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Licenciatura en Enseñanza del Inglés

Action Research

Enhancing Vocabulary Learning Skills in Students by Using Multimedia

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Abstract

This project is about Enhancing Vocabulary Learning Skills in Students with an A2 level English by Using Multimedia. The objectives of this action research are to enhance vocabulary learning skills through the use of multimedia and identify the main challenges that students with an A2 English level with limited vocabulary may face when learning English. It is important to consider the use of technology during the lessons because it may help the students feel motivated, taking into account that they use technology in their teaching-learning process which is an advantage. The use of apps like Kahoot and Jeopardy can facilitate the learning process, also when the teacher implements different activities like hot seat, charades and tongue twisters during the class it is going to be and engaging element for the students. In addition, the use of these apps and activities are going to strengthen the attention of the pupils to learn new words and that could improve their attitude and that is something fundamental in the learning process. Nowadays, technology is everywhere and its use in education is a good support. Using this kind of materials that allow students to analyze and identify the meaning of words and new vocabulary can strengthen the knowledge of the students. For that reason, the use of technology in the class it is necessary to improve the dynamic of classes. Finally, the researcher hopes that teachers implement these ideas in the class because it is important in their life and it is an excellent and innovative tool to facilitate the learning of vocabulary.

Key words: Vocabulary, Technology, Kahoot, Quizlet, Innovation, Multimedia, Apps.

Resumen Ejecutivo

Este proyecto trata de Mejorar las Habilidades de Aprendizaje del Vocabulario Mediante el uso de Multimedia de los Estudiantes con un Nivel de Inglés A2. Uno de los objetivos de esta investigación es: mejorar las habilidades del aprendizaje del vocabulario a través de multimedia y también identificar los obstáculos que enfrentan los estudiantes con un nivel de Inglés A2 con un vocabulario limitado a la hora de aprender Inglés. Es importante el uso de tecnología durante las lecciones porque de esa manera los estudiantes se podrían sentir motivados, considerando que los estudiantes de hoy en día tienen mucho conocimiento en tecnología y eso es una gran ventaja. El uso de diferentes aplicaciones como Kahoot y Jeopardy pueden facilitar el proceso enseñanza-aprendizaje, también cuando la profesora implementa diferentes actividades como la silla caliente, charadas y trabalenguas durante la clase pueden sentirse motivados a la hora de aprender. También, el uso de estas aplicaciones y actividades pueden mejorar la atención de los estudiantes porque muchas veces para ellos es aburrido aprender nuevas palabras, pero si la profesora implementa estas estrategias en las lecciones podría obtener mejores resultados y los estudiantes podrían mejorar su actitud y eso es algo fundamental cuando están aprendiendo. Utilizar estos tipos de estrategias ayuda a los estudiantes no solo a aprender sino también a analizar e identificar los significados de las palabras. Por esta razón, el uso de tecnología en la clase es un recurso muy valioso en el proceso de enseñanza-aprendizaje. Finalmente, el investigador espera que los profesores implementen estas estrategias en la clase, debido a que la tecnología es parte de la vida diaria y es una excelente herramienta para el aprendizaje de vocabulario.

Palabras Claves: Vocabulario, Tecnología, Kahoot, Quizlet, Innovación, Multimedia, Aplicaciones

Table of Contents

Chapter 1

The aim of this action research is to provide teaching strategies to improve vocabulary to a group of students with A2 English level regarding the CEFR (Common European Frame of Reference for Languages by its acronyms in English). As TESOL (Teachers of English to Speakers of Other Languages) states in its online magazine, that recent vocabulary studies draw on an understanding of *lexis*, the Greek for *word*, which in English refers to all the words in a language, the entire vocabulary of a language. According to the authors of this article, vocabulary would be the spinal cord of any language. It means that learning new words may help to develop more than a subskill.

The research of Barcroft, Sunderman, & Schmitt (cited by TESOL 2019) states that vocabulary represents one of the most important elements in the teaching- learning process because it is the key of communication. Learners will use vocabulary to express feelings, emotions, thoughts and their world view. To have an effective communication, it is important to have a previous vocabulary knowledge as greetings and common expressions used in daily life. This action research is addressed to a population of students with A2 English level or elementary proficiency level according to the Common European Framework of Reference for Languages (CEFR). Students would be able to understand instructions, expressions, commands, and communicate using simple words.

In addition, teaching vocabulary through the use of multimedia arises because there is no specific research in the region of Guápiles about enhancing vocabulary while implementing technology with students with A2 English level. For teachers, it became necessary to research on different topics and ideas to catch the attention of the students through the use of technology.

According to Diamond & Gutlohn (2017), vocabulary is the knowledge and understanding of words and how they fit into the world. It is important not only to know a wide range of vocabulary, but also to have the capacity to use the words in different contexts. In English, words may change their meanings according to the context and it is important to consider that particular characteristic of the oral and written language.

As reported by Rohit K.A (2017), there are many advantages that students can benefit from by building and improving their vocabulary. They can become word smart by building an educated vocabulary. It is necessary to learn new vocabulary every single class and improve pronunciation and fluency. If so, learners would be able to understand other people in the target language. As a result, it can facilitate the teaching-learning process because students would be able to interact with their classmates and teachers.

Vocabulary is an essential element for the teaching-learning process because students need the knowledge of vocabulary to understand what the people are saying and can communicate in the best way. If they do not know enough vocabulary to interact in an A2 English level of performance, it means that they would need to start from A1 to develop the skills described in the corresponding band. Besides that, it is going to be more difficult to enhance other skills. The students seem frustrated when learning new vocabulary because they cannot pronounce or write it correctly, for that reason, instructors need to implement different teaching techniques and, in that scenario, multimedia like videos, games, songs, and movies become valuable resources for a meaningful learning. Using multimedia could enhance the teaching-learning process because technology may help to build bridges between teacher-student to connect in a better way.

As reported by Xue Shi,

> According to the analysis of the experimental data, CAI- (Computer- Assisted Instruction) supported vocabulary learning is more effective than other traditional methods. The results show that, through CAI, knowledge can be learned faster and retained longer in the students' memory (2017, par.1).

This data is relevant to this research due to the fact that the main purpose is helping students not only to learn the vocabulary but also to use it in context. Nevertheless, technology may facilitate the process of learning new words, but also it could become a challenge in different ways. For example, watching a movie or playing games, using apps relies on connectivity. However, students are going to understand what the meaning of that specific word is and will memorize it. Types of multimedia like games or movies are useful tools for the population to strengthen the learning process of vocabulary. If the students use technology as much as they can and combined to effort and attitude, they will probably have good results. Nowadays, technology is versatile, and it is an extraordinary facilitator to learn a new vocabulary in English language.

In addition, the main objective of this action research is to enhance vocabulary learning skills through multimedia in a community of students with an A2 English level. This research aims to provide strategies to teach vocabulary through the use of multimedia resources in conversational activities. The following strategies will be included: short conversations, round tables, charades activities, hot seat, and jeopardy. Additionally, the methodology applied in this action research is qualitative descriptive because as Crossman states, "qualitative research is a type of social science research that collects and works with non-numerical data" (2020, par.1). It means that the results are going to be described in prose based on the observation of the researcher and supported by the instruments designed with this purpose.

