

Impact of the audiolingual and visual method using ICT on vocabulary improvement in sixth-grade students of Guillermo Valencia Educational Institution in the year 2025

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Licenciatura en Lenguas Extranjeras con énfasis en Inglés

2025

Dedicatoria

To God, for His infinite blessings.

To my family, for their constant love and support.

To my son, whose joy illuminates my life and gives it meaning.

To Liz, who gave me the push to present my research project and served as my personal advisor.

To all the university tutors who inspire me to be social change makers with education.

Acknowledgements

This project would not have been possible without the support of my sister, who encouraged and advised me in submitting the initial proposal. Thank you for encouraging me to pursue my proposal.

Words cannot express my gratitude to God primarily for His infinite blessings, to my family for their constant support, to my son, who inspires me to be better every day, and to every one of the tutors I met during my time at the University. Their knowledge and guidance have contributed to the development of my understanding.

Resumen

El presente trabajo busca ampliar el vocabulario básico del inglés mediante el estudio del impacto del método de enseñanza audiolingual y el método basado en la memoria visual, utilizando las Tecnologías de la Información y la Comunicación (TIC), aplicados en un plan de clase.

Este trabajo es una investigación mixta: cualitativa, ya que reúne estudios sobre los métodos audiolingual y visual para la enseñanza del inglés, y cuantitativa, ya que evalúa el nivel de vocabulario de los estudiantes de sexto grado de la Institución Educativa Guillermo Valencia durante el año académico 2025. Las herramientas de recolección de datos utilizadas para este estudio incluyeron una revisión bibliográfica, un pre-test, análisis de resultados, hojas de trabajo y un post-test.

Los resultados del pre-test mostraron que el 94% de los estudiantes tenía un nivel bajo de vocabulario sobre un tema específico, y solo el 6% superó el nivel básico de vocabulario. El aprendizaje de una segunda lengua debe comenzar con una aportación adecuada de información. Para este caso, se utilizó la plataforma educativa Nearpod para el diseño del plan de clase, ya que ofrece funciones dinámicas e interactivas que permiten la inclusión de imágenes, sonidos y videos, lo que fomentó el interés de los estudiantes por aprender. Además, se diseñaron hojas de trabajo y actividades de producción para completar tras la explicación del vocabulario y su uso en contexto.

Tras diseñar e implementar el plan de clase utilizando estrategias del método audiolingual (videos, grabaciones de audio) y del método visual (imágenes, color, texto), con el apoyo de las Tecnologías de la Información y la Comunicación (TIC), se demostró que los estudiantes experimentaron un aumento en su vocabulario. Los resultados del postest mostraron que el 79%

de los estudiantes mejoró, lo que confirma la eficacia de las estrategias seleccionadas y aplicadas.

Palabras clave: bajo nivel de vocabulario, enseñanza del Inglés, método audiolingual, método visual, TIC.

Abstract

The present work seeks to increase basic English vocabulary through the study of the impact of the audiolingual teaching method and the visual-memory-based method, using Information and Communication Technologies (hereafter abbreviated as ICT), applied within a lesson plan.

This work is a mixed research study—qualitative, because it gathers studies on the audiolingual and visual methods for English teaching, and quantitative, because it assesses the vocabulary level of sixth-grade students of the Guillermo Valencia Educational Institution during the 2025 academic year. The data collection tools used for this study included a literature review, a pre-test, results analysis, worksheets, and a post-test.

The pre-test results showed that 94% of the students had a low level of vocabulary on a specific topic, and only 6% of the students surpassed the basic vocabulary level. The learning of a second language must begin with an appropriate input of information. For this case, an educational platform called Nearpod was used in the design of the lesson plan, as it offers dynamic and interactive features that allow the inclusion of images, sounds, and videos, which fostered students' interest in learning. In addition, worksheets and production activities were designed to be completed after the explanation of the vocabulary and its use in context.

After designing and implementing the lesson plan using strategies from the audiolingual method (videos, audio recordings) and the visual method (images, color, text), supported by Information and Communication Technologies (ICT), it was demonstrated that the students experienced an increase in vocabulary. The post-test results showed that 79% of the students improved, confirming the effectiveness of the selected and applied strategies.

Keywords: audiolingual method, English teaching, ICT, low vocabulary level, visual method.

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Introduction

This paper presents a study on the impact of the audiolingual and visual method, combined with the use of information technologies, on sixth-grade students at the Guillermo Valencia Educational Institution. It begins with a description of the problem and its context, followed by the theoretical and conceptual framework, methodology, and finally, the results.

Language development is achieved through visual and auditory means, hence its importance in language acquisition and in building meaningful and long-term learning.

