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Teaching beverages vocabulary through audiovisual flashcards to a Hindu adult student: a case study of Spanish as a foreign language, A1

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"Teaching beverages vocabulary through audiovisual flashcards to a Hindu adult

student: a case study of Spanish as a foreign language, A1"

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DEDICATORY

During all my life, there have been many people who come and go. But, there also exist constants in my day to day, those people deserve to be mentioned here since they have been part of my falls and ups in my educational process.

This thesis is mainly dedicated to my father, Mr. Smart Gómez Hernández. He always taught me that, to educate, it is necessary more than instruction; that the example educates more than the word itself. To that man who did not need wealth to broaden the panorama of my life expectations and who taught me to understand effort as an opportunity, not as a sacrifice to achieve my goals.

To my mother, Mrs. María del Socorro Vergara Cerón, who, with her strength, has strengthened me in the face of life's adversities. I dedicate this thesis to her person, and to her hands. For supporting me and encouraging me, today I am here reaching that step that was seen so far in 2010. This achievement is also hers and I say every word in a literal and metaphorical sense because she has worked so hard to achieve my goals. For all those so-called ailments, I know that I am partly the reason.

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ABSTRACT

Spanish as a Foreign language has taken place in different sectors of life in the world such as education, job opportunities, business, sports, etcetera. India is a country where this language entered the film industry, so that is why the interest for learning the Spanish Language, and the need of learning it becomes higher; however, it is a language that is just taught in private schools there. Then, in front of the growing importance of SFL in India, this case study pretends to identify the perceptions of an adult Hindu student of Spanish as a Foreign Language (A1) about learning beverages vocabulary through audiovisual flashcards proposal.

Since it is a case study, it uses an empirical qualitative method to collect the data through the application of two tests, and an interview. The first ones show the effect of using the proposal audiovisual flashcards for learning vocabulary beverages in the adult Hindu Student of SFL (A1), that is why it was selected as an instrument to answer the *RQ1 To what extent could this SFL student learn beverages vocabulary through the proposed material?*

While the interview explores the perceptions of the participant as a consequence of using the proposal material in SFL lessons. Then that data collection instrument answers *to RQ2 What is the perception of the Hindu student of SFL about the audio-visual flashcards for learning beverages vocabulary?* The obtained results show that the participant vocabulary beverages in SFL grew up and that he is in favor of incorporating Audiovisual Flashcards in SFL lessons as a device to develop vocabulary.

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CHAPTER I

INTRODUCTION

Teaching is one of the noblest professions in the world, but finding the best teaching method is so difficult for a teacher because there are different students' learning styles and needs. In this sense, the selection of the best method could determine the motivation and learning development of the student. From the perspective of Alemán et al., (2018), teaching, method, and motivation are closely linked terms because the teaching method used by teachers presents their motivation and it is going to be reflected in the student's learning, motivation, and development.

Learning Spanish as a Foreign Language (SFL) is gaining popularity in different countries around the world, India is a clear example of this growing popularity. According to Oficina Económica y Comercial de España en Mumbai (2019), the necessity of better job opportunities has increased the Spanish language popularity. So that:

> taking into account the growing need, today is a culminating moment to create an association of Hispanics, regularize the SFL, create a standard curriculum, develop our didactic materials, strengthen relations with international Hispanics, sign agreements of understanding with Hispanic academic institutions, and work together with the representatives of the different Spanish-speaking countries to carry out a broad framework of intercultural activities (Bharti, 2020, p.37).

In other words, Bharti suggests intercultural communication between Spanish language native teachers and non-natives to improve SFL lessons and to unify a general teaching model. Despite, it would be nice to do that, it is necessary to be conscious of what Wright (2004) states: "learning is not simply about the transmission of a relatively fixed body of knowledge but about meanings as constructed through the activities of learners as they engage/interact with their

environment" (p. 4). In this way, it could be good to be conscious that there are as many teaching styles as learning ones, but the central objective of the teaching-learning process is student learning; therefore, it is impossible to unify a teaching method.

Both authors, Wright and Bharti, agree with the importance of teaching materials or activities in that process. Regarding teaching materials' effectiveness toward language students, Urbano (2017) affirms that their creation, design, and use are good language techniques Hindu for students. The principal reason is that designing materials by teachers are adapted to the students' needs and desires about learning, the context is also taken into account. In addition, those resources are permanent to learners and they can use them when they need them; additionally, activities could be designed according to the materials previously designed by the teacher. Also, another important aspect of language teaching is vocabulary. It requires to be more considered in materials of SFL, especially since technology and the socio-economic situation have changed. Then, it is necessary to include technology in language teaching, but for the general objectives of this project, technology is focused on beverages vocabulary teaching. To be more specific, this research aims to teach beverages vocabulary by using the *Audio-lingual Teaching Method* while proposing some audiovisual flashcards as teaching material.

1.1 Rationale

According to Zhang and Zhang (2019), the purpose of learning a language is to develop communicative competence. In that case, the main reason for the lexical acquisition is the learner needs to communicate. In other words, the need to communicate is clear when two people from different countries, whose languages are different from one to another, would like to transfer a message. Thus, they have to look for a shared language or code to understand each other. In this way:

One of the objectives of teaching vocabulary is that these lexical units pass into the communicative competence of the individual. That is why their continuous and constant learning is important throughout the assimilation process of students of L2 and native speakers throughout their L1; the lexicon occupies a relevant place since its correct use will lead to a richness of the language and an adequate linguistic precision. (Paz, & Bernardo, 2011, p.164).

However, as the same researchers stated, teaching vocabulary is not the domain of teachers because of their poor methodology and ability to add it to the curriculum (Paz, & Bernardo, 2011). Consequently, if vocabulary teaching is not included in the curriculum, then there is no vocabulary teaching material focused on the contents, and teachers are forced to design their teaching materials focused on the curriculum. Specifically, this research study necessity appeared when a Hindu adult person without Spanish language knowledge looked for SFL lessons with a native speaker through a social network to learn this language because it represents better job opportunities for him in India. So, the SFL teacher needed to design vocabulary teaching material to start generating a link between the student and the SFL by word input, in this case, beverages vocabulary.

1.2 Significance

This study will help a Hindu person to learn Spanish as Foreign Language (SFL) at the A1 level. Particularly, this SFL student will learn beverages vocabulary through the use of audio-visual flashcards. At the same time, this research project will help teachers to teach vocabulary digitally and propose specific material to teach this particular vocabulary in Spanish-English-Hindi.

The use of Information and Communication Technologies [TIC's] in education has implied a series of significant changes in the Teaching and Learning Process. Among

these significant changes, the creation of Virtual Learning Environments (VLE) can be highlighted, which give the possibility of breaking the barriers of space and time that exist in Traditional education and allow an open interaction to the dynamics of the educational world. (Hiraldo, 2013, p.2).

Hence, this study will generally help students and teachers to optimize times on language teaching and the learning process by the use of TIC and audiovisual flashcards. That will allow teachers to teach and practice this particular vocabulary of beverages by the use of audio-visual flashcards in a virtual way.

According to Williams et al. (2018), the use of audiovisual material is so attractive and it also increases the motivation to learn a language. On the other hand, in order to develop this study, it was decided to fusion traditional visual flashcards with the use of TIC´s to integrate them audio in the native language of the student (Hindi), the lingua franca of teacher and student (English), and also SFL. Vargas (2018) states that traditional flashcards help students to acquire and develop the vocabulary of a foreign language in present lessons, including the audio of Hindi, English, and Spanish will make the audiovisual virtual flashcards will make this material proposal more attractive and easy to understand for the participant of the study. Thus, by employing audiovisual teaching material, teachers could motivate students to continue learning SFL.

Also, SFL students will use this material proposal to practice and learn beverages vocabulary without the teacher's presence. In that way, professors as learners would spend less time on it and they could use this proposal to develop some other skills or knowledge. The students also can get motivated because they could achieve their goals in a short time. Moreover, the findings of this study can help SFL learners to develop not just lexical competence, it also can help them to get more confidence in their input and output abilities.

This study would be a motivation for SFL teachers to be careful when selecting the best teaching method, and it also could make them conscious of the importance of helping students to learn vocabulary because once you have acquired as many words as possible of a language, you can face different situations where you can develop fluently into a conversation (Objetivo Casilla la Mancha Noticias clmN, 2017). In the words of Castillo, &Moya (2013) "knowing a variety of words gives support to enable an explanation of something unknown" (p. 32). Then, the main purpose of knowing words in a foreign language lets a person understand and communicate ideas. For future teachers of SFL, and as a part of a social group, this project can work as inspiration to create teaching materials to facilitate the teaching-learning process, especially vocabulary sub-skill:

> Teachers have a mission to be creative in the classroom and motivate the student through teaching in order to obtain meaningful learning. To achieve this, teachers strive to prepare and select different teaching resources, which are a fundamental part of achieving innovation in education. In fact, to impact on the facet of curricular design, didactic resources constitute an important field of action (Díaz et al., 2013, p.9).

Finally, this work will provide a methodological utility for future similar investigations. The information and obtained results could be used to contrast, analyze and compare teaching methods, teaching materials, and also vocabulary teaching techniques. However, this research tries to contribute to national and international studies about Spanish vocabulary as Foreign Language teaching for A1 level learners, especially to Hindu learners.

1.3 Purpose of The Study

The main purpose of this study is to identify the perceptions of an adult Hindu student of Spanish as a Foreign Language (A1) about learning beverages vocabulary through audiovisual flashcards proposals.

1.4 Research Aims

The principal aims of this study are the following:

- To propose Spanish as a Foreign Language flashcards of beverages in an audio-visual way to learn that vocabulary.

- To know the perceptions of a Hindu adult learner of Spanish as a Foreign Language in A1 level at the time of learning beverages vocabulary through the use of the proposed flashcards

1.5 Research Questions

This study proposes two research questions:

RQ1 To what extent could this SFL student learn beverages vocabulary through the proposed material?

RQ2 What is the perception of the Hindu student of SFL about the audio-visual flashcards for learning beverages vocabulary?

1.6 The Context of Research

This is a case study that is carried out at a chat in a social network. This network offers an opportunity to interact with so many people around the world in a written, spoken or video call way. The participant is a 31-year-old guy. He has an A1 Spanish language level. He is a Hindu student of an English literature postgrad. So far, he has not taken any SFL lessons and he did not know any Spanish words.

1.7 Chapter Conclusion

In this chapter, some general information about this research project was provided. In the following chapter, the literature review in which this investigation is supported is presented. Chapter III presents the methodology to conduct this research and the research instrument used. Chapter IV presents the obtained results. And finally, in Chapter V, the general conclusions will be explained.

CHAPTER II

LITERATURE REVIEW

As it was mentioned in the previous chapter, the research questions were related to vocabulary acquisition by using audiovisual flashcards through the use of the audio-lingual teaching method. Therefore, in this literature review chapter, language acquisition which is presenting information related to cognitivism, socio-cultural, constructivism, and innatism theories. Later, vocabulary acquisition is the second main topic that is defined and explained, also there were presented some studies recently done about it. After that explanation, Spanish as a Foreign Language teaching history and changes were described, as well as the audio-lingual methodology teaching which is used to develop this material proposal application. Finally, it was necessary to define language teaching materials to classify them and after that, present the flashcards as a selected material to develop this research.

2.1 Language Acquisition

The Real Academia Española (RAE, 2014), defines language as a system that consists of code signs and verbal sounds used by human beings to communicate in the written or spoken way. However, it is also important to define the term 'acquire' term, so it is defined by MacMillan dictionary (2021), as gradual learning, development, or obtention of knowledge or something. So, it can be said that language acquisition (LA) is the gradual process passed by an individual to achieve the needed knowledge about a code system to communicate orally, written, or by signs.

This process starts when the human being is born. However, the beginning of LA is seen from different perspectives or theories; between them, there are *cognitivism theory, sociocultural theory, constructivist theory,* and *innatism theory*.

Cognitivism theory

Some researchers, such as Ortiz (2015) affirm that Piaget is the cognitive learning theory precursor of cognitivism. The same researcher mentions that this theory is also called evolutive because of the progressive process that a learner passes through to make a change between the initial situation and the last one. Then the process consists of assimilation, integration, and accommodation of the information to develop knowledge. Therefore, to Piaget the intelligence is something innate, but knowledge must be developed by different stages. According to Schunk (2012), Piaget's theory consists of 4 main stages in the development of knowledge which are *sensorimotor, preoperational, concrete operational,* and *operational way*. Those four stages are also mentioned and explained by Rafael (2007. (See Chart 1).

Stages of Piaget's theory of cognitive development		
Stage	**Age**	**Characteristics**
Sensorimotor (Active Child)	0-2 years old	Children learn purposeful behavior, means-oriented thinking, object permanence.
Preoperational (Intuitive Child)	2-7 years old	The child can use symbols and words to think. Intuitive problem solving, but thinking is limited by rigidity, centralization, and self-centeredness.
Concrete operations (Practical child)	7-11 years old	The child learns logical operations of serialization, classification, and conservation. Thought is linked to the phenomena and objects of the real world.
Formal operations (Thoughtful child)	11-12 years old	The child learns abstract systems of thinking that allow him to use proportional logic, scientific reasoning, and proportional reasoning.

Chart 1. Stages of Piaget's Theory of Cognitive Development (taken from Rafael, 2007, p.3).