Finally, the structure of this research consists of seven chapters, the first one emphasizes the general and specific objectives and takes into consideration its purpose. Next, in chapter two, it develops the information that technically supports this research. Then, in chapter three, it mentions the specific type of approach, context, setting, participants, and tools used to diagnose the students. In chapter four, can be found the results after applying the action plan; and finally, in chapters five, six, and seven, can be found the conclusions, and recommendations obtained in the investigation.

Rationale

This action research addresses to teach vocabulary to students with an A2 English level based on the Common European Framework of Reference for Languages (CEFR). The proposal is an innovative way and the main strategy is to implement multimedia as much as possible. English teachers can use distinct types of tools like videos, music, movies, video games (The Hot Seat, Jeopardy and Kahoot) apps for the cellphone (Duo lingo and quizlet) and some others. The main purpose of this research is to teach vocabulary considering that it could improve all the areas of communication. It is necessary to demonstrate the importance of vocabulary in and out of the school for the reason that students can learn a lot not only in class but also they can reinforce the learning process with common tools; for example; Kahoot, Jeopardy, tongue twisters and songs that they might use every day.

According to Paul Nation (2013), students must have a significant vocabulary to be able to learn new words from the context in which they appear. This obviously constitutes a clear disadvantage for learners with less vocabulary. Vocabulary is one of the most important components of a language like English because it is present in all the skills. For the teacher, it is challenging to explain a topic if the students do not understand the

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vocabulary used in the lesson, it could be associated with the lack of prior knowledge. In the past, teachers needed to appeal to mimics, hand gestures, or show images to try to define what was being explained.

G. Dirk Mateer (2020), "states that using media engages students, aids retention of knowledge, motivates interest in the subject matter, and illustrates the relevance of many concepts." Nowadays, multimedia provides a wide range of resources to teach vocabulary without using translation as the main source of information to teach vocabulary. Teachers may have a worthy resource for the teaching-learning process. Technology is used in different areas and one of them is in education because it helps and improves the language learning process.

Tyler Wantulok (2015), explains the roles of computers, tablets, and other forms of technology bring multiple resources for the teacher that's not in the book. They not only keep students engaged with exciting new features and apps; but also have other ways to teach students material. As Wantulok states, the use of technology in the class can facilitate, enhance and motivate the students and teachers. This author highlights the advantages of implementing technology for teaching, so the educator can use it in many ways in order to develop better practices and find the ways to facilitate the learning of new vocabulary to students with A2 English level.

As reported by G. Palmer, **"cooperative learning involves students working together to accomplish shared goals, and it is this sense of interdependence that motivates the group members to help and support each other"** (2017, par.3). Teaching a language implies innovation and cooperative learning, teacher and students are learning at the same time and could be an enriching experience taking into consideration students' needs, likes and dislikes.

Purpose

The purpose of this action research is to enhance vocabulary learning skills through multimedia through the implementation of activities that incorporate the use of technology.

General Objective

To enhance vocabulary learning skills through the use of multimedia to successfully complete tasks of an A2 English level of performance.

Specific objectives

1. To identify the main challenges that students with an A2 English level with limited vocabulary may face when learning English.

2. To provide activities that include multimedia to enhance vocabulary for students with an A2 English level for the learning in English.

3. To describe participative strategies that use multimedia for students with an A2 level English to improve motivation.

Research questions

1.   How could the use of multimedia help A2 English level students when learning vocabulary?

2.   What are the advantages of using multimedia for teaching English vocabulary?

3.   What are the disadvantages of using multimedia for teaching English vocabulary?

4.   What would be useful recommendations when using multimedia in the classroom?

5.   Which would be suitable offline activities for teaching English vocabulary?

6.   Which would be suitable online activities for teaching English vocabulary?

Hypothesis

To determine if multimedia resources are applied in the teaching-learning process students would improve their vocabulary of A2 learners of English.

Chapter 2

Literature review

Nowadays, it is necessary the know-how of vocabulary in one-of-a-kind settings, for example; if the scholar is in the school and is going to talk to the teacher, he/she is going to apply a few specific phrases, but if she or he is with his/her buddies is going to use another form of vocabulary. For this reason, it is relevant to have a large understanding of phrases due to the fact that it is something useful and it is fundamental to take this like an important advantage. There are many approaches to teach vocabulary in a smooth way, but one innovative approach is the usage of multimedia technology. It is a first-rate resource to research a brand-new language. In this example, it is the getting to know of vocabulary. Some activities and strategies to enhance the studying manner are videos, songs, games, films, and applications among others. It is necessary to point out that the use of technology in the language classroom could be useful and fundamental. With these types of tools, teachers can facilitate the learning process and can teach a lot of different topics using a computer, laptop, electronic tablet or cellphone; all of those devices could be helpful for the teacher.

Students with A2 English level could enhance their vocabulary while using many apps or games which will help to motivate the scholar within the process. This type of teaching using technology may be a strategy that comes numerous years ago because nowadays the utilization of technology is extremely fundamental altogether the aspects and additionally, all the themes with the various topics that the syllabus has. The use of computers is an excellent tool to enhance the teaching-learning process of the students and at the same time, they are learning how to use a computer, how to use basic programs that are necessary for them and sometimes, they do not know how to use it. Through this strategy, they are learning

vocabulary and also how to use a computer and that is something fundamental and useful in the life of a student.

According to Silverman R, Hines S, "a recent research study shows that using multimedia video in conjunction with traditional reading aloud methods may improve the vocabulary growth of English language learners" (n.d, par.1). When an educator is using multimedia to teach, there is going to be a wider set of resources for the learners and they will receive input in a variety of ways.

As stated by Silverman R, Hines S (n.d), students have extensive information on using technology, for the scholars is going to be better and entertaining to analyze with these progressive devices that these days more people are using to learn. It is not the same to research vocabulary inside the traditional manner because it is going to be kind of boring and conventional. The main concept of this research is to use innovating gadgets and game-like activities for the teaching-learning process of vocabulary. It is important to bring to the student different kinds of techniques to study vocabulary. Technology and gaming are part of the lifestyles of millions of people around the world and if technology is something that involves a lot, so why not to use this advantage to teach vocabulary in a revolutionary way? Cristina Cabal (2017), in her research explains that classes need to be memorable. Use games and competitions. Everybody loves competitions, and it gives students a nice opportunity to interact with each other, have fun and learn at the same time. Vocabulary is a fundamental part of mastering English; if a person does not have enough vocabulary, it could be impossible to communicate, to study or write in the target language. Learning sufficient vocabulary could be a critical problem, mainly while taught in a traditional manner because it is miles boring and lacks dynamism. Besides that, operating with books and seeking to memorize many of phrase lists without giving a right use in context, could come to be

demotivating not only for the learner but also for the teacher. For instance, teaching and getting to know vocabulary by the usage of multimedia is a worth resource available in the twenty first century. Using educational gaming is an easy project for current students due to the fact they have the facility to have an interaction with technological devices and obtain the first-rate consequences by using them.

The use of technology enhances the learning process of vocabulary may result in a completely motivating experience because it may be dynamic, with masses of visuals, animation and sounds which can develop multisensorial experiences that make the mastering takes place. It is not always the same to examine with a textbook with heaps of phrases and meanings than using pc with interactive media to get as tons of input as possible.

