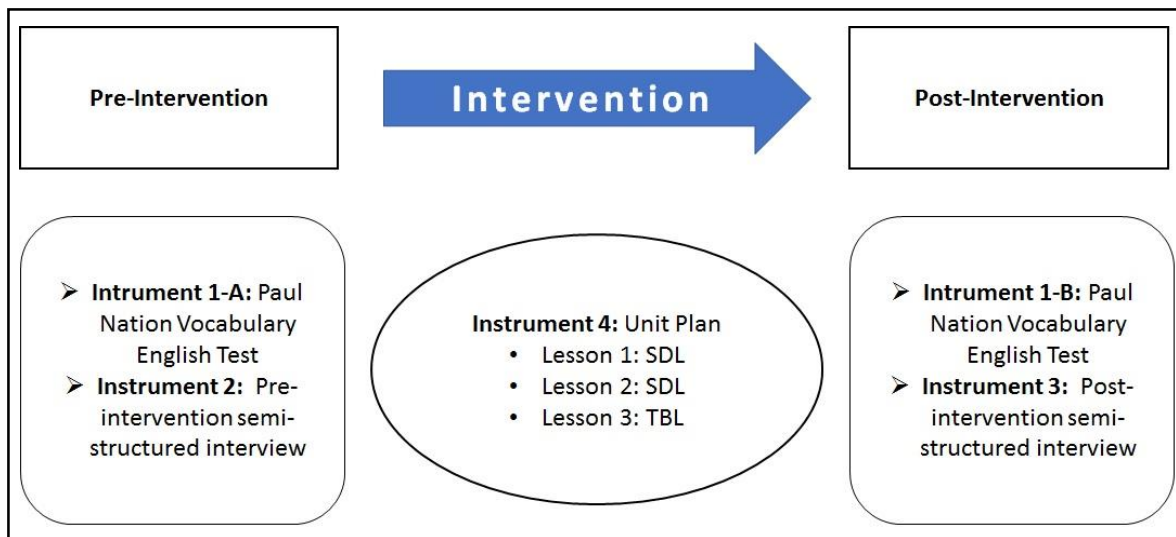


Figure III.1 Organization and procedure of the data collection. Designed by the researchers

The Figure III.1 summarizes the procedures of organization and data collection, which are detailed in this section in regards to the application of the four instruments of the present research.

5.1 Validation process

To analyze the quantity of vocabulary known by the participants and their level of motivation according to each specific objective, a process of design, validation and application of the Instruments was carried out. It must be pointed out that for the specific objective number one and three, it was applied the same English Vocabulary Test, but differing in its implementation date.

Regarding the first specific objective, it was necessary to consider a standardized test which main purpose is to obtain high-quality and trustworthy

results. The process of validation for the *Instrument 1* implied a series of steps that are going to be explained in the Table III.5 below.

Step 1	Access to a standardized test from “Learning Vocabulary in Another Language” of Paul Nation (2007)
Step 2	Adaptation of the test including the vocabulary required in the audiovisual intervention during the course of the Unit Plan.
Step 3	Validation of the designed test by three English University professors.
Step 4	Feedback session and improve of mistakes within the test.
Step 5	Piloting of the test with one student from both schools.

Table III.5 Design and validation process for *Instrument 1*

In the case of the *Instruments 2* and *3*, similar steps were applied. For the overall designing of the interviews, it concerns the specific objective number two and four regarding the students’ motivation to learn vocabulary in the English language. To design *Instrument 2*, the methodology used in English classes and the use of audiovisual materials were taken into consideration, applying these factors to the interview questions. In relation to the second interview, the opinion from the participants according to the audiovisual intervention is considered and analyzed afterwards. The steps follow during the validation process are exemplify in Table III.6.

Step 1	Design of the nature and types of questions from both interviews
Step 2	Validation by three University professors.
Step 3	Obtain feedback and improve mistakes.

Table III.6 Design and validation process for *Instrument 2 and 3*

Through the validation process, these instruments may be applied obtaining fair and trustworthy results, and hence, the analysis may be developed appropriately for the four specific objectives from this research.

6 Data analysis

In the course of the analysis of the data collected through the different instruments designed for this research, a series of steps were carried out. In this

process, the results obtained from both qualitative and quantitative data are firstly divided into different categories developed in detail in this section.

On the one hand, for the *Instrument 1-A* and *Instrument 1-B*, the same analysis is implemented in which the answers of the participants from both Case A and Case B are divided into three main categories according to the nature of the answers, for further analysis of the averages and tendencies presented in the evidence. These categories are *Correct items*, *Incorrect Items* and *Omitted items* being further defined. Regarding this particular instrument, the New General Service List (2013) is used as a resource and base for the data analysis and further interpretation of the information collected, since it consist on a guide of 2,800 high frequency vocabulary words for EFL students, according to the Cambridge English Corpus (CEC). The results taken from the English Vocabulary Test, previously described, were tabulated in a spread worksheet and codified with the purpose of scoring the average of each category, hence the results are converted into percentage of performance. Table III.5 which presents the coding applied for tabulating the test results for further analysis.

Category	Tabulation Number Code	Tabulation Code
Correct items	1	True correct
Incorrect items	2	True incorrect
Correct items	3	False correct
Incorrect items	4	False incorrect
Omitted items	0	Omitted

Table III.5 Test tabulation Coding

Following the guidelines for investigation stated by Sampieri (2010), after obtaining the information, the researchers used the data to calculate the averages (\bar{x}) and standard deviations (SD) of the results, in order to determine their significance in each corresponding category. In this sense, the researchers applied Sampieri's theory about the value of the standard deviations and its association to the results averages to demonstrate the overall behavior of the group in each case, being homogenous if the group have similar results or heterogeneous if the group behave dissimilarly.

On the other hand, for both *Instrument 2* and *Instrument 3* implemented before and after the audiovisual intervention, the process of analysis consisted firstly on conducting the interviews to the participants and then to transcribe their answers into word format in order to tabulate them and analyze them in a spread worksheet. The tabulation format included the participants' answers from the questions of each interview, which work as guide for the researchers to get an agreement in regards to the convergences and divergences of each particular question. The analysis of these instruments was developed separating the questions into a variety of categories emerged after the data collection according to their content, and also by separating them in Case A and Case B respectively. When analyzing the results of the interviews, the convergences and divergences are considered, meaning the similarities and differences in students' opinion, also adding the proper literature review in accordance to each category in particular.

6.1 Categories of the data analysis

In this section, there is presented the emergent categories used for the analysis of each instrument, which were defined as such after getting the data. Some of these categories are divided into subcategories, these named and defined according to their classification. For *Instrument 1-A* and *Instrument 1-B*, there are three main categories used in the data analysis according to the participants' answers shown in the Table III.6 below.

Categories	Definition provided by researchers
Correct items	Students' correct answers
Incorrect items	Students' incorrect answers
Omitted items	Not answered questions

Table III.6 Categories of the analysis of *Instrument 1*

The following Table III.7 displays the categories and subcategories regarding *Instrument 2* and *Instrument 3* with their corresponding definitions, applied before and after the audiovisual intervention, according to students' opinions.

Categories	Subcategories	Definition provided by researchers
Class activities related to vocabulary.		This category focuses on students' declaration of the activities they do to learn vocabulary in English classes
Motivation		The range of students' motivation is analyzed in regards the activities performed in their English classes.
Preferred activities to learn vocabulary		It centers on the students' preference for activities to learn vocabulary and their elaborated reason.
Use of Audiovisual materials.	Experiences with Audiovisual Activities	In this category, students' point out their personal experiences with audiovisual materials for learning vocabulary.
Use of Audiovisual materials.	The use of videos or movies for vocabulary learning	The students' point of view in regards to the use of audiovisual materials is analyzed.
Use of Audiovisual materials.	Types of Audiovisual materials	It covers the other types of audiovisual materials apart of film the teacher uses for their English class.

Table III.7 Categories of the analysis of *Instrument 2*

The following Table III.8 shows the categories for the second interview, corresponding to *Instrument 3* applied after the audiovisual intervention. The categories from *Instrument 3* differ from the previous instrument, since its purpose is to collect information related to the students' level of motivation and learning progress; whereas, the previous interview has the purpose of obtaining information related to the students and their relation with the use of audiovisual materials.

Categories	Definition provided by researchers
Valued Aspects in Videos and Activities	The analysis in this category is focused on students' opinion in the aspects they considered interesting or not interesting in relation to the video and activity applied during the intervention.
Accomplished Learning	The aspects of this category is related to the opinion from students based on the quantity of vocabulary gained from the intervention.

Table III.8 Categories of the analysis of *Instrument 3*

For the analysis of these categories, it is necessary to separate both cases in order to gain the difference from the point of view of each reality, for later compare them including the theory considering the variety of classifications of each instrument in detail.

CHAPTER IV: DATA ANALYSIS

1 Introduction

The purpose of the present chapter is the study and further analysis of the data collected throughout the research, in order to examine the influence of the introduction of audiovisual materials into the traditional teaching methodologies to the vocabulary acquisition process of EFL students in two particular cases.

This section is divided in relation to the results' analysis obtained by the instruments designed for the research and its connection to the four main specific objectives previously stated in Chapter I, taking into consideration the context of each particular case in detail, the total of participants and the educative level of the students involved in the research.

2 Specific Objective 1: *To identify the lexical range in secondary EFL students.*

The present section submits the information gathered for the specific objective 1 through the implementation of the *Instrument 1-A*, which corresponds to a Vocabulary English Test. This instrument aims precisely to identify the level of proficiency of the participants in each particular case, in relation to the amount of vocabulary that the students should manage at their corresponding educational level.

The data obtained throughout the application of the test provide the resources to analyze and interpret each case jointly, based on the criteria of the New General Service List (2013). This list contains a total of 2,800 high frequency words, ranked from the most to the least frequent for EFL speakers, and it is based on the Cambridge English Corpus (CEC), as stated in Chapter III. The NGSL was considered by the researches as a basis to determine the frequency of the words evaluated by *Instrument 1*, compared to other words found in the CEC.

The information is assessed and placed into three main categories including *Correct items*, *Incorrect items* and *Omitted items*, previously stated in Chapter III. In the same line, each category is studied considering the items originally designed for the test and the ones adapted by the researchers for investigative purposes.

Moreover, it is important to bear in mind that the results function as a diagnostic test that establishes the level of proficiency in the language in which the students are placed before the intervention.

As exemplified in the following Table IV.1 Averages (\bar{x}) and standard deviations (SD), it is worth mentioning the means and interpretations of the information collected in both cases regarding each category in particular.

		Correct Items	Incorrect Items	Omitted Items
Case A	Average	12,9	1,8	2,3
	Standard Deviation	2,7	1,8	1,9
Case B	Average	7,4	3,1	12,4
	Standard Deviation	5,1	2	4,8

Table IV.1 Averages (\bar{x}) and standard deviations (SD) *Instrument 1-A*

Table IV.1 evidences the averages (\bar{x}) corresponding to the three categories used to interpret the data collected through *Instrument 1-A* in both cases. In Case A, the averages for correct, incorrect and omitted items are 12,9; 1,8 and 2,3 respectively. In Case B, the averages are 7,4; 3,1 and 12,4. When relating both concepts, averages (\bar{x}) and standard deviations (SD), it is important to take into account that Sampieri (2010) states that a low value of SD on the data reflects that the results obtained in each category evaluated tend to be closer to the mean than a high SD value. In this sense, if the standard deviation of the three categories is above 2, the researchers may consider that the average does not represent the behavior of the participants from each case, hence the groups is heterogeneous. On the contrary, if the SD is below 2, the group may be considered as homogenous, that behave similarly.

Following this line and regarding Case A, the standard deviations of the correct, incorrect and omitted items are 2,7; 1,8 and 1,9 respectively, demonstrating that participants from this particular case behave more homogeneously in the category of incorrect and omitted answers, meaning that the participants failed to recognize a similar amount of vocabulary expressions; in contrast to the category of correct items, in which the group behave more heterogeneously.

Regarding Case B, the standard deviations of each category are 5,1; 2 and 4,8, demonstrating that participants from this case behave completely heterogeneously in the category of correct and omitted answers, meaning that while some participants had a lower number of failed items, for others this number was higher. On the contrary, participants from Case B may be considered as homogenous considering the category of incorrect items.

2.1 Category 1: Correct items

2.1.1 Case A

The current category specifies the analysis of accomplishment expected from the participants regarding the correct items obtained in the conduction of the test. The items in which the vast majority of the students demonstrate higher success are number 1 and number 10, in which the students matched unanimously. Both items exemplified in Table IV.2, measure graphical knowledge in which the main aim is to identify a noun word by using a picture.

On the one hand, item number 1 evaluates the association of the adjective word “little” with the image of three squares, adjective ranked 132 by the New General Service List (2013), meaning that this word is considered a high frequency word in a distribution of 2,800 vocabulary words for EFL students. On the other hand, item number 10 concerns the word “person” to a picture, noun positioned 263 in the ranking of the NGSL. It is important to note that “person” is a cognate word due to its similar form and meaning in both languages (Cook, 2001), English and Spanish.

In this sense it is noteworthy that the two items are adopted from Nation’s Test (2007) and within the test, there are at least four items of the same format, in which the students demonstrate greater percentage of achievement.


ITEM	% Correct (N=17)	% Incorrect (N=17)	% Omitted (N=17)
1. Two of these are little □□□	100	0	0
10. This is a person 	100	0	0

Table IV.2 Higher level of success on correct items Case A

Regarding the total of eighteen items added by the researchers, specified in Chapter III, it may be noted that none of the participants reach a hundred percent of correct answers. However, the items that show greater success are number 25, 27 and 28, which common denominator is that all of them have sixteen correct answers and only one omitted, unlike item number 28 in which 94% of the participants of the case matched correctly, except one student who failed.

ITEM	% Correct (N=17)	% Incorrect (N=17)	% Omitted (N=17)
25. Three examples of accents are British, American & Irish.	94,1	0,0	5,9
27. Eating a lot of pizza can make you fat.	94,1	0,0	5,9
28. Ballet is not a dance.	94,1	5,9	0,0

Table IV. 3 Higher level of success on added correct items Case A

The previously mentioned items, exemplified in Table IV.3, express the meaning of a word throughout a statement, words such as “accent”, “fat” or “dance”, being important to mention that the noun “accent” it is not considered in the New General Service List (2013) as a high frequency vocabulary word, hence it is not a frequent word according to the CEC. Regarding the words “fat” and “dance”, nouns positioned on number 1654 and 958 out of 2,800 words contained on the list, meaning that the word “dance” is more frequent than “fat” for EFL students.

2.1.2 Case B

The items in which the participants of Case B evidenced greater achievement are similar to the results obtained in Case A, coinciding in item number 10. Item number 10 along with number 36 are answered correctly by 20 participants from a

group of 23 students, which corresponds to 87% of the sample. These items belong to the original test designed by Nation (2007) and measure graphical knowledge, specifically the identification of the nouns “person” and “boat” through the use of a picture, both ranked 263 and 1302 as high frequency vocabulary words according to the New General Service List (2013), as shown in Table IV.4.



ITEM	% Correct (N=23)	% Incorrect (N=23)	% Omitted (N=23)
10. This is a person 	87,0	13,0	0
36. This is a boat 	87,0	8,7	4,3

Table IV.4 Higher level of success on correct items Case B

From the items added by the researchers, the ones that show greater level of success are numbers 26 and 28, in both statements the participants have to deal with the identification of nouns phrases.