According to the information presented in Chart 1, it is in the preoperational stage when the child develops the language. The reason is that it is between 2 and 7 years old when children learn their first words, pronounce them and increase their vocabulary acquisition. Rafael (2007) mentions that at the age of 4 years old, the children's lexis consists of around 2000 words, and this keeps increasing through the years. It was also mentioned by Ortiz (2015) that those stages are part

of biological maturation, so the child must pass through assimilation, accommodation, and balance. The first one refers to the input that a child obtains from the context. The accommodation treats the integration of the new knowledge to the previous one. Finally, balance pretends that the child uses previous and known language to improve his or her output.

Sociocultural theory

The researchers Chavarria & Jaramillo (2021) affirm that the main expositor of sociocultural theory is Lev Vygotsky. Sociocultural theory states that language acquisition is a consequence of the first contact that a person has with language, it is social because people interact with their social environment. Then this language acquisition process starts as a consequence of the individual's need to communicate with context. After that, the researchers also mentioned that language becomes internal because of verbal thoughts. It is not until two years old when the child learns and uses that acquired knowledge to communicate, but it changes when they are at least 6 years old. At this age, the child already knows codification and understands it, so the child establishes a dialog as to which skills with him/herself, this stage is called private speech. Finally, the internal discourse stage occurs when the child has the capability of talking to him/herself internally without emitting any sound (Chavarria & Jaramillo, 2021).

Constructivism theory

The constructivism language acquisition approach postulator was Jean Piaget. This researcher, according to Byrmes (1996 in Shunk, 2012), establishes that a learner of any area of study is an active character in the process of learning. The principal reason is that the student does not have innate knowledge, they have to construct it. This construction occurs as a consequence of external input. However, Peña (2014) mentions that the thought of this theory is that social input

is not enough to develop knowledge. It is also necessary to link or adapt that information to the environment in which he/she is being developed and also to his /her experiences. After the Piagetian theory, as Cano (2019) states, in the 1960's decade, Jerome Bruner reformulated the constructivist theory. His proposal is learning by discovery and heuristic learning, that is to say, that the learner develops knowledge in an autonomous way and through his/her experiences.

To sum up the two last theories, it can be concluded that both proposals are centered on external input, but from different perspectives. The Vygotsky theory suggests collaborative learning, so learners must be helped by adults, while in Piaget's theory, learning is an individual process and learners discover knowledge by him/themselves.

Innatism theory

Although there are so many language acquisition theories, the present literature is going to be focused on the Innatism theory. The researcher Ramírez (2021) says that the main expositor of this theory is Noam Chomsky who suggests that knowledge is not learned, it is a capacity that the human being has from birth. According to Chomsky (1975 in Chavarria, & Jaramillo, 2021), this capacity is called Universal Grammar, UG.

Universal grammar consists of general rules between languages and conditions. So Baralo (1976) says that "innatism explains the universality of language acquisition, and the similarities between the first and second language acquisition" (p. 1). Furthermore, Avendaño (2005) explains that the language is acquired and developed creatively because a child or a learner creates authentic words trying to communicate something. Those previously mentioned creations are products of a mental dispositive located on the brain according to Chomsky (1975, in Chavarria & Jaramillo, 2021). That dispositive lets people produce and use language, it is also called the organ of language. The mental dispositive establishes a link between sounds and meaning to develop

speaking. Nevertheless, there is a generative grammar that is presented in two different ways. The first generative grammar occurs in the first years of the child when he/she is faced with an external output by using the organ of language. The second generative grammar happens when the children substitute the rules given by the universal grammar in a specific language.

Scaffolding Krashen´s theory, according to Ariza, & Hancock (2003), is an innatist perspective because it affirms that first and second language acquisition are similar because of the unconsciousness of the process but receiving comprehensible input. For example, Ariza and Hancock (2003) suggest that language teachers use different kinds of teaching materials to promote significant learning by a significant input, the materials can be realia, visuals, pictures, and etcetera. Underlined by Lightbrown & Spada (1999 in Ariza et al., 2003), those meaningful activities for learners open an opportunity to share opinions and thoughts with other students, and it also lets them achieve a shared goal. In that sense Lightbrown and Spada retake Vygotsky's sociocultural theory because it is not just important the teaching input, it is also important social interaction to become proficient. However, some thinkers claim significant output is also important in the process of language acquisition, such as the case of Swain (1995 in Ariza et al., 2003). She says that significant output helps to develop fluency, to get confidence, to use and explore structures and forms, and finally to get feedback from others about language use.

The effect of the interaction and exchanges by comprehensible input and output help learners to make better use of structures and to understand the meaning. Although these proposals are designed for face-to-face classes, some thinkers state the distance courses should promote the same. Then, that is why "distance second language courses should be designed to provide interaction that includes negotiation of meaning where comprehensible output results from input" (Ariza, & Hancock, 2003, p. 3). Based on Moore & Kearsley (1996 in Ariza et al, 2003) suggest

that distance courses should consist of 3 different kinds of interactions: *Learner-Content interaction, Learner-instructor Interaction,* and *Learner-Learner interaction* (See Chart. 2).

Interaction	Characteristics		
	Educator	**Learner**	**Materials**
1) Learner- content Interaction	●Present appropriate content. ●Promote interaction between content and students. ●Comprehensible input. ●Find out about the cultural background of students. ●Teaching metacognitive strategies	● Construct Knowledge	Should attend to: ●Vocabulary selection ●Text form ●Rhetorical structure ●Learner support ●Motivation Should have: ●Illustrations ●Explanations ●Audio ●Video Cassettes ●Multimedia ●Genres´variety
2) Learner-instructor interaction	●The instructor is the facilitator. ●Presents content. ●Maintain motivation and interest. ●Assist students. ●Individual attention. ●Attend an individual performance. ●Provide constructive feedback. ●Use of strategies to negotiate to mean. ●Attend learners' questions. ●Focussed students on topics.	● Interact with the content. ● Use of strategies to negotiate to mean.	Strategies as: ●Repetition ●Comprehension checks
3) Learner-learner interaction.	●The instructor is not present.	●Synchronous and asynchronous inter-learner discussions ●Develop collaborative projects. ●Edit their speech. ●Develop communicative and non-	●Computer-mediated interaction. ●Develop linguistic skills Help to: ●Develop linguistic and communicative competence

		communicative goals.	

Chart 2. Distance Second Language Courses Interaction (summary of personal design based on Ariza & Hancock, 2003, p.5-7)

2.2 Vocabulary Acquisition

Vocabulary acquisition, as it is mentioned by Victoria State Government (2021), consists of the knowledge of the morphology of words, their grammatical use, their meaning, and the relation between words. Particularly, vocabulary acquisition is "the learning of a set of words that are part of the language" (Moreno, 2012, p. 17). In the words of Alghamdi (2019), acquiring vocabulary is what a second language learner has primarily to do because it is the basis of acquiring any language. In this way, teachers should create or adapt activities that help students to enrich their lexical competence, that enrichment process is called vocabulary acquisition.

During the vocabulary acquisition process, it is necessary to keep in mind that using graphic material helps to teach vocabulary because a mere oral explanation is not enough. We must also point out that there are other specific aspects that must be followed for the adequate instruction of knowledge based on the theory of semantic features (Torres, 2019). Consequently, we must start teaching the simplest terms until reaching the more complex ones, (Torres, 2019). That is to say that the teacher must guide the student from the easiest words to the most difficult, but it must consider each aspect of words as are the morphology, phonology, syntax and semantics. In that sense, Notion (1990, in Suarez & Varela, 2002) explains through a chart the implications of knowing a word, (see Figure 1).

		Receptive (R)	Productive (P)
Form	Spoken form	What does the word sound like?	How is the word pronounced?
	Written form	What does the word look like?	How is the word written and spelled?
Position	Grammatical patterns	In which patterns does the word occur?	In which patterns must we use the word?
	Collocations	What words or types? of words can be expected before or after the word?	What words or types of words must we use with this word?
Function	Frequency	How common is the word?	How often should the word be used?
	Appropriateness	Where would we expect to meet this word?	Where can this word be used?
Meaning	Concepts	What does the word mean?	What word should be used to express this meaning?
	Associations	What other words does this word make us think of?	What other words could we use instead of this one?

Figure 1. Knowing Words (Taken from Nation, 1990, p. 31, in Suárez & Varela, 2002, p. 235).

In Figure 1, it is possible to observe that knowing a word implies knowing its form, position, function, and meaning, but it also implies identifying those aspects and learning to use them in the correct way. Vivanco (2001) argues that the teacher's role is just to motivate students through creative activities or teaching materials to acquire vocabulary, but learning and memorizing words is just a responsibility that students have to face by using different strategies that help to achieve words in memory. The following paragraphs will explain some vocabulary learning strategies.

According to Kyung (2013), the use of vocabulary learning strategies should be done by students to increase their vocabulary subskill. The author Vivanco (2001) assures that mnemonic rules and mental associations are the most common vocabulary learning strategies between learners. Although those are the most common vocabulary learning strategies, Levin & Presley

(1985, in García, 2000), propose a classification of vocabulary learning strategies into four groups, which are: *repetition, sensory, semantic,* and *mnemonic*.

Levin & Presley (1985, in García, 2000) specify that *Repetition Strategies* mainly consist of repeating the word orally and in writing after having thought about it. *Sensory Strategies* consist of the processing of words through the senses and motor activities, so that the student can relate the word to some movement or experience through their senses and this will make it easier for them to remember it. An example of this is the use of cards, where the word is included in the first and second languages, sometimes it is illustrated with an image, and in some cases, the definition is included; there are many ways to classify them. Another example is, the Total Physical Response; the British Council [BBC] (2020) affirms it was created by Dr. James J Asher, this is based on how children learn their mother tongue. This strategy according to BBC (2020) functions like the interaction between the children and their parents, where parents give an order to the children and they have a physical answer before, and then the oral, this answer could be a movement or a gesticulation. *Semantic strategies* work through the meaning of new words that the student, after having analyzed it, generates with associations between the new vocabulary and the one already existing in his memory. Some of these strategies are analysis of the structure and form of the word (the word as a whole, its parts and their combination), the image (the concept), contextualization (placement of the word in a context that provides more meaning), grouping (order words into groups) and association (establish relationships between known and new vocabulary through natural or semantic associations, or artificial or mnemonic associations). Finally, *Mnemonic Strategies* consist of creating relationships between a term and a concept through artificial associations. Although those associations do not assign a real context, by not

having much exposure to those words, the student has no alternative but to create contexts or situations that promote the use of the newly learned words.

2.2.1 Vocabulary Acquisition Studies

Vocabulary acquisition is one of the biggest language teachers' worries. In the last five years, this topic was investigated from different perspectives. First, the researchers Úbeda & Escribano (2017), did an investigation about vocabulary acquisition, where they had as general objective the improvement of it and also the practice of already known words by students from the Universidad Politécnica de Madrid. This research needed a group of students from the Spanish to the architecture and building course in the previously mentioned Institution. The students' Spanish language level was between B1 and B2. The study was done by using a mixed-method approach. This method consists of the student's participation in five activities based on the methodological strategies proposed by Hidalgo (2015). The activities were listening *and repeating*, *contrasting, observing, correcting*, and *experimenting*; those activities were fusion pronunciation and vocabulary acquisition. Then, learners answered a questionnaire focused on their levels of satisfaction with the activities. The general findings were that these kinds of activities helped students to improve their vocabulary and learners. Participants also found them attractive, especially those ludic and competitive activities. Úbeda & Escribano (2017) concluded that students need the highest motivation, relaxing and fun levels. Ubeda and Escribano, suggest paying attention to the students' needs because this can help them in their learning process development. In fact, this study inspired some activities to apply for the present research project.

Second, in the same year, Glasnović (2017) used a mixed-method approach to look for the link between learning strategies used by Croatian students, their Spanish language level, and their ages. The participants were 105 students of different schools who were from 16 to 56 years old.

51 students were A1/A2 Spanish language level, 41 were between B1 and B2 and finally, 12 were C1 and C2 level. The instruments were a demographic questionnaire, a qualitative questionnaire with 4 affirmations about vocabulary learning strategies, and finally, some open questions about learners' opinions and perspectives about the use of learning strategies for vocabulary Spanish learning. The findings were that Croatian students know what a learning strategy is, however, they do not know which and how to use them. Nevertheless, it does not prevent that Croatian student makes use of learning strategies because the instruments show that the oldest students use more frequently learning strategies than the youngest. The main used learning vocabulary strategies are social and metacognitive, and the frequency is not related to the language domain. Glasnovic suggests teaching learning vocabulary strategies because students affirm it has a positive effect on their language acquisition process. Glasnović's study helped this research project to get focused on the vocabulary acquisition needs of the student. This researcher suggested the teaching of the use of learning vocabulary strategies, so this research project tries to help students to acquire vocabulary by adapting the learning strategies to teaching strategies.

Third, Bustos, & Mavrou's (2018) study proved a didactic proposal based on emotional vocabulary teaching in SFL. At the same time, they looked for the effects of it on the learners' retention and production. The study was carried out in 3 stages and there were 41 students of SFL between 19 and 29 years old. The learners have English as lingua franca and 20 of them were A1 level and 21 were A2. The first study stage consisted of students' emotional vocabulary writing in English and Spanish. The students had five minutes to write as many words as possible in each language. So, from this, López and Mavrou found that vocabulary knowledge is bigger in the mother language (English) than in Spanish as a Foreign Language. In the second stage, students saw a PowerPoint presentation about emotional Spanish vocabulary that was complemented by 3

representative images for each word; a translation was done when it was necessary. After the presentation, learners wrote sentences using the newly acquired vocabulary and the already known. The third stage was carried out on the final exam, where 20 images from the slides presented before the session were printed to the students to write the correct Spanish word. Through the two last stages, the researchers found that this material was effective to improve learners' production and vocabulary retention. Given the findings of this study, the researchers suggested developing didactic methods based on neuroscience for vocabulary teaching and to ensure the students' retention. The study of Bustos & Mavrou inspired the selection of instruments and teaching material design for the present research project. Especially images and slides for teaching vocabulary.

