



BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA



Facultad de Lenguas

**“Improving EFL listening comprehension and vocabulary learning in 1st graders through ‘get dressed for the day’ audiovisual material in a private primary school in Puebla-Mexico”**

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LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

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**“Improving EFL listening comprehension and vocabulary learning in 1st graders through ‘get dressed for the day’ audiovisual material in a private primary school in Puebla-Mexico”**

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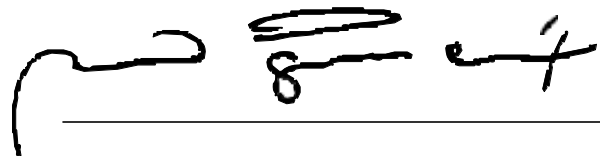
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Puebla, Mexico

August, 2023

## **DEDICATION**

*This thesis is dedicated to my beloved ones, who always support me to do new things and challenge myself: Luisa Hernández Hernández, Luis Daniel Mendez Hernández and Miguel Fernando Gutierrez Tiro. They have always believed in me and encouraged me to give my best.*

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## ABSTRACT

English is a language which is spoken all over the world, teachers and students are concerned about English as an academic subject where it is possible to learn or acquire. There are several factors which concern English Language Teaching in Mexico (ELT) such as public education, private education, curriculum, programs implementation, materials and so on. Particularly, this study is focused on the use of materials in the (EFL) classroom, specifically using the video song '*Get dressed for the day*' which is set as a material proposal of this quasi- experimental inquiry in a private primary school in central Mexico. This study provides information about participants' improvement of listening comprehension and vocabulary acquisition regarding clothes and weather through the use of the audiovisual material proposal. In addition, pre-test, post-test, and a survey are the research instruments applied to know participants' opinions and suggestions about suggested material.

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## **CHAPTER I**

### **Introduction**

English is a language spoken in many parts of the world; it has become the main language for various academic subjects. According to Rao (2019), English has served as the global language to internationally communicate in business, technology, education, tourism, economy, and others. Thus, English is an important language for professional prospects who want to develop internationally. Rao (2019) and Sayer (2015) agreed on the idea of considering the English language as a tool to obtain better job opportunities. Hence, students start learning English not only at college, but also from a very early age. Particularly, in Mexico, “the teaching of English as a Foreign Language in the public-school curriculum has a long history in Mexico, going back 60 years” (Sayer, 2015, p. 42). Teaching English in Mexico is not a subject that is only concerned with public schools, but also private schools. Sayer (2015) mentions that due to the lack of teaching English in public schools, private schools named themselves bilingual to make children enhance language fluency. As a result, some parents who can afford education would rather enrol their children in private schools.

This study will focus on a private primary school, where English is taught as a Foreign Language (EFL). Learning a Foreign Language (FL) at an early stage brings benefits and challenges. According to Bokiev, Aralas, Ismail & Othman (2018), using songs correctly helps to develop language skills and enhances

motivation. Specifically, this research will be focused on first graders of a private primary school who are learning English as a Foreign Language (EFL). '*Get dressed for the day*' song will be applied in order to improve these participants' listening comprehension and its vocabulary learning; particularly '*clothes*' vocabulary.

In this chapter, it is presented the rationale for the topic selection where the reasons for doing this study are stated. Second, the significance of the study mentions how this study's results are relevant for the children's learning process, parents, and teachers. After, the context of this study describes briefly the private primary school in Puebla where this study is developed. Then, readers will find the aim and objectives to achieve this study; this section presents the intended steps to develop through this inquiry. Finally, the research questions section is presenting the questions that this study aims to answer, it is followed by the conclusion.

## **1.1 Rationale for the topic selection**

Méndez Torres (2013) establishes that students in early stages should have a familiar and friendly approach to the language by using the language skills. For example, listening is one skill that young learners enjoy practising. Utíkalová (2012) establishes that learning a language through listening to songs makes the environment more familiar and amusing for children. Specifically, in the context where this study is developed, the elementary school is providing students with a book named '*Super Minds Starter*'. This book is not providing first graders with enough material to practise listening comprehension. Therefore, this study attempts to improve students' listening skill by using the song '*Get dressed for the day*' in

order to learn vocabulary of clothes. Consequently, students will not only identify separated words of vocabulary, but also complete expressions related to this topic. Also, it is expected that by using a teaching resource such as a song, a meaningful learning can be developed by the participants. Listiyaningsih (2017) refers to listening to songs as an influence in which students can develop a reasonable pronunciation; so, participants would remember useful words and sentences that they will recognize later.

## **1.2 Significance of the study**

This study is intended to be helpful for EFL teachers who are working with primary school kids, specifically, with first graders who are still starting their path on learning a foreign language. In this study, EFL teachers can read how the song '*Get dressed for the day*' helped participants to improve their listening comprehension regarding clothes vocabulary or not. Therefore, EFL teachers can see this study's impact as a means to teach this topic to their own EFL classes. According to Lopera (2003), songs are very useful for teachers who want to reinforce a grammatical point, to teach vocabulary or to create a friendly environment. Consequently, the application of this teaching resource in this study will clarify how this vocabulary teaching evolution worked.

Regarding parents, this research's results can help them to be involved with their kids' EFL acquisition. Parents also can help their children to improve their listening skills by applying this material proposal. Song (2005) mentioned in his studies that some mothers prefer playing videos in order to let their kids hear native

speakers' pronunciation. Thus, this study's results will show how parents can use the song '*Get dressed for the day*' in order to learn vocabulary of clothes and to improve their EFL pronunciation.

Finally, this study's results also intend to help children who struggle when learning EFL. Shen (2009) mentions that phonological rules can be concreted through songs; thus, the foreign language learners may get familiar by imitating and memorising songs. Even though this study's results focus on improving listening comprehension, children would take advantage of listening repeatedly to this song by identifying rhymes and words. Thus, their pronunciation can improve as well as they learn vocabulary.

### **1.3 Context of the research**

This study will be accomplished at the Instituto del Bosque Puebla which is a private school in Puebla city. "It provides quality school services through innovative learning strategies" (Instituto del Bosque, 2023a, para. 3). This school has preschool, primary, junior high, and high school. Particularly, this study will be set at primary school level. The primary school provides a daily mandatory 50 minutes of English as a Foreign Language subject, from first to sixth graders (Instituto del Bosque, 2023b). In order to be more specific, this study will be focused on the first graders who are six and seven years old. There are 22 students in the group selected: 9 girls and 13 boys. Besides, this group was selected because all students have been at Instituto del Bosque since preschool. It means that all of them have received English as a Foreign Language (EFL) classes since preschool. They have the best attitude

to learn EFL. Additionally, it has been noticed that first grade students from primary school are willing to sing songs in EFL.

#### **1.4 Aim**

This study aims to verify if participants are able to learn vocabulary of the weather and clothes by practising listening through in the audiovisual material proposal named '*Get dressed for the day*'. Thus, this study will show how much students recognize the semantic meaning of certain vocabulary while comprehending its use in an expression.

#### **1.5 Objectives**

In order to achieve the aim of this study, it is necessary to develop different objectives:

- To measure the students' *diagnostic listening comprehension* through a test of multiple choice that will help us to determine their level of proficiency.
- to apply the teaching resource, the song '*Get dressed for the day*', in order to learn vocabulary of clothes and enhance their listening comprehension.
- To measure the *students' advance* through a *final test of listening comprehension and learning vocabulary*.
- To *compare diagnostic results and final results* in order to measure the advance of students listening comprehension and vocabulary learning.

## **1. 6 Research Questions**

This section is presenting the research questions that this study aims to answer in the chapter of results.

1. To what extent, the use of the audiovisual resource '*Get dressed for the day*' helped participants to learn vocabulary of clothes and weather?

2. What are the participants' perceptions about using '*Get ready for the day*' audiovisual resource to learn vocabulary from the weather and clothes?

## **1.7 Conclusion**

The previous lines intend to give a background of what this research is going to be about. As it is mentioned, English as a Foreign Language is very important thus this study is relevant to teachers and parents of children due to its impact since this study attempts to see if the children's comprehension improves through the use of a song. The following chapter aims to present the relevant literature review for this study's development.

