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TEMA

**THE USE OF AUDIOVISUAL MATERIAL AND ITS INFLUENCE IN
THE ENGLISH VOCABULARY LEARNING IN SECOND GRADE
STUDENTS, SCHOOL YEAR 2018-2019**

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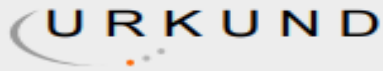
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<p>RESUMEN: Este documento tiene como objetivo mostrar el uso efectivo del material audiovisual y su influencia en el aprendizaje del vocabulario en inglés en estudiantes de segundo grado de la Academia Naval de Guayaquil. Para ello se seleccionó una muestra representativa de estudiantes de primaria. En la primera etapa del estudio, se aplicó un cuestionario al profesor de inglés para conocer la metodología de enseñanza del vocabulario y los diferentes recursos que ayudan a desarrollarlo. Reveló que la maestra sí tiene acceso a internet y que tiene dispositivos tecnológicos disponibles para implementar actividades utilizando recursos audio-visuales. A través de la observación se apreció una lista de verificación de que a pesar de los materiales audiovisuales están disponibles, el maestro necesita más actividades dirigidas a desarrollar el vocabulario ya que es indispensable aumentar el léxico en los niños previo para alcanzar un nivel superior de competencia. Además, se implementaron dos pruebas de actividades de vocabulario; el primero se probó después de aplicar una clase normal sin usar materiales audiovisuales. Del mismo modo, el segundo se aplicó después de la clase normal utilizando materiales audiovisuales. Los resultados mostraron que hubo un incremento en el número de palabras aprendidas en la prueba 2. Teniendo en cuenta estos resultados, el presente estudio propuso 9 actividades de vocabulario utilizando materiales audiovisuales ya que el objetivo de este trabajo de investigación es mostrar cómo los materiales audio-visuales influyen en el aprendizaje del vocabulario en inglés.</p>		
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En mi calidad de Tutora del Proyecto de Investigación **“The Use of Audiovisual Material and its Influence in the English Vocabulary Learning in Second Grade Students, School Year 2018-2019”**, designada por el Consejo Directivo de la Facultad de Educación de la Universidad LAICA VICENTE ROCAFUERTE de Guayaquil.

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Haber dirigido, revisado y aprobado en todas sus partes el Proyecto de Investigación titulado: **“The Use of Audiovisual Material and its Influence in the English Vocabulary Learning in Second Grade Students, School Year 2018-2019”**, presentado por la estudiante **Evelyn Elena Carranza Ordoñez**, como requisito previo, para optar al Título de **Licenciada en Lengua Inglesa Mención Enseñanza Administración de Sistemas Educativos en TEFL**.

Encontrándose apto para su sustentación.

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I want to thank Jehovah God for the opportunity to finish another stage of my life. Thank my family for the day-to-day support to overcome the obstacles that life puts us, especially my mother who always taught me to finish what I started. Also, I want to thank my daughter, because now she has become that biggest reason to achieve my goals and get ahead. Finally, I thank those people who, although they are not here with me, are in my mind and heart and will not cease to be important to my life.

DEDICATION

I dedicate it to the PhD. Rosa Elena Ordoñez de Carranza, my mother and my only and best friend I've ever had.

THE USE OF AUDIOVISUAL MATERIAL AND ITS INFLUENCE IN THE ENGLISH
VOCABULARY LEARNING IN SECOND GRADE STUDENTS, SCHOOL YEAR
2018-2019

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ABSTRACT

This paper aims to show the effective use of audiovisual material and its influence on the English vocabulary learning in second grade students at Academia Naval Guayaquil. For that purpose, a representative sample of Primary school students was selected. In the first stage of the study a questionnaire was applied to the English teacher to know the methodology of teaching vocabulary and different resources that help to develop it. It revealed that the teacher does has internet Access, and she has technological devices available to implement activities using audiovisual resources. Through observation checklist was observed that in spite of audiovisual materials are available, the teacher need more activities aimed to develop vocabulary since that it is indispensable increase lexical in children previous to get upper level of proficiency. In addition, two test of vocabulary activities were implemented; the first one was tested after of applying a normal class without using audio-visual materials. In the same way, the second one was applied after normal class using audiovisual materials. Findings showed that there was an increment in the number of learnt words in the test 2. Bearing in mind these results, the present study proposed 9 vocabulary activities using audio-visual materials since that the aim of this research paper is to show how audio-visual materials influence in the English vocabulary learning.

Keywords: audiovisual materials, vocabulary, learning.

USO DE MATERIAL AUDIOVISUAL Y SU INFLUENCIA EN EL APRENDIZAJE DEL
VOCABULARIO EN INGLES EN ESTUDIANTES DE SEGIUNDO GRADO DEL COLEGIO
ACADEMIA NAVAL GUAYAQUIL

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AUTORA: Evelyn Elena Carranza Ordoñez

RESUMEN

Este documento tiene como objetivo mostrar el uso efectivo del material audiovisual y su influencia en el aprendizaje del vocabulario en inglés en estudiantes de segundo grado de la Academia Naval de Guayaquil. Para ello se seleccionó una muestra representativa de estudiantes de primaria. En la primera etapa del estudio, se aplicó un cuestionario al profesor de inglés para conocer la metodología de enseñanza del vocabulario y los diferentes recursos que ayudan a desarrollarlo. Reveló que la maestra sí tiene acceso a internet y que tiene dispositivos tecnológicos disponibles para implementar actividades utilizando recursos audio-visuales. A través de la observación se apreció una lista de verificación de que a pesar de los materiales audiovisuales están disponibles, el maestro necesita más actividades dirigidas a desarrollar el vocabulario ya que es indispensable aumentar el léxico en los niños previo para alcanzar un nivel superior de competencia. Además, se implementaron dos pruebas de actividades de vocabulario; el primero se probó después de aplicar una clase normal sin usar materiales audiovisuales. Del mismo modo, el segundo se aplicó después de la clase normal utilizando materiales audiovisuales. Los resultados mostraron que hubo un incremento en el número de palabras aprendidas en la prueba 2. Teniendo en cuenta estos resultados, el presente estudio propuso 9 actividades de vocabulario utilizando materiales audiovisuales ya que el objetivo de este trabajo de investigación es mostrar cómo los materiales audio-visuales influyen en el aprendizaje del vocabulario en inglés.

Palabras clave: materiales audiovisuales, vocabulario, aprendizaje.

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INTRODUCTION

In recent years, the use of visual materials in English classes has grown rapidly as a result of the increasing emphasis on communicative techniques. Being a rich and valuable resource, videos, songs, PowerPoint slides or Prezi application are well liked by both students and teachers. Students like it because visual materials presentations are interesting, challenging, and stimulating to watch. Audiovisual resources according to Dike (1989) do not only increase the motivation of the teachers and learners; they add clarity to the topic taught and make learning more interesting. They show them how people behave in the culture whose language they are learning by bringing into the classroom a wide range of communicative situations. Another important factor for teachers that makes it more interesting and enjoyable is that it helps to promote comprehension and reinforce vocabulary acquisition. The teacher knows that deficiencies in vocabulary can make even a simple task very difficult for students. Visuals materials facilitate learning through illustrative relationships, so that, students can understand the idea of the text, motivate them for reading and record new words on the brain for long time.

For River (cited in Çakir, 2016) in language learning and teaching process, the learner uses his eyes as well as his ears; but his eyes are basic in learning. With the aims of explaining how the use of audiovisual materials improves the English vocabulary learning in second-grade students at Academia Naval Guayaquil a thesis work has been developed and separate into four chapters. The first one is dedicated to the explanation of the problem, delimitation, objectives and establishing research questions. In the second chapter, definitions, importance, processes, and strategies are explained to support the research questions. In the third chapter, methods, techniques and instruments are applied to demonstrate quantitatively the influence of using audiovisual materials. The proposal represents, chapter four, whose objective is to design a guide with vocabulary activities for second-grade students using audio-visual material.

CHAPTER I

THE PROBLEM

1.1 Title

“The use of audiovisual material and its influence in the English vocabulary learning in second-grade students, the school year 2018-2019”

1.2 Statement of the Problem

The English language is universal and is very important in education. The changes in the education system are important in the education development for the students. However, many of the students show little interest in learning this language. Some teachers follow the traditional strategies that negatively influence student learning. It produces a lack of interest for the students in the English vocabulary learning. Students think that vocabulary learning is not important in language learning. For this reason, teachers are looking for creative ways to capture the attention of students in educational establishments that are taught in this subject.

Traditional strategies given by teachers do not provide creative materials to second graders to get the English vocabulary learning. The educational system has different types of pedagogical resources for teaching the English language. The audiovisual materials in students learning promise a significant didactic role in the teaching of the future, by transmitting information through different channels, they can be used individually and interactively, learning takes place according to individual ability and interest.

The use of audiovisual materials in the teaching-learning process allows the student to receive information through two senses: sight and hearing. Therefore, the teacher must know what the needs of their students are and use the tool that gives the student more ease

to learn. For this reason, there is a need to raise the theme “Audiovisual materials and English vocabulary in second-grade students” which allows students to have a greater interest in learning English vocabulary.

1.3 Problem Formulation

How do the audiovisual materials improve English vocabulary learning in second-grade students?

1.4 Systematization of the Problem

- How effective can be the use of audiovisual materials to learn English vocabulary?
- Why is important to learn English vocabulary appropriately?
- How a guide for the use of audiovisual materials help second-grade students in the acquisition of English vocabulary?

1.5 Broad Objective

To explain how the use of audiovisual materials improves the English vocabulary learning in second grade students at Academia Naval Guayaquil.

1.6 Specific Objectives

- To determine the effectiveness of the use of audiovisual materials to learn English vocabulary.
- To demonstrate the importance to learn English vocabulary appropriately.
- To create a didactic guide for the use of audiovisual materials to help second-grade students in the acquisition of English vocabulary.

1.7 Justification of the Study

Education is an essential part of human's life being and the teacher is the protagonist of the educational system and plays a good role in the classroom. The students didn't have the appropriate didactic resources in regular classes, therefore, they demonstrate a lack of interest in learning English. Sometimes, the teachers have no idea how to introduce a class in a didactic way or what kind of resources could be used in the class. Therefore, the importance of this project is to grab the student's attention using audiovisual materials to improve the English vocabulary learning in second-grade students.

It is important to recognize which is the effect that this project has in the students to improve the English vocabulary learning. This project focuses on the academic development of the students. Also, the teachers are the key to the learning process. The teachers have to find a didactic resource to teach in a better way. The audiovisual materials are resources that grab the student's attention in the education process; it creates a harmonic environment in the class between the teacher and the students.

The use of audiovisual materials is part of the practical methodology. The ability to learn from students depends on the educational resource used by the teacher. So, there are different types of didactic materials that help the teacher in the learning process for students. Therefore, this project demonstrates that the use of audiovisual materials is a creative resource to help the teacher grab the student's attention in the class and the English vocabulary learning appropriately and easily.

1.8 Delimitation of the Study

Name of the Institution:	Academia Naval Guayaquil
Field:	Education
Area:	English
Time:	2018-2019
Spatial framework:	Cdla. Acuarelas Del Rio Guayaquil, Ecuador

Course: 2nd basic education year
Section: “A”
Number of Students: 17 students

1.9 Idea to Defend

The use of audiovisual materials is a factor that contributes to the English vocabulary learning-process.

1.10 Education Faculty Research Lines

The present study is framed within the Education Faculty research, which states the “performance and professionalization of the teacher”, and within its research sub-line “communicative competencies in teachers and students”.

CHAPTER II

THEORETICAL FRAMEWORK

2.1.1 Background

Today, classes have become monotonous and boring for students. The key to achieving a productive class with second-grade students is the good use of teaching resources. For this, we have visual and audiovisual means that stimulate students to the interest to learn something new. The use of these resources represents support for the teacher who looks for the attention and participation of the students.

The use of audio-visual material has increased and improved the methodology used in the classroom. Çakir (2006) carried out an investigation related to the use of video as an audio-visual material in foreign language teaching. Its objective was to provide the required information for foreign language teachers so that they can make use of video efficiently in the classroom. Findings determine that expose foreign language learners to the target language the use of technology needs to be exploited in the classroom as much as possible. On the other hand, the materials present complete communicative situations by means of the dynamic, immediate, and accessible combination of sound and vision.

Ashaver and Mwuese (2013) also developed research about the use of Audio-Visual materials which purpose was to discover and document the use of audio-visual aids in teaching and learning processes in the Colleges of Education in Benue State-Nigeria. They determined that lack of audio-visual materials limit learning and produce students get bored when listening to the routine classes.