Fourth, Širol (2019) investigated the influence of other languages' knowledge in the new language acquisition. For this research, Ivona used a mixed-method approach where learners' perceptions about language acquisition were taken into account. It was also necessary to know the lexical availability of participants in about 10 different areas, 2 minutes were designed for each area. The participants were 30 Croatian SFL learners A2 level, they were from 17 to 19 years old, 19 of them are part of bilingual families. The results showed that Croatian students speak 3.5 languages, so Spanish is the fourth one. At the moment of Spanish learning, they knew at least 3 different linguistic systems. For these students, it represents an advantage in learning a new language, but it also makes them do some morphological, phonetic-phonological, and lexical errors as a product of linguistic transference. As a consequence of the results, Sirol affirms there is always an interaction between other languages' knowledge and the learning process of a new language. This is part of the interlanguage stage, so this could facilitate or difficult the learning process. This researcher suggests teachers know the number of spoken languages by their students, in this way

the professors will encourage a positive cross-linguistic transfer. At the same time, Ivana Sirol, invited teachers to pay attention at the moment of vocabulary teaching because there are words that confuse students and make them commit errors. Those errors could become permanent, so she mentioned teaching-learning strategies as a good idea to avoid some errors. In this way, Sirol´s perspectives help the present research project to select carefully the vocabulary teaching for the instruments.

Fifth, López (2020), at her study called *Efectos de la subtitulación en la comprensión y adquisición del léxico en estudiantes polacos*, tried to demonstrate that vocabulary acquisition could be better by using audiovisual subtitled material in the teaching-learning process. This investigation required a mixed-method approach applied through 3 tests and a survey. The participants of the study were 12 polish women between 25 and 44 years old. They shared Polish as their mother tongue and they were between B2 and C1 Spanish levels. The methodology of López's study consisted of the division of women into two groups to whom instruments were applied. Both groups had to see the first episode of the TV series called *Cuéntame cómo pasó*, the difference was that one group saw it with Spanish subtitles and the other one without them.

The instruments were divided into 4 stages, one test was applied before watching the TV series, the second one was answered during the episode, and the third one after ending this episode. Finally, the girls answered the survey about the use of subtitled material as an instrument for vocabulary acquisition improvement during the learning stage. The results have shown that the results were better in the post-test than in the pre-test. The researcher López (2020) claimed that the use of subtitles helped students' vocabulary comprehension and acquisition. The main reason is that the best results were from the group that used subtitled material. However, the difference between both groups was minimal, that is the reason that Leticia had to suggest continuing

investigating this topic and the use of technological resources for language teaching. This study done by Leticia López gave some guidance for the instrument's design here. The main reason is that Lopez is focused on audiovisual material and it was important to know how subtitles helped students to have a significant comprehension of the content.

To sum up, although there are many investigations about vocabulary acquisition, there is no one that interrelates the audio-lingual method, audiovisual flashcard, and Spanish vocabulary acquisition. Then, another important reason to do this study is to find out and generate information that could help teachers and students to make the Spanish vocabulary acquisition process easier.

2.3 Spanish as a Foreign Language Teaching

According to Sánchez (2005), systematic Spanish as a Foreign Language teaching began in the XVI century in Europe. However, a half-century ago it started to increase its importance, the reasons were politics and economy because Spain became an important empire, whose extension demanded learning this language to communicate. It was not until 1522 when Latin American indigenous learned Spanish through conquering influence and the initial teaching was classified into two different ways. On one hand, it was teaching grammar based on reading and writing; on the other hand, it was direct teaching focused on listening and speaking. In the XIX century, modern language teaching was included in secondary and university schools' curricula in Germany. At the same time in England, exams for foreign language students were designed to measure their grammar and writing knowledge, because of listening and speaking by them (Sánchez, 2005).

The XIX century was important for Spanish as a foreign language teaching. Gallardo (n.d.) says that in this century grammar learning and translation were not the only new aspects. It was in England during the XIX century when different teaching methodological approaches were

developed, and defended by the reform movement. They were focused on practicing the language. Those applied approaches during the second half of the XIX century were focused on the communicative function of the written and spoken language, thus, the direct teaching method originated. However, it was until the XX century that the direct method was applied, but it was also criticized because learning was not systematic and structured, so the lack of grammar practice affects language proficiency (Gallardo, n.d.).

During the XXI century, a mixed-method was developed, it was based on Krashen's naturalist theory. As Árevalo, & Suárez (2014) stated, Krashen underlined a distinction between language learning and language acquisition. Krashen refers to language learning as that knowledge obtained by formal instruction but language acquisition occurs just by interaction with the language. So, the mixed method consists of the formal instruction in a context where learners have the opportunity to practice the obtained language instruction knowledge. Then, when a person acquires a language through the mixed method, he or she is free to call it a second language or foreign language. It could not happen just by formal instruction or by sociocultural interaction. It is called a second language when language is acquired as the first language interaction in the environment, and foreign language when it is necessary to receive formal instruction to get knowledge about language without being immersed in the context (Árevalo, & Suárez, 2014).

The Instituto Cervantes (2019), reported that until that year, there were 22 million students of Spanish as a Foreign Language around the world. So, because of the increasing demand for courses in the Spanish language, a new teaching model emerged. The new teaching model is called e-learning. In E-learning, Soares (n.d), claims that the use of new Information and Communication Technologies [TIC's] and the internet is crucial because they permit communication, learning, and

practice. The present research is going to follow the e-Learning model because of the distance between learner and instructor.

2.3.1 Audio-lingual methodology to teach SFL

The Audio-Lingual Method [ALM], as Tugrul (2013) mentioned, is a thought focused on the development of oral production. Tugrul states that this teaching method is presented mostly through dialogues just to teach patterns about grammar and vocabulary, those patterns need to be repeated once and again to the students in order to react and answer quickly by using the spoken language. According to Larson (2013, in American English, 2013), the ALM consists of habit formation through repetition, and as much repetition is done by students the learning is better. For Larson, this process is a students' job principally, however it is important to correct and prevent errors quickly because they tend to be bad habits, and it is also important to applaud the success of the students and motivate them. Moreover, in the ALM, Suryani (2012) affirms that the teacher wants that students use the language in oral communication through repetition and replacement, and in this way, the teacher can better manage the students' behavior as their vocabulary memorization. Meanwhile, as Suryani (2012) also mentioned, students have to repeat and imitate the teacher's production well. In the words of Centro Virtual Cervantes (2021), this teaching method positions the teacher as an active character while the student is a passive character in the teaching-learning process, during the ALM application through the looking for the automaticity in the students' response, the Second Language oral production is developed without using the mother tongue translation.

Particularly, this research is focused on teaching beverages vocabulary in Spanish as a Foreign Language, In order to do so, this teaching method was selected to introduce vocabulary to the participant because, as it is affirmed by Nicolás & López (n.d), the use of this teaching method

promotes the growth of speech in a foreign language; and then, to show the right dialogue models. Consequently, the use of audiovisual teaching material and recordings will give this Hindu student the opportunity to work once and again without mistakes (Agudelo, 2011).

2.4 Language Teaching Materials

The present study case uses a developed teaching material, so it is important to define language teaching material. Language teaching material is "anything which is used to help language learners to learn" (Tomlinson, 2011a, p. xiii). In other words, language teaching materials are any tool used to help students to develop their language skills. Additionally, the researcher Anderson (n.d.) mentions that everything could be a teaching material if the teacher decides so. The explanation of that is because the educator selects the resource that is better to teach any aspect of language, so it could be a specially designed material or something adapted to achieve a language goal. In fact, the selection of the material is significant for students' learning, so the teacher should know the students' world's conceptions to attend to their needs and interests.

Sometimes developing teaching materials may represent a difficult task for teachers because of time and economic resources; consequently, they prefer to use those already designed and published materials. Although developing teaching materials could have different disadvantages, doing it also has many advantages. Among those advantages, it is mentioned by Ramos, & Aguirre (2014) that developing teaching materials promotes a collaborative construction between teachers and students, being teachers the knowledge builders by the creation of the materials. Despite the represented difficulties about the development of teaching materials, nowadays there is a resource mentioned by Arcos (2006) that makes it an easier task for teachers, and this is called TICs.

2.4.1 Kinds of Language Teaching Materials

The teaching materials can be classified into 2 different types. On one hand, there is the authentic material; this kind of teaching material, as Lopera & Soto (2018) claimed, is not created to attend to a pedagogical objective, however, it can be adapted to do so. Magazines, journals, movies, radio, tv programs are just some examples of this kind of material. On the other hand, non-authentic material could be found. This teaching material, opposite to the authentic material, has been created to teach a specific aspect of a language. The grammar books, dictionaries, and workbooks are examples of them. As pointed out by Colorado & Ángel (n.d.), using non-authentic material attends to the different learning styles as audiovisual, kinesthetic, and oral production. Although language teaching materials are classified according to their purpose, they are also classified according to the skills they are focused on. On the one hand, Alonso, & Alonso (2018) affirm that the first kind of teaching materials in this classification is materials for teaching language receptive skills, which are listening and reading comprehension. Receptive skills are just required to receive information and process it. There are six listening stages which are *listening, attending, comprehending, remembering, evaluating,* and *responding* (Nunan, 2003; Alonso & Alonso, 2018). The six stages occur sequentially while the learner is doing some activities related to listening but also when he/ she is faced with reading skills. While pre-listening, students are being prepared for the listening activity, then listening activity is when students find meaning to the received input, the same happens with reading, and this helps students to develop grammar and vocabulary. After post-listening activities, students get feedback and reinforce new knowledge (Nunan, 2003; Alonso & Alonso, 2018). On the other hand, the second kind of teaching materials are those focused on developing productive skills; these are writing and speaking. They are called productive because learners have to show their knowledge through oral or written production.

Productive skills had to be developed in four different stages where the teacher has as a learner an active role because while students are doing activities, the teacher is guiding them. The four mentioned stages by Harmer (2015; Bringas, 2020) are the *introduction to the topic, main activity, evaluation,* and *follow-up*, these stages are equivalent to the 6 stages aforementioned to develop receptive skills. Concluding, it can be said that teaching materials are classified according to the skill that is going to be practiced.

2.4.2 Flashcards

Vocabulary teaching is one of the most important things when teaching language. That is why, it is necessary to make use of vocabulary teaching materials. There is an extensive range of vocabulary teaching materials, for instance, flashcards. A flashcard is defined as a memory card that can be composed of a word, a sentence, and a simple picture on it, or just by an image (Komachali & Khodareza, 2012; Yusrika, 2013).

The use of flashcards is sustained by the dual coding theory. Vargas (2018) mentions that this theory has as a principle the fusion of verbal and visual information. Flashcards have some advantages such as developing long-term memory, codifying information, and establishing connections between terms: *words* and concepts: *real or mental images*. A disadvantage of using flashcards in teaching processes is time because it takes so much time to design and make them.

Researchers as Vargas (2018) say that although the flashcards are effective, there is no information about the author of flashcards as teaching material. However, Nimbriotis (2019) says that flashcards were a creation of Favell Lee Mortimer. The writer of children's books, in 1834. Nimbriotis mentioned that when she faced the purpose of teaching reading, writing, and phonetics to children, she developed flashcards to teach them the alphabet. There is no information about flashcards classification, but, as flashcards' effectiveness is mainly observed in productive skills,

they can be classified as visual material. However, at the moment of being a visual input, this could also be a receptive material. So, nowadays with TIC´s presence, those visual or traditional flashcards can also be digitized. Digital flashcards can be seen by the computer, cellphone, and so on; in fact, Troncon (2017) states that they consist of two sides which are front and backside as in the printed flashcards, and can be turned from one to another side. Masitoh, & Gunarto (2017) specify that the front side of the flashcard must contain an image and a word or sentence, and the backside must have an explanation, definition, or answers to a question in the front. Additionally, Trocon (2017) mentions that in digital traditional flashcards it could be added a third side which can be audio or a hint. Then, to develop this material proposal research, a combination of traditional visual flashcards with audio was done as Troncon mentioned. To sum up, in this chapter the most important literature review related to this study was presented; the following chapter will present the research methodology of this inquiry.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the methodology followed in this study. The chapter is divided into nine subtopics that were: *Introduction*, where the chapter is introduced and briefly described. The *Method* is focused on the explanation of the chosen procedure to obtain the data of this study. Then, in *the location of the research* section, a description of the place where the study was carried out is done. Moreover, in the *Sampling process,* it was explained the way in which the participant was selected. After that, in the *Participant* section, it was described the selected person to whom the instruments were applied. Next, the research material selected to develop this investigation was presented in the *Instrument*s section. Hence, in the *Data collection procedure*, it is detailed the overall research design. Furthermore, the ethical values that directed this inquiry are listed in the *Ethical Considerations* section. Finally, in *Data analysis,* it is shown how the analysis of the obtained information was done.

3.1. Methodology

The present research is a case study. Hayett et al. (2014) and Ravira (2018) state that this type of research is rather focused on an individual situation than on the investigation process. Particularly, this study is focused on an adult Hindu student of Spanish as a Foreign Language (SFL, A1). This inquiry was based on the qualitative approach, in this sense, Hernández et al., (2008) affirm that this is a research process focused on the interpretation of students' perceptions and not on the statistical results. This research project carries this condition since its main purpose is to identify the perceptions of an adult Hindu student of SFL in level A1; specifically, this

participant will learn beverages vocabulary through audiovisual flashcards proposals which aim to be analyzed through an empirical methodology.

