



Universidad
Nacional
de Loja

Universidad Nacional de Loja

Facultad de la Educación, el Arte y la Comunicación

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

**Multimedia resources and English vocabulary among middle basic
education students at a public institution in Loja, school year 2023-2024**

**Recursos multimedia y vocabulario inglés en los estudiantes de una
institución pública en Loja, año lectivo 2023-2024**

**Trabajo de Integración Curricular ,
previo a la obtención del título de
Licenciada en Pedagogía del Idioma
Inglés.**

AUTORA:

Marcia Patricia Sisalima Roa

DIRECTOR:

Mgtr. Jhimi Bolter Vivanco Loaiza

Loja – Ecuador

2025

Certification

Loja, 06 de febrero de 2025

Mg. Sc. Jhimi Bolter Vivanco Loaiza

DIRECTOR DEL TRABAJO DE INTEGRACIÓN CURRICULAR

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Firma:



Cedula de identidad: 1150203345

Fecha: 06 de febrero de 2025

Correo electrónico: marcia.sisalima.unl.edu.ec

Teléfono: 0984992122

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Firma: 

Autora: Marcia Patricia Sisalima Roa

Cédula: 1150203345

Dirección: Loja – Loja – Ecuador

Correo electrónico: marcia.sisalima@unl.edu.ec

Teléfono: 0984992122

DAROS COMPLEMENTARIOS:

Directora del Trabajo de Integración Curricular: Mgtr. Jhimi Bolter Vivanco Loaiza

Dedication

This work is dedicated to the most special people in my life. I would like to express my gratitude to my parents, who with their love, patience, and effort have allowed me to achieve one more goal in my life. I also thank them for their valuable advice that helped me realize that problems are not endless. I am grateful to my sister for her unconditional love and support throughout this process, as well as for always being there to support and listen to me during difficult moments. To my aunts and uncles, whose counsel helped me make better decisions, and to my grandparents, especially my grandmother, who has always been and will always be a guiding light on my path. To my friends Diana and Dayana, for their kindness and support in hard times and for the laughter they have brought me during this time. Finally, I want to mention that thanks to my dogs, life has taught me to have responsibilities, and they have shown me that there is happiness after the storm.

Marcia Patricia Sisalima Roa

Acknowledgments

I am grateful to the Universidad Nacional de Loja, the Facultad de Educación, Arte y Comunicación, and the Departamento de Pedagogía de los Idiomas Nacionales y Extranjeros for allowing me to gain knowledge and experience during my time there. Furthermore, I'd like to express my appreciation to the institutional tutor, the staff, and the students at the public center where the internship took place, who welcomed me with welcoming arms and provided me assistance throughout the whole intervention process.

Finally, with much appreciation, I'd want to thank my thesis tutors. First, Mg. Sc. Jhimi Volter Vivanco Loaiza, who followed me throughout the formulation of the thesis project and the start of its execution until to its conclusion of my curriculum integration work. I would like to thank Mgtr. Edgar Mariano Castillo Cuesta and Mgtr. Hover Ismael Conza Armijos, for assisting me to finish my curriculum integration work in a more organized way and for improving my skills. They also provided helpful comments and helped me to enhance my work. Their guidance was the encouragement for this work to be completed and to be possible to move forward. Finally, I thank Mgtr. Rosa Paola Moreno Ordoñez, because of her consideration and concern for each one of her students to encourage us to be better people in our lives.

Marcia Patricia Sisalima Roa

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1. Title

Multimedia resources and English vocabulary among middle basic education students at a public institution in Loja, school year 2023-2024

2. Resumen

El vocabulario en inglés es una habilidad fundamental que enriquece la capacidad para comunicarse de forma más precisa. Es por eso que se deben aplicar estrategias que ayuden a aprender de forma dinámica y tomando en cuenta eso es que el propósito del estudio es mejorar el vocabulario en inglés mediante el uso de recursos multimedia en estudiantes de educación básica media de una institución pública de Loja, año lectivo 2023-2024. El estudio utilizó un método mixto que combina métodos cuantitativos y cualitativos para la recolección de datos usando un diseño de investigación-acción mediante los instrumentos: pre-test, post-test (para datos cuantitativos); cuestionarios y notas de campo (para datos cualitativos). Estos instrumentos fueron aplicados a 30 estudiantes de quinto año de educación básica media. De esta manera, para el análisis de datos cuantitativos fue usado un análisis descriptivo, por otro lado, para el análisis de los datos cualitativos se usó un análisis temático que sirvieron para realizar la triangulación de los instrumentos. Se pudo ver una mejora favorable entre los resultados del pre-test y post-test, con una diferencia de 4,86 puntos. Es así que la implementación de los recursos multimedia (imágenes, canciones y videos) en conjunto a los indicadores del vocabulario (forma, significado y uso) fueron bien recibidas en clases. En conclusión, se puede decir que los recursos multimedia son herramientas que ayudan a la mejora del aprendizaje del vocabulario en una forma muy atractiva y motivadora para los estudiantes.

Palabras clave: Aprendizaje de vocabulario, compromiso de los alumnos, estrategias didácticas, aprendizaje interactivo, herramientas multimedia.

Abstract

English vocabulary is a fundamental skill that enriches the ability to communicate more effectively. That is why it is necessary to apply strategies that help to learn in a dynamic way and taking this into account is that the aim of this study is to improve English vocabulary by using multimedia resources among middle basic education students in a public institution of Loja, school year 2023-2024. The study used a mixed method approach combining quantitative and qualitative methods for data collection using an action research design through the following instruments: pre-test, post-test (for quantitative data); questionnaires and field notes (for qualitative data). These instruments were applied to 30 fifth grade middle basic education students. A descriptive analysis was used for the analysis of the quantitative data, while a thematic analysis was used for the qualitative data in order to carry out the triangulation of the instruments. A significant improvement was observed between the pre-test and post-test results, with a difference of 4.86 points. Thus, the implementation of multimedia resources (images, songs and videos) in combination with the vocabulary indicators (form, meaning and use) was welcomed in the classroom. In conclusion, it can be said that multimedia resources were tools that help to improve vocabulary learning in a very attractive and motivating way for the students.

Keywords: Vocabulary learning, student engagement, teaching strategies, interactive learning, multimedia tools.

3. Introduction

The mastery of English vocabulary is a fundamental element of effective language learning and communication. As Lessard-Clouston (2021) states, vocabulary includes not only individual words, but also phrases and groups of words that, when combined, convey meanings different from their individual components. This linguistic richness is fundamental to proficient communication in all language skills (reading, writing, speaking and listening). According to Mofareh Alqahtani (2015), learner's ability to communicate successfully can be significantly limited by a poor vocabulary in the target language. A large vocabulary enables students to express ideas with precision, engage in complex interactions, and produce written content with clarity and impact. In an increasingly globalised world where English serves as a lingua franca, the impact of vocabulary development extends beyond personal communication to influence academic success, work opportunities, and cross-cultural understanding. This study examines the critical role of vocabulary in English language proficiency and explores innovative approaches to improving vocabulary learning and its subsequent impact on overall language proficiency.

However, it is important to mention the importance of the English language as it is a globalised language and for this reason, Merino et. al. (2019) say that the Ministry of Education of Ecuador emitted an agreement that establishes the teaching of English. This curriculum shows an approximate level that students will reach once they have finished their 3rd grade of Bachillerato with a B1 level according to the Common European Framework of Reference for Languages (CEFR). Similarly, according to the Ministry of Education of Ecuador (2016), students in the fifth year of basic education are expected to have a vocabulary that enables them to communicate effectively in both daily and academic situations. To achieve this, various strategies can be used to learn and apply new words in different contexts at the A1.2 level. Although, through the pre-professional practices in the educational institution in Loja, the researcher could find that students have difficulties with vocabulary, since most of the time they confuse words or associate them with another meaning, it should also be highlighted that many times they do not have the necessary resources to receive innovative classes and teachers dedicate more time to teach other skills leaving aside the teaching of vocabulary.

For this reason, under the context of the problem mentioned above, the researcher aimed to identify the improvement of vocabulary through the application of new strategies. The strategy considered important by the researcher is the application of multimedia resources, as it can improve vocabulary retention and mastery as well as show innovative strategies related to the use of technology. Therefore, this study attempts to answer: How can students improve

vocabulary in English through the use of multimedia resources among students of basic secondary education of a public institution in Loja, during the school year 2023-2024? In addition, the following sub-questions will be answered: What is the effectiveness of multimedia resources in the development of English vocabulary among students of basic secondary education in a public institution in Loja, during the 2023-2024 school year? and What is the students' perception of multimedia resources in the learning of EFL vocabulary among students of basic secondary education in a public institution in Loja, during the 2023-2024 school year?

Some previous studies have shown that the use of multimedia resources enhances vocabulary learning. According to Bunkman (2021) multimedia provides learners with vocabulary in real-life situations and helps them with the retention of new words. Thus, multimedia resources offer many benefits to teachers, as it is considered an effective strategy for learning vocabulary because it helps to get vocabulary in a dynamic way and with a different tool from what they are accustomed to, besides that they retain words more easily by associating them with images or with videos. Likewise, Katemba (2022) also pointed out that multimedia learning is a pedagogical tool that, if used by teachers, can provide and develop effective teaching-learning activities. These tools, when used properly, can have a positive influence in the classroom, creating a supportive environment for students to learn the vocabulary and remember it for the duration of their educational stay.

Although the use of technology in educational institutions is increasing, there is still a lack of evidence on the long-term effectiveness of these tools in the learning of vocabulary among students and more in Ecuadorian students, in order to encourage the use of multimedia resources in educational environments. This study aims to improve English vocabulary by using multimedia resources among middle basic education students in a public institution of Loja, school year 2023-2024, and to fulfil this goal, the following specific objectives were established: The first seeks to analyze the effectiveness of multimedia resources on the development of English vocabulary among middle basic education students in a public institution of Loja, school year 2023-2024, whereas the second objective intends to identify the learners' perceptions of multimedia resources in EFL vocabulary learning among middle basic education students in a public institution of Loja, school year 2023-2024.

The results of this study will provide useful perspectives for teachers and policy makers in educational institutions. Through the identification of effective strategies to improve vocabulary learning, this research can support better educational outcomes and prepare students for academic success by ensuring quality education based on technological resources. It can also provide information on how to integrate multimedia resources into national curricula and

classrooms to promote an interactive, modern and effective educational environment. The findings can guide the development of adapted multimedia tools to suit different learning styles and levels of language proficiency. In addition, this research could inform best practices for balancing media exposure with traditional learning methods. By investigating the impact of multimedia on vocabulary acquisition, the study may provide insights into cognitive processing and memory retention, with potential implications for broader approaches to language learning.

In conclusion, as this study focuses on students of middle basic education of a public institution in Loja, during the school year 2023-2024, the coverage includes the examination of English vocabulary and student involvement through multimedia resources. Limitations include the short duration of the intervention period, which may affect the research findings; also, the level of the population used, since if the study conducted at other study levels, the results obtained could have been even higher.

4. Theoretical Framework

In the 21st century, technology has developed significantly, making the teaching-learning process even more effective, as long as the tools it provides are used correctly to advance education. In addition, many resources have been found to be stimulating for students, such as multimedia, which provides different ways of keeping the attention and dynamics in students who learn more when stimulated visually and auditory.

Furthermore, by making use of these resources, we can establish a dynamic classroom setting that promotes active engagement among learners. These tools assist in the clear understanding and assimilation of new vocabulary, which is often a difficult aspect of language acquisition. The way words are presented can significantly influence their retention, therefore integrating visual and auditory aids can assist in the process of acquiring and memorizing.

Additionally, these resources have been improved in such a way that a wide range of words can be provided in a variety of dynamic ways so that instead of being boring, lessons are a source of excitement and joy, allowing students to see that English is neither difficult nor tedious, encouraging them to learn independently and improve in the limited hours of English they have each week. The aim of this research project is to contribute with ideas that will help teachers to improve their work and support pupils' learning and development.

4.1 Multimedia resources

4.1.1 Conceptualization of Multimedia

According to (Grzeszczyk, 2016) Multimedia has several definitions. It is defined as a computer program that combines text with any of the following components: audio or sound, music, video, pictures, 3D graphics, animation, or high-resolution graphics. Multimedia is characterized by its distinctive interactive nature, which allows it to effectively communicate information and content of interest to the audience, various elements are also used to provide a richer and more pleasant experience for the audience, that will provide you with the right information. As a result of their interactive and visually appealing presentation, multimedia not only conveys information, but also facilitates accessibility, satisfying the preferences and requests of diverse audiences.

Multimedia may be presented through many platforms such as digital devices, websites, meetings, and so on. According to Bunmak (2021) Multimedia is related to technology that has been extended through the field of education. Moreover, it is the field in which it has the biggest impact considering the way in which it is applied and the effectiveness it has been observed to have and also because of the great number of materials that exist today that can be presented to communicate information in a direct and precise way.

Multimedia tools enhance learning experiences by engaging students through interactive content, visual aids and dynamic presentations. Despite their effectiveness, challenges such as technological limitations and accessibility issues can inhibit their wider adoption. Nevertheless, multimedia remains a powerful tool in modern education, continually evolving to meet the needs of learners and educators respectively.

4.1.2 Multimedia as a teaching tool

Multimedia has become increasingly popular in English classrooms for its ability to maximize learning experiences and increase educational outcome. By integrating a mix of resources such as high-quality images and entertaining videos, teachers can create dynamic and effective learning environments. Multimedia offers a diverse range of tools, from high quality images as well as to entertaining videos that explain topics clearly and can be enjoyed even outside the classroom. As (Katemba C. , 2022, p. 2) highlights that teachers may construct and deliver excellent teaching-learning activities in the classroom by using multimedia learning as an instructional tool. In addition, multimedia plays a crucial role in English language teaching, providing engaging learning content that helps to develop vocabulary and language skills more effectively. This allows learners to access clear explanations of topics, practice using the language in a variety of contexts, and use interactive learning materials both inside and outside the classroom. In general, multimedia offers a variety of tools and resources that support the quality of teaching in English classrooms.

Additionally, Mayer (2009) declares that the aim of multimedia presentations is to support generative processing by helping the learner to simultaneously maintain comparable verbal and visual representations in working memory. In this way, it can be said that multimedia helps to keep the information through visual presentation, which stimulates the mind to acquire new information in a fast and sustained way.

To sum up, Roshankumar R. Patel (2022) asserts that knowing that multimedia allows teachers to present material in a variety of media, it can facilitate more effective information transfer and serve as a useful teaching tool for delivering educational content. In this way, education will benefit greatly thanks to these facilities that will provide students with information in a direct and technology-oriented education.

4.1.3 Multimedia resources

Wijaya & Devianto (2019) state that the use of many media (text, music, graphics, animation, and video) to communicate information is known as multimedia. Afterwards, an interactive element or component is added. These are tools that are the result of a collection of

audiovisual technologies, whose main objective is to convey content to students in a comprehensive way, through clear, attractive and mostly interactive content.

Abdulrahman et al., (2020) claim that the use of different aspects in multimedia or digital learning resources helps students develop solid mental representations that facilitate the process of information. In this way, these resources not only improve the teaching process, but also relate to the productivity of the students, giving them a mental integration that stimulates their brains in a positive and efficient way.

