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“THE USE OF AUDIO-VISUAL MATERIAL TO HELP A FOREIGN LANGUAGE STUDENT IN B1 LEVEL TO UNDERSTAND MEXICAN COLLOQUIAL EXPRESSIONS: A CASE OF STUDY”

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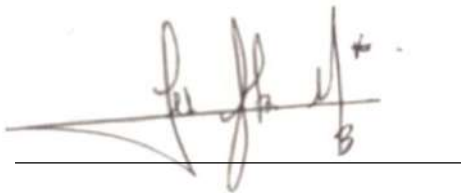
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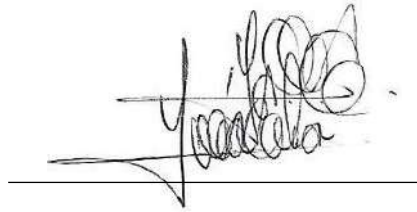
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Dedications

I dedicate this paper to my father who used to wake up early to take me to college. To my mom for her love, patience, and care, she is the best mom in the whole world. To my younger siblings, I am so happy for being their role model. To my grandparents who gave me everything I needed during the whole career. I am the first grandchild doing a professional career and I am so proud of it, now I know I did it well and it was possible because of them.

I love you so much.

Abstract

The present research shows the difficulties of a native English-speaking student in learning Spanish as a second language in terms of vocabulary in Mexico. A case study was carried out where the colloquial expressions that the student did not understand and therefore frustrated her communication with native people in Mexico were analyzed first.

The main objective of this thesis was to analyze the participant's perceptions by showing him the material designed exclusively to help him understand the meaning of said colloquial expressions that he did not understand being in Mexico.

A questionnaire was applied in this research in order to obtain precise information on the participant's difficulties when learning Spanish as a second language. The results of this research instrument are found on these pages as well as the visual material that was helpful for the participant to better understand the colloquial expressions.

Keywords: Colloquial expressions, slang words, Spanish as a second language, sociolinguistics, audiovisual materials.

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Chapter I INTRODUCTION

1.1 Introduction

It is believed that in Latin America there were more than 500 languages that were replaced by Spanish. The influence of each of them gave place to the words and expressions that are used today and the different ways of pronouncing each country or area of Latin America.

“The Romani language was abandoned relatively early, although large numbers of gypsy words were introduced into southern Spanish, along with the ascription of specific insider meanings and affect to pre-existent Andalusian words and by the general practice of encoding community values in other Spanish-sounding or Spanish-based words disguised by transposed sounds, substitutions, truncations, prefixes, infixes, suffixes, and culture-specific meanings.” (Sayers, 2021, p.137)

Being in different cultural and social contexts, non-Spanish speakers encounter immense comprehension difficulties, this is because they do not understand certain vocabulary or expressions that come from the different cultures and history of Spanish-speaking countries. This frustrates the communication of the learners and even has an impact on their motivation to continue learning Spanish as a second language.

“Nowadays exists an emergent interest in the automatic extraction of subjective expressions like opinions, emotions, and feelings in texts. To identify the semantic orientation of a text, it is assumed that the occurrence of expressions that belong to some emotional category can be regarded as evidence that there is an affective state.” (Baca Gómez, Castro Sánchez & Martínez, 2015, p.9)

Nevertheless, fluent, and understandable communication implies the use of a correct use of the language with which most foreign learners learn being outside the social and cultural context of Mexico.

The use of informal and colloquial language causes a non-native speaker to fall into unintelligible conversation causing them to not be able to respond appropriately to said language.

Speaking in terms of sociolinguistics, bilingualism implies the interaction of two languages within the same social context. Although the two languages are different, they share the same communicative function. (Garvin & Lastra de Suárez, 1984; Sala, 1988; Lastra, 1997)

1.2 Justification.

This research emphasizes the development and application of different audiovisual materials which will help the Spanish-learning speaker to understand some of the most commonly used colloquial expressions in Mexico (no dirty words) which are part of everyday life. Especially in the informal use of the Spanish language.

This research pretends to help the Spanish learner understand and know how and when to use some of the most used colloquial expressions in Mexican Spanish as well as the difference between the formal and informal language. Giving way to the gradual and daily use of his/her new lexicon.

In recent years, audiovisual media are communication mechanisms that send messages through visual and auditory channels simultaneously. They are of vital importance to send information and have a great impact as didactic resources in learning.

These media use multimedia technology that combines images, videos and sounds imitates real life in different contexts. This is what television; cinema and the Internet have achieved since their appearance in last years.

It has been shown that audiovisual resources help students to achieve their learning objectives since they are a fundamental tool in the evolution of technology in recent years and have been a means of transmitting knowledge. (Magadán Díaz & Rivas García, 2021, p.187)

In this research, with the use of audiovisual media, it is intended that students who are learning Spanish as a second language are able to show the different social and cultural contexts in which the native Mexican uses different idiomatic expressions that cannot be understood by the majority of non-Spanish speakers.