Stake (1995, in Hyett et al, 2014) claims that empirical methodology research carries out an interaction between the participant and researcher. In the opinion of Sciarra (1999), this interaction occurs because the researcher is like another character in the investigation who can develop an active or passive role. However, Sciarra also mentions that the researcher is always interacting with the participants through knowing their contexts and their thoughts because it is the researcher who is expecting to acquire knowledge from the experiences and/or from the culture of the participants. Then, as Sciarra states, the interests, knowledge, emotions, and cultural affiliations of the researcher are clearly delimited since the start point, so the researcher's appreciations are vulnerable to change in the research process because the points of view of the participant are not necessarily the same as the researcher's perceptions.

3.2 Location of Research

This study was carried out in a virtual place due to the fact that the participant lives in India and the researcher/teacher lives in Mexico. Particularly, this study was done online by using technological social networks to maintain good communication between the main characters of this inquiry; those social networks were: WhatsApp, Skype, Teams, Meet, and Zoom.

Regarding the context of the selected participant, he was born in India. India is a country located in South Asia (Sanhi, 2013), and it counted with 1 366 hundred thousand million inhabitants until 2019 (Google, 2019). This country has 22 official spoken languages, but Hindi and English predominate, the first one is the native language. Besides, it is considered the seventh biggest country in the world (Castillo, 2019). Specifically, the participant belongs to Mithrau, "Mithrau is a Village in Chohtan Tehsil in Barmer District of Rajasthan State, India. It belongs to

Jodhpur Division. It is located 60 KM towards South from District headquarters Barmer. 590 KM from State capital Jaipur " (ONEFIVENINE.com, 2021, para. 1). The spoken languages in Mithrau village are Rajasthani, Hindi, and English. In that place, there are around 3956 people, and there are just 776 houses, that is to say, that families are big. The participant mentions that there are just 50 teachers of all levels of education in his hometown.

3.3 Sampling Process

According to Hernández et al., (2014), the sampling process is how a researcher determines or selects the participant of a research project. The same authors say that there are two types of sampling. On the one hand, it is probabilistic, where the individuals had the same opportunity of being selected as a participant of the research project. On the other hand, it is non-probabilistic oriented, in this case, this is just focused on a part of the population and the factors taken into account could be the requirements of the research or some situations related to the researcher.

This study's participant selection was non-probabilistic oriented because of the COVID-19 pandemic in Mexico. This is to say that the researcher of this study did not have the opportunity to look for an institution where the Spanish language is taught, so it was necessary to adapt the study to the owned resources. In this sense, the participant and the researcher were in contact since 2017 by a practice English language group on Facebook. The selected participant had always mentioned that he wanted to learn the Spanish language because this could open him better job opportunities in his country due to the more languages you can speak there, the better job opportunities you can get. Through the years, the contact between the researcher and the participant continued by WhatsApp, but it was not until 2021 that the participant asked the researcher to teach him Spanish as a Foreign Language. Later, the researcher asked him to participate in this inquiry

for teaching him the Spanish vocabulary of beverages and he accepted. In this way, he started to be in touch with SFL and the researcher could develop this empirical case study.

3.4 Participant

The participant of this study is a 31-year-old Hindu male who was A1 Spanish level at the moment of the study. The participant guy speaks four languages which are his mother tongue called Dhatki, Mewari, Hindi, and English. He is a postgraduate student in English Literature. It is important to mention that he had not taken any Spanish lessons before this study and he did not know any Spanish words. Even though the Hindu guy already speaks four languages, it is not enough for him. Then, he wants to learn the Spanish language because he loves learning languages, he wants to travel to Mexico, and if he speaks many foreign languages he could aspire to better job opportunities inside or outside his country.

3.5 Research Instruments

For the present investigation, a qualitative interview was selected as the main research instrument because, attending to the research questions of the inquiry, it is the best one that fits the necessities of this study (Zohrabi, 2013). According to Gill, et al.(2008) "the purpose of research interview is to explore the views, the experiences, beliefs and/or motivations of individuals on specific matter…Qualitative methods provide a deeper understanding of social phenomena than would be obtained from purely quantitative methods" (p.292). Although it attends to the main purposes of the investigation, it is important to mention some of the advantages and disadvantages of using Interviews as research instruments. See *Chart 3*.

Advantages	Disadvantages
Allows: High measure of attitudes. ● Opportunity to obtain extra information. ● Probing through an interview. ● Good interpretive validity. ● Less time on answering. ● High measurement of validity. ● Exploration and confirmation	**In personal interview:** ● Much time spent. ● Less anonymity **Open-ended items:** ● Much time is spent on the analysis of the information.

Chart 3. Interview's Strengths and Weaknesses. (Adapted from Johnson and Turner, 2003, p. 308, in Zohrabi, 2013, p. 255)

On the one hand, as it is shown in the previous chart, the advantages of using interviews as research instruments are more than the disadvantages. The first advantage is that the opportunity to obtain additional information is bigger than with other data collection instruments, it occurs because participants are using their own words and also they are being so natural in speaking and their answers are not prepared (Johnson and Turner, 2003 in Zohrabi, 2013). Another advantage is probing through an interview, the reason is that it permits researchers to explore some other aspects of interest to the research. The next advantage or good interpretive validity, it means that the researchers are objective at the moment of the research and they had the opportunity to ask the participants about the interpretation of their answers and those participants could approve or disapprove it, then the measurement of validity is high because who makes approve or disapprove the interpretation is the original answered. The last advantage of making interviews is that they are useful to explore other areas and confirm information already known (Johnson and Turner, 2003 in Zohrabi, 2013). On the other hand, in the right column of Chart 3, there were listed some disadvantages of using interviews as a data collection instrument. The first mentioned disadvantage is time and anonymity in personal interviews; the cause is that participants extend

their answers and researchers must let them express in a complete way their ideas or thoughts, and there is not much anonymity because participants are face to face with researchers. The second group of disadvantages was for the open-ended items, where it is too much time spent to analyze the obtained information (Johnson and Turner, 2003 in Zohrabi, 2013).

Moreover, the qualitative interview, according to the researcher Ortíz (2015), has two main characteristics of the qualitative interview, the first one is its focus because it does not care about quantification; it seeks comprehension and analysis. The second characteristic is its' study object because it is centered on the subject of the study, not on the variables. According to Ortiz (2015), there are 3 kinds of qualitative interviews, they are structured, semi-structured, and non-structured. Taking into account Ortiz's words, this research project uses a structured interview because it consists of open questions which were previously created, and the answers were not limited. (See appendix A). The interview design was based on Castillo (2016) taking into account the different kinds of questions in which an interview should be divided. First of all, the research project's objective was mentioned, then, the questions were classified into introductory, transitory, key, and closing questions. It is necessary to mention that the key questions were classified according to the research questions of this study, as it is shown in *Chart 4*.

Interview Guide

Introductory questions	Interviewed nickname:_____ Age: _____
	Level of study: _____
	Nationality: _____
	Interviewer name: Eira Xanat Gómez Vergara_____

Transitory questions	1. Do you like the Spanish language? 2. What do you think about the Spanish language? 3. Why did you decide to learn Spanish as a foreign language? 4. Does learning Spanish give you opportunities in your country?
RQs What is the perception of the Hindu student of SFL about the audio-visual flashcards for learning beverages vocabulary?	5. Through these days you have seen audiovisual flashcards to learn beverages vocabulary, what do you think about their design? 6. What do you think about the colors used on the flashcards? 7. What do you think about the audio of words' pronunciation on the audiovisual flashcards? 8. Did this teaching material help you to acquire Spanish vocabulary? Why? 9. Was there something confusing for you on the audiovisual flashcards? Why? 10. If you were a teacher, what would you do to improve the audiovisual flashcards to learn Spanish vocabulary? 11. What do you consider the best way to learn vocabulary? Why?
Closing questions	12. What did you find different between the materials used to teach vocabulary in Hindi or Spanish language, and the material that was presented to you to learn beverage vocabulary in Spanish? 13. Do you have something to add about your Spanish vocabulary learning experience? 14. Would you like to learn more about Spanish?

Chart 4. Research Interview Guide. (Analyzed through Castillo, 2016)

Chart 4 presents the interview of this study where 19 questions were classified into introductory, transitory, research questions, and closing questions. The first five questions are introductory because they consist of personal information about the interviewee and the interviewer. Next, in transitory questions, there are 4 questions focused on the participant's perspective about Spanish Language learning. Then, the research questions section consisted of 7 questions oriented to answer *RQ2 What is the perception of the Hindu student of SFL about the audio-visual flashcards for learning beverages vocabulary?*. Finally but not less important, 3 questions were classified as closing questions of the interview, through them it is expected to explore the general opinion participant had about his experience on Spanish vocabulary learning, about the proposal material used for teaching SFL in comparison to his mother tongue, and the last closing question tries to confirm the participant interest about learning SFL.

Another research instrument used in this study was a test designed in Google Forms. The questionnaire was divided into two sections, the first section consisted of general personal information such as a nickname, nationality, e-mail, level of study, knowledge about English, and Spanish. The second section was an exploration done through ten questions about Spanish knowledge of the participant about vocabulary beverages. (See Appendix A). Meanwhile, the design of the post-test considered four sections: *reading, writing, visual identification,* and *listening*. In the reading and writing parts, the student had to read and find those beverages Spanish words and after that, he had to write them in front of the term in English and Hindi languages. The second section consisted of relating the drawings of the beverages that were the same as in the audiovisual flashcard with their Spanish name. Finally, the last two sections were about listening, where the student had to listen two times to the recordings and write the beverages mentioned on them. (See Appendix C). In the following section, the application of both instruments is explained.

3.6 Data Collection Procedure

The development of the data collection process was organized in 3 different moments: *diagnostic test* and *the post-test* application, the application of the *teaching material,* and *the interview*. Regarding the tests' application, the diagnostic test was done in 20 minutes, this test was designed in *Google Forms* as mentioned in section 3.5 and helped to diagnose participants' knowledge about beverages vocabulary in Spanish. On the other hand, the duration of the post-test was 30 minutes. After finishing the post-test, the student showed his pronunciation by sharing his answers aloud.

Regarding the material proposal, the application of this material consisted of 5 sessions of 30 minutes where the Hindu student of SFL was taught through the use of 10 audiovisual flashcards to learn the vocabulary of beverages in Spanish. (See Appendix B). The application of this material proposal was through different social networks such as *WhatsApp, Skype, Teams, Google Meet,* and *Zoom.* More details about the material proposal application is given in Chapter 4.

Finally, the last part of the data collection was to interview the participant to know his perceptions through his experience learning vocabulary Spanish beverages by using the material proposal. The time used to apply for this interview was 13 minutes, the participant did not hesitate in his answers (See Appendix D). This interview was done through the Zoom application so it could be recorded.

3.7 Ethical Consideration

The ethical consideration according to Parveen & Showkat (2017), consists of those moral values that guide a research project and the researcher is obligated to comply as the main obligation of the study. So, as Parveen and Showkat mention, this study was managed with honesty, objectivity, and integrity, then, safety, integrity, and well-being of the participant were guaranteed

by the researcher. Also, the handling and use of information is strictly confidential and used only for the study's purpose; it does not represent any kind of risk to the applicant. Thus, the individual who was participating in this investigation was a volunteer who knew his rights and how information was going to be used and obtained, to do so, this volunteer received an informed consent letter where ethical considerations were stated (See appendix E).

Some other general ethics were the respect to the social integrity and identity, and also to the authors' rights, and to the readers because the researcher was engaged to contribute to a knowledge area. Therefore, this is a genuine investigation and not a copy, where authors and other people who make an input to this were recognized. One more researcher´s commitments are the objectivity on the information treatment, the respect to the participant's free choice to participate or not in the study project, and the obligation to explain each step process of this job.

3.8 Data Analysis

The researchers Gibson & O´Connor (2017), say that data analysis must be done through 5 main steps; *1) organizing data, 2) finding and organizing ideas and concepts, 3) building and arching themes in the data, 4) ensuring reliability and validity in the data,* and *5) analysis in the findings and finding possible and plausible explanations of the findings.*

Organizing data. For this step, it was necessary to order and classify the data according to the research question that it was answering, and prioritize the information. Then, the additional information obtained was analyzed to find the relation between it, and the questions that were answered. *Finding and organizing ideas and concepts.* This second step consisted of finding those current concepts or words, classifying and codifying them by ideas. Then, these ideas were interpreted, and the interpretation was consulted with the interviewee, just to avoid any misunderstanding because of culture and language differences between it and the interviewer.

Building and arching themes in the data. After doing a codification of the data, the ideas were analyzed to find those that could be generalized in just one theme, because although they were independent, they could also be related to a specific aspect of the study. During this step, it was also necessary to watch for those new contributions that were unexpected. Another important thing was to pay attention to those told stories by the interviewee since he does not have the specific words to express an idea and he leans on the storytelling and examples to do so. *Ensuring reliability and validity in the data analysis and the findings.* This study required testing of the instrument to value if it measured what it was expected to do, so it was validated through external validation done by the director of this research project, also by the participant's feedback to value if the interpretation was done correctly. And, *Finding possible and plausible explanations of the findings*. In this step, a comparison between findings and literature review was done to find differences, similitudes, and new information. The mentioned comparison was necessary to find possible explanations to the findings, to do so, it was important to observe and ask for some help from another researcher or expert to be objective at the moment of explaining. Finally, it was important taking into account the possible implications of the findings to people or a social group, so it was crucial to select an appropriate medium for disseminating the findings and prepare the final report where all research project stages were summarized from the beginning to the end.