The following resources are the most important in terms of how proactively they are effective and how regularly they are presented in the schools:

4.1.3.1 Video

In essence, a video is a visual display of moving images, often combined with audio, to simulate real-world experiences or topics that are of interest to people. Berk (2009) informs that your mind and senses might be strongly affected by a video. They serve as powerful tools for work, learning and entertainment, offering visual media that enhance understanding and engagement. In the workplace, videos are used for training sessions, presentations and communication. In education, videos facilitate learning through lectures, demonstrations and interactive content.

- **Why use videos in EFL?**

Another way to deliver fascinating information is through videos, these are a great way to catch the attention of any audience, be it children or adults, and it makes the traditional methods gradually disappear. As Alshraideh (2021) says that EFL students can gain more by using Internet videos to learn English and by following practical approaches. Therefore, the videos will always be permanently and publicly available on any platform, which is helpful for those interested in educational topics. Moreover, using videos may help in communicating complex ideas, increasing student engagement, and improving learning outcomes (Karanjakwut & Sripicharn, 2023).

4.1.3.2 Images

As Gonçalves (2011) assumes, a picture can stimulate ideas and sensations in a symbolic and informational way, encouraging both reactive and creative awakening. In addition, they have the ability to elicit emotions and stimulate creativity by involving people on both cognitive and emotional levels. Furthermore, images give supplementary information that improves comprehension and helps to express difficult topics. When combined with words, images not only clarify the information offered but also improve the overall understanding of the material. Images supplement textual explanations by visualizing abstract concepts or demonstrating real

situations, making the material more accessible and interesting to the audience. Images are great communication tools that add context to textual or spoken communications and improve viewer comprehension.

- **Why use images in EFL?**

This resource is the one that ensures the vocabulary learning, as it links a picture to a word in a direct way and for the required time. (Hussain & Khan, 2022) state that an image is a vivid reflection of the object, person or place it represents, while at the same time accurately capturing the essence of the real thing. In this way, pictures are helpful in the EFL process by giving a clear idea of what is intended to be said.

4.1.3.3 Songs

A multimedia application's use of audio sound can provide the user with information that is probably not available through any other announcement method (Pavithra, 2018). It is possible through songs, which are interactive methods that help to motivate and bring inspiration and excitement to the audience.

- **Why use songs in EFL?**

It refers to various digital noises, including music, sound effects, narrators, etc. It can also help people to immerse themselves in the exact sound of certain words and to improve their ability to remember them. In Maissa's words (2020), repetition of words and phrases is incorporated into songs, and this helps the brain retain what it has gained. It also helps to train the ear with the new vocabulary in the purest possible way, as it is only through the audios that the new language sounds as clear as possible.

4.1.4 Advantages of Multimedia

According to (Dong & Lin, 2011) suggest that the use of multimedia teaching has a number of advantages, which are:

- The use of multimedia in English classes makes the lessons more engaging, vibrant, and memorable. This can increase student interest in the subject matter, increase classroom productivity, and produce more effective teaching outcomes.
- Multimedia teaching may help students develop their speaking, listening, reading, and writing skills by building an exciting and enjoyable language environment, offering effective learning scenarios, expanding development of the four basic skills and encouraging participation in class activities.
- Through the use of multimedia instruction and multi-sensory input during the learning process, students can improve their ability to use English in real-life situations.

Moreover, (Andresen & Brink, 2013) suggest that due to its interactivity, adaptability, and ability to integrate various media that can promote learning, take into account the unique distinctions among learners, and improve their motivation, multimedia is incredibly beneficial and productive in education. In this way, it is possible to take advantage of the ability to present information in different ways and provide it to learners according to their interests, and always in a way that is comprehensible and as detailed as possible for all members of the room to easily understand.

4.1.5 Disadvantages of Multimedia

On the other hand, (Dong & Lin, 2011) proclaim some disadvantages that can be found in the use of multimedia, such as:

- Due to an abundance of information, pupils' short- and long-term memories are unable to process it in a timely way, resulting in a great amount of redundant knowledge that is transitory and brief.
- Even with new technologies, the educator continues to be the center of education, while the pupils keep on being passive subjects by lack of interactive exercises.
- Learners' subjective initiative decreases and lethargy results from the improper use of some multimedia technologies.

Besides, (Andresen & Brink, 2013) add another disadvantage that is the fact that people cannot use all the possible channels at their disposal at the same time can be an obstacle to realizing the full potential of multimedia. Unfortunately, no matter how many multimedia resources are available, it is not possible to work with all of them simultaneously or the class would become incomprehensible and confusing.

4.2 English vocabulary

4.2.1 Definition of vocabulary

(AbManan et al., 2017) relate that 'Vocabulary' refers to a collection of words in a language, and vocabulary knowledge is defined as all words that people know and use. It goes over simple word recognition to a deeper comprehension of word meanings, word connections, and suitable usage in various circumstances. Vocabulary knowledge is essential for language learning and communication. It includes both receptive (understood) and productive (used) vocabulary. It is not limited to a definite collection of words, but rather develops continuously through exposure, practice, and learning. Effective vocabulary mastery entails understanding variations such as word families, synonyms, antonyms, and idiomatic phrases, which allow people to convey specific meanings and manage linguistic barriers with efficiency.

Like any language, the English language has its own vocabulary, which is a group of words that are picked up little by little as the student learns the language. As (Alharbi, 2015) states, compared to native speakers, ELLs learn a different amount of vocabulary. It is commonly known that people typically have a vocabulary of 15,000 to 30,000 words in their native language, however this range can vary greatly depending on factors such as education and experience. However, while learning a new language, the number of words necessary for basic conversation is frequently reported as being between 800 and 1000. It's worth noting that this statistic might change based on the context and intricacy of interactions. Despite attempts to improve one's vocabulary in a second language, the level of knowledge and fluency acquired is frequently inferior to the level of a native speaker, who has acquired language abilities since birth.

4.2.2 Importance of vocabulary

(Purwanto & Syafryadin, 2023) say that vocabulary may be defined as the terms one has to know in order to communicate successfully. Vocabulary is not just a collection of words, it is the way in which any expression is exhibited that enables people to articulate their emotions, convey meaning and build bridges of understanding. As in all skills, a rich vocabulary enables people to develop language with precision, ensuring that their communication is deeply and clearly resonant in the field of human interaction.

Therefore, it is possible to appreciate the importance of vocabulary not only in everyday life but also as a fundamental part of language and communication. As (Yokubjonova, 2020) point out that the significance of vocabulary is demonstrated by the fact that the more words we know, the cleaner and clearer our concepts become. For this reason, the number of words learnt is fundamental when learning a new language, as it guarantees that others will understand us or be able to understand us when we have a conversation, whether spoken or written.

In addition, (Alqahtani, 2015) says that since having a restricted vocabulary in a second language makes communication difficult, vocabulary knowledge is frequently seen as an essential skill for second language learners. This means that before learning to write or speak, vocabulary becomes the primary means of communication. Learning new words must therefore be taken seriously, for without this ability, language would be lost.

Therefore, vocabulary also makes the language meaningful, which is why it presents four communicative skills:

- **Listening Vocabulary**

The vocabulary of this type refers to words that we listen to and remember. As state in (Feng & Webb, 2020), the chance of learning words through listening also depends on how

much spoken information is heard; the greater the amount of data, the more likely it is that words will be heard more often for learning to take place. It can be said that this ability is acquired by listening to any kind of information and by any means. So, it would help not only to listen to someone orally, but also to listen to songs, watch videos, listen to podcasts, etc. This not only helps to build vocabulary, but also trains the ear to produce speech.

- **Speaking Vocabulary**

It refers to words that are spoken. Since we know that vocabulary helps us to express our ideas, it becomes a fundamental part of basic speaking skills. This is especially important as it is harder to communicate verbally than writing or reading. In concordance to (Rao, 2019) it is difficult for a foreign language learner or a second language learner to produce sentences without knowing the grammatical structures and without sufficient knowledge of the vocabulary.

- **Reading Vocabulary**

It refers to the words that we identify when we read any piece of text. As (Uchikoshi, 2014) remark, considering the use of books and shared book-reading experiences are frequently linked to increased vocabulary, it is logical that print concepts would play a role in ELLs' increased vocabulary. In this case, it can be said that reading positively increases knowledge of new words, which in turn helps knowledge of the new language.

- **Writing Vocabulary**

It represents those words that we take back when we write in order to express in written form. Writing is a complex activity that requires the co-ordination of a range of meta-cognitive abilities in order to express meaning (Maskor & Baharudin, 2016). As mentions by (Quines, 2023), in order to write a review of a work that has been read, the writer must have the necessary language to express opinions about the text. After all, without the necessary vocabulary, writing would be meaningless. That is why writing and vocabulary are related.

4.2.3 Types of vocabulary

As states in (Dakhi & Fitria, 2019) receptive and productive vocabulary, as well as active and passive vocabulary, are two well-known types. The first distinction, which captures the dynamic interaction between comprehension and expression, is between receptive and productive vocabulary.

Moreover, (Mateo-Valdehíta & Diego, 2021) mention that receptive knowledge entails identifying a word's form, meaning, and probable situations, whereas productive knowledge entails employing the term in the proper spelling and pronunciation, as well as in the relevant

lexical, pragmatic, and syntactic contexts. Receptive knowledge can be seen as the compass that guides people through language learning, while productive knowledge is the paintbrush that allows them to paint this language learning in a vivid and expressive way.

4.2.3.1 Receptive

As (Zhou, 2010) comment that the ability to understand a word when it is heard or seen is called receptive vocabulary knowledge. It is the set of words that a person understands when reading or listening, and shows how well people are able to interpret the language being communicated. Furthermore, (Zhong, 2011) explain that the majority of vocabulary learning is receptive. When learning a new language, it is important to absorb as much information as possible to make the brain receptive. This is because the brain has to be supplied with knowledge before it can produce it.

4.2.3.2 Productive

It encompasses words that a person uses regularly when speaking or writing, which shows his or her ability to express thoughts. As state in (Susanto, 2017), productive vocabulary refers to the context that students comprehend, can pronounce correctly, and can use productively in speech and writing. In addition, (Maskor & Baharudin, 2016) says that regulated productive vocabulary knowledge refers to the ability to produce words when given a cue, whereas free productive vocabulary knowledge refers to the ability to generate words spontaneously and without particular support. The reason for this is that if a person has the right knowledge, there is no need to mentally translate and search for the information. It will have been acquired earlier.

4.2.4 Aspects of vocabulary

As announces by (Nation, 2000) there are some important points for teachers to consider when teaching and assessing vocabulary.

Table 1.

Aspects of Vocabulary

Form	Spoken	R: What does the word sound like? P: How is the word pronounced?
	Written	R: What does the word look like? P: How is the word written and spelled?
	Word parts	R: What parts are recognizable in this word?

		P: What word parts are needed to express the meaning?
Meaning	Form and meaning	R: What meaning does this word form signal? P: What word form can be used to express this meaning?
	Concept and referents	R: What is included in the concept? P: What items can the concept refer to?
	Associations	R: What other words does this make us think of? P: What other words could we use instead of this one?
Use	Grammatical functions	R: In what patterns does the word occur? P: In what patterns must we use this word?
	Collocations	R: What words or types of words occur with this one? P: What words or types of words must we use with this one?
	Constraints on use (register, frequency ...)	R: Where, when, and how often would we expect to meet this word? P: Where, when, and how often can we use this word?

Note: This table is shown by (Nation I. , 2000, p. 40) in his book *Learning Vocabulary in Another Language*. R = receptive knowledge; P = productive knowledge.

4.2.4.1 Form

It involves implicit learning involving noticing. Also involves its pronunciation (spoken form) that helps learners to be able to recognize words on hearing them and to know their pronunciation properly; its spelling (written form) that is the way words are represented in writing, which includes symbols, abbreviations and punctuation marks; and the (word parts) where affixes that may be part of it and it is possible to employ these word parts to extend your vocabulary and master new terms (Nation, 2000). On the other hand, it is known that English has an unpredictable spelling system, but there are patterns and several rules that serve as a guide, facilitating learning for students.

4.2.4.2 Meaning

It implies a strong explicit learning. Recognizes the meaning and form of a word in relation to other words; understands the meaning and reference of a word as a function of context and relationships; this is related to the modelling of lexical organization to improve language comprehension. Additionally, associations that can be seen as the depth of word knowledge in terms of the learner's increasing ability to recognize semantically related words and, in addition, their understanding of the different ways in which individual words are related (Nation, 2000). Knowing the meaning is essential for the language to be produced correctly.

4.2.4.3 Use

It entails an implicit learning and explicit learning. Based on (Nation, 2000) it includes its grammatical functions, the parts of speech to which it belongs, collocations, word combinations that can be used with it, and usage limits based on context and frequency. Once the meaning is known, the use can be understood and communication can take place. In addition, you will learn how to use the language correctly, or at least without making any basic mistakes.

4.2.5 Vocabulary Teaching strategies

There are millions of words and it would be impossible to know them all, especially when learning a new language. That is why there are many ways to teach vocabulary, ways that make it easier to learn new words and also help students to remember them. Some vocabulary teaching techniques are offered to help students understand and improve their learning in order to provide them a quality education. As (Thornbury, 2002) says, there are several ways to define or illustrate the meaning of the terms. Such as the following:

4.2.5.1 Learner training

Students need training to learn properly. Students must demonstrate that they are able to do the following:

- Pay attention to the form - it is a matter of paying attention to the components of words, their spelling, their pronunciation and the way they are intoned.
- Pay attention to meaning - it requires them to consider the way words are similar or different in meaning, the connotations of words, styles and associations.
- Good guessers - this implies that pupils deduce the meanings of unknown words from context and from their form.

- Take risks and do not be afraid to make mistakes - which means that they take advantage of every resource to adopt strategies to help them cope with the lack of the right words.
- Organizing their own learning - writing down new words, the use of dictionaries, various techniques for memorizing words and repetitive use of language practice.

In order not to lose the 'thread' of the lesson, these techniques will help students if they are used regularly.

4.2.5.2 Using mnemonics

It is a term that defines something that assists in memory, such as a word, a sentence, or a song. The keyword approach is the best-known mnemonic technique. It involves creating a picture that links the pronunciation of a second language word with the meaning of a first language term. This helps the brain to remember the word and to keep it in mind in everyday life.

4.2.5.3 Word cards

On one side of the card, write the new word with the intonation and on the other side write the definition, it is better if it is in words that can be understood. The good thing about this technique is that if you forget the meaning of a word, you will always have it on the cards.

4.2.5.4 Guessing from context

It is an ability that allows you to deduce the meaning of an unknown word by examining the context. It is an effective method for expanding your vocabulary. Moreover, to guess from context, study the word's immediate and wider context, pay attention to linked words, evaluate the word's structure, apply your background knowledge, and double-check your guess with a dictionary or a teacher. As (Susanto, 2017) argued, to encourage guessing in a written or spoken text, four factors must be present: the reader, the text, unknown words and clues in the text, and some knowledge about guessing. Guessing from context is a talent that may be improved with practice.

4.2.5.5 Using dictionaries

Using dictionaries to learn new words and their definitions, pronunciations, and use is an effective technique to expand one's vocabulary. Dictionaries can be printed, electronic, or online, and they can be monolingual or multilingual. Electronic dictionaries have proven to be extremely useful tools for academics seeking more accurate and non-intrusive data on dictionary usage (Chen, 2011). However, it is better to use monolingual dictionaries because we get more familiar with the language.

4.2.5.6 Spelling rules

Pronunciation is often tedious as some of the words are quite difficult and need to be spelled calmly, usually with the help of an online dictionary where you can listen to the spelling in detail. As specifies by (Susanto, 2017) word spelling must be examined since pronunciation does not necessarily predict spelling forms of English words.

