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Use of media circles to engage Ecuadorian high school students in expanding their vocabulary in English as a Foreign Language

Trabajo de Integración Curricular previo a la obtención del título de Licenciado/a en Pedagogía del Idioma Inglés

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Resumen:

Esta tesis determinará cómo la técnica de los círculos mediáticos contribuye al compromiso de los estudiantes ecuatorianos de secundaria y a la ampliación de su vocabulario. Se llevaron a cabo dos ciclos de investigación a través de la investigación-acción exploratoria cualitativa utilizando pruebas de diagnóstico, pruebas sumativas, observaciones y discusiones de grupos focales. El primer ciclo reveló que los niveles de dominio del vocabulario de los alumnos variaban, lo que motivó la aplicación de la técnica de los círculos mediáticos. Las observaciones mostraron indicadores positivos de compromiso y participación activa, mientras que los alumnos se involucraron activamente en la ampliación del vocabulario a través de diversos métodos; sin embargo, el compromiso se vio afectado debido a que los estudiantes pensaban que la técnica era compleja. En el segundo ciclo, la técnica se mejoró aplicando el principio de personalización, lo que produjo una reacción positiva en el grupo de discusión. En general, los resultados indican que la técnica de los círculos mediáticos influye positivamente en el compromiso y el desarrollo del vocabulario de los estudiantes de EFL. Se anima a los educadores a seguir utilizando esta técnica, incorporando diversas fuentes de medios de comunicación y proporcionando apoyo continuo para optimizar su impacto en el aprendizaje de idiomas.

Palabras clave: Técnica de los círculos mediáticos, compromiso, ampliación del vocabulario, investigación-acción exploratoria, principio de personalización.

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Abstract:

This thesis will determine how the media circles technique contributes to Ecuadorian high school students' engagement and vocabulary expansion. Two research cycles were conducted through qualitative exploratory action research using diagnostic tests, summative tests, observations, and focus group discussions. The first cycle revealed varying levels of vocabulary proficiency among students, prompting the implementation of the media circles technique. Observations showed positive commitment and active participation indicators, while students actively engaged in vocabulary expansion through diverse methods; however, engagement seemed affected because students thought the technique was complex. In the second cycle, the technique was enhanced by applying the personalization principle, yielding positive feedback from the focus group discussion. Overall, the findings indicate that the media circles technique positively impacts engagement and vocabulary development in EFL students. Educators are encouraged to continue using this technique, incorporating diverse media sources, and providing ongoing support to optimize its impact on language learning.

Keywords: Media circles technique, engagement, vocabulary expansion, exploratory action research, personalization principle.

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Introduction

According to studies conducted in recent years, Ecuador continues to stand as one of the two Latin American countries with a relatively low level of English proficiency, currently holding the 82nd position in the EPI (English Proficiency Index) 2022 report. From this, it is possible to affirm that the traditional way of teaching English, which has been used and is still possible to see frequently within a regular classroom, is failing. However, this allowed us to go a lot deeper into this situation and think about what it has caused in the mentality of the students. Students need to be more motivated by the repetition of terms and the memorization of structures that they will only use for an exam, but not in a valuable and meaningful way in their lives.

Based on Agazzi (2022), "Vocabulary is central to English language teaching because without enough vocabulary mastered, students will have difficulties understanding others or expressing their ideas" (p. 56). A good vocabulary is essential for students' language development and their capacity to understand others and convey their thoughts and ideas. Students with a diverse vocabulary may effectively express themselves vocally and in writing. They can choose the correct words to convey specific meanings, feelings, and nuances in their conversation because they have a vast vocabulary.

Sultan et al. (2022) argue that,

The importance of learning new vocabulary has encouraged language teachers of English today to move from passive learning to active learning to find better ways of engaging students in the English language learning process because Students need something fun and easy to access the vocabulary quickly when required for use (p. 76).

In other words, students find it dull to learn vocabulary with the traditional methods, which causes many of them not to study another language and limits the expansion of their lexicon. Inside our context, we observed that students most of the time did not receive vocabulary, and other times in they received a small quantity of them; so, when students received vocabulary, they did it with a direct translation. Consequently, we opted to expand the students' vocabulary, promoting the independent research of words and when they understand a dialogue.

In addition, Rashid et al. (2022) assert, "When students' fluency and speech in English increase, it is essential for them to improve their word awareness and learn their language learning techniques. Students have a deep urge to learn new words" (p. 542). It means that learning a new word implies understanding what exactly it means to use it. This perspective acknowledges the challenges learners face concerning pronunciation, spelling, and vocabulary comprehension while recognizing the essential role of vocabulary expansion in developing proficiency in a foreign language. By addressing these challenges and actively engaging in vocabulary learning, learners can overcome linguistic barriers and enhance their ability to communicate effectively in the target language.

During our stay at the university and the pre-professional practicum, we noticed that the students in the classes in the cooperating schools usually gave little importance to the English subject. The lack of engagement due to motivation difficulties is thus explained by the absence of exciting strategies that focus on the students' likes and dislikes. Especially during the elicitation of new vocabulary, the learners are bored and uninterested, showing their lack of motivation to learn new words.

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Motivation is one of the fundamental bases where many things are settled. In education, it is essential for learning as it guides students to have the necessary interest to develop an activity successfully in the classroom. For example, a motivated learner is more likely to remain engaged, persist longer, achieve more significant learning outcomes, and perform other students on conventional performance tests. "Only the most motivated learners will look for ways to acquire the language, and the success achieved within the EFL classroom will inevitably be limited by poor practices" (Brazenas, 2019, p. 66).

According to Brazenas (2019), "Limited L2 exposure and tedious homework is a recipe for uninspired students and stalling progress" (p. 66), which leads to learners becoming unmotivated and stuck. As a result, the media circles (MC) technique seeks to increase learners' meaningful engagement with the language they are studying or L2 in and out of the classroom. Especially in the MC technique, we could see the importance of vocabulary for students because without understanding words in the activity, students did not understand each chapter; so, it was important for students to research the meaning of unknown words.

"Motivation and engagement are firmly implicated in students' participation in class, educational aspirations, enjoyment of school, academic learning, and academic achievement" (Collie & Martin, 2019, p. 2). In other words, motivation is a fundamental element of student engagement in their learning environment. So, for any activity, task, or work assigned to the student, the commitment must be connected to motivation to generate effective teaching.

When we talk about the teacher talking time (TTT) in the classroom, we are referring to the quantity of time that a teacher spends in class to talk; it can be when they explain definitions, activities, and discussions. TTT is an effective way to teach something; it is true that it also has

its disadvantage by taking away the students' freedom to learn or do things by themselves, said in this way, because it only speaks about the instructor as the focus of the student's learning. This situation would make students feel unmotivated, thus affecting intrinsic motivation. Intrinsic motivation, described by Locke & Schattke (2019), is "the pleasure gained from an activity, divorced from any further elements" (p. 2); it is founded on autonomy and competence, fulfillment, and happiness.

MC technique pretended to increase the time the student interacts and talks because, based on Kostadinovska-Stojchevska & Popovikj (2019), "Student Talk Time (SST) should be around 80% during the course of the lesson. Their use of the language should further promote qualitative thought" (p. 26). The MC technique stimulates qualitative thinking and a deeper understanding of the language and material discussed by promoting STT. This aligns with the notion that students' active participation in language use is critical for their language development and competency.

On the other hand, it pretended to reduce Teacher Talking Time (TTT) because recognizing that extensive teacher explanations can be tedious and difficult for students to comprehend is critical. The MC technique tries to create a more student-centered learning environment by reducing TTT. This encourages autonomy and critical thinking by allowing students to participate more actively in their learning. Usually, this type of stimulus in adults is high, but in the case of young learners, it is low. Hence, students lose concentration and prefer to focus on other things that may be more attractive to them.

Due to the importance of learning vocabulary, teachers have an essential duty to create and maintain an exciting situation by providing a media that can increase students'

motivation, such as technology, as an English learning media [...] Therefore, it is crucial to find out the possible underlying factors which affect students' motivation in English learning, especially in the practical sense to teachers who want to stimulate students' motivation (Solikhah, 2020, p. 74).

Students can learn it by themselves; however, as we discussed, if they are not motivated, they could prefer to do something other than search for word's meaning. Thence, the MC technique encourages students to look for the meaning of a term on their own and then use it to understand each chapter while developing the MC technique. In this case, engagement for students will be the motivation to understand the chapter that will be presented in the implementation stage of the MC technique.

Contextualization

This study focused on an Ecuadorian context with a low English level. We conducted our study in a public educational institution in the heart of Azogues city, which was the Unidad Educativa "Luis Rogerio González". The classroom has 15 students around 15 to 17 years old, with a deficient English Level. We wanted to focus on an innovative technique in which the students can be motivated when learning languages through multimedia material and with cooperative activities since we observed that the teacher depended only on the book for instruction and did not focus on anything innovative to inspire motivation throughout the vocabulary.

Then, we proposed to adopt the technique with a TV series focused on a younger audience; this was helpful since, in TV programs for children or teenagers, we could see uses of

English that were not so advanced and with duration times of no more than 10 or 15 minutes; in addition, the content was appropriate considering that the students were between 15 and 17 years old. As a support, we also proposed using a script in English, which helped students recognize the words and even look them up in the dictionary if necessary for optimal comprehension of the chapter. In short, the students we applied our study did not have a concise vocabulary expansion at their current level within the second year of high school, so we focused on vocabulary expansion practically and innovatively.

Justification

The present research focused on the development of a didactic technique called the MC technique, which consists of using various extracts from TV shows or movies according to the context in which the class is developed with the students, through which they could learn vernacular words or phrases which can be used daily by young people. In addition, this technique allowed us to relate several resources focused on entertainment with learning the English language. This proposal awakened students' interest, motivating them to learn new vocabulary and a commitment to learning. It also strengthened teamwork generating an environment of interaction and cooperation among all, which achieved significant learning according to their needs.

Our study intended to personalize this technique using a series according to the student's age. In this case, we are talking about a young public with a deficient English level. Hence, the content was friendly with young people as protagonists to engage students first in the series and then in the MC technique. An essential fact of implementing the MC technique was the

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complexity of the series chosen for the students; however, we, as teachers, planned to select a series with simple vocabulary to make the activity easier.

This technique allowed students authentic exposure to various words and phrases in context. Through the MC technique, students could hear and see the vocabulary in actual use, which helped them understand its meaning and apply it in practical situations. By using popular entertainment resources, this technique tapped into the needs and interests of the students through audiovisual media, which fostered greater participation and engagement in the vocabulary expansion process. The MC technique allowed them to explore and acquire vocabulary specific to various topics, situations, and contexts. This diversified exposure enriched their linguistic repertoire and improved their communicative competence in English.

Research question

How does the use of media circles contribute to engaging Ecuadorian high school students in expanding their vocabulary in EFL?

Sub-research questions

- How does a media circle-based technique help students engage in vocabulary expansion in Ecuadorian high school English classes?

- What vocabulary aspects does the media circles technique improve in EFL students?

Objectives:

General

To determine how the media circles technique contributes to Ecuadorian high school students' engagement and vocabulary expansion.

Specifics

- To diagnose the vocabulary level in Ecuadorian high school students to contrast it with its expansion after applying the media circle technique.

- To analyze the improvements in English Ecuadorian high school students' engagement and vocabulary expansion after implementing the media circles technique in the practice stage of the lesson.

- To apply alternative solutions for engagement and vocabulary expansion during the practice stage.

CHAPTER II

Previous researchers/antecedents

Since multimedia videos became a recurrent educational resource thanks to technological advances, many studies have focused on these tools and their use in EFL classes. Nowadays, multimedia videos, especially those focused on chapters of TV programs, series, or movies, have emerged for learning common words or as an alternative to learning vocabulary differently. Related to this, a technique was created that arose as a result of the literary circles called media circles, which consist of groups of students using chapters of a program, series, or movie and can expand their vocabulary, which is our case or, on the other hand, be used in the most convenient way for the teacher.

Brazenas conducted one study in 2019. The main purpose was to add two critical elements to the curriculum of an oral English class: compelling homework assignments and promoting vibrant debate and active engagement inside the classroom. The participants in this research consisted of thirty-two learners at a major Chinese university. He created three data-

collecting cycles implemented throughout six weeks of MC to fulfill his primary goal. Each two-week cycle contained field notes from observations in the classroom and student self-evaluation surveys. In the final cycle, the word count of the students' prepared activities was used as a quantitative data source to quantify involvement; however, this cycle simply looked at the lowest, highest, and average word counts for all five assignments. Brazenas (2019) concludes that MC was initially created as a leisurely and enjoyable pursuit. Nonetheless, to enhance the retention of new vocabulary, instructors should incorporate frequent vocabulary assessments.