ITEM	% Correct (N=23)	% Incorrect (N=23)	% Omitted (N=23)
26. This is the main course 	56,5	26,1	17,4
28. Ballet is not a dance	56,5	13,0	30,4

Table IV.5 Higher level of success on added correct items Case B

As shown in the Table IV.5, in item number 26 the students have to recognize whether the picture of an ice cream corresponds to the definition given, which aims to measure the compound word “main course” through the state *This is the main course*. In this particular case, the item was considered being false, since ice-cream matches as a dessert. According to Lewis (1996), the chunk of language “main course” can be identified as an “institutionalized expression”. Even though the definition of the concept given by the author refers to frequent expressions used commonly as a complete phrase, the expression “main course” is used only in a restrained context, particularly when talking about food.

2.2 Category 2: Incorrect items

2.2.1 Case A

In this category, the items with greater percentage of failure are analyzed in detail, focusing particular attention into the weaknesses of the students in terms of vocabulary in the English language. From a total of seventeen students, the item that presents lower level of achievement is number 37, taken from Nation's (2007) original test, in which eight participants fail the answer; six omitted the item and only three students answered correctly. The item states that *It is a short way from one side to the other side of a wide river*, and it is considered a complex item since it evaluates the adjective words "short" "wide" and the noun word "side", concepts classified as high frequency vocabulary words by the New General Service List (2013) in places number 419, 753 and 276 respectively. Even though the three concepts are classified as frequent words, the fact that the students have to associate more than two concepts, adds difficulty to this item; therefore, obtaining the greater percentage of failure.

In the same line, item number 31 states that *Dreams are about things that really happen*, obtaining greater level of failure since it centers on the meaning of the word "dreams" and its qualities, noun ranked 965 as a high vocabulary frequent word by the New General Service List (2013). According to the definition by Oxford Advanced Learner Dictionary (Hornby, 2010), "dreams" are "a series of images, events and feelings that happens in your mind while you are asleep ..." (p. 462). Since "dreams" are not necessarily related to reality, the item is considered to be false, but the fact that there is a possibility for dreams to be about real events, the students might have had a tendency to answer, incorrectly, that the statement is true.

ITEM	% Correct (N=17)	% Incorrect (N=17)	% Omitted (N=17)
20. You can have dinner in the morning.	64,7	29,4	5,9
31. Dreams are about things that really happen.	58,8	35,5	5,9
37. It is a short way from one side to the other side of a wide river.	17,6	47,1	35,3

Table IV. 6 Higher level of failure on incorrect items Case A

As exemplified in the Table IV.6 above and regarding the items added by the researchers, the item that obtained greater level of failure is number 20, in which only 5 participants from a total of 17 fail the item, accounting a 29% of the total sample. This item assimilates the word “dinner” with the moment of the day “morning” in the statement *You can have dinner in the morning*; both concepts are classified in number 1114 and 434 respectively in the ranking of the New General Service List (2013). It is noteworthy that the correct association of the words should be “breakfast” with “morning” and “dinner” with “afternoon”, since their contexts express opposite moments of the day, making the words “dinner” with “morning” completely incompatible association, which the students fail to notice.

2.2.2 Case B

Regarding the incorrect items of Case B, the ones with greater level of failure are numbers 11, 20 and 31, being the former items added by the researchers and the latter one adopted from Nation (2007). These items in spite of presenting the highest rates of failure, exemplify only 30% of the total sample.

Item number 11 is *When I'm talking, I'm not making sounds*, where the subject relates to the verb “to talk”, considered a high frequency word by the New General Service List (2013) in place 137, with the action of “not making sounds”, which therefore is a false statement.

ITEM	% Correct (N=23)	% Incorrect (N=23)	% Omitted (N=23)
11. When I talk I'm not making sounds	17,4	30,0	52,2
20. You can have dinner in the morning.	26,1	30,4	43,5
31. Dreams are about things that really happen.	13,0	17,4	69,6

Table IV.7 Higher level of failure on incorrect items Case B

As well as in Case A, item numbers 20 and 31 obtained a higher level of failure in Case B. Probably due to the same reasons previously mentioned, the students did not associate the concepts of these items correctly, thus both items result difficult for the participants in terms of vocabulary, who were not able to categorize them as false instead of true.

2.3 Category 3: Omitted items

2.3.1 Case A

Regarding the category of omitted items in the test, the participants of Case A demonstrate their knowledge and proficiency in the language, trying to answer most of the statements and avoiding the option of omitting the words or concepts they do not fully understand. In this sense, the item with greater level of omission is number 29, originally extracted from the test created by Nation (2007), which aims to measure the noun word "stream" and its meaning, ranked 2146 as high frequency vocabulary word by the New General Service List (2013). The item associates the definition of the word "stream" to the words "small" and "river" which are synonyms of it, positioned on number 186 and 1174 of the ranking, respectively. In this particular case, there are a total of seven participants who omit the item, representing a 41% of the sample, concluding that this item represent a major complexity to the students of this case.

ITEM	% Correct (N=17)	% Incorrect (N=17)	% Omitted (N=17)
29. A stream is a small river.	35,3	23,5	41,2
30. You say, nice to meet you to someone you have never seen before.	52,9	11,8	35,3
35. If something belongs to me, it is mine.	58,8	5,9	35,3

Table IV.8 Higher level of omitted items Case A

As it is exemplified in Table IV.8 and following with the added items by the researchers that represent a majority of omitted items, there are number 30 and number 35, being in the first item the evaluation of the language expression “nice to meet you” through the statement *You say nice to meet you to someone you have never seen before*, and being in the second item the assessment of the meaning of the word “mine” in the statement *If something belongs to me is mine*.

The “institutionalized expression” (Lewis, 1996) “nice to meet you”, in spite of being a frequently used expression by English native speakers, the participants probably are not used to listen to this type of speakers in real life situation, which may explain the reason why this item obtained a higher level of omission from participants of Case A. The second statement assesses the word “mine”, ranked 936 in New General Service List (2013), which is a possessive pronoun. The participants might not have associated this pronoun with the verb “belong”, which is ranked 1410 and thus it is not as frequent as “mine”; however, both words are part of the NGSL. Among the possible reasons why this item obtained a higher level of omission is that probably students do not manage both terms and their definitions, hence they prefer to omit this item instead of categorizing it as true or false.

2.3.2 Case B

Regarding the final category, the piece of data that stands out the most in this case is the number of omitted items, which reflects the lack of knowledge of the students of Case B when facing a great amount of statements. The most omitted

item coincides with the one that receive a higher level of omission in Case A, as number 29, exemplified in Table IV.9, which represents 87% of the population taking the test in this case. The participants did not recognize the word “stream”, since “small” and “river” are categorized as high frequency words by New General Service List (2013), especially in the English context the students have been developing in their school.

ITEM	% Correct (N=23)	% Incorrect (N=23)	% Omitted (N=23)
15. Being starving means you are not hungry	13,0	4,3	82,6
29. A stream is a small river	8,7	4,3	87,0

Table IV.9 Higher level of omitted items Case B

Furthermore, the most omitted item adapted by the researchers is number 15 and consists on a false statement that connected the word “starving” with not being “hungry” through the state *Being starving means you are not hungry*. Even when “starving” is not considered as a high frequency vocabulary word according to the New General Service List (2013), classifying the concept as infrequent word, in contrast to the word “hungry” which is positioned in number 2797 of a total of 2,800 high frequency words according to the Cambridge English Corpus (CEC). The percentages and results of these particular items are evidenced in Table IV.9.

3 Specific Objective 2: *To study EFL students’ motivation to learn vocabulary in the English Language*

In this section, the data collected is analyzed regarding *Instrument 2*, an interview, which aims to determine the participants’ opinion about the class activities they usually perform to learn vocabulary, their motivation and the type of activities they prefer to perform for this specific purpose. Moreover, the opinion of the students is examined when referring to the use of audiovisual materials in their English class.

The analysis is carried out following four main categories detailed in Chapter III, being the first one the *class activities to learn vocabulary in the language*, the

second category the *motivation towards the same learning process*, the third category *the preferred activities to learn vocabulary in the classroom*, and the fourth category *the opinion about the use of audiovisual materials*. The last category is divided into three subcategories, which are *experiences with audiovisual materials*, *the use of videos or movies for vocabulary learning* and *other types of audiovisual materials*.

3.1 Category 1: Class activities related to vocabulary

In general terms, the performance of the students regarding the implementation of the interview is successful, since the vast majority of interviewees demonstrate their willingness to participate in this research study, giving their opinions and preferences when referring to specific aspects of their English class.

In this first category, the analysis focuses on the types of activities that students declare to do in their English class in order to learn vocabulary. Cases A and B provide examples of different activities and resources which are implemented.

3.1.1 Case A

The present table shows the type of activities that students perform in classes for learning vocabulary from Case A.

	Student 4	Student 5	Student 7
¿Qué tipo de actividades realizan en sus clases de inglés para enseñarles vocabulario?	<i>Responder preguntas.</i>	<i>Guías y comprensión de lectura.</i>	<i>Guías y canciones</i>
Mencione algunos ejemplos.	<i>Traducir</i>		

Table IV.10 Class activities related to vocabulary Case A

The most predominating convergences in this category is the use of worksheets composed by fill in the gaps activities and translation activities, besides of the different exercises they conduct with the use of their course book.

Amongst the divergences evidenced in this particular category, the students state that some of the activities in their language class, basically consist on the teacher writing on the whiteboard, the development of productive skills through the creation of dialogues and songs for receptive skills. In contrast to the inductive approach by Harmer (2007) in which explains that, students have to discover the vocabulary for themselves, rather handed by the teacher. A noticeable divergence from this interview is the use of worksheets, although the context of implementing this classroom aid is through the use of songs. Based on the results, a majority in the convergences than divergences is shown in this category.

3.1.2 Case B

The present analysis focuses on the types of activities that participants from Case B declare to do in their English class in order to learn vocabulary.

	Student 1	Student 5	Student 6
¿Qué tipo de actividades realizan en sus clases de inglés para enseñarles vocabulario? Mencione algunos ejemplos.	<i>Escribir en pizarra las definiciones</i>	<i>Actividades con diccionario.</i>	<i>Lectura.</i>

Table IV.11 Class activities related to vocabulary Case B

In this particular case, students have to answer the same question as in Case A, about activities related to their English classes. The convergences show activities in which teacher writes on the whiteboard, which most of them consist on writing definitions; another activity that the participants highlight is the use of the dictionary for learning purposes.

The divergences are not very different in terms of dynamism, which refers to the vigor of the class progress. In accordance to the interviewees' answers, the activities that are divergence as the evidence points out are reading comprehension and the use of worksheets. In this sense, it is possible to affirm that the most repetitive activity applied in English class, for instance writing definitions and translation, are those that are related to the Grammar Translation Method. This

method is characterized by focusing on grammar learning and vocabulary memorization rather communication (Brown, 2007)

3.2 Category 2: Motivation

According to Harmer (2007), motivation is divided into two categories, that are the extrinsic and the intrinsic motivation. The first is when the language is learned for a specific purpose, and the second is when a person is interested in the language and its culture. Motivation for SLA is an intricate process, and can be identified depending on two elements which are students' necessity of communicating and their attitude in relation to second language community (Lightbrown and Spada, 2001). In this category, participants' degree of motivation is analyzed regarding the activities in their language class, by asking them to answer a close question whether their English class are motivating or not, and then elaborate their answer by explaining why.

3.2.1 Case A

The following table exemplifies students' answers regarding to the question about whether class activities are motivating from Case B.

	Student 1	Student 5	Student 6
¿Te motivan las actividades que realizan en las clases de inglés? ¿Por qué?	<i>De repente, porque las guías no me gustan mucho.</i>	<i>Algunas. Cuando hay diálogo.</i>	<i>No, porque son básicas y repetitivas.</i>

Table IV.12 Motivation for learning English Case A

This case presents only one similarity in student's motivation for learning English. Few of the participants remark that they sometimes get interested in the activities. On the one hand, one of them get interested when there are dialogues, and on the other hand a student mention that sometimes get interested, because of the frequent use of worksheets. According to Tuğrul (2011) it is relevant to consider how the structure of a course and teaching methodologies that are implemented by teachers may considerably affect students' motivation for learning.

For instance, as the evidence shows, some students do not feel motivated in comparison with others, who state that they indeed are motivated by English class; however, the results in this category manifest that the minority of the classes are slightly motivating. McDonough (1983) states that students' motivation is the most influential factors toward either being successful or failure in learning another language.

3.2.2 Case B

The following table exemplifies students' answers regarding to the question about whether class activities are motivating from Case B.

	Student 1	Student 2	Student 3
¿Te motivan las actividades que realizan en las clases de inglés? ¿Por qué?	<i>No. Porque no entiendo nada.</i>	<i>No. No me gusta el inglés.</i>	<i>Sí, porque son entretenidas.</i>

Table IV. 13 Motivation for learning English Case B

In this item, the convergences are more noticeable in contrast with Case A. Students stated that they do not feel very motivated in their English classes. Few of them pointed out that classes are boring; however, some answered that they do not feel motivated at all, only because they did not like English and since there is no an understanding in the subject, the student do not comprehend what teacher does in classes. Factors such as positive learner and teacher attitudes, which are interrelated to motivation, must be sustained for successful transfer of language learning Finocchiaro (1982) and Ngeow (1998).

3.3 Category 3: Preferred activities to learn vocabulary

In this category, the analysis focuses on the students' preferences regarding different activities to learn vocabulary, and also the main reason of their answers, in which the participants have to name their most favorite activity for learning in their English class.

3.3.1 Case A

The present table illustrates the type of activities that students prefer for learning English vocabulary from Case A.

	Student 4	Student 8	Student 5	Student 3
¿Qué tipo de actividades prefieres para aprender vocabulario en inglés? ¿Por qué?	<i>Usar el computador.</i>	<i>Ver videos sin subtítulos para entender acciones y pronunciación.</i>	<i>Comprensión de lectura.</i>	<i>Actividades kinestésicas</i>

Table IV. 14 Preferences of activities to learn English Case A

The similarities among participants are directly connected with the audiovisual aids, which are the students' preferences. In this category, students have to answer which types of activities they prefer for learning vocabulary. Some of them answered that they prefer the use of movies or videos, and music for learning the English language. Cuning (2001), states that using videos in language teaching provides stimuli to the learners which facilitates an opportunity to the learners to get a background schemata of the subject. Students state that with the use of movies, they cannot only be able to watch the movie with the subtitles in English and learn new vocabulary, but they are also able to foster their pronunciation abilities, being the use of computers another favorite resource use by the students to learn vocabulary. As Al Mamun (2014) explains, using videos may help students to know how the stress and rhythm patterns are used in the language.

In relation to the differences among the answer, the most repetitive according to what students mention is the reading comprehension as a preference to learn vocabulary. There is also an unexpected response, based on what the participant's comments regarding the activities they prefer for learning vocabulary are the kinesthetic ones. A possible reason of such preference, as Brown (2007) explains, students in normal class, feel anxiety and under pressure; therefore, the author designed the Total Physical Response method that implies students not feeling over

stressed, self-conscious and defensive. Also, this method involves students to listen and act during the class.

3.3.2 Case B

The present table illustrates the type of activities that students prefer for learning English vocabulary from Case B.