On the other hand, Carmen Gómez elaborated an investigation about the use of supplementary materials in 2012 and whose objective was to determine and analyze the type of supporting materials used for teaching in second language students. The Research was developed in Quito – Ecuador, taking a small sample of fourth, fifth, and sixth grades

of elementary education at Benjamin Carrion public school with a population of 20 students per grade. It concluded that teachers prefer to use visual materials like handouts, flashcards, and the whiteboard while the use of audio was lower than the visual ones. In addition, audiovisual materials should be appropriately used and showed pertinence in terms of the goal, age, and the English level of the students, taking care of the spelling, calligraphy, and presentation.

The objective in the present work is to explain how the use of audiovisual materials improve the English vocabulary learning in second-grade students at Academia Naval Guayaquil which shares a similar content with an investigation carried out by Romero Suárez in 2018 who concluded that students regularly have difficulty applying vocabulary and it represents a huge gap between learning new vocabulary and putting it into practice. Then, the researcher suggests that the teacher should have sufficient material to develop vocabulary. Through different theories, the present project pretends to contribute to the improvement of vocabulary acquisition focus on the utility that audiovisual material represents to generate a motivational environment of learning.

2.1.2 Visual Materials

Audio-visual materials are things that people can look at and listen to, such as a film, model, map, or slides, to help you understand something or to remember information. For Selvam (2015) audiovisual materials are any device, which can be used to make the learning more effective, more concrete, more realistic, and more dynamic. According to Burton (as cited in Shabiralyani) “Visual aids are those sensory objects or images which initiate or stimulate and support learning” (p.226). In the learning process, the students need stimulation to have the interest to learn the English language. For this reason, the use of creative resources such as visual and audiovisual materials in the development of the class is important.

2.1.3 Visual Materials Importance

Burgos and Maldonado (2016) mentioned that (1) audiovisual media allows getting closer to reality and gives meaning to what individuals have learned since videos and slides used during classes contain animated characters from films, as well as from television series seen by the students. (2) They are tools that serve as a support for the teacher because it is a compliment for the classes. (3) Audiovisual materials are an important resource in the education system since the use of images encourages interest in students when learning a new language. (4) They allow interaction between the teacher and the students. (5) The use of visual materials allows the second-grade students of basic education to foster in them the interest and ease of learning the vocabulary of the language.

In the same manner, Dirk (2018) states that the use of visual materials as teaching tools, allows the development of educational functions such as increasing the effectiveness of the teacher's explanations, allows presenting the abstractions in a graphic way, facilitates comparisons between different elements, generates feelings favorable towards learning, stimulating student attention, and receptivity. In other words, audio-visual materials are a component of active learning strategies such as group discussions or case studies.

In second grade, the teacher must take into account the use of audiovisual materials for teaching, in such a way that the student can infer what they are learning, identifying and remembering about the learned vocabulary, as it is expressed by Ramirez (2012) who says that visual materials in second-grade create harmony between the students and the instructional methodology and materials used, as well as, the teacher has the opportunity to teach in a dynamic way preventing boring and routine classes.

Ashaver and Mwuese (2013) indicate that the use of audiovisual material is important because the barrier of communication and distance is broken. The knowledge of other countries can be brought into the classroom with the aid of slides, films, and projectors. Those students who are learning English need to have contact with the English language,

then audiovisual Materials represent means to transport children with the real use of that language.

In the second grade of primary school, audiovisual materials allow the teacher to work the lesson plan synchronously combining dynamic images, audio, effects and sounds to generate emotions, motivate interest, provoke small reflections, help think, and clearly show concepts difficult to explain.

2.1.4 Types of Audiovisual Materials

Sánchez (2015) expresses that those who use educational audiovisual material are the teachers dedicated to teach through videos, interactive electronic whiteboards, audios, slides, and other methods present situations where vocabulary and grammar used. The results obtained through them have been very good, since the student understands more easily and allows him to adapt his use to the experiences that he has every day, leading to the practice what he learned.

Dowd (2018) expresses that today teachers know that using different types of audiovisual aids makes learning fun and comprehensible. Students pay attention when their senses are encouraged, particularly, the sense of sight and sound. Technology advances have allowed that classroom activities become more interactive. However, like any teaching tool, teachers must use audiovisual correctly to optimize student's learning. Audio-visual materials are classified in non-electric and electric visual materials.

2.1.4.1 Non-Electric

Board. - Adame (2009) defines board as one of the oldest resources used by teachers, as it is available in all classrooms of schools. Its use requires little practice and serves to present texts, drawings, and graphs that allow consolidating facts, ideas or processes. It is also complemented by other teaching materials.

Handouts. – Hutt (2017) states that it is a resource that complements the visual presentation. They are papers that consist of activities related to the lesson. The use of handouts should be framed in a range of activities to construct knowledge.

Chalkboards. - For Moss (2018) blackboards are broadly accessible in schools. They are helpful for setting down the primary headings of a discussion, for portraying straightforward drawings and outlines, and for taking note of focuses brought up in issues and discourse.

Flip Charts. - Hutt (2017) indicates that it is a piece of paper or cardboard folded where students can write words or sentences to show it to the audience. They allow learners to understand, and remember ideas without the need to refer constantly to grammar explanations.

Flashcards. – Adame (2009) states that it is a notecard with a word on one side and the corresponding image on the other side. Students can learn and repeat pieces of information by reading the word and trying to guess the word when they look at the picture. Flashcards can also be used with PowerPoint slides even using sounds with it.

Book – For Moss (2018) it is a set of sheets of paper or some similar material that, when bound, form a volume. The texts are widely used in schools as they guide learning according to programmed content. The main advantage of using textbooks is that they are written and designed by experts in the topics discussed. The writers of these books are kept up to date with technology in a particular area, which means that teachers and students are presented with the most valuable information in that field.

2.1.4.2 Electric

PowerPoint Slides. - Sánchez (2015) mentions that it is one of the most used audiovisual materials by teachers. They are simple virtual pages with figures and text made in the Microsoft program. A projector is required to view the information on a white panel

or whiteboard. Slides of excellent quality can also have a huge impact on any group of learners due to it creates an eye contact with the audience. For example, Genially is a creative and didactic resource for the class. It has some pictures and animations to teach a vocabulary. The students have to interact with the teacher using the genially.

Projector. - Hutt (2017) expresses that the projector is a technological device that lets incorporate images or videos in the lesson in several ways. It allows the teacher to have eye contact with their students and control the class during screening. This device has a light source under the platform that runs through it to project the image placed on the screen.

Computer. - Sánchez (2015) states that this electronic device processes data under the control of a set of instructions called computer programs. These programs control and direct the computer to perform a set of actions more quickly and confidently.

Multimedia System. – Sanchez (2015) indicates that this resource shows visual information brings movement, pictures, and sound into the presentation. The video is the most common activity in multimedia and it is used to teach new ideas, demonstrate behaviors and inspire students, while print materials support the lesson with instruction and practice. Multimedia systems consist of the integration of various media: image, sound, text, graphics, etc., treated in still or moving image and governed by a computer. These systems promise an important teaching role, by transmitting information through different channels and being able to be used individually and interactively, producing learning according to individual capacity and interest.

Video. - Hutt (2017) mentions that video is a type of presentation that gives the learner an opportunity to show visual information. The teacher can use videos to bring pictures, movement, and sound into a presentation. When using videos, it is important to ensure that the clip is relevant to the content. Avoid showing more film than you need and ensure that the audience knows what to look for. On the off chance that there is a PC associated with

the projector, at that point videos can be appeared as documents through YOUTUBE or from a DVD and other online sources.

Songs. - It is an artistic expression that is widely used as a didactic resource in classrooms since it serves to accompany school activities, arouses interest in any situation, theme, element or being. Increase interest, willingness, expectation, and participation. Wake up the desire for creativity and positive attitudes. “It favors communication, language development and logical, dynamic, effective, and creative thinking. It helps to activate the aptitudes, abilities and skills, the interrelation, integration and group and collective organization” (Aguilera, 2015, p.1)

2.1.5 Visual Materials Functions

Jiménez (2016) states that audiovisual materials have some characteristics and functions among them to have an informative function because through their activities, they have the contents of reality to students. Instructional function because they are oriented and regulate student learning by promoting the actions aimed at this end. Motivating function because there is interaction with the computer that includes elements that capture attention and getting interested in an important information. Evaluative function because the contents are evaluated through a feedback process. Experimental function because students can explore how native English speakers pronounce words and to know their culture. Communicative function because it allows the students to participate with questions related to the topic presented. Playful function because students can learn and entertain through games presented using audiovisual material.

2.1.6 Advantages and Disadvantages of Visual Materials

Advantages

Audiovisual Materials has a great benefit on teaching and learning in Education, according to Dowd (2018) visual materials help: (1) to create an attractive environment in a classroom. (2) to represent properly information with the accurate illustration, (3) to

provide a learning experience which cannot be provided more easily with traditional materials, (4) students gain confidence in using English when dealing with real-world situations as they have already been exposed to real English in the classroom, (5) to create a language-rich environment where students can interact with correct pronunciation, stress, and intonation, particularly with the primary school who have limited family backgrounds with limited English exposure, (6) to provide extensive models of speech and pronunciation from native speakers of English.

Disadvantages

Dowd (2018) indicates that overuse or incorrect use of audiovisual materials can put students to sleep if the slides are presented in a monotone voice or with many words; in consequence, they quickly lose interest. Much noise can also distract some students. On the other hand, if the teacher does not do feedback on the video it can leave students with many unanswered questions.

2.1.7 Visual Materials and Cognitive Process

Gonzalez (2019) expresses that to acquire knowledge, the learner should develop a cognitive process, which is carried out through paying attention, categorize, memorize. In other words, the cognitive processes need three process; attention, learning, and perception.

Diaz (2018) indicates that **attention** is a vital aspect of learning since it is necessary to retain information. In consequence, the visuals materials help the teacher to avoid distractions in the students 'environment and focus on what is important. Another cognitive process is named **learning** which represents the acquisition of knowledge. When there is an absent of visual materials learning becomes more difficult, for instance, those who learn words easier use pictures and colors rather than letters in black. García (2016) defines **perception** as a cognitive process that helps students to draw conclusions from sensory experiences, interests, past experiences, personality, and personal characteristics.

Cognitive processes are activities that affect personal thinking. For Gonzalez (2019) a poor visual perception represents a huge impact in the cognitive process since that visual perception is the process of absorbing what one sees, organizing it in the brain, and making sense of it, for example, visual perception helps learners in reading skills and vocabulary acquisition when learners look at the words of a book and make sense of the plot is visual perception at work.

2.1.8 Learning Styles

Chibana (2016) expresses that there are studies that indicate individuals have different styles to learn and it depends on the personality patterns. As well as, due to social interaction there may be some learning styles working together. The perception plays a very important role because it allows learners to perceive their surroundings often affects the way they learn, therefore, the perception individualizes the process of learning and memory. In other words, perception is the initial point to develop a specific learning style.

A primary school teacher should understand different learning styles students have in the classroom in order to maximize students' learning potential. The teacher should consider that it is very important to listen to what learners want and their interests, as well as, compare the differences between how they learn aurally and visually. However, it is also important to expand their abilities to use as many learning styles as possible. Chibana (2016) states that the learning theory mentions three ways how people learn; visual, auditory and kinesthetic learning.

Chibana (2016) expresses that **auditory Learning** refers to acquire knowledge through hearing things and identify familiar sounds Look over these traits to see if they sound familiar to you. Auditory learners like to remember names, enjoy music, follow spoken direction well, are good at working in groups and they are not afraid to speak in class.

“Kinesthetic Learning is a learning style in which learning takes place by the student through physical activity, using their body in order to express a thought, an idea or an

understanding of a particular concept. People with a kinesthetic learning style are also commonly known as doers” (Roell, 2019, p.1). It can be expressed that kinesthetic learners learn through fine motor movements learn through the sense of touch, learn best through hands-on activities, express their learning best with projects, learn better when creating mini-books, games.

Roell (2019) mentions that **visual learning** means that people need to see information to learn the content, but it takes many forms from spatial awareness, photographic memory, color, tone, and other visual information. Visual learners easily visualize objects, are excellent organizers, can see the passage from a page in a book in his or her mind. Instructors use overheads, the chalkboard, pictures, charts, maps, and numerous other visual things to tempt a visual student into learning. Students who are visual-spatial as a rule experience issues with the composed language and improve diagrams, exhibitions, recordings, and other visual materials. In other words, the visual learning style is a method for learning where data is related to pictures. This learning style needs students first to observe what they are relied upon to know. Visual students have explicit qualities that make their learning technique remarkable. In school, visual students regularly: Remember what they read instead of what they hear, incline toward reading a story as opposed to listening to it, gain from seeing things worked out on a writing slate, use outlines and diagrams to get thoughts and ideas, take notes during class or while listening to introductions, study by investigating things, are great at spelling, use colors to compose data.