## **CHAPTER II**

### **Literature Review**

This chapter aims to explain, clarify, and provide information about the topics that matter in this research. This chapter starts with the topic 'Learning English as a Foreign Language'; therefore, the main academic field is English Language Teaching (ELT). Then, the topic 'Learning English in Mexico' explains how ELT has been developed in previous years and some of its characteristics, specifically in Puebla. The second main section of this chapter comes from the ELT skills, 'listening skill' and 'listening comprehension' and 'listening comprehension in kids'. Later on, there is a section that describes 'teaching materials for listening comprehension'. Finally, there is the song 'Get dressed for the day song' which is the specific audio-visual material that will be used for this study.

#### **2.1 Learning English as a Foreign Language (EFL)**

Krashen (1985) in Setiyadi (2020) has established that people either acquire or learn a language. Acquiring a second language is very similar to acquiring the first language. Thus, it occurs unconsciously because language learners are not aware of the results and grammatical rules. Whereas learning the language involves learning grammatical rules, focusing on errors, interacting with people to learn the target language consciously. This study is focused on the term learning, specifically English as a Foreign Language (EFL). The term Foreign Language (FL), according to Littlewood (1984), refers to learning English to communicate with 'outsiders'; thus, it involves people using the language in non-real communicative contexts. Moreover,

Mansfield & Poppi (2012) mentioned that when learning a FL, it is important for teachers to teach pragmatics. Thus, students can be understood and face linguistic differences that exist to their mother tongue. Supporting this last idea, Jung (2010) mentioned that it is important to establish listening and speaking methods according to the differences and characteristics of the learners' mother tongue in order to reach intelligibility and comprehensibility.

Around the world, learning EFL is very important. Currently, English in the academic field is relevant because it is the language in which most academic texts are written. Specifically, 81% of texts are written in English (Rao, 2019). Therefore, learning EFL gives us the ease to understand academic papers. Rao (2019) mentions English makes any academic writing available for any people from any part of the world. Additionally, EFL is learned in different countries such as China, Denmark, Indonesia, Iran, Japan, Korea, and Sweden, and some others (Nordquist, 2019). Therefore, English is recognized as a lingua franca which joins different countries in the world.

### **2.1.1 Learning EFL in Mexico**

As previously stated, English is an important language; thus, English as a global language should be taught and learnt to compete in the current work field. As a result, every country started implementing and reforming English Language Teaching at schools. Sayer (2015) has mentioned that English has spread rapidly, and governments have focused from primary school to college education. In this particular case, Mexico is not the exception in implementing English as a Foreign Language (EFL) programs at schools.

The Mexican government was one of the first on implementing English in the curriculum. Mendoza González (2017) mentioned that the first incorporation of EFL in Mexico was in the high education curriculum in 1867. Then in 1896 the president Porfirio Díaz established that the EFL was voluntary from secondary school to university. Later, in 1993 the United Nations Educational, Scientific and Cultural Organization (UNESCO) gained influence over education in México; thus, the president José López Portillo added new subjects to primary and secondary school. Unfortunately, during this period of time he reduced the EFL weekly hours from 8 to 6 in secondary school.

Mendoza González (2017) said that, in 2000 after the pilot test results of the Programme for International Students Assessment (PISA) in México, the government restructured the academic programs and established 9 EFL mandatory weekly hours at Mexican schools. After all of this, there have been changes in the EFL in the academic programs, in the following paragraph there are some of the most recent implementations and programs addressing English.

The Diario Oficial de la Federación (2008) mentions in the 'Programa Sectorial de Educación' (PROSEDU) that one of its objectives was to promote EFL in Universities; thus, it was added as a requirement for graduating from University. Moreover, the incorporation of EFL to the academic programs was necessary to accomplish the previous goal. For that reason, the Programa Nacional de Inglés en Educación Básica (PNIEB)'s pilot stage began in November 2009, serving 22 schools with 19 advisers. Two years later the PNIEB was already operating in 148 schools, attended by 163 teachers, and it was projected for 2012 to work in 400

schools (Sayer, 2012). The PNIEB program covered preschool, primary school and secondary school.

Addressing primary school, the Secretaría de Educación Pública (2011) mentioned that the program PNIEB was for students to develop enough competencies to engage in a communicative and social environment with native and non-native English speakers. Thus, students have to identify the relevance of the English language in building knowledge and cultural values to develop a good attitude to face current problems in the world. In addition, Secretaría de Educación Pública (2011) divided the purposes in four cycles: cycle 1 conforms from 3rd grade preschoolers to 2nd grade elementary school students. Cycle 2 conforms to 3rd and 4th grade elementary school students. Meanwhile, Cycle 3 conforms to 5th and 6th grade elementary school students. Finally, cycle 4 conforms to 1st to 3rd grade secondary school students. Specifically, the first cycle expects students to:

- Acknowledge the existence of other cultures and languages.
- Acquire motivation and a positive attitude towards the English language.
- Begin developing basic communication skills, especially the receptive ones.
- Reflect on how the writing system works.
- Get acquainted with different types of texts.
- Start exploring children's literature.
- Use some linguistic and non-linguistic resources to give information about themselves and their surroundings. (Secretaría de Educación Pública, 2011 p.63)

As we can see, in the first grade of elementary school, which is the level of education that this study concerns, some of the important elements that EFL

students should develop is *acquiring motivation towards the English language*. Later, in 2009, the 'Programa Nacional de Inglés' (PRONI) started as a federal EFL program which aimed to ensure the quality of elementary education by strengthen the learning and teaching of the English as a Foreign Language (EFL) (Secretaría de Educación del Estado de Baja California, 2022). Additionally, PRONI promotes the certification of English according to the Common European Framework of references for Languages (CEFRL) for students from 6th grade to 3rd grade at elementary schools.

To sum up, even though the Mexican government has implemented PNIEB and PRONI programs to decrease the discrepancy of quality between private and public schools, Sayer (2015) argues that some private schools have developed their own EFL programs called 'bilingual'. Specifically, EFL learning in this study aims to be accomplished through listening to the song '*Get dressed for the day*'. It will be used to learn specific vocabulary related to *clothes* while creating a friendly environment in the classroom.

## **2.2 Listening skill**

Learning English as a Foreign Language concerns learning the four communicative skills: listening, speaking, reading and writing. Specifically, listening is the ability which concerns this study. Moreover, Ahmed (2015) argued it is the ability teachers and students fail in giving importance, for that reason some students mention it is one of the hardest abilities to develop. Similarly, Nagendra (2014) mentions that students have to be assisted by the teacher to develop the listening skill when learning the target language because it is one of the bases of learning a foreign

language. Therefore, teaching the listening skill has to be adjusted into a real context to be meaningful for students in order to use it for different purposes. Additionally, Listiyaningsih (2017) establishes listening as the basis of other skills. It is also mentioned that students will be capable of producing reasonable pronunciation and learning useful language elements if they practise listening. For instance, listening to songs creates a familiar and fun environment for children.

Tyagi (2013) mentions that listening is a process which is divided into different stages: 'hearing', 'understanding', 'remembering', 'evaluating', and 'responding'. Nevertheless, 'evaluating' is one part that intervenes the most in the process of communication since this is the part in which the listener decides what to respond. According to Tyagi (2013) and Sabina (2018), '*hearing*' focuses on the reception of information by the ear, and it necessarily has to do with attention, meanwhile, Sabina (2018) names *Attention* as another stage itself. '*Understanding*' consists of analysing, associating, and understanding symbols from stimuli. '*Remembering*' has to do with the relevance of the message and how our brain selects the information; it is somewhat like saving the message in the 'storage bank' (Tyagi, 2013 and Sabina, 2018). '*Evaluating*' focuses on how the listeners 'weigh' the message and judge the information they have received. Finally, '*Responding*' is when the listener realises if the message was received, and a verbal or nonverbal response is given.