This research is mixed, using quantitative methods in that it analyzes evaluation results, taking into account numerical data, and qualitative methods in that it collects information from bibliographic sources for the application of audio-lingual and visual strategies in a lesson plan that aims to increase the vocabulary of sixth-grade students at the Guillermo Valencia Educational Institution.

Statement of the Problem

Learning English as a foreign language has become a fundamental component of educational systems due to its global reach and relevance in academic, social, and professional spheres. Internationally, educational curricula promote the development of communicative skills from an early age, focusing on oral comprehension and production. In Colombia, the Ministry of National Education has established basic standards for foreign language proficiency, suggesting the need to strengthen English language instruction, particularly in public schools, where low academic performance in vocabulary, pronunciation, and listening comprehension is evident (MEN, 2006).

In the institutional context in which this study was conducted, it was identified that sixth-grade students had difficulty understanding and using basic English vocabulary. This was

evidenced by classroom observations and confirmed by a pre-test on a topic from the curriculum, as well as by academic results that were lower than expected. Some students showed little motivation toward learning the language, mainly due to a lack of interest and vocabulary knowledge, resulting in low engagement and poor content retention. Based on this assessment, the need to implement pedagogical strategies that would encourage active participation and enhance meaningful learning was identified.

The low level of Basic English vocabulary among sixth-grade students at the Guillermo Valencia Educational Institution hinders their learning. Not knowing Basic English words prevents students from following oral and written instructions, thus diminishing their interest in learning the language. It leads to poor academic performance in English and on the external tests administered by the institution each academic term.

The problem question is how does the use of the audio-lingual and visual method, with the support of information and communication technologies (ICT), increase vocabulary in sixth-grade students of the Guillermo Valencia Educational Institution?

Justification

This study is important to understand and improve the Basic English vocabulary level of sixth-grade students at the Guillermo Valencia Educational Institution during the 2025 school year, which will be reflected in later years in state tests. It will also allow us to understand the impact of the audiolingual and visual method with the use of ICT in the teaching material.

According to ICFES (2024), in the English test, the performance level scale is divided into five levels: A-, A1, A2, B1, and B+, as expressed in the Common European Framework of Reference for Languages (CEFR) for this language. For the A- level, the performance level used by this institution, the most prevalent result on the English test between 2017 and 2024 was A-, ranging from 37% to 57% of those evaluated. This indicates that students have English knowledge below the basic level. In 2024, an improvement was observed in the percentage of those evaluated at the A- level, decreasing from 57% to 40%. However, despite this improvement, the majority of students are still at the basic levels.

Furthermore, the methods and results of this study will benefit both students and the institution. Given that there is a directly proportional relationship; that is, by increasing the level of vocabulary, students' communicative skills also improve, which will be reflected in academic performance and in the results of the institution's external tests, thus improving the quality of education and supporting Sustainable Development Goal number four: Quality Education.

It is worth noting that the methods and tools used in this study can be adapted and used at different educational levels and for wide topics found in the educational institution's curriculum.

Objectives

General Objective

To increase the vocabulary of sixth-grade students at the Guillermo Valencia Educational Institution using the audio-lingual and visual method.

Specific Objectives

To design a lesson plan on an interactive and dynamic educational platform using ICT and based on the audio-lingual and visual method as a teaching strategy to increase vocabulary.

To implement the activities designed during the class using the audio-lingual method and the visual method.

To evaluate the vocabulary level after implementing the lesson plan and analyze the results.

Literature Review

Legal framework

Ministry of National Education (MEN)

Guide N. “22 Basic Standards of Competencies in Foreign Languages: English, issued by the Ministry of National Education of Colombia for the” sixth-grade establishes the following competencies, some of which are relevant to the study:

According to *MEN (2006, own translation)*:

“Regarding the *Listening*:

I understand basic information about topics related to my daily activities and my environment.

I understand and follow specific instructions when they are presented clearly and with familiar vocabulary.

I understand an oral description of a situation, person, place, or object.

Regarding the *Reading*:

I understand written instructions for carrying out daily, personal, and academic activities.

I understand literary, academic, and general interest texts, written in simple language.

I identify the appropriate meaning of words in the dictionary according to the context.

Regarding the *Writing*:

I describe people, places, objects, or events related to topics and situations that are familiar to me using short phrases.

Complete basic personal information in simple formats and documents.

I write a short text about myself, my family, my friends, my environment, or about events that are familiar to me.”

Law 115 of 1994

According to Law 115 of 1994, Article 19, compulsory basic education “corresponds to that identified in Article 356 of the Political Constitution as primary and secondary education; it comprises nine (9) grades and will be structured around a common curriculum, made up of the fundamental areas of knowledge and human activity.”

In Article 22, “Specific objectives of basic education in the secondary cycle,” the law states that “the four (4) subsequent grades of basic education that constitute the secondary cycle will have the following specific objectives”. One of the objectives related to the scope of this study is found in letter l, which establishes that “a specific objective of basic secondary education is “the understanding and ability to express oneself in a foreign language” (Law 115, 1994, art. 22)

Article 23 establishes foreign language as a mandatory and fundamental area of knowledge and training.

