AUDIOVISUAL AIDS AS A TOOL TO PROMOTE MEANINGFUL EFL VOCABULARY LEARNING

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NOTE OF ACCEPTANCE

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Bogotá D.C. February 2017

Dedicatory

"Procrastination is the worst gun ever"

This project was, has been and will be a hard road to follow; despite all the difficult situations, the bad habits in writing and the hours thinking about finishing here I have a sort of project; this road was painfully long; it had a lot of bumps that almost let the path unfinished; but thanks to the aid of some people, some fuel people, this project saw the light.

In terms of being a quite normal person, I wanted to say thanks to my beloved friends who motivated me (almost forced me) to complete this project; when I did not believe in the project, they made me believe; thank you all. And my family who were behind the doors, hearing the noise of the keyboard all the night (Until 6 am) thanks for the understanding.

And of course it is relevant to thank to my tutor, Ronald Rojas, who was patience and guided me to what I have today in this paper, thank you for the aid and I am sorry for the inconveniences.

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2. Descripción

Trabajo de grado propuesto dedicado para observar, describir y mejorar el uso de vocabulario significativo a través de los recursos audiovisuales entre los estudiantes de tercer grado del colegi Prado Veraniego en Bogotá. Gracias al uso de distintos medios de recolección e intervención se logró recoger datos y evidencias que conllevaron al desarrollo del aprendizaje de vocabulario significativo entre los estudiantes. Se demostró un avance positivo en los estudiantes, ya que muchos de ellos evidenciaron a través de las clases de inglés un incremento en el vocabulario de la lengua extranjera, de una manera colectiva y a través de diferentes medios (Videos, imágenes, comprensiones de escucha) los estudiantes demostraron que adquirieron nuevo lenguaje no solo escribiendo palabras en el cuaderno.

3. Fuentes

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4. Contenidos

El presente trabajo está dividido en siete capítulos:

Capítulo I- Introducción: En esta primer sección de describe la población y se desarrolla el problema y los objetivos.

Capítulo II- Marco Teórico: Este capítulo describe los soportes teóricos en los cuales se desarrolló el proyecto, en adición se integran también otros proyectos similares que sirvieron de soporte en la investigación.

Capítulo III- Metodología de Investigación: Esta tercera sección describe el enfoque investigativo, el tipo de estudio realizado, los métodos de recolección de datos y las categorías a analizar en el proyecto.

Capítulo IV- Propuesta Pedagógica: En este capítulo se describe la teoría del enfoque pedagógico y también los resultados esperados, roles de estudiante y profesor, las fases de la intervención y recursos y métodos de evaluación.

Capítulo V- Análisis de datos: Basándose en las categorías dadas en el capítulo 3 y la teoría del mismo, se desarrolla este capítulo, analizando categoría por categoría y dando a conocer los resultados dados en el proyecto.

Capítulo VI- Resumen de los resultados: Este capítulo presenta un resumen del capítulo anterior, basándose en las generalidades de todo el proyecto.

Capítulo VI- Conclusiones: Este capítulo es el que da respuesta a la pregunta de investigación y a los objetivos dados en el capítulo uno; así como algunas recomendaciones del autor a las diferentes partes del proyecto (Universidad Pedagógica Nacional y colegio Prado Veraniego).

5. Metodología

Este proyecto fue desarrollado bajo la metodología de investigación acción, por consiguiente sigue los pasos de esta; sin embargo, el proyecto tuvo que desarrollarse en un tiempo mas reducido de lo normal, y se desarrolló de la siguiente manera:

1. Observación y desarrollo del problema: La observación tuvo que ser participativa, ya que sólo hubo 4 sesiones para la misma; se identificaron los diferentes factores que ayudaron a reconocer el problema de investigación.
2. Propuesta e intervención: Durante las siguientes 8 sesiones del proyecto, se realizo la intervención de acuerdo al problema observado en las primeras sesiones; diferentes actividades fueron desarrolladas para dar resultados a la investigación.
3. Análisis: Ya teniendo datos recolectados se llevó a cabo un análisis del mismo en las últimas sesiones, se encuestaron los estudiantes para comprobar los resultados del proyecto.
4. Conclusiones: Finalmente y de acuerdo a toda la información recolectada durante las sesiones, se dio respuesta a la pregunta de investigación del proyecto.

6. Conclusiones

Teniendo en cuenta el objetivo general del proyecto se concluye que los estudiantes se sintieron atraídos por las ayudas audiovisuales al momento de aprender vocabulario en el idioma extranjero; los estudiantes se sintieron motivados frente al inglés y se evidenció un avance positivo en la pronunciación y participación en clase.

Refiriendo al uso de videos en clase, se puede decir que fue útil la herramienta ya que con las canciones y los videos los estudiantes sintieron mas motivación al momento de aprender inglés; cada tipo de video y canción era una manera de atraer la atención de los estudiantes y aprender vocabulario con un significado mas allá de lo que se encuentra en el diccionario, cada contexto de videos, canciones y actividades les daba a los estudiantes una oportunidad de acercarse al significado de cada palabra. Las palabras pasaron de ser un grupo de letras a una idea con un significado más allá de la escritura, un significado de contextos, imágenes, sentidos y reacciones.

Algunas recomendaciones estipuladas en el proyecto son el uso de vocabulario no solo como palabras al azar, sino como un soporte de comunicación que va más allá de lo que se escribe, que el vocabulario no se quede en listas largas sin significado aparente. En términos de la Universidad Pedagógica Nacional y el colegio Prado Veraniego, se recomienda seguir con el proceso de aprendizaje del idioma, utilizando el vocabulario como herramienta primordial de aprendizaje y con los recursos dados por el colegio (Video beam, computador, parlantes, fotocopias, etc.).

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ABSTRACT

This project was developed as a meaningful learning methodology and with an action research approach; Vocabulary was taught just as writing big lists of words with no meaning for the students. According to this situation, the researcher set different activities related to audio visual aids to promote the meaningful vocabulary in students; during the intervention in Prado Veraniego school, it was used videos with songs and listening with specific vocabulary with the idea of getting words with a real meaning for students. At the end of the project it was demonstrated that students get meaningful vocabulary throughout all audio videos activities they had seen in English classes.

CHAPTER 1: INTRODUCTION

Context

This project was developed in IED Prado Veraniego School with students of 3rd grade of primary school; this grade was composed by 34 students in the morning shift. Prado Veraniego is a public educative institution for boys and girls; it is located at Prado Veraniego neighborhood in 11th locality Suba, more precisely in 53rd Avenue 128-51 in the north of Bogotá city. In this sector of the city there are access routes such as Autopista Norte near Transmilenio station: Prado and 138th and 127th streets. The socioeconomic strata of the neighborhood are situated between 1 and 3 of the rank. In the neighborhood there are many familiar houses, although there are several stores and recycling companies in the surrounded area of the school.

The *mission* of IED Prado Veraniego aims to position itself at local, district and national levels as an institution which prepares people to live in their human development, people who carry in their educational formation, who promote their values and who lead positive processes of social changes to promote a harmonious coexistence that allows the construction of a just and united country.

The *vision* of IED Prado Veraniego promotes and strengthens in educational community social and cognitive processes aimed at formation of skilled human beings throughout a high quality communication, allowing appropriation values to have an excellent social life.

Both *mission* and *vision* are designed in terms of the development of students' skills and behavior; and according to the curriculum guidelines, English must be immersed as a school subject; the project took into account and based its development under the requirements seen in the school and the minister of education rules, which say that 3rd grade

students must recognize short conversations and commands and learn vocabulary related to their environment. (Minister of Education in Colombia 2006, p. 18)

To make this project reliable it was settled into a population of 3rd grade students (Primary branch) in IED Prado Veraniego in the first semester of 2016 (between February and June) from 9 am to 11 am on Tuesdays, as it was mentioned before; there were 34students in a rate of age between 7 and 9 years old (7 are 7 years old, 21 are 8 years old and 6 are 9 years old); the classroom was nearly 50/50 gender divided; in which 16 of them were girls and the other 18 were boys, most of the students live nearby the school in the same neighborhood (28 students live in Prado Veraniego neighborhood), some other children live in surrounded neighborhoods (6 students), such as San Jose Del Prado and Ciudad Jardín del Norte. The family groups in most of the cases are stable, which means that they are composed by father, mother and siblings (23 students assert of living with a stable family) The rest of the students affirm that they live with just one of their parents or with another relative (11 of the total students, according to the surveys).

According to students' behavior, it is notable that they were interested at English classes; in most of the surveys given by the teacher at the beginning of the project, students wrote that they liked a lot English classes; in 30 of the 34 surveys taken, students wrote sentences such as "I like this class so much", "It is funny", "I like to learn English". This perception is very important for the project, since students showed motivation at the moment of English classes' development.

In terms of students' relationships, it is remarkable to say that students show respect to each classmate, but in some situations some students (no more than 4 of the total class) started to act unfriendly with some classmates, but it was not a heavy situation, a situation

that with the aid of the teacher and sometimes another students it was solved in some minutes.

To reinforce the context, it is important to take into account the behavior of students in English classes during the development of the project (February- June 2016); throughout these months, students showed a high participation and a good behavior among them, they were respectful most of the time; thanks to this, the project could be well developed.

The participation through the project was satisfactory in terms of students' behavior in English classes; all the activities given by the teacher were well received by almost all students; as we can see in the field notes (Activities between march 29th and May 17th), students asked and involve in the activities; this questions made the students helped to reinforce the English classes and knowledge. But, in some occasions a minority of students had bad behaviors that were controlled by the teacher.

Relationship in the classroom was mostly suitable since students had good behavior in the classes, (they heard when a classmate participate in class, they listened what the teacher said, they did the activities when the teacher said), in some cases some students started to show bad behavior against their classmates, situation that was moderated by the teacher. According to teacher-students behavior, most of the time students showed good behavior with the teacher; there were some situations that made the teacher sorted the students out.

Statement of the problem

English is a very important subject in Colombian classrooms, as it is written in the curriculum guidelines set by the Minister of Education in Colombia (2006) which affirms

that students have to know the pronunciation and writing of words frequently used in the classroom and they have to be able to answer brief questions related to normal vocabulary in the school, in addition to the curriculum guidelines mention the use of songs and nursery rhymes, which have to be understood and practiced by the students. It is remarkable that vocabulary has an important role in English classrooms according to the guidelines; students have to take into account general vocabulary at this time in the school development (3rd grade). In other words, students have to listen and practice every word teachers say, they have to "know the vocabulary and pronunciation each word has and practice it" (Minister of Education in Colombia 2006, p. 20)

The use of vocabulary in a foreign language class is a very helpful way to learn and to reinforce skills; in English classrooms is common to teach lists of different vocabulary as a tool to learn language, though vocabulary is very common in classrooms it is not common to put in practice those words learned and written in students' notebooks. In third grade students of Prado Veraniego School it is not different; they were habituated to write lists of vocabulary to learn English; this project takes advantage of this vocabulary to reinforce students' meaningful vocabulary learning in the foreign language, in addition it is used the audiovisual aids at the moment of teaching English as a main tool to help in the learning of English during and after the project.