1.3 Problem statement

Even though Spanish is one of the most spoken languages in the world, for learners of this language it is somewhat difficult to understand the different grammatical rules and the huge number of words and lexical differences that the language has according to their region.

In the case of Mexican Spanish, the use of informal language is more widely used than the standardized Spanish that is commonly taught in schools, books, or programs, since these use a more formal language and without the use of phrases and words that are out of their ordinary knowledge.

Spanish learners often face a situation in which, being in different contexts, the lexical differences stand for a certain difficulty to communicate. When talking about the use of a single word that is beyond the knowledge of the learner, the communication will be frustrated, and it will not continue to be as fluid as the transmitter and the receiver expected.

The intention of this research is to make the learner of Spanish as a second language use audiovisual media to better understand the colloquial expressions used in Mexico in different contexts and in this way can put them into practice in the near future, exchanging communication both in the context formal as informal without falling into vulgar expressions.

1.4 Objectives.

General objective:

- To identify students' perceptions of audio-visual material designed to help Spanish as a foreign language student.

Specific objectives:

- To create original audiovisual material to help the Spanish as a foreign language student.

- To identify and analyze students' perceptions about the audio-visual materials for learn the colloquial expression in Mexico.

1.4 Research questions:

1. What are the students' perceptions about the audio-visual material designed to help Spanish as a foreign language student?
2. How can the didactic materials like videos and flash cards help in the learning of vocabulary and colloquial expressions?
3. What could be the students' perceptions about the audio-visual material to learn the colloquial expression in Mexico?

1.5 Context

The context is online sessions with a B2 level student in Spanish who has English as his mother tongue since he was born and raised in Los Angeles, California, but since his mother is Mexican and she has family living in Mexico he visits the country very often and he has a big difficulty speaking Spanish with native people from Mexico because they use a lot of expressions, sayings, and other words that he does not understand and he cannot answer or speak fluidly as he wishes.

He states that learning all these expressions would represent a better comprehension of the language and even he wants to be able to learn the situations or contexts where this colloquial language can be used.

1.7 Researcher experience

In my own experience as an English language teacher, students are increasingly interested in the cultures and social contexts of each country, especially their interest grows with the audio-visual content they see on social networks.

I personally believe that the contexts and stories surrounding our lexical differences as Spanish-speakers are fascinating and worth investigating.

In previous years, I conducted research on learning styles focusing on their use in the acquisition of English as a second language.

The use of audiovisual materials in classes of a language as a second language have been fundamental for the development of topics and the understanding of students inside and outside the classroom. This is why as a teacher I have effectively used the use of these materials, successfully achieved the encouragement, and learnt of the students.

Chapter II Theoretical framework.

2.0 Introduction

It is well known that learning a second language represents a degree of difficulty, especially when the language we want to learn belongs to another group of languages, in this case the Romance languages.

According to Análie Francine and Edna Monhaler (2017) Due to the enormous extension of Spanish, one more problem arises in the process of teaching and learning the language, which is linguistic diversity, which refers to the variants of the language, which they possess particular phonetics, lexical and morphosyntactic features.

The huge extension of the Spanish language in Latin American countries later gave way to its regionalization. which leads us to the variation of vocabulary, accents, tenses, and lexicons, all this added to the culture and socio-political context within each of the Spanish-speaking countries.

For a native Latin-American, whose mother tongue is Spanish, learning the language in a standardized way and being in their country of origin, brings with it learning the language in a formal or proper way of speaking it. This means that a learner of Spanish as a second language never hears an inappropriate way of speaking the language at school. However, when the learner is in a social context very different from the one taught in books, academic journals or newspapers, the learner is often far from recognizing the vocabulary used by native Spanish speakers since it represents a much more informal language and sometimes even, vulgar. That is unknown to the English-speaker.

As many learners of Spanish have stated, this represents a barrier that makes it impossible to communicate fluently or consistently with Spanish speakers, since by not recognizing certain types of vocabulary, colloquial expressions or the context in which they speak, this frustrates their knowledge of the language because the language they learned is totally different from the one they hear when surrounded by people of the same age who logically speak differently to adults or with whom they have to maintain an appropriate and formal language.

2.1 The use of the Mexican colloquial expressions

As some authors define the colloquial language is “the use of the communication socially accepted in everyday situations, not linked in exclusive to a certain language level and in which vulgarisms and dialecticisms appear depending on the characteristics of the users. (Briz, 1996, p. 26; Lopera Medina, 2014, p. 90)

The author Ahmed-Blancas (2018) cites in the page 29 of his article the German linguist Beinhauer who defines colloquial language in the following way: “We understand colloquial language as speech as it arises naturally and spontaneously in daily conversation.”