As it is mentioned, listening skill is a component of a language. It is a receptive skill which requires knowledge of the world and context to make a meaning of the language (Cambridge, 2018). Thus, understanding the context of something requires knowledge of the language we are perceiving. However, learning any

Foreign Language requires constant input to trigger speaking and other language skills. Bano (2017) claims that “the teaching of speaking should be delayed until comprehension skills are established” (p.23); in other words, it is established that comprehension skills are the basis of other language abilities. Therefore, the importance of this study lies in the fact that listening comprehension matters to language learners. The following lines will introduce what it is.

### **2.2.1 Listening comprehension**

Wolvin (2019) established five listening typologies: *discriminative*, *comprehensive*, *therapeutic*, *critical*, and *appreciative*. He said that *discriminative listening* distinguishes visual stimuli, and it requires concentration. *Comprehensive listening* makes effective understanding and retaining information. *Therapeutic listening* provides the listener a good understanding of the message to provide supportive behaviour and response: ‘evaluate and judge’. *Critical listening* is the process in which the listener judges what is said with no emotional interference. *Appreciative listening* has an emotional and most of the time ‘enjoyable’ time from the listening material. Specifically, this study focuses on listening comprehension.

According to some experts, listening comprehension is an ability which has been considered dramatically when learning a language in the 1990 (Osada, 2004); thus, it is now perceived as an important phase of language learning. Buck (2001 in Karakoc, 2019) mentioned that, despite listening having to do with all skills, it is a more cognitive demanding process because it requires attention. It occurs in real time because speech is mostly unplanned; in other words, it depends on the speed of the input, meaning, gestures and body language. Additionally, according to

Bloomfield et al (2010), metacognition interferes with the improvement of listening comprehension because EFL learners are aware of their own learning process. Besides, Oskan et al (2014) adds that comprehension occurs when the listener receives the data and analyses it at different levels. As it is perceived, all these authors point out that listening comprehension is an important component of the language, not only because it is chained with other language skills, but also because it is a metacognitive relevant process due to its dependence on other factors such as gestures, analysis of the data, speed to be comprehended.

As previously mentioned, listening comprehension is an important part in the learning language process. Thus, in this study, listening comprehension involves receiving 'input' and a degree of comprehension and awareness from the listener. Consequently, the participants may be capable of recalling items from listening to a song related to clothes vocabulary repeatedly.

Kim et al (2016) mentioned that usually when having a language class, more than one skill can be developed when developing listening comprehension in a single lesson. For instance, listening/reading for gist, listening/reading for detail, and scanning. According to Cambridge University Press (2013) *listening/reading for gist* refers to listening to the general idea, it is also known as skimming, and it is done at a high speed. *Listening/reading for specific information* refers to listening to determined items and it is also known as scanning, in addition, it occurs at a high speed. *Listening/reading in detail* has to do with gathering as much information as we can from the listening activity, it is a slower process in which the listener may go back to listen again. These listening sub skills give us an overview about the actual

teaching practice and some purposes for listening. In this particular case, it is aimed to focus on *listening for specific information subskill*. Alam (2009) mentions that it has to do with identifying vocabulary, even preventing the learner of what is the topic/vocabulary they are going to listen about. Thus, in this study students will listen to a song; however, they also have to identify the vocabulary of 'clothes' in the song to remember it and use it in a listening test. It attempts to develop certain learners' level of comprehension.

### **2.2.2 Listening comprehension in kids**

Learning English at an early age will take advantage of the children's cognitive capabilities. Dunn et al (2023) establishes that young children play and learn at the same time, in early stages children are capable to use their innate language-learning strategies from their mother tongue into learning a new language. Therefore, learning English as a Foreign Language (EFL) conveys developing the listening comprehension skill, which is as relevant as the rest of the language skills.

Sharpe (2001 in Sevik 2012) argues that developing listening skills will enhance the learner's development in any subject or skill. For instance, Demirel (2004 in Sevik 2012) mentioned that listening to songs is the most effective way to teach pronunciation, listening comprehension, and dictation for young learners. Particularly, when equipping learners with the best strategies in the primary level of education, the path for developing listening skills will be successful. In addition, it would be accomplished by setting guided activities with already established aims (Linse, 2005 in Sekiv 2012).

Maulana et al (2018), whose study is a case study about developing listening in primary school, mentioned that it is beneficial for kids to develop listening skills as soon as possible. Thus, children must be involved in concrete activities relevant for current times, technology, songs and media. Meanwhile, Tursunbaevna (2020) argues that songs are used in elementary school for some purposes, such as developing memory speech, rhythm, emotion, and attention. Moreover, Almutairi (2016) points out that singing songs represent an advantage for children's listening comprehension because they imitate and remember words. Thus, singing develops children's imagination and enhances children's speaking skill too.

### **2.3 Teaching material to practise listening comprehension**

There should be a criterion of how to set listening comprehension practice in listening material, the activity must be more a learning input rather than a recreational moment (Yorio, 1977). The author establishes there are four criteria to follow in order to develop or select listening activities. The first element consists in identifying the objective of the listening activity. Second element has to do with the selection of the material according to the children's interests and maturity. The third one is to consider how long the activity will be and the students' attention time. And the fourth element consists of considering the other skills that will be developed through listening skill.

After considering the criteria mentioned, the types of teaching material that exist to teach listening comprehension. On the one hand, '*authentic materials*' are oral and written materials used in daily situations by native speakers, such as

newspapers, magazines, television programs; etc. Underwood (1990, in Morales & Beltrán, 2006) points out that authentic material is 'any text' as a response in a communicative context, not an imitation for communicative needs in a learning process. In addition, Ur (1990 in Morales & Beltrán, 2006) mentioned that authentic material is beneficial for learners to hear 'real-life' listening because it gives access to surrounding cues and a listener's active response. To summarise, authentic materials are materials originally developed in the target language, they are taken to be used in EFL or ESL classes to approach students to a 'real' use of the language. Most of this material even provides culture to EFL/ESL learners because they are about real situations or topics.

On the other hand, '*non-authentic materials*' are 'purpose-made' materials, which means they are created and modified to create a familiar and safe sense to the learner, such as coursebooks, audio and visual materials of different levels (Milac, 2019). Alijani et al (2014) argued that non-authentic materials are materials simplified and made by non-native speakers. In addition, non-authentic material contains selected vocabulary and grammar in contrast with authentic materials. Alijani et al also established that non-authentic materials are more effective for 'low level' learners who need to acquire specific items from the language they are learning (EFL). Thus, non-authentic materials are materials modified or created by the language teachers to provide practice for a specific topic or grammar point teaching. Non-authentic materials are mainly used in basic and intermediate levels to give the chance to EFL learners to familiarise themselves with the EFL language.

In particular, this study concerns non-authentic listening material. Kadadige (2006) argued that there exist some characteristics that can be pointed as advantages and disadvantages from this type of teaching material. On the one hand, some of the advantages are the 'artificial articulation', 'unnatural rhythm' and 'non-existence of background noise' (Kadadige, 2006). On the other hand, one of the disadvantages when using non-authentic listening material is the background noise. Alijani (2014) mentioned that the 'background noise' is redundant and the speaker may not understand the whole idea of the message. In addition, Allag & Bouaziz (2017) mentioned that non-authentic materials are carefully made by teachers who know the students' capabilities. Thus, they are adapted in 'grammar', 'lexis', 'rhythm', 'intonation', and 'speech'. They are most of the time simplified, and as a result, the future disadvantage will be that students would not know how to face real situations. Further, Allag & Bouaziz mentioned the opposite by stating that this type of teaching material provides 'Easiness' to the learner.

Specifically, an 'audio visual' song is the material that will be used in this study. Taşdemir (2018) mentioned that audio-visual materials help students to have a better quality of comprehension input; thus, it influences their listening comprehension development. In addition, Cakir (2006) defines audio visual materials as helpful to stimulate language learning as long as they are used at the right time. Cakir also mentioned the usefulness of audio-visual materials to understand culture as well as they help to teach EFL inside and outside the classroom (Erguifg, 2009).