	Student 4	Student 8	Student 5	Student 2
¿Qué tipo de actividades prefieres para aprender vocabulario en inglés? ¿Por qué?	<i>Actividades más didácticas.</i>	<i>Actividades con audio y más dinámicas.</i>	<i>Está bien lo que hace el profesor.</i>	<i>Diálogos, porque me ayudan a pronunciar y modular mejor</i>

Table IV. 15 Preferences of activities to learn English Case B

In relation to the convergences of this item, students affirm that they prefer didactic activities for learning vocabulary, since the use of audios, dialogues and videos are part of these different answers provided by the students. Some of the students mention the preference for dialogues, because they help them to learn not only the word in context, but also how to pronounce them. In general terms, the convergences are related to the use of dynamic activities, which promote English learning by using methodological resources in which students take an active role. As Prince (2004), explains an active learning engages students into the learning process, and also encourages them to be aware of their working which implies a meaningful learning.

On the contrary, with the other answers there are few significant responses, in which students mention that what the teacher does in classes is good for learning vocabulary. In fact, Nation (2007) states that even though there is plenty of theory that suggests a variety of teaching methods, there still teachers who prefer the traditional ones, because they focus on quantity rather quality regarding teaching English. As consequence of this, students do not know other methods to learn

vocabulary, therefore it might entail they do not have a variety of methods to compare to.

3.4 Category 4: Use of audiovisual materials

For this particular category, there is a subdivision in regards to students' experiences with audiovisual materials. The first covers students' personal experience with the use of film for entertaining purposes. The second part of this section is related to whether students make use of audiovisual materials are applied in activities to learn English, specifically the use of films. In addition, they should mention some examples of these. The activities are named in accordance to their experiences in the classroom. According Richards and Gordon (2004) films or videos, when using for teaching allow students to use the visual material, and also the different aspects of the body language, to progress in the comprehension of the action, therefore in the language itself.

3.4.1 Subcategory 1: Experiences with audiovisual activities

The following subcategory covers the participants' opinions regarding their previous experiences with the use of audiovisual materials during the English lessons.

3.4.1.1 Case A

The following table evidences participants' experiences with the audiovisual activities from Case A.

	Student 1	Student 2	Student 5
¿Ven videos o películas en tus clases de inglés? Menciona alguna de las actividades que realizan con los videos o películas.	<i>Últimamente no.</i>	<i>No. Una vez un video musical en que había que completar con palabras.</i>	<i>Sí. Llenar una guía con información de la película.</i>

Table IV. 16 Experiences with audiovisual activities Case A

In this case, when students have to give their opinions about the use of videos or films in their class, there is an overall agreement among participants in which they state there has been an absence of use of audiovisual materials lately within their English classes, especially videos, although in the past they were applied. This fact shows that the ICT resources are not regularly implemented, as the Chilean Government proposes and aims to integrate audio-visual resources as a pedagogical resource at levels for teaching in the Chilean Educational System (Brun and Hinostroza, 2014)

However, there is an exception of a student whose answer is affirmative to the use of videos or films, even though it is not specific when detailing if the use is recent or in the past.

3.4.1.2 Case B

The following table illustrates participants' experiences with the audiovisual activities from Case B.

	Student 4	Student 5	Student 6
¿Ven videos o películas en tus clases de inglés? Menciona alguna de las actividades que realizan con los videos o películas.	<i>No.</i>	<i>Nada.</i>	<i>No.</i>

Table IV. 17 Experiences with audiovisual activities Case B

This case presents a unique answer from the participants regarding this category. The students affirm that for their English lesson the use of videos or film as resources are not applied, hence there are any activities that can be used with these resources for learning vocabulary. As the evidence shows all students, agree that in their English classes there is no use of videos or movies. According to this, it would probably affect negatively their motivation when learning the English vocabulary.

3.4.2 Subcategory 2: Opinion about the use of videos or movies vocabulary learning

In this subcategory is analyzed the students' viewpoint of the use of audiovisual materials for learning vocabulary, and the explanation of their answers.

3.4.2.1 Case A

The present table shows students' opinion about the use of videos for learning vocabulary in English from Case A.

	Student 3	Student 8	Student 6
¿Qué opinas sobre usar videos o películas para aprender vocabulario en inglés?	<i>Es divertido y se aprende de las imágenes que se está viendo.</i>	<i>Ayuda a la pronunciación. Mejora la comunicación.</i>	<i>Es emocionante, eficiente y efectivo</i>

Table IV. 18 Opinions about use of audiovisual activities Case A

In this item in particular, the convergences demonstrate that participants believe that the use of videos or movies for learning vocabulary is more interesting and entertaining than the traditional paper and pencil activities they use to perform in their language class. They explained that at the same moment of watching the video they can learn how to pronounce certain words. Most of the answers agree that using videos or movies, allow the participants to improve their pronunciation skills. Another important idea that comes up from another student is that the use of audiovisual materials is more interactive, and therefore is a better methodology to learn vocabulary.

Divergences, on the other hand, reflect that some students consider that implementing audiovisual aids for learning vocabulary is more stimulating, efficient and effective. Another point of view state is that the use of these instruments allows them to communicate in a better form, agreeing with Al Mamun (2014) who explains that the use of audiovisual materials help the learners to have a notion of the stress and rhythm pattern of the target language. In addition to this, teachers may explain

what students are listening to, in order to make them understand the words and hence, learn new vocabulary.

3.4.2.2 Case B

The Table IV.19 shows students' opinion about the use of videos for learning vocabulary in English from Case B.

	Student 1	Student 3	Student 6
¿Qué opinas sobre usar videos o películas para aprender vocabulario en inglés?	<i>Bien. Porque es una forma buena de aprender.</i>	<i>Bueno porque motiva.</i>	<i>No le encuentro ningún fin. No se aprende leyendo.</i>

Table IV. 19 Opinions about use of audiovisual activities Case B

In this particular case, there are more convergences than divergences. According to what the participants stated, using audiovisual materials results more useful for learning vocabulary. Most of them consider that with the use of these resources, classes may be more entertaining, therefore it can be a better form to learn vocabulary. Another idea also mentioned is that by using these instruments students feel motivated towards the subject. The overall viewpoint of the students do not have a significant difference, since most of them agree that implementing videos or movies can be a better form to learn vocabulary. However, the evidence proves that not every student agree with this point of view, as the student 6 considers that videos or movies does not affect learning new vocabulary when reading subtitles.

3.4.3 Subcategory 3: Types of audiovisual materials

Regarding this subcategory firstly covers other types of audiovisual materials that teachers use in their class apart of the use of videos or films. Secondly, it covers students' preferences about what they would like to include as an audiovisual material in a way that teachers can use them in their English class.

3.4.3.1 Case A

The Table IV.20 evidences participants' opinion about what other types of audiovisual materials are used in their English classes from Case A.

	Student 2	Student 3	Student 6	Student 1
¿Qué otro tipo de material audiovisual utiliza tu profesor /a en la clase de Ingles?	<i>Ninguno.</i>	<i>Ocupar el CD incluido en el libro. Usar canciones.</i>	<i>Internet.</i>	<i>El data</i>

Table IV. 20 Types of audiovisual materials Case A

Convergences in this category show a contradiction in the students' answers regarding the audiovisual material used in class. On the one hand, some students state that there is no use of any audiovisual materials for English classes. On the other hand, as the evidence presents, there are other students whose answer is that the teacher applies music and songs in their classes.

There are several divergences in the answers for this question. That proves that the teacher makes use of a variation of this kind of resources such as data, CDs from textbooks and internet as can be seen in the example from the Table IV.20. Based on the evidence, for English classes, the teacher uses these resources as methodological tools for learning, implying that the classes are not traditional, which means that the teacher do not only uses the whiteboard and worksheets.

3.4.3.2 Case B

The following table shows participants' opinion about what other types of audiovisual materials are implemented in their classes from Case B.

	Student 1	Student 2	Student 5
¿Qué otro tipo de material audiovisual utiliza tu profesor /a en la clase de Ingles?	<i>Nada</i>	<i>Nada</i>	<i>Nada</i>

Table IV. 21 Types of audiovisual materials Case B

This subcategory presents no divergences. Every interviewee agrees on that the teacher do not use of any type of audiovisual materials for their English classes. As it can be registered from the subcategory of Audiovisual Activities, these results can be compared and lead to the conclusion that this particular case has no use of audiovisual materials in their English lessons.

3.4.4 Subcategory 4: Types of audiovisual materials regarding students' preferences

The second part of this subcategory mentioned previously, refers to the types of audiovisual materials students would like to use for their English classes and the results are the following:

3.4.4.1 Case A

The present table illustrates students' opinion about what other types of audiovisual materials would like them to be involved in their English classes from Case A.

	Student 3	Student 4	Student 6	Student 1
¿Qué otro tipo de material audiovisual te gustaría que el profesor/a utilizara en la clase de inglés?	<i>Ver videos y películas.</i>	<i>Películas, porque es divertido.</i>	<i>Diálogos.</i>	<i>No sé</i>

Table IV. 22 Preferences on types of audiovisual materials Case A

Most of students agree on their preferences such as watching movies and videos of any type. Their answer to this is justified because according to them is entertaining and motivating. However, there are other preferences that are part of the divergences, which do not join the motion picture type of resources. These are audiovisual material such as Power Point presentation and non-audiovisual material as dialogues. Other divergence is that students do not feel completely confident to give an answer to this question because they were not able to respond and it may

reflect the lack of knowledge in regards to the audiovisual material that can be used in the classes as a methodological resource.

3.4.4.2 Case B

The Table IV.23 evidences students' opinion about what other types of audiovisual materials would like them to be involved in their English classes from Case B.

	Student 1	Student 4	Student 6
¿Qué otro tipo de material audiovisual te gustaría que el profesor/a utilizara en la clase de inglés?	Canciones.	Power Point.	Computadores

Table IV. 23 Preferences on types of audiovisual materials Case B

As the same as Case A, the convergences in Case B for students' preferences in the appliance of audiovisual materials in English classes are the use of videos; in addition to these convergences are the use of Power Point presentation and songs. Brown (2007) states that when teaching, there is an unintentional teaching, which means that students learn the English vocabulary incidentally. In this aspect, when the teacher use songs for teaching English vocabulary there is an unplanned vocabulary learning. On the other side, the lone divergence for this subcategory is the use of computers in the classroom.

4 Specific Objective 3: *To identify the lexical range in EFL students after audiovisual sessions.*

The present sections analyses the data collected for the specific objective 3, which aims to determine the range of vocabulary of the participants in each corresponding case through the application of the first instrument designed for this investigation which is the Vocabulary English Test.

The main difference of the present analysis in comparison to the first data analysis is that even though the same test is applied, the implementation dates have a three-week distance, since *Instrument 1-A* is applied before the audiovisual session and *Instrument 1-B* after the intervention. The results gathered provide the resources to evaluate both cases, assessing and classifying the information into three categories, similar to those used in the analysis of objective 1 and specified in Chapter III. Through the categories is possible to determine whether students truly learn the target vocabulary the researchers presented during the intervention lessons, thereby increasing the proficiency level of the participants in each particular case. It is important to bear in mind that the analysis of the data follows the same structure used in the analysis of objective 1 and *Instrument 1-A*, basing its interpretation on the New General Service List (2013), which contains a total of 2,800 high frequency words, ranked from the most to the least frequent words for EFL according to the Cambridge English Corpus (CEC).

The following Table IV. 24 shows the averages (\bar{x}) and standard deviations (SD) obtained in the data analysis of the implementation of *Instrument 1-A* and *Instrument 1-B* in both cases, considering each category in detail.

		Correct Items	Incorrect Items	Omitted Items
Case A	Average (\bar{x})	14	2,4	0,6
	Standard Deviation	2,1	1,9	0,9
Case B	Average (\bar{x})	12,1	5,2	5,7
	Standard Deviation	4,2	2,9	2,4

Table IV. 24 Averages and standard deviations *Instrument 1-B*

Table IV.24 shows the averages (\bar{x}) and standard deviations (SD) of the data collected from *Instrument 1-B*, according to the three categories of each case in particular. In Case A the averages are 14, for correct item; 2,1 for incorrect items and 0,6 for omitted items. In Case B, the averages are 12,1; 5,1 and 5,7 following the same order. As well as in the analysis of *Instrument 1-A* and following to Sampieri's theory (2010), the standard deviations obtained in each category demonstrate the overall behavior of the participants from both cases after the

audiovisual intervention, being homogenous if the SD is below 2 and heterogeneous if it is above 2.

In this line, the standard deviations from Case A of the correct, incorrect and omitted items are 2,1; 1,9 and 0,9, demonstrating that the participants in terms of behavior may be considered as heterogeneous for correct items and homogenous for incorrect and omitted categories, meaning that the quantity of answers obtained regarding both categories are similar. Even though participants from Case A behave alike according to the values obtained in *Instrument 1-A* and *Instrument 1-B*, it is noteworthy that the SD values of the correct and omitted items decrease considerably, while the SD value of the incorrect items remains the same. Therefore, the group after the audiovisual intervention continue to behave similarly, nonetheless more homogeneously according to the values obtained.

Regarding Case B, the standard deviations of each category are 4,2; 2,9 and 2,4 following the previous order. The values demonstrate that the participants from this case behave heterogeneously, since the SD value are above 2 in the three categories. In spite of the fact that the SD values obtained in *Instrument 1-B* regarding the correct and omitted categories decrease in comparison to the ones obtained in *Instrument 1-A*, the standard deviation of the incorrect items increase 0,9 in its value. Therefore, the group that behaved homogeneously, after the audiovisual intervention became a heterogeneous group, which means that the quantity of answers obtained in the three categories is completely dissimilar.

4.1 Category 1: Correct items

4.1.1 Case A

The first category focuses on the analysis of accomplishment regarding the data collected through the application of the vocabulary English test after the audiovisual session. Concerning the correct items, during the application of *Instrument 1-B* three items obtained 100% of achievement, which represents one more item in comparison to the application of *Instrument 1-A*.

In this case, the vast majority of the students demonstrated higher success in item number 1 that measures graphical knowledge. This item as well as the application of the *Instrument 1-A* obtained a 100% of achievement, evidencing an increase in the number of correct items through the application of *Instrument 1-B*. The following items that obtain the same percentage are number 22 and 28, which exemplify the meaning of the noun words “child” and “dance” through different statements, shown in Table IV. 25. In accordance with the New General Service List (2013) which classifies a total of 2,800 high frequency vocabulary words, in which the nouns previously mentioned take the places number 102 and 958 respectively, meaning that the word “child” is more frequently used than “dance”.

ITEM	% Correct (N=17)	% Incorrect (N=17)	% Omitted (N=17)
1. Two of these are little □□□	100	0	0
22. Your child will be a girl or a boy.	100	0	0
28. Ballet is not a dance.	100	0	0

Table IV.25 Higher level of success on correct items Case A

It is remarkable that, from the three items that obtained greater success, only number 28 is specially designed with investigative purposes for this research, assessing the meaning of the word “dance” in the statement *Ballet is not a dance*. It is important to bear in mind that the word “Ballet” even though is not considered an English high frequency word, it is a cognate of the French word since it has the same transcription and meaning in both languages (Lightbown & Spada, 2006). The participants may easily associate the word mentioned to their first language, since the word “ballet” is borrowed from the French by both Spanish and English. As Cook (2001) asserts that EFL students used a reasonable guessing strategy of relating words to their L1.