As it was mentioned before, students of Prado Veraniego School are habituated to write lists of words to practice vocabulary, but this vocabulary was not taught immersed in a context, it was an isolated vocabulary, and with the aid of the diagnosis (which was a survey taken in the first part of the project, in February and consisted in nine questions to get information about students' previous knowledge of English, personal information and different likes and dislikes according to the foreign language) this situation was taken into

account to develop this project; the use of vocabulary is a very important subject in English classes, but if the words practiced in the classroom are not meaningful for students it would be difficult to develop the language skills; this is the situation bearing in mind in this project , the lack of meaningful vocabulary in English classrooms could lead to a pointless development of the language in students.

As it was said before, students are more related to writing activities than others, but they enjoy another kind of activities related to listening and other skills, as we could see in the image below.

ACTIVITIES THEY ENJOY IN ENGLISH CLASS

- WRITING
- READING
- LISTENING
- SPEAKING
- ALL
- OTHER

9% 9% 26% 18% 29% 9% 9%
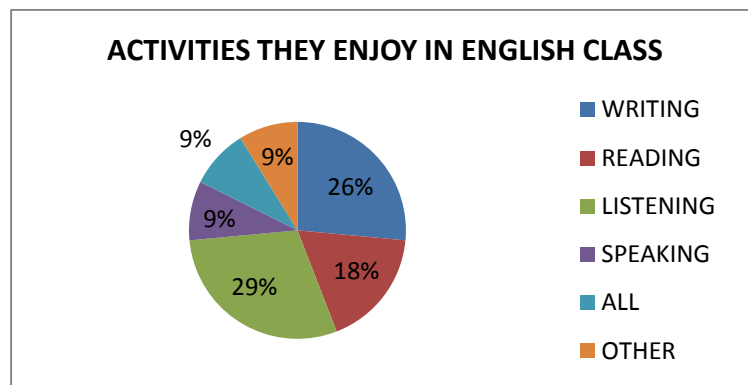
This graphic taken from the first survey of the students, demonstrated they are quite divided in writing and listening as the activities they like the most; But if we see another point of the survey, which said "what kind of activities they would like to see in English classes" this is the result:

ACTIVITIES THEY WOULD LIKE TO SEE

- WRITING
- READING
- LISTENING
- SPEAKING
- ALL
- OTHER

3% 9% 26% 29% 15% 18%
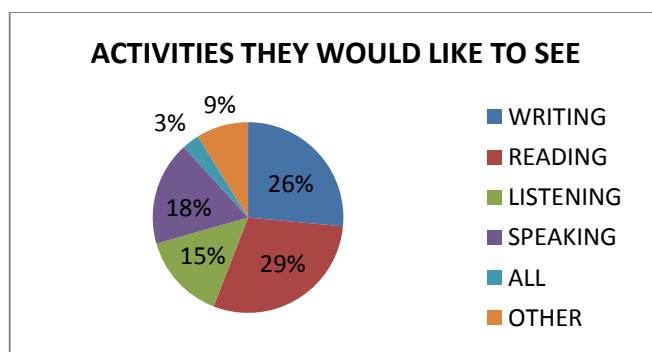
This two graphics showed the decrease of interest in listening activities; more students are interested at reading activities in their English classes, and writing activities are still in the same percentage (26 %). Despite vocabulary is immersed in all skills, it is remarkable the decrease of listening as a way of learning English; audiovisual aids are close to listening activities, and as it is shown in the graphics; Listening is not a very important skill for the students, they like activities with listening, but they are closer to writing activities than listening, they are habituated to write lists of words with no emphasis in pronunciation or context of the words;this is the main part of the project, to relate vocabulary learned in students' lives throughout audiovisual aids.

This inefficient use of vocabulary in English classesis seen in the way the vocabulary was developed in the classroom: English teacher writes words with a specific topic (The house, for example) and students just write what they see in the board, and then the teacher makes students repeat and pronounce the words. This way is learners study English; it is remarkable that the context and the real use of the vocabulary are not taken into account.

This lack of context in vocabulary learning is not helpful in English education, since if a language is learned out of the context it would be difficult to develop and behave correctly in the language itself.

It is important to take into account that the researcher set the work between February and June, in which first months were for teaching and observing at the same time, and thanks to the classes in those months the researcher could observe that the students liked to write list of words with no meaning in a context, the words just were written in the notebooks and repeated them by the students with the teacher guidance; this classes showed a situation which remarks the lack of meaningful vocabulary, since students just write

words in their notebooks and they do not pay attention beyond the writing and pronunciation.

According to the observations and the classes made by the researcher, and as it was said before, students are habituated to copy words in their notebooks, thanks to the field notes taken in the first part of the project (From February 2nd and March 14th) (See annexes) students asked to the teacher if they have to write lists of topics in their notebooks, because they used to do in English classes; this is another important point to take into account: students just write words in their notebooks as a way of learning English, the vocabulary is just writing words in their notebooks.

An example of this observation mentioned before, the class of March 14th, students were writing words related to a specific topic (Items in the classroom), students started to say statements like "We always write words on the notebook", "I am tired of write words and words", "How many words are we going to write today". These quotes taken that day demonstrated that students always write lists of words in English classes.

Thanks to the setting of this problem, this project could develop a research question, written below.

Research question

What are the effects of using audiovisual aids to promote meaningful EFL vocabulary learning in3rd grade students of Prado Veraniego School?

General objective

To describe the effects of using audiovisual aids as tool to promote meaningful EFL vocabulary learning in 3rd grade students of Prado Veraniego School.

Specific objectives

To identify the relationships of audiovisual aids in students' EFL vocabulary learning

To describe the importance of meaningful vocabulary in EFL learning

Rationale

Vocabulary is the basis in a language, it is the basis in a foreign language process; that is the reason why this project takes into account vocabulary; it is important to emphasize in vocabulary as a way to practice and improve English, as I. S. P. Nation said in his book *Teaching and Learning Vocabulary* "… both learners and researchers see vocabulary as being very important, if not the most important, element in language learning" (Nation, 1990); but there is a situation which was developed previously, and it is how vocabulary has been taught in English classes. According to the statement of the problem mentioned above, words are being taught out of a context, isolated; it is very important to bear in mind the teaching of meaningful vocabulary; it is not just to write lists of words and repeat them to assume that a language is being learned; words have to be learned for a reason and they have to be understood in a situation related to the students, such as music and videos, these aids were used to reinforce the teaching of language in English classes at Prado Veraniego School with students of 3rd grade.

As it was pointed out in the previous paragraph, this project used audiovisual aids (music and videos) to enhance meaningful vocabulary in students; these aids were very useful in English classrooms, and as it was demonstrated in the first survey mentioned before (in the statement of the problem) students are very interested at practicing listening and writing activities; audiovisual aids could be a very attractive tool for students.

Summarizing, when in English classroom, the teacher mix images, videos and music with the vocabulary correspondent in the class, students are able to develop more their skills.

In terms of pointing out the importance of this project, it is relevant to take into account the National Guidelines given by Minister of Education of Colombia, since this project based the development of the research in the statements; the National Guidelines set English is important for education because is the "international language more widespread in the world" (Minister of Education in Colombia 2009, p. 9). To relate the guidelines with the project was relevant to remark the importance of vocabulary; guidelines said that students of 3rd grade have to "Copy and transcript words that they know frequently in the classroom" (Minister of Education in Colombia 2009, p. 19).

In addition, guidelines remark the importance of developing strategies to learn words in the foreign language and those ideas were important to develop the project; since for grades from 1st to 3rd said that "students have to recognize related words and family words"(Minister of Education in Colombia 2009, p. 18); this statement is important in this project because words are the basis in the project development; the meaningful vocabulary to learn a foreign language.

CHAPTER 2: THEORETICAL FRAMEWORK

This chapter presents a review of the different theory related to the project which is the meaningful vocabulary and the audiovisual aids as a tool to improve vocabulary learning; in addition it is presented previous studies associated to the main topics of the project which are useful to the development of the work.

State of the art

In this section of the chapter are showed different studies previous to this work which have a relation to the main goals of the research.

The first work presented is called "The use of audiovisual aids to create an effective and meaningful learning environment to improve listening and speaking skills in fourth grade students at Liceo Femenino Mercedes Nariño School" by Gabriela del Pilar Vega Acosta (2012). This project made the use of audiovisual aids to help to the development of English skills, specifically speaking and listening. Vega's project demonstrated the importance of audiovisual tools, since students had shown a relevant motivation through videos and songs the teacher played in their classes. According to Vega's research, she asserted students improved their vocabulary through the videos and songs she implemented, so this is important to the research in this work because it helps and demonstrates vocabulary could be learnt by audiovisual aids.

The second research that is used to support this project is called "A Methodological Strategy Related To Music With The Purpose Of Promoting English Vocabulary Acquisition And Improving Speaking And Listening Skills In Second Grade Students At I. E. D. Liceo Femenino Mercedes Nariño" by Vivian Hirlandy Franco Díaz (2012). The

project developed by Vivian Franco showed the use of music and music videos to enhance English vocabulary in students proving the music influenced students' behavior towards English classes; this work made by Franco is relevant in terms of the use of music to enhance vocabulary in English. Another relevant point is the improvement of speaking skills at the moment of practicing vocabulary, it is very important the link between the foreign language and the students' environment, "*strategies and techniques made the scholars feel pleasured because there were taking into account their interests*" (Franco, 2012, p. 7).

The third research is called "Audio-Visual aids in teaching English" by Jemima Daniel (2013). This project was developed in Bharath Institute of Science and Technology in India and it used audio-visual aids as an interesting way of teaching English as a foreign language. It is relevant to this project that the importance of audio-visual aids is given by some main purposes, which are summarized in terms of use and practice of EFL, context and use of accurate concepts and words, and audio visual aids as a different and easy tool of teaching. This project made by Daniel is a helpful source to reinforce the use of audio-visual aids at the moment of teaching English because according to Daniel, audiovisual aids motivate and show different experiences to students.

The fourth research is named "Effectiveness of audio-visual aids in language teaching in Tertiary level" by Abdullah Al Mamum (2014). This project was developed in BRAC University in Dhaka, Bangladesh. This project showed the importance of audio-visual aids in the "era of modern language teaching" (Al Mamun, 2014, p. 4); as the author said, in this new era is important to take into account the technology, the use of videos, audio clips, pictures and other resources as a tool of teaching English; one important point

to bear in mind is that the author assert the idea of learning through audiovisual aids help both students and teachers to the development of their skills.

The fifth research is called "A study to analyze the effectiveness of audio visual aids in teaching learning process at university level" by Saima Rasul, Qadir Bukhsh and Shazia Batoolc (2011). This project was developed in The Islamia University in Bahawapur, Pakistan and it relates the use of audio visual aids as a tool to motivate and make a teaching learning process effective; in addition, this project highlights the use of audiovisual aids according to students "Level and interest" (Rasul, Bukhsh and Batoolc, 2011, p 1) this proposal shows the importance of relate students' motivation through audiovisual aids as a tool to learn; in this case a foreign language.