### **2.3.1 Get Dressed for The Day song**

Songs are beneficial for kids in the way that kids feel an individual accomplishment, they feel engaged and inspired (Bsharat et al, 2021). In addition, they also mentioned there is a different process between adults and children cognitive processes. One of them is how quick young learners lose attention, however, they are very capable of remembering and being interested in language patterns. The song used in this study is a short song and it contains patterns that will probably be remembered by students.

The song used in this study is '*Get dressed for the day*'. It was set on January 7th, 2019, on the platform of YouTube. The channel owner of this song is named '*The Singing Walrus*' whose mission is for children to develop emotional, social, cultural, physical and creative potential (The Singing Walrus, 2022). '*The Singing Walrus*' was founded in 2011 by Ja-Hae Oh and Josh Grimley, a Korean Couple of English teachers who developed the first 12 songs for their school. The initial project was successful, then they decided to create a company to develop educational social media. Finally, they established in Canada and nowadays they have composed over 100 songs in their channel, they already count with 1.8 million of subscribers around the world (The Singing Walrus, 2022).

## Chapter III

### Research Methodology

This chapter aims to give information about the research design of this study. First, it was fundamental to describe the methodology in this chapter. It will define the paradigm and the research methodology that is used. Then, It is explained the *context* and the *participants* who are involved in the research. Also, this chapter contains information about the *instruments* which are pretest, post-test, and survey. Finally, the *overall design* is stated and the *data analysis* of how the data collection would be managed in order to obtain results.

#### 3.1 Methodology

This research is based on the qualitative paradigm. Pathak et al (2013) mentioned that qualitative research focuses on understanding and enquiring a humanistic approach. Merriam (2002) supports this idea by stating that qualitative research comprehends the construction of social interaction of individuals in the world. Therefore, “quantitative research aims to test suppositions and generalise universal patterns by accumulating a large amount of samples” (Wang, 2018 p.3). Similarly, Liu & Zhang (2015) associate qualitative research with ‘interpretivism’ which consists in interpreting through observation to understand the social world; thus, they state that, regarding the ELT field, the qualitative paradigm is more contributory. For this study’s researcher, the qualitative approach is the one that fits this study’s necessities because it attempts to understand what occurs in a social environment, in this case in the academic (scholar) field.

Regarding the research methodology that will be used to develop this study, Cook & Campbell (1979 in Price et al., 2015) argue that a 'Quasi experimental research' is similar to experimental research. According to them, 'Quasi experimental research' manipulates an independent variable before the dependent variable can be measured. In other words, 'Quasi experimental research' is more likely to be conducted in already selected and established settings rather than randomly selected. Price et al (2015) mentioned the relevance of pretest and post-test in the 'Quasi experimental research' in order to compare results. The pretest must be set before applying the 'treatment' for the research, then the post-test will be after. In addition, if there are improvements shown in the post-test, the 'treatment' might be the responsible. Consequently, the 'Quasi experimental research' was selected because it will provide important data for this study and the EFL class where it is applied. Moreover, this study will apply a pretest which will show how much vocabulary students know about the topic 'clothes' before the actual application of the audiovisual teaching material. Finally, it will be proved how much students can identify through a listening comprehension post-test.

### **3.2 Context**

This study will be set at 'Instituto del Bosque Puebla' which is located at Azteca Street in Amozoc, Puebla, Mexico. The school was founded around thirty years ago by Gildardo Ramos who is still the owner. The school has the mission to give quality educational services through innovation and practices which satisfy the educational community needs (Instituto del Bosque, 2023). It is also relevant to mention that the school's vision is to become the best educational option in Puebla. It aims to be recognized because of its programs, infrastructure, and human relationships

(Instituto del Bosque, 2023). This school has values which are very important for its philosophy, such as: respect, kindness, cooperation, responsibility, honesty, communication, friendship, effort, autonomy, neatness. It is important to enlist the levels of education which conform to this school which are preschool, primary, secondary, and high school, the levels are divided into buildings and infrastructure delimitations (Instituto del Bosque, 2023). Additionally, there are around 35 teachers in primary school (the level which this study concerns). There are 2 classrooms for Information Technology (IT) class, and 22 classrooms for all primary grades. There is one English coordination for primary school. Thus, there are 6 English teachers and 4 of them usually move to all classrooms in order to give their English as a Foreign Language class. Only 2 EFL teachers have their own classroom because they are teaching the 'bilingual' classes. Finally, at "Instituto del Bosque" only a 50- minute class is given on EFL.

### **3.3 Participants**

The participants will be students from 'Instituto del Bosque', the students belong to first grade from primary school. There are 22 students in total. The group was chosen for their good attitude towards learning EFL and because almost all of them have been studying at the institute since preschool. Therefore, they have had classes since kindergarten. Particularly, these participants are kids from 6 to 7 years old: 13 boys and 9 girls. Almost all participants live close to Amozoc, Puebla in Mexico. It is important to mention, there is one girl who has problems with her pronunciation in English and Spanish because, according to the main teacher of her class, she has been extremely pampered by her parents. Finally, as it has been mentioned before,

the participants receive one class of 50 minutes per day and the book students use is 'Super Minds 0'. The unit chosen from the syllabus and book is 'My clothes' which contains 8 words from vocabulary and just one song of the topic.

### **3.4 instrument**

For this study, three main research instruments are used in order to record the effectiveness of this quasi-experimental study, a pretest, a post-test and a survey. Pretesting is described as "a simple technique to measure in advance whether a questionnaire causes problems for respondents or interviewers" (Ikart, 2019 p.1) The author adds that some of the aims of pretesting are suggesting bias for the researcher and provide information of how the responder interpret the answers. In addition, pretesting helps to identify 'failures' in the layout, inappropriate order, and questions, etc. Nanda et al (2013) argue that pretesting is a vital part that needs to be applied to the target group; thus, information obtained from the pretest may show sudden problems to researchers when applying the post-test. Additionally, Pan & Sana (2021) mentioned pretesting as 'errorful generation' which happens before something to be studied or learned. Consequently, the researcher of this study can assume that a pretest is an instrument that measures the participants' knowledge in a certain topic, and it mainly gives an overview before a procedure is made in a group of participants. Finally, it provides a starting point to know how to continue with the procedure.

The specific pretest used for this study is designed for 5 to 6-year-old children, they are not familiar with writing nor reading in English. Therefore, the instrument is

intended to contain pictures in order to be adequate for their age and necessities. The pretest in this study aims to show the vocabulary to participants from the topic 'clothes' in order to diagnose how much they know (See Appendix A). As you can see in Appendix A, this test has ten short instructions which mainly ask students to 'circle \_\_\_\_\_' a specific cloth or weather image. Right below the instruction, there are provided 4 different images, participants can circle any of them. In this pretest it is not expected to gather a certain number of correct answers but to see if participants have previous knowledge about the vocabulary that aims to be practised with the audiovisual non- authentic material proposal (See Appendix A).

On the other hand, post testing is also known as 'retrieval practice'. It triggers the cognitive processes, and, in this case, the results depend on the participants' listening comprehension in EFL. Even though pre-testing has to occur when something needs to be studied, in post testing it is not necessary for the test to be applied (Pan & Sana, 2021); however, for this particular study, the post-test is applied because the researcher of this paper wants to measure the improvement. In addition, NHSN (2023) defined post-test as used at the end of a training session to define if knowledge was incremented. Moreover, Murillo (2011) argues that post-test is the result of the changes in the valuation that occurred since the pretest. Overall, we can conclude that post-test is an instrument that helps to gather the information gathered at the end of an application, it can be set not only in one group, but also in control and experimental groups. As you can see in Appendix B, the post-test has an instruction of matching the names of clothes and weather with its correct pictures. In total, those are 10 words and ten images that need to be matched by different

colour lines made by participants. In this post-test it is expected to gather better scores than in the pretest due to the fact that these participants practised with audiovisual material the vocabulary for four days (See Appendix B).