4.1.2 Case B

The best results for the application of *Instrument 1-B* after the lessons implemented using audiovisual materials are reflected in items 10 and 16. Having

the former an increment of 4,3% in relation with the application of *Instrument 1-A*, and the latter an increment of 13,0%. Therefore, both items were adopted from the original Nation test, and were correctly answered by 91,3% of the students.


ITEM	% Correct (N=23)	% Incorrect (N=23)	% Omitted (N=23)
10. This is a person 	91,3	4,3	4,3
16. Green is a color.	91,3	8,7	0,0

Table IV. 26 Higher level of success on correct items Case B

As it is explained before, item 10 is intended to measure the use of the word “person”, which is a high frequency cognate word, since it has a clear resemblance to the translation equivalent in the participants L1 (Lightbown & Spada, 2006). Item number 16, for its part, evaluates the knowledge of the word “green”, which is a lower frequency word than “color”, being the former ranked in the position 939 and the latter in position 978 out of a total of 2,800 high frequency word according to the New General Service List (2013).

From the items added by the researchers, number 28 presents the highest success rate with 73,9%, displaying an increment of 17,4% in contrast to the first application of the test.

ITEM	% Correct (N=23)	% Incorrect (N=23)	% Omitted (N=23)
28. Ballet is not a dance	91,3	8,7	0,0

Table IV. 27 Higher level of success on added correct items Case B

As stated previously in section 4.1.1, the item 28 measures the understanding of the word “dance”, by stating that “Ballet” is not considered a dancing style. Even though “Ballet” is not found in the New General Service List (2013) as a high frequency word, it is consider part of an international vocabulary (Lightbown & Spada, 2006) and therefore, it is easy to recognize by the students. In addition, the word “dance” is ranked 958 by the list, in a distribution of 2,800 high frequency vocabulary words, inferring that this lemma is known by the participants.

4.2 Category 2: Incorrect items

4.2.1 Case A

This section analyses the items with greater percentage of failure in the conduction of the *Instrument 1-B*, after the audiovisual session. From a total of seventeen students, the item that presents lower level of achievement is 37, as in the first application of the *Instrument 1-A*, which was originally adopted from Nation's test (2013). The item consists on the evaluation of the words "short", "wide", which are adjectives and "side", which is a noun, in the statement *It is a short way from one side to the other side of a wide river*. This item demonstrated greater complexity to the participants in both implementations, according to the data collected. The reason for this is that the item evaluates different types of words, and in order to make sense of the whole sentence, the students not only need to understand them separately, but also the context in which they are presented.

In this particular case and through the application of *Instrument 1-B*, seven participants answer the item correctly, three participants omitted it and seven participants fail it, accounting a 41,2% of failure. The data evidences a decrease of 5,9 in contrast with 47,1% obtained in the first implementation of the test.

ITEM	% Correct (N=17)	% Incorrect (N=17)	% Omitted (N=17)
6. It is not formal to say excuse me.	52,9	47,1	0
22. It is a short way from one side to the other side of a wide river.	41,2	41,2	17,6

Table IV.28 Higher level of failure on incorrect items Case A

In the same line, item number 6, created by the researchers, obtained high level of failure, in which nine participants answered the item correctly and eight students did not reach the expected answer. This item deals with the knowledge of the "institutionalized expression" (Lewis, 1996) "excuse me" through the statement *It is not formal to say excuse me*, considered as a true statement. It is remarkable,

that this particular chunk of language was part of the concepts reviewed during the intervention sessions, in which its use and meaning was exemplified through audiovisual materials; however, the data shows that the participants did not achieve the expected results for having a high percentage of failure, as displayed in Table IV.28. This can be explained since Lewis (1996) states that, even when “institutionalized expressions” are highly used by English language speakers, in order to acquire a chunk of language it is necessary to revise that expression in many different contexts.

4.2.2 Case B

During the application of *Instrument 1-B*, the item that presents the highest amount of incorrect answers in Case B is number 18. This item states that *You need at least five people to make a group*. This statement is false, since groups can be composed by less than five people. Even though the number of participants that answered this item incorrectly augmented 30,5%, it is worth noticing that the number of correct answers also increase 21,8% and the omitted items decreased 52,2%. The expression measured is the colocation “at least”, and the reason why the students failed to recognize it is probably because they linked the high frequency words “people” and “group”, but failed in recognizing the expression “at least” as a condition for the sentence to be true. However, it is important to note that the noun “group” is considered to be a cognate for EFL since it has a similar form in English as well as in Spanish, making this word easy to recognize for the participants and to relate to their L1 (Cook, 2001).

ITEM	% Correct (N=23)	% Incorrect (N=23)	% Omitted (N=23)
18. You need at least five people to make a group	26,1	12,7	52,2

Table IV. 29 Higher level of failure on incorrect items Case B

In relation with the items added by the researchers, the ones with greater levels of failure are number 8, 23 and 25. Six participants provided wrong answers to these three items, which represents 26,1% of the total sample. Even though all of

these items present an increment on the number of correct answers, only number 8 was barely approved by 52,2% of the students. A reason for the low percentage of achievement of this item is that the student did not to associate the words “beginning” and “start as synonyms. These words corresponds to the incidental knowledge the researchers expected from the students. The words “start” and “beginning” where not taught in a direct way, as part of the class. On the contrary, they were only presented on the videos. It is worth mentioning that the New General Service List (2013) does not consider inflected words, and only provides information on root words for the ranking. Therefore, the word “beginning” does not figure on the list. However, the word “begin” is ranked 189 out of 2,800 frequent English words, rendering it as a very frequent word. The explanation given by the researchers for this event, is that the students failed to recognize the word “beginning” as an inflection of the word “begin”, or have problems with verb tenses in general.

ITEM	% Correct (N=17)	% Incorrect (N=17)	% Omitted (N=17)
8. A new start is a new beginning	52,2	26,1	21,7
23. If I say I know something is because I'm sure.	43,5	26,1	30,4
25. Three examples of accent are British, American and Irish.	39,1	26,1	34,8

Table IV. 30 Higher level of failure on added incorrect items Case B

The same phenomena previously explained may be found in items 23 and 25. Where the vocabulary identified are the words “sure” and “accent”. The first word was presented in *Instrument 1-B* through the use of a synonym, and the second word through the use of examples, as seen in Table IV. 30.

Therefore, it is important to mention that the use of audiovisual material during the intervention session is not necessarily a useful tool for the students to gain “incidental knowledge” (Nation, 2007), since the videos were used only in one class each, and there was not enough reinforcement. This could have had different results if the time for the intervention sessions would have been more extended, and

consequently, the participants would have been more exposed to incidental vocabulary learning. However, this issue opens an opportunity for further investigation.

4.3 Category 3: Omitted items

4.3.1 Case A

The final category focuses on the analysis of the items with higher level of omission of the test. The final average of omitted items in the application of *Instrument 1-B* is considerably lower compared to the average obtained in the implementation of *Instrument 1-A*, demonstrating that the participants understand most of the items avoiding the option of omitting the statements.

Regarding the items with greater level of omission, it is important to note that the maximum number of omissions is three participants in items 15, 35 and 37. In relation to item number 37, originally created by Nation (2007), which has been previously categorized as a complex item for the participants since it measures different vocabulary concepts and word types as the adjectives “short”, “wide” and the noun word “side” in the statement *It is a short way from one side to the other side of a wide river*. This particular item features not only the greater level of omission in Case A, but also the greater level of failure, as explained in the preceding category.

ITEM	% Correct (N=17)	% Incorrect (N=17)	% Omitted (N=17)
15. Being starving means you are not hungry.	64,7	17,6	17,6
35. If something belongs to me, it is mine.	76,5	5,9	17,6
37. It is a short way from one side to the other side of a wide river.	41,2	41,2	17,6

Table IV.31 Higher level of omitted items Case A

As displayed in Table IV.31, the items number 15 and number 35, designed by the researchers with investigative purposes to assess several concepts through

the statements *Being starving means you are not hungry* and *If something belongs to me, it is mine*, respectively.

On the one hand, in item number 15 the words evaluated were “starving” and its connection to the state of not being “hungry”; in this sense it is important to note that the word “starving” is not considered a frequent word by the New General Service List (2013), and the word “hungry” is positioned in number 2,797 of the list out of a total of 2,800 high frequency vocabulary words for EFL. It can be concluded that the students do not manage a great amount of vocabulary as evidenced by the results of both applications of *Instrument 1*, and neither achieve effective acquisition of the word “starving” which was presented as “incidental knowledge” (Nation, 2007) through the audiovisual intervention.

On the other hand, item number 35 assess the meaning of the high frequency vocabulary word “mine” placed 936 in a distribution of 2,800 words by the New General Service List (2013). Among the possible reasons why a large portion of the participants omitted this item is that they do not recognize the verb word “belong” ranked 1410 by the NGSL (2013) associated with the concept “mine”, thus the students preferred to omit it instead of guessing whether the item is true or false. Even though the word “mine” is more frequent than “belong” according to their position on the list, the students failed to identify the possessive character of both concepts, since “mine” is a possessive pronoun and “belong” is defined by Oxford Advanced Learner Dictionary (Hornby, 2010) as “to be owned by somebody” (p.126), demonstrating the correlation between both concepts in the statement.

4.3.2 Case B

In regards to the omitted items in the test, the students presented a considerable decrease in the use of this option for the application of *Instrument 1-B*. The most omitted item is number 30 which corresponds to the items added by the researchers. However, from the items directly extracted from Nation’s test, the most omitted one is number 29 with 39,1% of omission of the total sample. This item states *A stream is a small river*, which is intended to evaluate the word “stream”. This word

is not ranked in the New General Service List (2013), hence, it is considered to be a low frequency word. This is the reason to believe that the word was unknown by the majority of the students and highly omitted, presenting only a 39,1% of correctness.

ITEM	% Correct (N=23)	% Incorrect (N=23)	% Omitted (N=23)
29. A stream is a small river	39,1	21,7	39,1
30. You say nice to meet you to someone you have never seen before.	34,8	21,7	43,5

Table IV.31 Higher level of omitted items Case B

As stated before, the most omitted item added by the researchers is number 30, presenting 10 students who omitted it, which represents 43,5% of the sample. The expression the researchers aimed to evaluate is “nice to meet you” which is a very common “institutionalized expression” (Lewis, 1996) in the English language. However, as explained before, this chunk of language needs to be studied in different contexts to be learned. Even when the level of omitted and correct items are similar, which renders the item itself as failed by the majority of the students, the number of correct items increased considerably in comparison to the application of *Instrument 1-A*, growing 21,8%, and diminishing the omitted answers 26,1%.

4.4 Significance of the results

As stated before, in order to quantify whether the intervention sessions generated the acquisition of new vocabulary in the students, the researchers evaluated the results obtained from *Instrument 1* before and after the audiovisual intervention.

With the purpose of stating the degree of significance of the experiment, the results of the application of *Instrument 1-A* and *Instrument 1-B* were exposed to the Paired Sample T-test. According to Sampieri (2010), the significance of the results can be either under 0,05 or 0,01 depending on the trust level selected, in order to be considered significant. For this particular research, the trust level selected was under

0,05. The following figures graphically exemplifies the significance of the results obtained through the implementation of the Pair Sample T-test, regarding the three categories of the r separately. The figures include the number of participants in each case in axis X and the number of the items of *Instrument 1* in axis Y.

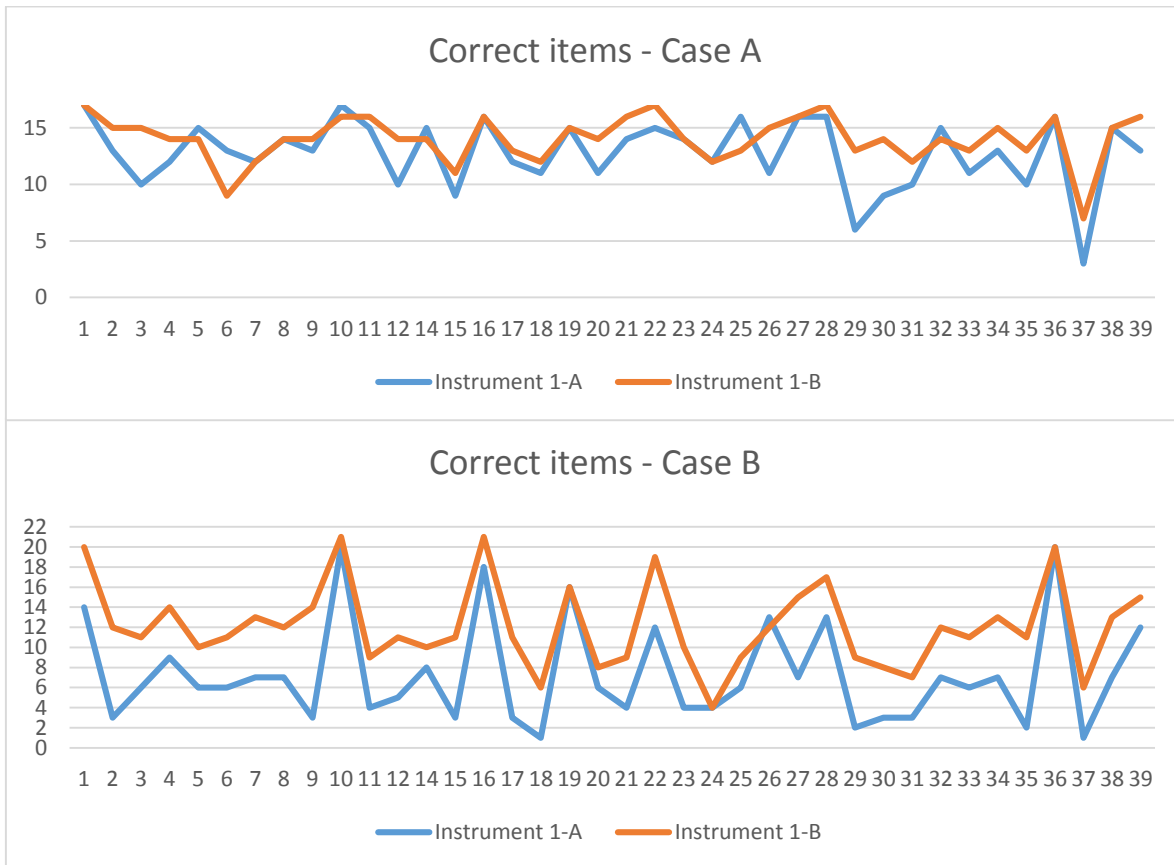


Figure IV.1 T-test correct items

Figure IV.1 displays graphically the value of significance obtained after the implementation of *Instrument 1* in both cases, regarding the category of correct items. The results of the Paired Sample T-test were 0,001 for Case A and 0,000 in Case B, demonstrating that the results obtained in both cases are significant. This is reflected particularly in Case B, in which according to the graphic the differences between the application of *Instrument 1-A* and *Instrument 1-B* are more notorious in terms of correct items. Even though, the results from both cases are heterogeneous, for this particular research purpose, the fact that there is a significance in the category of correct items in both cases evidences that the participants indeed

increase their vocabulary level in the language through the use of audiovisual materials implemented during the intervention.