“It is not only is it the most common way used among individuals to communicate but it represents a broad analysis of linguistics and the relationship between language and interaction.” (Lopera Medina, 2014, p. 90; Narbona, 1992)

In those spontaneous conversations, the colloquial language depends on the receptor, the manners, and the different spaces where it is spoken.

As Andrade Preciado and Cortez Godínez (2022) mentioned in their thesis: The colloquialisms are phrases with a semantic-pragmatic field that comes from an informal language where the sender expects the receptor to understand the elements of said language for communication to be effective.

“Their cultural and ideological differences have an impact on everyday language. It remains in constant transformation: it evolves, changes, and acquires its own qualities that distinguish it from other Spanish-speaking communities. From there comes the colloquial Spanish of Mexico, that is, the one that Mexicans actually speak.” (Ahmed-Blancas, 2018, p.29)

Briz, (1996) states that there are five main situations where the colloquial languages can be spoken:

- Family interaction: Where there is a daily interaction between the interlocutors.
- It exists a daily interaction without having a specific subject.
- There is a conversation planning.

- It has an interpersonal purpose.
- It is absolutely an informal language.

Ahmed-Blancas (2018) suggests that our first social environment is the family and close relatives with whom we use non-strict or formal language, so it becomes colloquial language. Colloquial language is not controlled, it is simply spontaneous and this changes over time.

“From voice to voice, the language transmits its oral traditions, thus communicating messages with specific meanings and signifiers. (Ahmed-Blancas, 2018, 32)

In the case of the Spanish spoken in Mexico, it exists an enormous variety of colloquialisms, popular slangs, words with a double meaning, sayings, and signs that are only used in a very informal context and usually between people of the same age or with whom they do not have to maintain a merely formal language.

“It is estimated that in Mexico there were around one hundred ethnic groups, and more than two hundred mother tongues were spoken before the Spanish conquest, this turned the country into an immense sociolinguistic and cultural mix. The different mother tongues existing in Mexico, by maintaining continuous contact, were combined and diversified.” (Ahmed-Blancas, 2018, p.30; Villanueva, 2010)

The authors Celia Zamudio and Bárbara Cifuentes (2023) cite in their thesis the author Joaquín García Icazbalceta and his literary works called "Vocabulario de Mexicanismos" and "Provincialismos Mexicanos" in which he expresses the ideas of the conception of Mexican Spanish as well as its value for Spanish-speakers not only in Mexico but in all Latin America. In his works he translates words commonly used in Mexico that are not taught into an educational field.

García Icazbalceta even affirms in his work that after the Spanish conquest, natives brought the vulgar language spreading it among the native settlers who later tropicalized it in their own way among themselves.

“In Mexico the Spanish language underwent diachronic changes with its arrival in New Spain until it became Mexican Spanish and, although it retained aspects of the original language of Spain, it also lost some, it acquired phonetic, morphosyntactic and morphological features of the mother tongues used by the indigenous people, especially Nahuatl, which was the main

language of the country, and some of their contributions are preserved to this day.” (Ahmed-Blancas, 2018, p. 31)

“Mexicanism is considered a word, particle or phrase, of Spanish or indigenous origin, characteristic of the Spanish of Mexico, especially if it is not shared with the Spanish of other Latin American countries or with that of Spain, which is commonly used in Mexico and not It is understood in other Spanish-speaking countries.” (Gómez, 2001:4)

Not only are there colloquial words in Mexico, but there is an immense variety of sayings and expressions that surely only a native Mexican would understand properly, unlike a foreigner who has never heard such expressions.

Ahmed-Blancas, (2018) claims that all the use of the language in Mexico has different uses in different situations or contexts and even the traditions of Mexico are embodied in the colloquial language that they use giving the opportunity to know deeply the culture of their society.

“Wey” – Informal way to refer a close friend.

“Ahorita” – In a while

“¡Órale!” – Expression to show wonder or surprise. It also means a way to say someone to hurry up.

“Acomedido”- A person who is pleased with helping someone else.

“Lambiscón” - A person who is intentionally nice to someone to obtain a benefit with it.

“Hijole” – A common word to express worry or concern.

“Neta” – Common term to say the truth.

“Chido” – Very nice.

“Aguas” – It means “watch out” or “Be careful.”

“Pedo” – A very informal way to refer to someone who is drunk. It also means “problem” or a way to greet a friend.

“Chamba” – Common word to refer to a job.

“Gacho” – It means very ugly.

“Tocayo” – Word to refer to someone who shares your name.

“Metiche” – Expression to say someone is being gossip.

“Chela” – Beer

“Cheve” – Beer

“Pistear” – Drink alcohol.

“Pachanga” - Party

“Feria” – It means fair, where children can have fun but also means when someone has a lot of money.

“Plata” - Money

“Lana” - Money

“Gorrón” - Someone who pays for nothing and gets benefits from others.

“Coyón” - A word to express when someone is being a coward.