4.2.5.7 Keeping records

It involves using a notebook or an electronic device to store and organize the words that you encounter. Information should be included for each word. It can be the pronunciation, the part of speech, the definition, the translation, an example sentence, a synonym or antonym or a reference image. It can also use symbols or colours to highlight important features of the word you are learning.

4.2.5.8 Motivation

Vocabulary motivation is wanting to learn and wanting to use new words, many things can impact it, including the learner's purpose, interest, enjoyment, and confidence. In addition, motivation is a crucial aspect in language acquisition since it influences the learner's performance, development, and satisfaction. For this reason, it's essential to maintain it in the classroom and to encourage it to take place outside the classroom, so that students learn vocabulary not only at school but also independently at home.

4.3 Previous studies

The following section describes studies related to the use of multimedia resources for English vocabulary improvement. This is done in order to provide a clear idea about multimedia resources in the field of vocabulary and to provide the source of current research. For this purpose, six studies developed in different contexts have been considered.

Firstly, (Ponce, 2019) perform a thesis on the use of multimedia to help tenth-year "a" students at Marieta de Veintimilla High School in the city of Loja expand their vocabulary in the 2018–2019 academic year. The research participants were twenty-eight students. The objectives were, firstly, the general: To enhance knowledge of vocabulary for students involved in the tenth year "A" of basic education at "Marieta de Veintimilla" high school via the use of multimedia tools during the 2018–2019 academic year; and the sub objectives. Second one, to investigate for theoretical and methodological references related to multimedia as a teaching tool for vocabulary growth. Third on, to determine the problems preventing the expansion of vocabulary. Additionally, it was found that students issue with vocabulary development, have trouble using and learning new terms, lack motivation to study vocabulary in English, and are

not given the proper materials and resources to support their learning. The instruments applied were tests and questionnaires. Moreover, the main findings or results were first that the general objective was achieved through researching theoretical references that contain information about multimedia as a didactic resource to develop vocabulary. Additionally, it helped to create research tools for an intervention plan, and employing multimedia materials, such as Power Point presentations, audios, or movies, is encouraged for instructors as it motivates students to spend time in their own styles, engage more actively, and expand their vocabulary. To evaluate the study's outcomes. The second goal was achieved by having the students complete the pre-test, and the results helped the researcher identify the problems with the students' vocabulary development. The third goal was achieved by designing an intervention strategy that included eight sessions given at a rate of five hours per week for two months. Multimedia resources involving various topics were included in each class. These materials were deployed in three stages: activation, connection, and affirmation. And lastly, the following suggestions were made to support further studies: it is best for teachers to employ multimedia materials like Power Point presentations, audios, or videos, as these motivate students to study more independently, participate more actively, and expand their vocabulary.

(Zou & Teng, 2023) developed an article about the Impact of activities and multimedia annotations on vocabulary learning in the country China in 2023. Research participants and level of education were 360 working adults. Moreover, the goal was to look at the principal and interaction impacts of tasks, time, and annotations on multimedia-assisted annotation-supported vocabulary learning. The problem was that studies on vocabulary acquisition using multimedia annotations had not been without disagreement. There are also the instruments: Post-tests, pictures, GIFs, and videos, blanks to be filled, interviews. According to the results, picture, GIF, and video annotations were shown to be much more successful than text annotations. Video annotations were found to be less effective than picture and GIF remarks, presumably due to the inclusion of auditory data, which may increase cognitive load. Last but not least, future studies could incorporate audio annotations in addition to annotations displayed via hyperlinks or augmented reality, considering the ways in which multimedia annotations interact with other popular word-focused learning activities that include flashcards, matching games, and composition writing.

(Wijaya & Devianto, 2019) realized an article about the Application of Multimedia in Basic English Vocabulary Learning with the ADDIE Method in the country Indonesia in 2019. The participants were 26 students at a primary level. The purpose of this project is to develop an application for learning basic level English vocabulary that is both interactive and

entertaining, in addition to English language learning resources. The actual issue was that there were still a number of barriers to learning English, such as teachers who are not proficient in their skill since there is not enough multimedia available in schools to teach English; up until now, textbooks have been the only resource used for instruction. Naturally, this makes the majority of pupils bored and even less motivated to study English. They used online questionnaires and worksheets as instruments. Thus, multimedia may aid in the development of elementary school students' vocabulary acquisition skills in English. At the end, two recommendations were reached for further investigations: 1. So that differ data storage media, such as Google Drive, may be further created for extra training for myself or other academics; 2. It is possible to carry out more study on Drive-related possibilities by employing different methodologies.

(Bunmak, 2021) realized a case study to conduct University Students' Multimedia Use in Learning English Vocabulary in the country Thailand in 2021 where the participants were 250 undergraduate students. This study aims to: a) investigate how university students gain knowledge English vocabulary through multimedia; b) analyze the increase in vocabulary knowledge and retention of university students through the application of multimedia; and c) investigate university students' perceptions of learning English vocabulary by means of multimedia. The study issue was whether vocabulary knowledge is required for language learners since a deficiency of vocabulary knowledge could serve as a barrier to efficient language communication. The following instruments were used: pretests, posttests, retention tests, questionnaires, and interviews. The key finding or results were that learning English vocabulary using multimedia allowed students considerably better on vocabulary exams and had a positive impact on vocabulary retention. Additionally, most of the students agreed that utilizing multimedia to learn vocabulary is an advantageous strategy. Finally, the recommendation for further investigation was that the participants accepted that using multimedia to acquire English vocabulary might be difficult at times due to network, image, and sound quality. Employing multimedia in the language classroom indicates that educators are confident and competent in the use of multimedia implementation.

(Katemba C. V., 2022) conducted an article about Vocabulary Enhancement Through Multimedia Learning Among Grade 7th EFL Students in the country Indonesia in 2022. The participants were 93 seventh-grade EFL students. The purpose of this study was to address a gap in language acquisition research by employing an experimental research design with a pre-test at the outset and a post-test at the conclusion. The problem was that without grammar, not much can be communicated, but without vocabulary, nothing can be articulated or uttered. The

limitations of foreign/second language vocabulary prevent individuals from communicating effectively. Also, the instruments were the pilot test, post-test and questionnaires. The results imply that vocabulary growth is significantly impacted by multimedia learning. At the end, as a recommendation, a longer research period would have produced more exact results. Finally, because this study was conducted in a rural school in Bandung with limited technological resources, not all pupils had access to a personal computer.

(Mar'atunshalihah & Suyadi, 2019) elaborated an article about The Effects of Using Interactive Multimedia to Increase Students' Vocabulary at 8th Grade of SMPN Jambi City in Academic Year 2019. The participants were 8-B and 8-D students. The intention of this study was to investigate the impact of interactive multimedia on eighth-grade students at SMPN 2 Jambi City during the 2019 academic year. The obstacle was that students usually found speaking and writing activities frustrating since they continued using the same phrases and words, and their engagement came to an abrupt stop because of missing words. The fundamental reason for such communication issues is a lack of vocabulary. The instruments employed were pre- and post-tests. The results of the pre-test revealed that the students' vocabulary was low, with the majority of students obtaining fair or bad scores. This result was consistent with the teacher's remark that the students' daily marks in vocabulary were the lowest of any skill taught in the English course. As a suggestion, it is possible to infer that employing Interactive Multimedia can help students enhance their vocabulary. It is apparent that there was a significant difference in vocabulary results among eighth-grade students at SMPN 2 Jambi City who used visuals in the classroom.

5. Methodology

The purpose of this section was to provide support and guidance to the researcher as the research project progressed. It also focused on detailing the research topic, data collection, instruments, data analysis techniques and research procedure.

5.1 Setting and Participants

This research work was carried out in a public institution in the city of Loja, which is located in the south of Ecuador and has a population of approximately 485,421 citizens. The geographical coordinates of the institution where the research was conducted are approximately -4.003146196421327 latitude and -79.20192116028676 longitude.

Participants were selected using the convenience sampling approach. In convenience sampling, the researcher chooses individuals who are ready and accessible to be examined (Creswell 2012, p. 145). The participants in this research project were the pre-service teacher, who was the researcher, and a group of 30 students (16 females and 14 males), from the fifth-year basic education students parallel "B" at a public institution of Loja. In this grade, they were generally aged between 9 and 10 years old and usually had an English level of A1.1 based on the Common European Framework of Reference for Languages (Ministerio del Ecuador, 2016). This group was chosen with the permission of the principal of the institution along with the informed agreement of the students' representatives.

This specific procedure was used to recruit research participants and get approval to execute the intervention plan in the educational institution. In order to get authorization for the intervention proposal, the researcher first went to the institution and spoke with the principle. After obtaining the principal's consent, the next step was to collaborate with the institution's English teacher to establish an intervention plan that would be conducted during class hours based on her schedule. A formal request was filed to the university for authorization to perform the research.

5.2 Procedure

This study used a detailed approach to evaluate the effects of multimedia materials on English vocabulary learning among fifth-grade students. The six-week intervention was based on a thorough lesson plan that followed the Engage, Study, and Activate (ESA) approach. This technique created a dynamic learning environment in which students were first exposed to multimedia resources to acquire the new vocabulary in context, and lastly applied their knowledge through practical activities. To measure the impact of the intervention, pre- and post-tests were given to students to assess their vocabulary knowledge before and after the session. In addition, a questionnaire was administered to collect qualitative data on the students'

perspectives and experiences using multimedia tools. The collected information was thoroughly analyzed, resulting in informative recommendations and findings about the usefulness of multimedia tools in improving English vocabulary development.

5.2.1 Method

The following research design implemented a mixed methods approach following an action research model where the researcher collected both quantitative and qualitative data to address the sub-questions outlined in the research question, commonly known as the research problem. According to (Dawadi et al., 2021), the mixed method was used as a technique to provide instructions for the collection and analysis of data from multiple sources in a single investigation.

In addition, this project followed an action research model, which required many steps, such as identifying the problem, searching for information, developing a proposal for intervention, and finally drawing conclusions and recommendations for future studies. As educators, it was important that we were constantly looking for ways to improve our teaching and learning. That's what action research helped us to do. In Ginsberg's (2023) terms, the action research approach began with the identification of a topic or problem and proceeded through a series of iterative cycles of inquiry.

5.2.2 Research Design

The objective of this study was to improve English vocabulary by using Multimedia resources. The researcher used numerous multimedia resources and activities to help fifth grade students' English vocabulary during the period of intervention. Taking into account that this study involved the implementation of an intervention proposal, it implied that it followed an action-research model that began with the identification of a problem and continued with the search for information to discover a possible solution.

Therefore, the current research was carried out following the five steps of the action research cycle recommended by (Kemmis & McTaggart, 1988).

5.2.2.1 Initial Reflection

At the start of this study, the problem of the teaching and learning English process will be recognized. Then, the researcher will conduct a reflection on her practice as a pre-service teacher in order to determine the problem and after a literature review will select an innovative strategy to improve it. Afterwards, the researcher will analyze what has happened during the English lessons where she will collect new experiences and identify problems of lessons that have not worked properly.

5.2.2.2 Planning

As soon as the problem is detected, in the second phase of action planning the researcher will develop an intervention plan in which all the activities that will be implemented to solve the problem will be detailed. In other words, the plan will indicate what things will be done to improve and achieve English vocabulary learning. Thus, this plan will include how to implement the use of some multimedia resources to solve the problems in English vocabulary learning.

5.2.2.3 Action

In this, the third stage, the intervention plan will be implemented for the planned time and the instruments designed in the previous stage will be applied to collect all the necessary information that is of efficiency and the students' perceptions of the use of the multimedia resources and their impact on the English vocabulary learning strategy will be examined.

5.2.2.4 Observation

At the moment of applying each one of the lesson plans that use multimedia resources as a didactic strategy in class, the researcher will carry out the fourth step, in which a detailed observation will be carried out, which can be analyzed in the field notes. Consequently, this step and the previous one will be carried out at the same time in the research.

5.2.2.5 Reflection

Last but not least, once the action plan has been accomplished, the researcher should talk about what happened, how far she has improved the problem at hand, what she gained from the experience, what problems remain to be modified and how she might enhance the improvements she attempted to implement. In other words, following the implementation of the plan, everything that has happened will be critically analyzed and then reflected upon. The researcher made recommendations for more study after taking the intervention's experiences and limitations into account.

5.2.3 Data Collection Sources and Techniques

During the course of the study, the researcher used the following techniques and tools to collect data.

The first technique was the implementation of the testing technique which was analyzed through the pre-test (see Annex 1), which, in accordance with Pan & Sana (2021), was known as error generation or pre-questioning, and involved taking practice tests before, rather than after, the knowledge that had already been taught. Moreover, the post-test instrument (see Annex 2), as indicated by Samuel et al. (2019), involved carrying out a post-test assessment at the end of the training course to measure the increase in knowledge as a result of the training

course. The tests mentioned above consisted of multiple-choice, fill-in-the-blank, and matching questions that provided a measure of the level of learners' vocabulary knowledge before and after the intervention. Collectively, these instruments collected quantitative data to understand the effectiveness of the multimedia resources on English vocabulary.

The second one was the use of the survey technique by employing a questionnaire (see Annex 3). It was used as an instrument where the participants of a study had to answer questions in a written form in order to collect and compare their answers. In the opinion of (Taherdoost, 2022), a questionnaire makes the process of data collection both standardized and comparable, as it is the main and dominant way of collecting primary and quantitative data. This instrument utilized the Likert scale and multiple-choice questions, in this case (agree, neutral, and disagree). The results of this survey demonstrated students' perceptions of the use of multimedia resources for English vocabulary.

In addition, the observation technique was applied through field notes to record what happened in each lesson (see Annex 4). Likewise, (Phillippi & Lauderdale, 2018) claim that field notes have several uses. As well as they help to provide detailed, comprehensive descriptions of the research setting, encounter, interview, focus group, and other contextual information in the report. It was important to record significant findings and procedures that occurred during the observation, or any particular situations that arose. This instrument assisted the researcher in collecting notes on students' performance in the use of multimedia resources in each lesson. Thus, qualitative information was obtained to validate and support the quantitative results. In the pre- and post-test instruments, the question was presented through a scoring guide (see Annex 5) with answers and points for each question.

5.3 Data Analysis

At first, the quantitative information was analyzed by descriptive statistics using tables and graphs showing the central tendency of the scores obtained in the pre-test and post-test. (Yellapu, 2018) indicates that descriptive statistics help organize data by describing the connection between variables in a sample or population utilized to logically analyze, describe, and summarize research data which were acquired. Moreover, the statistics were an important step in research and should always be calculated in a numerical form before starting inferential comparisons employing quantitative data. In the same way, pre- and post-test results based on the national grading scale system (see Annex 6) by the (Ministry of Education, 2015) were presented together with numerical values and graphs that highlighted patterns in the data.

Subsequently, qualitative data analysis was conducted on the basis of the students' perceptions in the questionnaire and the data taken from the field notes. This analysis supported quantitative information on the effectiveness of the multimedia resources for English vocabulary. Besides, (Jackson II et al., 2007) specifies that qualitative is a set of methods for gathering data from people or groups using organized, semi-structured, or unstructured forms of questioning. This is where tools such as interviews, surveys, questionnaires, field notes, and more helped to gather this kind of data, relating how and why things happened in the research in relation to the students' perceptions that were documented in the field notes as well as the opinions that the students expressed in the questionnaire, allowing the researcher to estimate the central tendency of the results by using a Likert scale in which (Joshi et al., 2015) say that the initial Likert scale consists of a list of statements or items provided for the actual or fictitious scenario being studied. On a metric scale, participants were asked to indicate how strongly they agreed or disagreed with the statements (items) provided.