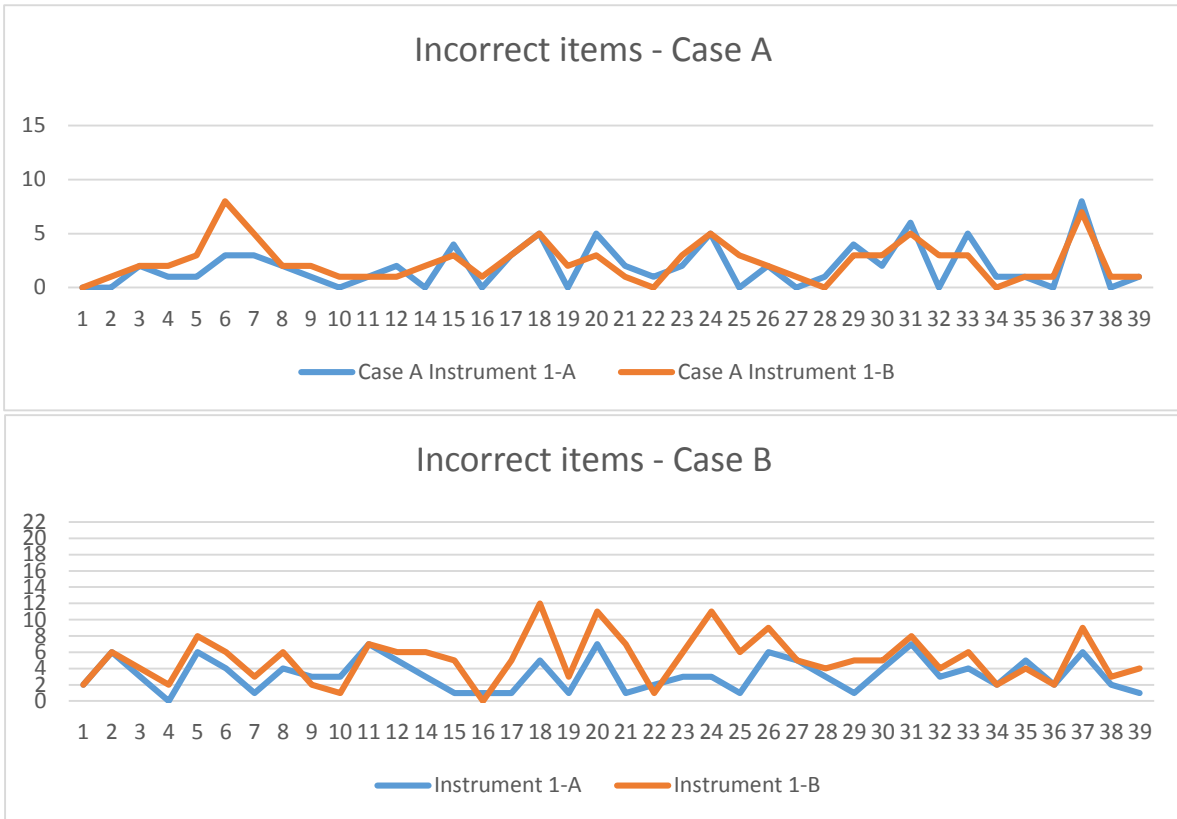


Figure IV.2 T-test incorrect items

Regarding the incorrect items, the Figure IV.2 displays the value of significance obtained in the Pair Sample T-test. The results of each case are 0,084 for Case A and 0,000 for Case B. In this particular graphic is possible to determine that the results obtained in the T-test were not significant for Case A, since the value of significance is higher than 0,05, demonstrating that the variation regarding incorrect items remain the same in both applications of *Instrument 1*. Nonetheless, in Case B the results obtained are significant, which means the number of incorrect items decreases in the application of *Instrument 1-B* in contrast to *Instrument 1-A*, due to the audiovisual intervention.

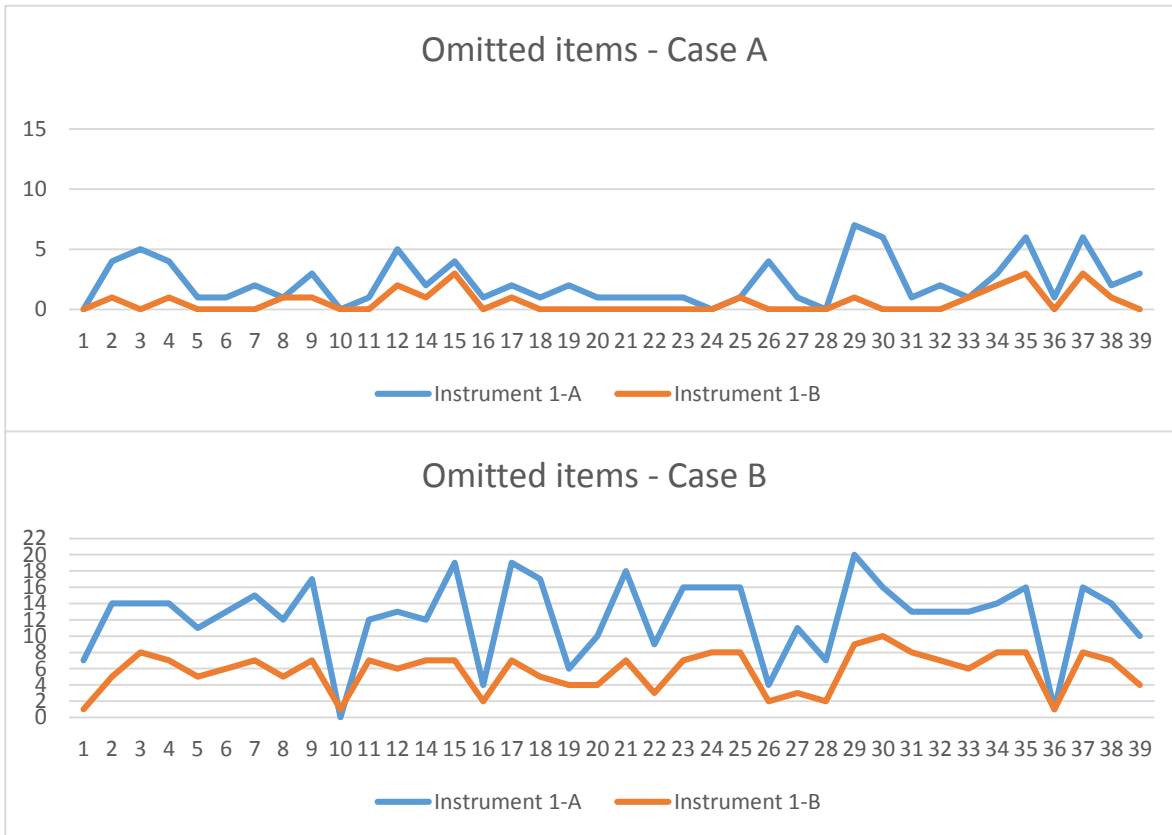


Figure IV.3 T-test omitted items

Figure IV.3 illustrates graphically the results obtained in the Paired Sample T-test regarding the category of omitted items in both cases. The value of significance for Case A and Case B is 0,000, evidencing that participants from both cases decrease considerably the number of omitted items in the application of *Instrument 1-A* in comparison to *Instrument 1-B*. This graphic shows that participants prefer to categorize the items as true or false instead of omitting them, according to the vocabulary learnt during the audiovisual intervention.

The results obtained in the applied Paired Sample T-test proof that in general terms, the participants from both cases presented a balanced increment in their vocabulary knowledge, which means that the use of audiovisual materials indeed foster the vocabulary acquired by EFL students in their English classes, during the intervention.

5 Specific Objective 4: *To study EFL students' motivation to learn vocabulary in the English Language after audiovisual sessions.*

In this section of the analysis, the data collected it is analyzed from a similar semi structured interview applied in order to determine the students' range of motivation according to the activities performed during the audiovisual intervention in regards to the vocabulary learning process of the English Language. The analysis was carried out by two categories, previously stated in Chapter III, which were valued aspects in videos and activities, and accomplished learning.

5.1 Category 1: Valued aspects in videos and activities

In this category, participants' opinions were analyzed based on the aspects they consider interesting or not, according to the video implemented and the activities performed throughout the audiovisual intervention.

5.1.1 Case A

The following Table IV. 32 exemplifies students' answers regarding the question about whether they enjoyed the video or not, and what aspects they found were more or less interesting from Case A.

	Student 1	Student 2	Student 5
¿Te gustó el video?	<i>Sí, que nos</i>	<i>Sí. Porque era</i>	
¿Qué aspectos encontraste más/menos interesantes?	<i>hicieran hacer lo mismo que en el video pero con audio.</i>	<i>dinámico, entretenido. Que se les puede facilitar estudiar o motivarse. No a todos les gusta.</i>	<i>Más o menos. Porque el video es muy estereotipado.</i>
	Student 2	Student 4	Student 3
¿Crees que la actividad fue interesante? ¿Qué te llamo la atención?	<i>Sí. El formato del video.</i>	<i>Sí, estuvo entretenido. El que tuviese imágenes.</i>	<i>No, la encontré aburrida.</i>

Table IV.32 Valued aspects in videos and activities Case A

According to the participants' opinion about the aspects in videos and activities, the table above shows a positive response being this a significant convergence in this category. Most of the students considered the main video chosen for the audiovisual session with investigative purposes as dynamic and entertaining, pointing out that it worked as a facilitator for learning English and it encouraged motivation. Moreover, regarding the activities performed in classes, the vast majority of the students agreed that the format and the use of images were the most interesting aspect.

Furthermore, the divergences presented in the same Table IV.32 represent a disagreement on the opinions of students whose impressions about the video were positive. This reflects that the students do not have the same opinion or preferences for learning another language, which means that students have different likes.

Regarding the video, the participants' point of view show that it presented stereotypes, and hence, they manifest a slight apprehension to it. This opinion may be related to an idea presented in the theory framework of Vandermeersche, Soetaert and Rutten (2013) by arguing that popular fiction films are important in education, since students are able to critically analyze major themes, which are an important tool for teaching. In addition, the response from students to the activities of the lessons showed a contrast with the similarities. Participants did not determine the activity as interesting, but rather as tedious.

5.1.2 Case B

Table IV.33 shows students' answers regarding the question about whether they enjoyed the video or not, and what aspects they found were more or less interesting from Case B.

	Student 4	Student 5	Student 2
¿Te gustó el video?			
¿Qué aspectos encontraste más/menos interesantes?	<i>Sí, el contenido</i>	<i>Sí, las animaciones</i>	<i>Sí, la reacción de la mujer</i>

	Student 4	Student 6	Student 1
¿Crees que la actividad fue interesante? ¿Qué te llamo la atención?	<i>Sí, el formato</i>	<i>Sí, las imágenes</i>	<i>Sí, nunca antes nos habían mostrado un video</i>

Table IV.33 Valued aspects in videos and activities Case B

In Case B, despite of the fact that the majority of participants pointed out that they considered the whole video as interesting, some of them declared that the engaging features of the video were the contents, regarding the images, animation and the format of it, as evidenced in the Table IV.33, when focusing on the students' main interest in relation to the images of the video. This may be a proof of the statement from Richards and Gordon (2004), who state that the use of audiovisual materials for teaching purposes facilitates learners with the information that the resources delivers, such as facial expressions and body language, in order to improve the comprehension of the action, and as consequence, the language.

In regards to the convergences, the evidence exposes a difference, which mentions that the interesting aspect of the chosen video is the specific reaction from the woman that appears on it. In terms of the attractive aspects of the activities, most of participants agree that the activities applied indeed are interesting because of the images and the format. However, the differences presented in the evidence, show that are interesting, due to the novelty of using an audiovisual material as a video.

5.2 Category 2: Accomplished learning

The present category of accomplished learning considers participants' opinions according to the vocabulary acquisition based on the video and activities performed during the intervention lessons. The category also considers whether the students like to include this type of audiovisual materials for learning vocabulary in future English classes. Moreover, the students have to deal with the question if the use of the audiovisual materials may be considered as a facilitator for learning vocabulary. This category includes the response from students in regards to the issues they faced during the activity.

5.2.1 Case A

The present table exemplifies students' answers about the activity implemented in class and the use of the audiovisual materials to learn vocabulary; how the use of it helped them to learn, and the issues presented when learning the vocabulary; and finally their opinion about whether they would like to include the audiovisual materials for learning vocabulary from Case A.

	Student 1	Student 5	Student 4
¿Crees que la actividad te ayudo a aprender mejor?	<i>Sí. El ver y escuchar al mismo tiempo.</i>	<i>Sí. Como escuchar y decir las cosas.</i>	<i>La verdad no mucho, pero me ayudó a recordar algunas cosas.</i>
¿De qué forma crees que lo hizo?			
	Student 5	Student 6	Student 3
¿Consideras que el uso de imágenes, audio y texto ayudan en el aprendizaje de vocabulario? ¿Por qué?	<i>Sí, mucho. Porque así relaciono las imágenes con el vocabulario.</i>	<i>Sí, porque ayuda a comprender mejor el vocabulario</i>	<i>Sí, porque así aprendo mejor.</i>
	Student 1	Student 2	Student 3
¿Tuviste problemas para aprender el vocabulario que se utilizó en el video? Mencione algún ejemplo.	<i>No.</i>	<i>No.</i>	<i>No.</i>
	Student 1	Student 3	Student 4
¿Te gustaría que las clases de inglés incluyeran videos para el aprendizaje de vocabulario? ¿Por qué?	<i>Sí. Porque llama la atención y ayuda con la concentración y motivación.</i>	<i>Sí, porque así aprendería mejor.</i>	<i>No, la verdad me gusta trabajar con el libro.</i>

Table IV.34 Accomplished learning Case A

In this category, the participants were asked to state an opinion according to the use of the audiovisual materials. Based on the information collected, most of the students coincided with their opinions about the activities as a facilitator for learning English in a higher quality. Students remarked that watching the chosen video and listening at the same time complemented each other at the moment of learning the language. In addition to the convergences, most of students approved the use of audiovisual materials for improving the learning of vocabulary in the English classes, declaring that it would be a better form for learning, due to the fact that it is motivating and also because students feel concentrated when using videos in the English classes.

According to the group of participants, the divergences that are presented in the Table IV.34 above demonstrate that using videos for learning vocabulary not only accomplish with the purpose of making them learn the vocabulary better, but also, it is a facilitator for remind them certain vocabulary words. Another difference is that not everyone would be comfortable with the use of videos for learning vocabulary in the English classes, for the reason that some students prefer using the course book for learning. In addition to the divergences, it is relevant to remark that there are differences in participants' answers respecting the difficulties that they had when using the chosen video for learning vocabulary.

5.2.2 Case B

The following table evidences students' answers about the activity implemented in class and the use of the audiovisual materials to learn vocabulary; how the use of them helped the participants to learn, and the issues presented when learning the vocabulary; and finally their opinion about whether they would like to include the audiovisual materials for learning vocabulary from Case A.