“Soponcio” – Common word to refer to a fainting.

“Chamaco” – Kid

“Escuincle” – Kid

Expresiones:

“¡No manches!” – It expresses surprise when someone says something unbelievable.

“¿Qué onda?” – An informal way to greet someone.

“Crudo (a)” – Hangover

“¿A poco?” – For real? /Seriously?

“Pan comido”- It’s a piece of cake

“¡Que barbaridad!” – Expression for surprise or concern.

“Está lloviendo a cántaros” – It is raining a lot.

Sayings

“Agua que no has de beber mejor dejala correr” When something is not your business you better let it be.

“Tanto va el cántaro al agua que al final se rompe” All people have a patience limit.

“Del dicho al hecho hay mucho trecho” Actions are worth more than words.

All these words, expressions and sayings have no literal meaning and their meaning is subjective, that only a native speaker could understand and interpret. Although it could be difficult for a person to explain the exact meaning to a non-native speaker or the situations and contexts where these expressions can be use since it could be unwise if they are used in an inadequate manner.

Ahmed-Blancas, (2018) concludes that the slangs are the language media given by the society imposing their own sociocultural rules, codes and signs that have a long time existing and even have changed over time.

2.2 Authentic materials: Audio-visual materials

The resources to teach ELE to a Native American are many, from which we could take the greatest possible advantage.

Audiovisual resources are tools that make it possible to conduct, reproduce and disseminate information or visual and sound messages that strengthen learning and knowledge, being important to properly conduct and use the necessary resources so that they can be perceived at the same time by the senses of hearing. and the student's view.

Quecan, (2021) cited in her thesis the author who stated that the visual aids can a very useful tool if they are used adequately. Many times, teachers underestimate the potential visual aids play in ESL teaching by enhancing students' motivation.

The audiovisual media help to present concepts in an objective, clear and accessible way. In addition to providing different means of learning, they stimulate interest, student motivation, renew attention span and help retain ideas for longer.

“Multimedia and visual aids help students to greatly improve their skills in mastering a foreign language” (Halwani, 2017, p. 2)

2.2.1 The use of flashcards in language teaching.

The variety of the entire Mexican lexicon is quite difficult to teach a foreigner. However, there are many ways to teach them. The use of some readings or audio-visual materials to give way to the understanding of the different meanings of certain phrases and colloquial words that are used in Mexico without of course falling into dirty words. Role-plays are a wonderful method of getting the learner to use certain vocabulary within a possible informal context in which they may find themselves later. Especially if the learner intends to stay in Mexico indefinitely, such is the case of exchange students or people who have relatives in the country or who found a partner from this country.

Vocabulary development is very important for students since they can understand the language being studied. The use of flashcards is one way to improve student's vocabulary skills. Flashcard is a learning strategy in the form of cards with images, text, or symbols that can remind or guide students to do something related to images (Kupzyk, 2011).

Harianingsih and Hastini (2023) cite in their thesis the author Cameron, (2007) "Flashcards are informative visual cards designed to assist children in improving their vocabulary mastery."

As the author Cross, (1991) also cited in the thesis of Harianingsih and Hastini the flashcards are entirely a visual media always showing an image and text on it, usually made of paper or cardboard.

For example: Let's imagine that I make a series of flash cards which include a representative image of the word that is intended to be taught and a little description of it.

"Soponcio" - Word used by Mexican people to refers to a fainting or temporary indisposition that occurs after a situation of great anguish or fright.

The use of different audiovisual materials such as flashcards or videos will stimulate the imagination of the reality in which the context of the word or phrase used in Mexico takes place.

Thus, giving way to the use of the word or phrase and integrating it into their daily vocabulary little by little.

2.2.2 The use of videos in language teaching

“Foreign language learning implies training the four skills: listening, speaking, reading, and writing. Videos can aid the development of these skills, as well as promote vocabulary growth.” Ljalikhova, (2014). Using videos into classroom as an extra resource implies that teachers have to develop specific learning activities to be applied during classes, for example, watching a short video with subtitles in the language learned to practice listening and reading language skills. This activity help students to improve their language skills. Another advantage of using videos is that students can watch interactive conversations in a real situation, and they can practice as a role play during the following classes. In this way they will feel more comfortable developing the language learned and used it as a second language during the class sessions.

2.3 Spanish as a second language.

The reasons to learn Spanish as a second language is because there are a lot of Spanish language speakers with an estimated of 427 million native speakers. It is the second most commonly spoken native language in the world and is the most popular second language taught in the United States because of an increased number of Spanish speakers in many parts in this country mainly in California.

However, more than simply being a widely spoken language with a meaningful geographical spread, Spanish is also extremely influential and important in the modern world. It is recognized as one of only six official languages used by the United Nations and is an official language of both the European Union and the World Trade Organization.