Furthermore, it provides us with the information that the participants' feedback was predominantly favorable. This conduct strongly suggested that the students derived sufficient enjoyment from the task to fulfill it consistently every week. Moreover, they developed a sense of personal investment in the task due to the cooperative work fostered within the group. This result contributes to our study in two senses: the first one is the engagement, due to our students having a low English level and sometimes feeling that English is hard; so, for them, it is helpful if the task is fun and low-pressured.

Second, we aim to use vocabulary quizzes to help students practice and remember words they saw in each chapter of the MC technique. Brazenas suggests that one of the assigned roles within the group dynamics of MC involves identifying essential vocabulary or phrases. In order to facilitate this, teachers can gather the vocabulary specific to each group and create a consolidated word list for subsequent quizzes. As mentioned above, we intend to make this technique easy due to the level of our participants; so, more than the implementation of a guideline in which we add a list of main words that can expedite the students' task.

In addition, in 2019, Gesa conducted a study whose The primary goal was to assess the

impact of subtitled films on EFL learning. This study examines language ability at three levels: Beginning (the last term of elementary school), middle (the final term of secondary school), and upper-intermediate (first-year university students). Following two periods of pedagogical intervention, the thesis used a pre-and post-assessment design across groups: it was intended to be a year-long experiment, with the identical method performed three times. There was a pre-evaluation at the start of each quarter and a post-evaluation at the conclusion. Thus, the author used vocabulary tests, comprehension tasks, and proficiency tests. According to Gesa (2019), the findings indicate that participants benefited in terms of vocabulary development by watching subtitled TV series.

This study is critical because if there is vocabulary development in viewing subtitled series, our participants can expand their vocabulary. Moreover, Gesa (2019) adds that the influence of video viewing on vocabulary learning is further influenced by the contributors' level of proficiency, with intermediate learners benefiting the most from the educational intervention. In addition, it implies that more extensive research needs to be conducted on this topic. However, the recent findings provide significant insights into vocabulary acquisition and long-term retention by watching subtitled foreign language television. Furthermore, these findings shed light on the comprehension of content in subtitled TV series after consistent exposure to multiple episodes.

Dincer et al. conducted a study in 2019 talking about autonomy and classroom engagement in EFL learners. His primary goal was to investigate the causes and outcomes of 412 Turkish EFL students' classroom participation. The author uses a mixed data collection technique to gather qualitative and quantitative data. The researcher used the following data collection methods, a questionnaire, interviews, and observation. Dincer et al. (2019) found that

the recommendations provided by students for enhancing their EFL courses reveal that the interpersonal exchanges within the classroom hold a pivotal position in shaping their motivation and learning experiences. This study contributes to ours because the MC technique is a social study that depends on engagement and active student participation. Dincer et al. (2019) conclude that the results provide English language educators with insights into practical approaches for enhancing students' engagement in the classroom, even among those who display low motivation or initial resistance to language learning.

These findings are helpful to us because they propose several strategies we can employ to foster engagement among all students and generate educational awareness in their learning. It also focuses its purpose on students needing more motivation or confidence in their language-learning journey. Therefore, during the application of the MC technique, we will make use of a group activity that relies on the interaction of the participants for the execution of the activity. This activity is perfect for reinforcing the learners' engagement and including learners who need more motivation.

Theoretical Framework

Media circles

The MC technique adapts the literary circles of extensive reading. They consist of students seeing a film or television show episode and discussing their responses and interpretations in groups at the following class session. It is employed as homework as well as a class discussion exercise.

The overall goal is to implement two crucial components into the curriculum of an oral English class. To create engaging tasks that students can complete with enthusiasm and should be happy to perform. Then, promote lively discussions with active collaboration within the classroom, which is the fact in charge of strengthening teamwork, and partnership. It is also essential to stimulate the student's senses through audio-visual content in L2 (Brazenas, 2019, pp. 67 - 68).

The professor's role in this technique is limited because the teacher will only monitor students and solve doubts if they exist. Audio-visual materials chosen for the assignment should be accessible for students to understand and work with that. "MCs work best with intermediate L2 students or higher and can be especially useful in English as a foreign language (EFL) contexts, as they provide a much-needed opportunity for practicing the target language outside the classroom" (Brazenas, 2020, p. 24).

The procedure of the technique

For this technique, learners will create teams of five, as they do for Literature Circles. Nevertheless, students will watch an episode of a television show as homework rather than reading a literary selection. The teacher will choose it. Choosing the TV series is the educator's decision. Although the author recommends several series, "Boy Meets World, Smart Guy, Family Matters, Full House, Even Stevens, Lizzie McGuire, Friends, Stranger Things, The Goldbergs, and Fresh Off the Boat" (Brazenas, 2020, p. 24). This recommendation is because such programs are adequate for the teen public. Their content often includes teens in puberty struggling in contexts like school with people like friends and relatives; most are only 10-15 minutes long. The teacher must get the episodes to provide the material to the students; for this,

the teacher will send a We-transfer link to the WhatsApp group of the course to download each chapter. Naturally, tutors must preview episodes before giving them to confirm that the topic is suitable for young learners.

TV series presented in the last paragraph are examples of material that can be used for working with MC; however, in our context, it needed to be more appropriate due to the English level that our students had. First, the TV series duration per chapter should have been shorter in time and could be problematic for students. After checking which one we could use for our context, we realized that the TV series could be practical for adults or University students, but in the case of our context, it could be boring for the students. Hence, we decided to personalize the application to adapt the MC technique according to students' likes and needs. We intended to use the kids' "SpongeBob SquarePants" series. This TV series had a friendly vocabulary and hilarious scenes that could be perfect to increase the motivation and engagement we aimed to get with this technique. However, the chapters that will be given to the students do not have subtitles, so to make students easy the task of watching the chapters, we pretend to provide guidelines with all the dialogues presented in the chapter.

According to the TV series, we chose previously to be able to use our technique. SpongeBob SquarePants is one of the series that can enrich the vocabulary; according to Saclao (2023), the results of a study were "the kids' TV series with the most impressive vocabulary. The Stephen Hillenburg-created series used 213 unique words in every 1000 words that appeared in the sampling, meaning 21% of the words analyzed for the show were unique." However, we realized that the study says that it is a series for kids; consequently, having students with low

English levels we wanted to adopt this resource to our context as it has many words that can help expand our students' vocabulary.

Roles for media circles technique

All five-ensemble members have a specific goal to achieve during the assigned episode viewing and collecting data according to the set roles to present in the group controversy. The episode is considered homework and will be discussed over the following week. In other words, the objective is to boost STT while giving students the autonomy to watch the content independently. Based on Mirantika (2021) says, "to be active and communicative in the classroom, students learn to compare with other students because is a group method. It is will make more interactive learning process where teacher is not only a facilitator" (p. 36).

Brazenas states that the goal of contention is not to arrive at a predetermined outcome, "but to allow students to share their reactions and the information they prepared in their assigned roles" (Brazenas, 2020, p. 25); for him, the roles are the following:

1. Summary: Delegate to create an oral video clip summary.

2. Master of Words: Responsible for selecting new, relevant, and/or exciting words and phrases of some words to be shared, conceptualized, and contextualized.

3. Scene Selection: Select key scenes, explain reasons for selection, and provide and produce feedback.

4. Connector: Creates inquiries that inspire comparable remarks by connecting persons and real-world events to tale material.

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5. Culture Collector: Searches for parallels and distinctions in the history and culture of local or ensemble members, highlights them, and solicits feedback from circle members through questions.

Since the classes cannot be divided evenly into teams, there can exist an odd number of students; there could be teams with more or fewer members; however, they have the opportunity to combine specific roles. The most sensible mix is the Summary and Scene Selector roles. They are the most sensible mix, as they overlap well (Brazenas, 2020, p. 25).

The roles the author gives us were the ones we used in the first cycle of our study.

Personalization

This is defined by Bray & McClaskey (2013) as "Instruction is paced to learning needs, tailored to learning preferences, and tailored to the specific interests of different learners" (p. 13). Hence, personalized education is a buzzword that educators use as a choice for flexible instruction. Based on this, we focused on the personalization of the MC technique since we can accommodate each students' specific learning requirements, hobbies, goals, or cultural backgrounds, and it is based on student-centered learning, which is basically what we wanted to achieve. Then, we applied this principle to our second cycle after obtaining some necessary data after the first cycle.

As we made with the type of TV series, we opted for personalizing each role for the students according to our context to facilitate activities for students:

1. Summary: Student created 50 written word paragraphs about the chapter.

2. Master of words: This student was responsible for copying all the unknown words in the group on a sheet of paper with their respective meaning and an example by word.

3. Scene selection: This student drew a scene that caught their attention and explained in 30 - 40 words why it caught their attention.

4. Alternative ending writer: They wrote 30 - 40 words alternative chapter ending.

5. Judge: This student rated the chapter 1 - 5 stars and wrote 3 reasons why they rated it in this way.

This technique we would use in the second cycle by customizing the roles in a less complex way for the students in case the ones proposed by the author do not work as we expected.

Presentation, Practice, and Production (PPP)

PPP stands for Presentation, Practice and Production. It is referred to as a procedure, model, paradigm or approach to teaching language components. As the procedure is straightforward, the teacher presents the target language. Then, students are asked to practice it, first in well controlled activities, then in freer activities. It is only later that the students are allowed to produce the desired language (Belinda, 2021, p. 352).

MC technique, for us as researchers, is a technique that will be used in the independent practice stage, which is why PPP is essential in implementing this. Students will use the MC technique to extend their vocabulary through collaborative work. This decision will be achieved by presenting chapters that are interrelated to the class topics seen after or before that is most convenient for expanding vocabulary in our participants.

Student Engagement

It is "a condition of emotional, social, and intellectual readiness to learn characterized by curiosity, participation, and the drive to learn more" (Abla & Fraumeni, 2019, p. 2). This engagement has historically been focused on academic performance; however, this citation refers to the belief that learning can be enhanced when learners are interested or inspired or otherwise suffer when bored or disengaged with the subject or activity being performed.

Based on Wang & Zhang (2018), "In Student-centred learning, students take charge of their own learning and thus increase their autonomy" (p. 6). The MC technique seeks to involve students by empowering them to use the language they are currently studying or, in our instance, to improve their vocabulary. For these purposes, MC technique ensure that TTT is not used most of the time, being STT the predominant in this technique.

Types of Student Engagement

According to Taylor and Parsons (2011), "Educators hope students will become successful learners. Teachers experiences also clearly tell them that students disengage and do so for a variety of reasons perhaps each of which could be studied and mediated on its own" (p. 4). Although what is referred to as student engagement seems simple, it can take more complicated forms during the development of educational practice; we have encountered the following types of engagement during our research such as:

- Students' cognitive engagement treat with their mental effort, mental activity, and difficult learning processes;

- Students' affective engagement relates to internal states as well as their attitudes or emotive reactions;

- Students' behavioral engagement is a method in which learners become active in developing their interlanguages (for example, fixing errors, reformulating spoken discourse, and rewriting written content) (Liu & Feng, 2023, p. 2).

MC stimulates students' mental effort, active participation, and complicated learning processes. MC technique is intrinsically focused on cognitive engagement and encourage students to process material fully by giving roles that involve critical thinking and interaction with the topic. This technique enables students to evaluate, synthesize, and link ideas, resulting in more in-depth knowledge. Furthermore, the technique structure encourages students to deal with unexpected topics and varied opinions, boosting cognitive progress. MC boost students' mental activity through these deliberate tactics, enabling them to move beyond passive receipt and instead engage actively in the learning process, aligning with the ideals of cognitive engagement.

Therefore, we referred to the importance of student engagement as the necessary ingredient to fulfill the primary goal of education. A study developed by Hodges (2018) says that "Engaged students are 2.5 times more likely to say that they get excellent grades and do well in school, and they are 4.5 times more likely to be hopeful about the future than their actively disengaged peers"; this encouraged us to notice the important influence of student engagement on academic achievement and the development of a positive and hopeful perspective on the future.

Engagement in terms of Motivation

Through this, we start defying motivation. "Motivation is a condition that activates and sustains behavior toward a goal. It is critical to learning and achievement across the life span in both informal settings and formal learning environments" (National Academies of Sciences, 2018, p. 111).