All those processes were done to the research instruments of this study: first, the researcher did a comparison between the results obtained by the student in the diagnostic test and those obtained in the post-test (See Appendix E). After, the researcher transcribed the interview (see Appendix D) and started its data analysis through the five mentioned steps in order to know what is the perception of the Hindu student of SFL about the audio-visual flashcards for learning beverages vocabulary.

3.9 Chapter Conclusion

In this chapter, the methodology information about the research project was mentioned. First, the method was presented, and then the location of the research. Furthermore, the sampling process was described after that, the same was done with the participants of the study, the instruments, and the overall research design were explained in a detailed way. Besides, in the Ethical consideration section, the moral values that conducted this investigation were listed. In addition, the data analysis selected was described in order to display the results in the following chapter.

CHAPTER IV

RESULTS

The present chapter was structured in four main sections besides the introduction. First of all, in section *4.1 Obtained Results,* the data analysis obtained in the tests, and in the interview were explained. Then, in the *4.2 Research Questions´ Answers* section, the questions that conducted this project were solved. Next, in section *4.3 Material Proposal,* the teaching material managed to develop this project was described. Afterward, *4.4 Discussion* presented in a general way all obtained results of the project and discussed them. Finally, *4.5 Conclusion* summarized all aspects touched on Chapter IV.

4.1 Obtained Results

This section presents the obtained results in the application of the research instruments. For the analysis of the data, it was taken into account two different data collection instruments, which is the reason to divide the data analysis into two sections. The first one is *4.1.1 Tests results*, which consisted of a comparison between the diagnostic test and the post-test about vocabulary beverages in SFL. The second one is *4.1.2 Interview results* where the participant's answers to the interview are presented and analyzed.

4.1.1 Tests Results

Before facing the Hindu participant student to the proposal audiovisual flashcards about beverages vocabulary in Spanish, the student had to answer a diagnostic test to examine if he knew any beverages word in Spanish. This diagnostic test consisted of 10 questions where he was asked about how to say a Hindu beverage name in Spanish as shown in *Chart 5.*

Diagnostic test	Answer	
Spanish questions	**Correct**	**I don't know**
1. How do you say □□□□ (paanee) in Spanish? / □□□□ □□ □□□□□□□□ □□□ □□□□ □□□□ □□□?/ (paanee ko spainish mein kya kahate hain?)	Agua	
2. How do yo say □□□ (chaay) in Spanish?/ □□□ □□ □□□□□□□□ □□□ □□□□ □□□□ □□□? / (chaay ko spainish mein kya kahate hain?	Té	
3. How do yo say □□□□□ (kofee) in Spanish?/ □□□□□ □□ □□□□□□□□ □□□ □□□□ □□□□ □□□? / kofee ko spainish mein kya kahate hain	Café	
4. How do you say □□□□ (sharaab) in Spanish?/ □□□□ □□ आप □□□□□□□□ □□□ □□□□ □□□□ □□□? /(sharaab ko aap spainish mein kya kahate hain?)	Licor	
5. How do you say □□□ (doodh) in Spanish?/ □□□ □□ आप □□□□□□□□ □□□ □□□□ □□□□ □□□? dudh ko aap spainish mein kya kahate hain?	Leche	
6. How do you say □□□□□□□□ (kaipuchino) in Spanish?/ आप □□□□□□□□ □□□ kaipuchino □□ □□□□ □□□□ □□□? aap spainish mein kaipuchhino ko kya kahate hain?	Capuchino	
7. How do you say □□□□ □□ रस (phalon ka ras) in Spanish? /□□□□□ □□ रस □□ □□□□□□□□ □□□ □□□□ □□□□ □□□?/ (phaalon ka ras ko spainish mein kya kahate hain?)	Jugo de frutas	
8. How do you say □□□□ (beeyar) in Spanish?/ □□□□ □□ आप □□□□□□□□ □□□ □□□□ □□□□ □□□? beyar ko aap spainish mein kya kahate hain?	Cerveza	
9. How do you say □□□□ (vain) in Spanish?/□□□□ '□□ □□□□□□□□ □□□ □□□□ □□□□ □□□?/ vain ko spainish mein kya kahate hain?	Vino	

| 10. How do you say ▯▯▯▯ (soda) in Spanish?/ ▯▯▯▯ ▯▯ आप ▯▯▯▯▯▯▯ ▯▯▯ ▯▯▯▯ ▯▯▯▯ ▯▯▯? soda ko aap spainish mein kya kahate hain? | Refresco | |

Chat 5 presented the participant's answers on the diagnostic test where the correct responses were lighted in blue color, and those where the answer was *I don't know,* were lighted in gray. As it could be appreciated in Chart 5 the participant Hindu student of SFL had 5correct answers, which means 50% correct and 50% incorrect answers, as can be seen in *Graph 1.*
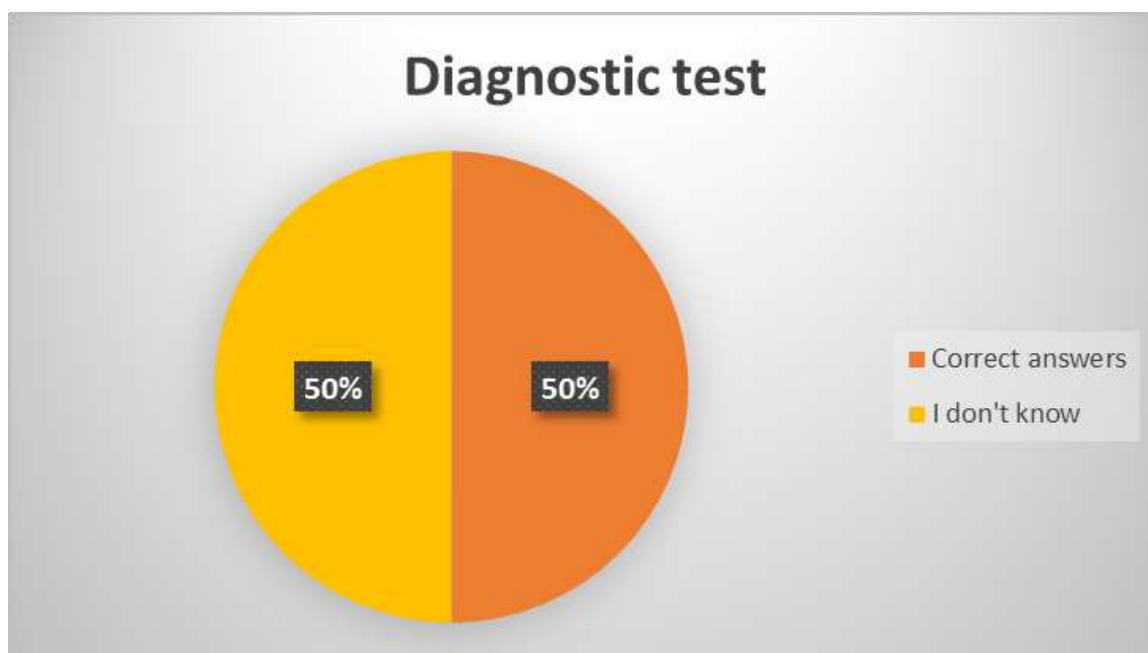
Graph 1. Diagnostic Test Results.

From the participant's answers, it can be assumed that he already knew 5 out of the 10 Spanish beverages words that were *agua, té, café, licor,* and *vino*. However, he argues that he just inferred them because of their appearance and similitude with English words to name those beverages, see *Figure 2.*

Figure 2. Word Inference
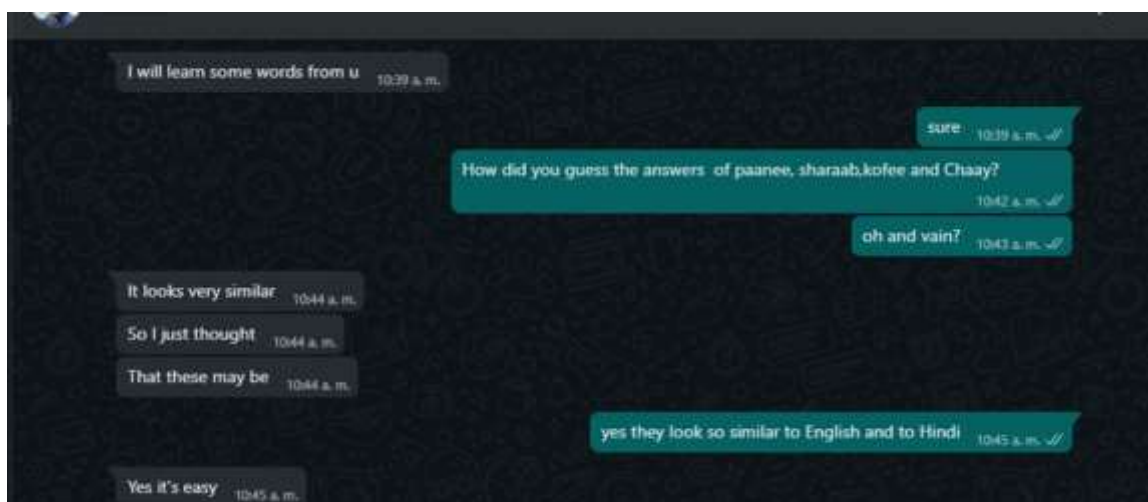
According to Jill and Cathy (2021), the way in which students infer a word's meaning is by paying special attention to the structure, the context, or to the images that support them, they also mention that it is too helpful thinking about and current reading of the text or of the word. In the case of the Hindu participant SFL student, he used the structural similarities of words with English to guess five words in Spanish.

After a diagnostic test and teaching by using audiovisual flashcards as a resource to learn vocabulary beverages in SFL, a post-test was applied to the participant student. The post-test was classified into four sections where areas such as reading, writing, listening, and concept identification were examined. Through this post-test, the total points to be obtained were 25, but the participant obtained 24, (see *Chart 6).*

General post-test grade		
Sections	**Points**	**Participant' answers points**
Reading and Writing	5	5

Reading and Visual Identification	10	10
Listening 1	6	5
Listening 2	4	4
Total correct points	24 out of 25	

Chart 6. Post-Test Grade

As it could be seen in *Chart 6*, the participant had the wished points in three of the four sections, but in the section of listening 1, the difference between the wished points and the obtained was little. The answers in Listening 1's section are listed in *Chart 7*.

Listening 1'answers

Correct answer	Participant's answer
Té	Té
Café	Café
Leche	Leche
Cerveza	Cerveza
Refresco	Refresco
Jugo de frutas	Agua

Chart 7. Listening 1's Answers.

As it could be observed in the section *Listening 1*, the incorrect answer was the last one, the correct answer should be *Jugo de frutas.* Out of the 10 Spanish beverages names, it was the only one that was composed of more than 1 word and he answered with a short word. As in the

diagnostic test, the participant made use of the already known English words to guess words by writing, but he could also make use of that to answer this question and the failed answer could be doubted. Marín (2008) mentions that English is not syllabic like Spanish where every syllable is equally important. However, Marin also states that in English there are content words and function words, content words are more emphatic in pronunciation, while function words are not. That was probably the reason for this participant to fail that item.

Contrasting, although there was a failed answer in the post-test, the difference between the general wished points and the obtained was shorter than those wished and obtained in the diagnostic test, see *Graph 2.*
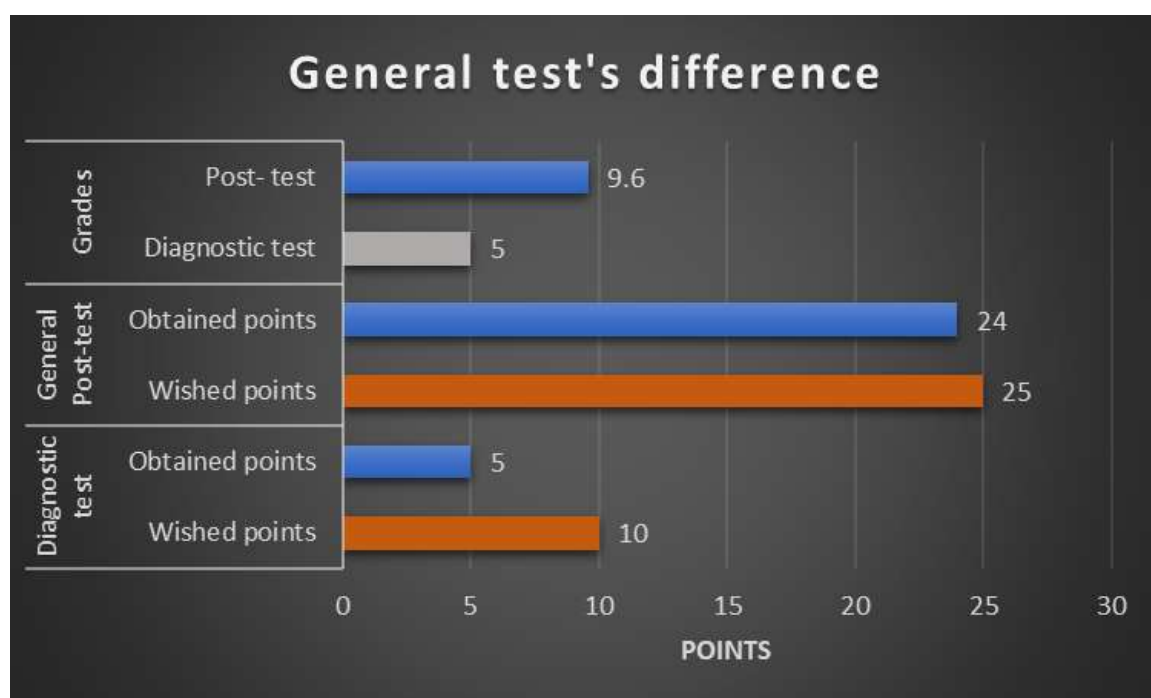
*Graph 2. General Test's Difference.*