6. Results

The following sections presents the results and findings obtained through the application of an intervention plan. The results were organized to collected information from the pre- and post- test which were examined with descriptive statistics. In addition, it also shows the results acquired from the application of the questionnaire and the researcher's observations recorded in the field notes, which were used to know the students' perceptions using text-based approach, this data was analyzed through a thematic analysis. Also, the information was illustrated with tables and figures.

6.1. Pre-test and Post-test

Objective one: To analyze the effectiveness of multimedia resources on the development of English vocabulary among middle basic education students in a public institution of Loja, school year 2023-2024.

Sub-question one: What is the effectiveness of multimedia resources on the development of English vocabulary among middle basic education students at a public institution in Loja during the 2023-2024 school year?

Table 2.

Comparison between pre and post-test total means of fifth-grade students' English vocabulary

Tests	N° Students	Total means
Pre-test	30	4,00
Post-test	30	8,86
Difference	na	4,86

Figure 1.

Comparison between pre-test and post-test total means

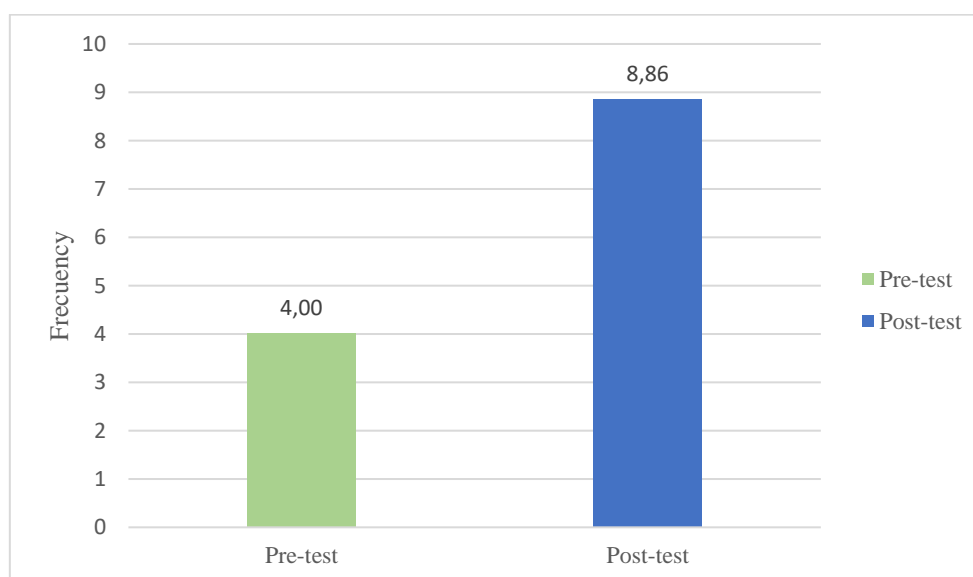


Figure 1 illustrates the general mean obtained by the students in the pre and post-tests, which were given to 30 students, resulting in a total mean of 4,00/10 in the pre-test and 8,86/10 in the post-test, indicating an improvement in English vocabulary due to a difference of 4,86 points. Multimedia resources improved fifth-year basic grade students' English vocabulary.

6.2. Comparison of pre-test and post-test results for vocabulary indicators.

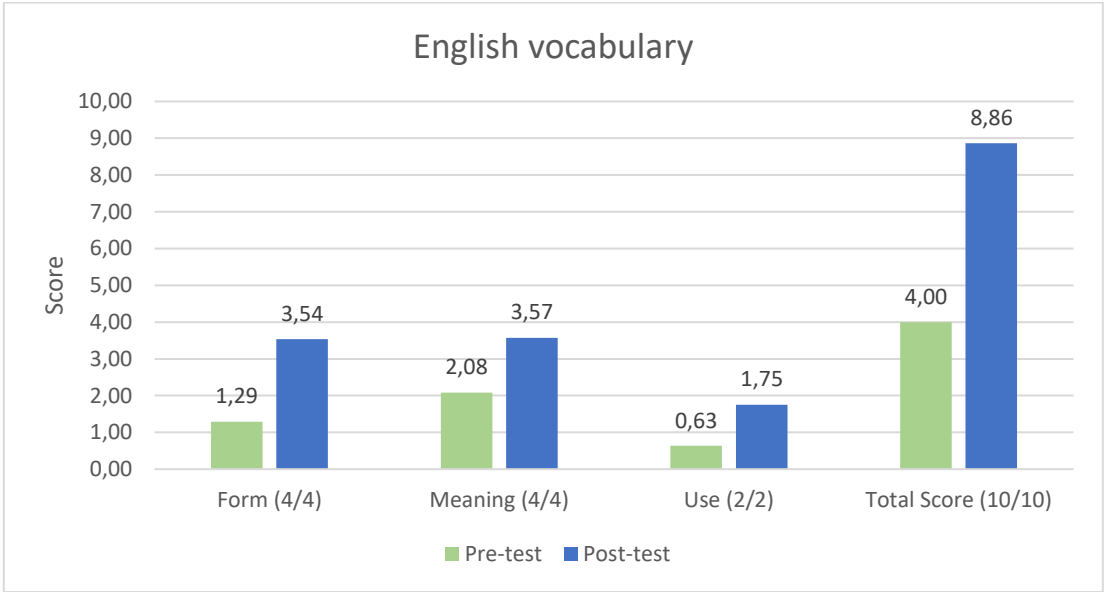
Table 3.

Mean score difference between pre-test and post-test on English vocabulary indicators.

Indicators	Pre-test	Post-test	Difference
Form (4/4)	1,29	3,54	2,25
Meaning (4/4)	2,08	3,57	1,49
Use (2/2)	0,63	1,75	1,12
Total Score (10/10)	4,00	8,86	4,86

Figure 2.

Mean score difference between pre-test and post-test on English vocabulary indicators.



The results from Figure 2 demonstrate significant improvements in English vocabulary skills after the application of multimedia resources. For the first indicator, students' ability to recognize written words correctly with the mean score increased from 1.29/4 in the pre-test to 3.54/4 in the post-test, showing a 2.25 of improvement. The second indicator, understanding word associations, increased from 2.08/4 to 3.57/4, an increase of 1.49. The third indicator, which measured the ability to use words appropriately based on context, formality, and social situation, also showed notable progress. Students' scores improved from a pre-test mean of 0.63/2 to a post-test mean of 1.75/2, representing an upgrade of 1.12. These results collectively

indicate that the use of multimedia resources effectively enhanced students' English vocabulary skills across multiple aspects, including word recognition, understanding of word associations, and contextual usage.

In addition, it is important to mention that the students found it easier to improve the form sub-skill, as they were able to improve their ability to recognize a word in written form. In conclusion, the results obtained from Figure 2 show a significant improvement in the English vocabulary sub-skills, all associated to the effective use of the multimedia resources.

Table 4

Comparison of the results with the National Grading Scale

DESCRIPTION	PRE-TEST		POST-TEST	
	f	%	f	%
Does not reach the required learning (<4)	18	60	0	0
Close to reach the required learning (4,01 - 6,99)	12	40	0	0
Achieves the required learning (7,00 - 8,99)	0	0	12	40
Masters the required learning (9,00 - 10,00)	0	0	18	60
Total	30	100	30	100

Figure 3

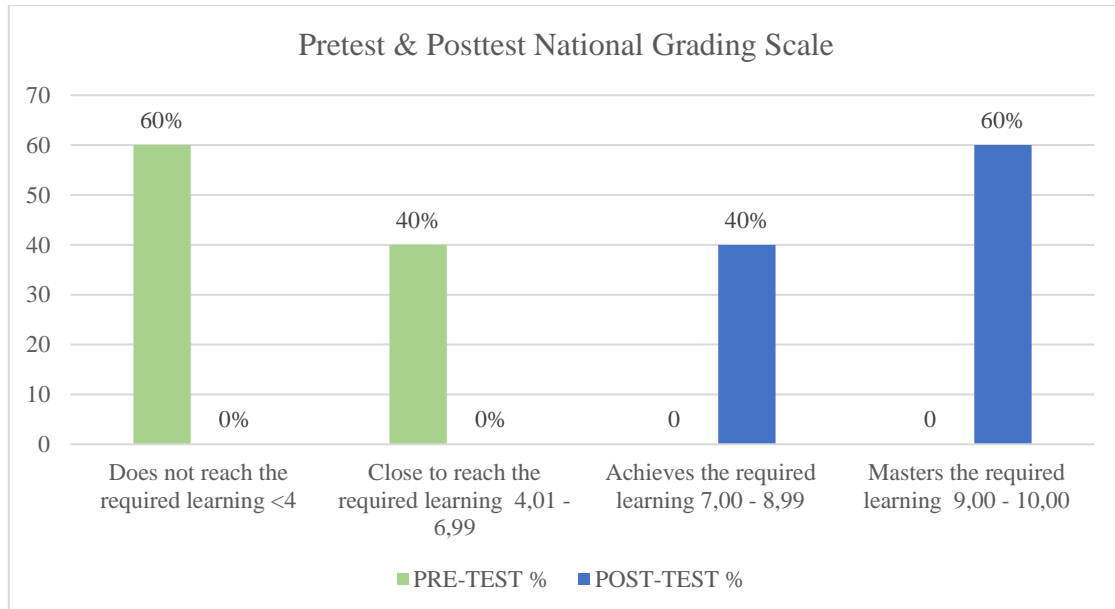


Figure 3 compares pre-test and post-test results measuring student performance in English vocabulary according to the National Grading Scale applying by the Ministry of Education. The pre-test reported that 60% of students scored below the required learning level, 40% were close to reaching it, indicating that many students struggled with identifying the indicators of English vocabulary.

In contrast, post-test results revealed significant improvement after the intervention. No students scored below the required level, no one were close to reaching it, 40% achieved it, and 60% mastered it. This shows a substantial enhancement in English vocabulary learning, with more students achieving and mastering the required learning levels.

6.3 Questionnaire results

The questionnaire, that include closed questions, was used to validate the findings. Similarly, field notes were used to acquire considerable data concerning students' impressions of the use of multimedia resources in the English vocabulary learning process, particularly among fifth-grade students. Data will be presented in tables and bar graphs, with accompanying interpretations and analysis.

Objective 2: To identify the learners’ perceptions of multimedia resources in EFL vocabulary learning among middle basic education students in a public institution of Loja, school year 2023-2024.

Sub-question 2: What are the learners’ perceptions of multimedia resources in EFL vocabulary learning among middle basic education students at a public institution in Loja, during the 2023-2024 school year?

Table 5.
Multimedia resources are dynamic to improve my learning process

	f	%
Agree	22	73
Neutral	4	13
Disagree	4	13
Total	30	100

Figure 4.

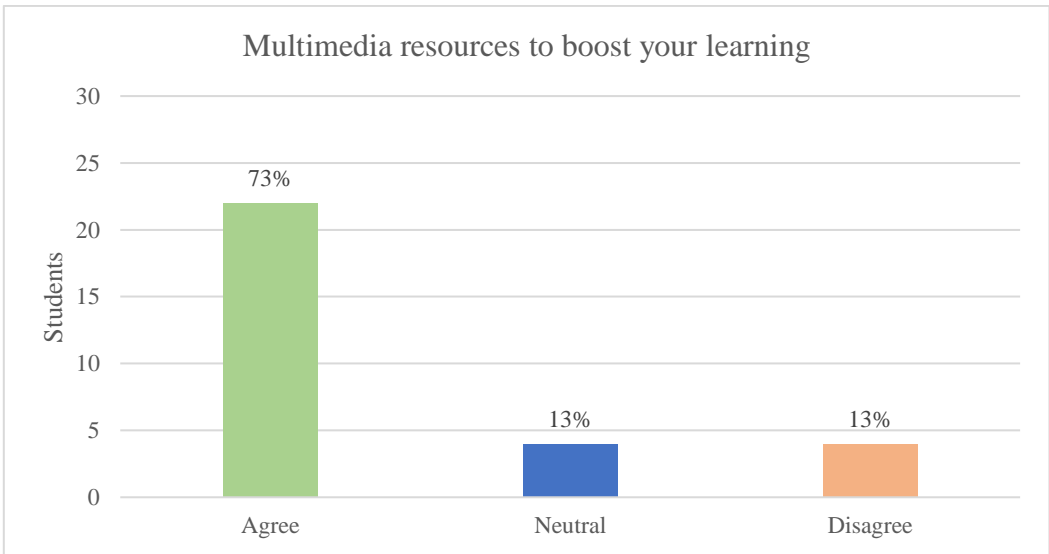


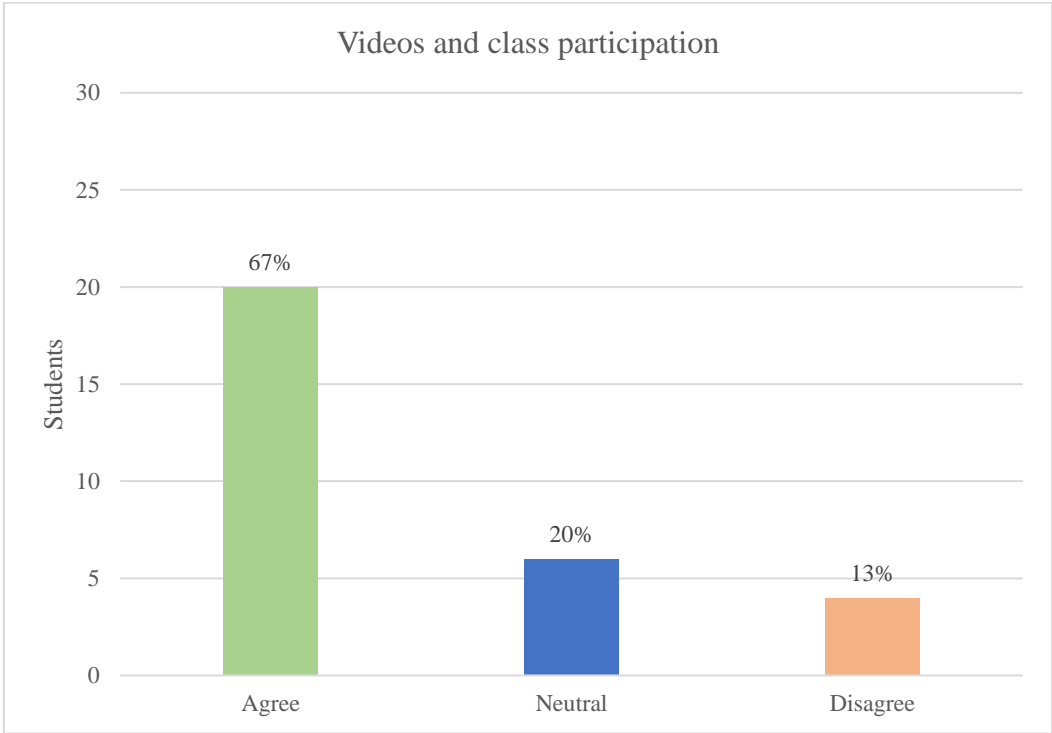
Figure 4 shows that 73% of students were agree of using multimedia resources to improve their vocabulary, demonstrating their excitement for English learning through multimedia resources. According to the researcher's observations, many students were motivated to use multimedia resources. About 13% of students found multimedia resources useful for learning vocabulary. Some participants expressed boredom and lack of motivation when using multimedia resources. However, just 13% expressed disagreement, observations reveal that some students do not care about the resources used during the intervention.