This process of learning vocabulary using classic methods is not giving good results for the students because for some learners it is better to remember an animated picture than a verb list, considering that for some of them it is easier to recognize a word or a meaning by using images. This type of apps and activities will benefit the lessons and it is a great way to motivate students. The new way to learn vocabulary is through the use of videos or games; if learners are constantly watching them or playing games they are going to remember in an easier way because of the sounds, animation, colors and movement that multimedia provides to facilitate the learning process of the students. Learning a new language using technology can produce an important impact in the life of a student because it is going to start to be an active learner and allows a deep and enriching set of new words.

In addition, vocabulary is essential in learning a second language, in this case English. If educators continue using the traditional way of teaching, it may produce a delay in the improvement of the students because they are always using the same methods. The use of books or notebooks to memorize everything seems not to be so functional in the teaching-

learning process. For example, when the students are learning vocabulary in school, high school or in a specific course, they will learn a few of words depending on the syllabus, in the case of MEP, or in the case of private education, students will learn only the vocabulary that is in the books. That means that vocabulary was selected by someone and it is going to be specific. The advantage if they use apps to learn, they will learn, extra words that are in there, so is a benefit for the students.

According to Vocab Gal, "technology makes it easier for educators and families to work together to monitor student's vocabulary progress" (2019, par.17). Technology is an important resource that is necessary in the education part, and it is a good tool to learn vocabulary. There are many different applications to learn vocabulary; for example, Quizlet. It has a lot of types of categories in the same application for the interest of the person in that way, students can choose what they want to learn, so it is an excellent tool to receive knowledge. An advantage of this kind of applications is that learners can use this in their cellphones, iPad and laptop in that way they can use it in every place. If they are on the bus, in the park so people can use that time to take advantage of studying and start learning those words, so it is a good tool to learn vocabulary.

It is important to know that the vocabulary that students are trying to learn is so basic and they are not learning it so well, that is the main problem that students face. If the learners are constantly using technology, they would increase their vocabulary because they really need to understand what they are doing. For example, understanding the lyrics of a song, playing a game, or watching a movie, with these students' needs to pay attention to oral and written messages and make an extra effort to understand and learn, so with this exposure, students are learning in a different and creative form, and at the same time, learning extra words that are so necessary in daily life.

In addition, technology facilitates the teaching-learning process for the students and teachers. When a teenager is playing a video game and almost all of those games are in English, so it is a plus because people need to understand what they are saying and understand the game. If people are constantly playing these kinds of games, they are always listening to the same words and they are going to understand and memorize, in that form people are winning vocabulary. At the same time, they are having fun with something that they really like. This is an excellent benefit for the parents because if they buy this video game and not only waste their money because they are not only wasting time playing a video game. They are also learning new words that the kids or teenagers can use it in other contexts or settings. It is important to take into that people have many different strategies or alternatives to learn even when they are playing a simple game.

This type of tools captures the interest of students and provide better results in the learning process. In many schools, they have access to the internet so that is an important advantage for the learning process of the students. They have the main source to learn using multimedia. Many schools do not have those resources that are fundamental for a good education, in the case of those schools that do not have internet access, teachers are going to explain in the particular way that they always use and it is not a secret that for students is kind of boring to learn in that particular form, and they are not going to feel inspired to learn because technology is everything and it is always around people.

This sort of digital equipment of multimedia is an acceptable aid for teaching all the important subjects that educators want to provide an explanation for. These tools are constituting a gain for the learning system due to the fact that scholars are learning vocabulary, more words which are in the apps, lyrics, films and at the equal time they are gaining knowledge of the way to use them. If a student does not fear to apply these changes,

it is going to be a brand new and amazing experience. Considering that a whole lot of students are from faraway places they do not have this danger that a lot of students may have. It is essential to explain to the scholars that they could use multimedia in a correct way and take advantage of those opportunities that a few students do no longer have in their institutions or houses. Through the use of technology, educators and learners can have better possibilities and for the students may have a remarkable and enhance education.

For many students, it is frustrating to learn vocabulary, learn how to write it, and spell it properly and besides that, know to use it in an appropriate context. So, when the scholars are going to an English class, they feel worried because all the class is going to be in English and for many students to be in that position is kind of stressful. Thinking about that they want to speak in English and also understand what the trainer is saying. If a pupil has a limited English language, it is going to be hard to learn the different topics that the instructor explains. Because of this, the use of multimedia is a top-notch device to improve the studying manner of vocabulary. If teachers implement the use of technological devices like laptops, iPads and mobile phones can enhance lots the vocabulary of students and additionally, they can study and progress inside the class. It is crucial a great attitude that it is far fundamental in a class.

This action research is based on students with an A2 level of English, so here are some of the standards that these students can do: understand basic personal and family information, also can understand sentences that frequently used expressions related with specific topics. Students can communicate in simple words and using routines tasks, and finally they can use some simple structures. It is important that teachers identify the level of English that their students have and with that data, select the type of activities or practices they can do. Also, that information will help to understand which type of vocabulary can use

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when explaining a topic. If a teacher uses a high-level vocabulary for them, is going to be challenging to understand everything and is going to be frustrating, too.

Students always got to be motivated and have a lively role during the category for a far better attention of the topic. It is useful for teachers to use different apps to reinforce the training process of the scholars considering that is not getting to be an equivalent for them to only learn using books and notebooks. If educators implement the utilization of those tools, it is getting to be another sort of learning and another sort of lesson because therein form the scholars are getting to be the middle of the category which are some things extraordinary for this process of learning vocabulary. It is important to understand that the most role that an educator has during a class is to assist, to guide and facilitate the training process but the scholars got to be the middle of the category because they have to speak, interact and learn. For that reason, it is important to implement a spread of activities to reinforce the training process. A number of the activities which will facilitate the method are: Kahoot is a useful tool for the learning of every topic, but in this case, it is going to be for vocabulary.

With this app, the students can take advantage of the technology because it works with laptops, iPads or cellphones, so every student can play using their own technological device.

Quizlet is another app which will enhance learning of the scholars because therein way, they are using technology within the devices that they are always using, so why to not cash in of that and apply their knowledge in technology to find out vocabulary? Quizlet has many options of words that pupils can learn so, it is a favorable tool for the training of vocabulary and also, its use is for free of charge.

According to Ragan Whiteside, "technology can give teachers and students great resources, new opportunities for learning, ways to collaborate and create, and save money.

Technology is a powerful tool for education" (2011, par.7). The purpose of this research is to demonstrate that is necessary to implement more the utilization of technology within the classroom because it is many advantages which will enhance the training process of the scholars. Additionally, the utilization of technology the pupils have more opportunities to find out in many various forms just like the games that the investigator mentioned before and if they need to practice, they will choose the strategy or the app that they like and feel easier. It is useful to implement multimedia within the lessons because it is getting to facilitate the method of learning vocabulary, the environment and therefore the attitude of scholars what is getting to change tons.

Chapter 3

Design and Method

Proposal

Description of activities

First Week

Mediation Strategy: Action Oriented Approach

Name of the activity: Enjoying speaking

Topic: Let's workout

Purpose of the activity: To develop speaking skills through charades.

Duration: Three lessons (120 minutes)

Instrument for the activity: Charades (See Appendix 1)

Pre-teaching (5 minutes)

Routine: Checking attendance, checking in with learners, posting and reviewing

Essential Question, Can Do's, and class agenda.

Participating (10 minutes)

Warm up: Learners will watch a video about the different activities that people can do in different settings, then they are going to choose their favorite activity.