As it can be seen in Graph 2, the difference between wished and obtained points in the diagnostic test was 5 points, but in the post-test, it was just a point. That difference translated to grades is nearly 50 % of difference because the grade for the diagnostic test was 5 while the post-test was 9.6. Even though the diagnostic test was just focused on reading, and concept

identification, it was important to explore the results in the language skills evaluated in the post-test to reinforce beverages vocabulary learning and identification (see *Graph 3)*.
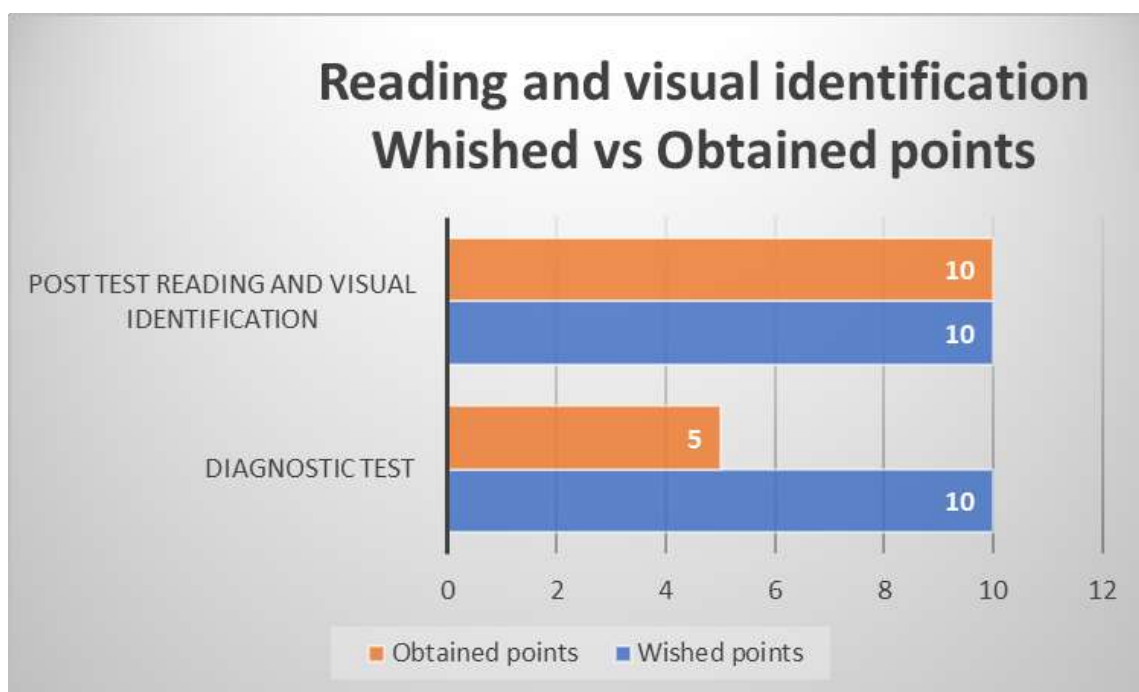
Graph 3. Reading and Visual Identification.

Graph 3 presented the differences between the wished and obtained points in the reading and visual identification of the concept and the results of the diagnostic test. As it can be observed in both it was expected the student obtained 10 points, but it was just after teaching him Spanish beverages vocabulary with the audiovisual flashcards when he could increase his score by 50 %, (see *Graph 4).*
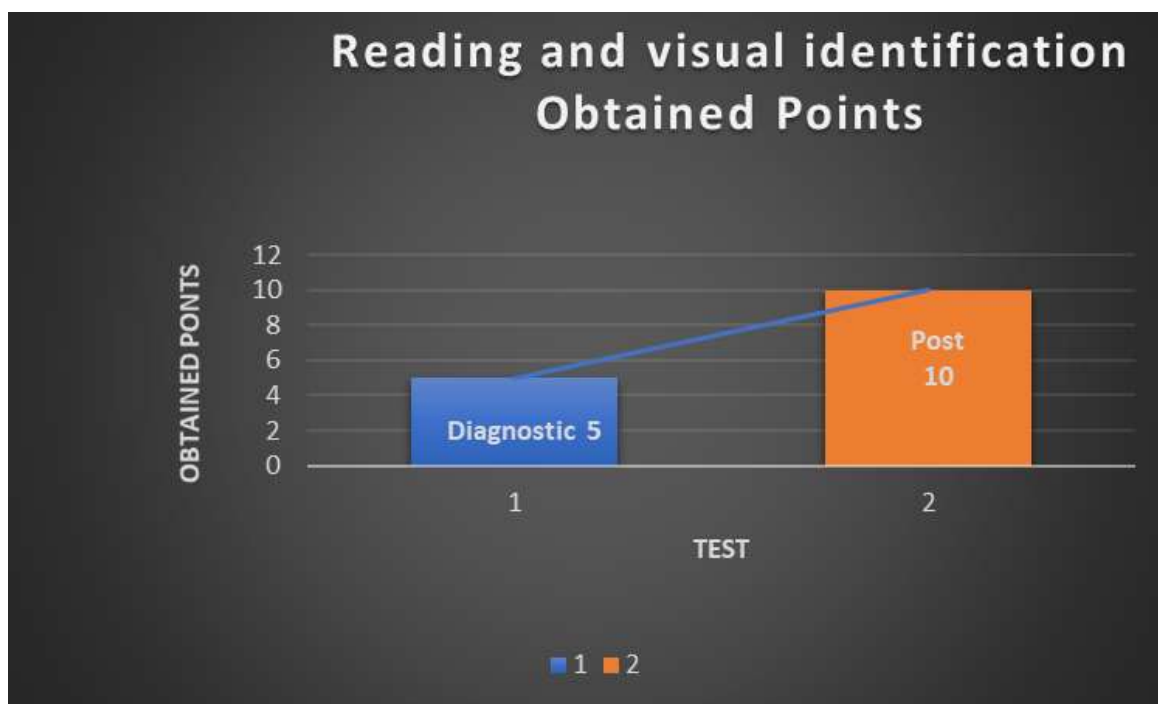
Graph 4. Reading and Visual Identification Obtained Points

By the results of the comparison between these tests it can be assumed that this teaching material proposal was helpful to develop the receptive skills a little more than productive because, as it was mentioned by Alonso, & Alonso (2018), the student was able of receiving information by audiovisual input and processing it to generate output through writing and relation of concepts and terms.

4.1.2 Interview Results

After finishing the post-test, the Hindu participant student of SFL was asked to answer an interview. The interview questions were ordered into four *Transitory questions,* seven *Research questions,* and three *Closing questions.* Firstly, *Transitory questions* were oriented to explore the participant's perspectives and interests in the Spanish language. Then, *Research questions* were focused on knowing the interviewee's opinions about the teaching material proposal for learning beverages vocabulary. Finally, *Closing questions* look for the opinion of the participant about his

experience by learning using the proposal audiovisual flashcards and about teaching material used in his mother tongue for learning beverages vocabulary.

Transitory Questions' result

1. Do you like the Spanish language? *Yes, I'm trying to speak it, because I love learn languages*. Transitory answer 1, showed that the participant enjoys language learning experiences, a possible reason for that could be as Bharti (2020) states that in India, each person speaks at least two languages, in the participant's case he speaks three languages. Although he loves language learning, he is not looking for a grammar learning experience. He is trying to learn a communicative language by developing the oral skill more than grammar rules because as Agustín (2007) mentions, the goal of a student when learning a foreign language is to be able to interact with native speakers of the foreign language through an oral conversation autonomously managed by them.

2. What do you think about the Spanish language? *I think this language is exciting me and I just think that I should learn it and I study to use it if then I come, it's most interesting*. It is clear that the participant's interest in learning Spanish is because he likes the Spanish language, but also because he feels the necessity of doing it because he has the intention to visit Mexico, and he is expecting to use the language when he comes. So here, it is demonstrated what Agustín (2007) affirms about the expectations of the students when learning a foreign language because they are trying to learn it in order to use it when being immersed into the socio-cultural context of the language.

3. Why did you decide to learn Spanish as a foreign language? *Yes, some of my friends fuck they talk in this language If I don't talk in this language*. Through observing the *Transitory answer 3,* it is obvious that the interviewee feels impotence when he is not able to understand and

communicate in Spanish. That is why listening and speaking, as Abreus (2010) mentioned, are not isolated skills, they are intrinsically linked. That is the importance of taking into account the familiarization of the student with foreign language sounds to develop not just listening skills, but also to develop an efficient output.

4. Does learning Spanish give you opportunities in your country? *Yes, if I learn Spanish then I can get much opportunities, in my career and my country job, yeah*. The present transitory question shows that learning Spanish in India is a key for having better professional and job development from the participant's perspective. According to Bharti (2020), the Spanish language has become important in different sectors of the Hindu society as in educational context, business, internal and foreign job opportunities, and it is so thanks to the presence of the language in the Hindu film industry for a half-century.

RQs' answers

5. Through these days you have seen audiovisual flashcards to learn beverages vocabulary, what do you think about their design? *Yeah, I think it is the most prominent part of the teaching material on learning, we need to put them, with sounds well, with the instructions, some images like this, so be that a part of learning.* After having the experience of using audiovisual flashcards to learn vocabulary beverages in SFL, the participant thinks audiovisual flashcards for teaching vocabulary beverages should be included in the SFL teaching-learning process because it is composed of good sounds, images, and instructions. Then, as the participant mentioned in *Transitory question 1* he is interested in speaking the Spanish Language, that is why he likes the design. Rodríguez (2014) supports that idea by mentioning that flashcards as audiovisual material drive oral production by showing images, sounds, and vocabulary content.

6. What do you think about the colors used on the flashcards? *Yeah, I think <u>colors embed much</u> in making learning quite <u>interesting and easy</u>, and it makes well you know it <u>puts interest in learners' mind</u> and sometimes it <u>more durates</u>*. In the interviewee's opinion, colors in the design of the teaching material proposal are so important because it makes the learning process attractive, interesting, and easy, also he mentions that colors are important to the long life of learning in the learners' brain. Tomlinson (2011b), argues that teaching material should have an effect on the students' mind by novelty, variety, attractive presentation, appealing content, and achievable challenge, and if the teaching material complies with those aspects it is able to attract the interest, curiosity, and attention of the student.

7. What do you think about the audio of words' pronunciation on the audiovisual flashcards? *Yeah, I think It will also <u>device our learning</u> and in the audiovisual flashcards are the most important part 'cause <u>pronunciation comes from that</u>, and it is most important part, because <u>can you have speak you need to hear</u>, so h<u>earing is the best to understand this kind of learning</u>*. The pronunciation of words in the audiovisual flashcards is considered by the participant as the most important part of the design because it has an effect on the student's pronunciation and he thinks by listening you develop the oral skill. According to Bartolí (2005), the pronunciation consists of an input and output process, that is to say, that the students have to identify sounds by listening, and then the output comes when they need to reproduce by speaking those language sounds.

8. Did this teaching material help you to acquire Spanish vocabulary? Why? *Yes, I think this kind of teaching material is <u>very helpful because in some parts of the language</u> mean a help so it is important*. In this question, the participant refers that the audiovisual flashcards are useful

to develop some aspects of the language. For instance, according to Salas (2017), audiovisual material functions as a device to develop speaking skills and sub-skills as vocabulary and pronunciation by practicing the listening skill.

9. Was there something confusing for you on the audiovisual flashcards? Why? *Yes, only some <u>unfamiliar words that I've never saw</u> and it was confused for me in <u>speaking and in writing, some of them, not much</u>*. The interviewed participant considered, somehow, pronunciation and writing of Spanish vocabulary of beverages confusing because he is not in contact with them. In the opinion of Baralo (1999, in Backhouse, 2011), those difficulties come from the mother tongue because of the differences between it, and the object language about the pronunciation of some letters. However, Baralo (1995) also mentions that productive skills, like speaking and writing in a foreign language, should be conducted in the form of the language. Thus, the students must know the grammar and spend much time developing them.

10. If you were a teacher, what would you do to improve the audiovisual flashcards to learn Spanish vocabulary? *If I'm a teacher and I have to teach Spanish I would <u>after this teaching make a conversation and some titles</u>, w<u>ill give a real-life situation</u> where I put the vocabs according to that, I think <u>the most important part for it is the symbol relating to the native language I</u> think is the best part of it*. The participant suggested, after learning beverages vocabulary, to use those words in a role play because it is important to relate words with the real context. In a real context as Cabrera (2010) states, the students face and manage communicative aspects of the language when they are in contact with texts, problematic situations, and interpersonal relations, then they can develop their communicative competence.

11. What do you consider the best way to learn vocabulary? Why? *I think the most important part of <u>teaching vocabulary in any language according with the grammar rules</u>, I think you should u<u>se the persons</u>, according to the person and <u>tense</u>, we need to use the real-life vocabulary and should c<u>onnect with the uses and field</u>.* The interviewee considers vocabulary teaching as a task that must be theoretical and practical because it should be based on grammar rules and conducted to the practice through productive skills into the real situation and words field. According to Castillo, & Moya (2013), vocabulary learning considers the interaction with other persons by using grammar rules and it is also important for the students to be immersed in the real context or in an artificial situation based on real-life to practice and develop the communicative competence and to make sense of the learned words.