Theoretical and conceptual framework

Background

In the international thesis “An Analysis of the Audio Lingual Method in Contemporary EFL Teaching Context” by Ramadhani, S. (2021), the text presents the following statements made by teachers: the audiolingual method is currently effective, despite being an older method. Furthermore, they believe it is one of the best and easiest to implement.

In the national monograph “Comparative Analysis of Four Methods of Teaching English as a Foreign Language in the Speaking Ability for Colombian Pre-adolescents” carried out by

Pinto, A. & Paredes, M. (2019) states that, the objective of the audiolingual method is to use the English language communicatively, this in turn is a method of practice and memorization, the learner acquires the language through learning techniques such as dialogues, exercises and images and represents them orally, thus developing and improving listening and speaking through continuous repetition exercises.

In the international article “A Brief Discussion of the Audiolingual Method” by Hu, Ch. (2024), the author opines that the method is quite effective for beginner students to learn a new language, especially in areas with less English proficiency.

In the study “The audio-lingual method to develop oral production in English” by Gonzalez, F. (2024), one of the results obtained is that flashcards are an effective pedagogical tool in the teaching of foreign languages.

In the article “Visual Learning Style: An Educational Strategy for the Development of Long-Term Memory” by Pazan, J., Pullas, P., Nuñez, C., & Zamaro, R. (2017), it is demonstrated that the visual learning style facilitates the retention of information in the long term.

In the international study on the “Use of Visual Media as a Didactic Tool in the Teaching of English Grammar to Seventh Grade Students of the Colegio Nuestra Señora del Rosario in Estelí, During the Second Semester of the Year 2016” carried out by Ortega, Y., Ruiz, M., & Hernandez, M. (2016), one of the results obtained is that, visual media facilitate the learning of grammar, especially images.

In the thesis “The use of “Pictures” as a visual strategy for the acquisition of vocabulary in English” by Manzano, P. (2019), it is established that the use of drawings keeps students

motivated to learn, and the use of images allows students to understand or approach the topic graphically, and stimulates their creativity.

Audiolingual method theory

The audio-lingual method emerged during and after World War II due to the growing need for military personnel to master a foreign language, focusing on oral and auditory skills. According to Pinto & Paredes (2019), the objective of this method is to use English communicatively. It is a method of practice and memorization; the learner acquires the language through learning techniques such as dialogues, exercises, and images, which they then represent orally, thus developing and improving listening and speaking skills through continuous repetition exercises. This method aims for the student to acquire new English vocabulary by associating spoken words with visual images through continuous repetition exercises. Furthermore, it emphasizes mechanical exercises and the imitation of native patterns with technological resources, such as recorders and video projectors (Richards & Rodgers, 2001; Larsen-Freeman & Anderson, 2011). According to Hernandez (as cited in Pinto & Paredes, 2019), these elements help achieve the most precise teaching and learning model possible.

Teaching English

Didactics is the science that studies the teaching-learning process; therefore, English didactics is the study of the teaching-learning process of English. It allows teachers to understand their own needs regarding the language and the needs of their students (knowledge, learning styles) in order to develop the art of teaching through different methods and strategies. This aims to achieve learning objectives and develop communicative skills in the target language (listening, speaking, reading, and writing), taking into account the relationships between the student, the subject matter, and the teacher (Salamanca & Ramirez, 2019).

The teaching process must be developed through planning, taking into account the institutional curriculum, which must be based on “the Basic Standards of Competencies in Foreign Languages: English”.

Audiolingual method

This method teaches a new language by reading a dialogue or text (grammar recognition) and carries out the practice through oral repetition exercises in order to create new habits (Gonzalez, 2024).

Auditory aids for the audiolingual method. An auditory medium is any resource that uses sound to transmit information. Auditory media consist of natural elements (the human voice, sounds of nature) and artificial ones (radio, recorded music, audiobooks, videos, television, recordings). Among the methods used in this study are the human voice and videos.

Human voice. It is a natural element and the main tool of a teacher; through the voice, information (knowledge, ideas, needs), attitudes, moods, and feelings are transmitted. (Corría et al., 2021)

Videos. This resource allows the transmission of information through an auditory, visual, colorful, and dynamic environment (Rhenals et al., 2021); its use aims to show students how to pronounce the English words of a specific topic.

Visual memory method

This method is based on the visual presentation of information (photographs, illustrations, images, online presentations, drawings, videos, and television). According to a study by Pazan et al. (2017), visual learning styles promote content retention.

Visual aids for the visual method. Among the methods used in this study are images and digital flashcards. Visual aids help students understand grammatical structures, acquire vocabulary, and retain information (Ortega et al., 2016).