The sixth research is called "A Study on the Usefulness of Audio-Visual Aids in EFL Classroom: Implications for Effective Instruction" by Nalliveettil George Mathew1 and Ali Odeh Hammoud Alidmat made in Aljouf University, Saudi Arabia (2013). This project develops the audiovisual aids to integrate the process of English as a foreign language; as a result, the researchers found that audiovisual aids "stimulates thinking and improveslearning environment in a classroom" (Mathew1, Hammoud, 2013, p.6). This project reinforces the audiovisual aids as an effective way of learning a foreign language.

The last research is called "Impact of Visual Aids in Enhancing the Learning Process Case Research: District Dera Ghazi Khan" by Ghulam Shabiralyani, Khuram Shahzad Hasan, Naqvi Hamad, Nadeem Iqbal made in Ghazi University Dera Ghazi Khan, Punjab Pakistan (2015). This project developed the idea of using audiovisual aids in the classroom and they concluded that "using visuals aids as a teaching method stimulates thinking and improves learning environment in a classroom" (Hasan et al, 2015, p. 8).

Thanks to the research developed in the projects above, this work can be organized and directed into a specific research; which means that all the research investigated before is used as a guide to enlarge the main project of this text; since all the processes and the research found in them could show different points of view of audio visual aids as a tool in learning a foreign language. In addition it is remarkable to take into account that those projects summarized above demonstrated the importance of vocabulary as a tool to improve English skill, which is the main part of the project.

Although these projects described before show a perspective of the use of audio visual aids and those could be used as a guide to develop the project in this text, it is important to take into account the fact that this project was developed in terms of the use of meaningful vocabulary, the audio visual aids were the tool that the researcher made students approach to the foreign language and practice it; this topic make a difference to the projects before. In addition it was remarkable the way the majority of the researches use the audio visual aids; since this motivates students to learn and practice EFL.

Literature review

This section develops previous theory in terms of supporting the project; this theory is based on meaningful vocabulary and audiovisual aids as a tool to improve the meaningful vocabulary.

Is vocabulary an important part of English classes?

If we look into the dictionary, this word could make reference to *all the words known and used by a particular person* (Cambridge dictionaries online, 2016), but, in this

research is not enough to stay in a dictionary meaning, it is very important to take into account an author's definition, such as I. S. P. Nation whom define vocabulary as "words can be defined with reference to learners' mother tongue or to English" (1990, p.29) this meaning is related to all the speech a person use and practice to communicate with others in his own language; but just having lots of vocabulary does not mean that a person speaks a language, there are another factors that prove the knowledge of a language, as Nation and Waring (1997) mention in the part I of the book *Vocabulary: Description, Acquisition and Pedagogy,* it is not the words memorized by a person in the second language that this language is learned, they say vocabulary language is connected with "Language use" and this use helps to improve the vocabulary itself.

To emphasize in vocabulary, Nation and Waring (1997) assert that is important to take into account three main statements: The first they said is "How many words are there in the target language?"(p. 6) the second is "How many words do native speakers know?"(p. 6) and the last one is "How many words are needed to do the things that a language user needs to do?"(p. 6) these three statements would give a guide at the moment to settle the importance of vocabulary in the foreign language learning.

The first of these three statements "How many words are there in the target language?" state that the vocabulary is not just the words a person can find in a dictionary, because these words are in constant change, new words appear along the language life and "old words" are taking new uses. This explanation demonstrates that language is in constant evolution, and for this reason is important that foreign language students bear in mind the different possibilities a word can give it to language.

The second statement "How many words do native speakers know?" relates the quantity of words a native person use in the development of the language; Nation and Warning (1997) point out the importance of knowing the rate of words a native person speak and use, which reinforce that a five year old native child has "around 4.000 to 5.000 word families" (p. 7) and a "university graduate will have a vocabulary of around 20.000 word families". This statement is relevant in terms of the parallel a foreign language speaker can do at the moment of learning vocabulary, as Nation and Warning assert, Adults learners of English as a second language have a huge difference in vocabulary than natives, but this difference can be reduced by practicing the language.

The last statement is "How many words are needed to do the things that a language user needs to do?" and is about the quantity of useful vocabulary a second language student can approach to develop successfully in this second language. Nation and Warning keep in mind the importance of frequency of a word in a language, "how often the words occurs in normal use of the language" (p. 8) which refers that a foreign language student has to take into account which words are commonly used in the normal development of the language and this could lead to a nice comprehension of the foreign language.

Summarizing, these three statements are relevant in this project because it shows the importance of knowing the vocabulary, and it does not just know words and repeat them, it is knowing which words are more common used and how these words could be used at the moment of communicating in the foreign language. And in English as a foreign language classroom is very important to know the meaningful vocabulary because is for these words a student can improve his skills, and taking into account the classes and observations we

can check in the field notes (see annexes), students showed an improvement in the foreign language acquisition.

In addition of Nation and Waring's statements, it is remarkable to say the importance of Vocabulary in foreign language students; for this reason is taken into account the research of I. S. P. Nation in his book "Teaching and Learning Vocabulary" (1990) which set in his chapter two the importance of learning vocabulary in a second language context. He divided his research in two questions: "How many words does a second language learner need?" (p. 11) and "How do we choose what vocabulary to teach?" (p. 18)

The first question "How many words does a second language learner need?" (p. 11) the author highlighted the importance of knowing how much words a native speaker knows in his own language and with this result it could be created a parallel of how much words a second language speaker needs; Nation asserts that native and second language speakers could have similar vocabulary learnt with a not huge difference, but as Nation said in his book "They may need special help to overcome the difference in vocabulary size"(p. 12), where "they" referred second language speakers; this proves that learning of vocabulary is an important tool at the moment of learning a language.

It is important to bear in mind the division of words that Nation gives in his book, he divided the words in 3: the first group he called it "High-frequency words" (p. 12), he said that is about 2000 words that are more or less de 87% of the texts in English. The second group he called it "technical words" (p. 12), and he represented as the words related to the topic of the text. And the last group he called it "The low frequency words" (p. 12), and it is composed for words that are not commonly used in the normal language development.

The second question "How do we choose what vocabulary to teach?" (p. 21) the author showed 7 possible criteria at the moment of choosing what vocabulary to teach: "1. Frequency, 2. Range, 3. Language needs, 4. Availability and regularity, 5. Coverage, 6. Regularity, and 7. Ease of learning or learning burden" (p. 21). This seven options are very important at the moment of giving vocabulary to the students, since not all students need the same words, not all words are important in different situations and contexts.

To conclude this part of the research, thanks to the information recovered in both texts of Nation and Waring (1997) and I. S. P. Nation (1990) it is developed de importance of teaching vocabulary of English in second language classes and the different topics teachers have to take into account at the moment of giving new vocabulary to the students, topics such as context of words, use and frequency must be born in mind for the vocabulary learning.

Taking into account the theory set in the paragraphs before, it is important to remark the idea of meaningful vocabulary the researcher of the project has; for the researcher is important to recognize his own view of meaningful vocabulary.

The researcher sees the vocabulary as all these words that compose a language, all this words a speaker use in the development of the language; each word represents an idea of the world, material or immaterial; to make vocabulary meaningful is necessary to put it into a context, to make a whole idea of what a word is, what represents in any situation.

Meaningful vocabulary is the way a speaker uses and sees a word; word are not just combinations of letters that represent a part of the world but they are a complement of the

world, a meaning in speakers' mind, a sort of feelings, situations and history that complement the combination of letters.

In the project, meaningful vocabulary was to contextualize students in English, to show them why those words learned were important in their lives, how could they interact with the foreign language and how could they represent their own context in a foreign language.

Audiovisual aids: An interesting way to practice a foreign language

Videos are an important tool in classrooms, is a different way to show new things and practice things seen before; as Jack Lonergan (1984) said in his book *Video in Language Teahing* "Video in the classroom offers exciting possibilities for language teaching and learning" (p. 1) this tool is a very useful way to practice and learn a foreign language; but first is necessary to make a definition of what a video is; in terms of Lonergan (1984) the word *video* could be used in different things in language teaching "For some, it means no more than replaying television programs on a video recorder, for viewing in class or private study. For others, it implies the use of a video camera in class to record and play back to learners their activities and achievements in a foreign language" (p. 1)

Now it is remarkable to recognize the reasons to use audiovisual aids in an EFL class, which in terms of Stenpleski and Arcario (1992) are:

- ✓ **It presents a real language:** Videos could contain real and common vocabulary used for native speakers.
- ✓ **It provides an authentic look at the culture**: Those videos could show how people interact in the real context of the foreign language.

✓ **It gives students practice in dealing with the medium:**If students are into audiovisual materials, they could be able to be more effective with a foreign language.

✓ **It motivates learners:** When students practice with real material, they make a bigger effort to understand it and practice it.

This reasons presented by Stenpleski and Arcario are significant at the moment of selecting audiovisual materials, since students could use videos as a different way to take a look at real English, they could practice real language and common vocabulary and it is a very good way to encourage them to improve their skills.

To complete Stenpleski and Arcario's information is important to notice the different ways video films can be taught, and the book "Video in language teaching" by Jack Lonergan (1988) show us some ways to use video films in the classroom:

Simple repetition: (p. 32) with this aid, students can practice articulation of new words and the repetition can lead to an accurate word pronunciation. This way could be divided into three more aspects: *Vocabulary practice:* (p. 33) words in videos that students hear more than once and so they could repeat them better. *Practice in context:* (p. 33) Use of videos of short conversations where students can see the language used in the real context. *Copying gesture and intonation:* (p. 35) Thanks to the videos, gestures and other "paralinguistic features" (p. 35) can be seen for the students and practiced in the real context.

Prediction in controlled situations: (p. 36) with this aid students can follow patterns and predict different situations according to a fragment from a video; this is important because students "must draw on their communicative ability to express

themselves in a way appropriate to the situation, without a model being supplied" (p. 36) this is significant at the moment of facing students into the real context through the audio visual aids.

Reacting to situations: (Lonergan, 1988) according to a specific situation students are commanded to use specific vocabulary based on a video given by the teacher.

Role play: (Lonergan, 1988) students are able to copy and create their own conversations based on videos shown by the teacher in the classroom to practice vocabulary learned in the audio visual aid.

In conclusion, the theory presented by Stenpleski and Arcario (1992) and Lonergan (1988) are relevant at the moment of showing the importance of audio visual aids; it is a helpful tool to practice a foreign language that has different options and different uses in an English as a foreign language classroom. And it is remarkable to say that the use of vocabulary is important at the moment of using audio visual aids, since those tools use words in the context to make students understand the language.

Bearing in mind all this information which was important for the development of the project, these four ways a video could be taught (Simple repetition, Prediction in controlled situations, Reacting to situations and Role play) were relevant at the moment of teaching English with videos; since students were using this guidelines according to the activities in the classes:

Simple repetition: During the classes where videos were shown, students repeated and practiced all vocabulary they heard; for example, in class of May 17th, where a video of the parts of the house was seen, most of the students started to sing the song with the parts

of the house, most of them asked to watch the video again and they repeat the parts of the house in the song.