2.2 Vocabulary

For Martín (2009) vocabulary is the set of all the words actually employed by the announcer in a specific act of speaking”(p.157). On the other hand, vocabulary can also refer to the set of words a person uses daily or knows. This type of vocabulary is also known as a mental lexicon.

2.2.1 Vocabulary and Visual Materials Importance

Mansoureh and Behzad (2013) state that the instructing of unknown language vocabularies is a significant subject and it is a good part of all the language classes. In this way, all of language instructors ought to think about how to teach vocabulary. Various skills are created to teach English. Vocabulary is a basic piece of learning English. However, it is hard for instructors to teach this skill in the learners, because of the absence of enthusiasm by the learners when learning another language. Consequently, it is critical to utilize dynamic assets of the instructional method, for example, visuals to acquire a unique class by teaching the vocabulary.

Yi-Hsun (2000) points out that utilizing visual guides, for example, pictures, publications, postcards, word schedules, realia, diagrams, realistic coordinators, picture books, TV, recordings, and PCs can help learners effectively comprehend and understand the central matters that they have learned in the classroom. The visual aids have various sorts of materials to build up the class. The utilization of this material allows learners to focus and comprehend the vocabulary that they are going to learn. Likewise, the nature of the class will be agreeable and interesting.

Yi-Hsun (2000) additionally expresses that remembering language structures and words is an insufficient technique for learning an objective language. Utilizing visual guides can assist learners with strengthening and fortify what they have learned. It can be said that the way to learn vocabulary is to recognize and get it. Retaining is not a successful procedure to learn vocabulary. The thought is to draw in the consideration of the learners and they can without much of a stretch recognize, comprehend and recollect the educated vocabulary. Encouraging vocabulary is one of the most examined pieces of teaching English as an unknown language. Vocabulary learning is significant expertise in the training procedure. These days, the educators have a few challenges when they are going to teach new words to little learners. Thus, is critical to consider the imaginative assets to use in this learning procedure, for example, the audio-visual materials. The way to build up a good class is to draw in the consideration of the learners.

2.2.2 Types of Vocabulary

Nordquist (2018) states that humans know many words. Some dominate them perfectly and use them daily; others, however, barely know or interpret them, either because they know the meaning, or because it deciphers meaning because of the context. In this sense, considering the degrees of mastery that a person has over his own lexicon, we can divide his vocabulary into passive or receptive and active or productive.

Grigg (2012) defines **passive vocabulary** is one that the subject can understand without help, on its own, but that is not able to use to produce a message. In other words, this type means that individuals understand but do not or cannot use a particular word.

Nordquist (2018) defines **active or productive vocabulary** refer to words that people understand and use effectively because a person has fully integrated it into his everyday language and is able to produce messages. In other words, it is the type of vocabulary that a person understands and uses when required without the need for help.

Individual pass from passive vocabulary to an active one. This type of process can be seen especially in childhood or in the learning of anew language. Nordquist (2018) also defines other particular type called **technical vocabulary** which is the set of relevant words to a specific discipline, trade or areas of knowledge. Technical vocabulary refers to the classification of words, where their meaning is unique.

2.2.3 Strategies to Teach Vocabulary

To improve second language proficiency, English language learners need a solid knowledge of vocabulary and a basic level of vocabulary that will allow learners to communicate some ideas to a certain degree and improve communication. There are many different types of strategies to teach vocabulary, Folse (2018) mentions some examples as competing gap exercises, match words to pictures, match words to the definition, choose the correct word, categories, the odd one out and words that go together.

Complete Gap. - In this exercise, Folse (2018) states that the student should put the right word in the gaps. The teacher asks students to choose words from a box. Finally, the teacher asks students to check answers carefully when they finish.

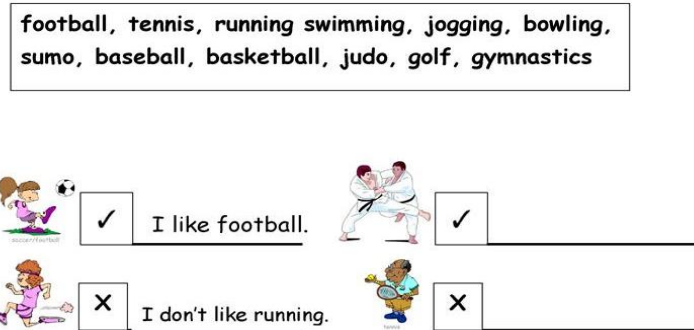


Figure 1 Complete gap.
Source: Houston ISD Multilingual Department (2010)

Match the Word to the Picture. - In this activity, Folse (2018) expresses that students should match the words with the pictures asking students to draw a line to relate them.



Figure 2 Match the word to the picture.
Source: Houston ISD Multilingual Department (2010)

Match the Word to the Definition. - In this exercise, Folse (2018) indicates that students should match each word with a definition. The teacher gives students a worksheet with multi-choice questions about vocabulary and check the answers when they finish.

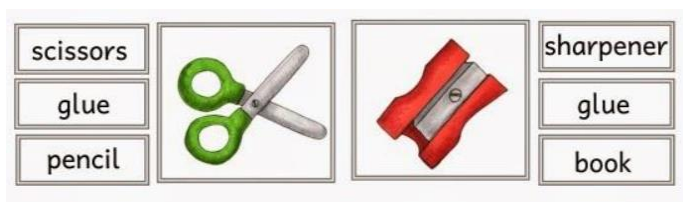


Figure 3 Match the word to the definition.
Source: Houston ISD Multilingual Department (2010)

Choose the Correct Word. -In this type of exercise, Folse (2018) mentions that students should choose the correct word from two or three possible answers and complete the sentence. The teacher can help students to find answers by eliminating any words that they know are wrong.

The is yellow

- a. moon
- b. sky
- c. sun

Figure 4 Choose the correct word
Source: Houston ISD Multilingual Department (2010)

Categories. - In this activity, Folse (2018) point out that students should put words into different groups or categories. The teacher asks students to read words and write words they understand in the correct category.

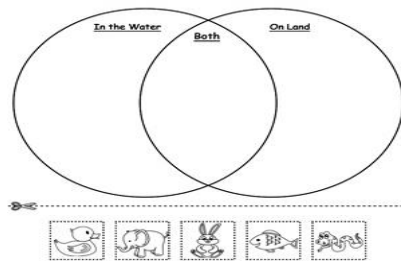


Figure 5 Categories.
Source: Houston ISD Multilingual Department (2010)

Odd One Out. - In this exercise, Folse (2018) explains that students should choose the word that is different from three or four words.

1	ear	nose	mouth	leg
2	leg	foot	finger	toe
3	ankle	ear	eye	nose
4	back	shoulder	bike	chest
5	arm	hand	finger	knee

Figure 6 Odd one out
Source: Houston ISD Multilingual Department (2010)

2.3 Conceptual Framework

Visual Aids: Journal of Education and Practice (2015) notice that visual materials are those gadgets which are utilized in the class to support learners learning procedure and make it simpler and interesting. Visual materials are the best instrument for making showing successful and the best scattering of information (p. 226).

Visual Styles: the use of colorful images, flashcards, videos and real things to create an interesting environment in the class. Visual media are resources used to express messages through images, or real objects. The teachers use these resources as teaching material in the classes and thus capture the interest of the students. There are different types of visual media such as visual media not projected (drawings, types of graphics or models) and visual media projected (slides, videos, movies), (Journal of Education and Practice, 2015, p.227).

Pedagogy: Pedagogy is a set of knowledge that seeks to have an impact on the educational process, in any of its dimensions, as well as in the understanding and organization of culture and the construction of the subject. Pedagogy, as indicated, would be the science that studies educational processes, which certainly hinders their understanding, since it is a living process in which different functions are involved in the organism so that the learning process is carried out, for this reason if the object itself is difficult to define, therefore its definition would be the study by which the performs the interconnections that take place in each person to learn, such as the brain, sight, and hearing, and that in short, it is appreciated by the response issued to said learning. (Hevia, 2013, p.2). In other words, it can be mentioned that the pedagogy is the science that studies the educational mechanisms forming an essential part of a teacher since it is the way of teaching, imparting knowledge to his students in such a way that a positive result is obtained by the students when receiving the learning.

Didactics: Mallart and Navarra (2001) mention that practical tool attracts the attention and interest of the student. It intervenes in the teaching-learning process to obtain intellectual training.

Audiovisual media: they are characterized by images accompanied by audio. The use of these means allows interacting in a harmonic and fun way with the students in the class, obtaining a participative atmosphere.

2.4 Legal Aspect

National Constitution

Art.-27 describe los elementos constitución de la Educación que lo propone como un derecho basic0 para todos los ecuatorianos. Esta ley da importancia a dos características de la Educación que debería tener.

- a.- Se centrará en el ser humano.
- b.- Concebir al ser humano de manera integral, es decir, como un todo diferente de la suma de las partes que lo componen.

This article also records the importance of education for the construction of a democratic, just and solidarity society.

Organic Law of Intercultural Education

Título I. de los Principios Generales

Capítulo único del Alcance, Principios y Propósitos

- b) **Educación para el cambio.** - La educación constituye un instrumento para la transformación de la sociedad; contribuye a la construcción del país, los proyectos de vida y la libertad de sus habitantes, ciudades y nacionalidades; reconoce a los seres humanos, particularmente a las niñas, niños y adolescentes, como el centro del

proceso de aprendizaje y sujetos de derecho; y está organizado sobre la base de principios constitucionales;

Common European Framework

National Ecuadorian educational program rules build up that schools ought to be confined by Common European Framework which is an arranging device that offers direction for instructors, inspectors, coursebook authors, educator mentors, and instructive managers. It likewise assumes a central job in language and training strategy overall since it thoroughly describes (1) what language students ought to have the option to do at various phases of the learning procedure and (2) what information and aptitudes they have to create to impart adequately in the objective language. The CEFR fundamentally proposes a size of six language capability levels that go from A1, for the individuals who are at a starting stage, to C2, for the individuals who can utilize language at significant levels of talk. The motivation behind the theory work is pointed out in second-grade learners where understudies become equipped for comprehension and utilizing ordinary articulations that are utilized much of the time to fulfill quick needs. (Level A1)

CHAPTER III

3. METHODOLOGY

3.1 Research Methodology

The purpose of this descriptive thesis is to provide an accurate account of information to explain the use of audio-visual material and its influence in the English vocabulary learning in second-grade students. The researcher also explains the effectiveness of the use of audio-visual materials to learn English vocabulary, the importance of learning English vocabulary appropriately and the use of a guide for the use of audio-visual materials with the purpose to help second-grade students in acquiring vocabulary easily and funnily.

Inductive-Deductive methods

The **deductive method** carries out an extensive investigation due to it examines the possibilities to reach a specific, logical conclusion (Bradford, 2017, p.1) In the present work, the deductive method allowed knowing how visual materials would help to improve vocabulary strategies with second-grade students. In the deductive method, the researcher receives a new concept, which explains a set of theories and definitions, so that, research can understand the object of study components. In contrast with the **inductive method**, researchers reason about components and look for more information to argue and accept the main idea of hypothesis or create a new one. Through this method, the researcher can determine there is a learning connection between the use of audiovisual materials and vocabulary acquisition since that it is useful to get students` attention and they can learn in an easier way.

3.2 Research Types

Quinto (2012) **descriptive**, research involves observing and describing the behavior of an object of study without influencing it in any way. This type of research contributed to

describing techniques, strategies for acquiring vocabulary in English. Also, it helped describe the importance and types of audio-visual materials used in second grade and how audiovisual materials serve as a creative resource to improve the learning of vocabulary in English.

Quinto (2012) also refers to another type of investigation, which gathers information, utilizing techniques, for example, up close and personal meeting, phone and postal reviews, and direct perception is named **field investigation**. The researcher applied an observation checklist and note-taking exercises which were examined to decide the causes and results of challenges in adapting new words through visual materials.

3.3 Research Approach

Qualitative research was used to understand the underlying reasons, opinions, and motivations. De Franco (2011) states that through the qualitative approach, the researcher could develop ideas deeply. This approach is based on data collected without numerical medicine to discover and answer the research questions through interpretation. The researcher as a first step focuses on the English language-learning environment in children in second grade and during this process, a conclusion is developed consistent with the data obeyed in the observation sheet, with, open interviews and document review. The qualitative approach involves an inductive process where the object of study was explored and described with the purpose to generate conclusions and recommendations.