Images. An image is a visual representation of something; it can be physical, mental, or digital. According to Pazan et al. (2017), students find it easier to remember information through images.

Flashcards. Flashcards have been an excellent and almost indispensable teaching tool in the teaching of English as a foreign language to children, since they express the signifier and the signified visually and precisely, which contributes to the identification in English of the mental idea that one has in the mother tongue of the meaning. (Briceño & Nuñez, 2022).

Evaluation methods

These are the instruments or strategies designed to measure students' knowledge in a given subject or area, and they must be aligned with the purpose for which the evaluation is carried out (formative or summative).

Pre-test. This questionnaire is used to identify prior knowledge or learning needs. It is a type of formative assessment because it evaluates to support learning; that is, it identifies a need that becomes an opportunity for generating improvement actions, such as designing a lesson plan, using different teaching methods, reinforcing a specific topic, and so on.

Diagnosis. This is the analysis of the pre-test or questionnaire results. Depending on its approach, it presents numbers that show the students' level of knowledge on a given topic and guides the design and approach to teaching.

Post-test. It is a questionnaire conducted to identify knowledge about a topic explained after implementing a lesson plan, training, or explanation on a specific topic, which can also measure the impact of the strategies and methods used.

Information and communication technologies

According to the website of the Colombian Ministry of ICT (2021), “Information and Communication Technologies (ICTs) are the set of resources, tools, equipment, software, applications, networks, and media that enable the compilation, processing, storage, and transmission of information such as voice, data, text, video, and images” (para. 1).

Vocabulary

Vocabulary consists of the set of words that make up a language. It is a set of lexical units, including words and expressions, of a language. It constitutes a fundamental element of the linguistic system, and its acquisition is a highly individualized process that varies from person to person. (From Encyclopedia of Meanings, 2024).

There are two types of vocabulary: oral vocabulary, which refers to the recognition of heard and spoken words, and reading vocabulary, which refers to the recognition of read and written words. Students learn new vocabulary through indirect methods (independent reading, daily conversations, and classroom instruction) and direct methods (demonstration and explanation of a word's meaning) (IRIS, 2025).

Methodology

This work is a mixed research. It is qualitative because it compiles studies on the audiolingual method, and the visual method for teaching English; and it is quantitative insofar as it evaluates the vocabulary level of the sixth-grade students of the Guillermo Valencia Educational Institution in the academic year 2025. By a pre-test questionnaire, diagnostic and post-test questionnaire on a specific topic of the institutional curriculum called parts of the house this work is carried out.

The study's approach is action research because it seeks to solve the problem of the low vocabulary level of sixth-grade students at Guillermo Valencia school by applying the audiolingual teaching methodology and other methods, such as the visual memory-based method and the use of ICT in the design of materials.

Because students struggle to understand in class and their academic performance suffers due to their limited vocabulary, it became necessary to design a pre-test to determine their vocabulary level. This lack of vocabulary is compounded by a lack of interest and indifference toward learning English, stemming from personal, cultural, social, and economic factors.

For this study, a topic from the sixth-grade curriculum of the institution called, the parts of the house, was chosen, and to evaluate the English vocabulary of the students, a pre-test of ten questions was designed and applied to 33 students of sixth-grade one of the Guillermo Valencia Educational Institution in the academic year 2025.

After administering the pre-test and analyzing the results, it was determined that 94% of the students have a low vocabulary level. Therefore, a lesson plan based on the audiolingual method was designed and implemented. This method allows for the input of information through the use of audio resources and the output of information through techniques such as repetition. In

addition, the use of images based on the visual and auditory learning method accelerates learning and makes it meaningful when the student associates the image with a text and a sound.

Similarly, the use of ICT allows the lesson plan to be interactive, dynamic, and effective.

At the end of the explanation (video, images, repetition, pronunciation), practice and production exercises will be carried out. Finally, the test will be applied again to measure the students' vocabulary after having applied the lesson plan designed in order to evaluate the increase in vocabulary and the impact of the chosen teaching methods.

The results of the selected methods will be reflected in the students' academic grades and in the results of external tests applied by the institution to measure their knowledge.

Through the design of interactive materials with images and videos, a second language learner's vocabulary can be increased. First, the learner associates the new word with an image (shape, color, text) and a sound (how it is pronounced), thus beginning to build their learning. Second, the learner repeats the new word or phrase, stimulating their brain and mouth muscles to practice it, making the learning more meaningful and long-term. This means that there is an input of information when the learner is exposed to audio, text, and images, and this input awakens and maintains the student's interest in learning because it is dynamic, active, and interactive.