Engaging

Activation of prior knowledge (20 minutes)

The teacher presents pictures and asks learners to mention the life experiences those pictures represent. Then, the teacher divides students into groups, gives them a piece of paper and asks them to brainstorm other life experiences. Teacher monitors walking around the class and provides help if necessary. When finished, the teacher writes up all the experiences

on the board. Some examples of live experiences are: go skydiving, go surfing, go to a concert, ride a bicycle, do yoga, go hiking and go skating.

Introducing (20 minutes)

The teacher presents a series of pictures and sentences illustrating experiences he has had: For example;

I have gone to the beach many times in my life.

I went to the beach last December.

 I have attended a rodeo once in my life

I attended a rodeo in 2012; when I was in Dallas, Texas.

Pre-listening (10 minutes)

The teacher shares the goal of the lesson. The teacher writes on the board: *What do you do in your leisure time?* Learners individually think about the activities they do; then they share in pairs, and some volunteers report to the group. As students talk, the teacher writes the activities on the board. He/she also elicits some other activities which were not mentioned from the rest of the students using the list from the board, the teacher asks questions, for example, *José, María likes playing chess. Have you ever played chess?* Pedro, you like going to the beach. Have you ever visited Hermosa Beach in Guanacaste? Questions are asked to most of the students. The teacher sets up the context of the video by telling the students who the speaker is and what she is going to talk about.

Listening for the first time (15 minutes)

Learner watch the video *How I spend my leisure time* for the first time. Learners try to answer the question: *What leisure time activities is Kristhel talking about?* https://www.youtube.com/watch?v=dDGuF4wmmnM&t=27s (minute 0:07- 2:20)

Pair/Group Feedback

Learners compare their answers, and then they share with the whole group.

Listening for the second time

Learners watch the video again, but this time, as they listen, they work on a True and False exercise. Students check their answers in pairs, and then share with the group.

Post-listening (20 minutes)

Students write a short paragraph about another student and then, read it aloud without saying their name. The other students must guess who it is. For example**,** this student has played basketball and has gone hiking many times. He goes hiking twice a month. Who is it?

Name and description of the activity

Charades (20 minutes)

The students will play charades. This game-like strategy can facilitate the learning process of the students because they are going to make mimics, because they are moving and guessing the word that appears on the board. It is going to be two groups in which they are going to sit in a chair and they will change the sit with the rest of their classmates. The idea is that the students talk, use vocabulary and be dynamic. The teacher will have vocabulary about different sports in a Power Point presentation, so the students will see the image and make mimics for the student that is trying to guess, the group that has more correct answers is going to be the winner.

Second Week

Mediation Strategy: Action Oriented Approach

Name of the activity: Enjoying speaking

Topic: Yesterday, Today and Future Media

Purpose of the activity: To increase the speaking skills by using hot seat.

Duration: Three lessons (120 minutes)

Instrument for the activity: Interview to the students (See Appendix 2)

Pre-teaching (5 minutes)

Routine: Checking attendance, checking in with learners, posting and reviewing

Essential Question, Can Do's, and class agenda.

Participating (10 minutes)

Warm up: Teacher pastes three images on the board (pictures from the media in the past, the present, and a question mark for the future). Teacher asks Ls if they know the media in the images and their uses. Then teacher asks possible uses of new technologies of media and their impact on lives of people and society in the future.

Engaging (10 minutes)

Activation of Prior Knowledge

Teacher asks Learners to brainstorm the main media people use nowadays. Students will give examples of media and the teacher writes them on the board. Teacher will write the learners examples on the board. Once finished with brainstorming, teacher will give images related to different media. Learners must go to the board and place the image next to the correct name of the media. Pupils need to present the media using appropriate sentence structures, Example. This is a television. This is a mobile phone.

Introducing (25 minutes)

Teacher shows drawings of different apps. Learners should guess which apps they are and their uses. Teacher says and writes sentences on the board using the Future Tense to show learners the use of the tense in context (I will watch videos using You-Tube. I will not find the building using eBooks). Then students write sentences using future tense and vocabulary related to media. Teacher asks learners to read the sentences aloud. Finally, students work in pairs correcting the sentences they wrote.

Pre-listening (5 minutes)

Teacher explains that they are going to watch the video *Media and Entertainment: Past, Present and Future*. Leaners should guess what the video is about using the Future Tense. Teacher writes some key words related to the video on the board.

Listening for the first time (5 minutes)

Teacher plays a video called *Past, Present and Future of Mass Media* https://www.youtube.com/watch?v=95rAfzu4EHM. After that, students write a list with the vocabulary they already know and ask for clarification of words they do not understand. Then teacher asks what the video is about? Teacher asks a few more questions about the video.

Pair/Group feedback (10 minutes)

In pairs or individually, learners compare the list of vocabulary and exchange meanings and ideas about the video. Then they compare the answers to the three questions, teacher asked them about the video.

Listening for the second time (10 minutes)

Learners extract the information and the ideas they understand from the video and present them to the class. Teacher writes them on the board and corrects them if necessary. Teacher explains some facts and vocabulary difficult to grasp for the learners.

Post -listening (15 minutes)

Learners write sentences with the information and ideas they identified in the previous activity. Sentences are written in the future tense. Once they finished, learners work in pairs to share the sentences they wrote and help each other to correct them in necessary.

Hot seat (20 minutes)

The teacher is going to use different words of the vocabulary that is related to multimedia, so the teacher is going to have a list of words and the group of students are going to sit in the chair one by one the rest of the students are going to say key words to help the student that is in the hot seat and help him or her to guess the word, when the student guess the word another student is going to the hot seat. The purpose of this is that the students talk and use vocabulary that is related with the topic.

Third Week

Mediation Strategy: Action Oriented Approach

Name of the activity: Enjoying speaking

Topic: Once upon a Time I Enjoyed

Purpose of the activity: To improve the speaking skills through interactive activities like Kahoot!

Duration: Three lessons (120 minutes)

Instrument for the activity: Interview to the students (See Appendix 3)

Description of the activity

Pre-teaching (5 minutes)

Routine: Checking attendance, checking in with learners, posting and reviewing

Essential Question, Can Do's, and class agenda.

Participating (10 minutes)

Warm up: The teacher begins the class by telling a story with exaggerated details. For example: Last month, I went to the beach. I had a wonderful time with my family. We swam, went horseback riding, and ate delicious food at the restaurants in town. The teacher uses pictures to clarify meaning. The learners comment on the teacher's trip and the activities she/he did.

Engaging (15 minutes)

Activation of prior knowledge

The teacher projects a series of pictures illustrating different verbs. In groups of three, learners brainstorm the verbs those pictures represent. Students share their answer with the class, and the teacher writes the verbs on the board.

Introducing (40 minutes)

The teacher writes on the board *Yesterday, I….* The teacher pretends she/he is thinking and says to him/herself *Hmmm, what did I do yesterday?* Then the teacher draws a few things which he/she did yesterday, e.g. watched TV, went to school, rode a bike. As the teacher is drawing the pictures, he/she gets students to shout out what they think each one is and writes the simple tense form under each picture. The teacher underlines *Yesterday* and writes *ed* onto the end of the verbs (e.g. Yesterday, I watched TV). Then the learners chorus each of the sentences.

Before class, the teacher prints off as many flashcards as he/she can for regular verbs. The teacher spreads the flashcards out, face up, on the floor or a table and gets everyone to gather around. Then the teacher starts off by saying, *Yesterday, I ...* and selects a flashcard and sticks it to the board. Then each student picks a flashcard of something they did yesterday and also sticks it to the board. The teacher also emphasizes some common irregular verbs and practices them with the students.