	Student 1	Student 2	Student 3
¿Crees que la actividad te ayudo a aprender mejor? ¿De qué forma crees que lo hizo?	<i>Sí, de forma visual, siendo divertido.</i>	<i>Sí, en cómo hay que expresarse.</i>	<i>Sí, de saber lo que quieren en las citas</i>

	Student 2	Student 6	Student 3
¿Consideras que el uso de imágenes, audio y texto ayudan en el aprendizaje de vocabulario? ¿Por qué?	<i>Sí, porque uno se concentra más y aprende mejor.</i>	<i>Sí, Con imágenes uno se da cuenta de que hablan y se puede expresar mejor</i>	<i>Sí, porque complementa todo.</i>
	Student 1	Student 2	Student 5
¿Tuviste problemas para aprender el vocabulario que se utilizó en el video? Mencione algún ejemplo.	<i>No.</i>	<i>No.</i>	<i>Sí, pero no me acuerdo</i>
	Student 2	Student 5	Student 3
¿Te gustaría que las clases de inglés incluyeran videos para el aprendizaje de vocabulario? ¿Por qué?	<i>Sí, Porque escribirlo que hablarlo es diferente y uno ve cómo se pronuncia.</i>	<i>Sí, sería más entretenido y uno entiende la pronunciación</i>	<i>Sí, porque es una forma diferente de aprender</i>

Table IV.35 Accomplished learning Case B

The similarities shown in Table IV.35 above, demonstrate that students agreed on their opinions about the activities and its usefulness. Most of them mention that the activities are interesting and also helpful in terms of how to express the English language. Furthermore, students coincided on stating that using visual contents entail an entertaining activity.

Additionally, most of students declared that using images, audio and text for learning vocabulary is favorable, because students may relate images to what characters are saying at the same moment, improving their communicative expressions. Richards and Gordon (2004) explain that by presenting authentic language in audiovisual materials, this enables the learning. In addition, it helps concentration, which leads students to learn better the language. The evidence shows that most students coincide that using videos for learning English vocabulary

is positive for them, because they are able to learn how to pronounce words and understand them, also making the class more entertaining.

For this category, the divergences presented in the evidence show similar opinions, however with a difference in the reasons for those answers. On the first place, when participants were asked about the interesting features of the chosen video, the answers provided in the divergence relate the video as interesting because of its plot, which helps them to know what people want when dating; this is also related to the use of audiovisual materials giving away authentic language in real context. On the contrary to the convergences, when participants were asked about how images, text and video help for learning English vocabulary, the differences state that those elements become a complement for the learning process. Continuing with the divergences, the minority of students presented complications when learning new vocabulary, but they did not present examples of those words, because they could not remember the concepts. This could be due to the fact that, either the students were not paying attention to the video or they are not interested in the language.

When comparing the convergences and divergences in regards to whether students would like to include videos for the English vocabulary learning, all of them agreed with the use of audiovisual materials as videos; nevertheless, providing different reasons. In the differences, the minority point out that videos are a distinct method to learn vocabulary.

CHAPTER V: CONCLUSIONS

The main aim of this action research is to analyze the contribution of audiovisual materials as a pedagogical resource to foster the vocabulary acquisition process, as well as the motivation towards the learning of vocabulary of EFL students. The present chapter details the conclusions reached by the researchers regarding the objectives set for this action research. Moreover, the discussions, limitations and further research are explained in the following sections.

1 Conclusions

This particular section shows the conclusions of the present research based on the data collected in the implementation of each instrument designed with investigative purposes. The conclusions are developed in regards to each specific objective of this research, previously mentioned in Chapter I.

1.1 Objective 1

In relation to the amount of vocabulary of secondary EFL students who participated in this action research, bearing in mind the results obtained after the application of *Instrument 1-A*, the researchers have reached the following conclusions:

- In general terms, when comparing the test results from both cases, the evidence shows that participants from Case A manage a wider amount of vocabulary than participants from Case B, which might be influenced by the level of exposure of the students in relation to the English language.
- Concerning vocabulary features, the participants from both cases demonstrate a major recognition of noun words rather than adjectives and verbs, due to noun words are highly more frequent than other word types.
- The participants from both cases present difficulties identifying frequent English chunks of language, due to its complexity and the few exposure of the participants towards these expressions.
- In relation to the application of the vocabulary English test, the researchers conclude that test results regarding the correct items from both cases are

considered as heterogeneous since the means obtained differ significantly, evidencing a notorious inconsistency on the participants correct answers.

- Based on the data, it is possible to conclude that the meaning of a word along with visual aids help the participants to learn vocabulary, as occurred in those items that include words and images exemplifying explicitly the meaning of the word.
- Following the same line, the items that present higher level of omission from participants of both cases are those which assessed more than three vocabulary words, since those items are more complex to understand for the students.

1.2 Objective 2

Regarding the motivation towards the English as a foreign language acquisition process, the researchers have reached the following conclusions.

- According to the participants, their English language classes are repetitive and also tedious; hence, it may be concluded that due to the lack of dynamism in the classes, participants do not feel motivated when learning English vocabulary.
- The participants' motivation towards learning English language can be affected for the reason that they do not feel interested on the language; therefore, the activities related to the class are not motivating for them.
- Because of the limited teaching resources used in the English lessons by the teacher, which mainly consist on the use of activity worksheets and the whiteboard to present vocabulary, the participants still prefer the traditional resources due to the custom of using them, and the lack of exposition to more innovative aids.
- Participants from both cases do not manage the term "audiovisual materials" and its varieties before the intervention sessions.

- The insufficiency of audiovisual materials in the English classes, is either as result of the lack of options that are provided by the school, or merely by cause of disinterest from the teacher to include the audiovisual materials in classes.
- Considering the absence of motivation for learning English and interactive activities, participants prefer the novelty of other resources for learning, like audiovisual materials.

1.3 Objective 3

In relation to the amount of vocabulary of the participants after the audiovisual intervention of this action research, bearing in mind the results obtained in the application of *Instrument 1-B*, the researchers have reached the following conclusions:

- In general aspects regarding the test results, both cases displayed an increase in the percentage of correct answers, and therefore, the results of incorrect and omitted answers decrease considerably. This variation is more noticeable in Case B. Therefore the intervention sessions had a positive impact in the student's vocabulary acquisition process.
- With regard to the percentage of correct answers from items of *Instrument 1-B*, the results continue to be disperse in comparison to the mean; however, these results have a narrower gap in contrast to the results obtained in *Instrument 1-A*. This shows that not only the implementation of the audiovisual materials improves the English proficiency level of the students, particularly their vocabulary, but also their implementation is a good way to make students' proficiency level more uniform within the classroom context.
- In relation to vocabulary features, the participants managed to recognize noun words easier than verb and adjectives, as well as in the application of *Instrument 1-A*. This is caused since the vocabulary test was more oriented to evaluate these types of words. Therefore, it can be concluded that, since the use of audiovisual materials indeed foster the vocabulary acquisition

process, it could be used to teach actions and physical descriptions to foster the learning of verbs and adjectives.

- Likewise, the participants evidenced an improvement in recognizing “institutionalized expressions” and chunks of language, especially the ones presented during the intervention through audiovisual materials. Hence, it can be determined that the audiovisual sessions had a positive impact in the students’ vocabulary.
- Regarding the test’s items, the participants demonstrated a higher percentage of achievement in the items designed by the researchers with investigative purposes. This is due to the fact that the researchers are EFL speakers, and consequently understand what kind of statements the students will find easier to understand.
- Following with the items’ aspects, it is important to note that item number 6, created by the researchers, which evaluates an expression taught during the intervention sessions, lowers its level of achievement considerably in comparison to the results of *Instrument 1-A*.
- Finally, by analyzing the test results obtained after the intervention sessions, it is possible to conclude that audiovisual materials do have positive impact in the vocabulary learning process of EFL students. This can be reflected through Sampieri’s T-test that states that there is a significance in the result’s study because the number obtained from the application of the T-test is under the trust level in both cases.

1.4 Objective 4

Regarding to the motivation of participants towards the learning of English vocabulary after the audiovisual intervention, the researchers have reached to the following conclusions:

- In general terms, participants from both cases enjoyed the audiovisual materials implemented in classes, because they considered them as a novelty the use of images and the activity related to it, were also entertaining.

- The participants consider the use of images and videos as facilitators when learning, because they enhance the concentration and comprehension of the English language. This is caused by the habit from students to use technology in their daily routine; therefore, using these for English classes is more meaningful for them.
- On the one hand, according to the participants, the use of audiovisual materials helps to associate the images with vocabulary and pronunciation of the language as a whole; therefore, they did not present problems when learning. Consequently, the multimodality of these resources implemented the English reinforces vocabulary learning.
- On the other hand, according to some students, the use of audiovisual aids did not help to learn vocabulary, yet it helped to remind vocabulary. This strengthen the previous idea of the multimodality being a reinforcement of vocabulary learning.
- The participants would indeed prefer to include the implementation of these resources, as a consequence of the limited use of these in their English language classes. It can be concluded that these resources are considered as an innovation for both cases in specific.
- In relation to the data analysis, the researchers can determine that audiovisual materials foster the motivation from students towards learning English vocabulary, due to the fact that these are considered not only as a novelty but also as a variation and a multimodality methodology.

2 Discussions

The present section deals with the conclusions and further discussions reached by the researchers regarding the main objectives and assumptions set for this research. It is important to consider that the discussions are based on the revised theory and the facts appreciated during the course of the application of this action research in both cases.

The researchers' opinions in regards to the vocabulary acquisition process through the use of audiovisual materials that in terms of lexical range the participants from Case A are highly superior to participants from Case B, as evidenced in the data collected and analyzed from *Instrument 1*. Among the possible factors that may explain these results, the context of both educational establishments in which the action research was conducted play a fundamental role. On the one hand, participants from Case A attend to a particular school which aims to be a bilingual institution in the near future, and as consequence, the students have four pedagogical hours of English classes per week. On the other hand, participants from Case B, attend to a public school with a technical orientation, which is not focused on the teaching of English language. Consequently, the students have only two pedagogical hours of English classes per week.

In this sense, the educational orientation of the institutions contributes considerably on the amount of English vocabulary the students manage at their corresponding educative level, since participants from Case A are more exposed to the language in their educational context than participants from Case B. Furthermore, it is important to add that the institution from Case A, which aims to become a bilingual school, has a unique pedagogical orientation in which the students play an active role in the development of their knowledge, focusing on the critical thinking and analysis of their surroundings (Colegio Mozart Schule Concepcion, N/D). Consequently, those participants critically question the different items that appear on *Instrument 1*, the vocabulary English test, not only by answering the test but also by rethinking each statement before labeling it as true or false.

In relation to the application of *Instrument 1* it is possible to conclude that the participants' reception regarding the test was successful in both cases; however, it is important to recognize that some items result easier for a group students than others.

According to the conclusions specified in the previous section, the items of the test that include visual aids, such as images or pictures, obtained a higher level of achievement by the participants from both cases, demonstrating that the main

assumption of this research, about the contributes of graphic support, provided by the use of audiovisual materials, on the vocabulary acquisition process of EFL may be correct. To further, those items that exemplify the meaning of a word along with the use of an image assisted the participants to associate concepts accurately. In this sense, when the meaning of a word is exemplified through the use of audiovisual materials, along with visual, written and auditory input at the same time, EFL students can easily associate it and acquire the word correctly.

Regarding the items in which the participants achieve a high percentage of omissions from both cases, the researchers consider that the statements assessing more than two or three different concepts are more complex for the students to understand. Long items that include the assessment of different words classes resulted complex for the participants to classify as a true or false statement, since they either were not sure of the meaning of the words or the item itself confused them. Thus, the vast majority of the participants preferred to omit those items. Following the same line, regarding the high percentage of omissions in the results of *Instrument 1* in Case B, the participants did not feel confident in answering some items, either because they do not fully understand the statement or because they were unsure of their answers. Besides, due to their commitment to the research, their responses truly reflect their honest knowledge and lack of lexical range in regards to the English language, which as the data shows, is considerably low in Case B in comparison to the range of participants from Case A.

In relation to the application of *Instrument 1-B*, after the intervention sessions, regarding the lexical range of the participants, the results show that the students from both cases increased in general the number of correct answers, which reduces the ones omitted during the application of *Instrument 1-A*. This is reflected both in the original items from Nation's test (2007) and in the items added by the researchers, since in the application of *Instrument 1-B* the participants were familiar not only with more vocabulary, but also with the modality of the test itself, hence, they felt more confident answering it, which is evinced in the results.

It draws the attention of the researchers that, even though certain “institutionalized expressions” (Lewis 1996) were explained during the intervention sessions, the results of the application of *Instrument 1-B* show that in some items added by the researchers that includes “institutionalized expressions”, the number of correct items decreased in relation to the application of *Instrument 1-A*. This is reflected particularly in the item number 6, which states *It is not formal to say excuse me*. In spite of the fact that the expression taught was “excuse me” and it was presented by the teacher and shown in the video, it did not have a clear value of formality supported by the audiovisual material. In the video, two young people are on a date, and the man says to the woman: “I got us something that's low in carbs and high in antioxidants so you won't get fat”; to which the woman answers angrily: “excuse me!”. Therefore, even when the students might have understood the concept, it is unclear whether or not it is formal to use it, as the item elicits. After analyzing this particular situation, it is possible for the researchers to realize that, although the number of correct items decreased in this particular item, the hypothesis presented in this research is reaffirmed. Consequently, audiovisual materials indeed contribute to the vocabulary acquisition process, but it is necessary for teachers to monitor this process to be effective.

Based on the analysis of the data collected, it is important to mention that both cases are heterogeneous. However, even though the results obtained in the application of *Instrument 1-B* are heterogeneous, they are more uniform than application of *Instrument 1-A*. This is particularly notorious in Case B, since the students from this case had a lower English level in terms of vocabulary as reflected in their answers average.

Concluding with the idea of the vocabulary acquisition through the use of audiovisual materials, the researchers determine that the implementation of these aids in EFL classrooms, avoid students' segregation in terms of vocabulary knowledge. These results are helpful for teachers to reach all of the students in the classrooms, equalizing their English level of proficiency, as well as innovating in the teaching methodologies.

In regards to the vocabulary acquisition through the use of audiovisual materials based on the results' analysis and conclusions of the application of *Instrument 1*, the researchers determine that the participants from Case A are highly superior to participants from Case B in terms of lexical range.

Regarding the participants' motivation to learn vocabulary in the English language, the researches resolved that the absence of resources in the English classes notoriously affects the participants' motivation. Moreover, as the evidence displays, teachers need to improve the resources that are implemented when teaching, since the vast majority of the occasions they are restricted to use the textbook CD provided by the Chilean Government to develop listening skills. It is important to remark that as the classes are not motivating for the students, it may negatively influence participants' willingness at the moment of learning English vocabulary. Teachers play an important role in the classroom, being the person who not only accomplish the labor as an instructor and facilitator, but also as the responsible on deciding about the development of the classes. The decision making involves the types of resources implemented in the lessons, in this case, for teaching English vocabulary.

Furthermore, based on what has been observed regarding the participants' opinions, English teachers rely on the Internet for teaching English which is considered as a positive aspect, due to the fact that nowadays participants live in a globalized world and they are almost native users of it; notwithstanding, if the teachers do not accomplish with their role as a guide or monitor, these resources tend to become misused in the context of English classes.

Moreover, English teachers need improvement in terms of using resources, even though if those are not audiovisual materials, with the purpose of promoting students' motivation, and making them have a better knowledge about the varieties of resources available for learning English. These aids may be used for learning English vocabulary, bearing in mind that participants barely manage the concept of audiovisual materials, due to their response itself during the application of *Instrument 2*.

Consequently, it has been reached to the conclusion that regarding both cases, the implementation of audiovisual materials is a novelty that participants would like to include inside their English classes, due to the lack of innovative activities and tasks they use when learning English vocabulary.

It is relevant bear in mind that the educational context of Case A is different from the Case B due to the pedagogical orientation. Consequently, there are some students from Case B who do not like the English language and they do not have the correct input for learning it. Regarding this particular situation, it is important to improve the use of pedagogical resources, especially audiovisuals, considering the importance of motivating the students and making them to have an important role in the class.