Sample

The sample for the study consists of 33 students from the sixth-grade of the Guillermo Valencia Educational Institution during the 2025 academic year. The classroom is a traditional classroom, with a blackboard and desks arranged in five rows. There are 14 boys and 19 girls, aged between 11 and 13. They have English classes for 3 hours each week. The classroom has good lighting and ventilation, but little space to move around inside it.

Contextual framework

Characteristics of the Putumayo Department

The department of Putumayo belongs to the Amazon region and has an area of 24,885 km². Its population, according to the 2023 DANE census, is approximately 383,042 people, with a population density of 15.4 inhabitants/km². Its capital is Mocoa. It borders Cauca and Caquetá to the north, Amazonas to the east, Peru and Ecuador to the south, and Nariño to the west.

The department of Putumayo is made up of 13 municipalities: Sibundoy, San Francisco, Santiago, Colón, Mocoa, Puerto Guzman, Villagarzon, San Miguel, Valle del Guamuez, Puerto Asis, Puerto Caicedo, and Puerto Leguizamo, which are grouped into three unofficial subregions: Alto, Medio, and Bajo Putumayo.

Characteristics of the municipality of Villagarzon

The municipality of Villagarzón is located in the center of the department of Putumayo. It borders Mocoa and Santiago to the north, Orito to the west, Orito and Puerto Caicedo to the south, and Mocoa to the east. According to DANE projections for 2023, Villagarzón had a population of 26,710.

The Educational Institution

The Guillermo Valencia Educational Institution is located in the municipality of Villagarzón, in the department of Putumayo. Founded in 1976, it is an official institution with around 2000 students, offering educational levels from Preschool to Primary, Secondary, and High School.

Mission. We are an inclusive institution that provides a quality education under the Single Day program, focused on the formation of citizens with critical thinking, committed to

social and environmental sustainability, through the promotion of research skills and healthy lifestyles.

Vision. We will be an inclusive institution, a leader in the training of competent citizens who promote social and environmental transformation, improving living conditions through entrepreneurship and sustainable innovation.

Current situation. The sixth-grade students at the Guillermo Valencia Educational Institution's main campus during the 2025 school year have three hours of English classes each week and are having difficulty following oral and written instructions in English. This group consists of 33 students: 14 boys and 19 girls. Taking into account these difficulties, the curriculum is designed to minimize these challenges and increase the students' vocabulary.

Data collection instruments

The instruments for data collection were a bibliographic review, application of questionnaires (pre-test and post-test), and quantitative analysis of results (See Appendix 1 and 2).

Results

Diagnosis or Diagnostic Phase

To diagnose the vocabulary level of sixth-grade students on a specific topic in the curriculum, a pretest was designed and applied to measure the percentage of words known by the students regarding the English vocabulary of the parts of the house. The pretest consisted of 10 questions, each of which had a score of 10 points, and the score to pass the pretest was 70 or more points. For more details about the instruments used, see Appendix 1 and 2.

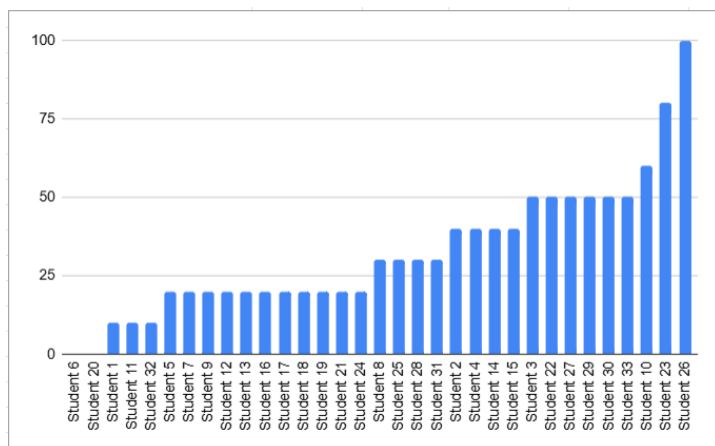
The pre-test was administered to 33 sixth-grade students of the Guillermo Valencia Educational Institution on July 22, 2025, and the results of the pre-test were as follows:

- At 94% of the total students have a low level of vocabulary, meaning that their results are less than 70 points.
- Only 6% of the total students exceeded the basic level of vocabulary, meaning that they scored more than 70 points, and of this group, half-reached 100 points on the applied pre-test.

The results of the pre-test are presented in Figure 1 below:

Figure 1

Pre-test results



Note. The source of this graph is my own work and shows the tabulation of the results from the pre-test administered to the students.

Lesson Plan Implementation Phase

A lesson plan was designed and implemented, taking into account the audiolingual and visual methods with the use of ICT, following prior review of the bibliography on the audiolingual method and the visual method for teaching English. The lesson plan was covered for 12 hours in total. Through the use of a wide variety of techniques, including the use of a whiteboard, a television with videos and audios on a specific topic. This plan also consisted of printed texts to accompany the learning process through repetition and images arranged in a vocabulary guide with examples (text), followed by an exercise sheet (images, writing exercises, and matching), and finally a production sheet (creation of texts and filling in spaces with the new vocabulary). For more details about the instruments used, see Appendix A to F.