Next, the teacher gives out a What did you do yesterday? Survey worksheet. On each line, learners copy 12 verbs in the past form from the board (e.g. painted a picture, watched TV). Everyone stands up and mingles around the classroom so they can fill in their survey. The teacher models first, so that everyone is clear on what to do. The conversations should be as follows:

A: Ana, what did you do yesterday?

B: Yesterday, I watched TV, played a game, kicked a ball.

When everyone has completed their surveys, the teacher pools the answers to find out which of yesterday activities were the most common. (Ideas adapted from

https://www.eslkidstuff.com/lesson-plans/pdf/past-tense-regular-verbs-lesson-plan.pdf)

Interacting (20 minutes)

The class is divided into pairs. Each pair practices asking and answering questions about their life experiences. Three pairs of students present their conversation to the class

Kahoot (30 minutes)

The teacher is going to create a Kahoot that is an app that facilitate the learning process of the students and at the same they are using technology and have the facility that the pupils can use this game with their cellphone, iPad and laptop. The teacher is going to use past

activities in which the students are going to choose which the correct option is using the image that appears in the slide. Some of the past activities are: was, were, began, broke, bought, caught, did, drank, drove, ate, fell, fought, got, went, had, left, lost, met, paid, been, become, begun, broke.

Fourth Week

Mediation Strategy: Action Oriented Approach

Name of the activity: Enjoying speaking

Purpose of the activity: To develop the speaking skills.

Three lessons (120 minutes)

Instrument for the activity: Interview to the students (See Appendix 4)

Description of the activity

Pre-teaching (5 minutes)

Routine: Checking attendance, checking in with learners, posting and reviewing

Essential Question, Can Do's, and class agenda.

Participating (5 minutes)

Warm up: Learners watch the video *Suggest*. Teacher explains to the students that the video is about expressions they could use to make suggestions. Learners answer the questions: Do you recognize any of the expressions people use? https://www.youtube.com/watch?time_continue=94&v=Hnz6TgaRMVM (From 0:00 to 1:49 min).

Engaging (15 minutes)

Activation of Prior Knowledge or prior knowledge

The learners get the script of the video. In groups of three, learners check the script and underline those expressions they consider are used for making suggestions. Learners compare their answers with another group, and then with the whole class.

Script:

Where do you want to go for dinner tonight?

Why don't we try the Chinese place?

Or how about Victor's Bistro?

Good idea! Let's book a table.

What are you doing, Lola?

Playing a game.

I suggest you do your homework first, then play the game.

How are we getting to the meeting?

By car. You know, I'm worried about the traffic at that time of day.

Are you suggesting we take the train?

Yes.

OK. Vicki, can you book the tickets?

Sure.

Introducing (15 minutes)

Teacher explains that for making suggestions, people rarely use the word suggest, but they use other expressions instead.

Let's go horseback riding on Sunday.

What about going to the movies tonight?

How about playing cards?

Why do not we go hiking next week?

Could not we invite my friend Lisa to our party?

Don't you think it is a good idea to watch TV?

Time: 10 minutes

Pre-listening:

The teacher shows the picture of three tourist destinations and asks students to choose one to go on a holiday. To do so, the learners are encouraged to give suggestions about each place using the phrases already practiced previously. The group decides the best option. The teacher explains to the learners that they are going to listen to a conversation between two people.

Listening for the first time (10 minutes)

Learners listen to the conversation and try to get an answer for the following questions:

1. Who are the people speaking?

2. What are they talking about?

Pair/group Feedback (15 minutes)

In pairs, learners compare their answers, and then share with the whole group.

Listening for the second time (10 minutes)

Learners listen to the conversation again, but this time learners answer a True or False exercise.

1. Andrew went to Monteverde with his friends last holiday.

2. Lucy has been to Monteverde twice.

3. Andrew is suggesting that Lucy goes to Monteverde with a group of friends.

4. Andrew is telling Lucy that she could invite her sister to go with them to Monteverde.

5. Lucy is suggesting Andrew to stay in a hotel owned by some family friends.

6. Lucy is suggesting taking the Adventure Park Tour

7. Andrew thinks the tour is a bad idea.

   Learners compare their answers in pairs, and then with the group.

Post-listening (15 minutes) The class is divided into groups of three. Each group gets the script of the conversation, and they are asked to add more lines. To do so, the learners look for information about Monteverde, and the activities they could do there. Learners share their new conversation with another group, and then volunteers present it to the class.

Jeopardy (20 minutes)

   Jeopardy is a game that is usual and can be used with many different topics, in this case the teacher is going to use with these vocabulary: collecting stamps/rocks/ coins, doing magic tricks, taking pictures, chess, exploring, playing instruments, darts, sailing, sunbathing, travelling, gardening, martial arts. The group is going to be divided in two subgroups so they are going to make a race, the subgroup that has more points is going to be the winner.

Fifth Week

Mediation Strategy: Action Oriented Approach.

Name of the activity: Enjoying speaking.

Topic: Yesterday, Today and Future Media

Purpose of the activity: *To develop speaking skills by a festival.*

Duration: Three lessons (120 minutes)

Instrument for the activity: Interview to the students (See Appendix 5)

Description of the activity

Pre-teaching (5 minutes)

Routine: Checking attendance, checking in with learners, posting and reviewing

Essential Question, Can Do's, and class agenda.

Participating (10 minutes)

Warm-up: Teacher pastes three images on the board (pictures from the media in the past,

the present, and a question mark for the future). Teacher asks students if they know the media

in the images and their uses. Then teacher asks possible uses of new technologies of media

and their impact on people's lives and society in the future

Engaging (15 minutes)

Activation of Prior Knowledge

Teacher asks learners to brainstorm the main media people use nowadays. Learners

will give examples of media and the teacher writes them on the board. Teacher will write the

examples on the board. Once finished with brainstorming, teacher will give students images

related to different media. The students must go to the board and place the image next to the

correct name of the media. Learners need to present the media using appropriate sentence structures. E.g. This is a television. This is a mobile phone.

Introducing (15 minutes)

Teacher shows drawings of different apps. Learners should guess which apps they are and their uses. Teacher says and writes sentences on the board using the Future Tense to show pupils the use of the tense in context (I will watch videos using YouTube. I will not find the building using eBooks). Then students write sentences using future tense and vocabulary related to media. Teacher asks learners to read the sentences aloud. Finally, students work in pairs correcting the sentences they wrote.

Pre-listening (10 minutes)

Teacher explains that they are going to watch the video *Media and Entertainment: Past, Present and Future*. Learners should guess what the video is about using the future tense. Teacher writes some key words related to the video on the board.

Listening for the first time (10 minutes)

Teacher plays a video called *Past, Present and Future of Mass Media* https://www.youtube.com/watch?v=95rAfzu4EHM.After that, students write a list with the vocabulary they already know and ask for clarification of words they do not understand. Then teacher asks what the video is about? Teacher asks a few more questions about the video.

Pair/Group feedback (10 minutes)

In pairs or individually, students compare the list of vocabulary and exchange meanings and ideas about the video. Then they compare the answers to the three questions teacher asked them about the video.

Listening for the second time (10 minutes)

Learners extract the information and the ideas they understand from the video and present them to the class. Teacher writes them on the board and corrects them if necessary. Teacher explains some facts and vocabulary difficult to grasp for the learners.