Prediction in controlled situations: in the activity of April 18ᵗʰ asong of the parts of the body was seen; in this activity the teacher stopped the video in some moments and told students "What part could be next", as the song started with the head, students could say parts in order to the next part of the body. The song was stopped in the head and the students started to shout near parts (Neck, arms, and hands)

Reacting to situations: in the activity of April 26ᵗʰ, a song of food was seen; students were able to use specific vocabulary (The food) to communicate with each other; they used vocabulary of the video, vocabulary they knew before (fruits like apple, orange and banana) and they asked for vocabulary they did not know (Vegetables like cabbage, onion, and tomato)

Role play: in the activity of April 26ᵗʰ mentioned before students tried to start conversations with each other about likes and dislikes in food, with the aid of the teacher they asked questions like "Do you like broccoli?", "Who likes apple?", "Do you like vegetables?" and "Who likes bananas?".

To reinforce the research of this work, it is important to develop three main contents: Concepts, definitions and meaning.

Concept: this word could be defined as I.S.P. Nation said in his book *Teaching and Learning Vocabulary* (1990) as an "abstraction from our experience" (Nation, 1990, p. 53), this could be represented from all ideas we as speakers of a language have form a specific word; Nation (1990) presents three conditions to establish concepts: 1. With positive

examples of the context; 2. With negative examples of; 3. The negative and positive examples are arranged in the best way of learning.

In addition, Nation stages three ways to test if a concept is learned: 1.With several examples presented by the teacher, students can see if they can tell what concepts are positive and what are negative examples; 2.We can ask learners to describe the features of a concept; 3. We can ask learners if they can translate the concept into their mother tongue.

This content was important in the research in terms of taking into account that the idea of a word is not just the explanation we could find in a dictionary; it is important to know the experience that we as speakers have at the moment of knowing a word.

According to researcher's own knowledge, the word concept is seen as the history of a word in a language speaker, it is all the situations and moments a word was used for a speaker; all this knowledge behind a word.

Definition: In other words given by Nation (1990) this concept is explained as the "features" that distinct a word from others; and the author emphasizes in three statements to have an adequate definition: 1. The grammatical function of the word, a noun, a verb, an adjective, ect.; 2. The typical sentence patterns in which the word enters; 3. Other formal aspects of the word- e.g., countable, uncountable, irregular past forms, irregular plurals (Nation, 1990, p. 56).

In this concept is relevant to bear in mind the different kinds of definitions, which Nation (1990) described in four statements:

1. **Definition by demonstration:**This kind of definition is developed as a way defining a word without using other words, we point to things. This

aspect is relevant for specific words related to the classroom (Objects, colors, actions easily to identify).

2. **Definition by abstraction:** In this kind of definition is important to notice the most important ideas which the word contains, to analyze and abstract its different features.

3. **Contextual definitions:** This kind of definition takes into account the context where a word is developed. It is relevant to say that in this definition is not directly explained a words, but make students encourage to find out the meaning by the context.

4. **Definition by translation:** In this last kind of definition is used students' mother tongue to give the concept of a word; Nation recommends not to use this kind of definition frequently, because "Reduce the learners' experience of English in class" (Nation, 1990, p. 62).

This content is relevant in the research because a word is those "features" that represent it, it is important to see all those ideas a word is immersed, and in EFL classroom definition is another way to learn words and to prove that words are not jus lists in a notebook, are ideas, features, moments and situations.

According to researcher's own knowledge, the word definition is seen as the different constructs a speaker has to a specific word; in this part is important to relate the different contexts a word could be immersed, since a word could have several definitions depending on the situation.

Meaning: Nation (1990) sees the meaning of a word as an effort for learners to learn as much as possible of a word; he emphasizes in the way a teacher presents a word and he says it has to be a short and clear explanation and then the teacher has to find different ways to encourage students' attention and face them to make an effort to get words' meaning. Nation proposes some techniques to encourage students to make an effort of learning language:

1.   **Teach-and-test exercises**: The teacher shows new words to the students with different ways (images, videos, pointing objects, ect.) and then he encourage students to demonstrate they know the word by a different way the word was taught previously (if the word was taught by an image, then it could be tested by its meaning).

2.   **What is it?** This technique is used to hold learners' attention at the moment of learning a word; the idea of this technique is to make students find the meaning by using some information of the word presented. *What is this?*Could be used to get new vocabulary in the classroom.

3.   **Guessing activity:** Trying to guess the meaning of a word among different possibilities is another way to get students' motivation and attention at the moment of learning vocabulary.

Summarizing, these three contents said above (Concept, definition and meaning) are the basis to analyze in this project, since the three elements are important at the moment of learning vocabulary as Nation said "Communication and learning are not the same" (Nation, 1990, p. 69), this refers of the idea of many English classes where it is just

important to give words in lists, to communicate some information; but, it is not just to give the word and pretend to be understood, it is the idea of getting students' attention in a word and encourage them to make an effort to learn it.

According to researcher's own knowledge, the word meaning is seen as the context in which a word is used, as it was said before, a word can have many concepts and the meaning is given by the use of the word.

CHAPTER 3: RESEARCH METHODOLOGY

To make this project coherent and reliable, it had to be based on a research methodology which helps it to develop and guide it; the research selected to develop this project was the Action Research, explained in this chapter. In addition to Action research, it is important to bear in mind the research paradigm used to develop the type of study; which was a qualitive research.

As Jennifer Mason (2002) sets in her book *Qualitive Researching*, qualitative research is seen as an important way of study; since "engage us with things that matter, in ways that matter" (P. 1). This means that qualitive research takes into account all related to an investigation, it is important every single thing surround the research. Mason (2002) gives the meaning in three ways:

1. Qualitative Research sets in how the world is "interpreted, understood, experienced, produced or constituted" (p. 3), that means, this paradigm focuses in giving real experiences according to the world. 2. It is based on "methods of data generation which are both flexible and sensitive to the social context"; in other words, it is relevant the context at the moment of researching. 3. Related to methods of analysis, it is said that "Explanation and argument building which involve understandings of complexity, detail and context" (p. 3); which means that quantitive methods are not the main part in the investigation, the use of "holistic" (p. 3) forms of analysis is the base of this paradigm.

In terms of this paradigm definition, it is necessary to continue with the type of study, bearing in mind the paradigm research used in the project.

Type of study

Action research

As it was mentioned before, this project was based on an Action Research methodology, that in words of Cher Hendricks (2009) is the way of investigating and improving practices throughout the process of self-study in which the researcher takes into account his or her intentions, methods and desired outcomes as a part of investigation based on a problem observed before.

The process of Action Research is represented by Hendricks as "the idea of spiraling" (p. 9), in which is developed by some steps that are: **Reflect**, **act** and **evaluate**; "after evaluation, the process continues with reflection, action and evaluation." (p. 9) this process is seen as a cycle in which the researcher evaluates and evaluates again in a constant sequence to improve his or her practices.

This project was based on Action Research because it follows the processes immersed in this type of study, in which is focused a problem into a population (Reflect), then it was used different activities to enhance the problem settled before (Act) after it was developed a sort of data collection and practices to prove a change in students development (Evaluate) and finally the process was repeated it to show an improvement (Reflect, Act Evaluate).

This project was developed in 15 classes which were divided like this: Reflect were the first four classes (February 2nd and March 1st, 8th and 14th); Act was developed the next eight classes (March 29th, April 5th, 12th, 18th and 26th and May 3rd, 10th and 17th) and the last process, Evaluate, was developed the last three classes (May 24th and 31st and June 7th)

Data collection procedures:

To make this project reliable and coherent to Action Research, it is important to take into account the data collection that was used in the process of the research. In terms of Hendricks (2009) AR sets three categories of data collection strategies, which are Artifacts, Observational data and Inquiry data.

Artifacts: Hendricks (2009) describes this category of various types of students' work and items created by them. In this category is included all this activities made by the students, such as artworks, written assignments, projects and activities developed in the classroom. The artifacts were used in the project as a way of proving and showing the improvement of the students' performance in the foreign language according to the use of audiovisual aids. (To see some examples, see annexes)

Observational data: according to Hendricks (2009) this is the most important category of data collection; since it helps to determine if an intervention was successful or unsuccessful and it describes how the context impacted the study. This project was based on a specific observational data that is the field notes, which in terms of Macintyre (2000) are quick observations of something that is happening at the moment, and it is important to bear in mind that field notes take and record usual behavior that could be helpful at the moment of developing the research. (To see some examples, see annexes)

Inquiry data: This category is developed by Hendricks (2009) as a way of gathering information from participants about his knowledge, values, and beliefs, past experiences, feelings opinions, attitudes, or perceptions. This project based its inquiry data in a particular strategy, which is called surveys or questionnaires; this form of inquiry data

is useful in terms of being exact with the answers that the researcher wants to take for the development of the project. (To see some examples, see annexes)

Ethical considerations:

The project developed in this work was set in a school where English is taught as a foreign language; students can behave differently according to their attitude in front of English; this observation was important at the moment of developing the project, since students were being studied and evaluated and it is difficult to anticipate their behavior in light of the different interventions of the project.

Taking into account reliability of the data, the results could not be the expected; since the population can react differently depending on the situation and this is relevant at the moment of developing the project because if the data was not the expected this could lead a not fulfillment project.

In terms of time and subjectivity, the project could have some time situations because time could be make a difference depending on the day, this means if the teacher prepared a class for an hour; it could be possible this hour has to be reduced for many factors, such as students' behavior or external situations like schools activities or holidays. Bearing in mind subjectivity, the researcher could see the results taking into account students behavior or relation with the class, and this could affect the development of the project.

Categories of analysis

These categories are based on the contents set in the previous chapter and these were evaluated along the project.

Category	Indicators
Concept	1. Describe positive and negative examples of concepts (Such as food, what is food and what is not). 2. Tell features of a specific concept. 3. Ask for translation of a concept.
Definition	1. Point different definitions related to the classroom and their environment (Such as school objects and parts of the body). 2. Use students' own vocabulary in terms of taking the definition of a word. 3. Give a definition using the context set in the activities.
Meaning	1. Test students' knowledge by describing a new word learned. 2. Take a word by using different information presented before. 3. Guess the meaning of a word by selecting it form different possibilities.

CHAPTER 4: PEDAGOGICAL INTERVENTION AND IMPLEMENTATION

The use of audiovisual aids as a tool to promote meaningful learning was based on the use of words with a real meaning in students' performance; for this reason this project was based on a meaningful learning approach, which is developed below.

Vision of language and teaching

Meaningful learning approach: As Richard E. Mayer (2002) says, meaningful learning is the way that students built the knowledge and cognitive processes to solve successfully a problem. This problem is set in a way of figuring out how to change a situation from its given state into a goal state (Mayer 1992). Mayer (1992) points out two components in problem solving, which are: 1. Problem representation, in which students built a mental representation of the problem; and 2. Problem solution, in which students devise and carry out a plan to solve the problem.