Evaluation Phase

Results of the post-test application

A post-test was administered to assess students' vocabulary level on a specific topic. The post-test repeated the 10 questions from the pre-test, with each question worth 10 points. A passing score on the post-test was 70 or higher. The post-test results were as follows:

- At 52% of students still have a low level of vocabulary, according to the post-test.
- At 48% of students surpassed the basic vocabulary level according to the post-test.
- The goal of achieving 50% of students surpassing the basic vocabulary level was achieved at a rate of 96% (meaning that 48% exceeded a score greater than or equal to 70 points) after applying the lesson plan.

- At 67% of the students obtained ascore equal to or greater than the average, which represents an improvement and progressive increase in vocabulary, and at the same time, significant learning.

- The results show improvements, positive differences between 10 and80 points, which indicates that the learning was significant in a large part of the group.

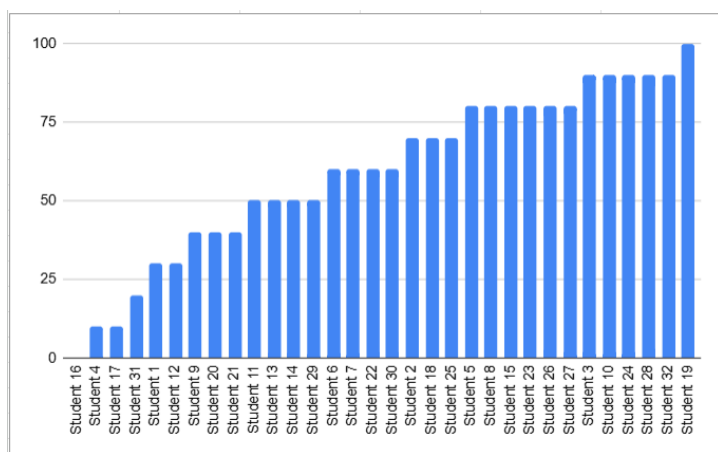
- More than 79% of students showed improvement.

Considering the results, it can be said that most students showed a significant improvement between the pre-test and post-test scores. The implemented methods raised the results, demonstrating that there was progress after the intervention of the lesson plan with the application of the chosen teaching methods.

Figure 2 below presents the results of the post-test after carrying out the educational intervention with the audiolingual and visual method supported by ICT:

Figure 2

Post-test results



Note. The source of this graph is my own work and shows the tabulation of the results from the post-test administered to the students.

Discussion

The results of the pre-test confirm the existing evidence found in the ICFES English test results, which indicates that students possess English knowledge below the basic level. This finding, together with various research studies, led to the design of a lesson plan that applied strategies from the audiolingual and visual methods. By the end of the study, these implemented strategies proved to be successful, as the post-test results were positive. This suggests that lesson plans should incorporate a mixed approach — audiolingual and visual — in their design.

Conclusions

The audio-lingual method, with its repetition techniques and auditory aids, and the visual method, with its graphics, flashcards, and images, implemented in a lesson plan, demonstrated a positive impact on increasing the vocabulary of sixth-grade students by 79%. This means that the intervention carried out with the chosen methods demonstrates their validity for continuing to implement these methods with the support of information technologies to achieve more efficient and lasting learning in students.

The audiolingual method provides structure and oral accuracy by improving pronunciation, speaking fluency, and auditory memory, while the visual method enhances comprehension, vocabulary retention, and stimulates meaningful learning. The combination of these two approaches makes learning more comprehensive and motivating.

Recommendations

This study is suggested to be replicated at other grade levels and with a larger sample size to determine whether the positive effects are maintained or increased across different age groups.

It is recommended to complement the strategies used with active methodologies such as cooperative learning and gamification to promote student motivation and participation.

It is also recommended to integrate technological resources (educational platforms, videos, and interactive applications) so that students can strengthen their auditory and visual learning experiences, enhancing their continuous exposure to the language