Table 6.

Using videos motivates to participate in class

	f	%
Agree	20	67
Neutral	6	20
Disagree	4	13
Total	30	100

Figure 5.



According to the data collected, as can be seen in Figure 5, about 67% of the students agreed that the videos motivated them to participate in class. Meanwhile, some 20% mentioned that they were neutral in class participation, on the other hand, only 13% indicated that they disagreed. This shows that the songs motivated the most to participate in class to learn vocabulary, with a significant majority having interacted in some way with them. Through the

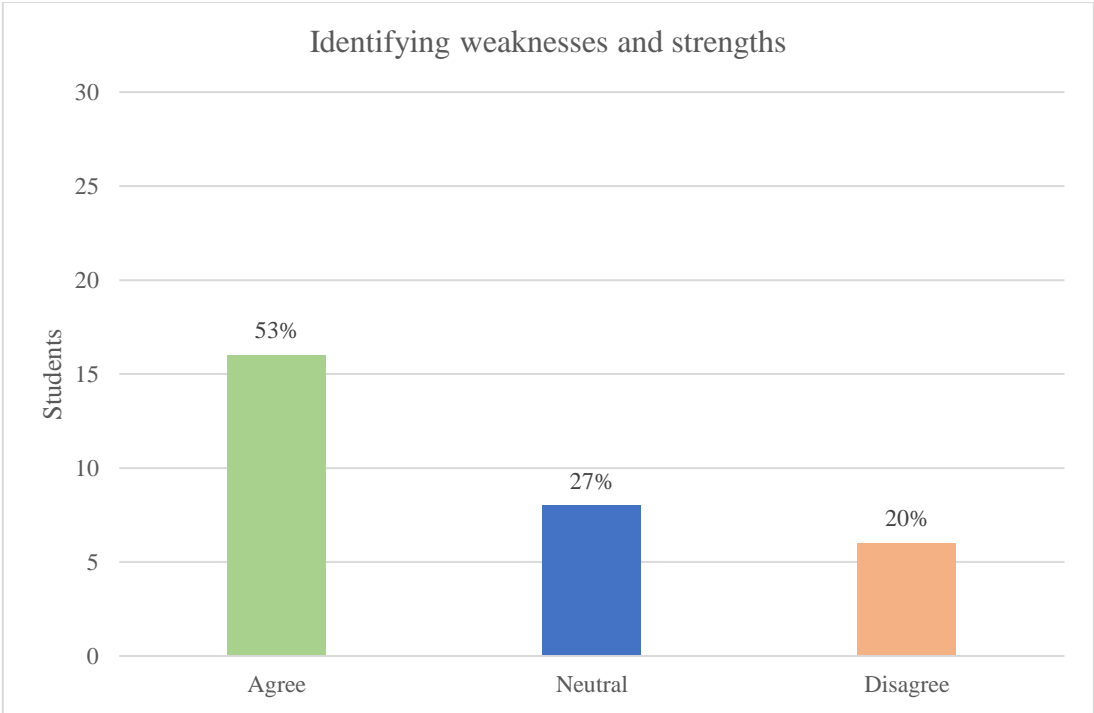
researcher's observations, the teacher identified that some students felt a little insecure and also that they were afraid of giving the wrong answer when participating.

Table 7.

Multimedia resources to identify weaknesses and strengths about vocabulary.

	f	%
Agree	16	53
Neutral	8	27
Disagree	6	20
Total	30	100

Figure 6.



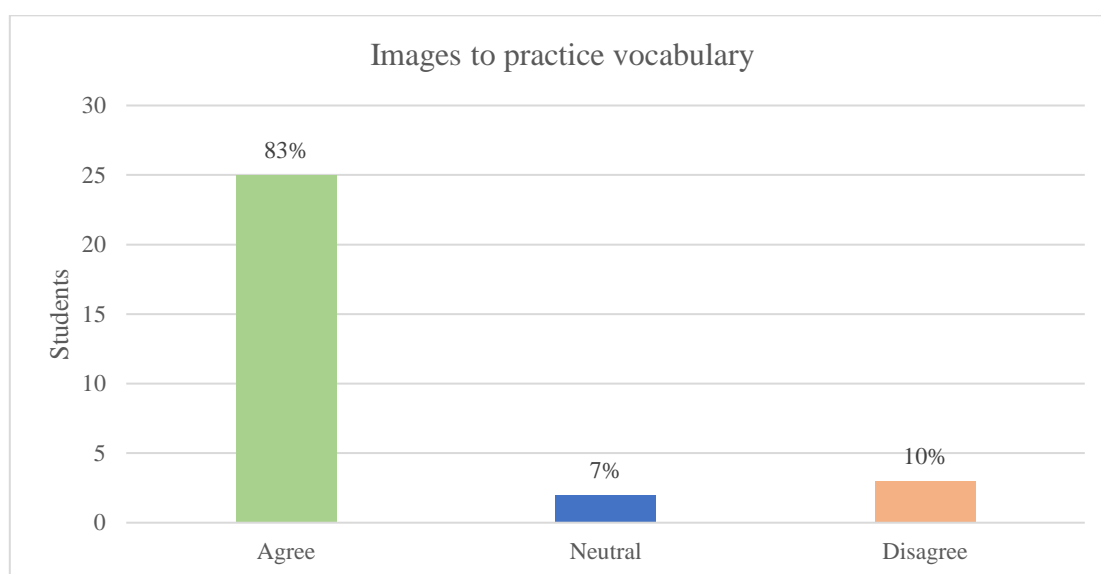
As shown in Figure 6, the highest percentage of students (53%) indicated that the multimedia resources helped them to identify their strengths and weaknesses when learning vocabulary. In contrast, a smaller percentage of students (27%) mentioned that the multimedia resources were not that effective. In addition, the researcher observed that some students made slow progress in their vocabulary learning. Finally, (20%) of the participants disagreed that the multimedia resources helped them to identify their strengths and weaknesses. Therefore, almost half of the students consider these resources useful according to the observations, highlighting the value and effectiveness of the provided materials in enhancing their learning experience using multimedia resources, although it could be seen that students were more curious about these methods and could help them to improve their weaknesses in class.

Table 8.

Images offered the opportunity to review and practice vocabulary

	f	%
Agree	25	83
Neutral	2	7
Disagree	3	10
Total	30	100

Figure 7.



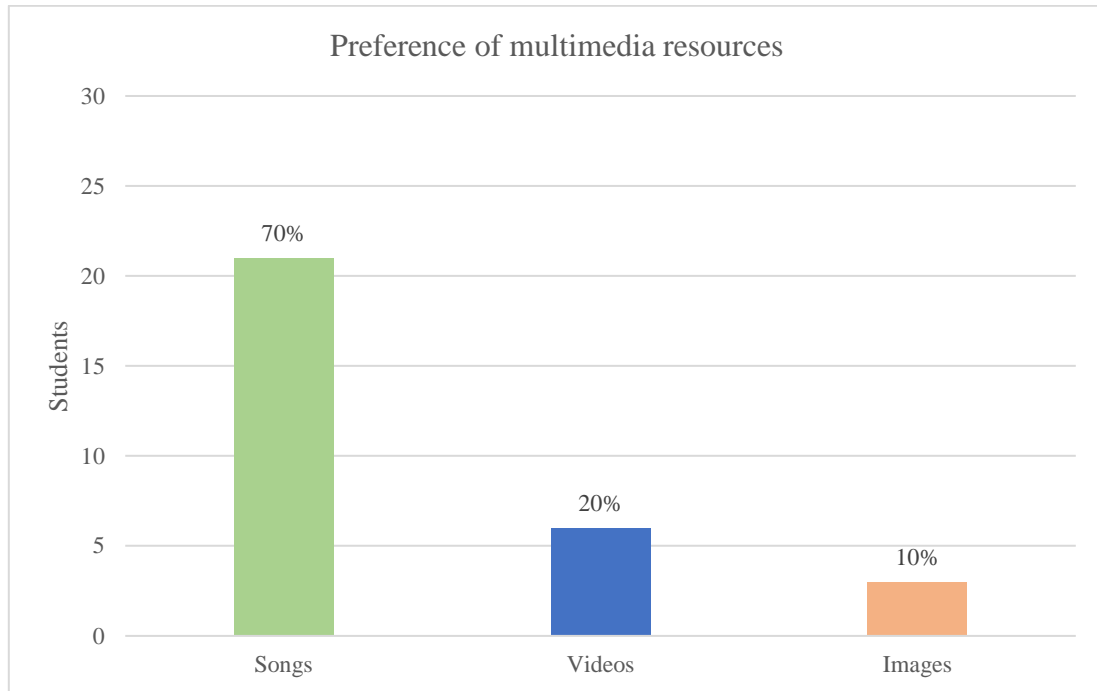
As can be seen in the Figure 7, a large majority, 83%, of the students indicated that they agree that the images provide an opportunity to review and practise vocabulary. Also, a small proportion, 7%, is neutral in this respect. However, a minority, 10%, disagreed with the statement. In the observations it was evident that students were more engaged when learning vocabulary through the use of images, but a few were not fully motivated because images, even though they are an attractive visual media, students are used to seeing them much more often than listening to songs or watching videos.

Table 9.

Students' preferences about the multimedia resources.

	f	%
Songs	21	70
Videos	6	20
Images	3	10
Total	30	100

Figure 8.



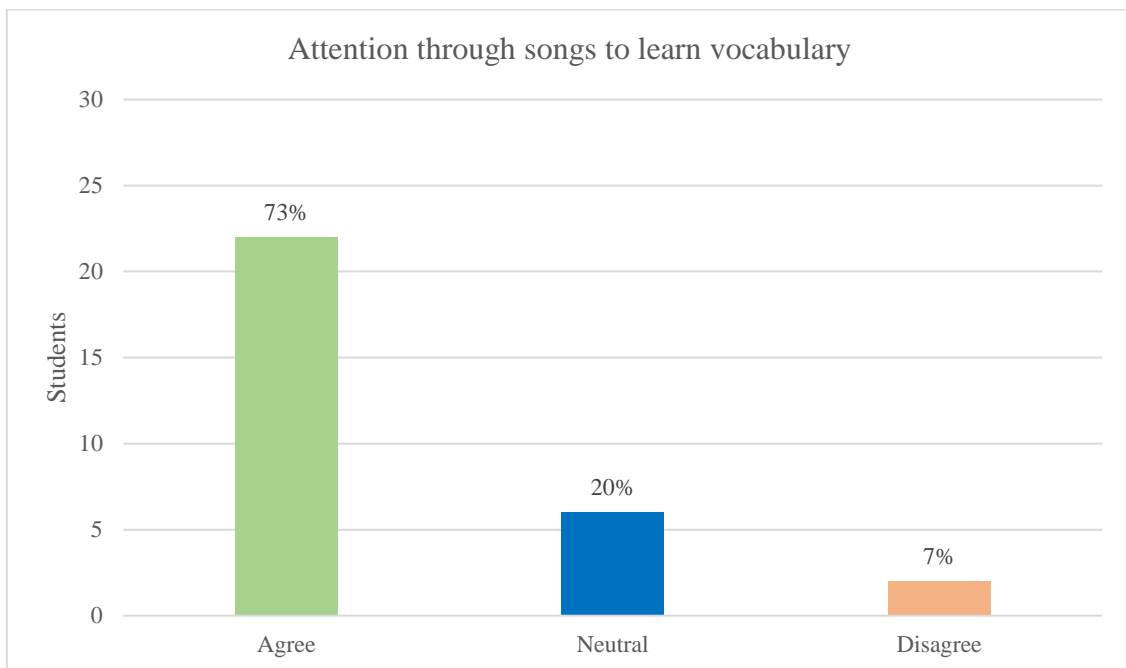
Regarding the use of multimedia resources for vocabulary development, the Figure 8 shows that a significant majority (70%) of students said that videos facilitated the retention of new words. A small proportion (20%) stated that the videos were effective, while only a few (10%) thought the least effective was the use of images for vocabulary learning. On the other hand, observations suggest that most students were interested in the use of video because it was a new approach in their classroom. The engaging visual and auditory elements caught their attention and made the learning process more enjoyable. However, some students struggled to understand the vocabulary presented in the videos, suggesting the need for additional support such as vocabulary lists or pre-teaching of key terms to ensure that all students could fully benefit from this resource.

Table 10.

Songs kept my attention in class when learning vocabulary.

	f	%
Agree	22	73
Neutral	6	20
Disagree	2	7
Total	30	100

Figure 9.



Concerning the use of songs to maintain attention during vocabulary learning, the Figure 9 indicates that an overwhelming majority (73%) of students agreed that songs kept their attention in class when learning vocabulary. One fifth (20%) of the students remained neutral and very few (7%) disagreed. Observations on the topic revealed that a large number of students were attentive and participative during the song-based activities, often singing along when they had the correct answers. However, a small number of students did not like this approach due to difficulties in understanding the vocabulary of the song lyrics.

7. Discussion

This section describes the analysis of this study in a depth way, in which the researcher compares the results of this research to some of the previous studies mentioned above. Likewise, this section aims to answer the main research question and sub-questions stated at the beginning of the study, as well as highlight the limits that were identified during the intervention and make some recommendations for future studies.

Regarding the main research question: How can students improve English vocabulary by using Multimedia resources? The results of the pre and post-test (see Figure 1) evidenced that the use of multimedia resources had a positive impact on the learning of English vocabulary. This is because students were able to improve their vocabulary using dynamic multimedia resources, such as Images, Songs and Videos. These findings are similar to Ponce (2019) study, where she stated that students show motivation and cooperation to work with multimedia resources, because they found funny to learn through the use of them. Another positive aspect is that the students were immersed in an innovative learning style rather than the conventional learning method. These findings are in agreement with Zou & Teng (2023) who mention that multimedia glossing is more effective for vocabulary learning than the single textual glossing mode. Furthermore, Katemba C. V (2022) confirms that students using multimedia methods improved their vocabulary more effectively than using traditional methods.

Concerning the first sub-question: What is the effectiveness of multimedia resources on the development of English vocabulary? The effectiveness of multimedia resources in English vocabulary was reflected in the pre-test (4.00) and post-test (8.86) scores with a difference of 4.86 points. In addition, Figure 8 highlights the results of the effectiveness of three types multimedia resources like songs, images and videos to support vocabulary indicators such as form, meaning and use, it helped significantly to develop students' learning and enhance their English vocabulary. Based on the findings, students select songs as the most effective resource followed by videos, and images as the least effective tool. As noted in the literature review, Roshankumar R. Patel (2022) mentions that multimedia allows teachers to present material in a variety of media, facilitating more effective information transfer and serve as a useful teaching tool for delivering educational content. Similarly, Maissa (2020) points out that repetition of words and phrases is incorporated into songs, and this helps the brain retain what it has gained, which is helpful for developing English vocabulary.