2.4 Spanish as a Foreign Language

The aim of getting a good learning of a foreign language is centered on students' motivation. This is the reason on which teachers have to find the best strategies to apply them during classes. Bernaus, M., & Gardner, R. C. (2008). Spanish is very important in the world because it is spoken by millions of people around the world, for example, In the United States, the population who speaks Spanish is about the 40% of population. For this reason, learning

Spanish will allow you to keep time with Hispanic influence on culture which is strong and getting stronger. For example, an American boy who is in contact other boys who speak Spanish, he will feel curiosity to know the meaning of some specific phrases called colloquial expression or slangs.

It is important to know the uses and meanings of many colloquial or Mexican slangs due to the complexity of the meaning. And into a conversation, the message has to be clear to have a good and clear conversation. There are some unique Mexican expressions that were probably not included in Spanish textbooks or courses, for this reason is relevant to include some common Mexican slangs to participate naturally in local conversation with Spanish people.

2.5 Difficulties in Learning Spanish

Although time and effort are required, Spanish is generally considered not an easy language for English speakers to learn; there are some common difficulties that students encounter along the way and the best way to contend with these is to become familiar with them in advance. Although, English and Spanish come from the similar family branch of languages and share similarities (the alphabet symbols) and same specific sounds. The cultural differences cause some problems in the learning process and understanding the cultural differences.

One problem Spanish language students face is the extend of different Spanish dialects, which each have distinct phonological and grammatical features. While they are generally considered to be mutually comprehensible, the Spanish spoken in Northern Mexico differs from the Spanish spoken in the south, which differs again from the variety of Spanish spoken by people living in the center of Mexico. The vocabulary, in particular, differs from one part of Mexico to another.

Another common problem English-speaking students of the Spanish language face is confusion over the word order (adjective position). This is because Spanish has a different variation in its system. To make things even more confusing, the colloquial expression differ from one place to another in Mexico.

Finally, vocabulary can differ quite considerably from one Spanish speaking region to the next. Again, most Spanish speakers will generally understand other regions' vocabulary, but this can be tricky for those learning it as a second language, and even among native speakers, some Spaniards struggle with certain Spanish words.

Chapter III

Methodology

3.0 Introduction

This chapter is divided into six sections: The first section describes the context. The second one describes the participant of this study, after, the methodology followed in this research. Then the procedure on which the questionnaire and it was applied, the fifth is data collection techniques, instruments, and materials, The sixth is ethical considerations. The following sections will be described in order to explain the procedure of the research and to give a viewpoint of the study.

3.1 Context

The context is a case study with a 12-year-old boy. He is an American citizen resides in Los Angeles, California, U.S.A., the material, and the class sessions are developed will be online through virtual sessions on the "zoom" platform. This is because I am living in Mexico and my participant lives in the USA.

The virtual sessions would only be on weekends because I work from Monday to Friday in another school and my participant studies from Monday to Friday, in an Elementary school. Elementary education in the United States normally involves of grades kindergarten through fifth or sixth grade, depending on the school district. Students usually enter kindergarten at age five or six and continue through the grades until age 11 or 12.

This is the case of the participant, additionally to this, this is a school with a huge cultural diversity. Spanish idioms and slang are two of the things that confuse the process of transitioning from staged speaking and listening exercises to chatting comfortably with a native Spanish speaker.

3.2 Participant

The participant is a 12-year-old boy, who, encountering with two totally different cultures, his interest in the different use of vocabularies increased after visiting Mexico.

The subject in question already speaks a little Spanish since his mother is Mexican, and his father is American. From his own experience he relates that when he was trying to understand the word “chela” when a relative of his offered him a beer, but he did not say the word he knows to refer to that beverage. Like the previous example, he mentioned a lot of another examples that has to be with the differences between the Spanish that he learns at school and the language that is actually spoken in Mexico.

Thus, throughout the trip, he did not want to continue talking to anyone since he did not understand many of the words that were being said to him. However, using the audio-visual resources as the flash cards and videos would be very useful for the learning of all these colloquial expressions.

3.3 Research method

This research method will conduct a case study, in which the participant is a 12-year-old boy whose mother tongue is English, his mother is Mexican, so his second language is Spanish. Being in another cultural context, such is the case of Mexico his comprehension was almost nothing due to the lexical difference between the Spanish spoken in Mexico and the Spanish that he has been taught in California. So, now, he wants to understand the greatest amount of vocabulary between both lexicons. The interview would be very useful to find out specifically what his needs and difficulties are when understanding Mexican colloquial language.

For the case of study, the best method is the qualitative method, more specifically, the use of personal interviews, this is for the purpose of obtaining as much information as possible.

An advantage of the qualitative method (in this case the interview) is the way in which the relationship between the interviewee and the interviewer is established. Giving way to a deeper data collection.