MC technique aims to improve motivation through the use of TV series. Azaryad (2018) says, "Watching scenes from a television series in the classroom raises the students' motivation and contributes to effective learning" (p. 100). Using scenes from television shows in the classroom boosts learner motivation and promotes successful learning. By introducing visual and audio elements through television series, students become more engaged and interested in learning. The immersive experience of watching scenes from a series can captivate students' attention and create an enjoyable learning environment.

Once students are motivated, we can get by large from TV series achievement; "What emerges is that watching television series indeed improves listening comprehension and enhances vocabulary acquisition" (Azaryad, 2018, p. 98). In other words, watching television programs allows learners to increase their listening comprehension abilities while expanding their vocabulary. Combining actual language usage, contextualized learning, and exposure to various language forms helps create a more thorough and successful language acquisition process.

Types of Motivation in EFL

There are two types of motivation in education: intrinsic and extrinsic. Intrinsic motivation is defined as "the pleasure gained from an activity, divorced from any further

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elements" (Locke & Schattke, 2019, p. 2). On the contrary, "Extrinsic motivation (EM) refers to performance of behavior that is fundamentally contingent upon the attainment of an outcome that is separable from the action itself" (Legault, 2016, p. 1); therefore, it is done in order to attain another goal. For instance, a person can do something to get something extra.

The type of motivation we wanted to focus on in our study is intrinsic to adapt the content to the student's likes and needs and increase motivation. In addition, this motivation is more efficient in the long term and generates the students to reach a state of satisfaction and fulfillment with themselves; in this way, they enjoy the activity they want to perform and create that commitment to develop their skills and learn.

Especially talking in our context, EFL students need motivation due to most of the time, they say things like "I do not get it" or "I do not like English because it is hard"; In fact, motivation seeks to influence them because they do not feel interested in taking attention and learning.

Vocabulary expansion

According to Lessard-Clouston (2014),

"English vocabulary's expansion exciting, but it also means that teachers and students alike need to be in the habit of learning vocabulary. People can expand their English vocabulary knowledge in many different ways. Occasionally, I come across an unknown word or phrase (or a new usage for one I already know) in something in print or online, or that I hear on the radio or television (p. 6).

In our study, we wanted to address more words taken from a TV series so that students could learn more words than are recommended because they are in high school, and their vocabulary learning should be developed. Knowing enough words is an accomplishment, but describing something requires a mastery of language.

Importance of vocabulary expansion

"Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas" (Elyas & Alfaki, 2014, p. 2). In other words, vocabulary expansion is vital because The more words learners know, the more successfully they can express themselves, and the more people will understand what they are attempting to communicate. Learning common words could be a good start with vocabulary expansion. We discussed the importance of vocabulary expansion because the participants are at an A2 English level; However, they showed they have a low range of vocabulary.

CHAPTER III

Research Methodology

Research design

The paradigm of this project was constructivist; Widari & Jazadi (2019) describe it as "a learning paradigm that argues that humans build the meaning of the various structures of knowledge that exist in themselves. The constructivist paradigm explains how knowledge is internalized by the learner" (p. 58). We pretended to use previous experiences to create new ones based on the interactions of our participants to get; as a result, authentic and meaningful vocabulary expansion and engagement. We conducted an exploratory action research process

(AR) that according to Smith & Rebolledo (2018), it "is a way to explore, understand and improve our practice as teachers" (p. 20). In our AR process, we used MC in a natural context to collect accurate data. It allowed us to understand our condition better and take measures for improvement, as well as collect accurate data by analyzing actual behavior in a natural context.

"Qualitative research as an iterative process in which improved understanding to the scientific community is achieved by making new significant distinctions resulting from getting closer to the phenomenon studied" (Aspers & Corte, 2019, p. 139). This type pf research deals with the procedures and stages used to present the information, validate, assess, and suggest the probable conclusions of the study. We collected non-standardized data while we applied the MC technique in our practicum classes to explore students' attitudes, actions, and anticipations about integrating MC into their classes and expanding their vocabulary and engagement.

Respondents/Participants

According to our desire to implement the MC technique in an EFL class to increase students' engagement, we considered to work with 15 high school students. They were around 15 to 17 years old, and they were a good option because engagement plays an essential role in their learning at this stage of their development. The participants for this AR study were high school students who, by default, should have an appropriate English level from a public school in Ecuador; however, they did not have a good level, making them perfect for the focus of our research. There was a maximum of 15 students in the class; there were three groups of five people, and being a coeducational school, we worked with both genders. In addition, we worked with these students in face-to-face courses, facilitating the teaching technique we carried out. The educational institution is in the urban area of Azogues City.

We created seven steps to carry out and follow this AR successfully. Each point was essential to develop the AR in an organized way. The chart below aided us in better understanding the research's procedure.

Steps in action research

Figure 1

Steps for our AR
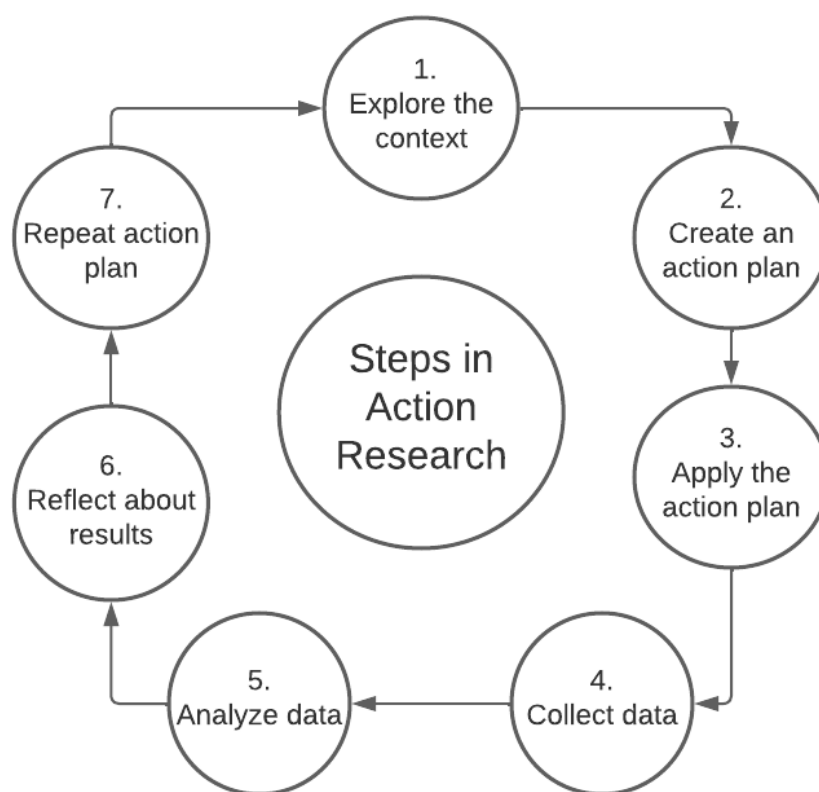
As we based our work on an AR study, our procedure followed the next steps:

Step 1 Explore the context - To implement the MC technique in our AR study, we had to address the first step: informed consent from the high school's director, and the students' parents (See Appendixes 1 and 2). After that, we were ready to explore the context in which we started our AR. Then, it was necessary to know the students' vocabulary level in English to find

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an appropriate TV program to apply the MC technique; however, this was not a problem because we took a diagnostic test with the help of a holistic rubric that got us to the conclusion that students had a low English level according to the CEFR level that they were supposed to have in high school following what is stated in the 2016 Ecuadorian curriculum.

Step 2 Create an action plan - Once knowledge of the environment had been obtained, we created an action plan. At first, the professional tutor facilitated the class topics, which helped us find an appropriate TV program according to the students' level and the topics they had to learn according to the planning. Then, we prepared the observation sheet and FGD questions to get validation from our mentor; on the other side, there was the summative test that two professional teachers validated. Next, we had to organize the days to implement the MC technique to prepare the chapters and the guidelines for the students. After all, the students needed more vocabulary in their classes. At the same time, they had to continue their regular English lessons with the professional tutor in charge of the course. The learners were grouped in teams of five students, and each one was assigned a role for the MC technique, according to Brazenas (2019), who was the original author that implemented MC before this study.

At that point, giving the students all the necessary explanations for implementing the MC technique was essential. Finally, the only thing left to do was to send the corresponding link of the first chapter to the president of the course, who oversaw sending the link to the class group through the WhatsApp application for the preparation of classes.

Step 3 Apply the action plan – The MC technique was implemented during the practice stage of the lesson. We started organizing the classroom about the way students had to work. Then, we started guiding some unit components we reviewed, such as the vocabulary related to

the content that students learn in class. Implementation was carried out for four hours a week during the practice stage of the class, and topics from the same unit were used.

Step 4 Collect data – The observation, diagnostic test, summative tests, and FGD were used during the first and second research cycles, excluding the diagnostic test on the second cycle. During the observations, one of the investigators assumed the observer's position and documented everything that occurred in the lessons. On the other hand, the other one monitored the students helping them with doubts about the content, phrases, or vocabulary. The summative test was taken physically, using a printed sheet (See Appendixes 4 and 5); therefore, the outcomes showed up in each students' assessments. Finally, the FGDs were conducted in three groups of five people, written on a printed sheet (See Appendixes 6 and 7).

Step 5 Analyze data. - We analyzed the data collected to determine whether our intervention was adequate and whether students' engagement and vocabulary expansion had increased. If not, we would make the necessary changes in a subsequent AR cycle to improve implementation. The diagnostic and summative assessments results were explored. The analysis used previously recognized diagnostic and summative tests with their respective holistic rubrics, which assisted in determining the students' vocabulary level by creating a comparison before and after the implementations. In terms of our observation technique, each sheet was thoroughly examined, while we concentrated on two areas (vocabulary expansion and engagement) that let us determine if the MC technique affected participants. Finally, with respect to our FGD, we categorized the student answers divided into two categories, which were positive, and negative answers, organized the information, and then examined it for repeated expressions and replies that contributed to the purpose of expanding vocabulary and engagement based on their perspectives about implementation and the MC technique. The way that we used to analyze the

data is described by Efron & Ravid (2013) as "The goal of qualitative data analysis is to bring meaning and order to the mass of collected data by looking for recurring themes, categories, and patterns" (p. 166).

Step 6 Reflect on results - After a previous analysis, we reflected on the data obtained to decide if the findings were favorable or unfavorable. Therefore, based on the results, which were not completely satisfactory, a new technique was devised for implementation in the next AR cycle.

Step 7 Repeat action plan - In the next stage, we mitigated the weaknesses we found in the first one and improved things to get better results. At the end of the second stage, we used a summative test that helped us see the vocabulary improvement. After that, we needed to observe and conduct an FGD again to know the students' thoughts, vocabulary expansion, and engagement improvement. Finally, we collected new data to analyze it and reflect on it.

Techniques and instruments

To begin our research, as part of the first stage of the AR process and to address the first specific objective, we used the following instrument

Tests – Diagnostic assessment: "It is undertaken to make prior assessments of an individual student's or a class' skills, talents, interests, experiences, levels of achievement, or difficulties in any area of study that the students choose to pursue" (Chufama & Sithole, 2021, p. 4). This assessment helped us determine students' knowledge level about vocabulary in the EFL subject. Based on Chufama & Sithole (2021), "Understanding the present levels of the learners helps to plan better, especially in teaching and learning processes, on what needs to be covered" (p. 7). In our context, we were able to identify students' competence with vocabulary, which was

evaluated with a holistic rubric that described the level of the students. Based on Brookhart (1999), "Holistic rating scale or rubric, constructed in the same fashion as scoring schemes for individual assignments, that is, with a description of the work required for each level" (p. 79). In the context of our qualitative research, the holistic rubric was used to assess and describe the qualitative changes observed in participants before and after the intervention.

Our type of evaluation was by purpose or function because this pretended to determine if the first objective was achieved. Our evaluations were designed to require students to provide a limited reply to a selection of possibilities. The exam was divided into three groups of questions, each with various choices of words, matching items, and choosing the words in the chart. Each test question was also organized with a great variety of words, like verbs, nouns, and adjectives. Before applying the test to the students, two external experts in English language teaching from UNAE, Azogues, Cañar validated those tests. One professor has a Master´s degree in linguistics and works in the language center of UNAE. The other professor has a Master's in Linguistics of English language learning and works as teacher in Pedagogy of the National and foreign languages career (PINE) of UNAE. Finally, the diagnostic test had 24 checks to grade. We had to use a multiplicative cross to ensure that the result was more than ten, as this corresponds to the grading system used in Ecuador's schools, colleges, and institutions.