In regards to the results obtained from *Instrument 3*, after the audiovisual intervention, the researchers discuss the following. According to the analysis presented beforehand about the participants' response towards the use of audiovisual materials for learning vocabulary in English, they have a positive reaction after the intervention. This is caused mostly since these resources are innovating, taking into consideration that before the intervention, their use was near to none. The fact that participants felt attracted to the use of images and other audiovisual aids, as videos or movies, can develop a higher level of motivation for learning the language and a better perception towards the English language.

Nevertheless, the researchers speculate that the fact in which the participants prefer the audiovisual materials because of its novelty, can lead to a misunderstanding. If the same type of resources are implemented every class for a long period of time, these may become tedious, hence students may not consider it as innovative as in the moment of their application during the intervention. Furthermore, as exemplified in the data analysis, some students affirmed that they still prefer working with textbooks rather audiovisual materials, which means that teachers should bear in mind the students' preferences when teaching. As a result, it is relevant to mention that the innovative factor in the English classes contributes to become mindful of the students' motivation. Henceforth, teachers should apply a

variety of resources in order to preserve students' motivation in a high level, which can lead to better results in their proficiency in the language.

Taking into account that most participants agreed on the use of audiovisual materials as an assistance for associating images, vocabulary and pronunciation together as a whole, it can be related to the multimodality of this method of teaching English vocabulary. This means that students have a better response when learning English if using these elements together and not separately, developing the anchoring process of a word, on the contrary to the minority of participants who presented some difficulties on learning English vocabulary. This can be referred to other elements foreign to the use of audiovisual materials, which can relapse to the quantity of classes attended by the participants during the intervention or personal issues, for example.

Finally, after the discussions, the researches determine that the assumptions posed initially in this action research are correct. The use of audiovisual materials indeed contributes to the teaching and learning process of English as a foreign language, in terms of vocabulary acquisition and also, in terms of motivation of the students towards the language. Aside of being innovating tools to implement in EFL classrooms, audiovisual materials are considered habitual for students, and through their use of these resources, they receive visual, written and auditory input that foster the learning of vocabulary in the English language.

3 Limitations

The analysis of the results and the discussions of the conclusions set for the present action research, this section submits the main limitations faced in the course of this investigation, which are the following:

Firstly, the researchers consider that the principal limitation is that, due to the specificity of the cases analyzed, the research cannot be generalized. This restraint is based on the fact that the present study was conducted in two different institutions, in which the gap existing between them in terms of educational context is highly

noticeably in the results. Principally, the factor that differentiates a case from the other, is the importance given to the learning process of the English language for their pedagogical orientation. Hence, the results are predictable in terms of vocabulary acquisition.

Another important factor to consider when referring to the limitations of the research is the time concern. The intervention part of this action research was conducted in a time average of three weeks, in which each intervention took place during regular English lessons for each educational institution, which generally last two pedagogical hours. Considering the time factor, it is not possible to determine whether the use of audiovisual materials has or not a great influence on the participants' vocabulary acquisition process and motivation towards the English language. The researchers consider that if the intervention sessions would have been more extensive in terms of time, the results would have shown a more accurate level of impact of the use of these resources in the English language classrooms.

4 Further research

The present research focused on the analysis of audiovisual materials and its contribution to the vocabulary acquisition process and motivation towards the same process of EFL students. Therefore, this research may be considered as a diagnostic investigation, which can serve as a basis for further research, interested on analyzing and determining the level of impact of the use of audiovisual aids in the teaching and learning process of the English language.

Future researches may be concerned on the analysis of background factors of the sample, which can be relevant for the acquisition process of English on EFL students as the social background, gender, the number of years studying the language and the level of exposure to native English language.

Following the same line, it might result interesting to investigate if the present action research can be applied in EFL students with different proficiency levels on the language. In this sense, the main characteristic of the total of participants

involved in this research is that they are secondary EFL students, who have had at least six years of English lessons in their formative education, hence they are not beginners in the language. However, it is important to note the fact that students already have English classes, does not ensure their proficiency on the language. Therefore, future researchers might consider other educative and proficiency levels to determine the influence of audiovisual materials into the vocabulary acquisition process of English as a foreign language.

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APPENDICES

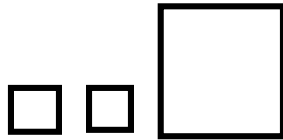
1 Appendix 1

VOCABULARY TEST: 1,000 WORD LEVEL TEST B

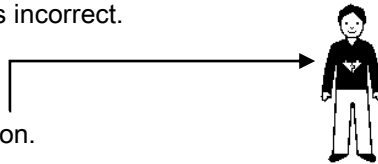
Escribe una T si la oración es verdadera. Escribe una F si la oración es Falsa. Escribe una X si no entiendes la oración. La primera oración ha sido respondida como ejemplo.

Example:

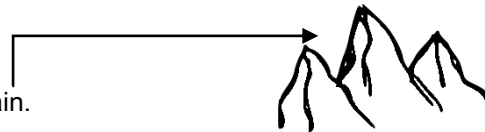
- People can stop time. F



1. Two of these are little.
2. You must look, when you want to find the way.
3. You should take a seat when you are tired.
4. If you don't arrive on time you are late.
5. All the world is under water.
6. It is not formal to say excuse me.
7. Sometimes people die when they fall off a building.
8. A new start is a new beginning.
9. Wrong means incorrect.



10. This is a person.
11. When I talk, I'm not making sounds.
12. Often means "Many times"



13. This is a mountain.
14. Each month has a different name.
15. Being starving means you are not hungry.
16. Green is a color.
17. Dirty hands cannot leave marks on glass.
18. You need at least five people to make a group.
19. Cars move on a road.
20. You can have dinner in the morning.
21. You can see more when you are on a hill.
22. Your child will be a girl or a boy.

23. If I say I know something is because I'm sure. _____
24. Each society has the same rules. _____
25. Three examples of accent are British, American and Irish. _____



26. This is the main course. _____
27. Eating a lot of pizza can make you fat. _____
28. Ballet is not a dance. _____
29. A stream is a small river. _____
30. You say nice to meet you to someone you have never seen before. _____
31. Dreams are about things that really happen. _____
32. People usually bring flowers to a date. _____
33. It is impossible to live for a long time without water. _____
34. You say sorry when you make a mistake. _____
35. If something belongs to me, it is mine. _____



36. This is a boat. _____
37. It is a short way from one side to the other side of a wide river. _____
38. A detail is a small piece of information. _____
39. We can find family in our friends _____

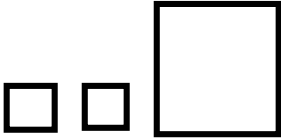
2 Appendix 2

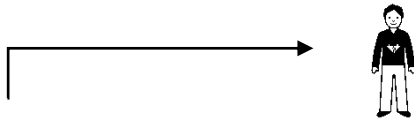
VOCABULARY TEST: 1,000 WORD LEVEL TEST B

Escribe una T si la oración es verdadera. Escribe una F si la oración es Falsa. Escribe una X si no entiendes la oración. La primera oración ha sido respondida como ejemplo.

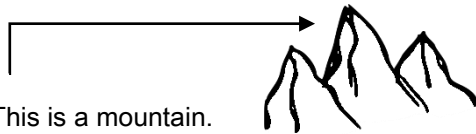
Example:

- People can stop time. F

1. Two of these are little.  T
2. You must look, when you want to find the way. T
3. You should take a seat when you are tired. T
4. If you don't arrive on time you are late. T
5. All the world is under water. F
6. It is not formal to say excuse me. F
7. Sometimes people die when they fall off a building. T
8. A new start is a new beginning. T
9. Wrong means incorrect. T

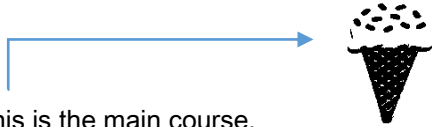


10. This is a person. T
11. When I talk, I'm not making sounds. F
12. Often means "Many times" T



13. This is a mountain. T
14. Each month has a different name. T
15. Being starving means you are not hungry. F
16. Green is a color. T
17. Dirty hands cannot leave marks on glass. F
18. You need at least five people to make a group. F
19. Cars move on a road. T
20. You can have dinner in the morning. F
21. You can see more when you are on a hill. T

- 22. Your child will be a girl or a boy.
T
- 23. If I say I know something is because I'm sure.
T
- 24. Each society has the same rules.
F
- 25. Three examples of accent are British, American and Irish.
T



- 26. This is the main course.
F
- 27. Eating a lot of pizza can make you fat.
T
- 28. Ballet is not a dance.
F
- 29. A stream is a small river.
T
- 30. You say nice to meet you to someone you have never seen before.
T
- 31. Dreams are about things that really happen.
F
- 32. People usually bring flowers to a date.
T
- 33. It is impossible to live for a long time without water.
T
- 34. You say sorry when you make a mistake.
T
- 35. If something belongs to me, it is mine.
T



- 36. This is a boat.
T
- 37. It is a short way from one side to the other side of a wide river.
F
- 38. A detail is a small piece of information.
T
- 39. We can find family in our friends
T

Adapted from Paul Nation "1,000 Word Level Test"

3 Appendix 3

SEMI-STRUCTURED INTERVIEW I: MEASURE MOTIVATION

Semi-structured interview applied to the sample group of students who are the participants of the present research. This instrument responds to the second specific objective of this research, which has to do with establishing the range of motivation of the students, regarding the learning process of vocabulary in the English language through the use of audiovisual materials such as short films.

CURSO:	
COLEGIO:	
FECHA:	

1. ¿Qué tipo de actividades realizan en sus clases de inglés para enseñarles vocabulario? Mencione algunos ejemplos.
2. Te motivan las actividades que realizan en las clases de inglés? ¿Por qué?
3. ¿Qué tipo de actividades prefieres para aprender vocabulario en inglés? ¿Por qué?
4. ¿Te gusta ver videos o películas en inglés? ¿Por qué? ¿Qué tipo de videos o películas?

5. ¿Ven videos o películas en tus clases de inglés? Menciona alguna de las actividades que realizan con los videos o películas
6. ¿Qué opinas sobre usar videos o películas para aprender vocabulario en inglés?
7. ¿Qué otro tipo de material audiovisual utiliza tu profesor /a en la clase de Ingles?
8. ¿Qué otro tipo de material audiovisual te gustaría que el profesor/a utilizara en la clase de inglés?

4 Appendix 4

SEMI-STRUCTURED INTERVIEW II: MEASURE POST MOTIVATION

Similar semi-structured interview applied to the simple group of students participants of the research. This instrument, even though it follows the same structure than the previous one, responds to the fourth specific objective of the present research, which has to do with establishing the range of motivation of the students after the audiovisual session, which include the use of short film, in accordance to the vocabulary learning process of the English language.

CURSO:	
COLEGIO:	
FECHA:	

1. ¿Te gustó el video? ¿Qué aspectos encontraste más/menos interesantes?
2. ¿Crees que la actividad fue interesante? ¿Qué te llamó la atención?
3. ¿Crees que la actividad te ayudo a aprender mejor? ¿De qué forma crees que lo hizo?
4. ¿Consideras que el uso de imágenes, audio y texto ayudan en el aprendizaje de vocabulario? ¿Por qué?

5. ¿Tuviste problemas para aprender el vocabulario que se utilizó en el video? Mencione algún ejemplo.

6. ¿Te gustaría que las clases de inglés incluyeran videos para el aprendizaje de vocabulario? ¿Por qué? Fundamenta tus razones

5 Appendix 5

Lesson Plan: SDL	Level: Secondary EFL students	Date: November 16th	Time:	Length: 45 minutes	Teacher: Camila Muñoz Bryan Abos-Padilla
Aims: Students at the end of the lesson will be able to comprehend a whiteboard video about places to go on a first date.				Assumed Knowledge: Use of simple present Use of Adjectives Vocabulary about Places and Locations	
Outcome: Completion of a Graphic Organizer, categorizing elements and activities related to places to go on a first date, according to a tutorial whiteboard video.					
Anticipated problems: Ss may not understand or know some expressions and phrases from the tutorial video.			...and solutions: To check Ss doubts and to repeat the tutorial video several times to develop their listening ability.		Aids: Dating PPT - Whiteboard – Markers – Tutorial Whiteboard Video – Speakers - Activity Worksheets

	AIM(s)	LANGUAGE CONTENT	MAIN ACTIVITIES	AIDS	ASSESSMENT
LESSON 1 SDL LESSON LISTENING	At the end of the lesson students will be able to (SWBAT) listen and comprehend a tutorial video about Places to go on a Date.	<p>Setting the context of the lesson</p> <p>Introducing vocabulary about <i>Date</i></p> <p>Eliciting vocabulary about</p>	<p>Warm up: Teacher (T) shows the Students (Ss) a picture of two people in a restaurant. T asks Ss some comprehensive questions about the picture to elicit vocabulary about Dates.</p> <p>T asks Ss to describe the elements they can see on the picture. T introduces the concept of <i>Date</i>. T asks Ss about the meaning and explains it.</p> <p>T asks Ss for different locations or places related to a Date. T discusses the topic with Ss and writes their ideas on board.</p>	<p>Dating PPT Picture of a Date</p> <p>Dating PPT</p> <p>Whiteboard Markers</p>	Graphic Organizer categorizing elements and activities into different locations to go on a first date.

	<p><i>Places and Location</i></p> <p>Predicting places and locations from the video.</p>	<p>Pre-Listening: T tells Ss about a tutorial video related to places to go on a first date. T asks Ss to predict which places may appear on the tutorial. T writes their predictions in board.</p>	<p>Whiteboard Markers</p>	
	<p>Watching and Listening to the video</p>	<p>T shows Ss the tutorial whiteboard video, asking the Ss to focus on the different locations that appear on it.</p>	<p>Tutorial Video</p>	
	<p>Checking predictions about tutorial</p>	<p>While-Listening: T gathers Ss opinion about the tutorial video. T checks Ss predictions in the board.</p>	<p>Whiteboard Markers</p>	
	<p>Understanding general idea of the tutorial.</p>	<p>T asks Ss the main idea of the video and encourages them to categorize the different alternatives that appear on the tutorial video.</p>		
	<p>Finding specific information of the text</p>	<p>T delivers Ss a listening worksheet of the video. Ss watch/listen to the video again and complete the <i>Activity 1 (True or False)</i>.</p> <p>T checks Ss answers in the board collectively. Ss listen the tutorial for a third time and they work in the <i>Activity 2 (Fill in the gaps)</i> and <i>Activity 3 (Identifying the speaker)</i> of the worksheet.</p>	<p>Listening Worksheet Tutorial Video</p> <p>Whiteboard Makers Listening Worksheet Tutorial Video</p>	

		<p>Checking comprehension activities</p> <p>Categorizing information from the tutorial</p> <p>Clarifying doubts</p>	<p>Post-Listening: T checks Ss answers in board, choosing randomly one student to read their sentences aloud.</p> <p>Finally, Ss have to complete <i>Activity 3 (Graphic organizer)</i> that appears on the listening worksheet, and to categorize the elements from the tutorial video into four different locations.</p> <p>T checks Ss answers, clarifying vocabulary doubts or questions.</p>	<p>Whiteboard Markers</p> <p>Listening Worksheet</p> <p>Whiteboard Markers</p>	
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6 Appendix 6



- Who do you see?
- Where are they?
- What are they doing?