3.4 Procedure.

Due to this case study, the participant was contacted by Zoom. The participant was interested in knowing more about the colloquial phrases listen by him during his vacations in Mexico. The instrument is a questionnaire where it is considered his opinions about learning colloquialisms phrases, the meaning, and the uses of them in a correct contextual situation.

I had contact with the mother to explain her the study and the relevance of the results to teach colloquial phrases to a boy who is interested in the culture of Mexico. The permission was obtained Through a meeting with the mother of the participant. The appointment was set, and the application of the instrument was online. The collection of the information was analyzed in detailed to make conclusions about it.

3.5 Data Collection Technique

Data collection is the process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research questions, evaluate hypotheses, and evaluate outcomes. The data collection component of research is common to all fields of study including physical and social sciences, humanities, business, etc. (Parveen & Showkat, 2017). After having the results of the questionnaire, the analysis is done to describe the participant's perception about learning Mexican colloquial phrases who is looking for understand the way Mexican people express some specific ideas related to the Culture itself.

3.6 Ethical Considerations

Protection of participants' rights is fundamental aspects of conducting an interview and issues of informed consent and anonymity and confidentiality are of paramount importance. Participant is given explanation of the research and the format of the questionnaire; it is totally needed to obtain written consent before the interview. It is also important interviewers to understand the study and maintain their confidentiality by not disclosing their identity (Coughlan et al,2019). See appendix A

CHAPTER IV

RESULTS

4.0 Introduction

In this chapter I show the results of the application of the instruments to know how are those words that are not comprehensible for the student in question.

The application of the instrument was online due to the participant is from another country. The meeting was thought the platform “zoom” with the previous permission of his mother because he is still under-age.

The results of the 10 questions are presented individually. Also, the information gotten by the questionnaire is shown in a table to be analyzed and described.

4.1 Data Analysis

The participant is a 12-year-old boy whose mother tongue is English, although, his interests for learning Spanish with the implications of the informal and colloquial language has increased in the recent years just because he wishes to be capable of understand and use those colloquial expressions in an appropriate situation and context.

The following table shows the questions with the participant`s responses and adding to this there is an analysis of each answer related to some researcher`s conclusions.

RQ	ANSWER	ANALYSIS
1. What has you been your biggest challenge while learning Spanish as a second language?	<i>“I learned Spanish by my mother while in school I learned English but for me the hardest thing while I was learning Spanish was speaking very fluently and in terms of vocabulary I</i>	The interaction with family members while acquiring English as a second language improves the learning process. Li (2007)

	<i>couldn't understand a lot of words using by native Mexican people."</i>	
2. Why do you consider that Spanish is a difficult language to learn for a foreigner?	<i>"Because at school the idiomatic expressions typical of the native culture of each country are not taught, as well as the vocabulary that refers to that culture and society. I also think the grammar part is pretty difficult as well as the pronunciation of some words."</i>	even though colloquial Mexican expressions are beneficial for students' language skills, some teachers may decide to avoid teaching these expressions in the classroom because some of them are difficult to explain. Soto-Jurado, J. (s. f.)
3 What kind vocabulary has been the most difficult for you to understand?	<i>"There are some more which still I do not how to use: for example: "lambiscón" "lana" "pedo" "madre" "hijole" "neta" "chido" "aguas" "chamba" "tocayo" "cheve" "pachanga" "pistear" "crudo."</i>	Although, there are difficulties learning colloquial Mexican words, some students are motivated to learn. Teachers perceive that teaching idioms is highly important for developing students' communicative competence. Soto-Jurado, J. (s. f.)

<p>4. Why do you think this vocabulary is difficult for you?</p>	<p><i>“Because when I try to speak, I might say something that its wrong or out of context, so I prefer not to be included in the conversation.”</i></p>	<p>In this response, it is notorious the complexity of learning colloquial Mexican words and the participant just eliminate them from his language repertory.</p>
<p>5. Do you think you can use it at some point in a conversation between you and a native Spanish speaker?</p>	<p><i>“It honestly depends, because If I had to use the formal Spanish that I learned at school maybe I could handle it, although, if I were talking to friends then I couldn’t speak in a simple way like they are used to.”</i></p>	<p><i>the issue of using colloquial Mexican phrases in bilingual conversations depends on the insertion of some specific vocabulary in the conversation and the correct use of them Gafaranga, J. (2001).</i></p>
<p>6. Why do you think these colloquial expressions are so used in Mexico?</p>	<p><i>“I think it is because those expressions are what identifies Mexican people as a society.”</i></p>	<p>the identities enacted in recently centered on Mexican students' descriptions of their views on language use at school in the classroom as well as in other spaces in the school environment as a society Andrews, M. (2013).</p>
<p>7. Do you think these expressions use</p>	<p><i>“In my opinion, they are definitely informal, that is why</i></p>	<p>programs in USA have not adopted vernacular forms of Spanish in bilingual and</p>