Due to the age of students in second grade and due to complexity of doing a questionnaire when they even not read well, therefore, as expresses De Franco (2011) the **quantitative approach** will be limited by the application of a couple of tests whose objective is to evaluate and compare the effectiveness in learning when it is used audio-visual-materials. The results are shown in statistical tables and pie charts.

3.4 Research Techniques and Instruments

To get real information the researcher used two techniques for the research: observation and interview.

Ckecklist. – For Campo (2008) observation refers to look with the intention to get vital information about the reality that surrounds the object of study. A class of 17 students was observed during two English lessons in Grade 2. The instrument used in this technique was a checking list with different statements related to the use of audiovisual materials and the development of vocabulary. The researcher carried out two observations checklist for the two lessons. The first checklist had the goal of observing a lesson where the teacher will not use audiovisual materials to teach the topic. While the second one, the teacher would use audiovisuals to teach. This technique contributed to the present work since that it could be observed visual materials available, teacher`s skills at the moment to use visuals, methodology and strategies applied to teach vocabulary, and develop other language skills.

Test.- It is an instrument that aims to measure a specific issue in some individuals (Anastasi and Urbina, 1997, p.2). The researcher carried out two tests for the two lessons. The first lesson had the goal of not using audiovisual materials to teach the topic and evaluate this lesson through a pre-test, while the second one, the teacher would use audiovisuals materials. The second lesson was evaluated using a post-test and its results obtained were compared statistically.

The interview. - this technique was carried out between two or more people with the sole purpose of gathering opinions (Pérez and Gardey, 2008, p.23) to collect data from the second-grade teacher. The teacher gave information about the use of audio-visual material and the development of vocabulary in the classroom, what their audio-visual materials are applied and what attitude students had towards them.

3.5 Research Population and Sample

According to Hanlon and Larget (2011), a population is a finite set of subjects or individuals. In this case, population and sample will be defined through field research developed at Academia Naval Guayaquil, during the 2019-2020 school year where the population in Second-grade of basic education is about 17 students. The researcher has chosen a grade to evaluate methodology; didactic material and audiovisual aids used in the classroom to develop vocabulary acquisition. The sample consists of one or more observations drawn from the population, however in the present research will not expose to a survey because of the complexity of their age and reading skill, they do not domain well, up to now.

Table 1 Population and sample

Section	Number	Percentage
Teachers	1	3%
Students	17	97%

Source: Academia Naval Guayaquil High school

Elaborated by: Carranza (2019)

3.6 Analysis and Interpretation of Results

Checklist without audio-visual material implementation

The lesson was focused on the use of the textbook, where the teacher only follows activities instruction to complete them. the text showed some pictures related to the topic and they were asked about elements in the pictures to remember vocabulary and they were said the meaning of the rest of elements by writing meaning besides the image. The teacher motives students to repeat words showing the images from the text. At any moment, there was no use of audio and visual aids reason by which students were disinterested by learning and some of them felt bored and they did not pay attention. The teacher monitors the work in text, many of them finish on time the others have not begun, yet. Finally, before class ends the teacher asks students to do homework (color pictures from the text and label

them). The class was monotonous in spite of only one visual aids students achieve memorize some words.

Checklist with audio-visual material implementation

With the purpose to measure the impact that audio-visual materials have on vocabulary acquisition, it was necessary to repeat the class but this time it would be using audio-visual material. This time the teacher went back to teach the same lesson applied one day before which it can be observed that the teacher used different audiovisual materials such as a video with a little song at the end of the class. It was observed that visual aids like flashcards projected on the board motivated the students and it called their attention. Along with flashcards activities, a worksheet was applied so that students can participate actively in writing or completing exercises on the board. The worksheet was elaborated correctly using different strategies. When the activity finishes the teacher did feedback they had learned. It can be said that the use of audio-visual materials helped the teacher to get better learning in their students.

Analysis and Interpretation of the Pre-test and Post-test results

Table 2 Results of pretest, posttest, and increment

Objective: To measure the improvement of vocabulary in second-grade learners before and after applying audio-visual materials

CATEGORY	PRETEST	POSTTEST	INCREASEMENT
Student 1	7.5	8.75	12.5%
Student 2	5	7.25	22.5%
Student 3	6.75	8.75	20%
Student 4	4	6	20%
Student 5	6.25	8	17.5%
Student 6	5.75	7.5	22.5%
Student 7	5.75	8	22.5%
Student 8	8	10	20%
Student 9	10	10	0%
Student 10	7	9	20%
Student 11	7.25	9.75	22.5%
Student 12	7.5	9.5	20%
Student 13	7.75	9.25	22.5%
Student 14	8.25	10	17.5%
Student 15	6	7.75	17.5%
Student 16	3.5	6.25	32.5%
Student 17	4.75	7	22.5%
TOTAL	111- (6.5)	142.75 – (8.4)	332.5% - (19%)

Source: Academia Naval Guayaquil High school

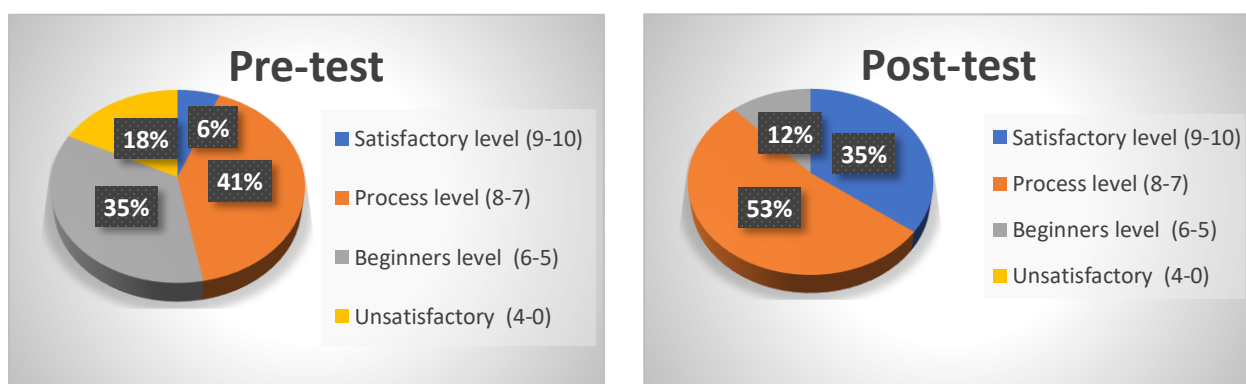
Elaborated by: Carranza (2019)

Table 3 Pre-test and post-test comparative analysis according to national scale evaluation

CATEGORY	Pre-Test		Post-Test	
	FRECUENCY	PERCENTAGE	FRECUENCY	PERCENTAGE
Satisfactory level (9-10)	1	6%	6	35%
Process level (8-7)	7	41%	9	53%
Beginners level (6-5)	6	35%	2	12%
Unsatisfactory (4-0)	3	18%	0	0%
Total	17	100%	17	100%

Source: Academia Naval Guayaquil High school

Elaborated by: Carranza (2019)



Graphic 1 Comparative results from Pre-test and Post- test

Source: Academia Naval Guayaquil High school

Elaborated by: Carranza (2019)

Analysis

In the table above it can be observed the comparative results according to national scale evaluation, which allows grouping or classifies results to know the success in the whole class learning. The group of satisfactory level (9-10) goes from 1 in the first test and 6 in the second test. It shows the increment and the effectiveness after applying audiovisual and the power they have in learning. In the same way, the unsatisfactory (4-0) goes from 3 in the first test and 0 in the second one, demonstrating that the use of audiovisual material reduces bad-grades because students feel more motivated by learning to provoke an increment in their learning and their English language skills.

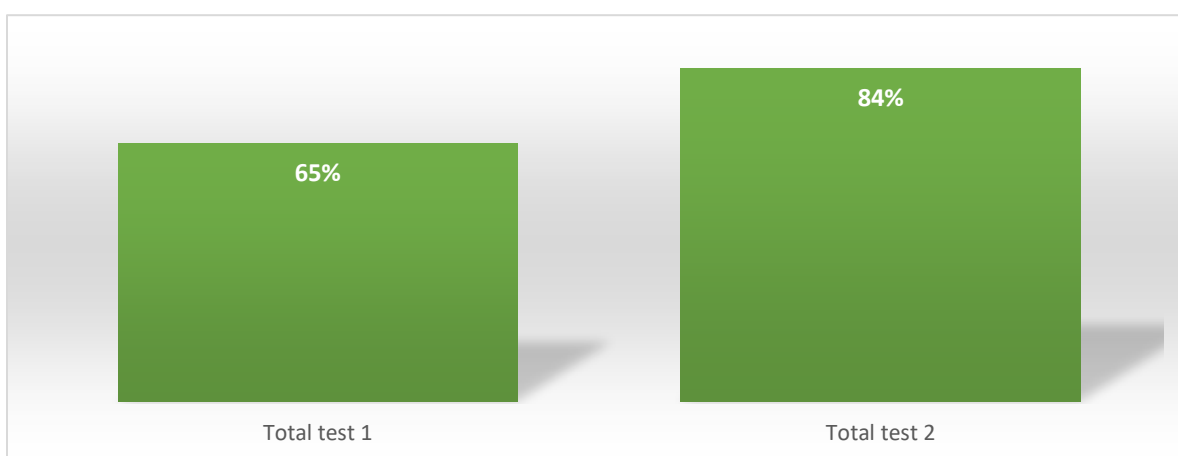
General Analysis of Pre-test and Post-test

Table 4 Total results from pre-test vs total post-test

ALTERNATIVES	FREQUENCY	PERCENTAGE
Total test 1	6.5	65%
Total test 2	8.4	84%
Total	10	84-65= 19%

Source: Academia Naval Guayaquil High school

Elaborated by: Carranza (2019)



Graphic 2 Effectiveness in pre-test vs post-test

Source: Academia Naval Guayaquil High school

Elaborated by: Carranza (2019)

Analysis of Pre-test and Post-test

The graphic above shows that there is an increment of 19% of effectiveness after applying audio-visual materials to teach vocabulary. This result is vital because it demonstrates that the use of audio-visual material increases the student's motivation and allows students to memorize words rapidly. As well as, it improves the way they have to learn a foreign language. Therefore, it is important to use audio-visual material not just to learn words, but reinforce and consolidate learning, and they can get closer to English culture, too.

Analysis and Interpretation of the Interview

After applying the interview, the researcher expresses that the teacher does use a computer and projector and they have internet access without visual materials given by the text guide. This information is important because it lets to know the technological resources the institution has which are used by the teachers. The teacher mentioned that she uses visual materials because they are important resources that help teachers to teach better and have students understand the lessons in a different way, they are more motivated when they learn. However, the use of a text guide does not give enough vocabulary activities to reinforce and consolidate new words. The strategies are also applied but in vocabulary acquisition, they are few. The teacher also mentioned that she finds it difficult to use visual materials, particularly, when the cable is damaged, the projector does not work well. Sometimes, the images are not clear. The printed activities are also an option, but the teacher has to design them in her free-hours. Therefore, it is necessary an instrument with worksheets, which can be used reducing the time-consuming in design them.

3.7 Preliminary Conclusions

Through various research techniques, it has been concluded that to obtain more effective information on the impact generated by the use of audiovisual materials it was necessary to implement two tests and therefore two observation sheets to appreciate the result when they are not involved audiovisual and when audiovisual materials are involved. For the study and generation of a pedagogical proposal for second-grade students, a field investigation has been carried out where a test is needed to measure the achievements in different learning situations and environments. This test will help in the development of didactic strategies, didactic material, class development and will improve the communication in English of the student by identifying the needs of the students, which will allow the design of a didactic guide.

According to the assessments of the observation sheets, students show little motivation when participating in class and the importance of strategies to guide students towards their

learning is few. This lack of motivation is reflected in Test 1 with a large number of students with low grades. However, children achieved better grades when they are placed under learning strategies with audio-visual materials. On the other hand, as mentioned by the professor in his interview, the acquisition of vocabulary is essential in children who learn another language but the text guide is not helping with more material for the group and individual work in class where children can complement their Learning.

CHAPTER IV

4. PROPOSAL

Vocabulary Activity Guide for Second-Grade Students Using Audio-Visual Material

4.1 General Objective

- To design a guide with vocabulary activities for second-grade students using audio-visual material.

4.2 Specific Objectives

- To encourage the learning of second-grade students.
- To help students to increase their proficiency and fluency.
- To increase interest in learning by showing audio-visual materials.
- To help students to memorize new words in English.
- To help the teacher with audio-visual material to consolidate vocabulary acquisition.