Finally, Check & Schutt (2011) mentioned that a survey involves gathering information from individuals via question responses. Meanwhile, Price (2015) defined the survey process as the researcher requesting 'respondents' to report responses about their feelings, thoughts, behaviours and so on. Price also argues that it is commonly used to expose one variable; for instance, the percentage of students who prefer one subject or another. Furthermore, Punch (2003) highlights survey concerns and measures how variables on participants are related. This study's survey will be set to obtain information about participants' opinions of the audiovisual material used to learn vocabulary of the weather and clothes. In addition, questions in this survey involve getting to know the difficulty that participants perceived, likes, dislikes, and the most memorable part of the teaching resource for them (See Appendix C).

### **3.5 Overall Research Design**

This section aims to describe the process of the research instruments application. The first instrument was the pretest. Before applying the pretest, students were told the instructions in Spanish; thus, they had to circle the right image and they had to wait for the teacher to say each word. At this point, students were told that they would do an exam, thus they looked surprised because they had not had an exam recently. Then, they looked at the exam and seemed worried because there were some words

that they did not know. In addition, students asked the teacher for the meaning of some words; however, the teacher told them that she could not help them. While applying for the pretest, students were encouraged to say how they felt. They expressed they were *nervous* when doing exams, two of them felt *sad*, eight of them felt that *it was easy* and ten said that it was *difficult*, only one of them said he was *happy*. This pretest application for the pretest lasted 12 minutes, some students finished before the time expected.

After the pre-test, during a week participants listened to the audiovisual non-authentic material proposal. At the beginning of the classes, the teacher and the participants used to sing the material proposal and they did activities related to the weather vocabulary like drawing the sun, wind, rain, and snow. Participants also wrote the verse that is repeated in the song, then they sang the song all together. During the classes participants were also asked to sing without the music, 'capella'. They seemed happy and interested while singing the song.

The second research instrument for this study is the post-test. During the post-test application, participants were told to match the vocabulary to the pictures (See Appendix B). Participants were impatient to do it because they already knew the vocabulary. Some of them answered the test very fast and a couple of them took more than ten minutes. Finally, they were asked to say how they felt while doing the exam and fifteen said it was *easy* because they remembered all the vocabulary.

The third research instrument is the survey (See in Appendix C). In the survey's process of application, participants were asked to give their opinion about the audiovisual teaching resource such as its difficulty, participants' likes, dislikes

and the most memorable thing from it. The degree of agreement or disagreement was measured with three faces which can be defined as established in Table 1). Thus, participants had to raise their hand to know what face they chose. Finally, students had the freedom to say more in the open question and some of them were willing to participate.

|    | <i>Meaning of faces</i>      |                                      |                                      |
|----|------------------------------|--------------------------------------|--------------------------------------|
| Q1 | <i>liked it</i> 🍷            | <i>more or less liked it</i> 🍷       | <i>did not like it</i> 🍷             |
| Q2 | 🍷 <i>difficult</i>           | 🍷 <i>more or less difficult</i>      | 🍷 <i>not difficult to understand</i> |
| Q3 | 🍷 <i>easy to understand</i>  | 🍷 <i>more or less understandable</i> | 🍷 <i>difficult to understand</i>     |
| Q4 | 🍷 <i>a lot of vocabulary</i> | 🍷 <i>some of the vocabulary</i>      | 🍷 <i>a few of the vocabulary</i>     |

*Table 1. meaning of faces in the survey*

### 3.6 Data analysis

According to experts such as Nassaji (2015), this descriptive research must describe ‘what’ is in the gathered data. Besides, for qualitative analysis a deeper understanding about participants’ opinions, perceptions and attitudes is needed. In order to do so, this information aims to be analysed through tables which will contain male and female average of results, general average results graphics, and graphics of survey answers. Duquia et al (2014) argues that gathered data must be distributed according to the variables, they might be represented in tables or graphs. In addition, according to Duquia et al the numerical ‘discrete’ variables are used to represent

only numerical values and a name is assigned to each item. Therefore, in this study, participants will be represented as letters and numbers. For instance: Participant 1= P1, Participant 2= P2 and so on. In the graphs it is intended to represent scores contrast between pre and post-tests. Later, some tables are used in order to see the discrepancies and improvements in participants' performance when learning vocabulary of the weather and clothes.

### **3.7 conclusion**

This chapter attempted to provide information about how data is analysed. Important information about the research instrument and participants were stated. In the following chapter, readers are able to see the results of this data analysis.

## Chapter IV

### Results

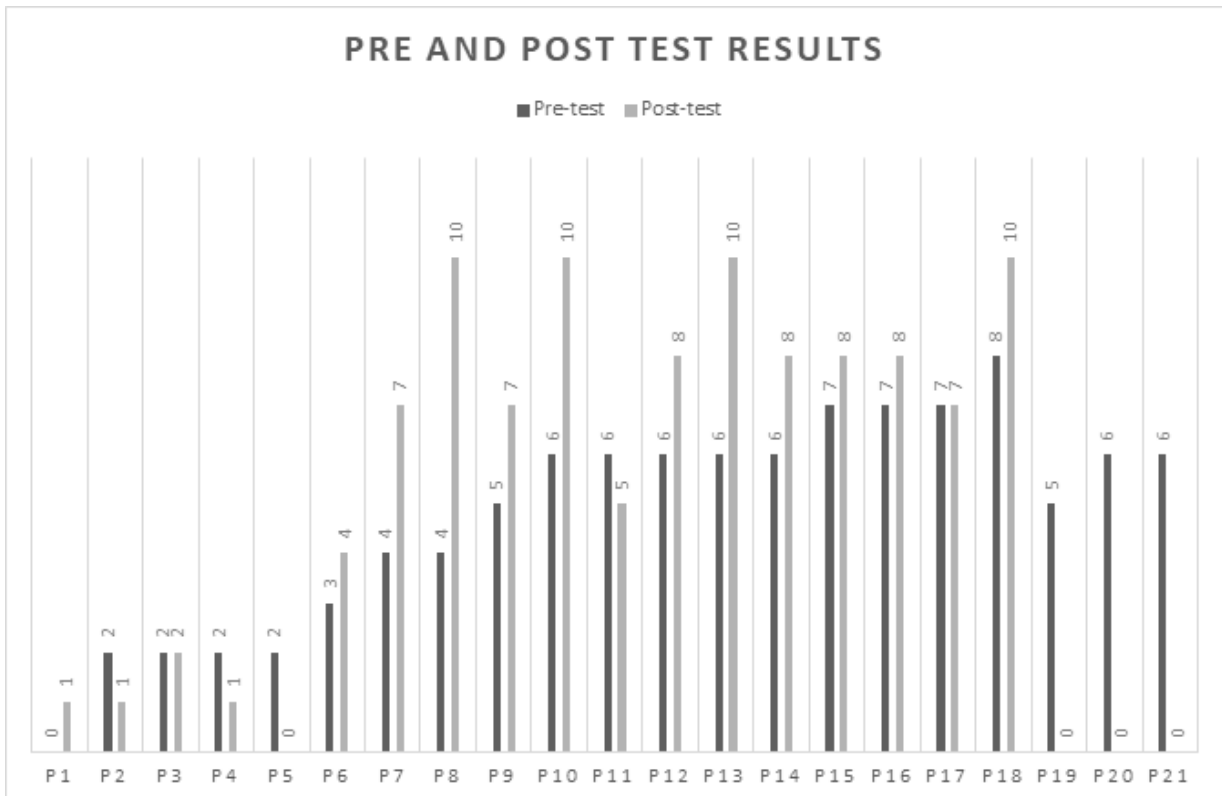
#### 4.1 Obtained Results

In this section, the results of the data analysis are stated. They are displayed in three main subcategories: *pre and post-tests results comparison*, *gender improvement* and *survey's results*.