Closing Questions' answers

12. What did you find different between the materials used to teach vocabulary in Hindi or Spanish language, and the material that was presented to you to learn beverage vocabulary in Spanish? *I think<u> I'm up divorced between it pronounce related to Hindi</u> and oof course that's a quite difficult because<u> I never heard</u> and I'm not good as well*. This answer shows that the participant noticed a difference in pronunciation between Hindi and Spanish languages. The reason for misunderstanding those sounds could be because, as Izquierdo (2017) mentions, the Hindi alphabet has 34 consonants and 12 vowels, but there also exist letters that have three or four different sounds. Meanwhile, as the Academia Mexicana de la Lengua (2017) claims, the Spanish alphabet has 27 letters, but just 5 of them are vowels.

13. Do you have something to add about your Spanish vocabulary learning experience? *Oh, what can I tell you about the language, although<u> I've learned well, I´m experiencing</u>, and I can't to explain more*. The present answer shows that the Hindu participant considers this as a

good experience in learning, but he is expecting to continue experimenting on Spanish language learning. His expectations could be based on the fact that, as Pujol (2020) states, learning Spanish in India is a privilege that only upper social classes can have.

14. Would you like to learn more about Spanish? *Yeah, I committed to myself*. The words of the interviewee express a big interest in learning Spanish, and it has become a purpose for him. The motivation for the participant on learning the Spanish language could be supported by Pujol (2020) when saying that Spanish has international importance in areas such as economy, socio-cultural, sports, and education. Therefore, this participant might aspire to have a positive growth in India.

4.2 Research Questions' Answers

This research aims to answer two main research questions whose answers are presented in this section. The first research question is:

RQ1 *To what extent could this SFL student learn beverages vocabulary through the proposed material?*

The first research question looked for the effect of the use of audiovisual flashcards on teaching beverages vocabulary to a Hindu SFL student. Specifically, after using the audiovisual flashcards for learning beverages vocabulary in Spanish, the Hindu SFL student increased 50 % his knowledge. That 50 % is a result of taking into account the correct answers he inferred in the diagnostic test, but it could also be considered that he just guessed the correct answer because he was not sure about them. Therefore, it can be claimed that he increased in 100% the domain of the reading and concept identification of beverages vocabulary in Spanish. Additionally, in the post-test, there were reviewed writing and listening of lexical content taught by using the audiovisual proposed flashcards; consequently, the participant had good proficiency in them. On the one hand,

his writing skill increased 100 % because he had never read Spanish beverages words. Thus, he started without knowledge of writing in Spanish at all, but he was able to write all taught vocabulary correctly without help. On the other hand, listening proficiency increased 90 %, even though he had never heard beverages words in Spanish before.

The second research question that this study aims to answer is:

RQ2 *What is the perception of the Hindu student of SFL about the audio-visual flashcards for learning beverages vocabulary?*

In other words, the second research question explores the perception of the participant about the use of the proposal teaching material to teach vocabulary of beverages in SFL. According to the participant of this study, they were a good way to teach vocabulary. Mainly, it is because they were attractive, interesting, and they helped to learn how to pronounce, listen, read, and write, as well as acquire the vocabulary. The participant considered that these audiovisual flashcards are able to lock learned vocabulary in mind for a long time, so he argues that is a good reason to include this teaching material as a device for teaching vocabulary. However, he also suggests teachers introduce some real-life situations and conversations to practice after learning beverages vocabulary in order to practice grammar uses and to have more meaningful learning of those words.

4.3 Material proposal

The material design was based on the Hunt & Beglar (2002) statements in the sense that they mentioned that a beginner student needs explicit instruction where pronunciation, syllabic structure, stress, and intonation should be involved. They also say that it is important to relate words and images, and suggest to work by repetition in short times with no more than 7 words per lesson and to evaluate learning immediately. Therefore, for this study 10 digital audiovisual

flashcards were designed *(See Appendix B)*. The Audiovisual flashcards about Spanish beverages vocabulary were designed in *PowerPoint* software. These flashcards have original drawings, beverages names in Spanish, English, and Hindi, and also included the syllabic separation of this vocabulary in Spanish designed by the researcher of this study. Another important element is the authentic recordings about the correct pronunciation of each word. During this session the participant had to see the images of beverages on the audiovisual flashcards, then the recordings were played and after each one, the Hindu guy had to repeat each word. The repetition of this process was done three or four times. After repetition, the researcher asked the participant for a Spanish name of a beverage and when the researcher made the question it used the English or Hindi name of the beverage, but the student had to answer back in Spanish. In the fifth session, the student had to play a *Kahoot* game about these vocabulary flashcards where the 10 beverages flashcards were included.

4.4 Discussion

The obtained results sign that the use of audiovisual flashcards on learning vocabulary beverages is helpful not just to develop this sub-skill, they also had a good effect on the pronunciation, word structure writing, on reading, and also on visual concept identification related to the written form. Torres (2019) supports this outcome by mentioning how a word is well learned when the form, the meaning, the field, and use of words are taken into account when teaching vocabulary. In addition to that, it can be said that the presented proposal material to the participant complies with three of the implications of knowing a word mentioned by Nation (1990, in Suárez & Varela, 2002). Those implications were *form, function*, and *meaning*. Although, the Hindu participant agreed with Nation's idea of the three implications, there is also considered the fourth

aspect of knowing a word when teaching vocabulary which is called *position,* because that implies grammar use and colocation of the word in real language use and in a real context.

Another fact, but not less important is that the audio-lingual method applied through mnemonic strategies for teaching vocabulary is a good resource. Audiovisual flashcards promote the use of Mnemonic strategies, as Levin & Presley (1985, in García, 2000) stated; they are focused on the memorization of a word by relating it to the concept, sound, and word so vocabulary remains in the participant's mind.

4.5 Chapter Conclusion

This chapter presented the analysis of the results from the data collection instrument. Besides, the research questions which were stated in *Chapter I* were answered in this chapter. In addition, the material proposal elements were described. Finally, a discussion of the results was done taking into account the literature review and the results obtained by the application of the instruments and the proposal teaching material to the participant. Next chapter presents a general conclusion of the project.

CHAPTER V

CONCLUSION

The present Chapter was divided into five points oriented to conclude this thesis. Firstly, some of the applications of the research are mentioned in *5.1 Research contributions.* To continue, the aspects that were not reached in this study are listed in *5.2 Limitations of the study.* Later, *5.3 Suggestions for further research* section presents some ideas that can be taken into account to develop posterior studies related to this topic. Then, the researcher's personal and professional experience about the present study is written in *5.4 Reflection*. Finally, for closing this study, *5.5 Conclusion* provides a summary of the content included in *Chapter V*.

5.1 Research Contributions

This investigation is helpful in the language teaching and learning process because it can be used by teachers, students, and schools to facilitate their purposes about vocabulary acquisition. In the case of the students, the audiovisual flashcards proposal for learning beverages vocabulary in Spanish can be an opportunity to learn words in an autonomous way; besides, it can enhance students to practice reading, writing, listening, and speaking skills without the teacher's assistance. For teachers of SFL, the use of this proposal material could help them to spend less time on teaching vocabulary, and to use their lessons' time on other difficult aspects of the language when teaching vocabulary of beverages. Also, SFL teachers can find in this didactic material a way of saving money. Finally, nowadays technology is a needed part of the educational processes; therefore, schools could be inspired to develop their own teaching material to achieve subjects' goals, not just language learning.

5.2 Limitations of The Study

Although the study's findings are very explicit and interesting, they cannot make generalizations towards all types of SFL learners or this participant's outcomes. It cannot be ensured that all Hindu SFL students will have the same improvement since this was a case study. Also, this study does not pretend to ensure that any other SFL student will have the same opinion about this material proposal. Therefore, in order to have different results, the following section is proposing different suggestions for further research

5.3 Suggestions for Further Research

This section is for the researcher to display a few suggestions for further research related to this case study. In order to do so, for future researchers it is recommended to have different participants either from the same nationality, age, level of education, mother tongue, amount of spoken languages or they can also have different characteristics. Having more participants in a similar study like this one might provide different results. Secondly, it is also recommended not just to analyze data through a qualitative approach but mixed; thus, generating statistics data might provide a mixed method result which can contrast this one. Third, another suggestion is to explore in the diagnostic and post-test exactly the listening and writing aspects of the vocabulary learning to see the evolution of the student's structuring words and sound identification.

5.4 Reflection

As a teacher of SFL, this experience was amazing, but it represented a challenge for me. Even though I have studied English Language Teaching, I have never faced the need to use the English language for teaching another language, nor my mother tongue. I had to face my insecurities on English language speaking, this experience gave me the opportunity to listen and understand another accent of English, English from India. I shared with a nonnative Spanish

language student, not just part of my language, but my culture, my traditions, and social practices of Mexico. This has been a memorable experience because it was my first professional experience teaching Spanish as a Foreign Language (SFL)

Personally, this experience drove me to appreciate my language, my country, my identity, and my culture. This experience motivated me to look for a way to invite the world to know and value each mentioned aspect as I do. On the other hand, the development of the present research study, and interaction with the participant, also made me value the Hindu culture, language, people, and practices; so, now I am interested in visiting India and learning Hindi. Professionally, I consider the experience of developing this research as part of my SFL teaching practice. I felt my participant was so interested in learning the Spanish vocabulary that I tried to teach him, and he never gave up. Instead, having technical difficulties when meeting online for the teaching sessions, encouraged us to keep trying. Without any doubt, I would repeat this experience as many times as necessary.

5.5 Chapter Conclusion

The present Chapter presented the contributions of the project to SFL teachers, students and schools. Next, the aspects that the research did not cover were exposed. Later, based on the limitations of the study, some suggestions for future research were listed. Finally as a general closing of this researcher includes a personal and professional reflection about the development of this inquiry.

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APPENDIXES

Appendix A

11/10/21 10:58 Diagnostic English & Spanish quiz - Formularios de Google

Do you speak Spanish? / क्या आप स्पेनिश बोलते है? (kya aap spenish bolate he?)
1 respuesta

● Yes/ हाँ (haan)
● No / नहीं (nahin)

100%

Have you had Spanish language lessons?/ क्या आपने स्पेनिश भाषा का पाठ किया है? (kya aapane spenish bhaasha ka paath kiya hai?)
1 respuesta

● Yes/ हाँ (haan)
● No / नहीं (nahin)

100%

What languages do you speak?/ आप कौन सी भाषाएं बोलते हैं? (aap kaun see bhaashaen bolate hain?)
1 respuesta

Hindi

English

https://docs.google.com/forms/d/1TgBLfHDeUwzGGZMnBw9Mf4k4eNU4hq0xf7Nsb0sSc_Y/edit#responses   3/8

11/10/21 10:58 Diagnostic English & Spanish quiz - Formularios de Google

How do yo say पानी (paanee) in Spanish? / पानी को स्पेनिश में क्या कहते हैं?/ (paanee ko spainish mein kya kahate hain?)
1 de 1 respuesta correcta

Café — 0 (0 %)
Té — 0 (0 %)
✓ Agua — 1 (100 %)
I don't know/ मुझे नहीं पता (mujhe nahin pata) — 0 (0 %)

0,0   0,2   0,4   0,6   0,8   1,0

How do yo say चाय (chaay) in Spanish?/ चाय को स्पेनिश में क्या कहते हैं? / (chaay ko spainish mein kya kahate hain?)
1 de 1 respuesta correcta

Café — 0 (0 %)
✓ Té — 1 (100 %)
Agua — 0 (0 %)
I don't know/ मुझे नहीं पता (mujhe nahin pata) — 0 (0 %)

0,0   0,2   0,4   0,6   0,8   1,0

https://docs.google.com/forms/d/1TgBLfHDeUwzGGZMnBw9Mf4k4eNU4hq0xf7Nsb0sSc_Y/edit#responses   4/8

11/10/21 10:58 Diagnostic English & Spanish quiz - Formularios de Google

How do yo say कॉफी (koffee) in Spanish? कॉफी को स्पेनिश में क्या कहते हैं? / koffee ko spainish mein kya kahate hain?
1 de 1 respuesta correcta

✓ Café — 1 (100 %)
Té — 0 (0 %)
Agua — 0 (0 %)
I don't know / मुझे नहीं पता (mujhe nahin pata) — 0 (0 %)

0,0   0,2   0,4   0,6   0,8   1,0

How do you say शराब (sharaab) in Spanish? शराब को आप स्पेनिश में क्या कहते हैं? /(sharaab ko aap spainish mein kya kahate hain?)
1 de 1 respuesta correcta

Leche — 0 (0 %)
Capuchino — 0 (0 %)
✓ Licor — 1 (100 %)
I don't know / मुझे नहीं पता (mujhe nahin pata) — 0 (0 %)

0,0   0,2   0,4   0,6   0,8   1,0

https://docs.google.com/forms/d/1TgBLfHDeUwzGGZMnBw9Mf4k4eNU4hq0xf7Nsb0sSc_Y/edit#responses   5/8

11/10/21 10:58 Diagnostic English & Spanish quiz - Formularios de Google

How do you say फलों का रस (phaalon ka ras) in Spanish? /फलों का रस को स्पेनिश में क्या कहते हैं? (phaalon ka ras ko spainish mein kya kahate hain?)
0 de 1 respuesta correcta

Milo — 0 (0 %)
✓ Jugo de Frutas — 0 (0 %)
Cerveza — 0 (0 %)
I don't know / मुझे नहीं पता (mujhe nahin pata) — 1 (100 %)

0,0   0,2   0,4   0,6   0,8   1,0

How do you say बीयर (beeyar) in Spanish?/ बीयर को आप स्पेनिश में क्या कहते हैं? beeyar ko aap spainish mein kya kahate hain?
0 de 1 respuesta correcta

Milo — 0 (0 %)
Jugo de frutas — 0 (0 %)
✓ Cerveza — 0 (0 %)
मुझे नहीं पता (mujhe nahin pata) — 1 (100 %)

0,0   0,2   0,4   0,6   0,8   1,0

https://docs.google.com/forms/d/1TgBLfHDeUwzGGZMnBw9Mf4k4eNU4hq0xf7Nsb0sSc_Y/edit#responses   7/8

How do you say दूध (doodh) in Spanish?/दूध को आप स्पैनिश में क्या कहते हैं? (dudh ko aap spainish mein kya kahate hain?