4.3 Feasibility

From the technological aspect, the proposal is possible because the institution has an available computer, speakers and projectors which are used to show images and sounds or surf on the internet when it is possible. From the economical aspect, the proposal will be available in a powerpoint and word file whose content is aimed at basic vocabulary for second grade-student. The file can be printed to work activities in the classroom. From the human aspect, it is also possible because authorities agree with the implementation of a didactic guide to increase English proficiency and fluency in their students, so that, they can reach their exit profile to continue with the next level. From the legal aspect, the author

is respectful from other academy or scholar works. Activities has been taken from different web pages and links considering all copy rights. Properties from these pages have let the complete used with educational purpose.

4.4 Description

The present didactic guide consists on implementing diverse audio-visual materials to develop vocabulary in second-grade students at Academia Naval Guayaquil in the academic year 2109-2020. The didactic guide involves six vocabulary units that contain a flashcard presentation per unit, worksheet, songs, videos and games through visual materials. The strategies used are complete sentences, match words to the pictures, learning based on project activities, label pictures, color and write, complete words, scramble, word search, and handwriting exercises. The guide encourages the teacher to apply one, two or all of vocabulary strategies to reinforce it from a specific topic, as well as, the teacher can increase exercises encouraging students to work with more attention and interest. It is known from the beginning of the research that the institution has access to the internet connection, which contributes to facilitate the implementation of the present proposal.

4.5 Content

VOCABULARY ACTIVITY 1

Topic farm animals

Objective: To know farm animals, and say their names.

VOCABULARY ACTIVITY 2

Topic: Days of the week

Objective: To know, write and say the days of the week.

VOCABULARY ACTIVITY 3

Topic: My family

Objective: To know, write and say, family members.

VOCABULARY ACTIVITY 4

Topic: Clothes

Objective: To know, write and say clothes names

VOCABULARY ACTIVITY 5

Topic: Food

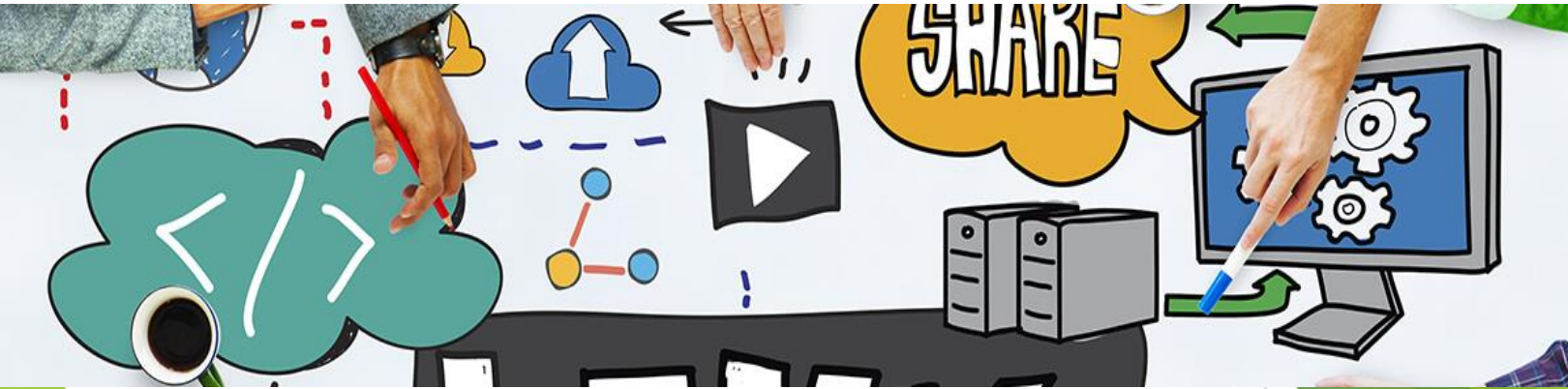
Objective: To know, write and say food names

VOCABULARY ACTIVITY 6

Topic: Face Parts

Objective: To know, write and say face parts names

Didactic Guide



Vocabulary Activities

**For Second Grade Students
Using Audio-Visual Material**



Figure 7 Audio-visual resources
Source: Dreamtime (2017)

Author: Carranza (2020)

Introduction

The present didactic guide consists of implementing diverse audio-visual materials to develop vocabulary in second-grade students at Academia Naval Guayaquil in the academic year 2109-2020. It didactic guide involves 6 vocabulary units that contain a flashcard presentation per unit, worksheet, songs, videos and games through visual materials. The strategies used are complete sentences, match words to the pictures, learning based on project activities, label pictures, color and write, complete words, scramble, word search, and handwriting exercises. The guide encourages the teacher to apply one, two or all of vocabulary strategies to reinforce it from a specific topic, as well as, the teacher can increase exercises encouraging students to work with more attention and interest. It is known from the beginning of the research that the institution has access to the internet connection, which contributes to facilitate the implementation of the present proposal.

Contents

VOCABULARY ACTIVITY 1

Topic: Farm animals

VOCABULARY ACTIVITY 2

Topic: Days of the week

VOCABULARY ACTIVITY 3

Topic: My family

VOCABULARY ACTIVITY 4

Topic: Clothes

VOCABULARY ACTIVITY 5

Topic: Food

VOCABULARY ACTIVITY 6

Topic: Face Parts

Activity 1

FARM ANIMALS

Time: 40 mins - 1 hour

Objectives: To know farm animals and say their names.

Structures: "What animal is that?" "What noise does it make?"

Target Vocab: farm, cow, dog, sheep, horse, duck, pig, turkey, goat, Chicken and mouse

Audiovisual Materials Implemented

Flashcards: farm, cow, dog, sheep, horse, duck, pig, turkey, goat, chicken and mouse.

Worksheet: Farm Animals

Songs: Farm Animals Song - Animals Sounds Song - Walk Around the Farm - ELF Learning.

<https://www.youtube.com/watch?v=EwIOkOibTgM&list=PLA4BRpcl4vQvj>

Video: Learn Farm Animals for Kids. Kindergarten.

<https://www.youtube.com/watch?v=bv8msaylsbc>

Source worksheet: www.flisbooks.com, www.supersimplelearning.com

Procedure

1. Introduce the vocabulary
 2. Show farm animal on the flashcards
 3. Teach and practice the vocabulary using learning strategies
 5. Watch a video
 6. Sing a song.
-

Name _____



Color one box for each animal.

Animals with 4 legs					
Animals with 2 legs					

Fill in the blanks.

There are animals with 4 legs. There are animals with 2 legs.

Circle the number that tells how many animals in all.

1 2 3 4 5 6 7 8 9

Name _____



Color one box for each animal.

Animals with 4 legs					
Animals with 2 legs					

Fill in the blanks.

There are animals with 4 legs. There are animals with 2 legs.

Circle the number that tells how many animals in all.

1 2 3 4 5 6 7 8 9

Figure 8 Farm animals worksheet
Source: Pinterest (2019)

Can you cut out these
animals and birds?



Figure 9 Farm animals worksheet
Source: Activityvillage.co.uk (2019)

PROJECT

CUT FARM ANIMALS FIGURES
PASTE PICTURES IN AN ICE CREAM STICK
LABEL OR WRITE THE NAME OF YOUR ANIMAL
PLAY WITH IT AND YOUR FRIENDS



Figure 10 Farm animals project
Source: Activityvillage.co.uk (2019)

COLOR AND MATCH

sheep

sheep

chicken

chicken

goat

goat

cow

cow

mouse

mouse

duck

duck

pig

pig

horse

horse

Figure 11: Farm animals worksheet
Source:Activityvillage.co.uk(2019)

Activity 2

DAYS OF THE WEEK

Time: 40 mins - 1 hour

Objectives: To know, write and say days of the week. Create a model to know what day was yesterday, what day is today and what day will be tomorrow.

Materials: photocopies of model, cardboard, scissors, glue, screw and nut

Structures: What day is today?

Target Vocab: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.

Audiovisual Materials Implemented

Flashcards: Superheroes the days of the week

Worksheet: days of the week handwriting and paper project

Video and Songs: Seven days at week

cantante https://www.youtube.com/watch?v=IPgTdgvj_jc

Procedure

1. Introduce the vocabulary
 2. Show days of the week on the flashcards
 3. Teach and practice the vocabulary using learning strategies
 4. Create a day of the week wheel
 5. Watch a video
 6. Sing a song.
 7. Play a game
-

HANDWRITING

thursday - friday

thursday - friday

thursday - friday

thursday - friday

thursday - friday

sunday - monday

sunday - monday

sunday - monday

sunday - monday

sunday - monday

tuesday - wednesday

tuesday - wednesday

tuesday - wednesday

tuesday - wednesday

tuesday - wednesday

saturday

saturday

saturday

saturday

saturday

Figure 12: Days of the week handwriting
Source: Handwriting maker (2018)

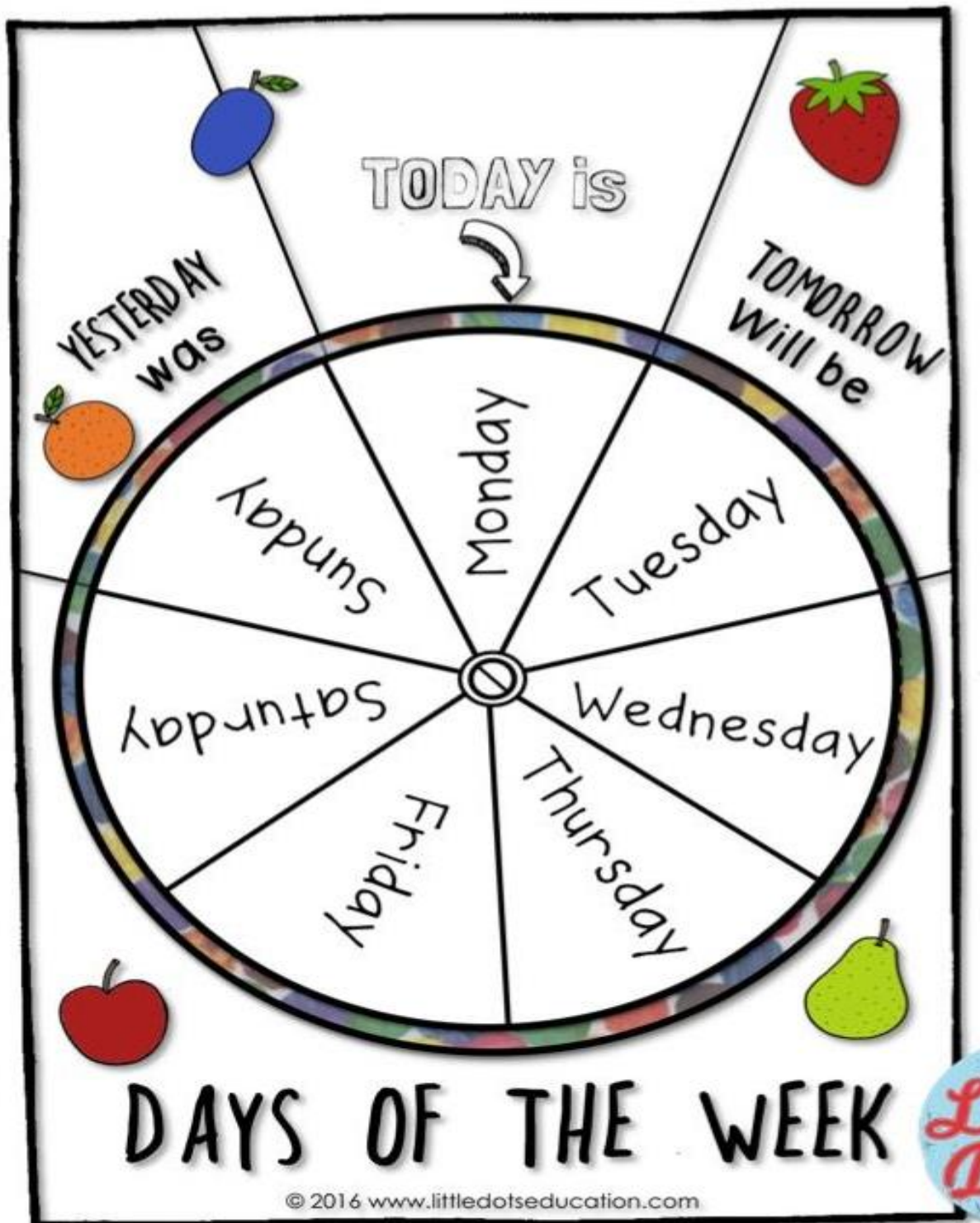


Figure 13: Days of the week roulette
Source: Pinterest (2019)

CUT OUT THIS WHEEL



Figure 14: Days of the week roulette
Source: Pinterest (2019)

GAME "Wall Touch"

Play "Wall Touch"

Paste the cards with something to stick on the wall around the room. Then bring everyone into the middle of the room. Shout out "Monday" and everyone has to race over to a Monday card and touch it. Then "Tuesday" and so on (in the correct order) until you make it through all the week days. Play another round, this time faster!