For the analysis of the diagnostic tests, we used holistic rubrics, which were based on the assessment method to evaluate vocabulary on the thesis project of Quizhpi & Mora (2022) EFL students' vocabulary level. In the context of our qualitative research, the holistic rubric was used to assess and describe the qualitative changes observed in participants after the intervention. We developed a rubric emphasizing how many precise replies they received in the assessments. We

could identify low, medium, and high amounts of vocabulary in this rubric. This holistic rubric aided us in describing the level of the students examining and comprehending the qualitative data from diagnostic and summative assessments. It was helpful to achieve the first specific objective. Finally, with the help of this assessment (See Appendix 3), we pretended to create a contrast with the summative assessment.

Observations, focus groups, and summative assessments were also part of our study and were crucial in gathering the essential data to establish if our research was successful with holistic rubrics to evaluate them after implementing MC.

Observation – Based on Efron & Ravid (2013), "Observation refers to looking at a setting purposely. The act of observation provides a powerful insight into the authentic life of schools and classrooms" (p. 129). It also aims to achieve the second and third specific objective after implementing the MC technique in first and second stages of the investigation. We planned to report every single reaction or attitude of students towards their learning of the content that was taught and to record how our implementation affected their engagement and vocabulary expansion.

"In a semi structured observation, you start by developing a set of issues such as students speaking out of turn and patterns of class participation. The observation is designed to generate data that illuminate these issues as they arise naturally in the classroom setting" (Efron & Ravid, 2013, p. 87). Through observation and reflection, we were able to collect data by observing the engagement and vocabulary expansion of students each time we conducted and applied the MC technique in classes. To record our observations, we used observation sheets to register the movements and behaviors inside the classroom, whether from students or teachers. Finally, we

used observation data collection techniques to improve our implementation in the second research cycle (See Appendix 8).

Summative assessment: Based on Ishaq et al. (2020), "Summative assessment represents what students have accomplished in the past" (p. 24). Relating to our context, it refers to the period in which students were involved in new knowledge or, in this case, the expansion of vocabulary with MC. Then, summative assessment aims to document or announce students' achievements. "The summative evaluation relies on recent results but does not include potential recommendations to enhance student growth in the future" (Ishaq et al., 2020, p. 25). However, in our project, the summative test was contrasted with the diagnostic test results to describe the changes that happened during and after the MC technique implementation was applied. This instrument pretended to achieve the first specific objective. Finally, two tests were used at the end of the two study cycles, one at the end of each cycle.

As we mentioned before, we were based on holistic rubrics as the thesis project of Quizhpi & Mora (2022). Specifically, we used the holistic rubric that was initially employed during the diagnostic test, which focused on the number of correct answers. This rubric proved to be useful in analyzing and interpreting the qualitative data from the students' tests (See Appendixes 4 and 5).

Focus Group Discussion (FGD) – Efron & Ravid (2013) define it as "several individuals who come together and share among themselves their ideas, thoughts, and experiences about the topic of your study" (p. 105). We established a FGD at the end of the first and second cycles of the investigation to know how students perceived our application and to collect and understand students' responses and feelings about how the MC technique helps students to develop their engagement in vocabulary expansion. It leaded us to accomplish the

second and third specific objective. For the application of FGD, we did it in three groups of five people and wrote in the format that we had previously made for this. But is important the moderator's role, based on Gundumogula & Gundumogula (2020), "The moderator acts in a balanced way according the situation. It is always good for new moderators to search some guidance from experienced moderators. It is advisable that the first, or the first two, sessions are conducted by a senior moderator and attended by others" (p. 300) . That is why we chose one work group member to direct each FGD; it was done with the objective of having the students feel comfortable sharing their opinions. Then the information was manually categorized into positive and negative answers, afterwards they were analyzed according to the students' views, attitudes, and needs about the use of the MC technique in their classes. Finally, for the second research cycle, FGD was helpful in achieving the third specific objective (See Appendixes 6 and 7).

Teaching Proposal

The section on teaching proposal focuses on using the MC technique in an EFL classroom. This section is a crucial research component since it provides practical advice on using the MC technique, keeping in mind that the teaching proposal portion differs from the thesis objectives. While the objectives describe the research's specific aims and outcomes, the teaching proposal discusses the practical issues of implementing the MC technique in the classroom. As a result, this section does not attempt to handle any of the listed research objectives however it was necessary to implement our MC technique. By giving a complete approach, this part seeks to bridge the gap between theory and practice for applying the MC technique to improve EFL education and students' engagement while expanding their

vocabulary. Throughout this section, we were able to study the implementation of the MC technique within an EFL class since we could see how it was connected within the class subjects.

Media Circles: Contributing to the engagement of Ecuadorian high school students in expanding their EFL vocabulary.

Objective: To encourage active learning and meaningful language use to enhance students' language competency and communication abilities, with vocabulary expansion and engagement being essential components.

Introduction: The MC technique in English language lessons is an interactive technique that mixes media and small group conversations to engage students while expanding their vocabulary. Using authentic and relevant linguistic input encourages active learning and meaningful student interaction.

> The overall goal of the technique is to implement two crucial components into the curriculum of an oral English class. To create engaging tasks that students can complete enthusiastically and should be happy to perform. Then, promote lively discussions with active collaboration within the classroom, which is the fact in charge of strengthening teamwork and partnership. It is also essential to stimulate the student's senses through audio-visual content in L2 (Brazenas, 2019, pp. 67 - 68).

The MC technique is based on constructivist learning theories such as social constructivism. Kim (2001) defines that "Social constructivism emphasizes the importance of culture and context in understanding what occurs in society and constructing knowledge based on this understanding" (p. 2). Social interaction as well as cooperation in learning is emphasized by social constructivism. In the case of MC, students are encouraged to create their

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comprehension of the language and actively improve their vocabulary by working in small groups and engaging with media items.

The main steps involved in implementing MC include:

- **Selecting media materials:** Teachers select relevant and authentic media material, in our instance, chapters of TV series in video format that corresponds to the student's level of language competency and learning objectives.

- **Forming small groups:** Students are placed into five-person groups. Each group is given the chapter as well as a guideline to help them understand it better. Each group member will be assigned a role that must be completed independently.

- **Preparing and discussing:** Individual students preview the media components, identifying unusual vocabulary or exciting points. They then join to their small groups to share their points of view, discuss the topic, and exchange ideas. Discussion is essential when fulfilling any job.

- **Rotating roles:** When students complete their activity, groups move to a new role to work in the following session. This exercise allows students to participate in a range of activities, develop new viewpoints, and expand their vocabulary, promoting variety and diversity in their experience.

The following are the anticipated benefits of using MC in English language teaching:

- **Vocabulary expansion:** Engaging with authentic media content exposes students to a wide range of vocabulary in context, supporting them in efficiently acquiring and using new terms.

- **Active engagement:** Through collaborative discussions, MC encourage active learning by enabling students to actively participate, share their perspectives, and construct meaning together.

- **Authentic language input:** Students are exposed to realistic language use through using real-world media items, which helps them strengthen their listening, reading, and comprehension abilities.

- **Motivation and engagement:** Students are exposed to realistic language usage, making use of real-world media items, which helps them strengthen their listening, reading, and comprehension abilities.

Overall, the MC technique promotes collaboration, critical thinking, and developing the communication skills in EFL through a student-centered and participatory approach to vocabulary growth.

Proposal: The activities listed below are intended to help Ecuadorian high school students expand their EFL vocabulary. MC technique is used in our AR process during the class's practice stage.

Lesson one

During this lesson, we read about the Ecuadorian Richard Carapaz, the bike rider championship in Giro d'Italia. During this class, the teacher related this topic to the SpongeBob SquarePants TV series chapter called "Texas" which connected perfectly due to the fact that the chapter of this episode deals with the feeling of a person far from home. It can make students reflect on what a person can feel when he/she is far from home.

Objective: To learn vocabulary through reading activities while also expanding vocabulary through meaningful language use in order to improve students' language competency and communication skills.

Materials: English module from the Ministry of Education of Ecuador page two (See Appendix 10), the guideline of the TV series "SpongeBob SquarePants" chapter called "Texas" (See Appendix 9), board, notebook, pencil, eraser.

Warm-up: The teacher starts the class by making some mimics and riddles with the vocabulary that the students need to understand for the next reading. This step is done in order to explain the meaning of each word.

Presentation: The teacher and students will read together the text about Richard Carapaz on page two of the module. For this, each student will read sentence by sentence; after reading, the teacher will ask what they understood about the text, looking for specific data about this reading. Students have to provide the teacher with the words they need help understanding the lecture; this is to understand the whole reading.

Practice: The teacher forms three groups of five students before they start working in MC technique. Teachers should know what the groups are in order to assign students to each one. Then, the teacher assigns a role for each student and explains that they will have a new role for each activity in each session.

The teacher shows the chapter to the students one more time for them to remember and be able to start working on their circles. Afterwards, students must discuss their understanding of the chapter with their partners to get the necessary information to complete their roles. All students must exchange ideas to complete their tasks according to their roles. Everyone must

take notes on a piece of paper, and at the end, students bring everyone's roles to the teachers to grade them.

Produce: Students answer the questions on page two of the module related to the reading about Richard Carapaz. Questions are asked for students to provide their opinion, then with a classmate, they will share all the information they know about Richard Carapaz. Next, they have to discuss the questions based on the information they know. Inside the classroom, the teacher's responsibility is to observe the students and answer any questions they may have. These are the questions:

- Why do you think Richard Carapaz is an inspiration for some Ecuadorians?
- What makes so many people admire a sports figure?
- Do you think famous sports figures should make as much money as they do? Why or why not?

Lesson two

During this class, students listen to a conversation between Jimmy and Bryan discussing Jimmy's lousy day the day before; this listening is accompanied by a review of the use of past simple vs. past perfect. The teacher compared this issue to the SpongeBob SquarePants TV episode "Rock a bye bivalve," which depicted the main character having a bad day with his pal while caring for a newborn. This chapter encourages students to create a connection between previously encountered language and another way to have a bad day while expanding their vocabulary.

Objective: To recap and practice the distinction between the past simple and past perfect, as well as to promote understanding, appropriate use of these structures, and to develop students' communication abilities while extending their vocabulary.

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Materials: English module from the Ministry of Education of Ecuador page three (See Appendix 10), the guideline of the TV series "SpongeBob SquarePants" chapter called "Rock a bye Bivalve" (See Appendix 9), Worksheet about past perfect (See Appendix 11), board, notebook, speaker, pencil, eraser.

Warm-up: The teacher begins the lesson by asking the students about their bad days. Students discuss how bad their day has been.

Presentation: The teacher explains the difference between past simple and past perfect to the students. The teacher then gives a listening task about a person having a difficult time, with some instances of the past perfect and past simple on page three of the module. Finally, students must answer four questions regarding their listening experience.

Practice: Students are grouped into small groups called circles throughout the practice stage, with each circle assigned specific tasks. To perform their given activities, the students work together within their circles. All students are encouraged to communicate effectively as they engage in their roles, fulfilling their tasks based on their specific roles assigned for that class session. It is critical that students actively take notes on a sheet of paper during this activity to document their discoveries and observations. Students offer their unique contributions to the teacher for assessment and feedback after the activities. It is essential to remember that students may seek assistance from the teacher if they experience any difficulties or require clarification on specific phrases or subjects while watching the chapter.

Production: Teachers provide students with worksheets separated into three sections they must finish. Students can recollect the frameworks for using perfect time in the first one. In the second portion, students must fill in the blanks with the past perfect in any of its four forms. Finally, students must write five phrases utilizing five-time expressions that combine the past

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perfect and past simple in one sentence. Students were given an example of how to complete this component; if they wanted assistance, they could seek assistance from the teachers (See Appendix 11).

Lesson three

Students studied the text "Teens in Great Britain" in this class, which covered topics such as school, uniforms, bullying, clothing, cell phones, and leisure time. The instructor connects this issue to the Sponge Bob SquarePants TV series chapter called "Squidward's School for Grownups", which illustrated one character attending a school for adults, which taught the individual how to be an adult. This chapter guides students through connecting the reading facts to the chapter's content.

Objective: To enable a debate about school-related issues such as uniforms, bullying, clothing, cell phones, and leisure time. Implementing MC technique aims to increase students' vocabulary, reading comprehension, and critical thinking abilities as they engage in meaningful dialogues and material analysis.