Then, according to this explanation in the classes the teacher sets a problem related to the topic for the students to see what they do to face and to solve it; the classes were to develop and practice all these things students were asked to learn. Teacher gave a specific situation to develop in the class (A specific topic); students tried to give information of what this topic was about and with the aid of different resources (Videos, songs, worksheets, etc.) students got information and new knowledge according to topic set before in the class.

Vision of learning: Mayer (1999) says that students' experiences are vital at the moment of learning as knowledge construction, since those experiences make sense to their

learning. According to Mayer statement, learning is seen as a way of giving a real sense of the experience in students, experience is vital in the learning process.

In terms of the explanation set before, in English classes, the teacher made use of students' context to show them relations with EFL; this made students approach to the foreign language throughout their real context.

Vision of language: language is seen as an important part of meaningful learning, since as Gowin (1981) says the learning process occurs when teacher and student share meanings and just with the language this is possible, so that is why language is important, is the means by the learning is caught and developed.

According to what was said previously, in English classes, teacher and students made an exchange of information that was important at the moment of practicing and learning the foreign language. Students interact in terms of giving information related to the topic set in a specific class; when they wanted to give information they raised their hands and one by one said what they knew, if it was necessary, the teacher wrote the ideas on the board.

Expected results: this project was developed to describe the effects of audiovisual aids as tool to promote meaningful EFL vocabulary learning, so that is a way of improving students' vocabulary which has sense in their development. Students are expected to improve their vocabulary and to get a real meaning of it; this means that students are going to enhance their vocabulary throughout the meaning in the real context, not in a separate way.

Then, according to English classes and the results of activities and questionnaires, students demonstrated that they learned language and practiced different vocabulary into the context, they made meaningful the words they got throughout the classes.

Role of teacher and student:

Role of student: In words of Mayer (1999) students take and active cognitive process, such as paying attention to relevant incoming information, mentally organizing incoming information into a coherent representation, and mentally integrating incoming information with existing knowledge. In real context in classes, students participated actively and they were part of the development of the class, they asked questions about the topics and they get the information according to their needs.

Role of teacher: In terms of meaningful learning and according the development of this project, teacher is seen as a facilitator in the students' development. As Mayer (1999) mentions, the teacher is a guide who makes students face knowledge to develop in the real world. In real context in classes, the teacher was a guide; he showed students the language in different ways (Songs, videos, writing activities) and students got the information by themselves; they did not depend all the time to learn the language.

Activities: The activities used in the project were based on audiovisual aids and they were developed in the first semester of 2016 (From February 23rd to June 7th); it is important to bear in mind the fact that the project was developed just in this semester mention before; for this reason the activities applied for the development of the project were set in the second part of the semester. Those activities were divided in four big topics:

1. let's know the months and the days; 2. the parts of the body song; 3. Do you like broccoli ice cream? and 4. This is my house!

According to the time of the implementation of the project, each topic was divided in two sessions, in which in one session a video related to the topic was shown and an activity related to the video was given and in the second session an extra activity related to the topic was developed (Activities related to writing and listening comprehension).

Resources: As this project was developed with audiovisual aids, it was required the use of electronic material; the school was supplied with a computer and a video beam in the classroom of the project and with internet; thanks to this the researcher could take advantage of that material and could use internet resources (The videos and recordings of the classes were taken by websites as YouTube). To complete the activities of the videos, it was necessary to use printed material: copies of the activities that complement the audiovisual aids.

Evaluation: Students were evaluated along the research; since it was important to take results at the moment of implementing the different activities; this evaluation had to be linked according to the school program, and the purpose of evaluation was to test students' development and behavior in EFL classes. This evaluation helped to contribute to the results of the research in terms of showing students improvement. Despite it was important to give a score in the school, the teacher evaluates every time students act in the classroom; all students' behavior were vital to get an evaluation in the development of the classes.

Instructional design

Implementation: This project was divided in three main phases that are going to be explained below.

First phase: (Recognizing the population and setting the problem) as this project was developed just in the first semester of 2016, the first phase was in terms of taking information about the population and setting the problem of the research, it was set between February 2nd and March 14th, those four classes were used to analyze the population and giving regular English classes where the teacher wrote words on the board and make students repeat them. This phase was vital in the research because it gave information about the problem and gave information about the population.

Second Phase: the second phase was developed Between March 29th and May 17th. In this phase the main objective of the project was developed, according to the general and the specific objectives, the audiovisual aids were used to promote meaningful learning, and for this reason in this phase audiovisual aids was an important part of the EFL classroom, where four videos taken from YouTube were shown to the students and some practices were developed according to the topics set on the audiovisual elements. All this activities were in terms of collecting data to prove the reliability of the project. The classes were developed in terms of getting information about the use of audiovisual aids as a way of learning meaningful vocabulary, students showed the videos and then they got information and new vocabulary according to the context given; that was the aim of the research, how students get vocabulary with a real meaning.

Third phase: This last phase was between May 24ᵗʰ and June 7ᵗʰ. This last part was useful in the project because it was there where the results were completely demonstrated, thanks to two surveys taken by the students in those days and all the observations and material collected along the classes the project was drawn to a close and with the results presented in the next chapter. This last phase was developed with extra classes related to the topics given before (parts of the body, food, parts of the house, months and days of the week) and the surveys were applied during the classes.

Timetable

Activities	Timetable				
	Feb	March	April	May	June
1. To identify the main purpose of audiovisual aids in students' development. 2. To recognize the importance of meaningful vocabulary in EFL learning. 3. To characterize the different ways students approach to meaningful vocabulary learning.					
Phase 1: Setting of the problem and population	2	1-8-14			
1. let's know the months and the days		29	5		
2. the parts of the body song			12-18		
3. Do you like broccoli ice cream?			26	3	
4. This is my house!				10-17	
Phase 3: End of the procedure and surveys				24-31	7

CHAPTER 5: DATA ANALYSIS PROCEDURE

According to the categories presented in chapter 2 and the indicators of them presented in chapter 3, this chapter is the way the data was developed along the process and the implementation of the project. Each category is analyzed with its different procedures and information that helped to develop the project.

Taking into account the limitations, it is important to bear in mind that the time was a very hard limitation, since it was supposed to have about 2 hours of class (From 9:15 to 11:20) students normally take the first 25 minutes of it to take their school snacks; and then it takes about 10 or 20 minutes more to organize the classroom to start the class; this situation lead a decrease of EFL class time, that could be reduced between 45 or 50 minutes depending of the day. This limitation was important in terms of class developing, since the researcher had to take the class in an hour and 15 minutes, sometimes less time.

Another important point to bear in mind about limitations was the length of the project; a normal project is divided in three semesters where the first semester is an observation of the population to set a problem and the other two semesters are for getting data and implementing the project. This project had to be set just in 15 sessions, where the researcher had to divide in observation and setting of the problem (first 4 sessions) at the same time he gave an English class; the next 8 sessions were for implementing the project (The use of audiovisual aids as tool to promote meaningful EFL vocabulary Learning) and getting data collection for the results; the last 3 sessions had to be divided in getting scores for the school (Final exams), giving surveys and giving the last English classes.

Despite all this time limitation, the classes where the project could be implemented were accurate in terms of development, since students were positively behaved in English classes; most of them showed a very good behavior during all sessions in the semester; this behavior made a good environment of EFL teaching and thanks to this behavior the project had good results that could be described below.

It is important to bear in mind the way this project was analyzed, whereas the project was built up in a shorter time than normal projects, as it was said before, the researcher had sessions to develop all project; for this reason the researcher had to take advantage of everything he saw and took in all sessions to get the necessary data to conclude the research.

Concept

1. Describe positive and negative examples of concepts:

In this indicator the results were accurate, since students showed a positive improvement of their vocabulary by describing positive and negative examples of concepts; to be specific in the explanation of this indicator, students were able to describe different words to show the teacher they know the concept, in session of April 26th (to see more about this session see annexes and field notes) the topic was food and students started to describe different food by their likes and dislikes, to be exact, the teacher gave them a word related with the concept of "food" and students had to say what is food for them, some students demonstrated they know the concept by saying words related with food, such as "bread", "Chocolate", "Lunch", "Kitchen", or even words like "Mother", because the mother, they said, was who gave them the food. In addition to this, the teacher said "what is

not food for you?" and students started to say words like "rock", "notebook", "pencil", "jacket", etc.

To reinforce this indicator, it is necessary to pay attention of what is set in the artifacts, specifically of the activity on May 3rd, where the topic "Food" was set, in this activity, students related some images with their names in English using a crossword, some of them started to give names of the images, and some other say words said in the video that was shown the last class (the class was explained the paragraph before); they related some words they said the class before which have relation with food; some other students related the words in the crossword with another topics (words like rock, notebook, pencil, etc.).

It is remarkable that both activities show the importance of describing words with positive and negative concepts; for students were interesting to relate words this way. To support this idea, it is remarkable to observe the survey taken on May 31st (See annexes), which said that students were interested at writing words in English; they said it was good in classes. This way the concepts and the writing of the words in different activities were a way of enhancing students' interest in English classes.

This description was important for this indicator because it proves students can learn concepts by saying what belongs to a concept and what does not; students were habituated to write lists of words with no meaning in context (as it was proved at the beginning of the sessions), and after some implementation of audiovisual aids as tool to teach vocabulary, students were motivated to know more about a word, they do not stay just in the writing and pronunciation of a word, but they were interested at what else a word

can give them, and as it was mentioned before, they were curious about all this positive and negative things a word can have at the moment of taking its concept.

With the aid of audiovisual contents, students showed a motivation of concepts, since they started to watch videos with some vocabulary; they were more interested at getting more for a word, keeping in mind the session of April 26th, while students watched the video about food, they observed more than the word, but the different concepts of each vocabulary they learned, in the video "Do you like broccoli ice-cream?", the vocabulary was related with images of kids making good and bad gestures related to some food, when the video showed words like "ice-cream" or "broccoli", students saw faces of taste, and when they saw non common word combinations, like "broccoli ice-cream" they refused the concept of having an ice-cream made by broccoli, this concept was not allowed in their minds.

According to Nation's research (1990), which was developed in chapter 2 of this project, this part is relevant at the moment of learning vocabulary; since experience given in practice lead to a development of getting new vocabulary and not just knowing a word, but knowing different examples to understand a real concept of a word.

Summarizing, the concepts given by videos and other classroom activities added to the video (like word searches and cross words) made students create some concepts of meaningful vocabulary, since students did not jus write words, but they got immersed in different ways to learn a word, such as in a song, looking for a word in a word search or just repeating a song with a specific vocabulary.

2. Tell features of a specific concept:

This indicator was developed mainly in all sessions, in terms of students approach to a word; they usually tended to say all they know and think about a specific word. For instance, in session of April 26th students saw some food vocabulary and then they started to describe the word; to be specific, students started to give features of the words "broccoli" and "ice-cream"; for the word "Broccoli" some of the students associated it with "disgusting", "green" or "vegetable"; and the word "Ice-cream" most of the students associated it with "delicious" "candy", "several flavors", "dessert" or "fruits".

Another example of this indicator was the session of May 17th where the main topic was "the house"; this topic was interesting to develop because each student started to give features of their houses, they said things like "home", "My family", "relax", "Kitchen", "Table", "Bedroom" and more words that they associated with house.