How do you say कैपुचीनो (kaipuchino) in Spanish?/आप स्पैनिश में kaipuchino को क्या कहते हैं? aap spainish mein kaipuchhino ko kya kahate hain?

How do you say वाइन (vain) in Spanish?/वाइन को आप स्पैनिश में क्या कहते हैं? vain ko spainish mein kya kahate hain?

How do you say सोडा (soda) in Spanish?/सोडा को आप स्पैनिश में क्या कहते हैं? soda ko aap spainish mein kya kahate hain?

Appendix B

Spanish	Spanish sylabic separation	English	Hindi
Jugo de frutas	Ju-go-de-fru-tas	Fruit juice	फलों का रस

Spanish	Spanish sylabic separation	English	Hindi
Vino	Vi-no	Wine	वाइन

Spanish	Spanish sylabic separation	English	Hindi
Licor	Li-cor	Liqueur	शराब

Spanish	Spanish sylabic separation	English	Hindi
Té	Té	Tea	चाय

Spanish		Spanish sylabic separation		English		Hindi	
Refresco		Re-fres-co		Soda		सोडा	

Spanish		Spanish sylabic separation		English		Hindi	
Leche		Le-che		Milk		दध	

Spanish	Spanish sylabic separation	English	Hindi
Capuchino	Ca-pu-chi-no	Capuccino	कैप ुचचनो

Spanish	Spanish sylabic separation	English	Hindi
Cerveza	Cer-ve-za	Beer	बीयर

Spanish	Spanish sylabic separation	English	Hindi
Agua	A-gua	Water	पानी

Appendix C

<div style="border:1px solid black; padding:1em;">

<div align="center">**Post vocabulary test**</div>

Purpose: The present worksheet will help the present study to know how many Spanish words did you learned as a consequence of uses audiovisual flashcards to teach you vocabulary. /उद्देश्य: वर्तमान कार्यपत्रक वर्तमान अध्ययन को यह जानने में मदद करेगा कि आपको शब्दावली सिखाने के लिए ऑडियोविजुअल फ्लैशकार्ड के उपयोग के परिणामस्वरूप आपने कितने स्पेनिश शब्द सीखे हैं /(uddeshy: vartamaan kaaryapatrak vartamaan adhyayan ko yah jaanane mein madad karega ki aapako shabdaavalee sikhaane ke lie odiyovizual phlaishakaard ke upayog ke parinaamasvaroop aapane kitane spenish shabd seekhe hain).

Nicknme: _Participant_

Age: _31_   **Nationality:** _Indian_   **Date:** _October 19th, 2021_   .

I. Instructions: Read the following text, find out the Spanish word to name the beverage listed below, and write them in Spanish as you found them out in the text./ I. निर्देश: निम्नलिखित पाठ को पढ़ें, नीचे सूचीबद्ध पेय का नाम रखने के लिए स्पेनिश शब्द का पता लगाएं, और उन्हें स्पेनिश में लिखें जैसे आपने उन्हें पाठ में पाया। /(i. nirdesh: nimnalikhit paath ko padhen, neeche soocheebaddh pey ka naam rakhane ke lie spenish shabd ka pata lagaen, aur unhen spenish mein likhen jaise aapane unhen paath mein paaya)

<div style="border:1px solid black; padding:0.5em;">

Text: Mañana es año nuevo, y la familia Fernández aún no sabe cuál será la bebida ideal para la cena, por lo que don Toño decidió someterlo a votación. Martha, la hija mayor de don Toño opina que no debe haber bebidas alcohólicas y pero que sea caliente ya que la tomarán por la noche, por lo que considera que café es la mejor opción. Liz la hija más pequeña, dice que año nuevo es una celebración, no un velorio, así que, sino habrá bebidas alcohólicas, prefiere que sea capuchino lo que tomen. Sin embargo, Paco y Luis, los hijos medianos de don Toño dicen que una fiesta sin alcohol no es fiesta, así que Paco con su espíritu mexicano dice tomen licor, pero Luis que pasó 3 años en Francia, cree que lo mejor para una fiesta así es tomar vino. La señora Luci, esposa de don Toño, opina que para que no peleen, lo mejor es que tomen agua.

</div>

	English	Hindi	Spanish
1.	Water	पानी (paanee)	agua
2.	Coffee	कॉफ़ी (kofee)	café
3.	Wine	वाइन (vain)	vino
4.	Cappuccino	कैपूचचनो (kaipuchino)	capuchino
5.	Liqueur	शराब (sharaab)	licor

</div>

Post vocabulary test

II. Instructions: Write into de parentheses the letter next to the image that represents the Spanish word on the right column. / द्वितीय. निर्देश: दाएं कॉलम पर स्पैनिश शब्द का प्रतिनिधित्व करने वाली छवि के आगे के अक्षर को कोष्ठक में लिखें। / (dviteey. nirdesh: daen kolam par spainish shabd ka pratinidhitv karane vaalee chhavi ke aage ke akshar ko koshthak mein likhen.)

A) (__H__) Licor

B) (__D__) Té

C) (__I__) Capuchino

D) (__G__) Agua

E) (__J__) Refresco

Post vocabulary test

F)

(___A___) Café

G)

(___C___) Jugo de frutas

H)

(___B___) Cerveza

I)

(___E___) Leche

J)

(___F___) Vino

Post vocabulary test

III. Instructions: Write on the following lines those beverages mentioned in the audio played by the teacher. You will have just two times to play the audio./ III. निर्देश: शिक्षक द्वारा चलाए गए ऑडियो में उन पेय पदार्थों का उल्लेख निम्न पंक्तियों में करें। ऑडियो चलाने के लिए आपके पास सिर्फ दो बार होगा। / (iii. nirdesh: shikshak dvaara chalae gae odiyo mein un pey padaarthon ka ullekh nimn panktiyon mein karen. odiyo chalaane ke lie aapake paas sirph do baar hoga.)

1)	Té
2)	Café
3)	Leche
4)	Cerveza
5)	Refresco
6)	Agua

IV. Instructions: Underline in the following list, those words beverages that you listened in the audio played by the teacher. / चतुर्थ। निर्देश: निम्नलिखित सूची में उन शब्दों को रेखांकित करें जो आपने शिक्षक द्वारा चलाए गए ऑडियो में सुने हैं। / (chaturth. nirdesh: nimnalikhit soochee mein un shabdon ko rekhaankit karen jo aapane shikshak dvaara chalae gae odiyo mein sune hain.).

1. <u>Leche</u>

2. <u>Agua</u>

3. Café

4. <u>Cerveza</u>

5. <u>Vino</u>

6. <u>Licor</u>

7. Capuchino

8. Té

Appendix D

Teaching beverages vocabulary through Audiovisual flashcards to a Hindu adult student of Spanish as a foreign language, A1 level

Nickname: Participant   **Age: 31**

Level of study: Post Grade   **Nationality: Hindu**

Interviewer name: Eira Xanat Gómez Vergara

Objective: The main purpose of this study is to identify the student's perceptions about the effectiveness of the use of didactic materials based on the Global method in the development of Spanish vocabulary in an adult Hindu student of Spanish as a foreign language A1 level. So, as you have all the mentioned characteristics, you have been selected as the appropriate participant to carry out this study.

1.   **Do you like the Spanish language? Why?**

       Yes, I'm trying to speak it, because I love learn languages.   .

2.   **What do you think about the Spanish language?**

        I think this language is exciting me and I just think that I should learn it and I study to use it if then I come, it's most interesting.   .

        Why did you decide to learn Spanish as a foreign language?

        Yes, some of my friends fuck they talk in this language If I don't talk in this language.   .

3.   **Does learning Spanish give you opportunities in your country?**

        Yes, if I learn Spanish then I can get much opportunities, in my career and my country job, yeah.

4. **Through these days you have seen audiovisual flashcards to learn beverages vocabulary, what do you think about their design?**

Yeah, I think it is the most prominent part of the teaching material on learning, we need to put them, with sounds well, with the instructions, some images like this, so be that a part of learning. .

5. **What do you think about the colors used on the flashcards?**

Yeah, I think colors embed much in making learning quite interesting and easy, and it makes well you know it puts interest in learners' mind and sometimes it more durates. .

7. **What do you think about the audio of words´pronunciation on the audiovisual flashcards?**

Yeah, I think It will also device our learning and in the audiovisual flashcards are the most important part 'cause pronunciation comes from that, and it is most important part, because can you have speak you need to hear, so hearing is the best to understand this kind of learning. .

8. **Did this teaching material help you to acquire Spanish vocabulary? Why?**

Yes, I think this kind of teaching material is very helpful because in some parts of the language it means a help so it is important. .

9. **Was there something confusing for you on the audiovisual flashcards? Why?**

Yes, only some unfamiliar words that I've never saw and it was confused for me in speaking and in writing, some of them, not much. .

10. **If you were a teacher, what would you do to improve the audiovisual flashcards to learn Spanish vocabulary?**

If I'm a teacher and I have to teach Spanish I would after this teaching make a conversation and some titles, will give a real life situation where I put the vocabs according to that, I think the most important part for it is the symbol relating to the native language I think is the best part of it.   .

11.   **What do you consider the best way to learn vocabulary? Why?**

I think the most important part of teaching vocabulary in any language according with the grammar rules, I think you should use the persons, according to the person and tense. We need to use real-life vocabulary and should connect with the uses and fields. .

12.   **What did you find different between the vocabulary teaching materials for learning the Spanish language and those to learn the Hindu language?**

I think I'm up divorced between it pronounce related to Hindi and of course that's a quite difficult because I never heard and I'm not good as well.   .

13.   **Do you have something to add about your Spanish vocabulary learning experience?**

Oh, what can I tell you about the language? Although I've learned well, I´m experiencing and I can't explain more.   .

14.   **Would you like to learn more about Spanish?**

Yeah, I committed to myself.   .

Thank you!

Appendix E

Teaching beverages vocabulary through Audiovisual flashcards to a Hindu adult student of Spanish as a foreign language, A1 level

Participant's consent letter

Introduction

My name is <u>Eira Xanat Gómez Vergara</u>, and I am a student from the Languages faculty in the Benemérita Universidad Autónoma de Puebla. I am doing a research project with Spanish as a foreign language learner, and I would like to invite you to participate in this study.

Purpose

The main purpose of this study is to identify the student's perceptions about the effectiveness of the use of didactic materials based on the Global method in the development of Spanish vocabulary in an adult Hindu student of Spanish as a foreign language A1 level.

If you accept to participate in this research project, you will be asked to:

1.   Receive three asynchronous Spanish vocabulary lessons.

2.   Answer an interview that is going to be recorded after the 3 vocabulary lessons.

Confidentiality

The collected data is going to be used for research purposes; neither your name nor any other information that can identify you will be used in any publication or presentation of the research results. All information collected for this investigation will be kept confidential. A pseudonym will be used when referring to you.

Risks and benefits

There is not any risk and the main benefit for you is to learn some Spanish lexis and also to help language teachers to design and to develop better Spanish vocabulary teaching materials according to their students' needs.

Voluntary participation

Participation in this research is voluntary. You can refuse to participate, answer any questions, or withdraw from the research at any time without being affected in any way.

Questions

If you have questions about this research, contact (Eira Xanat Gómez Vergara) by e-mail gomve.xe@gmail.com.

This letter of consent belongs to you and will serve as a reference for you in the future.

Signature: _____

Teaching beverages vocabulary through Audiovisual flashcards to a Hindu

adult student of Spanish as a foreign language, A1 level

Participant's consent letter

Introduction

My name is Fira Xanat Gómez Vergara, and I am a student from the Languages faculty in the Benemérita Universidad Autónoma de Puebla. I am doing a research project with Spanish as a foreign language learner, and I would like to invite you to participate in this study.

Purpose

The main purpose of this study is to identify the perceptions of an adult Hindu student of Spanish as a Foreign Language (A1) about learning beverages vocabulary through audiovisual flashcards proposals. If you accept to participate in this research project, you will be asked to:

1. Answer a diagnostic test online.

2. Receive four Spanish beverages vocabulary practice lessons.

3. Answer a post test or post activity, after receiving the Spanish beverages lessons.

4. Answer an interview that is going to be recorded after the four vocabulary lessons.

Confidentiality

The collected data is going to be used for research purposes; neither your name nor any other information that can identify you will be used in any publication or presentation

of the research results. All information collected for this investigation will be kept confidential. A pseudonym will be used when referring to you.

Risks and benefits

There is not any risk and the main benefit for you is to learn some Spanish lexis and also to help language teachers to design and to develop better Spanish vocabulary teaching materials according to their students' needs.

Voluntary participation

Participation in this research is voluntary. You can refuse to participate, answer any questions, or withdraw from the research at any time without being affected in any way.

Questions

If you have questions about this research, contact (Eira Xanat Gómez Vergara) by e-mail gomve.xe@gmail.com.

This letter of consent belongs to you and will serve as a reference for you in the future.

Signature

Eira Xanat Gómez Vergara
Researcher

Signature

Participant