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Appendices

Appendix A

Pre-test: Booklet

Pre Test: Parts of the house
<p>Objetivo: Evaluar conocimientos sobre el vocabulario de las partes de la casa en inglés y su uso en oraciones.</p>
<p>La prueba consta de 10 preguntas que tienen un valor total de 100 puntos, los estudiantes que obtengan una puntuación igual o mayor a 70 aprueban el pre-test, usted contará con 15 minutos para resolverla.</p> <p>A continuación usted encontrará preguntas que se desarrollan en torno a un enunciado relacionado con el vocabulario en inglés sobre las partes de la casa, seleccione la respuesta correcta de acuerdo al enunciado, las opciones de respuesta están identificadas con las letras A, B, C y D. Una vez haya encontrado la respuesta márkela en su Hoja de respuesta rellenando el óvalo correspondiente.</p>
<p>Pregunta 1. ¿Cómo se escribe <u>sala</u> en inglés?</p> <p>A. Bedroom B. Living room C. Bathroom D. Liviing room</p>
<p>Pregunta 2. ¿Cómo se escribe <u>jardín</u> en inglés?</p> <p>A. Yard B. Gardeen C. Garden D. Flower</p>
<p>Pregunta 3. ¿Cómo se escribe <u>dormitorio</u> en inglés?</p> <p>A. Bedroom B. Stove C. Sofa D. Bedroom</p>
<p>Pregunta 4. ¿Cómo se escribe <u>patio</u> en inglés?</p> <p>A. Yard B. Llard C. Garden</p>

D. Kitchen

Pregunta 5. ¿Cómo se escribe comedor en inglés?

- A. Kitchen
- B. Eat
- C. Dining room
- D. Breakfast

Pregunta 6. ¿Cómo se escribe baño en inglés?

- A. Toilet
- B. Bathroom
- C. Shower
- D. Bathroom

Pregunta 7. ¿Cómo se escribe cocina en inglés?

- A. Kitchen
- B. Kidchen
- C. cooker
- D. Toilet

Pregunta 8. Complete los espacios en blanco con la parte correcta de la casa:

There is a sofa in the _____

- A. Dining room
- B. Bedroom
- C. Kitchen
- D. Living room

Pregunta 9. Complete los espacios en blanco con la parte correcta de la casa:

There are two beds in the _____

- A. Dining room
- B. Bedroom
- C. Kitchen
- D. Beddroom

Pregunta 10. Complete los espacios en blanco con la parte correcta de la casa:

There is a refrigerator in the _____

- A. Dining room
- B. Bedroom

C. Kitchen
D. Bedroom

Note. This was the booklet model used to administer the pre-test and post-test to the students.