##### 4.1.1 Pre and Post tests results comparison

As we can observe in Graph 1, Participant 1 (P1) did not do the pretest and obtained one point in the post-test. P2 obtained in the pretest obtained two points and in the post test she obtained one point. P3 obtained two points in the pretest and two points in the post-test. P4 obtained two points in the pretest and decreased his score by one point for the post-test. P5 obtained two points in the pretest and zero points in the post-test. P6 obtained three points in the pretest and four points in the post-test. P7 obtained four points in the pretest and seven points in the post-test. P8 obtained four points in the pretest and increased his punctuation to have ten points in the post-test. P9 obtained five points in the pretest and seven points in the post-test. P10 obtained six points in the pretest and ten points in the post-test. P11 obtained six points in the pretest and five points in the post-test. P12 obtained six points in the pretest and eight points in the post-test. P13 obtained six points in the pretest and ten points in the post-test. P14 obtained six points in the pretest and eight points in the post-test. P15 obtained seven points in the pretest and eight points in the post-test. P16 obtained seven points in the pretest and eight points in the post-test. P17

obtained seven points in the pretest and seven points in the post-test. P18 obtained eight points in the pretest and ten points in the post-test. P19 obtained five points in the pretest and zero points in the post-test. P20 obtained six points in the pretest and zero points in the post-test. P21 obtained six points in the pretest and did not do the post-test.



Graph 1. Comparing pre and post-tests' results

#### 4.1.2 Gender improvement

If we compare both Table 1 and Table 2, we can observe that there was a higher improvement in female participants than in male participants. However, female participants obtained the lowest scores of improvements compared to males. On the one hand, most male participants maintained an improvement from four to one point,

the average was two point fourteen. On the other hand, male participants maintained an improvement from one to six points, the female average of improvement is three point twenty-five. The highest amount of improved points is from female participants, which is six.

| Participant |   | Improvement between Pre-Post tests | Average of +/- improvement |
|-------------|---|------------------------------------|----------------------------|
| P7          | F | +3                                 | +3.25                      |
| P8          | F | +6                                 |                            |
| P9          | F | +2                                 |                            |
| P18         | F | +2                                 |                            |
| P5          | F | -2                                 | -1.5                       |
| P11         | F | -1                                 |                            |
| P17         | F | 0                                  | -                          |

*Table 2. Female participants + and - improvement*

| Participant |   | Improvement between Pre-Post tests | Average of +/- improvement |
|-------------|---|------------------------------------|----------------------------|
| P3          | M | 0                                  | -                          |
| P6          | M | +1                                 | +2.14                      |
| P10         | M | +4                                 |                            |
| P12         | M | +2                                 |                            |
| P13         | M | +4                                 |                            |
| P14         | M | +2                                 |                            |

|     |   |    |    |
|-----|---|----|----|
| P15 | M | +1 |    |
| P16 | M | +1 |    |
| P2  | M | -1 | -1 |
| P4  | M | -1 |    |

Table 3. Male participants + and - improvement

### 4.1.3 Survey's results

In the following lines the results obtained from the data analysis of the survey is stated. This survey was applied to participants in an online session, it is important to mention that some students could not answer it because of external factors. Therefore, the total of answers considered were twelve out of sixteen.

#### 1. ¿Te gustó la canción 'Get dressed for the day'?

😊 (8) 😊 (3) 😞 (1)

As you could see, the first question requests participants to express if they liked the audiovisual material used for this study. Eight participants mentioned they *liked* it, three expressed they *more or less* liked it and one of them said he *did not like* the song at all.

#### 2. ¿Qué tan difícil fue la canción para ti?

👉 (7) 🟡 (2) 🟠 (2)

As it is seen in the second question, participants expressed how difficult the song was for them. Seven participants expressed that the material was *difficult*, two of

them said it was *more or less difficult*, and finally, two of them said *it was not difficult* to understand.

### **3. ¿Qué tan fácil te pareció el vídeo?**

👉 (7) ➡ (2) ⬅ (2)

As you can see in the third question, participants were asked to say how easy the video was for them to understand. Seven participants expressed the video was easy to understand, two of them said it was *more or less understandable* and two mentioned the video was *difficult* to understand.

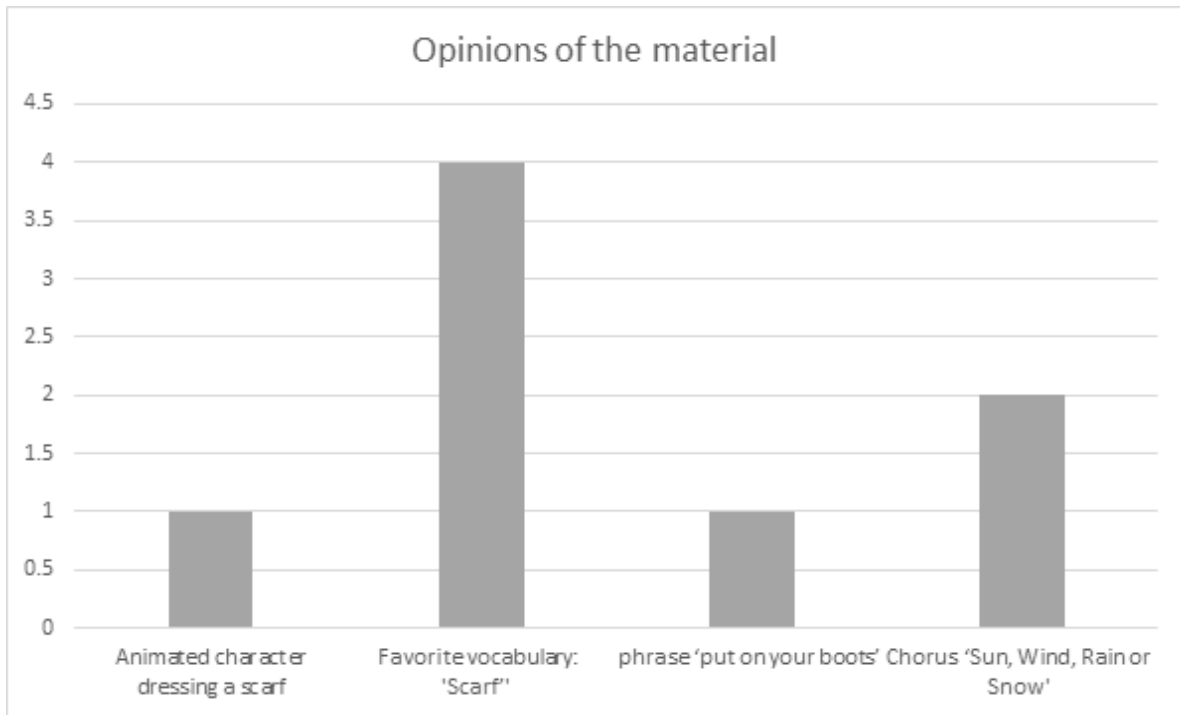
### **4. ¿Entendiste o aprendiste el vocabulario de la canción en Inglés?**

😊 (mucho)(4) 😊 (algo)(4) ☹ (poco)(3)

In question number four, participants were asked to mention if they learnt the vocabulary from the material. Four participants said they learnt *a lot of* vocabulary, four of them said they learned *some* of the vocabulary; and three participants said they learnt just *a few* of the vocabulary.