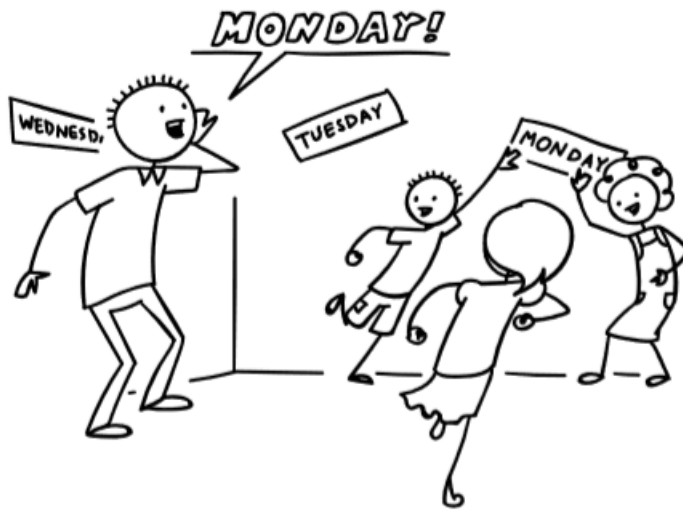


Figure 15: wall touch game
Source: Eskidstuff.com (2019)

Name: _____

Days of the Week Word Scramble Worksheet

Parents, help your child to:

1. Identify the name of the day by unjumbling the letters
2. Write the correct name of the day on the line

irFday

taSurday

daynoM

deWsneday

Tsdayue

nudayS

sdayhurT

Name: _____

Days of the Week Word Scramble Worksheet

Parents, help your child to:

1. Identify the name of the day by unjumbling the letters
2. Write the correct name of the day on the line

irFday

taSurday

daynoM

deWsneday

Tsdayue

nudayS

sdayhurT

Figure 16: Days of the week worksheet

Source: Bienvenidos a primaria (2019)

Activity

MY FAMILY

Time: 40 mins - 1 hour

Objectives: To know, write, listen and say family members.

Materials: computer, projector and speakers

Structures: Who is she? Who is he?

Target Vocab: father (daddy), mother(mom), sister, brother, baby, grandmother (abuela), grandfather (abuelo).

Audiovisual Materials Implemented

Flashcards: worksheet

Worksheet: Match words to pictures

Listening activity: Family members, <https://englishcodima.wordpress.com>

Video: My family: <https://www.youtube.com/watch?v=u9kpdmCtO34>

Song: Family finger, <https://www.youtube.com/watch?v=YJyNoFkud6g&t=77s>

Memory game: <https://www.mes-games.com/family.php>

Procedure

1. Introduce the vocabulary
 2. Show days of the week on the flashcards
 3. Teach and practice the vocabulary using learning strategies
 4. Watch a video
 5. Sing a song.
 6. Play a memory game
-

Name: _____

Name your Family Members!

Date: _____

Direction: Match the word on the left to the picture on the right.

Father ●

●



Sister ●

●



Mother ●

●



Baby ●

●



Brother ●

●



Figure 17: Family members worksheet
Source: Pinterest (2019)

COMPLETE GAPS

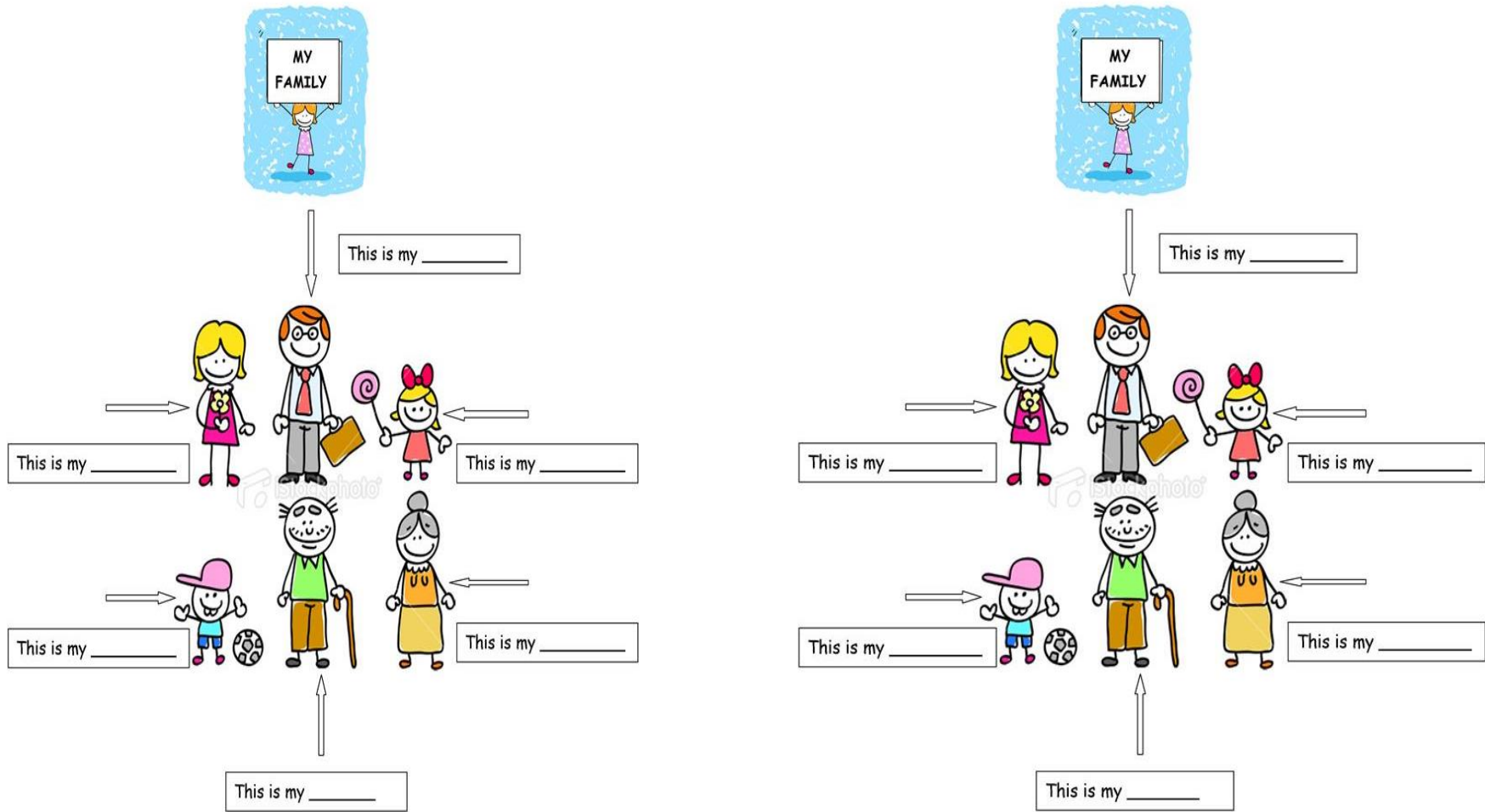


Figure 18: Family members worksheet
Source: Pinterest(2019)

Activity

CLOTHES

Time: 40 mins - 1 hour

Objectives: To know, write and say clothes names

Materials: Computer, projector and speakers

Structures: What are these? What is it?

Target Vocab: Glasses, coat, shoes, t-shirts-skirt, trousers, scarf, hat, blouse, cap, socks, sweater dress

Audiovisual Materials Implemented

Flashcards: clothes

Worksheet: work search activity.

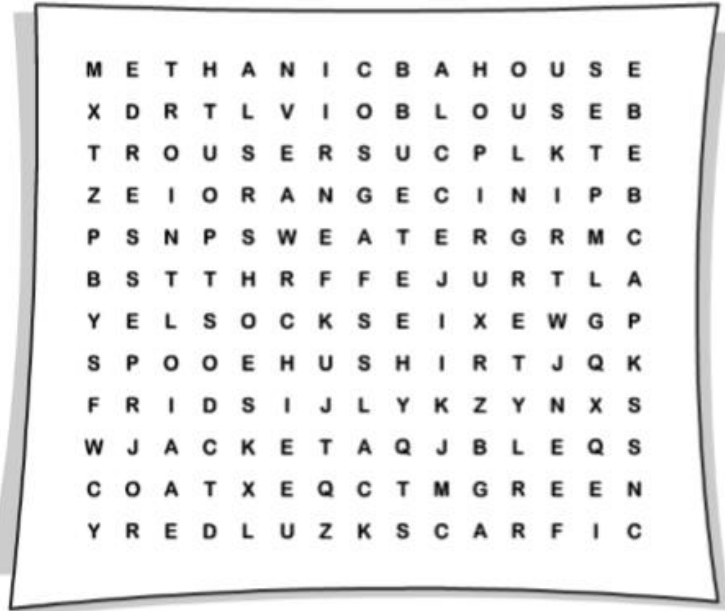
Video: Clothing Vocabulary <https://www.youtube.com/watch?v=pHer1COWyrQ->
<https://www.youtube.com/watch?v=ogmVGs1HTus>

Game: Bingo

Source: <https://www.anglomaniacy.pl/pdf/clothesB.pdf>

Procedure

1. Introduce the vocabulary
 2. Show days of the week on the flashcards
 3. Teach and practice the vocabulary using learning strategies
 4. Watch a video
 6. play Bingo game
-



Search for the words! They are hidden left to right and down.

- BLOUSE
- CAP
- COAT
- DRESS
- JACKET
- SCARF
- SHIRT
- SHOES
- SKIRT
- SOCKS
- SWEATER
- TROUSERS



BINGO!

CLOTHES VOCABULARY

 blouse	 cap	 coat
 dress	 jacket	 scarf
 shirt	 shoes	 skirt
 socks	 sweater	 trousers

Figure 19: Clothes worksheet
 Source: Slideshare.net (2019)

Write the missing letters.



- 1 B L S E
- 2 C P
- 3 C T
- 4 D E S
- 5 A C E T
- 6 S A R
- 7 H I T
- 8 S H S
- 9 S K R T
- 10 S C K S
- 11 S W T E R
- 12 T R U S R S



Read and match.



Figure 20: Clothes worksheet
Source:Pinterest(2019)

Activity

5

FOOD

Time: 40 min - 1 hour

Objectives: To know, write and say food names to talk about favorite food

Materials: worksheet

Structures: What do you like to eat?

Target Vocab: Cookies, milk, banana, apple, cake, orange, sandwich, lemonade, eggs, ice cream

Audiovisual Materials Implemented

Flashcards: Food

Worksheet: Label picture and completing sentences

Video: [cantantehttps://www.youtube.com/watch?v=IPgTdgvj_jc](https://www.youtube.com/watch?v=IPgTdgvj_jc)

Song: <https://www.youtube.com/watch?v=ykTR0uFGwE0>

Memory game: <https://www.anglomaniacy.pl/foodMatching.htm>

Procedure

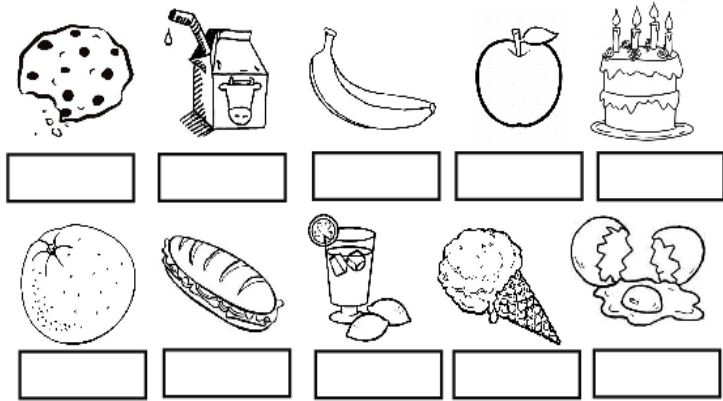
1. Introduce the vocabulary
 2. Show food pictures and names on the flashcards
 3. Teach and practice the vocabulary using learning strategies
 4. Watch a video
 5. Sing a song
 6. Paly memory game
-