<p>formal or informal language?</p>	<p><i>they are not taught in the Spanish classes.”</i></p>	<p>biliteracy instruction in order to meet the needs of Spanish-speaking students and combat deficit language ideologies and practices. Freire, J. A., & Feinauer, E. (2020)</p>
<p>8. Why would you like to learn and master these colloquial expressions?</p>	<p><i>“First of all, because I want to know in what contexts are all those expressions used and what are their origins, besides, I want to use them in usual conversations with my family.”</i></p>	<p>This answer shows the participant’s motivation in learning colloquial expressions to a typical conversation. Spanish-speaking students have not been allowed to use their home and community linguistic practices. Graham, C. R. (s. f.).</p>
<p>9. Do you think that by learning these expressions you will improve your level of communication and fluency in Spanish?</p>	<p><i>“Yes, definitely. The use of all those expressions give way to extend my vocabulary in Mexican Spanish and knowledge about the Mexican culture.”</i></p>	<p>In this answer the participant thinks using Mexican slangs will feel close to the culture. participant stated feeling positively about his language experiences. Weisskirch, R. S. (2006)</p>
<p>10. Do you think that materials such as videos, films, short films, and flash cards are useful to help</p>	<p><i>“Yes. In my particular case, I learn something better when I hear it from other people like movies or videos, I</i></p>	<p>the effectiveness of English subtitles on videos the EFL learner’s feel more comfortable acquiring new vocabulary. Harji, and Woods. (2010)</p>

<p>you learn these expressions? Why?</p>	<p><i>usually watch videos or series in Spanish, but I always put the subtitles on, they are great help for me because I watch and listen the use of language at the same time.”</i></p>	
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4.2 Findings

Based on the responses, the participant shows an interest in learning the meaning and context of these expressions typical of Mexican culture.

For a foreign speaker, these expressions are not taught at school, just like in any other language, the language that language schools use is merely formal, often not including sayings, idioms, slangs, or the colloquial expressions that native speakers use daily and that are part of their history and culture as a society.

The use of the colloquial language allows you to communicate more effectively in the language being learned, since its use implies that the person has understood a code and a metaphorical way of expressing themselves.

Audiovisual materials are of great help to him, we could say that he is a student of visual and auditory intelligence.

Some of the materials to use are flash cards or videos with which he can analyze the meaning of these expressions.

4.3 Materials to explain Objectives.

The audiovisual material were the flashcards and videos from the YouTube platform. As we mentioned in chapter II the audiovisual materials are tools through which clear and concise information is disseminated by auditory and visual means. All these resources stimulate the interest and motivate students to continue learning a language.

The use of audiovisual materials gave positive results to the participant since, by observing and listening to these expressions, he realized that their use is merely informal, even vulgar on some occasions.

For future occasions, the participant is sure to be able to use these expressions in everyday conversations with his acquaintances in Mexico.

4.3.1 Flashcards

The flashcards used in this research were created according to the necessities of the participant. The words mentioned by him were the ones on which the flashcards were created, so the flashcards were of great help to teaching him the expressions he did not understand. The flashcards had brief and clear information, in that way, he could understand their meaning and later the contexts where he could use those expressions.

4.3.2 Videos on internet

There are many videos about the experiences from foreign people who after learning Spanish at school or in Spanish courses online they believed that their domination of the language was good. Unfortunately, once in Mexico, they realized that not all the language used among the natives was like what they had been taught in their Spanish classes. For this reason, they state in their videos that learning the colloquial and informal expressions used among natives are of great help to understand what they are talking about, of course, knowing when, how and with whom to use those expressions since not knowing their meaning and context can make them fall into recklessness.

There are some videos of famous people who are Mexican and succeeded as actors in Hollywood.

In these videos they explain the meaning of some slangs that are commonly used among Mexicans and that most foreigners do not understand.

By doing it in a brief, clear and even fun way, the participant achieves to understand the contexts and situations in which these slang words can be used.

CHAPTER V

CONCLUSIONS

5.0 Introduction

This research was carried out with the purpose of reflecting the impact of audiovisual materials in the teaching of Spanish as a second language, as well as the importance of the colloquial language used by native speakers in Mexico, which have a cultural and social background that the non-native speakers do not understand at first but they can learn during their short or long stay in Mexico.

This final chapter presents the conclusions by doing this research with all the limitations of the study as well as the answers to the research questions.

5.1 Research Questions

The data to answer these research questions were provided by the participant by answering the questionnaire in Appendix A.

5.1.2 RQ1 What are the students' perceptions about the audio-visual material designed to help Spanish as a foreign language student?

The use of the flashcards was very useful for the participant who, upon seeing the flash cards, was able to effectively and concisely understand the meaning of the colloquial expressions that he himself reported were the most difficult to understand.

5.1.3 RQ2 How can the didactic materials like videos and flash cards help in the learning of vocabulary and colloquial expressions?