### **5. ¿Qué es lo que más te gustó del video ‘Get dressed for the day’?**

Participants spoke up their different suggestions about what they liked the most from this audiovisual resource proposal to learn vocabulary of weather and clothes. Some of the collected answers are:



Graph 2. Participants' opinions about the material

This result concerns participants' opinions of the material proposed. According to Gardner (2000) there are eight kinds of intelligence which he recognizes as the *'multiple intelligences'* theory. Therefore, this result will be analysed through the consideration of this theory. The first participant mentioned that she liked *'the animated character dressing scarf'* because it looked *'nice'*. Specifically, she focused on something she saw in the video. According to the reframed intelligences theory by Gardner (2000), we can assume that this participant learns through the *'spatial intelligence'* which has to do with the comprehension and perception of objects in movement. Furthermore, *'spatial intelligence'* potentialized learning through visual information 'images', just like she mentioned regarding the animated character wearing a scarf. The second and third opinions given by

participants (See Graph 2) were about the word '*scarf*' (four votes) and the phrase '*put on your boots*' (one vote). According to Gardner (2000), this is considered as the '*linguistic intelligence*'. Hali (2017) defined 'linguistic intelligence' as the communicative ability to receive and provide information from interlocutors. Moreover, Erlina et al (2019) mention that 'linguistic intelligence' is a significant element for language teachers to provide and understand knowledge. Meanwhile, Zehedi & Fallah (2011) related 'linguistic intelligence' ability to 'vocabulary enhancement' in language learning. Additionally, Deeper, Amstrong (2000) in Zehedi & Fallah (2011) established there are more in 'linguistic intelligence' such as manipulating language structures, sounds, meaning, pragmatic dimensions and applications of the language. Therefore, this result demonstrates that most of the participants, who answered this question, have more developed linguistic intelligence than the others (See Appendix D). Another participant mentioned that he liked the chorus from the audiovisual material proposal: 'sun wind, rain or snow'. These participants enjoyed singing it and voted for this option (See Graph 2); this result demonstrated that these participants have musical intelligence. Sheoral et al (2019) mentioned that Gardner's theory about 'musical intelligence' concerns the comprehension and good thinking of sounds and patterns in music and composition. Therefore, we can assume that these participants have more developed this type of intelligence. It is relevant to mention that not all participants were asked to say mandatorily their favourite part of the material, they participated voluntarily.

## 4.2 Answer to research questions

This section aims to respond to the two research questions already established in Chapter 1. They will be displayed in the following paragraphs.

- *To what extent, the use of the audiovisual resource 'Get dressed for the day' helped participants to learn vocabulary of clothes and weather?*

The first research question is focused on the effectiveness of this audiovisual material proposal. In order to do so, this answer will consider what the tests' results are and the perception from participants regarding their EFL improvement.

Regarding tests' results, they were divided into three categories (see in Table 4), female improvement average, male's improvement average and general improvement average. The results show that the general improvement average is (+2.695). Specifically, the general average of female participants had a higher improvement (+3.25) than male participants (+2.14). There is a difference of +1.11 between both genders. This outcome might reveal that female participants are better at learning a foreign language than boys. Agarwal and Suraksha (2017) in Sheoran et al (2019) agreed that female learners possess more linguistic, spatial, and musical intelligence than male learners do. Moreover, Główka (2014) mentioned in one of his studies that female learners showed higher scores in language proficiency tests than boys. All this triggers the thought that female learners are better at learning languages than male learners. However, Główka (2014) also mentioned 'failure' and 'success' should not be related to gender expectations.

| Females' improvement average | Males' improvement average | General improvement average |
|------------------------------|----------------------------|-----------------------------|
| +3.25                        | +2.14                      | +2.695                      |

Table 4. General averages

On the other hand, participants' beliefs show where used in order to ask them about their EFL improvement perception: 👉(mucho)(4) 👈(algo)(4) 👈(poco)(3)'. As we can see, the same amount of participants who think that they learned 'a lot', think that they learn 'some' of the vocabulary. Further, Uysal (2018) mentioned the negative or positive attitude a learner has depends on different factors of the EFL learning process. On the one hand, positive feelings enhance the language learning process, on the other hand, negative feelings 'block' the learning process and create barriers. In addition, Language Learning Motivation in Japan (2013) argued learners' perception of their 'self-competence' strongly affects their motivation. If the learner is not confident of his own 'self-competence', it might have to do with demotivation. To sum up, learners of this research are not able to identify their proficiency yet, some of the affective factors could be demotivation and lack of self-confidence.

- What are the participants' perceptions about using 'Get dressed for the day' audiovisual resource to learn vocabulary from the weather and clothes?

Regarding participants' beliefs, most of the participants liked the material proposal (8). Moreover, there was a tie between participants who believe that they learnt *a lot* and *some* from the audiovisual material proposal. Finally, the opinions about what participants liked the most about the material proposal demonstrated that one participant has 'spatial intelligence', two participants have 'musical intelligence'

and five participants have 'linguistic intelligence'. This finding is supported by Febriani et al. (2022) who argued that using audio-visual material usually catches the young learners' attention, motivation and mainly engages them in the listening language learning process. In addition, Febriani et al. (2022) mentioned that multiple intelligences will be rooted through this kind of material. In their own words, "audio visual aids, which combine sight and sound, are the ideal medium for kids who learn in a variety of ways, including aural, visual, and kinaesthetic-tactile" (Febriani et al, 2022 p.218). Moreover, Daniel (2013 in Ulloa et al., 2018) supports the use of audiovisual materials in the language learning process due to the fact that these materials not only increase the motivation and interest, but also the inspiration and the obtention of clear concepts in English.

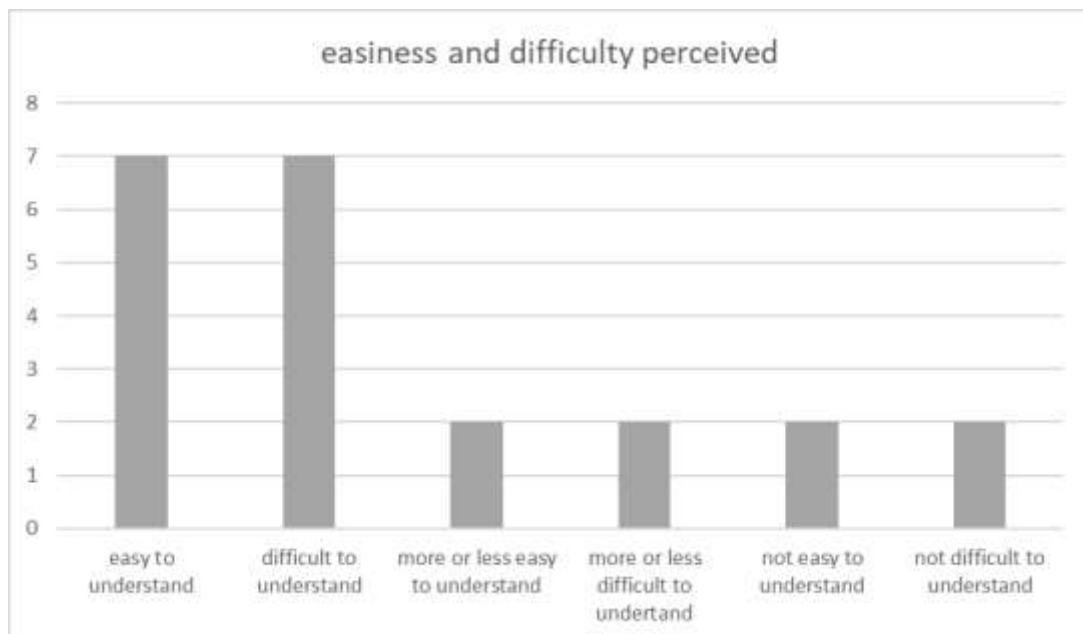
### **4.3 Discussion**

In this section there are two important points that will be discussed according to the outstanding results obtained, the higher improvement of female participants over males and the perception of easiness and difficulty in participants.

As it was shown in the results of the pre and post-test, female participants obtained a higher average (+3.25) over male participants (+2.14). This demonstrates a higher advance of +1.11 learning of difference from females. Even though female participants were less than male participants, they demonstrated more capacity to learn the vocabulary of clothes and weather through the audiovisual material proposal called '*Get dressed for the day*'. Erdiana (2019) established that female language learners usually obtain higher scores in EFL tests. However, Erdiana found

that male learners are more confident and enthusiastic when learning English than female learners, even though they had mistaken. Meanwhile, Huang (2023) contrasts the previous idea by stating that girls are more enthusiastic and interested in learning languages than boys. However, Huang highlights that females' advantage over males is not innate, it is social. Additionally, Viriya & Sapsirin (2014) claimed that female learners are better at learning languages than males in terms of remembering verbal information, such as names and objects.