COOKIES	MILK	BANANA	APPLE	CAKE
ORANGE	SANDWICH	LEMONADE	ICE CREAM	EGGS

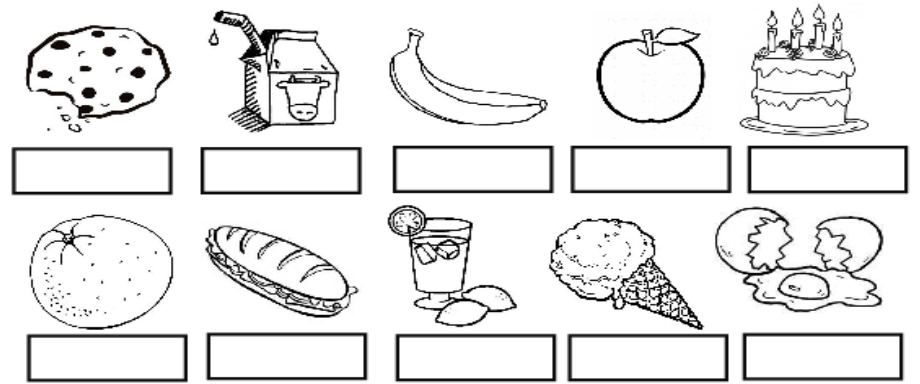
COOKIES	MILK	BANANA	APPLE	CAKE
ORANGE	SANDWICH	LEMONADE	ICE CREAM	EGGS

Figure 21: Clothes worksheet
Elaborated by: Carranza (2020)

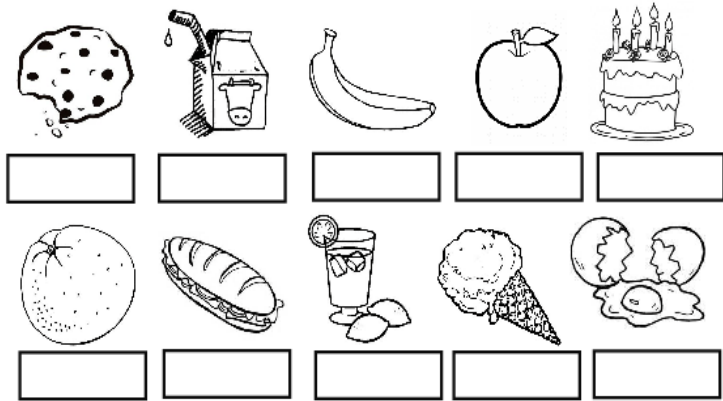
Food I Like



Food I Like



Food I Like



Food I Like

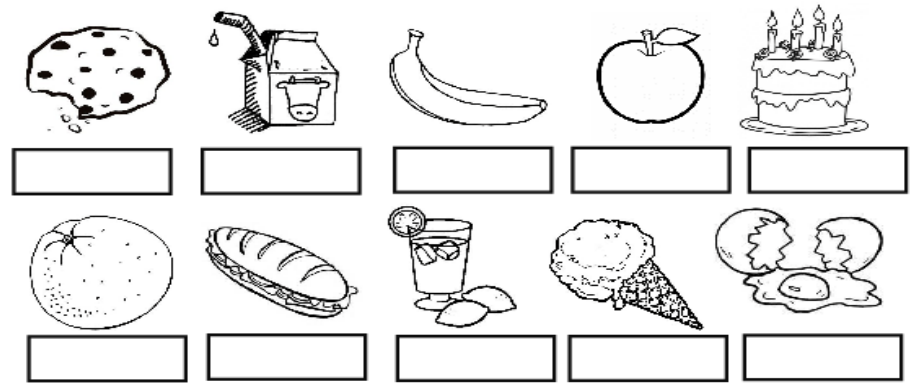


Figure 22: Food worksheet
Source:Pinterest(2019)

THE FACE PARTS

Time: 40 mins - 1 hour

Objectives: To know, write and say face parts names to talk about you have on your face

Materials: Worksheet

Structures: I have, she has

Target Vocab: face, hair, mouth, nose, eyes, ears.

Audiovisual Materials Implemented

Flashcards: face parts

Worksheet: draw and label pictures, relate words to the pictures

Video: <https://www.youtube.com/watch?v=Ma5EMrurTmU>

Songs: <https://www.youtube.com/watch?v=hD1kDoXuvws>

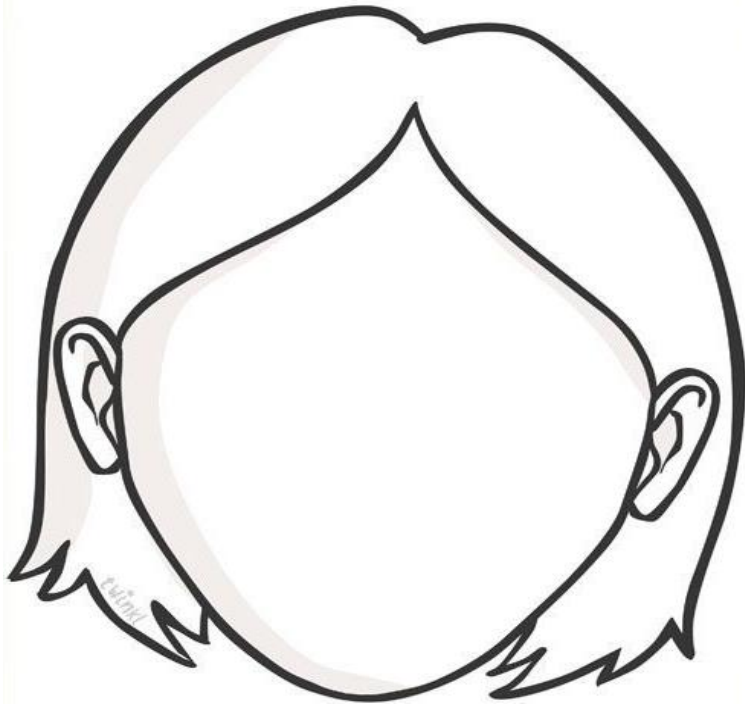
Listening activity: <https://learnenglishkids.britishcouncil.org/word-games/parts-the-body-head>

Procedure

1. Introduce the vocabulary
 2. Show face parts on the flashcards
 3. Teach and practice the vocabulary using learning strategies
 4. Develop listening activity
 5. Watch a video
 6. Sing a song.
-

DRAW AND LABEL THE FACE PARTS

My Face



SHEKNOWS

DRAW THE CHILD'S FACE

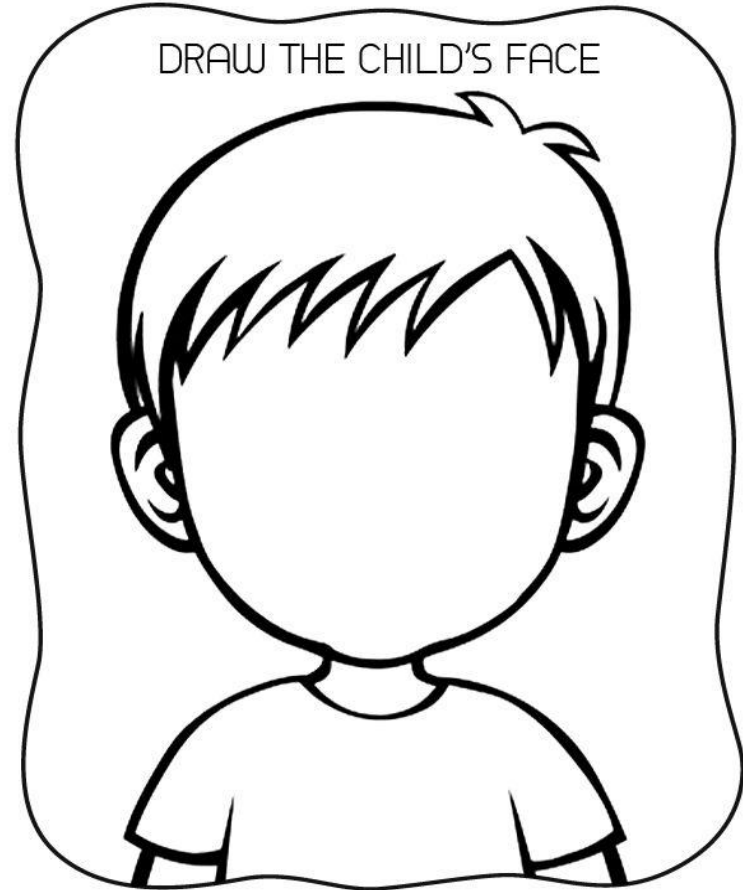


Figure 23: Face parts worksheet
Source: Pinterest (2019)



Figure 24: Face parts worksheet
Source: Pinterest (2019)

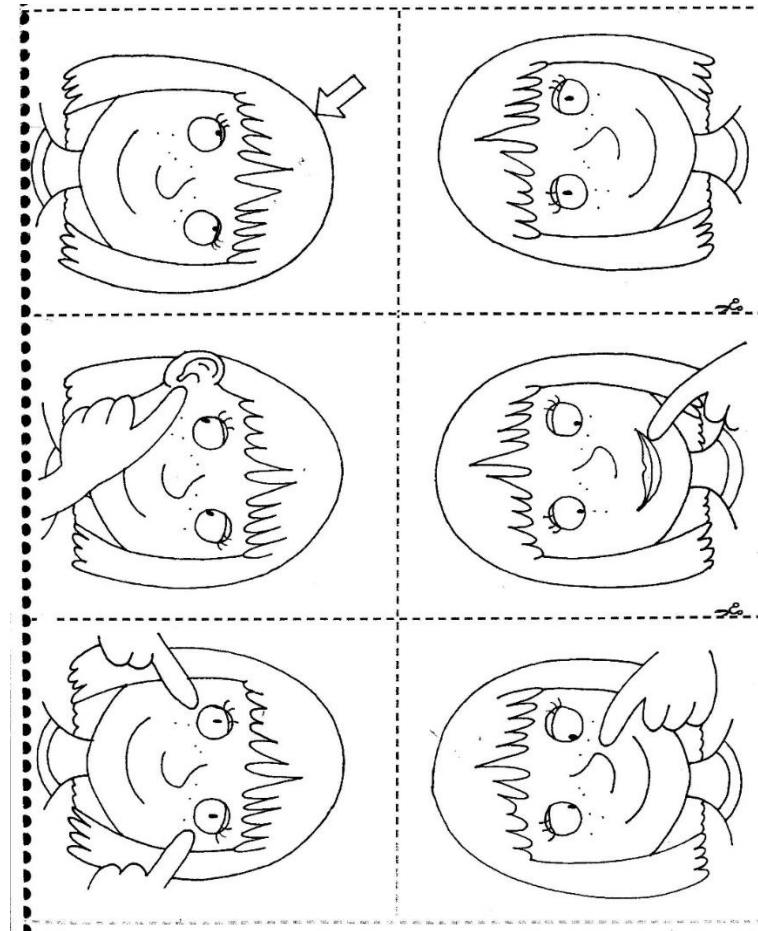
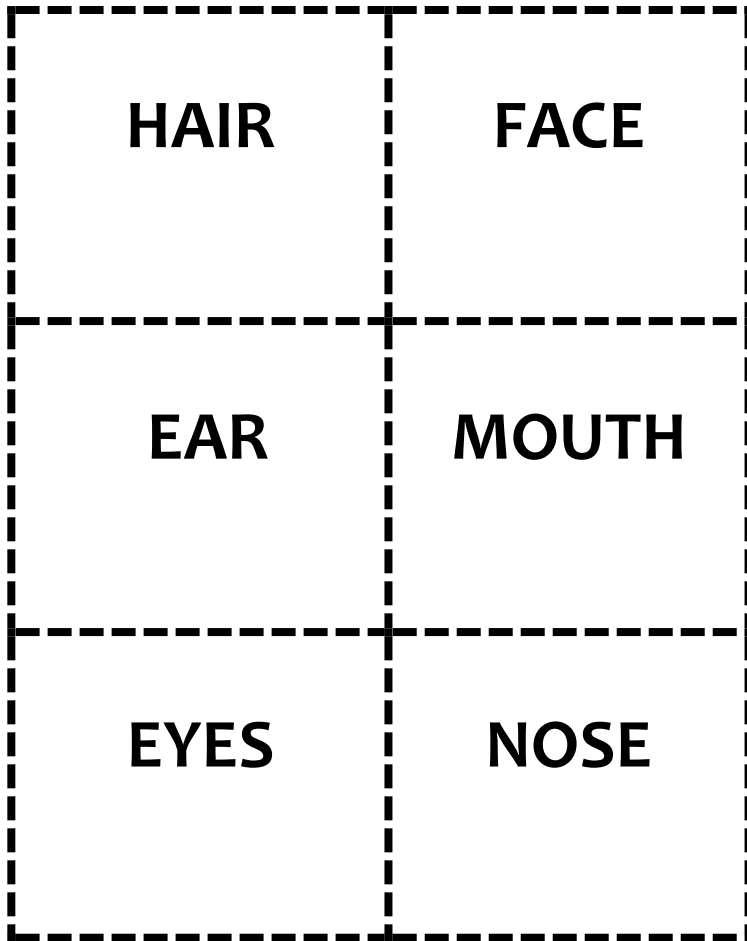


Figure 25: Face parts worksheet
Elaborated by: Carranza (2019)

4.6 Conclusions

The researcher concludes that it is clear that audio-visual materials are important tools for teaching-learning process. It helps the teacher to present the lesson effectively and students learn and retain the concepts and words better and for a longer duration.