Post -listening (10 minutes)

Learners write sentences with the information and ideas they identified in the previous activity. Sentences are written in future tense. Once they have finished, students work in pairs to share the sentences they wrote and help each other to correct them if necessary.

Festival (25 minutes)

This activity is going to be interesting because the students are going to make groups of three in which they are going to choose one app; for example, YouTube, Facebook, and skype. So, the students are going to investigate as much as possible to obtain many information of that app. They are going to create a material supported with images or videos that they are going to use when they present the information to the rest of the class and for the teacher.

Sixth Week

Mediation Strategy: Action-Oriented Approach

Name of the activity: Enjoying speaking

Topic: Virtual Communities and Networks

Purpose of the activity: To enhance speaking skills through a round table

Duration: Three lessons (120 minutes)

Instrument for the activity: Interview to the students (See Appendix 6)

Description of the activity

Pre-teaching (5 minutes)

Routine: Checking attendance, checking in with learners, posting and reviewing Essential

Question, Can Do's, and class agenda.

Participating (10 minutes)

Warm up: Teacher sticks on the board or shows some virtual community icons. After that,

teacher questions students about the names of apps and asks for other ones not mentioned.

Engaging (10 minutes)

Activation of Prior Knowledge: Teacher asks students what social media they use the

most and which one is less used by teenagers. Learners talk about the social media and apps

they use and the purpose of them.

Introducing (15 minutes)

Teacher describes key information about the history of the most used virtual

communities including information about: what it is about, when it started, who created it,

what is it for, how many people use it? How long people spend using it.

Pre-listening (10 minutes)

Teacher asks students the following question: What do you know about virtual

communities? Learners share their prior knowledge about the topic.

Listening for the first time (5 minutes)

Students watch the video, Virtual Communities taken from

www.youtube.com/watch?v=PvZB2iz0JGo

Pair/group Feedback (10 minutes)

Teacher writes on the board: What was the video about? In groups, students discuss

the video and share ideas with the whole class.

Listening for the second time (15 minutes)

Students watch the video again and are required to pay attention to specific details like definition, goal, advantages and disadvantages. In the same groups, students answer some questions.

1.   What is a virtual community?

2.   What are the purposes of a virtual community?

3.   What are some advantages and disadvantages?

Post – listening (10 minutes)

Learners share their ideas with the whole class orally.

Round table (30 minutes)

The students are going to get information about different apps; for example, Facebook, twitter, LinkedIn, Instagram. They are going to explain for the rest of the class which app is their favorite which are the advantages and the disadvantages of those apps. In the round table the students are going to say their opinion of the apps with the purpose of that students are informed of the social media that nowadays students use.

Seventh Week

Mediation Strategy: Action Oriented Approach

Name of the activity: Enjoying speaking

Topic: The Magical World of Apps

Purpose of the activity: To increase speaking skills by using tongue twister

Duration: Three lessons (120 minutes)

Instrument for the activity: Interview to the students (See Appendix 7)

Description of the activity

Pre-teaching (5 minutes)

Routine: Checking attendance, checking in with students, posting and reviewing Essential Questions, Can Do's, and class agenda.

Participating (10 minutes)

Warm-up: Teacher pastes three images on the board (pictures from current communities and social networks people use nowadays). Teacher asks learners if they know about those communities and networks. Then teacher asks students to describe experiences regarding virtual communities and networks. Learners describe their experiences orally.

Engaging (15 minutes)

Activation of Prior Knowledge

Once finished with brainstorming on those experiences, teacher will give learners other images related to different apps. The learners must go to the board and place the image next to the correct name of the app. Learners should present the apps using appropriate sentence structures, E.g. This app is called Instagram. I know how to use Instagram. E.g. This app is called Snapchat. I do not know how to use Snapchat.

Pre- listening (5 minutes)

Watch the video with the sound off. Then write some notes about it.

Listening for the first time (20 minutes)

Students watch a tutorial video Duo lingo app tutorial about an app to learn a language in which students must follow the instructions and set up the app in their phones to use it. Afterwards, learners write a list with the vocabulary they already know and ask for clarification of words they do not understand. (https://www.youtube.com/watch?v=sidoa4-GK9I)

Pair/Group feedback (10 minutes)

In pairs or individually, students compare the list of vocabulary and exchange meanings and ideas about the video.

Listening for the second time (15 minutes)

Learners listen again, after that, pupils are asked to talk about their own experience using Duo lingo in their cell phones.

Post-listening (20 minutes)

Time for individual speeches or peer conversations can be allowed to describe their experiences with Duo lingo.

Tongue twister (25 minutes)

The students are going to create tongue twister with the words of the vocabulary they can use other words that are related to the topic, they are going to work in groups of three and they need to choose one specific app and create the tongue twister. When all the students finish the activity, they are going to read aloud and the rest of the class are going to guess which app is.

Eighth Week

Mediation Strategy: Action Oriented Approach

Name of the activity: Enjoying speaking

Topic: What's on TV?

Purpose of the activity: To develop speaking skills through a roleplay.

Duration: Three lessons (120 minutes)

Instrument for the activity: Interview to the students (See Appendix 8)

Description of the activity

Pre-teaching (5 minutes)

Routine: Checking attendance, checking in with learners, posting and reviewing Essential Question, Can Do's, and class agenda.

Participating (10 minutes)

Warm -up: (Brainstorm Race) Find out what your group knows about a topic before you begin a new lesson. Divide them into teams of four and present the topic. Ask them to brainstorm and list as many ideas or questions as they can come up within a given amount of time. Here is the kicker---they cannot speak. Each student must write his or her ideas on the board or paper you have provided.

Engaging (10 minutes)

Activation of prior knowledge

Multimedia Activity: teacher activates prior knowledge of students by presenting them a TV guide online.

Introducing (10 minutes)

Teacher shows students different TV clips in order to engage learners in the topic. Teacher asks students What is their favorite TV show, TV program, movie, documentary, news program. He uses a graphic organizer. Also, teacher shows images of different TV shows, TV program, movies. This way teacher introduces vocabulary and different sentence frames in order to describe what is on TV, favorite TV programs, documentary and news.

Pre-listening (10 minutes)

Teacher introduces key vocabulary words related to the media such as comedy/ sitcoms, soap operas, westerns, weather forecast, news, talk show, game show, sport programs, cartoons. Teacher also presents a sample description of different comedy

programs, TV shows, soap operas, talk shows, sport programs, and some more. For this teacher uses specific sentence frames in the simple present tense such as: The special effects are fantastic/ terrible, the best scene / the worst scene is when…, When I see a show about __, I wonder…

Listening for the first time (20 minutes)

Teacher explains task #1 by giving specific instructions to learners. Teacher plays a clip where the latest 2019 movies are presented. https://youtu.be/KDxQkTQhmRE. Based on the clip learners are expected to complete a chart.

Pair/group feedback (10 minutes)

Teacher asks students to work in pairs and compare with their classmates the answers. Learners follow instructions from the teacher.

Listening for the second time (10 minutes)

Teacher explains task #2 and asks learners to listen again and answer some questions: What movies will be released in 2019? What is your favorite movie? Why?

Post-listening (20 minutes)

Have learners to pick their favorite TV show, soap opera, talk show, or sport program in order to describe it in an oral presentation.