Appendix B

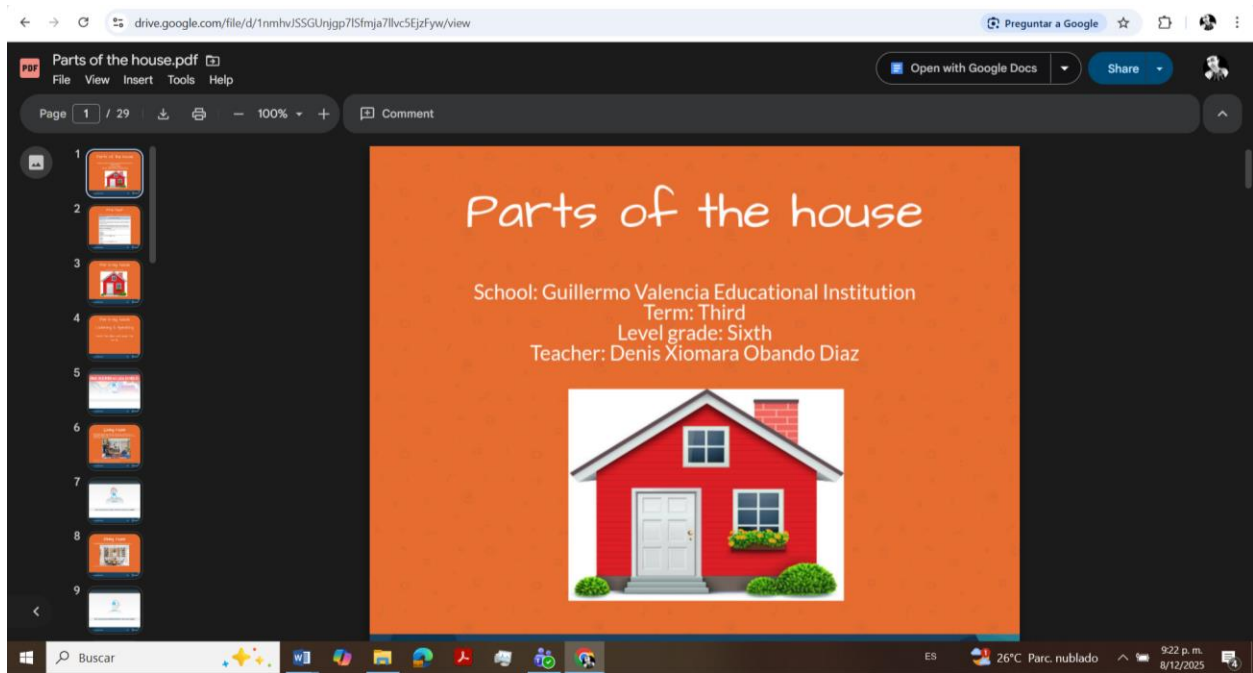
Answer Sheet

Hoja de Respuestas				
<p>Instrucciones: La prueba consta de 10 preguntas de selección múltiple con única respuesta.</p> <ol style="list-style-type: none"> 1. Escriba los datos personales tales como: nombre completo, grado, materia y fecha. 2. Identifique los números de las preguntas (Preguntas 1 a 10) y las opciones de respuestas (A, B, C, D). 3. Rellenar solamente con lápiz la opción que considere correcta. 4. Entregar la hoja de respuesta al finalizar la prueba. 5. El puntaje total de la prueba será de 100 puntos, por lo tanto cada pregunta vale 10 puntos. 				
Nombre completo:				
Grado:				
Materia:				
Fecha:				
Rellene el óvalo con la respuesta correcta.				
Preguntas	A	B	C	D
Pregunta 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pregunta 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pregunta 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pregunta 4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pregunta 5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pregunta 6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pregunta 7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pregunta 8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pregunta 9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pregunta 10	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Good luck!				

Note. This was the answer sheet used to administer the pre-test and post-test to the students.

Appendix C

Lesson plan – Material design



Note. This is an image of the lesson plan designed for teaching vocabulary. Link to the pdf file:

<https://drive.google.com/file/d/1nmhvJSSGUnjgp7ISfmja7llvc5EjzFyw/view?usp=sharing>

Appendix D

Vocabulary list

1. Reading practice		
Spanish	English	Sentence
Room	<i>Living room</i>	In the living room , there is a black sofa There is a black sofa in the living room.
Bedroom	<i>Bedroom</i>	There is a big bed in the bedroom There is a large bed in the bedroom.
Dining room	<i>Dining room</i>	There are four chairs in the dining room There are 4 chairs in the dining room.
Kitchen	<i>Kitchen</i>	There is a stove in the kitchen There is a stove in the kitchen.
Bathroom	<i>Bathroom</i>	There is a shower in the bathroom There is a shower in the bathroom.
Patio	<i>Yard</i>	There is a dog's house in the yard There is a doghouse in the yard.
Garden	<i>Garden</i>	There are beautiful flowers in the garden There are beautiful flowers in the garden.
House	<i>House</i>	My house is beautiful My house is beautiful.
Good	<i>There is (singular)</i> <i>There are (plural)</i>	There is a bed in my bedroom There is a bed in my bedroom. There are two beds in my bedroom There are 2 beds in my bedroom.
There was	<i>There was (singular)</i> <i>There were (plural)</i>	There was a bed in my bedroom There was a bed in my bedroom. There were two beds in my bedroom There were two beds in my bedroom.
There will be	<i>There will be (singular & plural)</i>	There will be a bed in my bedroom There will be a bed in my bedroom. There will be two beds in my bedroom

		There will be two beds in my bedroom.
--	--	---------------------------------------

Nota. This is a vocabulary list related to the topic to be studied.

Appendix E

Exercise sheet

Writing practice

Name: _____

Level grade: _____ Date: _____

A. Fill in the blanks:



1. _____ room = sala
2. _____ room = comedor
3. _____ = bedroom
4. _____ = bathroom
5. _____ = kitchen
6. _____ = patio
7. _____ = garden

B. Fill in the blanks with the correct part of the house:

1. There is a sofa in the _____ room
2. There is a refrigerator in the _____
3. There is a sink in the _____
4. There are four chairs in the _____ room
5. There are two beds in the _____
6. There are flowers in the _____

C. Matching pairs

<h1>Parts of the house</h1>	<p>Instruction: Put the names on the board according to the image.</p>	
		
		 <p>Bathroom</p>

Instruction: Cut out the labels and glue each one onto the corresponding image.

<p>Living room</p>	<p>Dining room</p>	<p>Bedroom</p>
<p>Yard</p>	<p>Kitchen</p>	<p>Garden</p>

Note. This is a practice worksheet.

Appendix F

Production Sheet

Below you will find three production exercises to solve using what you learned during the class.

Writing and speaking production

Name: _____

Level grade: _____ Date: _____

Exercise 1: Read the example and describe your house.

Example: Welcome to my house! My name is Xiomara. My house is white. There is a living room. There is a dining room. There is a kitchen. There is a bathroom. There is a yard. And there are three bedrooms.

Describe your house taking into account the example. Read it aloud when you have finished your writing.

Exercise 2. Fill in the blanks with the correct part of the house, then translate the sentences:

A. There is one blue sofa in the _____

Translation: _____

B. There is one refrigerator in the _____

Translation: _____

C. There is one sink in the _____

Translation: _____

D. There are four chairs in the _____

Translation: _____

E. There are two beds in the _____

Translation: _____

F. There are flowers in the _____

Translation: _____

Note. This is a production worksheet.