Since the participant exclaimed that his intelligence is more visual and auditory, audiovisual materials were sought and made that were useful so that the participant, through said materials, could understand the meaning and use of colloquial expressions not understood by him at first.

The interactive and engaging nature of audiovisual materials, such as videos, animations, flashcards, and images, help students to develop a deeper understanding of complex concepts and ideas.

5.1.4 RQ3 What could be the students' perceptions about the audio-visual material to learn the colloquial expression in Mexico?

In the case of the participant's perception the audiovisual materials were an effective way to understand the better those colloquial expressions that are not only from a foreign language but come from a country which since its colonization from Spain has regionalized and modified its vocabulary and grammatical aspect, being more rooted in its culture, traditions, and historical events.

Audiovisual materials are important tools for teaching learning process. It helps the students to effectively learn and retain the concepts better and for longer time. The use of audiovisual aids improves student's critical and analytical thinking.

5.2 Limitations of the study

Although it would have been much more interesting if the research had more than a single participant, the truth is that it could only have been a case study since the research participants had to be English speakers and were learning Spanish as second language, besides, at the time of starting the research, only 1 participant agreed to collaborate with said work.

Because the participant with whom this research was conducted resides in another country, the difference in schedules and time available to apply the research instruments was a limitation of the study. However, thanks to digital platforms for holding meetings, the application of these instruments was successful.

Despite there were only 1 participant, the results showed how much it means for a non-Spanish speaker to know the meaning and context of the colloquial expressions used in Mexico.

5.3 Directions for Further research

For future research I would consider students who are about to come to Mexico on exchange from other countries and who want to learn Spanish to be participants in the research.

Starting by explaining to them that the use of colloquial expressions is informal and sometimes vulgar and cannot be used in a formal context such as school or with older adults to whom a degree of respect is shown. Nor should it be written in formal emails of a university nature or to a social authority.

The more participants there are in a field of research, the greater the information that is desired to be obtained within a thesis that involves the topics of sociolinguistics, pragmatics, semantics, discourse analysis or language acquisition.

There is definitely a lot of research field for future students who wish to conduct research within one of these branches of linguistics.

5.4 Conclusions

As a researcher, I find linguistics like something fascinating that seems to be irrelevant but is present in all individuals every day.

Colloquial expressions and popular sayings have a cultural, ethnic, and even historical background that has characterized us as a society and as a nation.

Spanish is an immense language that is currently one of the most spoken in the world. The influence of social networks, news and entertainment has made interest in visiting countries like Mexico grow in recent years. Although it can be a difficult language to learn due to grammatical rules and vocabulary differences, there are many people who are fascinated with Spanish and its different expressions.

Conducting this research was quite rewarding for me, from choosing my research topic to applying my research instrument with my participant.

As a native Spanish speaker, I realize everything that comes with knowing a language that is rich in culture, regionalisms and colloquialisms that do not exist in any other nation in the world making Mexican Spanish unique and unrepeatable.

Hopefully, this research will be useful for future researchers who wish to investigate and delve deeper into the issues of Spanish as a second language.

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Appendix A

Greetings,

The purpose of this questionnaire is to collect information to develop a study to understand the perceptions about Mexican colloquial phrases in order to develop proper teaching materials.

The collected information is only to make the study. The identity of the participant will be confidential, so the name will be changed. I appreciate your help.

Thank you so much.

Questionnaire
Name:
Age:
Sex:
1. What has you been your biggest challenge while learning Spanish as a second language?
2. Why do you consider that Spanish is a difficult language to learn for a foreigner?
3. What kind vocabulary has been the most difficult for you to understand?
4. Why do you think this vocabulary is difficult for you?
5. Do you think you can use it at some point in a conversation between you and a native Spanish speaker?
6. Why do you think these colloquial expressions are so used in Mexico?

7. Do you think these expressions use formal or informal language?
8. Why would you like to learn and master these colloquial expressions?
9. Do you think that by learning these expressions you will improve your level of communication and fluency in Spanish?
10. Do you think that materials such as videos, films, short films, and flash cards help to better project what you want to teach? Why?

Appendix B

Flashcards 1

Aguas

Be carefull / watch out

Flashcard 2

¿A poco?

For real?/Seriously?

Acomedido

A person who is
pleased with helping
someone else.

Ahorita

In a while

Chela

Beer

Chido

Very nice.

Chamba

Job/Work

Gacho

Very ugly

Tocayo

Someone who shares
your name

Neta

The truth

Híjole

To express worry or concern

¡Órale!

To show wonder or surprise. Also to say someone to hurry up.

Lambiscón

Someone who is intentionally nice to someone to obtain a reward.

Metiche

Someone gossip.

Pistear

To drink alcohol

Lana/Feria

Money

Flashcard 10

Coyón

When someone is being
a coward.

Crudo

Hangover

¡No manches!

To express wonder or
surprise

¿Que onda?

An informal way to
greet someone, usually
friends.