Roleplay (15 minutes)

The students are going to work in groups of three and they are going to choose one type of TV program and make a roleplay about that topic they need to use vocabulary that is related with the unit. Some of the types of TV shows are comedy/sitcoms, dramas, soap operas, westerns, weather forecast, news, talk show, game show, sport programs, cartoons.

Chapter 4

Findings

These activities that are going to be applied have many advantages to enhance the learning process of the students. The principal purpose of these activities is to have different options to make an interesting class and implement the use of multimedia in the multiplied different forms to enhance the vocabulary of the pupils.

Kahoot is a useful tool for the learning of every topic, but in this case, it is going to be for vocabulary. With this app, the students can take advantage of the technology because it works with laptops, iPads or cellphones, so every student can play using their own technological device. This app is an engaging tool that can be used to challenge the learning process of the students.

According to Afari et al, "in contrast, one of the major benefits to games such as Jeopardy is that they can provide a greater level of engagement and satisfaction for students, which is of great importance to educators" (2012, par. 10). The use of Jeopardy in a class is an excellent tool to make an interactive lesson, because the students need to know about the topics, in this case it is going to be vocabulary so the students are going to make a review of the words with that form they can win this game. The main purpose is to motivate the students to learn in different forms and take advantage of technology and also in the different apps that facilitate the learning process of the students.

Muhammad Fauzi Bafadal (2018) explains that vocabulary is a knowledge of words and word meanings. To increase the students' vocabulary, the writer chooses a game. A game is an alternative way to teach. One of the alternative games is a charades game. This game is entertaining for students of all ages, with this activity the students can learn a lot of vocabulary and at the same time they are learning different words and that is something is

important and necessary. At the same time students are sharing with the rest of their classmates, with this type of activity they are learning and playing in a different and innovative form.

However, it is useful for the training of vocabulary because with this activity the scholars got to think quickly and have knowledge of various words. A plus of this activity is which will have a spread of topics; therefore, the teacher has many options of topics which will be used with this game. With this activity teachers and students can play and celebrate, at an equivalent they're learning and getting motivation to find out vocabulary.

One of the authors that refers to tongue twisters is Miftahur Rohman (2016), who recommends its use as a technique to improve EFL pronunciation of the students. By using this technique, it hopefully can make the students more enthusiastic and easier to master pronunciation of English. The tongue twisters are common and simple activity but can obtain many advantages of this activity because the students are learning how to pronounce in the correct form the words. If the teacher uses this activity with the vocabulary assigned can take many advantages, because at the same time they are learning new words and also how to pronounce the words in the correct form. So, if the teacher says to the students to practice the pronunciation and the meanings of the words using a tongue twister with the learning process is going to facilitate the process.

Harms and Myers declare that "round tables create a strong sense of community as each group learns and shares together. Students share personally relevant topics, giving insight into each student as an individual outside of the English classroom" (2013, P.45). The round table is an excellent activity to practice many words of different topics, the teacher can use this activity with many different topics. So, students can take advantage of this and with

that practice and enhance the learning process of vocabulary. The teacher can choose one specific topic and they are going to search about that specific topic and learn different words. Ian Glover (2014), recommends role-play as a technique that allows students to explore realistic situations by interacting with other people in a managed way in order to develop experience and trial different strategies in a supported environment. This activity could help the learning process of vocabulary of the students, sometimes students are creative and the use of this activity is going to help a lot and take advantage of the talent that many students have. With this tool the teacher can give a list of vocabulary in which they can know the meanings of those words and used to make the roleplay. An advantage of this activity is the variety of topics that can be used, also the students are winning confidence because sometimes students are kind of shy so with this it can help the student at the same time learning vocabulary and doing something different.

Chapter 5

Reflections

It was an incredible experience for the researcher to conduct this action research and the researcher finds ways to enhance the training process of vocabulary. Sometimes, education is too obsolete, and it is necessary to research for brand speaking new strategies which will motivate the scholars within the process. Vocabulary is a deep topic, so it is necessary to seek out new forms that students can learn multiple words from various topics because every word is important for a far better understanding. Frequently, students cannot produce simple sentences because the shortage of vocabulary and without that specific knowledge they cannot understand all the meaning of the sentence.

Something relevant is that this action research considers the use of multimedia, because nowadays students have technology everywhere in their cellphones, iPad, and laptop. With these tools that teachers can facilitate the training process of scholars with an A2 English Level, these students got to have some sort of level during which they understand simple words, phrases and sentences. With these tools they will enhance a lot, considering that they are using tools that they skills to use it. Pupils require that extra help within the lessons because it is getting to facilitate the method.

Teachers should consider implementing this sort of tools and activities to get better results. Sometimes students do not enjoy learning English for the rationale that they never understand the instructions or within the practice, but if teachers put in practice the utilization of multimedia within the class can make a special and interactive environment because the scholars are having fun, also using technology and therefore the most vital they are learning.

Chapter 6

Conclusions

Teaching vocabulary, which is a subskill is not an easy task even though the use of technology seems to be a good support to do it. When using technology as didactic resource it is mandatory to take into account not only the advantages but also the disadvantages that this process may involve. One of the main constraints could be connectivity due to the fact that most of the apps need internet to work. Besides that, training for the teacher but also for the students seems to be another challenge o consider. Furthermore, some institutions are not equipped with the computers, electronic tablets or cell phones needed to implement the use of apps with the use of internet.

When designing a research project like this one, its easy to find the available apps and its use but it is difficult to visualize if all the students are going to have access or the resources to work with them properly. Fortunately, there are many options not only to use online but also offline. Besides that, there are tutorials on the web that can provide orientation for the user since the beginners to the expert ones. Regarding the necessary gadgets, there are many possibilities, since working in pairs in face to face classes, using the computer lab of the institution (when there is an available computer laboratory) until using the cell or computer of the parents at home among other possibilities.

The implementation of apps and activities for learning vocabulary and a new language can bring advantages for the learning process of the students with an A2 level English. For example, the use of Kahoot, Jeopardy, hot seat, charades and others. They can motivate the interest of the students during the class because they are having fun and at the same time, they are learning vocabulary and that is the main purpose of this action research. It is necessary to take into account that the use of technology in the part of education can bring

many benefits, and nowadays teachers have many facilities and options with the use of these apps and implement new techniques to obtain the attention of the students.

Kahoot is an option for youngsters that are learning vocabulary, it is an app and it is for free. Students will only need a cellphone, iPad or computer and internet to start out with this app. A plus with the implementation of technology is that they are using it so, at an equivalent time they are learning the way to implement technology within the education part. This app is so versatile and it is often used with various topics to reinforce the training process. An equivalent to Jeopardy, this sort of apps can bring tons of advantages and also the scholars are getting to be interested and concentrated. If the teacher implements these activities in the lessons, they will feel interested in the class and they will know that maybe all the classes the teacher can use those activities to catch the attention of the pupils and at the same time have an entertainment moment in which they learning vocabulary. Multimedia can have many advantages and also bring a lot of different ideas to a teacher to make a better class and also to enhance the learning of vocabulary and do it in a dynamic way.

Chapter 7

Recommendations

     Regarding the implementation of multimedia when teaching vocabulary to students with basic knowledge, specifically learners with A2 level according to CEFR some recommendations would be provided. The first aspect to be considered must be the level of performance of the students, which is very clear in this scenario, but in other cases that would be mandatory to apply a diagnostic test. After that, it is recommendable to apply a survey to the students in order determine their likes and dislikes to work not only with their needs but also with their preferences in terms of the use of technology and apps. A third step, would be to investigate about the resources available at the institution and at home of the students. Based on that previous research, decisions can be made in order to plan a develop activities suitable for the students and the teacher.