This explanation indicated that students got motivated to learn a word by saying different categories and features of it; thanks to the guidance of the teacher, students started to learn words by knowing more of them, they did not stop asking for features and getting characteristics to learn and practice vocabulary.

In terms of the artifact take on May 17th (See annexes), students had to locate some images of the house in the correct room; this way students had to give some features of each room; for example, they locate in the word "Bathroom" some features related to the word (mirror, bathtub), in the room "kitchen" they related some other features (refrigerator, stove, microwave).

These two examples showed how students could tell different features to get a concept of a word; it was not just the idea of writing a word, but saying different relations to understand a word, a concept.

Keeping in mind Nation (1990) theory set in chapter 2, the use of features in English classes were accurate at the moment of getting vocabulary, since students can know a word by giving different characteristics of the word itself; and as if was explained some lines before, students could give several examples of words' features.

3. Ask for translation of a concept:

This indicator demonstrated that students liked to use their mother language at the moment of learning English as a foreign language; Along the sessions was relevant the idea of translating every single word they saw in a video, in a worksheet, or words said by the teacher; This indicator showed that students feel more comfortable if they know a word by translating it into their mother tongue.

Examples of this indicator were given throughout all sessions in the development of the research, students got motivated to ask about all words they did not understand, and with the use of tools as dictionary, or even the teacher, they learned more words if they know what they mean in Spanish.

In the case of artifacts, some students tended to write words in Spanish to the images in the activities (See annexes), this way they had the relation with their mother tongue (Spanish) and they better related the concepts in the foreign language.

Another interesting point for this indicator was when student watched the videos presented in the sessions, they observed some words and then they took the meaning throughout the images they saw. For example on the video "This is my house" set on May 17th, students started to say the vocabulary they saw on the video in Spanish and then they tried to pronounced it in English, some students showed happiness when they got a word without looking it at the dictionary; they felt motivated to get the meaning thanks to the video.

In Nation terms (1990) it is possible to know if a student gets some vocabulary if "they can translate the concept into their mother tongue" (p. 53); this way is how the theory support the results if the project, since students started to say the words they learned in English with its correct translation into their mother tongue; in general all students were interested at knowing all words they saw in the different activities they got during their English classes.

In conclusion, the use of Spanish mixed in English classes help students to face easily the foreign language; because they feel more relaxed if they know a word by getting the meaning in their mother tongue; and it helps them to enhance their foreign language skills.

Definition

1. Point different definitions related to the classroom and their environment:

This indicator was useful with topics in which students' environment was involved; the use of environment at the moment of learning a foreign language makes students to do an effort of getting meaningful vocabulary, since all the things surround them could help them to improve their skills.

For this indicator is important to take into account the session of April 18th, where it was shown a video called "The body parts song" and every time a part appeared, students automatically touch the part the saw and tried to repeat the pronunciation; after many tries of seeing the video, some student stood up and point the parts of the body they were looking in the song and they repeated them; with each try they pronounced the word, they improved the word pronunciation.

After the video given in session of session of April 18th, the teacher started an activity to prove students' knowledge of the vocabulary seen on the video; the teacher started to say parts of the body and students pointed it in the right way; most of them succeed in the activity and others just repeated it what they observed in their classmates.

In relation with the artifacts, the one used on May 17th was (The house), which could be used to point some elements of the house that are in the classroom (chair, mirror, stairs, door, etc.) each word that students saw in the artifacts, they tried to point them in the classroom.

This factor was interesting because students started to point without teacher's indication and they tried by themselves to learn the vocabulary seen in the video, they tried

to sing as the way the video show them; this prove that videos related to students environment are useful to get meaningful learning, since every time they point a word they are listening in English, they are associating it with their own context.

Bearing in mind Nation terms (1990) which said in other words that pointing to get a word is a good way to practice and learn vocabulary, and as it was said in some lines before with some topics (Like parts of the body) pointing resulted as a good way to learn and check vocabulary.

2. Use students' own vocabulary in terms of taking the definition of a word:

The indicator presented in this part of the analysis was an interesting way of checking students' English knowledge; for the reason that it check what English level students had in the classroom; it is important to bear in mind that some students had more vocabulary level than others and some students get vocabulary in the development of this project.

Taking into account this indicator, session of May 3rd, in which an activity of food was developed (students had to solve a word search and a cross word related to food), some students started to ask about unknown vocabulary, and other students helped to say the unknown words to their classmates, in some specific cases students started to say more vocabulary related to food. There was a moment of the session that the teacher started to say words and the students get the meaning, the teacher started to describe food, and the students shouted the word; for instance, the teacher said "What`s an apple?" and the

students started to shout words they thought were related to "apple", such as "It's a fruit", "It's red or green", "It's sweet", etc.

With the use of the artifacts of this class, students could say in their own words how they know each definition, each word that appeared in the activity, each student used their own words to describe it (as it was mentioned before)

It is important this indicator in terms of paying attention on what a student know about the foreign language; despite students are young (between 7 and 9 years old), they know many things the researcher did not know about it; and thanks to this indicator, it was possible to get meaningful vocabulary throughout students' own knowledge. In addition, it is relevant to say that with the aid of some students' vocabulary, other classmates can get new words.

As Nation set in his research, to "Abstract" (p. 56) the main ideas of a word is relevant to learn real vocabulary, not just to get a word written in the notebook, but to know all abstractions related to the vocabulary that a student can practice. This concept, which was explained and supported in session of May 3rd (said lines before) demonstrated that students can learn vocabulary by giving key ideas of a word.

3. Take a definition using the context in the activities:

This indicator was relevant in terms of getting a word by its context was attractive for students because they get involved in the words context; the context of a word make students learned it easily and make them remembered it better than just writing a word in the notebook.

An relevant example of this indicator was the session set on April 5th, in which the main topic was the months and the days of the week; students contextualized the words (months and days of the week) in terms of birthdays and holidays, they thought in the month they were born and tried to learned it; they thought in celebrations like Christmas and the take the name of the month; the days of the week they related it with the school days and the weekend they related it with a moment to relax; after that the teacher gave a game of lottery in which students had to take days and months and tell the teacher what was the day or the month mentioned, this activity was successful, since students were accurate at the moment of giving the correct day or month.

The context was relevant in the artifacts; for instance, on May 17th which topic was the house, students related the image given in the activity with their real house, they tried to relate what they had in their houses and what are similar or different in the image.

In this session was remarkable the importance of context at the moment of learning a foreign language because as it was noticed in the paragraph above, thanks to the information a student can get from a word in the context, it is easier to them to get it with a real meaning in their foreign language practice. The context was a useful tool to give to students a meaningful learning of the foreign language.

In Nation terms (1990) the context is relevant to "make students encourage finding out the meaning" (p. 56); this means a word is not just some letters, but a compound of concepts and situations that give them a meaning in the language.

Meaning

1. Test students' knowledge by describing a new word learned:

In this part of the project, the indicator named here was relevant in terms of getting new vocabulary; when students get new words just by writing them on their notebooks, that does not mean they get it on their minds; the teacher has to use more abilities to test students' knowledge; in this indicator the idea is to use different ways to test if a student know a word.

In the session of May 3rd, which it was mentioned before, students got new vocabulary about food by writing the word in a cross word; after that, the teacher showed in the computer images of real food which students started to shout the names in English, they were motivated to say each word they saw on the computer, some of them said the words in English and then in Spanish to reinforce their knowledge.

In terms of the artifacts used in the activity mentioned before; it is relevant to say that students got new vocabulary while they watched the video of food and they completed the exercise of that day (May 3rd), each word they got, and each word they related with the images they saw.

With this indicator is relevant to say that students can check their new vocabulary in different ways, first writing a word in the notebook or in a worksheet, and then associate those vocabulary learned with images shown by the teacher; this is a prove that students' knowledge can be checked in different ways apart from the writing and pronunciation of vocabulary; students can get a meaningful learning by testing new vocabulary in many ways.

According to Nation (1990) giving different ways to get a word (images and meanings for example) is a good way of learning vocabulary; and as it was said in the session of May 3rd (which was explained lines before) students get easily the vocabulary in different ways (images, definitions, translations, etc).

2. Take a word by using different information presented before:

This indicator takes into account previous information to get vocabulary; in other words students get the meaning first and then learn the vocabulary related to the meaning; it is important to take into account that the information is given by the teacher using different tools, such as videos, listening or images.

According to this explanation, it is remarkable to notice the session of April 26th, where students after watching a video of food, they were asked to get words by listening some meaning of them, for example the teacher said "It's red or green, it's like a circle, it's sweet" and the students shouted "Apple"; the teacher used several words to make students say the words. In the session of May 17th which main topic was the house, the teacher started to describe some rooms with the things that are usually there, and the students started to shout words; for example, the teacher said "I can see a bed, a closet, a T.V." and the students started to shout "It's the bedroom"; most of them shouted the correct word.

Takin into account the activity said before (The one of May 17th), the artifact used that day could give students a meaning related to some words seen in the class; they saw words like mirror, bathtub and they got the word bathroom; they related some words with the meaning of bathroom.

It is very important for meaningful learning that students get vocabulary throughout their own meaning, this way they can improve their abilities in the foreign language by checking the meaning of words, and thanks to all resources used in the project, students can achieve and improve their English knowledge.

In Nation words (1990) this indicator is used to "hold learners' attention at the moment of learning a word" (p. 69); it is relevant to say that in English classes seeing the previous knowledge to get a word was a good way to proof that students learned vocabulary (as we could see in the examples of May 17th session, explained some lines before).

3. Guess the meaning of a word by selecting it from different possibilities:

This last indicator is useful in terms of showing students how to select a correct idea into many options; by this way students can face what they really know about a specific word or topic and they can prove themselves they get meaningful vocabulary.

Taking into account this indicator, the session of April 18th which main topic was the parts of the body and where it was shown a video with a song related to the body, also it was presented a listening to practice the parts of the body, it consisted in 10 points where students have to heard a part of the body and the students had to select the correct option they had heard, at the end of the activity, most of the students succeed and they were comfortable and happy with their effort.

According to the artifact set on May 17th, students tried to guess some meanings with images of the house, and they had to locate those images in the correct room, they had

different possibilities to locate a word; thanks to this students got the meaning of the words guessing where they had to locate in the image of the house.

Both activities mentioned before show how students got meanings not just writing a word in their notebooks, but guessing meanings through images and different possibilities.

Guessing is a good way to get meaningful vocabulary; since it is a way of testing students' development and knowledge, this indicator make students face the foreign language and make them do an effort to learn and practice all vocabulary learned in the sessions.

According to Nation (1990) who said in his research that guessing the meaning of a word was a good way to learn vocabulary and proof that a word could be described by guessing its meaning.

CHAPTER 6: RESULTS SUMMARY

In this chapter is going to be joined all the indicators' results told in the chapter before in terms of the categories presented in chapter 3 (Concept, definition and meaning).