What do you see in the picture?

DO YOU KNOW WHAT A **BLIND DATE** IS?



- *Watch this tutorial to decide where to take that handsome boy or beautiful girl on a first date.
- * blind date means you have not met that person before.
- *If that's the case follow this useful tips.
- *Boys need to prepare themselves: take a shower, shave your face and put on your coolest clothe.
- *In the case of girls: put on a killer dress, your best perfume and a lot of make-up. And remember all good things take their time.

7 Appendix 7

Listening Worksheet – Tutorial

I. **Watch and listen carefully the tutorial and then write True (T) or (F) False to the following sentences**

1. ____ The tutorial explains how to behave on a first date
2. ____ Blind date means the person you date cannot see
3. ____ The tutorial recommends boys to bring flowers to a date
4. ____ "All good things take their time" means that girls can arrive late to a date
5. ____ The speakers consider that watching a movie is a good idea for a first date
6. ____ The girl speaking prefers going to nature instead of going to dance
7. ____ The boy speaking do not understand girl's preferences in food
8. ____ The tutorial offers five different options for a first date
9. ____ The speakers finally reach an agreement about a place to go on a first date

II. **Listen to the first part of the tutorial and fill in the gaps to complete the sentences**

1. Watch this tutorial to decide where to take that _____ handsome boy or _____ girl on a first _____ .
2. _____ date means you have not met that person before.
3. If that's the case follow this _____ tips.
4. Boys need to prepare themselves: take a shower, _____ your face and put on your _____ clothe.
5. In the case of girls: put on a _____ dress, your _____ perfume and a lot of make-up. And remember all good things take their _____.

III. **Listen to the second part of the tutorial and identify the speaker writing a (B) for Boy and a (G) for girl**

1. () Movies are always a good idea
2. () Don't forget popcorns in case you get hungry
3. () A picnic sounds cool, at the beach or park
4. () Better go dancing and show off your moves
5. () The music is too loud to get to know the other person
6. () You can't eat a lot on a first date
7. () the main course should be low in carbs
8. () That's an exception

IV. Complete the following Graphic Organizer categorizing the words from the box into the four categories

Picnic – Dessert – Beach – Main Course – Popcorn – Music – Romantic Movies – Food – Cocktails – Park
– Dancing – Movies

CINEMA



- *
- *
- *

NATURE



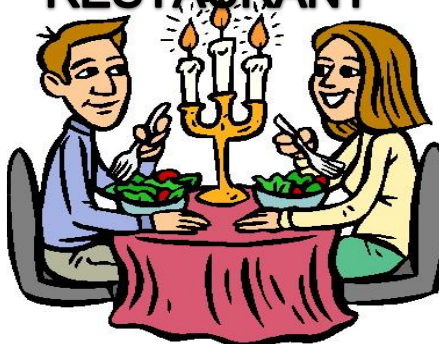
- *
- *
- *

CLUB



- *
- *
- *

RESTAURANT



- *
- *
- *

8 Appendix 8

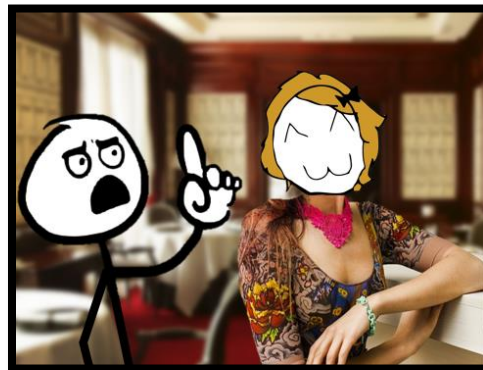
Lesson Plan: SDL Listening	Level: Secondary EFL students	Date: November 23th	Time:	Length: 45 minutes	Teacher: Camila Muñoz Figueroa Bryan Abos-Padilla
Aims: Students at the end of the lesson will be able to comprehend a video about expressions to say on a first date. Outcome: Creation of a brief dialogue exemplifying different expressions to say on a first date and further performance of the role play.				Assumed Knowledge: Use of simple present Use of Adjectives Vocabulary about Places and Locations Vocabulary about Expressions	
Anticipated problems: Ss may not understand or know some expressions and phrases from the video.			... and solutions: To check Ss doubts and to repeat the expressions and their correct use several times to develop.		Aids: Sequence of Images - Whiteboard – Markers – Animated Video – Speakers – Computer – Data projector - Activity Worksheets

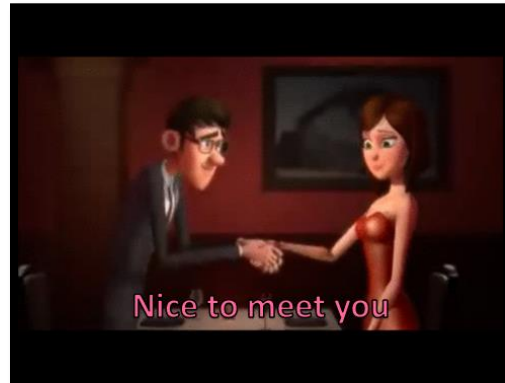
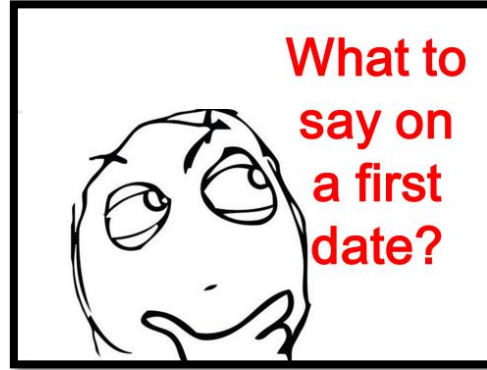
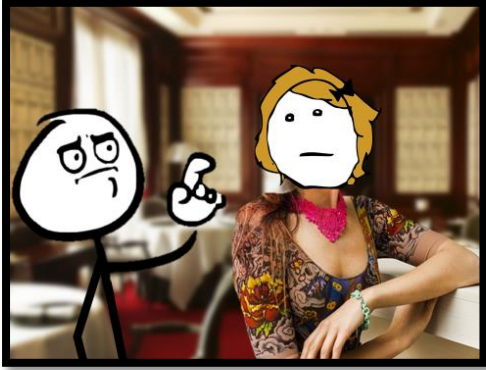
	AIM(s)	LANGUAGE CONTENT	MAIN ACTIVITIES	AIDS	TIME	ASSESSMENT
LESSON 1 SDL LESSON LISTENING	At the end of the lesson students will be able to (SWBAT) listen and comprehend a video about expressions to say on a first date.	Eliciting vocabulary about <i>Dates</i> and <i>Blind Date</i>	Warm up: T asks Ss about meaning of <i>Date</i> , <i>Blind Date</i> reviewed in the previous lessons, asking meaning and use.		1 min.	Brief written dialogue exemplifying expressions to say on a first date.
		Setting the context of the lesson	Teacher (T) shows the Students (Ss) a sequence pictures (cartoon). T asks Ss some comprehensive questions about the sequence of images.	Sequence of pictures (Cartoon)	2 min.	
		Discussing the topic.	T asks Ss for different expressions or phrases to say on a first Date. T discusses the topic with Ss and writes their ideas on board.	Whiteboard Markers	3 min.	

		T focuses Ss attention to the difference between introducing yourself and phases/expressions to say on a first date.			
	Introducing Target Language	Pre-Listening: T shows Ss the Expressions PPT with different gifs to exemplify the main expressions to say when meeting someone.	Expressions PPT	2 min.	
	Modelling Target Language	T models the structure of the expressions, besides of the use and meaning of each one on Expressions PPT.	Computer Data projector Whiteboard Markers	4 min.	
	Practicing Target Language: Expressions	T delivers the Activity Worksheet I. Ss have to work individually, completing <i>Activity 1, 2 and 3</i> about phrases shown in Expressions PPT.	Activity Worksheet I	6 min.	
	Exemplifying Target Language in context	T checks Ss answers randomly, encouraging the Ss to read their answers aloud.	Whiteboard Markers	1 min.	
	Watching and Listening to the video	T tells Ss about an animated video related to a first date. T asks Ss to focus on the phrases or expressions that may appear on the video.			
	Understanding general idea of the tutorial.	While-Listening: T shows the animated video to Ss. T gathers Ss opinions about the animated video.		3 min.	
	Finding specific information on the video	T asks Ss the main idea of the video and encourages them to repeat some of the phrases or expression they heard on the video. T checks the expressions from the class and from the video on the board.	Animated Video	1 min.	
		T delivers Ss a listening worksheet of the video. Ss watch/listen to the video again and complete the <i>Activity 1 (Fill in the gaps)</i> .	Whiteboard Markers		

		Developing listening ability.	T checks Ss answers in the board collectively. Ss listen to the tutorial for a third time and they work in the <i>Activity 2 (Identify the speaker)</i> of the worksheet.		4 min.	
		Checking answers and doubts	Post-Listening: T checks Ss answers in board, choosing randomly one student to read their sentences aloud.	Animated Video Listening Worksheet	2 min.	
		Creating a dialogue	Finally, Ss have to work in pairs to create a brief dialogue of a date in a restaurant, including at least 5 expressions learned in the class.	Whiteboard Markers	1 min.	
		Ending the lesson	T monitors the activity, clarifying vocabulary doubts or questions. T summarizes the main expressions on whiteboard, asking Ss for their use and meaning.		15 min.	
		EXTRA ACT. Performing a role play	If Ss have time to finish their dialogues accurately, they have to present their outcome in front of the class. On the contrary, Ss will have to advance and perform their role play next class.	Notebooks		

9 Appendix 9







10 Appendix 10

Activity Worksheet

Name: _____ Grade: _____

I. Choose the correct alternative to complete the following instructional text.

Instructive: "What to say on a Date"

- 1) If you don't know somebody, it is correct to say "nice to **meet / meet** you".
- 2) Now, what you should answer to that is "the pleasure is all **mine / line**".
- 3) If you didn't arrive on time, you should say Sorry, I am **ate / late**, that is polite.
- 4) It is respectful if you are waiting somebody sitting, you should invite your date to **take / make** a seat.
- 5) To continue a conversation you can ask "are you **okay / obey** ?", and following you should answer to that question with "I am **time / fine**".
- 6) In case you didn't understand something your date said and you want to listen again, say "**excuse / refuse** me?".
- 7) Finally, if you said something inappropriate, apologize saying "I am **hurry / sorry**".

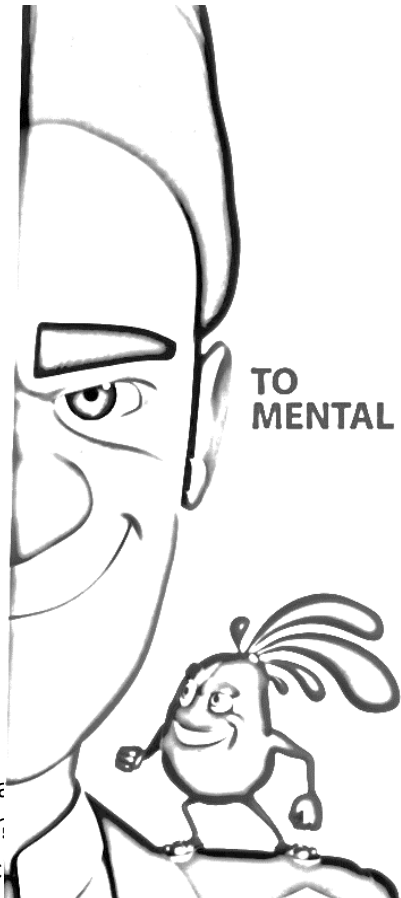
II. Listen the video and complete the script with the missing words.

- Hi! Hmm, John?
- Sorry _____
- Um, hi you m-must be Scarlet!
- Yeah! It's...uh..._____!
- The _____ **mine!**
- Oh, hum, here _____!
- Yeah, sure!
- Yeah, I hope _____, because I already ordered our food.
- Oh, great! I'm STARVING!
- I got us something that's low in carbs so you won't get _____!
- _____!?
- I hope you're excited for the _____... I know I am. Dinner is served!
- Oh my God, _____?
- _____, _____! Hey, my song is playing!

III. Listen to the video again and decide which side of John's personality made him said the following. Write (R) for Red, (B) for Blue or (2) for Both, accordingly.



- 1) () Hi! You must be Scarlet!
- 2) () The pleasure is all mine!
- 3) () Here take a seat!
- 4) () I hope you are hungry!
- 5) () I ordered something low in carbs so
- 6) () It looks like you don't have that problem
- 7) () You've got a sweet accent! That's French?
- 8) () Cheese makes me gassy!
- 9) () I hope you are excited for the main course
- 10) () Dinner is served!
- 11) () Hey! my song is playing
- 12) () Time for some dessert?
- 13) () I'm sorry, I was an idiot back there
- 14) () I would like to show you the real me
- 15) () We can go dancing!
- 16) () What about that second date?



using:
 on a first date (3) e.g. I'm late because I was on a train
 in a restaurant (3): e.g. Do you want cake for dessert?
 on a second date (3): e.g. It would be fun if we go dancing

11 Appendix 11

Lesson Plan: TBL	Level: Secondary EFL students	Date: November 23th	Time:	Length: 45 minutes
Aims: Students at the end of the lesson will be able to record a podcast discussing about going on a date.			Assumed Knowledge: Use of simple present Use of Adjectives Vocabulary about Places and Locations Vocabulary about Expressions Vocabulary about first date	
Outcome: Record a podcast discussing about places to go and expressions to say when going on a date.				
Anticipated problems: Ss may not know the concept of podcast.		... and solutions: teach the concept and show an example of such.		Aids: Whiteboard – Marker – Power Point presentation – Speakers – Computer –projector

	AIM(s)	LANGUAGE CONTENT	MAIN ACTIVITIES	AIDS	TIME	ASSESSMENT
LESSON 1 SDL LESSON LISTENING	At the end of the lesson Students at the end of the lesson will be able to (SWBAT) record a podcast about discussing going on a date.	<p>Setting the context of the lesson</p> <p>Introducing and discussing the topic.</p> <p>Explain the task</p> <p>Completing of the task</p> <p>Present the task to the class.</p>	<p>Warm up: Teacher presents the concept of podcast showing a ppt with its definition.</p> <p>Preparation stage Teacher shows an example of a podcast discussing the topic of dating.</p> <p>Teacher explains the task giving instructions of what to include, also providing useful resources to guide students.</p> <p>Task-development stage Students prepare a dialogue in order to record it afterwards (max 2 min each podcast) Teacher monitors students for questions and/or doubts.</p> <p>Post-task stage Students give away their podcast for listening and reviewing.</p>	<p>Computer Projector</p> <p>Computer Projector speakers</p>	<p>2 min.</p> <p>2 min.</p> <p>3 min.</p> <p>25 min.</p> <p>13 min</p>	<p>Podcast discussing about going on a date including description of the place, what to do on a date there and typical expressions.</p>

12 Appendix 12



Podcast?

What is a podcast?

What is a Podcast?

- A podcast is an online conversation programme.
- The hosts discuss a topic and give their opinions about it.



In trios, choose any place to go on a date, and create your own podcast including:

- A description of the place.
- What to do on a date there?
- What to say on a date there? (typical expressions)

Listen to this podcast called "Room 2"



Useful links:

- Video: <https://goo.gl/9fAF4Y>
- www.howtopronounce.com