Materials: English module from the Ministry of Education of Ecuador page four (See Appendix 10), the guideline of the TV series "SpongeBob SquarePants" chapter called "Squidward's School for Grown-ups" (See Appendix 9), board, notebook, pencil, eraser.

Warm-up: The instructor begins the class by asking the students, "Do you think teens are the same around the world?". Students must respond and describe the reasons for their responses.

Presentation: The teacher teaches students terminology found in the book. The instructor reviews each phrase with the class, using the board to back it up. Individually, students read aloud the text "Teens in Great Britain" on page four of the module and attempted to comprehend

what they were reading. The teacher corrected any mispronunciations the students made while reading.

Practice: At the beginning of the class, the instructor assigns new tasks for the week, and students begin working within their various circles, fulfilling their assigned roles. Each student takes part in conversations and exchanges to complete their given roles. Everyone should take paper notes because they were used at the final presentation of each circle's findings to the instructors for evaluation. Students are encouraged to seek teacher assistance if they face issues or have difficulty understanding certain phrases or concepts when watching the chapter at home during this stage.

The responsibilities of "Connector" and "Culture Collector" in this week's homework correspond to the six subjects given in the previous lesson on "Teens in Great Britain." School, Uniforms, Bullies, Clothes, Cell Phones, and Free Time are among the themes covered. Students are expected to explore and discuss these subjects within their groups, making connections and gathering material to broaden their understanding.

Production: On page 4 of the module, students must complete several sentences that assess their comprehension of the content.

Lesson four

Students examine a reading titled "Oswaldo Guayasamin" and the chapter "The Masterpiece" from SpongeBob to explore further into the realm of art and cultural expression. Students will learn about Oswaldo Guayasamin's artwork through exciting conversations and activities.

Objective: To cultivate an appreciation for art and cultural expression. Students' reading comprehension, vocabulary acquisition, and critical thinking abilities will be improved as they debate and examine the topics and aesthetic aspects presented in the chapter and reading.

Materials: English module from the Ministry of Education of Ecuador page six (See Appendix 10), the guideline of the TV series "SpongeBob SquarePants" chapter called "The Masterpiece" (See Appendix 9), board, notebook, pencil, eraser.

Warm-up: The teachers taught new vocabulary to simplify the reading process. They used riddles, examples, and mime to teach it.

Presentation: On page six of the module, teachers read "Oswaldo Guayasamin" as students listen. The teacher then asks each student, comma by comma, what each phrase refers to determine whether the students understand the reading.

Practice: Students begin working in MC technique following their assignments. All students must collaborate to fulfill their tasks in their roles. Everyone must take notes on paper, and in the conclusion, students will present their parts to the teacher to be graded. It is critical to emphasize that students can seek assistance from the teacher if they require it or do not get a word when viewing the chapter at home. The teacher carries dictionaries to assist students and make the assignment more flexible.

The instructor gives new roles for the MC technique, and students begin working in their roles-based circles. To complete their tasks, each student actively engages in conversations and activities. Students take notes on paper to document crucial ideas and observations. Students present their findings to the teachers for evaluation at the end of the practice stage.

Production: On page six, students will be asked to answer three questions supplied by the module. Teachers will keep an eye on the students and assist them as required. The teacher's responsibility in this lesson is to keep track of the learners. These are the inquiries:

- Which of these paintings have you seen before?

- Do you like his artwork? Why or why not?

- Have you ever been to "The Chapel of Man"?

Lesson five

This lesson explores and compares educational systems in Japan and the United States through the reading "Japanese and American Schools" and the chapter "Boating School" from SpongeBob SquarePants. Students investigated many elements of each nation, including the chapter's content, through engaging discussions and activities.

Objective: Students researched the similarities and contrasts in school surroundings, teaching techniques, and cultural characteristics presented in the chapter and read through MC and interactive conversations. The objective is to improve students' reading comprehension, critical thinking, and cross-cultural understanding while expanding their vocabulary and encouraging meaningful engagement with the materials.

Materials: English module from the Ministry of Education of Ecuador page twenty (See Appendix 10), the guideline of the TV series "SpongeBob SquarePants" chapter called "Boating School" (See Appendix 9), board, notebook, pencil, eraser.

Warm-up: The teacher begins the session by asking students to discuss five different images connected to Japanese and American schools on page twenty of the module.

Presentation: The teacher instructs students to choose a partner in ten seconds and then read all of the paragraphs on page twenty of the module, underlining all the terms they do not

understand. Following that, the instructor instructs students to write on the board the words in the reading text that they did not comprehend. The teacher then explains the unfamiliar terms so the students have a thorough reading knowledge.

Practice: The personalization concept was implemented since the development of this class, which entailed modifying the responsibilities within the circles. This change allowed students to collaborate and cooperate with their classmates, creating a more dynamic and diverse learning environment. Students actively participate in discussions at this stage, expressing their views and viewpoints on the reading content and the chapter. They have to contrast and compare the substance, themes, and underlying messages offered in both the MC chapter and the module lecture. Students may make connections and contrasts between Japanese and American educational systems through these dialogues. The interesting activities within the circles allow students to investigate various aspects of each country's educational system. They examine the SpongeBob SquarePants chapter content, extracting useful information and connecting links to real-world educational approaches.

Production: On page twenty of the module, students must produce a comparative chart in which they must write contrasts and similarities between the Japanese and American education systems.

Lesson six

This class will delve into the beautiful world of art and creativity through a reading titled "Biography of Frida Kahlo" and the chapter "Artist Unknown" from SpongeBob SquarePants. Students will investigate Frida Kahlo's life and creative accomplishments and the chapter's subject of artistic expression. Students will acquire insights into Kahlo's background, her distinct

innovative technique, and the ideas portrayed in her artwork via exciting conversations and activities.

Objective: To encourage collaborative debates and examination of Frida Kahlo's history, her distinct creative style, and the themes communicated via her artwork. The purpose is to improve students' reading comprehension, create cultural awareness, promote critical thinking, and motivate artistic inquiry.

Materials: English module from the Ministry of Education of Ecuador page. 24 (See Appendix 10), the guideline of the TV series "Sponge Bob SquarePants" chapter called "Artist unknown" (See Appendix 9), board, notebook, pencil, and eraser.

Warm-up: The teacher begins the session by asking students, "Why do you think there are not as many famous woman painters as men?" Students respond to this question and share their thoughts.

Presentation: The teacher instructs teens to study the text "Biography of Frida Kahlo" on page 24 of the work module. Following that, the instructor leads a class discussion where students may express their ideas, new terminology, impressions, and any new facts they have learned about Frida Kahlo. The teacher then asks students to identify critical occasions or situations in Frida Kahlo's life that may have inspired her creative expression.

Practice: During this activity, students actively participate in conversations, expressing their views and perspectives on Frida Kahlo's biography and the creative themes depicted in the module. They understood Kahlo's upbringing, her distinctive and original artistic skills, and the profound concepts depicted in her artwork. Since the implementation of this class, the personalization concept has been implemented, which involved changing the roles inside the

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circles. This modification enabled students to collaborate and work with other classmates, establishing a dynamic and diverse learning environment.

Through MC technique, students reflect on various elements of Frida Kahlo's life and art. They investigate her biography, looking at the influences that formed her artistic career and the relevance of her work in the art world. In addition, students analyzed the SpongeBob SquarePants chapter, which explores the concept of artistic expression in a humorous and approachable environment.

Production: Students answer six questions regarding the "Biography of Frida Khalo" reading on page 24 of the module. These are the inquiries:

- What year was Frida Kahlo born?

- Where did she attend school?

- What became of Frida in 1925?

- Did Frida have a good time in New York?

- When did Frida receive a national award?

- Why do you think there were few girls in her school?

Lesson seven

This lesson focuses on the fascinating world of amusement parks through a text entitled "Amusement Park" and the chapter "Roller Cowards" from SpongeBob SquarePants. Students will look into the excitement and emotions connected with amusement park rides, notably roller coasters.

Objective: Through stimulating conversations and games, this class analyzes the concept of amusement parks and the feelings connected with thrill rides. The purpose is to improve

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learners' reading comprehension, broaden their vocabulary, foster critical thinking, and inspire personal reflection on their amusement park experiences.

Material: English module from the Ministry of Education of Ecuador page. 26 (See Appendix 10), the guideline of the TV series "Sponge Bob SquarePants" chapter called "Roller Cowards" (See Appendix 9), board, notebook, pencil, and eraser.

Warm-up: The teacher opens the session by addressing amusement parks as popular entertainment and thrill places. The teacher inquiries about the students' amusement park experiences and invites them to share their favorite passages or recollections.

Presentation: The teacher divides the students into four groups (there may be an additional student in each group depending on the class size). The teacher next assigns each group a paragraph from page 26 of the module to read. To grasp the reading completely, all students in the group must read the section and seek unknown terms. Finally, they were required to explain their paragraph to the class.

Practice: Students actively engage with the text and chapter, considering the excitement and experiences associated with amusement park rides. They explore the emotions, feelings, and thrills provided by roller coasters and other attractions. Students analyze the notion of amusement parks and develop an improved understanding of the delight and entertainment they bring through dialogues.

The personalization principle has been introduced as part of the implementation. This principle implies changing the roles and circles so that students can collaborate with various classmates. Due to this adjustment, students will be able to collaborate and engage with a range of opinions and ideas. Students collaborate, sharing their knowledge, experiences, and

perspectives on amusement parks. They talk about their favorite rides, explain the sensations they get when riding roller coasters, and discuss the reasons for amusement park attractions.

Production: Students must complete the true or false questions on page 26 of the module.

Lesson eight

Using the MC technique, this class will conduct research into the issue of communication problems that emerge during class travels. We will primarily focus on the SpongeBob SquarePants chapter "Rock Bottom" and tie it to the more comprehensive class topic of class travels. Students will actively participate in collaborative discussions during the section, expressing their thoughts and ideas on communication problems overlooked on class travels. Students can actively engage in MC by listening to diverse points of view and building on one another's ideas.

Objective: To boost students' communication skills, increase their vocabulary relating to travel and problem-solving, develop critical thinking, and create a feeling of resilience and flexibility when faced with difficult situations when traveling.

Materials: English module from the Ministry of Education of Ecuador Page. 27 (See Appendix 10), the guideline of the TV series "SpongeBob SquarePants" chapter called "Rock Bottom" (See Appendix 9), board, notebook, pencil, and eraser.

Warm-up: The teacher initiates the class by facilitating a discussion according to the three queries on page 27 of the module (See Appendix 18) "Have you ever been on a class trip with your classmates and teacher," "If you have, what was the purpose of the trip?", and "Where would you like to go if you could choose anywhere?". Learners share their views with the whole course.

Presentation: The teacher offers appropriate terminology for travel and communication, such as language hurdles, cultural differences, transportation, and problem-solving. The instructor then engages students in activities such as matching exercises or composing sentences with the new words to practice and reinforce the vocabulary.

Practice: Students engage in active discussions inside their new circles throughout the practice stage, offering their perspectives on communication issues seen during class travels. They listen to one another's ideas and expand on them, resulting in a collaborative and inviting learning atmosphere. Through these discussions, students get insights into their classmates' diverse backgrounds and broaden their understanding of the communication problems that can occur on class travels.

Production: Students prepare a letter of 60 – 70 words to the principal describing the expedition's objective, why they are going, where they are going, and what they will do. Teachers hold an eye on juveniles and assist them as required.

CHAPTER IV

Results and Discussion

This chapter presents the research results to determine how MC technique contribute to Ecuadorian high school students' engagement and vocabulary expansion. The data collected is based on students' active participation in the MC technique, evaluation, their responses, and our observations during discussion activities. The results provide insights into student engagement during the implementation phase of this study. They reveal potential benefits, challenges, strengths, and weaknesses associated with its use. This chapter introduces and explains diagnostic tests, observations, summative tests, and FGD tools.

First Objective: To diagnose the vocabulary level in Ecuadorian high school students to contrast it with its expansion after applying the MC technique.

DIAGNOSTIC TEST: Diagnostic tests were administered to assess the students' initial vocabulary knowledge level and to identify areas for improvement. We analyzed and discussed the data collected from the test to determine the student's performance level at the end of the diagnostic test using a holistic rubric.

The fifteen participants were categorized into three groups based on their qualitative levels of proficiency: five participants with a low level, five with an intermediate level, and five with an advanced level.

The five participants with low proficiency had limited vocabulary comprehension and use. Their responses to the multiple-choice questions showed confusion as there were similar options related to the picture; for example, in a picture, students could see a shirt, and the words they could choose from were shirt, skirt, and dress. It was difficult to precisely match words to their definitions, as these tasks are the most difficult for students. They had difficulty recognizing and understanding unfamiliar words.