To sum up this first important outcome, the researcher of this study can affirm that learning a foreign language may result easier for some learners; however, this study revealed females did better than male participants. It is also relevant to mention that participants surely improved their language proficiency by using the audiovisual material proposal. Further, there are some factors which affect the learners' language learning process and answers towards this study's instruments such as motivation, previous knowledge, shyness, confidence, interest and so on.



Graph 3. Participants' perceptions of easiness and difficulty.

On the other hand, as observed in Graph 3, the same number of participants perceived that learning the vocabulary of clothes and weather through the audiovisual material proposal called '*Get dressed for the day*' was '*easy*' and '*difficult at the same time*'. This result demonstrated that half of participants felt confident about their learning through this material and half did not. This outcome might reveal that there are learners who do not feel confident of their language proficiency when using this material proposal (audiovisual), and this outcome may also be related to shyness.

Regarding the use of audiovisual materials, Jalaluddin (2016) mentioned some disadvantages of using audiovisual materials which are the difficulties for learners to comprehend the material, such as vocabulary. Due to this, learners can be confused or have a wrong perception of the language's meaning. In addition, Kim (2015) agreed that some disadvantages of EFL audiovisual material are the level of difficulty or the speed of 'videos' which for some learners could find difficult to understand. Sun & Medic (2021) also highlighted that young learners should be provided with less complex audiovisual aids, otherwise they will be frustrated, and material will not be understandable. This researcher considers that audiovisual materials can surely be difficult for some learners, mostly from basic levels. Regarding shyness, Bashosh et al (2013) mentioned that there are more possibilities of 'success' in language learning for 'non-shy' groups. Which would probably interfere with the study results and children's performance. Deeper, Keller et al (2013 in Oflaz, 2019) found that shy children developed second language learning slower

than non-shy children. Thus, shyness is negatively associated with language learning. Further, Mohammadian (2013) argued that shyness negatively affects the language learning process in some cases; however, shyness is not related to the willingness to communicate.

To conclude, this researcher can assume that these participants are shy to express their opinions and own thoughts; thus, shyness affects language learning in many aspects. For instance, the proper development of speaking when doing interactive activities in the classroom. Although not having all participants' opinions may affect this study's results, the ones provided will contribute to a general perception of the material proposal.

#### **4.4 Conclusion**

This chapter attempted to provide the results from the research, also to inform punctual points and information about participants' phenomena found in these tests' results and survey. The following chapter aims to conclude this research.

## Chapter V

### Conclusion

This chapter seeks to close this research work. Firstly, this chapter is providing the *research contributions* that this research can add to different contexts in society. Secondly, *the limitations of the study* are the barriers that this study had to be developed and to achieve its aim. Thirdly, there are *the suggestions for further research* which might provide future variations that researchers can do in order to provide different outcomes. Also, some of this study's gaps will be established, thus future researchers might take advantage of it and explore them. Then, the *reflection section* will express this researcher's growth during this study and how it raised this researcher's knowledge and perception of the topic and participants. Finally, the conclusion will provide a general closing for this study and what this research was about.

#### 5.1 Research Contribution

This study shows how there is a difference between male and female participants' results which should be considered for future EFL teachers and EL researchers. Teachers who are teaching the vocabulary of 'clothes and weather' through audiovisual material will know, through this study's outcomes, some perceptions from children who studied it. Sari et al (2021) mentioned that EFL students' perception is relevant to develop and use materials. In other words, this EFL learning situation will help them in their real practice because it has been developed in a real context. This study might also be relevant for EFL future teachers, who are in search

of material and need to be prepared in certain skills such as listening comprehension. De Dios Martinez Agudo (2017) argued that teachers in training, 'future teachers', must manage various elements of the language to be professionally prepared. Also, this study is relevant for EFL institutions which need material that has been already tested. Moreover, in this study, they can help themselves to find strategies to enhance the application of the audiovisual material.

## **5.2 Limitations of the Study**

There were some limitations during the development of this research. Firstly, when the pretest and post-test were applied not all participants attended these days. In other words, unfortunately, not all participants took the tests. Consequently, the participants who missed any of the tests (3) were not considered in the improvement average. Nevertheless, the collected data is considered as the total of all results. Secondly, when the survey of the proposal material opinions was intended to be applied, there occurred an unexpected situation because the volcano Popocatepetl located in Puebla-Mexico erupted. Due to this situation, the face-to-face classes changed into online classes, then the survey was applied in online mode and not all participants were able to turn on their microphones or change their devices' settings to participate. All participants, who were able to answer it, were considered as the total of the data collection. Finally, these results cannot be generalised to any other context and, as Główska (2014) mentioned, 'failure' and 'success' should not be related to gender expectations.

### **5.3 Suggestions for further research**

During the implementation of this study, it was noticed there were some identified gaps that must be considered for further studies. On the one hand, the audiovisual material could be changed for one with a higher language level proficiency for adult participants. This would provide future researchers with a contrasting point of the use of audiovisual materials when teaching EFL. Secondly, this study was focused on developing listening comprehension and learning vocabulary of weather and clothes. Future research can be done focused on different skills such as speaking, reading or writing. This would provide us with an additional view of the audiovisual material implementation in EFL classes. Finally, if future researchers are interested in focusing on children learning, they should consider applying an audiovisual proposal with a different topic. This research suggests the use of lexicon related to their EFL learners' proficiency and their surroundings.

### **5.4 Reflection**

I think that this research experience has been very enriching. It was also satisfying for me to read about the topics which were discussed in this study because they opened my outlook about children's language acquisition, their multiple intelligences and factors that may affect the learners' learning processes. As an EFL teacher, it is interesting seeing students as participants and not as students. This allowed me to use a more objective point of view when looking at their results or advances. In addition, during the practice with the material proposal I saw how motivated my 'participants' were with it. I strongly believe that there is always learning to be measured since students learn new things every day in the classroom. The data

collected for this research is just a part of all things that students will be capable of doing. As a language teacher I am very motivated to continue working with children at the stage they are at because they are always willing to do new things, to participate, to discover, to try and so on. Finally, as a researcher and student of this research seminar, I have learnt several things from my thesis director such as managing information in an objective way, writing, and ordering my ideas in an appropriate manner. Moreover, I also learn that each one has a different process while writing a thesis. I dare to say mine increased my knowledge, not only in my research topic, but also in my language proficiency such as writing and expressing my ideas in a foreign language.

## **5.5 Conclusion**

Researching is enquiring and going deeper to obtain answers, that was the purpose of this study. This chapter attempted to close this research providing additional information of this research that must be considered by experts in this area or people who are interested in it. To conclude, using audiovisual material enhanced the children's EFL listening comprehension and vocabulary learning. This study also provided information about the participants' perceptions of the audiovisual material. Finally, audiovisual material is a valuable source that language teachers should consider in their language teaching practice.

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# Appendix A

## Pre-test

1. Circle wind



2. Circle sun



3. Circle snow



4. Circle t-shirt



5. Circle "Put on your pants"



6. Circle "Put on your socks"



7. Circle "Put on your hat"



8. Circle "shoes"



9. Circle "coat"



10. Circle "scarf"



## Appendix B

Match the words with the meaning, use different colors.

1. Coat

2. Scarf

3. Shoes

4. "put on your hat"

5. "put on your pants"

6. Snow

7. Sun

8. Rain

9. Wind

10. Socks



## Appendix C

### SURVEY QUESTIONS

1. ¿Te gustó la canción 'Get dressed for the day'? 😊(20) 😊(1) 😞
2. ¿Qué tan difícil fue la canción para ti? 😊 😊 😞
3. ¿Qué tan fácil te pareció el video? 😊 😊 😞
4. ¿Entendiste o aprendiste el vocabulario de la canción en Inglés? 😊(mucho) 😊(más o menos) 😞(poco)
5. ¿Qué es lo que más te gustó del video 'Get dressed for the day'?

## Appendix D

Screenshots from the audiovisual material proposal



|                       |                   |
|-----------------------|-------------------|
| cuando se ponen scarf | put on your boots |
| scarf también         | sun               |
| scarf                 | wind              |
| scarf                 | rain              |
| shoes                 | snow              |

esa parte de la canción