On the other hand, regarding the second sub-question: What are the learners' perceptions of multimedia resources in EFL vocabulary learning? According to the field notes and questionnaire responses, the most of the participants 73% had a positive opinion of the use of multimedia resources to improve their English vocabulary. Thus, students described multimedia resources as an engaging tool that captures their attention and enhances their vocabulary learning in a didactic way. In addition, multimedia stimulated active participation in class, creating a more dynamic and productive learning environment. Students also mentioned that the use of multimedia related to specific topics and their level of English improved their vocabulary, motivation, and confidence in the content and their improvement in the autonomous learning. These findings align with Bunmak's (2021) study, who concluded that the effectiveness of using multimedia in learning vocabulary can contribute in the students' learning to their improvement in understanding and learning of new vocabulary. Moreover, Ponce (2022) stated that multimedia resources exposed students to a new educational environment in which they constructed their own knowledge according to their needs and learning style. Finally, Andresen & Brink (2013) suggest that due to its interactivity, adaptability, and ability to integrate various media that can promote learning and learners' motivation, multimedia is incredibly beneficial and productive in education. In summary, the effectiveness and beneficial impact of the multimedia resources are evident, as students revealed improvements in vocabulary learning more specifically in the indicators of form and meaning, as well as learning in a dynamic and enjoyable way.

Although the positive results of the intervention, there are some limitations that affect this study. Firstly, the time period designed for the intervention was quite limited, so it was not possible to achieve better results or apply more specific techniques; consequently, it is suggested that future researchers encourage students to actively learn vocabulary and engage in regular practice to enhance and extend their vocabulary skills. Secondly, the participants missed some hours of English class for reasons like school projects or other external factors that made students lose the thread of the class. Further, it is suggested to continue exploring the use of multimedia resources that contribute to the improvement of English vocabulary and other skills. Lastly, in terms of methodology, the researcher could explore alternatives to field notes such as reflective journals to enrich the quality of the qualitative information collected or look for other innovative methods to analyse the learner's perspective. Besides, an exploratory research with university students could be used to explore the effectiveness of these resources with an older population.

8. Conclusions

This study sought to examine the influence of multimedia resources on English vocabulary learning among middle basic education students; thereby, its findings allow us to conclude that:

- The use of multimedia resources in middle-level education learners significantly enhanced their English vocabulary skills. Furthermore, students noticed that these tools offered them a highly attractive and engaging way to improve their vocabulary learning.
- The application of three types of multimedia resources, including images, music, and videos, enabled learners to improve their vocabulary form, meaning, and use. It is also significant to emphasize that these resources, combined with vocabulary activities focused on each sub-skill, have demonstrated to be helpful in enhancing learners' English vocabulary.
- The students' perceptions of using multimedia tools to expand their English vocabulary were mostly favourable because they actively participated in class. Moreover, students claimed that multimedia certainly makes vocabulary learning more enjoyable but also increases motivation, optimism, and individuality. As a result, multimedia resources provided learners with an extremely meaningful and interesting learning experience.

9. Recommendations

Through this study which investigated the influence of multimedia resources on the learning of English vocabulary, it is recommended to future researchers that:

Based on the results of this investigation, it is highly recommended that teachers include some multimedia resources such as: songs, images and videos in classes to enhance English vocabulary. On the other hand, it is recommended to continue researching the use multimedia resources that contribute to enhancing not only vocabulary but also other English skills, such as reading, listening, and speaking.

As a suggestion to schools, technological devices such as a computer room or projector could be integrated so that teachers can use multimedia resources (e.g., songs, images, videos, etc.) that help students to develop their vocabulary learning in a better way. In addition, each resource could be adapted with each vocabulary indicator in a way that makes it more understandable to the learners so that it captures their attention.

Due to the positive impact demonstrated by the students related to the use of multimedia resources to improve English vocabulary, it is recommended that teachers integrate these resources in relation to the contents and level of the students in order to make the classes more interesting and dynamic.

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11. Annexes

Annex 1. Pre-test



UNIVERSIDAD NACIONAL DE LOJA DEPARTMENT OF PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

DATA COLLECTION INSTRUMENT: PRE-TEST

Dear student, answer the following test with sincerity and honesty. Your answers will be anonymous and confidential.

Student's code: UEPJA5B_____

Date: _____

Written form (4 points)

1. Put the correct answer in the blanks: (2 points/0,50)



Doctor



Dancer











Police officer



Painter

- a) The uses a lot of paint and color in her artwork.
- b) When I feel sick I go to the hospital to see a
- c) When a thief stole my smartphone, I looked for a
- d) My friends met a famous in the studio.

2. Choose a word from the box and write it under the corresponding picture. (2 points/0,25)

Insects	Flying a kite	Cold	Hot
Planting	Flowers	Catching a butterfly	Sandcastle
			
			

Associations (4 points)

3. Match the word with a line to its respective image: (2 points/0,25)



Go shopping



Sleep



Read



Cook



Do yoga



Play soccer



Ride a bike



Run

4. Match the sets of words with their corresponding category. Example (1-A; 2-B)
(2 points/0,50)

- A. Do Shopping, to the park, to class.
- B. Play Grandparents, friends.
- C. Visit Exercise, yoga, chores.
- D. Go Baseball, basketball.

1 -
2 -
3 -
4 -

Collocations (2 points)

5. Fill in the blanks with the correct word according to the picture: (2pts/0,50)



working

planting

cloudy

butterflies

looking

cleaning

catching

staying

- a) It's a day today.
- b) There are a lot of in the yard.
- c) He's flowers outside the house.
- d) She is on her laptop near the flowers.

THANKS FOR YOUR COLLABORATION!!!

Annex 2. Post-test



**UNIVERSIDAD NACIONAL DE LOJA
DEPARTMENT OF PEDAGOGÍA DE LOS IDIOMAS NACIONALES
Y EXTRANJEROS**

DATA COLLECTION INSTRUMENT: POST-TEST

Dear student, answer the following test with sincerity and honesty. Your answers will be anonymous and confidential.

Student's code: UEPJA5B_____

Date: _____

Written form (4 points)

1. Put the correct answer in the blanks: (2 points/0,50)



Planting a tree



Reading a book



Having a picnic



Watching TV

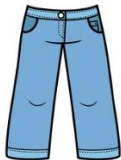
- e) We are _____ in the living room.
- f) When the weather is good, I like _____ in the garden.
- g) In a sunny day, my mother and us choose _____ in the park.
- h) When it is raining, I prefer _____ at home.

2. Choose a word from the box and write it under the corresponding picture. (2 points/0,25)

Rainy	Sunny	Foggy	Cloudy
Stormy	Windy	Partly cloudy	Snowy

Associations (4 points)

3. Match the word with a line to its respective image: (2 points/0,25)



Sweatshirt

Jeans

Coat

Bathing suit

Shoes

Sweatpants

Scarf

T-shirt

**4. Match the sets of words with their corresponding category. Example (1-A; 2-B)
(2 points/0,50)**

- | | |
|-------------------|---|
| A. Hot | Read a book, wash the dishes, do homework. |
| B. Cold | Take off your sweatshirt; take off your coat |
| C. Inside | Go to the market, ride a bike, play baseball. |
| D. Outside | Put on a sweater; put on a scarf. |

1 -
2 -
3 -
4 -

Collocations (2 points)

5. Fill in the blanks with the correct word according to the picture: (2pts/0,50)



sweatshirt

scarf

rainy

ice skates

helmet

snowy

sweatpants

baseball bat

- e) All of us are wearing _____, two greys, one blue and one black.
 f) My friend is wearing a _____ with a snowman on it.
 g) Danna is wearing a white _____ and also a pink hat.
 h) It's a _____ day!! We should make a snowman.

THANKS FOR YOUR COLLABORATION!!!

Annex 3. Test Scoring Guide

PRE-TEST

N°	Question	Indicator	Score
1	Put the correct answer in the blanks:	Written form	2 points 0,50
2	Choose a word from the box and write it under the corresponding part.	Written form	2 points 0,25
3	Match the word with a line to its respective image:	Associations	2 points 0,25
4	Match the sets of words with their corresponding category.	Associations	2 points 0,50
5	Fill in the blanks with the correct simple phrasal verb:	Collocations	2 points 0,50
TOTAL			10 points

POST-TEST

N°	Question	Indicator	Score
1	Put the correct answer in the blanks:	Written form	2 points 0,50
2	Choose a word from the box and write it under the corresponding part.	Written form	2 points 0,25
3	Match the word with a line to its respective image:	Associations	2 points 0,25
4	Match the sets of words with their corresponding category.	Associations	2 points 0,50
5	Fill in the blanks with the correct simple phrasal verb:	Collocations	2 points 0,50
TOTAL			10 points

Annex 4. National Grading Scale

Qualitative Scale	Quantitative Scale
Does not reach the required learning	(menor a 4)
Close to reach the required learning	4,01- 6,99
Achieves the required learning	7,00 - 8,99
Masters the required learning	9,00 - 10,00

Annex 5. Questionnaire



UNIVERSIDAD NACIONAL DE LOJA DEPARTMENT OF PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

DATA COLLECTION INSTRUMENT: QUESTIONNAIRE

Dear student, answer the following questionnaire with sincerity and honesty. Your answers will be anonymous and confidential.

Student's code. UEPJA5B_____

Date: _____

Circle your level of agreement with each statement according to your class experience:



Agree



Neutral



Disagree

1. **Multimedia resources such as: audios, videos and songs, are dynamic and help me to improve my learning process. (dynamic)**



Agree



Neutral



Disagree

2. **Using videos in class motivates me to participate in class. (videos)**



Agree



Neutral



Disagree

3. **Multimedia resources helped me to identify my weaknesses and strengths about vocabulary. (Multimedia)**



Agree



Neutral



Disagree

4. **I consider that images offered me the opportunity to review and practice vocabulary inside and outside the classroom. (Images)**



Agree



Neutral



Disagree

5. I consider that songs kept my attention in class when learning vocabulary.
(attention)



Agree



Neutral



Disagree

6. Which of the multimedia resources such as songs, pictures and videos helped you to develop your English vocabulary?



Songs



Images



Videos

THANKS FOR YOUR COLLABORATION!

Annex 6. Lesson Plans



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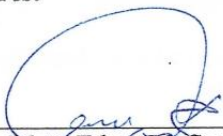
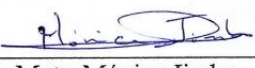

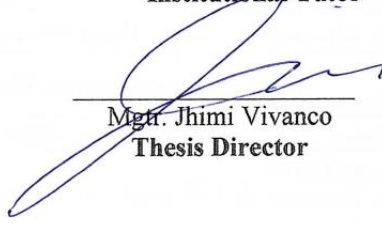
LESSON PLAN #1			
Institution Name:	Unidad Educativa “Pío Jaramillo Alvarado”		
Date:	April 19 th – May 03 rd	School Year:	2023-2024
Type of Institution	Public (x) Private () Fisco-Misional () Municipal ()		
Institutional Tutor:	Mgr. Mónica Jimbo		
Academic Tutor:	Mgr. Edgar M. Castillo C.		
Thesis Director:	Mgr. Jhimi Vivanco		
Preservice Teacher:	Marcia Patricia Sisalima Roa		
Schedule:	Wednesday: 11h30 – 12h15		
Time per lesson:	1	Language level:	A1.2
Class / Number of Students:	5 th EGB “B”: 31		
Topic:	Pre-test		
Contents:	<ul style="list-style-type: none"> Pre-test 		
Lesson Objectives:	To apply the pre-test with the purpose of enhance English vocabulary through multimedia resources.		
Materials	<ul style="list-style-type: none"> Pre-test sheets 		
Engage			Time
“Simon says game”. Teacher will say actions and students have to perform them, if the teacher does not say the word ‘Simon says’ and students perform the action, they lose.			5 min
Study			Time
<ul style="list-style-type: none"> The teacher distributes the pre-test worksheet to the students. Teacher will give an explanation to the students of the pre-test questions before starting it to get a better comprehension of the contents. 			10 min
Activate			Time
<ul style="list-style-type: none"> The teacher will ask students to complete the worksheet individually. 			5 min
Assessment			Time
<ul style="list-style-type: none"> Students will take the pre-test. Students will be monitored and assisted when necessary. 			10 min
Feedback / Closure			Time
The teacher will appreciate the students' participation in their pre-test.			5 min



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Observations	
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.....	
Signatures:	
 _____ Mgtr. Edgar M. Castillo C. Academic Tutor	 _____ Mgtr. Mónica Jimbo Institutional Tutor
 _____ Srta. Marcia Patricia Sisalima Roa Preservice Teacher	 _____ Mgtr. Jhimi Vivanco Thesis Director



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LESSON PLAN #2			
Institution Name:	Unidad Educativa "Pio Jaramillo Alvarado"		
Date:	May 06 th – 10 th	School Year:	2023-2024
Type of Institution	Public (x) Private () Fisco-Misional () Municipal ()		
Institutional Tutor:	Mgtr. Mónica Jimbo		
Academic Tutor:	Mgtr. Edgar M. Castillo C.		
Thesis Director:	Mgtr. Jhimi Vivanco		
Preservice Teacher:	Marcia Patricia Sisalima Roa		
Schedule:	Wednesday: 11h30 – 12h15		
Time per lesson:	45 mins	Language level:	A1.2
Class / Number of Students:	5 th EGB "B": 31		
Topic:	Phrasal verbs		
Contents:	<ul style="list-style-type: none"> • Clothes • Phrasal verbs 		
Lesson Objectives:	<ul style="list-style-type: none"> • To express instructions for dressing and undressing through the phrasal verbs. ◆ To improve the meaning of English vocabulary using songs. 		
Materials	<ul style="list-style-type: none"> • Textbook • Worksheet ◆ Speaker 		
Engage			Time
"Draw the clothes". Students will have to guess an article of clothes for the others to guess as a review. Students will review the clothes through the drawing activity.			5 min
Study			Time
<ul style="list-style-type: none"> • Teacher will use flash cards to introduce vocabulary about clothes. • Teacher will explain the use of phrasal verbs for dressing and undressing using examples. • Teacher will remind students of the use of phrasal verbs in spoken sentences. 			15 min
Activate			Time
<ul style="list-style-type: none"> • Teacher will play a song related to clothes to the students and give them a worksheet to fill in the items of clothes they will hear. (link: https://www.englishforkidz.com/2015/04/clothing-song-for-kids.html) • Students will complete a worksheet and their answers will be compared with other students. • Students will write their mistakes on the board and another student will write it correctly. 			10 min




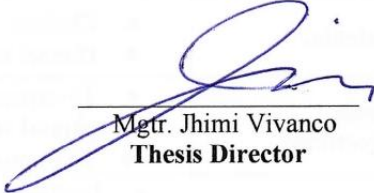


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Assessment	Time
<ul style="list-style-type: none"> Students will be orally assessed by asking questions about phrasal verbs. 	10 min
Feedback / Closure	Time
Teacher will give a short reflection about the importance of using phrasal verbs and needs in relation to clothing.	5 min

Observations	
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Signatures:	
 _____ Mgr. Edgar M. Castillo C. Academic Tutor	 _____ Mgr. Mónica Jimbo Institutional Tutor
 _____ Srta. Marcia Patricia Sisalima Roa Preservice Teacher	 _____ Mgr. Jhimi Vivanco Thesis Director