For participants with an intermediate level of proficiency, their responses demonstrate some understanding of vocabulary related to the topic of the test item. They performed better than the low-skilled group at matching words to definitions. However, they still had problems with related vocabulary and some new terms, occasionally leading to wrong word choices.

Participants with an advanced proficiency level showcased a strong vocabulary command; they showed no mistakes when presenting vocabulary related to a topic on the test items. Their responses demonstrated high accuracy in matching words with their definitions.

They exhibited proficiency in recognizing and comprehending a wide range of words and their meanings. (See Appendix 12)

"The diagnostic assessment provides an opportunity for teachers to carry out treatment according to the needs of students so that learning can be more effective" (Istiyono, 2022, p. 1). The diagnostic results of the tests were critical in categorizing the participants into low, intermediate, and advanced proficiency levels. Before implementing the MC technique, we used the diagnostic test to identify students' varied levels of vocabulary proficiency.

The diagnostic test was the basis for developing procedures at all proficiency levels. Identifying vocabulary-related problems triggered the need for focused vocabulary training and support for low-proficiency participants. Similarly, the results helped to give suitable scaffolding and ongoing vocabulary practice to participants with intermediate proficiency to address their unique requirements and promote further progress. Finally, the diagnostic examination confirmed advanced-experience participants' good vocabulary command and accuracy in matching words with definitions.

SUMMATIVE TEST CYCLE ONE: After implementing the MC technique, students' vocabulary expansion was assessed using a summative test. We analyzed and discussed the summative test results in this section to get insight into the effectiveness of the MC technique in driving vocabulary expansion among participants.

Based on the rating criteria, none of the students was classified as low-level. It is crucial to remember, however, that students with lower competence levels may require further support and personalized training to strengthen their vocabulary abilities further. Future interventions can target these students' requirements to ensure their success in vocabulary growth.

The intermediate-level students made significant progress in vocabulary acquisition, as seen by their performance on multiple-choice questions and matching exercises. Although their scores were slightly lower than those of the advanced-level students were, they displayed a strong understanding of the vocabulary and its application. Their performance indicates that they learned better the terminology provided during the MC technique.

The advanced-level students had good vocabulary mastery, as seen by their excellent scores on the multiple-choice questions and matching exercises. They displayed a thorough comprehension of the language given throughout the media circle sessions and were able to apply it in a variety of scenarios effectively. Their performance demonstrates high involvement and active participation in vocabulary expansion (See Appendix 13).

Based on Mogboh & Okoye (2019), "Summative assessments evaluate student learning, knowledge, proficiency or success at the conclusion of an instructional period, like a unit, course or program" (p. 40). According to this criteria, the summative test was used in our study to assess students' ability in vocabulary expansion after using the MC technique. The test items were meticulously constructed to assess students' abilities to recognize and apply new vocabulary words expanded during MC sessions. Through this summative assessment, we expected to acquire significant insights into the influence of the MC technique on students' vocabulary expansion.

These results were somewhat satisfactory. They showed improvement in the students' vocabulary expansion; however, based on the findings of the observations, we decided to conduct a FGD to determine whether the level of participation was likewise as desired.

SUMMATIVE TEST CYCLE TWO: The test assessed the student's word understanding, vocabulary knowledge, and ability to link a term to its definition after using the

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personalization principle with the MC technique. As a result, we examined and discussed the efficacy of the MC technique, as well as the personalization principle, to improve engagement and vocabulary expansion outcomes.

The summative test of cycle two of the research demonstrated that all students in the study had advanced vocabulary proficiency. Students demonstrated great accuracy and comprehension in the multiple-choice item. They regularly chose the most relevant words or phrases to complete sentences, demonstrating their extensive word usage and context knowledge. Their high vocabulary skills manifested in their capacity to make accurate and informed decisions. Similarly, in the matching activities section, students accurately paired words with their associated definitions, demonstrating a solid grasp of the vocabulary (See Appendix 14).

According to the results of post-tests of Gesa (2019), students "also experienced greater attrition, precisely because they had obtained higher scores on the immediate post-test and there was more room for comprehension decay" (p. 310). Using the MC technique in conjunction with the personalization principle has significantly improved students' vocabulary proficiency. Students having higher results on the immediate post-test reported greater retention in Gesa's study, indicating that their comprehension deteriorated with time. Our findings, however, suggest a different pattern.

According to the summative test cycle two results, all students in the study demonstrated advanced vocabulary proficiency. This implies that combining the MC technique with the customization principle improved students' vocabulary retention and understanding. The students' ability to correctly link terms to their definitions in the test reflects a firm grasp of the vocabulary expanded during the MC sessions. The positive summative test results can be related to the personalized learning experiences provided by the MC technique. The personalization

principle generated better engagement and motivation by adapting activities to students' interests and abilities, improving vocabulary growth.

Triangulation

Figure 2
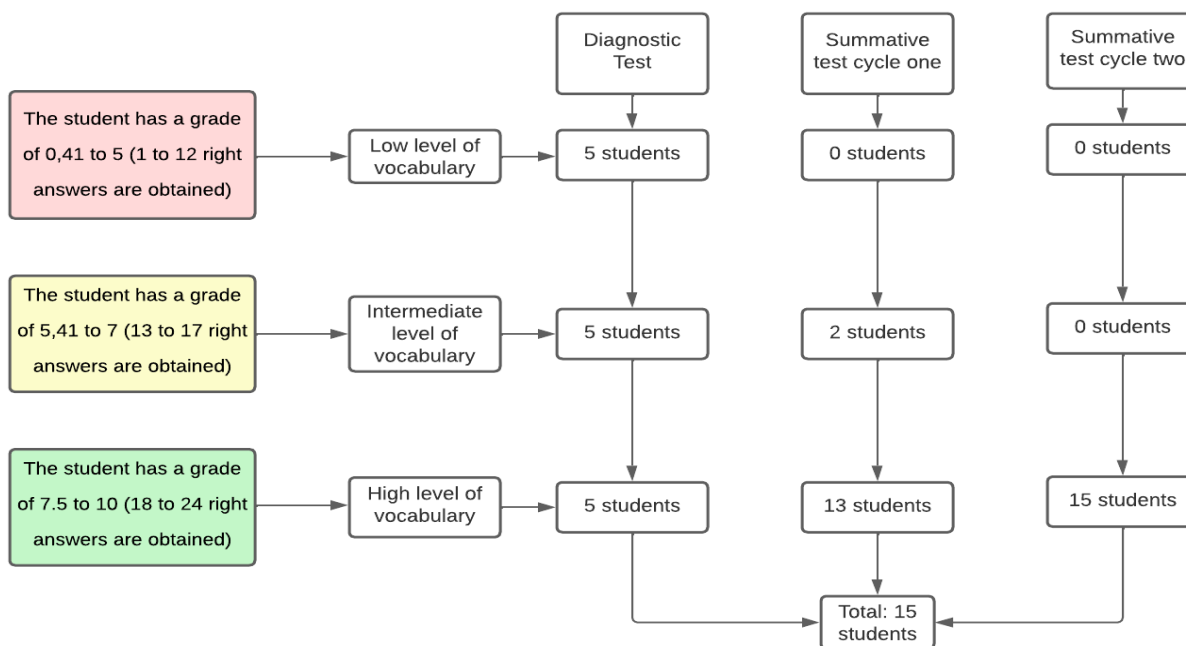
Triangulation of results

Note. This figure presents the results of students' vocabulary level in the diagnostic test, after implementing the MC technique in summative test cycle one and using the personalization principle with the MC technique in summative test cycle two.

In line with Brazenas' (2019) perspective, "The media circles technique was originally designed to provide a leisurely and enjoyable learning experience. However, to maximize the retention of new vocabulary, instructors must integrate regular vocabulary assessments into the implementation process" (p. 80). This citation is supported by the diagnostic and summative tests

results obtained in this research, whose aim was designed to diagnose students' vocabulary levels and monitor their changes across the implementation of the MC technique.

The diagnostic test revealed that the participants had varying levels of language proficiency. The low-proficiency group struggled with vocabulary comprehension and usage, notably matching words to definitions and identifying unknown words. The intermediate-level participants demonstrated some vocabulary mastery but worked with related concepts and occasionally made wrong selections. The advanced-level participants, on the other hand, displayed good command of vocabulary, with high accuracy in matching words with meanings and competency in identifying and interpreting a wide range of words.

During the summative test cycle one, a noticeable difference was that no students were identified as having a low level of vocabulary proficiency. However, two students with intermediate-level vocabulary still showed significant gains in vocabulary acquisition. Intermediate-level students well understood the terminology taught during the MC technique implementation. The advanced-level students consistently demonstrated exceptional performance.

The most noteworthy change in the summative test cycle two was that all students in the study showed advanced vocabulary proficiency. Their accuracy, wide word usage, and contextual understanding were exhibited in multiple-choice questions and matching activities. These findings illustrate the media circle technique's usefulness in expanding students' vocabulary across all participants.

Second Objective: To analyze the improvements in EFL Ecuadorian high school students' engagement and vocabulary expansion after implementing the media circles technique in the practice stage of the lesson.

OBSERVATION: Observation was used to determine engagement and vocabulary increase during the media circle technique's adoption. However, it is crucial to note that the following observations were gathered during the class's practice stage, which has the same instruction in all implementations.

Practice: Teachers formed groups of students before working with the MC technique. Teachers already knew what groups to assign each student to each group. Then, they assigned a role to each one and explained that in each session, they had to work with a new role for this activity.

Teachers showed the chapter to the students again in class to remember what the chapter was about. After that, students started to discuss in their circles about the chapter to get the information they needed to complete their activities according to the roles they were assigned to work. All people had to discuss to understand the chapter or even clear doubts about words or scenes to complete their tasks according to their roles. Everyone had to take notes on a piece of paper, and at the end, students brought everyone's roles to the teachers to grade it.

Figure 3

Results on Observation of Cycle one of research.
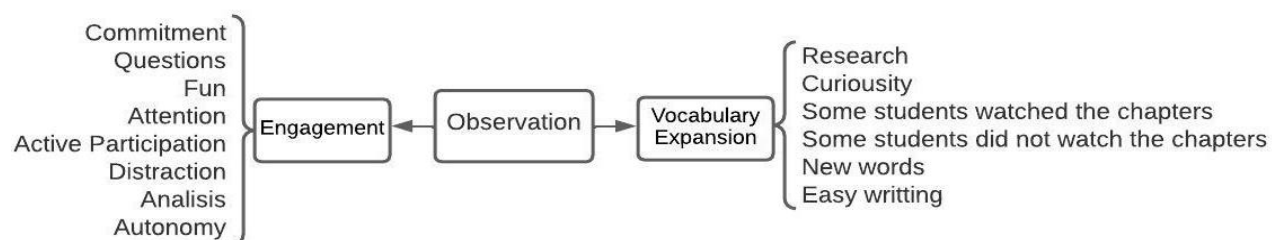
Note. This figure was created based on results (See Appendix 15).

Engagement: Observing the students' behavior when implementing the MC technique during English class indicated different indicators of student engagement with the TV series chapters of "SpongeBob SquarePants." These observations come within the engagement category and provide information about the students' level of involvement and interest in the activity.

Initially, the students demonstrated a solid commitment to the task at hand. They actively engaged with the MC technique, showing a willingness to engage with the material and contribute to the discussion. Their dedication was demonstrated by their active participation in viewing the chapter and the subsequent interactions.

Moreover, by asking questions about the chapter and its content, the students demonstrated a high curiosity and involvement. This reflects their desire to learn more about the subject and seek clarification or additional information. The students' questioning demonstrates their active participation and willingness to learn more about the subject. Then, in each session, there were questions about the roles, so it was important to remember what the students had to do with each role when we provided them.

Furthermore, students had fun and amusement given the SpongeBob SquarePants episode. Their laughter during amusing parts demonstrates their interest and connection to the topic. This emotional response helps the students' overall positive engagement with the chapter. It should be noted that some students were distracted during the discussion. Although most students maintained focus and attention, a few individuals demonstrated brief lapses in attention. Nonetheless, these instances were minor and did not significantly detract from them.

Genza (2019) reports, "High-school and university participants were more autonomous learners and did not rely so much on guided and directed teaching and were able to go beyond

what the teacher or researcher expounded" (p. 308). The findings on student participation throughout the deployment of the MC technique are consistent with Genza's (2019) findings on autonomous learners. The students in this study displayed a sense of autonomy in their learning process, as seen by their active participation and passion in engaging with the TV series chapters of "SpongeBob SquarePants."