Taking into account the *Concept*, it is remarkable to say that this category was seen as a way of seeing a word not just by its pronunciation, but by its different concepts given by the students; all this representations that student can get from one word is relevant at the moment of learning meaningful vocabulary; and all these different ways to bear in mind the *Concept* makes this category important in EFL classrooms, thanks to the concept, a word is not just a writing and a pronunciation.

In addition, this concept was successful in the project in terms of the students showed and advance in English vocabulary, as we could say in they last surveys (see annexes) some students noticed an improvement in their vocabulary, other said that they felt comfortable by learning words throughout videos; so this prove videos were an accurate tool to get vocabulary.

In terms of the *Definition*, students felt more interested at learning vocabulary through words' definitions, this category proves and remarks the importance of knowing more than the writing and the pronunciation of words because it was thanks to the *Definition* students can get more vocabulary, as we see in the analysis in the previous chapter.

*Definition*was accurate for getting meaningful vocabulary because it is thanks to this category and the other categories presented in this project (*Concept* and *Meaning*) that

students could know more than a word, the could see beyond words' writing and pronunciation, they could see a word as a context with a real meaning in their environment.

And finally the last category, the *Meaning*, it was seen as the purpose of a word, the use a student can give it to prove they know a language and the rate of success they have at the moment of giving meaning to a word.

For this project it was relevant this category in terms of students' behavior in English classes; since all words were put into a context with a specific meaning, and for these reason students take advantage of what they know and what they think of a word and finally they gave a real sense of the word they learned throughout the project.

CHAPTER 7: CONCLUSIONS

Bearing in mind the general objective in the project which says "To describe the effects of using audiovisual aids as tool to promote meaningful EFL vocabulary learning in 3rd grade students of Prado Veraniego School" it is remarkable to conclude that students felt attracted to audiovisual aids at the moment of learning meaningful EFL vocabulary, the effects presented in students were several, such as a higher interest of English vocabulary, a very good advance in pronunciation and participation in class, and a motivation of seeing more videos in English.

Taking into account videos, it is important to say they were a useful tool because videos and music were very attractive to students, as we can see in the interviews used in the project (see annexes), students demonstrated a very high attention when vocabulary was taught throughout audiovisual aids; songs, nursing songs and videos are another way to see vocabulary in English classrooms and it helps to catch more vocabulary since students try to sing and repeat by themselves the words listened in the songs and with the images they see in the videos they could associate them with the words. This was the main purpose of audiovisual aids in EFL classroom said in the first specific objective set in this project.

In terms of the second specific objective "To recognize the importance of meaningful vocabulary in EFL learning", it was important the use of meaningful vocabulary because as it was mention several times before (chapters 3, 4, 5 and 6) words are not just writing and pronunciation, there are more ideas into a word, such as the context a word is represented, the different meanings students can give it, the use of a word in terms of concepts and all this thoughts make important the use of meaningful vocabulary in EFL classrooms.

Summarizing, all this explanation support the idea of the project, which said that a word is not just some letters together; words are full of concepts, ideas, imaginations, contexts and all this things and points of view that a student can see in the learning; to be specific in English classes of the project in this work, all words seen during the classes were taught in terms of notifying the relevance of get them with a real meaning for the students.

General recommendations:

Finally, it is important to say that vocabulary has to be seen as an important part at the moment of learning a foreign language; sometimes it is just seen as words written and pronounced that is commonly seen in English classes, but English classes could be seen as a way of learning vocabulary with a real meaning, with a sense made by students and the teacher. In terms of EFL learning, it is remarkable to say that implementing different tools to reinforce English learning in schools is an effective way to improve students' development. In terms of the group and the school involved in this project, it is important to say that the use of audiovisual aids to learn EFL was helpful to give results in the project, so the recommendation is to keep working on that, take advantage of the resources that are in the classroom (Computer, video beam and speakers) to promote audiovisual aids.

In terms of Universidad Pedagogica Nacional, it is remarkable to say that this research is a helpful way to enhance schools' development in Colombia; a change could be made no matter if it was a small contribution in our country's education. In addition, it is important to say that Universidad Pedagogica Nacional has a relevant place in schools where their researchers set the projects; since those researchers contribute to students' education and give alternatives to continue their knowledge.

Taking into account school's resources, it is relevant to say that Prado Veraniego school was very interested at researcher's development in terms of giving the right instruments and incomes; for this reason it is significant to continue with this help with the researchers; since all these resources were (an will be for the future researchers) important to achieve the results of the project.

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ANNEXES

In this section the artifacts, the questionnaires and the field notes are going to be shown.

Annex 1: Field notes. In this part to examples of field notes are given.

Day: April 18th 2016

Grade: 301

Students: 32

Teacher: Sebastián González Contreras

Time of the class: from 9:40 to 11:00

At first the teacher greeted the students in English (Good morning, how are you?) and the students answered in the foreign language too (fine teacher, very good… and you?), then the teacher told the children if they remember what they did last class, all students answered at the same time and shouting, the teacher tried to calm them and asked for silence; then Mr. González choose one student to say what they did last class which answer was "We see vocabulary of the parts of the body" in Spanish; another student said "we wrote some words in the notebook", and the teacher said the student to tell some words of the topic in English, and he said "head", "hair", "face", "stomach" but he said them with a very bad pronunciation, according to this the teacher asked for help to the other students and they all together started to say all the words with correct pronunciation. While this first part of the class happened, three students are talking and bothering, the teacher had to tell them "silence" repeatedly, they did not pay attention of the class.

After this Mr. González said he was going to show them a video to practice the topic seen the class before, it was a video on YouTube which name was "the parts of the body song" (https://www.youtube.com/watch?v=ot4mJ_qUNMY), this video was shown to the students by the first time to hear the parts which appear in the song, after this, the students started to shout and say different words related to the topic, it was a mess, so the teacher had to organized them in silence; the teacher said "If you want to say words you have to raise your hand", then almost all students raised their hands and one by one started to say words which appear on the video: "chin", "arm", "Fingers", "knee", "mouth" and the teacher wrote those words on the board. The video was repeated twice more and the children said more and more words: "stomach", "Ears", "foot", "forehead", "ankle", "eyes"; then Mr. González told the students to sing the song, 5 of them say "no, I don't want to" in spanish; after the teacher played the song once more and almost all students started to sing the song, this exercise was repeated three times and the students sang the song.

Afterwards, the teacher handed out a piece of paper which contained an exercise about parts of the body, the exercise consisted in 10 points which have 3 images each one, according to a listening given by the teacher, each student had to circle the part of the body said in the recording material; Mr. González said the instructions and the students started the exercise, one of the students stood up and said "I didn't understand" in spanish and the teacher stopped the record and explained carefully again the exercise, then The teacher replayed the listening and the students started to pay attention; when the record was finished, almost all students shouted "again teacher", "I don't understand", "I just got three", one of the students said "I don't understand anything", right after, The teacher

played the listening twice again and the students started to celebrate saying "I complete everything" another said "I missed just one", another said "I just complete 5", but in the end, all the students were happy because they understood everything (or almost everything) in the listening.

In the end of the class, the teacher collected all the worksheets and told the students he would return the papers next class; when the lesson was finished, the teacher said "it was a nice class, see you next Tuesday" and the students said good-bye to the teacher.

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Field notes:

Day: April 26th 2016

Grade: 301

Students: 30

Teacher: Sebastián González Contreras

Time of the class: from 9:40 to 11:00

To start, the teacher said "good morning" to the students and they answer "good morning teacher, how are you?" all together and he answered "fine, and you?", they said "very fine".

Mr. González asked to the students if they remembered what they saw the last class, and the answers were several: "We sang a song", "we saw parts of the body", "we did a kind of exam", "we play with a song", "we learned some parts of the body", another students just shouted parts of the body: "Face", "head", "face", "mouth", "eyes"; the teacher try to calm them because they were talking at the same time, so after this the teacher asked for some

words: he said a part of the body in Spanish and the students said the word in English, Mr. González tried words like "cabeza", "ojos", "nariz", "cabello", "pie", "estómago", "pierna", "dientes". After this feedback of the last class, the teacher said "we are going to see a song today, too", the students started to shout "yes", "very nice", "good"... two students showed negative mood against the exercise, they said "I don't like singing" and "why do we have to sing?", what teacher said "it's to do another different activity in the classroom".

Then the teacher organize the computer and play the video on youtube, which name was "Do you like broccoli ice cream?" (https://www.youtube.com/watch?v=frN3nvhIHUk), the students pay attention to the video and they started to shout the food what they saw in spanish, "helado", "Brócoli", "pizza", "jugo", "sopa"; after the teacher asked to the students to say the food they saw on the video, they said "helado de brócoli", "banana", "sopa", "donas"; they said some words in Spanish and the easiest in English: "Banana", "pizza", "soup"; then Mr. González played the song once again but this time he played it with lyrics in English and the students started to hum the song, after the second recording, one of the students asked to the teacher what was "Yucky" and the teacher said "It's when something is not good" and then all the students shouted "yucky" several times. Afterwards the teacher tried to calm the students and he told them he was going to play the song once more and they had to sing it; Mr. González played the song once more and almost all the students started to sing loudly and happily, at the end of the song one student said "I liked this song more than the other of the last class" and the teacher asked "why", he said "because it is about food, and I like eating", some students laughed at the situation and then the teacher said "very good you like food".

Once the teacher stopped the song, he said to the students he was going to show them a video for an activity about food, they started to shout happily and then the teacher handed out the worksheet of the activity; Mr. González Explained what they have to do carefully and the students tried to understand the activity: at first, they have some items related to food, the teacher explained what are those items with images on the internet, though some students knew some words (hamburger, pizza, pie, waffles) and then the teacher said they have to select the items they hear or see on the video; Mr.- González showed the video once and the students tried to do the activity, but the majority of them didn't understand and at the end of the video they didn't do anything; so the teacher explained once again the activity, and after the second explanation, the children did the exercise better but they had to see the video twice more. When the first exercise was done, Mr. González explained the second activity of the video: The students had to organize the food in two columns, one for the countable nouns and another one for the non-countable nouns; the children spent the rest of the class doing this activity, but in some occasions two students woke up and started to bother, the teacher had to calmed them and told them "sit down and finish your exercise"; at the end of the lesson the teacher collected all the worksheets and say to the students "you have to practice the words you saw today for the next class" and he said good-bye to the students.

Universidad Pedagógica Nacional

Facultad de humanidades

FIRST SURVEY FOR ENGLISH CLASS

Datos del estudiante

Nombres y apellidos ....

1. ¿Cuántos años tienes?
_____

2. ¿En qué barrio vives?
_____

3. ¿Quiénes conforman tu núcleo familiar?
_____

4. Respecto a la clase de inglés ¿Qué tipo de actividades disfrutas más en la clase de inglés?
a) Escritura
b) Lectura
c) Escucha
d) Habla
e) Otras

¿Por qué?

_____
_____

5. ¿Qué es lo más difícil de la clase de inglés?
a) Escribir
b) Leer
c) Escuchar
d) Hablar
e) Otras

¿Por qué?

_____

6. ¿Tomas clases extra de inglés? Sí o no ¿por qué?

_____

7. ¿Has aprendido, palabras o frases nuevas fuera de la clase de inglés?