     Vocabulary is an extensive subskill and it takes time to learn many words of different topics, but it is a process that can bring many benefits for students that are learning a new language. Teachers need to find forms to implement new strategies of ways to teach vocabulary, maybe with the traditional forms are not having positive results considering that for pupils is almost impossible to understand simple sentences or inclusive basic instructions.

     It is important to know students, so the teacher need to have real information of the students and has an idea of what things they like, if they are enjoying to use technology, what type of activities they prefer to do and so on. The use of multimedia can bring in the class a new and positive environment in which they really participate in the classes and something fundamental it is that students learn many words as it is possible for a better understanding.

In addition, if teachers have the choice and therefore the facility to use technology within the class will obtain better leads to the training of vocabulary. Multimedia is a superb resource during which can obtain many advantages to reinforce and motivate the scholars within the learning process because all of this apps and activities are versatile and may be used with many various topics. Technology is a component of the life and if nowadays teachers and students have these options it is really important to use it within the correct form for a far better understanding of English language.

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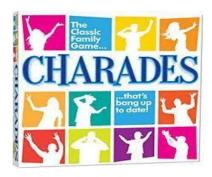researchmethods/methods/observations/
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Appendix 1

Charades

Charades is a common game that can be used in different ways, it can be used with technology using a power point presentation and a video beam. The purpose of this game is that students know the words of the vocabulary and try to guess which word is by the mimics that their classmates make. This game is dynamic and the pupils will have a lot of fun.

List of vocabulary unit # 1

Pilates, yoga, spinning, athletics, do, go, play, tournaments, climbing, camping, skating, walking, hike, ride, fishing, swimming championships.

Advantages

In addition, this type of game can help a lot with the confidence of the students because sometimes some of them are kind of shy and they do not like to interact with the rest of the group. This activity is an excellent ice breaker that can enhance non-verbal communication skills, promote the teamwork and develop a better understanding of people in this case of students. The use of this activity can bring many positives results to the class and at the same time the pupils are learning.

Appendix 2

Hot seat

The hot seat is another game that can be used with many different topics, in this case the students need to talk and say keywords for the student that is in the hot seat with those key words the student needs to guess which word is the correct.

List of vocabulary unit # 2

Phone, cellphone, radio, TV, computer, laptop, DVD, play station.

Advantages

For instance, this type of activity can enhance the confidence of the students also it is a great ice breaker but at the same time can work in other skills. For example, is this game the students need to talk and say key words so they are working the speaking skill and the student that is listening the ideas or key words that the rest of the students are saying is working the listening skill. With this type of games, the students are having many advantages at the same because they are learning words and also working in the speaking and listening part.

Appendix 3

Kahoot

Kahoot is a useful tool that can facilitate the learning process of the students, an advantage of this is the use of technology in which the students can use cellphone, iPad or computer to use this app.

List of vocabulary of unit # 1

Was, were, began, broke, bought, caught, did, drank, drove, ate, fell, fought, got, went, had, left, lost, met, paid, been, become, begun, broken, brought, built, bought, caught, come, done, drunk, driven, eaten, felt, found, forgiven, frozen, gotten.

Advantages

Finally, an advantage of this app is that teachers can use it with all the different topics because it is so versatile. With this app students can learn how to use technology in a different form that they normally use, this app is colorful so it is going to catch the attention of the students and also appears like a chart that shows the results of each student that is playing. Also, the students are working the reading part because they need to identify the words and make a relation between the image and the options so this app is an excellent strategy for the pupils considering that they are learning words, reading and finally using technology.

Appendix 4

Jeopardy

Jeopardy is an entertainment game that can be used with many different topics, something that is a benefit is the use of technology, internet and a video beam. It is team game because everyone needs to choose and help each other to say the correct answer.

List of vocabulary

Collecting stamps/rocks/ coins, doing magic tricks, taking pictures, chess, exploring, playing instruments, darts, sailing, sunbathing, travelling, gardening, martial arts.

Advantage

This type of activity can bring many positive results because with these students are working different skills not only learning vocabulary. For example, students need to read the questions that appears in the chart and also, they are going to listen and talk with the rest of their classmates and with that they are working in their speaking part and getting communication with them. Also, it helps in making the learning process easy or makes students feel more enthusiastic to learn.

Appendix 5

Festival

Festival

This type of activity is an excellent strategy to enhance the ability of the students to talk in front of people and have more facility and be more natural. With this type of activity, the students can make investigations of different topics and make a good presentation, learn about different topics and be creative.

List of vocabulary unit # 2

Educaplay, Google maps, Evernote, Edmodo, Kindle, eBooks, Goodreads, Skype, YouTube, and WordPress.

Advantages

This type of activity can enhance the practice of all language systems areas like vocabulary, grammar, and phonology. In the part of the skills could enhance the speaking, listening, writing and reading part. They are going to work a lot the speaking part because they need to make a presentation about a specific topic and with that get information and explain it for the rest of the class. With this activity the students can build confidence.

Appendix 6

Tongue twister

The purpose of this activity is that students can learn vocabulary, at the same time practice the pronunciation of different words and also have the change to create a tongue twister with specifics words.

List of vocabulary unit # 2

Social Networks: Facebook, twitter, LinkedIn, Instagram and snapshot. New media and Public Safety: tabloid, yellow journalism, print media, media bias sponsor, mainstream, smartphones, tablets, iPad, Newspaper, radio, advertisement, platforms, blogs, websites, entries, blogosphere, broadcasting.

Advantage

In addition, this activity can bring many different benefits than the others activities because with a tongue twister the students need to work a lot the pronunciation part and have fluency. Also, it is fun making learning pronunciation because sometimes it is kind of frustrating and with this the students are going to enjoy the process. At the same time, they are learning vocabulary and working the speaking and listening part.

Appendix # 7

Round table

This type of activity is useful to make that students participate and give their opinions and get information of different topics so with this they are going to expand their knowledge and learn extra vocabulary.

List of vocabulary unit # 2

Virtual communities and Networks: Facebook, Twitter, LinkedIn, Instagram.

Advantages

Additionally, this activity maybe is not so common but is it a great strategy to enhance the confidence of the students because they need to say what they think about a specific topic and give their own opinion. With this activity the students are working lot the speaking and listening part because all the students are going to say what they think and explain important information about a specific topic. When the students are going to research information, they are going to find many words that do not know the meaning and they are going to find the meanings and learn new words.

Appendix # 8

Roleplay

This type of activity can enhance the learning of vocabulary of the students also can obtain confidence because they need to act so it is a good strategy and also, they can be creative and use many materials to make a setting.

List of vocabulary unit # 3

Comedy/sitcoms, dramas, soap operas, westerns, weather forecast, news, talk show, game show, sport programs, cartoons.

Advantages

Once again, if students implement this activity of make roleplays in the class can enhance a lot their speaking part. Students are going to apply content in relevant real-world context and that is a benefit for them, they will use their imagination creating settings or the clothing and that is important. Also, if they do not know some words that are necessary for the dialogue, they will need to search those meanings and finally they are winning confidence because they are going to act and talk in front of their classmates and teacher.