First, the students were utterly committed to the task, actively participating in the MC technique and contributing to the conversations. This indicates their autonomous learning, as they try to engage with the material and assume responsibility for their learning process. Second, their inquiries about the chapter's substance demonstrated their interest and involvement. This curiosity suggests that the students wanted to learn more about the topic and acquire additional information. Similarly, to Genza's findings, these students did not rely exclusively on guided instruction; instead, they went beyond what was provided, demonstrating a desire to dig deeper into the topic. In addition, the students' joy and amusement during the SpongeBob SquarePants episode showed their positive emotional reactions to the exercise. As they actively connected with the topic and enjoyed the learning process, their emotional engagement strengthened their autonomous and autonomous way of learning.

Vocabulary expansion

This section observed behaviors related to vocabulary development, including independent research of new words, curiosity about word meanings, individual viewing of chapters at home, and the impact of expanded vocabulary on writing proficiency.

One striking discovery was the students' initiative to research new words independently. Several students proactively expanded their vocabulary during the MC technique activity by looking up the definitions of uncommon words mentioned in the chapter. This behavior may

represent their curiosity and motivation to improve their language skills and their need to comprehend the chapter.

During the conversation, students' interest in word meanings was apparent. They actively discussed certain words to understand their definitions and usage. This inquisitive approach may show a genuine desire to extend their vocabulary and improve their language skills.

Besides, some students watched the chapters at home. This out-of-class involvement supplied extra exposure and language reinforcement with the material. However, not all students watched the chapters at home because some seemed not to know what the chapter was about, showing differences in their level of engagement outside the classroom.

Because of their active participation and exposure to new words, the students demonstrated noticeable vocabulary expansion. They incorporated these new words into writing when they developed role activities showcasing an enhanced lexical repertoire. This vocabulary expansion played a significant role in improving their language proficiency, particularly in the context of writing.

"Cognitive engagement, which focuses on deeper learning strategies and investment into course-related tasks, may not be necessary to achieve good grades, as LL assessments focus on skills gained and not the strategies learners use to gain those skills" (Dincer et al., 2019, p. 11). In contrast to the results, the findings imply that cognitive engagement, as defined by deeper learning strategies and active participation plays an important role in students' engagement and vocabulary expansion while using the MC technique. According to the reference, cognitive involvement may not be required to earn good marks because language examinations focus on the abilities acquired rather than the tactics used to acquire those skills. However, our findings show that cognitive engagement favors students' vocabulary development, providing useful

insights into the importance of engagement, active participation, and deeper learning strategies in language instruction.

FOCUS GROUP DISCUSSION (FGD): Within the first research cycle, a FGD was conducted. It was directed to the three working groups of the MC technique. Below, the answers are organized by groups because the students, besides giving their opinions, reached an agreement about the answers. It is essential to mention that questions and answers are in Spanish due to the low students' English level.

Figure 4

Results on FGD of cycle of research
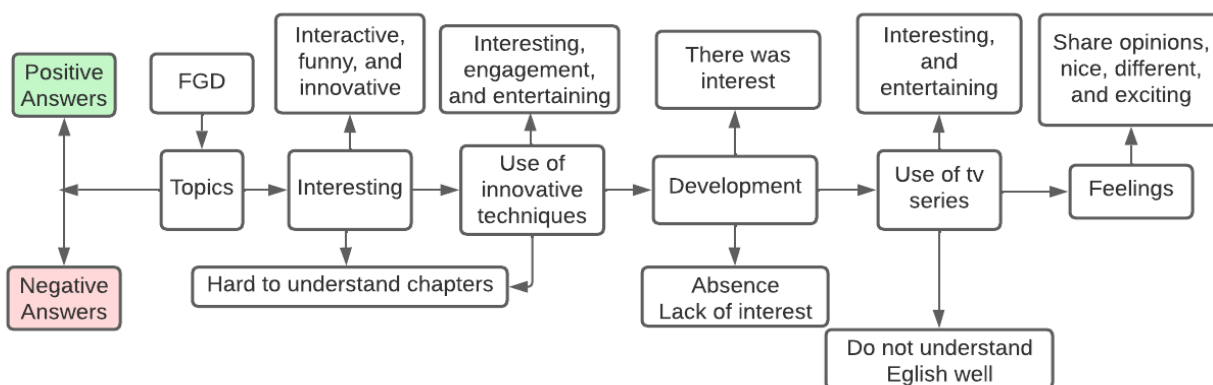
Note. This figure was created based on the results of focus group discussion of cycle one of the research (See Appendix 16).

Based on the participants' answers, we can say that everybody agrees that MC technique is interesting; however, one group of students thought that it was not enjoyable because the chapters were hard to understand. Then, the two groups thought they should expand their vocabulary this way, while the last group did not think so because sometimes it was a bit hard to understand. All the groups of students feel that innovative techniques should be used to expand

their vocabulary and engagement. Two groups thought watching animated videos helped expand their vocabulary; however, the third group thought it was hard to understand. Group one thought their development during the MC technique was the best, while on the other side, groups two and three did not think so because some classmates did not contribute to the task or were sometimes absent from class. Group one thought that sometimes it was hard to understand the chapter and other times easy; meanwhile, groups two and three thought it was hard. Groups one and three thought the episodes were not interesting for all the students, whereas group two found it interesting due to the facility to talk. Finally, the three groups felt good after watching the TV series "SpongeBob Squarepants" chapters for three reasons: they liked to comment with classmates, it was out of the routine, and it excited them. This led the researchers to plan a second research cycle applying the personalization principle to the MC technique. The outcomes of applying the personalization principle to this MC technique will be discussed later in this chapter when we review the results of the second cycle to meet our AR process's particular aim three.

In the study of Gesa (2019) students of two different courses mandatory had to attend classes, thus she argues, "Some students who might not be enthusiastic about the intervention had to attend the sessions anyway. This could have demotivated them, and they could have consequently paid less attention to the activities" (p. 360). Most students found the MC technique fascinating in our first cycle of FGD results, which connects with the idea that some students may still regard the intervention as engaging despite mandatory attendance. However, due to the apparent difficulty in understanding the chapters, one set of students did not find the technique enjoyable. This echoes the notion that required attendance may demotivate certain students, causing them to pay less attention to activities.

The FGD findings also highlighted opposing views on the development of the MC technique. While one group felt they were making good progress, the other two were concerned about their classmates' lack of contribution and irregular attendance, which they believed influenced their overall experience with the technique. This supports Gesa's (2019) claim that required attendance may have diverse effects on students' engagement and participation.

Triangulation:

Figure 5

Triangulation of results
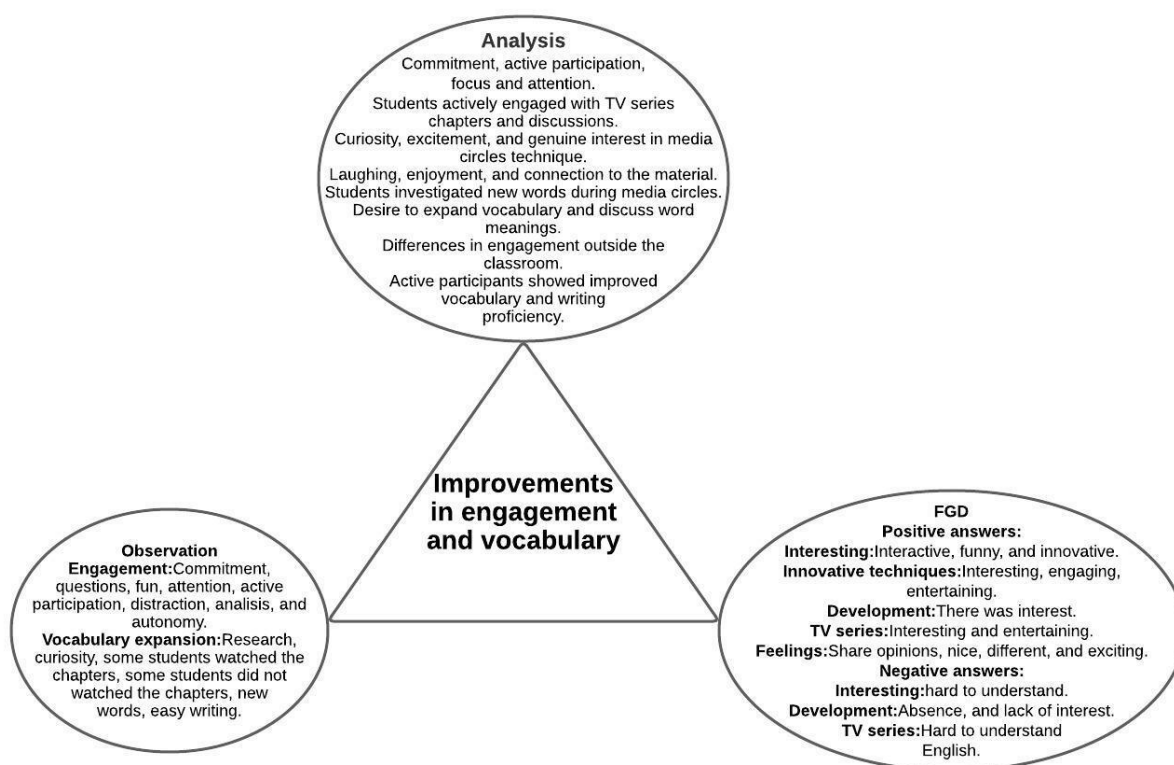
Note. This figure connects observation, FGD, and an analysis of the aforementioned.

The triangulation of data from the observation of student engagement, FGD responses, and our research provides helpful information into the effectiveness of the implemented MC technique in terms of engagement and vocabulary expansion. The observation of student

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engagement revealed positive indicators of commitment and active participation. Students showed a high commitment to the task by actively engaging with the TV series chapters and contributing to discussions. Brazenas (2019) mentions that "To create engaging tasks that students can complete with enthusiasm and should be happy to perform." (p. 67 - 68). In observation, we could see this because students' curiosity and excitement to ask questions demonstrated their genuine interest in the MC technique and desire to learn more. Laughing and enjoyment revealed their connection to the material and indicated a high level of engagement. Although there were minor instances of distraction, overall, the students remained focused and attentive.

The observation highlighted the students' initiative to expand their vocabulary. Many students investigated new words found during the MC technique, demonstrating their curiosity and propelling to enhance their language skills. Their willingness to discuss word meanings revealed a real desire to expand their vocabulary. According to the experience of Brazenas (2019), "Students can hardly wait to view the next episode" (p. 25). in consonance with our experience, it is not true because some students saw the chapters and others did not. While some students watched the chapters at home and benefited from additional exposure to the language, not all students participated in this out-of-class activity. Suggesting differences in their engagement outside the classroom. On the other hand, those who actively participated and improved their vocabulary significantly improved their writing proficiency, demonstrating the impact of vocabulary expansion on language development.

The findings were enriched further by the insights obtained from the FGD. While most students found MC interesting and suggested using new tactics to enhance their vocabulary, this
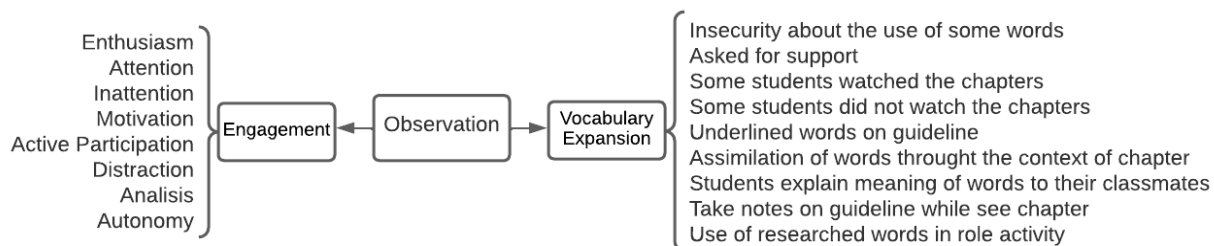
comment made us think that some students were disengaged. As explained by Liu & Feng (2023), "Cognitive engagement concerns students' mental efforts, mental activity, and complicated learning strategies employed" (p. 2). However, it was something that some students were not experiencing. There were varying opinions on how hard the chapters were to understand. Some students found them challenging, while others appreciated the simplicity they could communicate. There were conflicting opinions about classmates' contributions to the tasks, with some groups expressing unhappiness with their peers' participation. Overall, the students felt pleased after watching the chapters for reasons that ranged from enjoying discussions with classmates to the excitement of breaking away from the typical. Finally, the difficulty students perceived in the MC technique became a reason for not engaging for some students.