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LESSON PLAN #3			
Institution Name:	Unidad Educativa "Pio Jaramillo Alvarado"		
Date:	May 13 th – 17 th	School Year:	2023-2024
Type of Institution	Public (x) Private () Fisco-Misional () Municipal ()		
Institutional Tutor:	Mgtr. Mónica Jimbo		
Academic Tutor:	Mgtr. Edgar M. Castillo C.		
Thesis Director:	Mgtr. Jhimi Vivanco		
Preservice Teacher:	Marcia Patricia Sisalima Roa		
Schedule:	Wednesday: 11h30 – 12h15		
Time per lesson:	45 mins	Language level:	A1.2
Class / Number of Students:	5 th EGB "B": 31		
Topic:	How much is it?		
Contents:	<ul style="list-style-type: none"> • Quantifying expression – How much? • Numbers • Clothes 		
Lesson Objectives:	<ul style="list-style-type: none"> • To give the price of some items using the quantifying expression "How much?" ◆ To improve the use aspect of vocabulary using images as a multimedia resource. 		
Materials	<ul style="list-style-type: none"> • Textbook • Worksheet ◆ Projector 		
Engage			Time
<p>"Guess the clothes". Students choose a random image and they have to guess an item of clothes through drawings.</p> <p>Review: Students review the vocabulary about clothes through a drawing activity (shoes, sweatshirt, sweatpants, skirt, short, scarf, etc.) In addition, a review of the demonstratives (this, that, these, those) is provided.</p>			5 min
Study			Time
<ul style="list-style-type: none"> • Teacher sticks cards with the numbers from 1 to 100 in multiples of 10 on the whiteboard with their respective written form and asks students to repeat. • The teacher explains the quantifying expression "How much" and its use with uncountable nouns. • The teacher shows the new vocabulary through images on the projector. <p>Link: https://www.flashcardsforkindergarten.com/wp-content/uploads/2020/10/clothing-flashcards.pdf</p>			15 min
Activate			Time
<ul style="list-style-type: none"> • The teacher asks the students as a group about each of the clothes they learn and some accessories. 			10 min



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<ul style="list-style-type: none"> Teacher asks oral questions with students about the prices of some items using the quantifying expression - How much? The teacher has the students write the price in the written form using the demonstratives (this, that, these, those) to then correct with the students some mistakes in writing. Students work individually on a worksheet related to the topic and numbers. Students make a sentence in their notebooks and read it aloud. 	
Assessment	Time
<ul style="list-style-type: none"> Students take a quiz in pairs matching pictures with the vocabulary that corresponds to it. Teacher checks the test with the students to correct mistakes. 	10 min
Feedback / Closure	Time
Teacher talks about the importance of discuss prices using cardinal numbers in response to the interrogative phrase "How much?"	5 min

Observations
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Signatures:	
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 <hr/> Srta. Marcia Patricia Sisalima Roa Preservice Teacher	 <hr/> Mgtr. Jhimi Vivanco Thesis Director



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LESSON PLAN #4			
Institution Name:	Unidad Educativa "Pio Jaramillo Alvarado"		
Date:	May 27 th – 31 st	School Year:	2023-2024
Type of Institution	Public (x) Private () Fisco-Misional () Municipal ()		
Institutional Tutor:	Mgtr. Mónica Jimbo		
Academic Tutor:	Mgtr. Edgar M. Castillo C.		
Thesis Director:	Mgtr. Jhimi Vivanco		
Preservice Teacher:	Marcia Patricia Sisalima Roa		
Schedule:	Tuesday: 07h10 - 08h40		
Time per lesson:	90 mins	Language level:	A1.2
Class / Number of Students:	5 th EGB "B": 31		
Topic:	Weather		
Contents:	<ul style="list-style-type: none"> • Weather vocabulary • Adjectives 		
Lesson Objectives:	<ul style="list-style-type: none"> • To describe the weather and seasons using some descriptive adjectives. ◆ To improve the meaning aspect of vocabulary using songs as a multimedia resource. 		
Materials	<ul style="list-style-type: none"> • Textbook • Worksheet ◆ Speaker 		
Engage			Time
Warm up: Teacher starts with a competitive game among the students by making two lines to guess the adjectives for each season. <i>Example: Rainy is for..... – Fall; winter; spring; summer.</i> Review: Teacher gives a review of the vocabulary about the seasons.			10 min
Study			Time
<ul style="list-style-type: none"> • Teacher introduces new vocabulary about weather (sunny, rainy, cloudy, snowy, stormy and windy) through flash cards. • The teacher gives an explanation about some adjectives to describe the weather (good, great, nice, fine, lovely, beautiful, wonderful, excellent, gorgeous, fair, pleasant, balmy; bad, awful, terrible, nasty, lousy, foul, gloomy, etc.) with some examples on a flipchart. • The teacher gives an explanation about the grammatical use in the creation of sentences. <i>Example: (It is a great and sunny day! - It is an awful and rainy day!)</i> 			25 min


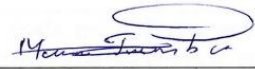

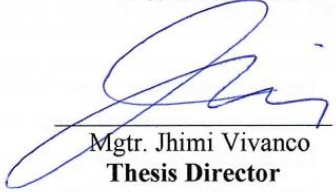


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<ul style="list-style-type: none"> Teacher gives cards to the students with unscrambled sentences for students to stick in order on the board to be analyzed by their classmates. The teacher corrects mistakes with the students and asks questions about the weather in that day or yesterday. 	
Activate	Time
<ul style="list-style-type: none"> Teacher plays a song related to the weather, then asks the students to fill in the lyrics of the song in the blanks of a worksheet (annex 1) Link: https://youtu.be/rD6FRDd9Hew?si=DPw60HEuAfSh9ybT Students carry out a short conversation in pairs related to their favorite season and weather. Students make a sentence with their pairs and read it aloud to the whole class. Students correct their classmates' sentences on the board and they develop a dialogue with the partner of another student. 	25 min
Assessment	Time
<ul style="list-style-type: none"> The teacher gives students a worksheet with some fill-in-the-blank sentences (annex 2). After finishing the worksheet, teacher takes the activity back to the students and the teacher shares the answers with the help of the students to correct mistakes. 	20 min
Feedback / Closure	Time
Teacher talks about the key points of the lesson and encourages students for describing the weather and seasons using some descriptive adjective.	10 min

Observations
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<p>Signatures:</p> <div style="display: flex; justify-content: space-around; align-items: flex-end;"> <div style="text-align: center;">  <hr style="width: 80%; margin: 0 auto;"/> <p>Mgtr. Edgar M. Castillo C. Academic Tutor</p> </div> <div style="text-align: center;">  <hr style="width: 80%; margin: 0 auto;"/> <p>Mgtr. Mónica Jimbo Institutional Tutor</p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-end; margin-top: 20px;"> <div style="text-align: center;">  <hr style="width: 80%; margin: 0 auto;"/> <p>Srta. Marcia Patricia Sisalima Roa Preservice Teacher</p> </div> <div style="text-align: center;">  <hr style="width: 80%; margin: 0 auto;"/> <p>Mgtr. Jhimi Vivanco Thesis Director</p> </div> </div>



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LESSON PLAN #5			
Institution Name:	Unidad Educativa "Pio Jaramillo Alvarado"		
Date:	June 03 rd – 07 th	School Year:	2023-2024
Type of Institution	Public (x) Private () Fisco-Misional () Municipal ()		
Institutional Tutor:	Mgr. Mónica Jimbo		
Academic Tutor:	Mgr. Edgar M. Castillo C.		
Thesis Director:	Mgr. Jhimi Vivanco		
Preservice Teacher:	Marcia Patricia Sisalima Roa		
Schedule:	Tuesday: 07h10 - 08h40		
Time per lesson:	90 mins	Language level:	A1.2
Class / Number of Students:	5 th EGB "B": 31		
Topic:	Weather		
Contents:	<ul style="list-style-type: none"> • Present continuous • Weather vocabulary 		
Lesson Objectives:	<ul style="list-style-type: none"> • To describe current weather conditions using the present continuous tense. ◆ To enhance the form aspect of vocabulary using videos as a multimedia resource. 		
Materials	<ul style="list-style-type: none"> • Textbook • Worksheet ◆ Projector 		
Engage			Time
<p>Warm up: Teacher makes " riddles" about different weather conditions (e.g. sunny, rainy, snowy, windy) for the students as a competition between men and women.</p> <p>Review: Teacher gives a review of the vocabulary about weather (sunny, rainy, cloudy, snowy, stormy, foggy and windy) through flash cards.</p>			10 min
Study			Time
<ul style="list-style-type: none"> • Teacher explains the structure of the present continuous tense: Subject + am/is/are + verb+ing (e.g., "It is raining.") and highlights the use of the present continuous for actions happening right now or around the present time. • Teacher gives some examples related to weather: <i>Example: "It is raining right now." - "The sun is shining." - "The wind is blowing."</i> • Teacher writes on the board some unscrambled sentences for students to guess the order of it in their notebooks. • The teacher corrects mistakes with the students and asks questions about their favorite weather. 			25 min



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Activate	Time
<ul style="list-style-type: none"> ◆ The teacher plays a video about the weather and then students complete a worksheet based on the video (annex 1) <i>Link:</i> https://www.youtube.com/watch?v=sn6GLgaTY0M • Students work in groups to describe the climate they like by doing a dialogue using the present continuous tense. • Students make some sentences with their groups to write just one on the board. • Students correct their classmates' sentences to improve their autonomous learning. 	25 min
Assessment	Time
<ul style="list-style-type: none"> • The teacher gives students a worksheet with some fill-in-the-blank sentences (annex 2). • After finishing the worksheet, teacher takes the activity back to the students and the teacher shares the answers with the help of the students to correct mistakes. 	20 min
Feedback / Closure	Time
<ul style="list-style-type: none"> • Teacher summarizes the main points of the lesson and encourages students for describing the weather and seasons using some descriptive adjective. 	10 min


Observations

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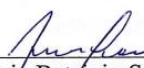
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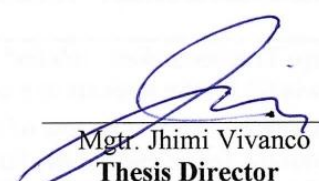
Mgtr. Edgar M. Castillo C.
Academic Tutor



Mgtr. Mónica Jimbo
Institutional Tutor



Srta. Marcia Patricia Sisalima Roa
Preservice Teacher



Mgtr. Jhimi Vivanco
Thesis Director



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LESSON PLAN #6			
Institution Name:	Unidad Educativa "Pio Jaramillo Alvarado"		
Date:	June 03 rd – 07 th	School Year:	2023-2024
Type of Institution	Public (x) Private () Fisco-Misional () Municipal ()		
Institutional Tutor:	Mgtr. Mónica Jimbo		
Academic Tutor:	Mgtr. Edgar M. Castillo C.		
Thesis Director:	Mgtr. Jhimi Vivanco		
Preservice Teacher:	Marcia Patricia Sisalima Roa		
Schedule:	Wednesday: 11h30 – 12h15		
Time per lesson:	45 mins	Language level:	A1.2
Class / Number of Students:	5 th EGB "B": 31		
Topic:	Clothes		
Contents:	<ul style="list-style-type: none"> • Possessive adjectives • Vocabulary about clothes 		
Lesson Objectives:	<ul style="list-style-type: none"> • To talk about ownership using possessive adjectives. ◆ To improve the form aspect of vocabulary using songs as a multimedia resource. 		
Materials	<ul style="list-style-type: none"> • Textbook • Worksheet ◆ Speaker 		
Engage			Time
Warm up: The teacher starts the class with the game "tingo tingo tango" and asks a random student to name an item of clothes.			5 min
Review: Teacher reviews demonstrative pronouns (that, this, those, these) and also the vocabulary related to clothes (sweatshirt, sweatpants, scarf, jeans, pants, t-shirt, etc)			
Study			Time
<ul style="list-style-type: none"> • Teacher sticks some flash cards with some new vocabulary about clothes (dress, tie, hat, gloves, jacket, skirt, shorts, sneakers) • The teacher uses didactic material to explain possessive adjectives (my, your, his, her, its, our, their) (Annex 1) • The teacher makes sentences using possessive adjectives and clothes. <i>Example: This is my shirt." - "That is your hat." - "These are his shoes." - "Those are her gloves."</i> ◆ The teacher plays a song about possessive adjectives, then asks the students to fill in the lyrics of the song in the blanks of a worksheet. (Annex 5) 			15 min


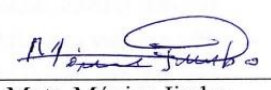

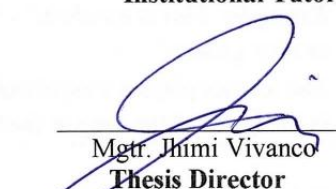


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<p>Link: https://www.youtube.com/watch?v=7t23JK68Vhk The teacher corrects mistakes with the students and asks questions about the weather in that day or yesterday.</p>	
Activate	Time
<ul style="list-style-type: none"> The teacher implements a controlled practice and distributes a worksheet with sentences in which the students have to fill in the blanks with the correct possessive adjectives. Then, the teacher corrects the student's mistakes. (Annex 2) Students work in pairs and take turns to show pictures of clothes that the teacher gives them. One student describes the clothes with a possessive adjective and the other guesses who it belongs to. Example of the dialogue: Student A: "This is his tie". Student B: "Is this John's tie?" Student A: "Yes, it is". Students work in groups. Each group receives a set of printed clothes and a set of cards with names on them. Students create sentences to describe the clothes using possessive adjectives, also the names and present them to the class. Example: "This is Sara's dress. It is her dress." Students make a sentence individually and read it aloud in class. 	10 min
Assessment	Time
<ul style="list-style-type: none"> Teacher gives a short quiz with multiple choice questions about possessive adjectives. (Annex 4) Example: "Whose shirt is this?" a) mine b) yours c) his". The teacher collects the quizzes and quickly reviews the answers with the students. 	10 min
Feedback / Closure	Time
<ul style="list-style-type: none"> Teacher encourages students to think of how they can use possessive adjectives in their daily conversations about clothes and summarize the main points of the lesson. 	5 min

Observations	
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Signatures:	
 <hr/> Mgtr. Edgar M. Castillo C. Academic Tutor	 <hr/> Mgtr. Mónica Jimbo Institutional Tutor
 <hr/> Srta. Marcia Patricia Sisalima Roa Preservice Teacher	 <hr/> Mgtr. Jimi Vivanco Thesis Director



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LESSON PLAN #7			
Institution Name:	Unidad Educativa "Pio Jaramillo Alvarado"		
Date:	June 10 th – 14 th	School Year:	2023-2024
Type of Institution	Public (x) Private () Fisco-Misional () Municipal ()		
Institutional Tutor:	Mgtr. Mónica Jimbo		
Academic Tutor:	Mgtr. Edgar M. Castillo C.		
Thesis Director:	Mgtr. Jhimi Vivanco		
Preservice Teacher:	Marcia Patricia Sisalima Roa		
Schedule:	Tuesday: 07h10 - 08h40		
Time per lesson:	90 mins	Language level:	A1.2
Class / Number of Students:	5 th EGB "B": 31		
Topic:	Weather		
Contents:	<ul style="list-style-type: none"> • Present continuous • Weather vocabulary 		
Lesson Objectives:	<ul style="list-style-type: none"> • To talk about the current weather conditions using the present continuous tense. ◆ To identify the impact of multimedia resources on English vocabulary by applying a post-test. 		
Materials	<ul style="list-style-type: none"> • Textbook • Worksheet ◆ Post-test 		
Engage			Time
<p>Warm up: Teacher makes a competitive game about the ongoing activities that take place in and outside the home. The team that writes the most ongoing activities wins.</p> <p>Review: Teacher reminds students the vocabulary about weather (sunny, rainy, cloudy, snowy, stormy, foggy and windy) through flash cards.</p>			10 min
Study			Time
<ul style="list-style-type: none"> • Teacher reinforces the knowledge about structure of the present continuous tense: Subject + am/is/are + verb + ing + complement (e.g., "The wind is blowing strongly right now.") and highlights the use of the present continuous for actions happening right now or around the present time. Also, the teacher talks about the negative form of the present continuous and shows the structure through cards stick on the board (e.g. The sun isn't shining today) • Teacher gives some examples in positive and negative form related to weather: Example: "It is raining right now." - "The sun is shining." - "The wind is blowing." "It isn't cloudy today." – "The weather isn't bad this night." – "Foggy days is making driving difficult" 			25 min