According to the general objective, the researcher had to explain how the use of audiovisual materials improves the English vocabulary learning in second grade students at Academia Naval Guayaquil, for this reason, the researcher used two tests to compare and analyze results in test 1 vs test 2. The researcher could find that the use of audio-visual material helps to improve the memorization of words with 19% of effectiveness over the first test which did not use audio-visual materials in the development of the regular class before applying the test. It also demonstrated that improper and unplanned use of these audio-visual material can have negative effect on the learning outcome due to time-consuming that it would take to memorize words, especially, in second-grade students since that “children's mind develops rapidly their memory, concentration and tactile sense when they are spoken, they are sung, when they look around familiar faces, they listen, and play with different objects (Bainbridge, 2016, p.1). Besides, children's learning takes place quickly when they feel safe, and motivated presenting better school performance and easily overcoming life's difficulties.

Trough investigation, the researcher could conclude that the effectiveness of learning English vocabulary depends on using of audiovisual materials because they encourage students to learn in an enjoyable way, it even helps to those students who have different ways of learning stimulating their intelligences, and help the teacher to complement their academic lessons. The researcher also expresses that to reinforce the vocabulary acquisition in second-grade students is necessary activities that involve audiovisual materials as an additional resource since that audiovisual materials help students to be eager to finish the worksheets, help them to have quite good writing pieces.

4.7 Recommendations

Results from the current investigation demonstrate that students learn better when the teacher implement audio-visual materials. Therefore, the researcher recommends the following instructions:

- Use properly audio-visual material using the planning of class.
- Apply vocabulary strategies such as complete the word, match the word to the picture, scramble, draw and color the word, handwriting, gap fill, cut and paste the correct word, choose the correct word and label pictures to memorize words and grammar rules.
- Use videos to know, so that, students can know the cultural aspect of a language, and understand more about American life.
- Use audiovisual materials to involve the four language skills of reading, writing, speaking and listening.
- Use videos and songs, constantly, to encourage students to live closer to a new language and improve students' phonetics.
- Use printed activities to develop other language skills like writing and critical thinking.
- Use flashcards to illustrate words and facilitate memorization projecting them in the board.
- Use a guide to reinforce the lesson plan and text guide activities.
- The teacher should be well trained to maximize the benefits of using these aids.
- Encourage primary students through the cartoon characters.
- The teacher always should have audiovisual material available when there is not any computer or projector

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ANNEXES

ANNEXE I

Documents

**UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE
GUAYAQUIL**


VALIDATION OF THE PROPOSED PROJECT PLAN

THE USE OF AUDIOVISUAL MATERIAL AND ITS INFLUENCE IN THE ENGLISH VOCABULARY LEARNING IN SECOND GRADE STUDENTS, SCHOOL YEAR 2018-2019.

Descriptions	Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree
Sequence of the study	✓				
Scientific aspect		✓			
Social impact	✓				
Feasibility	✓				
Relevance	✓				
Originality	✓				
Language	✓				
Comprehension	✓				
Creativity	✓				

Comments

The activities are practical and understandable for the second grade students.

Name:	<i>Janeth Mora</i>	Signature 
Occupation:	<i>English Professor</i>	
Phone number:	<i>0990536501</i>	
Date:	<i>January 28th, 2020</i>	

**UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE
GUAYAQUIL**


VALIDATION OF THE PROPOSED PROJECT PLAN

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Scientific aspect	✓				
Social impact	✓				
Feasibility	✓				
Relevance	✓				
Originality	✓				
Language	✓				
Comprehension	✓				
Creativity					

Comments

also activities

Name:	<i>alorma Huinofosa</i>	Signature 
Occupation:	<i>coordinadora</i>	
Phone number:	<i>0993742876</i>	
Date:	<i>28/01/2020</i>	

**UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE
GUAYAQUIL**

VALIDATION OF THE PROPOSED PROJECT PLAN

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VOCABULARY LEARNING IN SECOND GRADE STUDENTS, SCHOOL YEAR 2018-
2019.**

Descriptions	Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree
Sequence of the study	✓				
Scientific aspect		✓			
Social impact		✓			
Feasibility	✓				
Relevance		✓			
Originality		✓			
Language		✓			
Comprehension	✓				
Creativity		✓			

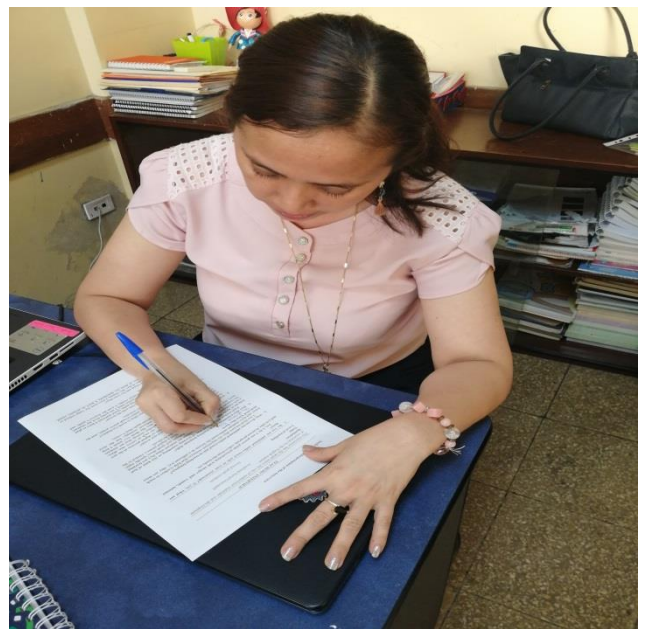
Comments

This worksheet can be used as supplementary resource for second grade but it should increase the exercises to develop the macrolinguistic skills. it should include reading-comprehension exercises for example to improve and facilitate oral participation.

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Date:	<i>29/01/2020</i>	

ANNEXE II

Photographs



ANNEXE III

Instruments of Investigation

CLASS OBSERVATION CHECKLIST WITH AUDIO-VISUAL MATERIAL IMPLEMENTATION

This instrument has the target know, identify and evaluate the use of audio-visual materials and development of vocabulary by the English teacher in the classroom.

Name of the institution	Academia Naval Guayaquil		
Grade	Second-grade		
Topic of the Lesson	Season		
Total Students:	17		
Criteria	Yes	No	Observations
The teacher uses book activities	X		
The teacher uses a guide with vocabulary exercises		X	
Students to complete gap activities		X	
Students to match the word to the picture.	X		
Students to match the word to the definition.		X	
Students to choose the correct word.	X		
The teacher uses flashcards to develop vocabulary		X	She uses pictures from the text
The teacher uses a list of words to develop vocabulary	X		
The teacher uses a worksheet in power point presentation		X	
Students participate by completing activities on a worksheet projected on the board		X	
The teacher uses videos to reinforce vocabulary		X	
The teacher uses songs to consolidate vocabulary		X	
The teacher can use electronic materials correctly		X	
The teacher use an audiovisual material during a whole class		X	
The teacher use an audiovisual material for some minutes		X	
The teacher related the audio-visual aids with the objectives of the lesson		X	
The teacher promotes language skills through the audio visual aids		X	There was not use of audio and visual aids
Students feel motivated by the use of audiovisual material		X	Some students feel bored and some of them do not pay attention.
The teacher carry out a checking and understanding activity	X		She checks a little worksheet with vocabulary exercises and book activities, too.
The teacher does a feedback at the end of the lesson		X	She only asks them to do a homework (color pictures from the text and label them)

**CLASS OBSERVATION CHECKLIST WITH AUDIO-VISUAL MATERIAL
IMPLEMENTATION**

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The teacher use an audiovisual material for some minutes		X	
The teacher related the audio-visual aids with the objectives of the lesson	X		
The teacher promotes language skills through the audio visual aids	X		
Students feel motivated by the use of audiovisual material	X		
The teacher carry out a checking and understanding activity	X		
The teacher does a feedback at the end of the lesson	X		

PRE AND POST TEST

VOCABULARY TEST FOR SECOND GRADE STUDENT

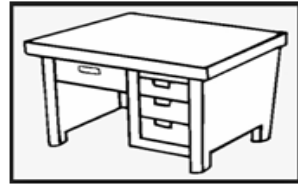
Vocabulary

Columns relation

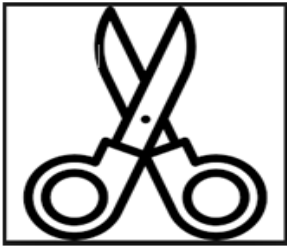
1. Look at the pictures and match them with the corresponding names. (0.25 each one = 1 point)



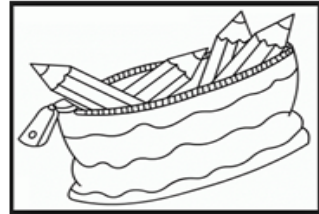
Backpack



Pencil case



Desk

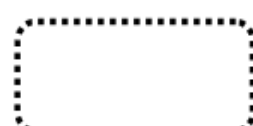
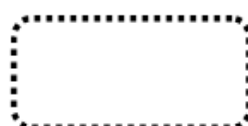
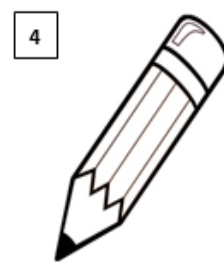
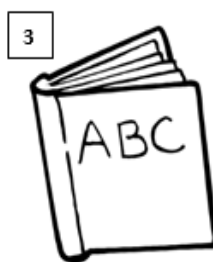
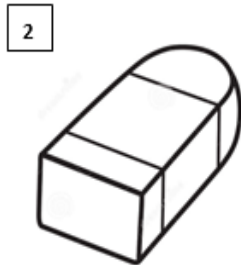
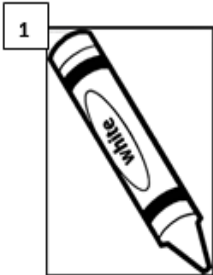


Scissor



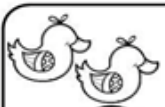





Selection

2. Look at the pictures and label them using the words from the box. (0.25 each one = 1 point)

Pencil - crayon - eraser - book



3. Count the pictures in each box, then color the corresponding number. (0.50 each one = 2 points)

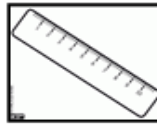
 +  = <input data-bbox="812 294 1177 436" type="text"/>
 +  = <input data-bbox="812 451 1177 594" type="text"/>
 +  = <input data-bbox="812 609 1177 751" type="text"/>
 +  = <input data-bbox="812 766 1177 909" type="text"/>

Grammar

Completion

4. Complete the sentences using (a or an). (0.50 each = 2 points)

1. It's _____ ruler.



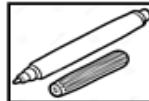
2. It's _____ eraser.



3. It's _____ chair.



4. It's _____ marker.



Completion

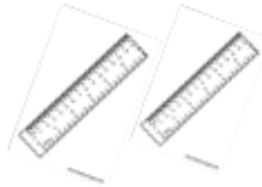
4.1. Look at the pictures and answer the questions using (*It's or They are*). (0.50 each =2 points)

a) What is it?



_____ a pencil.

b) What are they?



_____ rulers.

c) What is it?



_____ an eraser.

d) What are they?



_____ books.

Listening

5. Listen and color the classroom objects according to what you hear. (Track 13 unit 1 assessment) (0.25 each = 1 point)



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TEACHERS' INTERVIEW

This instrument has the target know the use of audiovisual materials and development of vocabulary by the English teacher

Institution: Academia Naval Guayaquil

Name

Level of teaching Second grade students

1. Do you use additional audio-visual aids in your classroom? If yes, what are those?
 2. Why do you use additional audio-visual aids in teaching language?
 3. How does it facilitate you in teaching language skills?
 4. What type of strategy do you use to students learn new words?
 5. What type of audiovisual material do you use often to teach vocabulary?
 6. How do you relate the audio-visual materials with the lesson?
 7. How do you select audio-visual aids for your class?
 8. Do you face any challenges while using audio-visual aids? If yes, what are those?
 9. How do you overcome possible problems when using audiovisual material?
 10. How a guide with vocabulary acquisition activities using audiovisual materials would you help you?
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