_____

8. ¿Qué actividades te gustaría desarrollar en la clase de inglés?
a) Escritura
b) Lectura
c) Escucha
d) Habla
e) Otras

¿Por qué?

_____

9. ¿Usas el inglés en otros espacios y/o contextos (familia, amigos, compañeros de clase, juegos, películas, videojuegos? Sí o no ¿por qué?

_____

_____

Annex 3: Last questionnaire.

ENTREVISTA DE INGLÉS

COLEGIO PRADO VERANIEGO

CURSO TERCERO

NOMBRE_____

FECHA_____

Lee atentamente y responde las siguientes preguntas.

1. ¿Qué es lo que más te gusta de las clases de inglés?

_____
_____
_____

2. ¿Te han gustado los ejercicios de inglés donde se trabaja con videos y/o canciones?

Sí ☐   No ☐

¿Por qué?

_____
_____
_____

3. ¿Te han servido los ejercicios para aprender cosas nuevas en inglés?

Sí ☐   No ☐

¿Para qué?

- o Para escuchar mejor ____
- o Para aprender palabras nuevas ____
- o Para aprender a decir palabras en inglés ____
- o Para aprender a escribir palabras en inglés ____

4. ¿Te has sentido bien al momento de realizar los ejercicios?

Sí ☐   No ☐

¿Por qué?

_____
_____
_____

5. ¿Qué has aprendido en las clases de inglés?

_____
_____
_____

6. ¿El vocabulario que has aprendido en la clase de inglés lo has utilizado para otras cosas?

Sí ☐   No ☐

¿Para qué?

_____
_____
_____

7. ¿Crees que los videos y las canciones te ayudan a recordar mejor las palabras en inglés?

Sí ☐   No ☐

¿Por qué?

_____
_____
_____

Annexe 3. Artifacts: In this section it is going to be presented some artifact that helped to the development of the project.

Writing activity, vocabulary food (May 3rd)

Writing activity: vocabulary food (May 3rd)

david santiani
Laura catalina Amado

FOOD

FOOD

Look at the pictures and indentify the food items by filling in the crossword

Listening activity: Parts of the house (May 10th)

Sebastian Ruiz Espinoza

Ñ CORRECT THE SPELLING

From: http://www.listenAminute.com/h/houses.html

Seba

All houses are igneuu [unique]. Even if they look the same

from the outside, they are very different on the

eiinsd [inside]. I think houses are very interesting. I like

looking at the way they are built and the tesyl [style] they

are built in. In London there are many houses that

are hduesrnd [hundreds] of years old. These are beautiful. You

can still see much of the rongilai [original] wood and stone

ruesrttcu [structure]. Modern houses are also interesting. It's

funny how they copy many of the setfraeu [features] of older

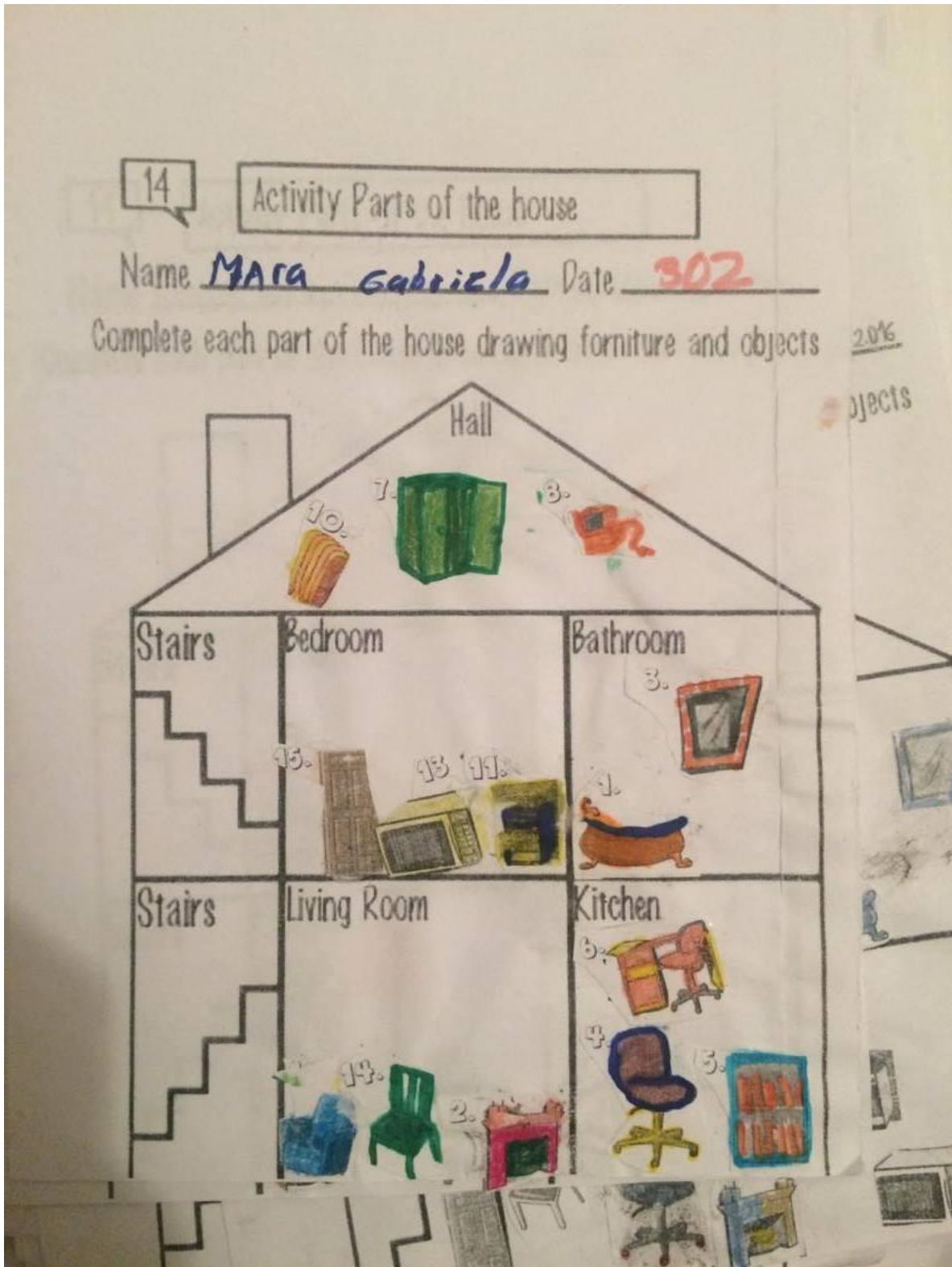houses. I love looking at houses when I travel.

Every country has its own special designs, from
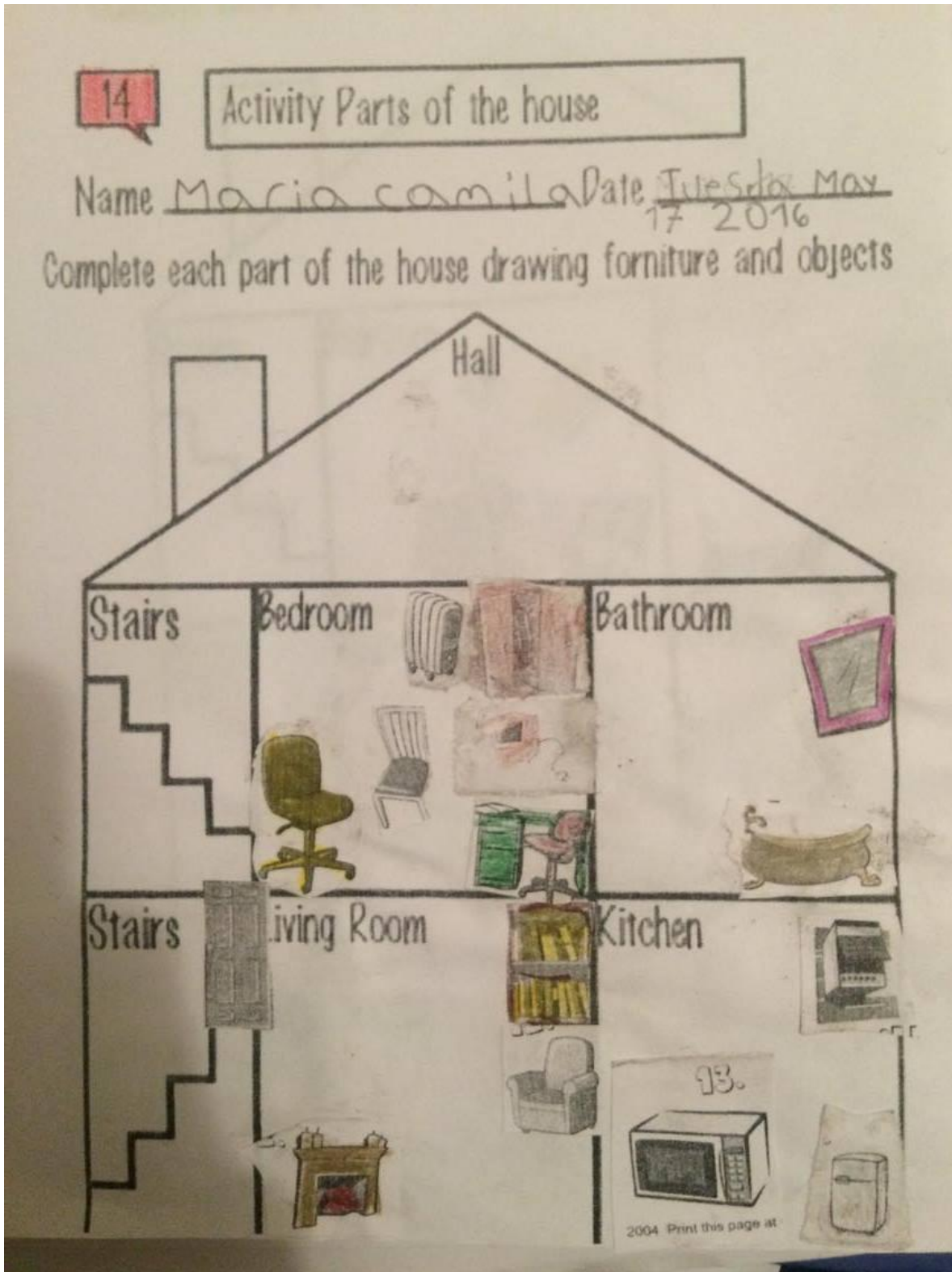
Japan to Arabia to Greece. Nowadays people are

building eco-nreifdly [friend] houses. They want houses that

save yeergn [energy] and help protect the ntaelp [planet].

Activity parts of the house (May 17th)

Activity parts of the house (May 17th)

Activity parts of the house (May 17th)

14 | Activity Parts of the house

Name *maria fernanda cortes ...* Date *tuesday 17*

Complete each part of the house drawing forniture and objects

Hall *pasillo*

Stairs *escaleras*

Bedroom *cuarto*

Bathroom *Baño*

Stairs

Living Room *sala*

Kitchen *cocina*