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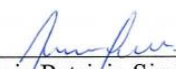
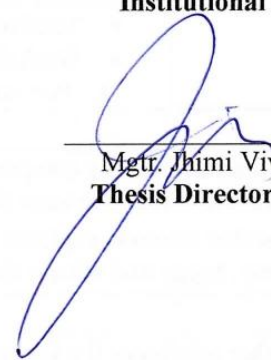
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<ul style="list-style-type: none"> Teacher writes on the board some unscrambled sentences for students to order in a sheet of paper, and some students read the correct answer. 	
Activate	Time
<ul style="list-style-type: none"> Students work in pairs to write a description about the weather they like using the present continuous tense in positive and negative form. ♦ The teacher gives instructions for the post-test development. 	20 min
Assessment	Time
<ul style="list-style-type: none"> The teacher monitors the test-taking process and helps with students' doubts. 	30 min
Feedback / Closure	Time
<ul style="list-style-type: none"> To emphasize some key points for students to use the present continuous in their lives to talk about the current weather. 	5 min

Observations
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Signatures:

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 <hr/> Srta. Marcia Patricia Sisalima Roa Preservice Teacher	 <hr/> Mgtr. Jhimi Vivanco Thesis Director



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Nacionales y Extranjeros

LESSON PLAN #8			
Institution Name:	Unidad Educativa “Pio Jaramillo Alvarado”		
Date:	June 10 th – 14 th	School Year:	2023-2024
Type of Institution	Public (x) Private () Fisco-Misional () Municipal ()		
Institutional Tutor:	Mgtr. Mónica Jimbo		
Academic Tutor:	Mgtr. Edgar M. Castillo C.		
Thesis Director:	Mgtr. Jhimi Vivanco		
Preservice Teacher:	Marcia Patricia Sisalima Roa		
Schedule:	Wednesday: 11h30 – 12h15		
Time per lesson:	45 mins	Language level:	A1.2
Class / Number of Students:	5 th EGB “B”: 31		
Topic:	Questionnaire		
Contents:	♦ Questionnaire		
Lesson Objectives:	♦ To verify the learning of vocabulary through multimedia resources by applying a survey.		
Materials	♦ The Likert Scale Survey.		
Engage			Time
Warm up: The teacher starts the class with the game “throw a ball and say a word” Students stand up. Say a category and throw a ball to a student. That student says a word in the category and passes to the next student. Students who can’t think of a word or who say the same word as someone else are out and have to sit down.			5 min
Study			Time
<ul style="list-style-type: none"> • The teacher distributes the questionnaire to the students. • The teacher gives an explanation of the questions in the questionnaire to the students before starting it to achieve a better understanding of the contents. 			15 min
Activate			Time
<ul style="list-style-type: none"> • The teacher asks students to complete the questionnaire individually and monitors them. 			10 min
Assessment			Time
<ul style="list-style-type: none"> • The teacher monitors and supports students in the development of the questionnaire. 			10 min
Feedback / Closure			Time
<ul style="list-style-type: none"> • Teacher encourages students to continue expanding their vocabulary and appreciates their participation during the intervention. 			5 min



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Observations

Signatures:

Mgtr. Edgar M. Castillo C.
Academic Tutor

Mgtr. Mónica Jimbo
Institutional Tutor

Srta. Marcia Patricia Sisalima Roa
Preservice Teacher

Mgtr. Jhimi Vivanco
Thesis Director

Annex 7. Field Notes



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DATA COLLECTION SOURCE: FIELD NOTES

FIELD NOTES		
<p>Observation #: 1</p> <p>Topic: Pre-test</p> <p>Objective of the session: To apply the pre-test with the purpose of enhance English vocabulary through multimedia resources.</p>	<p>Date/Time: April 29th – May 03rd</p> <p>Class size: 30</p> <p>Participants: 5th EGB “B” students</p>	<p>Role of the researcher: Participant observer</p> <p>Duration of the observation: 45 mins</p>
Description of the event		Reflective Notes (SKILLS)
<p>At the beginning of the class, the teacher did a short warm up to allow the students to relax before starting the pre-test.</p> <p>The teacher then gave an explanation of each question for students to develop it correctly.</p> <p>In addition, the teacher monitored the students to prevent cheating and at the end, teacher took the tests away and thanked students.</p>		<p>The teacher could have given a better explanation to the students to avoid confusion during the test.</p>

DATA COLLECTION SOURCE: FIELD NOTES

FIELD NOTES		
Observation #: 2 Topic: Phrasal verbs Objective of the session: <ul style="list-style-type: none"> • To express instructions for dressing and undressing through the phrasal verbs. - To improve the meaning of English vocabulary using songs. 	Date/Time: May 06 th – 10 th Class size: 30 Participants: 5 th EGB “B” students	Role of the researcher: Participant observer Duration of the observation: 90 mins
Description of the event		Reflective Notes (SKILLS)
<p>The teacher introduced the students a song related to clothes items, then the students felt more motivated to participate in class.</p> <p>The song excited them so much that they even learned it, also they developed a small activity for them to learn vocabulary</p>		<p>The activities went as planned as the students learned the song and above all, acquired vocabulary as they learned the phrasal verbs (put on/take off).</p>

DATA COLLECTION SOURCE: FIELD NOTES

FIELD NOTES		
<p>Observation #: 3</p> <p>Topic: Quantifying expression</p> <p>Objective of the session:</p> <ul style="list-style-type: none"> To give the price of some items using the quantifying expression "How much?" To improve the use aspect of vocabulary using images as a multimedia resource. 	<p>Date/Time: May 13th – 17th</p> <p>Class size: 30</p> <p>Participants: 5th EGB "B" students</p>	<p>Role of the researcher: Participant observer</p> <p>Duration of the observation: 90 mins</p>
Description of the event		Reflective Notes (SKILLS)
<p>The teacher showed the students, through a projector, some pictures to make them repeat several times and learn the new vocabulary of clothes.</p> <p>Then the teacher gave students a worksheet where they looked at pictures and had to put their name on it to see how much they learned.</p>		<p>During the class the projector stopped working for a few minutes, so other activities were carried out until was fixed. The activity was totally improvised but turned out well.</p> <p>Finally, it was possible to implement the presentation of the images and the students liked the color they had.</p>

DATA COLLECTION SOURCE: FIELD NOTES

FIELD NOTES		
<p>Observation #: 4</p> <p>Topic: Adjectives of description</p> <p>Objective of the session:</p> <ul style="list-style-type: none"> • To describe the weather and seasons using some descriptive adjectives. - To improve the meaning aspect of vocabulary using songs as a multimedia resource. 	<p>Date/Time: May 27th – 31st</p> <p>Class size: 30</p> <p>Participants: 5th EGB “B” students</p>	<p>Role of the researcher: Participant observer</p> <p>Duration of the observation: 90 mins</p>
Description of the event		Reflective Notes (SKILLS)
<p>In this class a song was used to learn the vocabulary of weather. The students were interested and also had a worksheet with the lyrics of the song for them to fill the blanks.</p> <p>It was seen that the songs are a great tool because the students learn the song and through it also the vocabulary.</p>		<p>The song could be played a few more times for the students to sing it by memory.</p>

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DATA COLLECTION SOURCE: FIELD NOTES

FIELD NOTES		
<p>Observation #: 5</p> <p>Topic: Present continuous</p> <p>Objective of the session:</p> <ul style="list-style-type: none"> • To describe current weather conditions using the present continuous tense. - To enhance the form aspect of vocabulary using videos as a multimedia resource. 	<p>Date/Time: June 03rd – 07th</p> <p>Class size: 30</p> <p>Participants: 5th EGB “B” students</p>	<p>Role of the researcher:</p> <p>Participant observer</p> <p>Duration of the observation:</p> <p>90 mins</p>
Description of the event	Reflective Notes (SKILLS)	
<p>Students were more engaged in class by answering questions the teacher asked them during the video.</p> <p>The light of the projector was good and the visibility of the students was clear.</p> <p>So the activities were effective in picking up vocabulary.</p> <p>Students watched the video several times until they retained the new words.</p>	<p>The teacher could bring an extra speaker to improve the audio of the video so that all students could hear properly.</p>	

DATA COLLECTION SOURCE: FIELD NOTES

FIELD NOTES		
<p>Observation #: 6</p> <p>Topic: Possessive adjectives</p> <p>Objective of the session:</p> <ul style="list-style-type: none"> • To talk about ownership using possessive adjectives. - To improve the form aspect of vocabulary using songs as a multimedia resource. 	<p>Date/Time: June 03rd – 07th</p> <p>Class size: 30</p> <p>Participants: 5th EGB “B” students</p>	<p>Role of the researcher: Participant observer</p> <p>Duration of the observation: 90 mins</p>
<p style="text-align: center;">Description of the event</p> <p>The teacher combined the vocabulary of clothes with the seasons of the year to teach them new vocabulary using a song.</p> <p>As always when using songs, the students were more participative and excited</p> <p>At the time of complete the worksheet, the students hummed the song softly while filling the blanks about the lyrics of the song.</p>		<p style="text-align: center;">Reflective Notes (SKILLS)</p> <p>The teacher could use other resource to vary the class but it was found that the songs are useful for students because they can remember the song outside the classroom.</p>

DATA COLLECTION SOURCE: FIELD NOTES

FIELD NOTES	
<p>Observation #: 7</p> <p>Topic: Present continuous and Post-test</p> <p>Objective of the session:</p> <ul style="list-style-type: none"> • To talk about the current weather conditions using the present continuous tense. - To identify the impact of multimedia resources on English vocabulary by applying a post-test. 	<p>Date/Time: June 10th – 14th</p> <p>Class size: 30</p> <p>Participants: 5th EGB “B” students</p> <p>Role of the researcher: Participant observer</p> <p>Duration of the observation: 90 mins</p>
Description of the event	Reflective Notes (SKILLS)
<p>During this intervention, 45 minutes was used to do vocabulary reinforcement for the students so that they remind most of the vocabulary used in the previous interventions.</p> <p>Then, it was used the other 45 minutes to apply the post-test in order to analyse the student's improvement throughout the intervention</p>	<p>The teacher did use some images for the students to remember, but should have brought more related to the vocabulary of weather and clothes</p> <p>The explanation of the post-test was carried out correctly.</p>

Annex 8. Consent letter



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DECLARACIÓN DE CONSENTIMIENTO INFORMADO

Yo, _____, con cédula de identidad _____ representante legal de el/ la estudiante _____, autorizo que mi representado sea participe del **Proyecto de Integración Curricular: Multimedia resources and English vocabulary among middle basic education students at a public institution in Loja, school year 2023-2024**, llevado a cabo por Marcia Patricia Sisalima Roa, estudiante de VIII ciclo de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Universidad Nacional de Loja. Comprendo que la participación de los niños y niñas en el desarrollo del presente proyecto no tendrá repercusiones en sus actividades escolares, evaluaciones o calificaciones. Además, la identidad de los niños y niñas no será publicada, y las imágenes registradas durante la propuesta de intervención, se utilizarán únicamente para fines investigativos y de aprendizaje.

Declaro haber sido informado/a que mis datos personales y de mi representado/a, serán protegidos por el anonimato y la confidencialidad. Tomado ello en consideración, otorgo mi consentimiento para que se capturen imágenes de las clases de inglés, y se documenten todas las actividades realizadas durante la intervención del proyecto mencionado.

_____ de abril de 2024

Firma: _____

Nombres y Apellidos: _____

C.I: _____

Representante legal.

Annex 9. Research Matrix

Title:	Multimedia resources and English vocabulary among middle basic education students at a public institution in Loja, school year 2023-2024			
Problem	Objectives	Theoretical Framework	Methodological design. Action Research	Techniques/Instrum ents
<p>General problem How can students improve English vocabulary by using Multimedia resources among middle basic education students at a public institution in Loja, during the 2023-2024 school year?</p> <p>Subproblems</p> <ul style="list-style-type: none"> • What is the effectiveness of multimedia resources on the development of English vocabulary among middle basic education students at a public institution in Loja during the 2023-2024 school year? 	<p>General Objective To improve English vocabulary by using multimedia resources among middle basic education students in a public institution of Loja, school year 2023-2024.</p> <p>Specific Objectives</p> <ul style="list-style-type: none"> • To analyze the effectiveness of multimedia resources on the development of English vocabulary among middle basic education students in a public institution of Loja, school year 2023-2024. • To identify the learners' perceptions of multimedia resources in EFL vocabulary learning 	<p>Independent Variable</p> <p>5.1 Multimedia resources</p> <p>5.1.1 Conceptualization of Multimedia</p> <p>5.1.2 Multimedia as a teaching tool</p> <p>5.1.3 Multimedia resources</p> <p>5.1.3.1 Video</p> <p>5.1.3.1.1 Why use videos in EFL?</p> <p>5.1.3.2 Images</p> <p>5.1.3.2.1 Why use images in EFL?</p> <p>5.1.3.3 Songs</p> <p>5.1.3.3.1 Why use songs in EFL?</p> <p>5.1.4 Advantages of Multimedia</p> <p>5.1.5 Disadvantages of Multimedia</p> <p>Dependent variable</p> <p>5.2 English vocabulary</p> <p>5.2.1 Definition of vocabulary</p> <p>5.2.2 Importance of vocabulary</p> <p>5.2.2.1 Listening Vocabulary</p> <p>5.2.2.2 Speaking Vocabulary</p> <p>5.2.2.3 Reading Vocabulary</p> <p>5.2.2.4 Writing Vocabulary</p>	<p>Preliminary Investigation</p> <p>Intervention</p>	<p>Testing techniques</p> <p>Pre-test</p> <p>Post-test</p> <p>Observation Technique</p> <p>Field Notes</p> <p>Survey Technique</p> <p>Questionnaire</p>

<ul style="list-style-type: none"> ● What are the learners' perceptions of multimedia resources in EFL vocabulary learning among middle basic education students at a public institution in Loja, during the 2023-2024 school year? 	<p>among middle basic education students in a public institution of Loja, school year 2023-2024.</p>	<ul style="list-style-type: none"> 5.2.3 Types of vocabulary <ul style="list-style-type: none"> 5.2.3.1 Receptive 5.2.3.2 Productive 5.2.4 Aspects of vocabulary <ul style="list-style-type: none"> 5.2.4.1 Form 5.2.4.2 Meaning 5.2.4.3 Use 5.2.5 Vocabulary Teaching strategies <ul style="list-style-type: none"> 5.2.5.1 Learner training 5.2.5.2 Using mnemonics 5.2.5.3 Word cards 5.2.5.4 Guessing from context 5.2.5.5 Using dictionaries 5.2.5.6 Spelling rules 5.2.5.7 Keeping records 5.2.5.8 Motivation
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Annex 10. Copyleaks plagiarism detection



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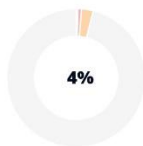
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