Third Objective: To apply alternative solutions for engagement and vocabulary expansion during the practice stage.

OBSERVATION: The results provided by observation and FGD in the first AR cycle, led the researchers to apply the personalization principle to the MC technique in a second cycle of our study. The personalization principle focused on adapting the characteristics that made the MC technique hard for the students. Here, observation provided valuable insights into the achievements and weaknesses of implementing the MC technique in the EFL classroom. The data gathered during this phase of the study allowed for a more in-depth assessment of the result of the MCs technique on students' engagement levels and ability to extend their vocabulary.

Figure 6

Results on Observation of second cycle of research.

Enthusiasm
Attention
Inattention
Motivation
Active Participation
Distraction
Analisis
Autonomy

Engagement ← Observation → Vocabulary Expansion

Insecurity about the use of some words
Asked for support
Some students watched the chapters
Some students did not watch the chapters
Underlined words on guideline
Assimilation of words throught the context of chapter
Students explain meaning of words to their classmates
Take notes on guideline while see chapter
Use of researched words in role activity

Note. This figure was created based on results of observation cycle two of research (See Appendix 17).

Engagement

During the observation, it was clear that many students were enthusiastic and genuine about still working with the MC technique. They showed positive body language, active participation, and a desire to contribute to the debates. Their excitement produced a lively and exciting atmosphere in the classroom, making students enjoy improving their vocabulary. Furthermore, the students had a high degree of motivation during the observation. They participated enthusiastically in the activities, asked questions, and learned a new language. This inner drive propelled their involvement and dedication to their tasks.

During the MC technique sessions, it was notorious that by applying the personalization principle, most students started to pay close attention to the information they needed to complete the tasks of each role. They focused more on instructions, concentrated on the chapter being discussed, and participated in group activities than the first cycle roles. Their capacity to pay attention allowed them to comprehend and participate in the technique successfully. While most students paid attention, there were a few instances of inattention during the MC technique

sessions. Some students seemed distracted briefly; however, they noticed it, and they tried to pay attention. These minor instances did not substantially impact most students' involvement and participation. This made us think that it had been a good idea to reinforce the MC technique by applying the personalization principle.

Dincer et al. (2019) detail, "The qualitative findings show that most students had positive motivational experiences in their EFL class, although a small subset did not. Students who had positive experiences were invariably positive about course atmosphere, basic needs satisfaction, engagement, and less absenteeism" (p. 11). Comparing the observation results of engagement during the first cycle with the insights provided by Dincer at al.(2019), a parallel that corresponds with our findings may be formed. In keeping with Dincer's qualitative findings, many of the students in our study reported positive engagement experiences when using the MC technique. Their positive involvement was visible through active participation, positive body language, and a genuine desire to contribute to debates. These components combined to produce a lively and dynamic classroom environment, establishing an environment in which students enjoyed the process of vocabulary expansion.

Additionally, the students' motivation levels were consistent with Dincer's findings. During the MC implementations, the students demonstrated high motivation. Their enthusiasm was visible in their active participation and proactive behavior, such as asking questions and establishing a solid desire expanding vocabulary. This intrinsic motivation served as a driving force, boosting their commitment to the activities and cultivating a sense of control over their learning journey.

Applying the personalization principle notably influenced students' attention and focus. This enhancement was reflected in their increased attentiveness to instructions, heightened

concentration on the chapter under discussion, and more active engagement in group activities related to their assigned roles. This alignment with the tasks and functions within the MC technique sessions resonates with Dincer's observation that positive experiences are often linked to students' satisfaction with basic needs and engagement in learning. The personalization principle appeared to reinforce students' sense of relevance and connection to the tasks, ultimately contributing to their sustained engagement.

Vocabulary Expansion

Several elements linked to the students' vocabulary expansion were observed during the observation. Firstly, some students expressed insecurity about using specific words or phrases. They were concerned and requested clarification from their peers or the teacher on certain words' meanings or proper usage. Some students excitedly watched the chapters, while other few did not. Those that viewed the chapters seemed to benefit from the visual context and audio input, which helped them understand and learn new words.

Students followed the guidelines during the MC exercises, frequently underlining new terms. This helped students in identifying the exact vocabulary they needed to concentrate on and was used as a reference for additional inquiry and study. Throughout the chapter discussions, it was clear that students expanded new vocabulary through the context of the chapter itself. They inferred and understood the meaning of unknown words by using contextual cues such as dialogue and behaviors.

Interestingly, students actively supported each other's vocabulary development. They helped their classmates to understand the meaning of words, promoting a collaborative and cooperative learning atmosphere. Additionally, it could be observed that some students had taken notes on the guidelines while watching the chapters. This note-taking enabled them to save new

words or phrases, which aided retention and later review. Finally, students demonstrated improved vocabulary during the role activity by incorporating researched words into their conversations and interactions. This showed their capacity to use new vocabulary communicatively and meaningfully.

Brazenas (2019) argues, "Being that MCs as an activity is mainly learner-led, it was not surprising that students reported feeling that their ability to learn independently had been improved" (p. 80). Cycle two observation results are consistent with Brazenas' (2019) claim that MC as a learner-led activity can improve students' ability to learn independently. During the observation, the students' willing and genuine engagement with the MC technique demonstrates a sense of ownership and autonomy in their learning experience. According to Brazenas' research, this degree of interest and involvement implies that the MC technique generates a learning environment in which students feel empowered to take care of their learning.

FOCUS GROUP DISCUSSION: During the second cycle, special emphasis was placed on describing the technique's difficulty level and its achievement on students' learning results. The personalization principle, which tried to include students' interests and experiences in vocabulary expansion, was implemented to improve motivation and relevance. Students actively engaged in the MC technique and offered their experiences, perceptions, and opinions throughout the FGD. We obtained a better understanding of the effectiveness and obstacles linked with the technique's difficulty and the use of personalization principles (See Appendix 7).

Figure 7

Results on focus group discussion of second cycle of research
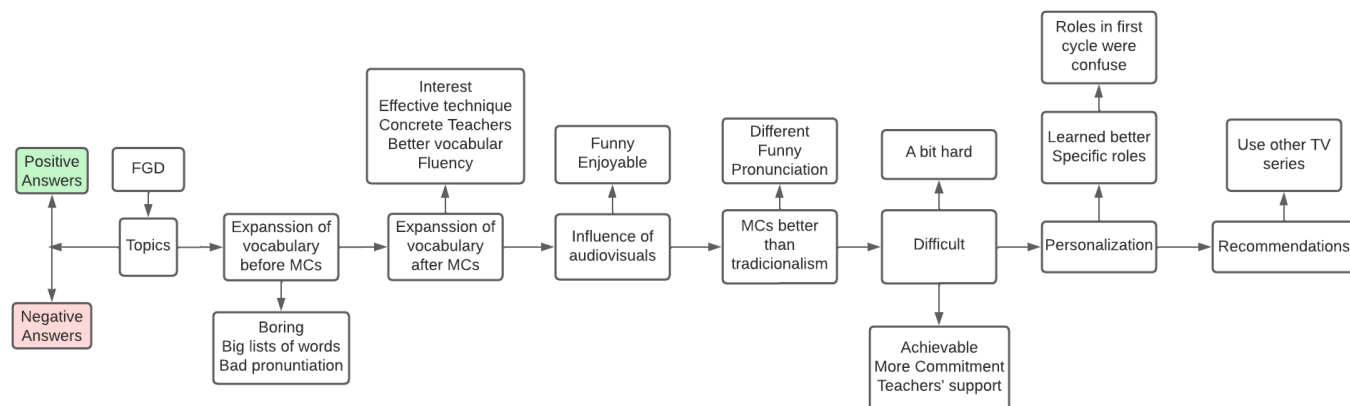
Note. This chart was based on the results of FGD of the second cycle of research (See Appendix 18).

Based on the comments of the participants, we established that prior to using the MC technique to expand vocabulary; they had felt bored and frustrated with the extensive vocabulary lists they had to study and thought they did not learn how to pronounce. After the implementation of MC and the application of the principle of personalization, students expressed that they felt more interested, they thought it was effective, they thought that we were very concrete when explaining the vocabulary, they did not understand, and they felt that they improved their vocabulary and fluency. Participants considered audiovisuals' influence positive because it was funny and enjoyable for them. All the participants felt that MC were different from traditional techniques because, according to them, it is far from the ordinary that they are able. Thus, they thought it was funny and helped them improve their pronunciation.

Regarding the difficulty, the two groups thought it became more accessible because they had to commit more, and we supported them more. On the other side, one group said it was normal because, for them, it was not too hard or easy; it was just achievable. Regarding personalization of the roles, participants said they worked better because the new parts were

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more specific than the others were; participants added that the author's roles were confusing. Finally, as a recommendation, they said we could use another TV series to add variety to the activity.
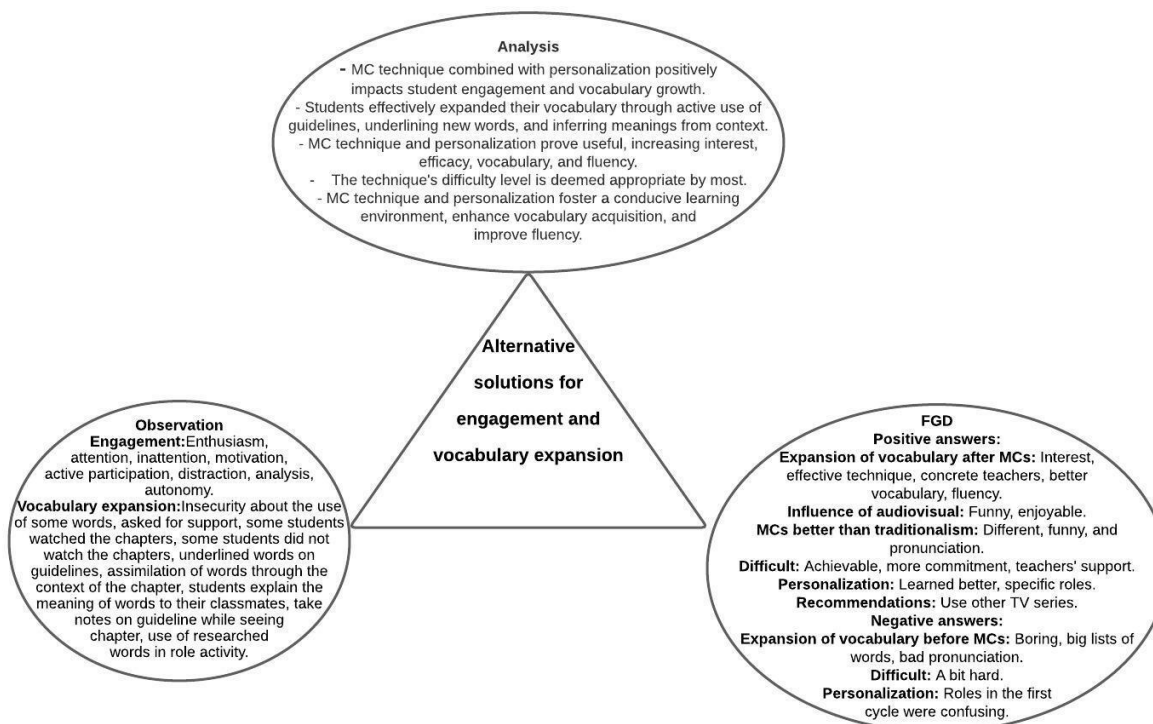
Dincer et al. (2019) describe, "Students suggested specific kinds of classroom activities that they felt would be most effective for LL" (p. 10). Our FGD results from Cycle two revealed a dramatic difference in students' experiences and attitudes. Participants indicated boredom and frustration with lengthy vocabulary lists and perceived pronunciation difficulties before using the MC technique. This illustrates standard language learning methods' limitations in engaging students and promoting good language development.

Likewise, students saw MC as a break from regular, standard tactics, promoting a sense of surprise and excitement. Because it differed from the dull and repetitive nature of traditional approaches, it contributed to increased engagement and motivation in language learning. Participants had mixed feelings about the difficulty level. While some students found the technique more approachable due to increased commitment and support, others thought it was doable. This emphasizes the significance of adapting the complexity of activities to individual student requirements and preferences, which aligns with the idea proposed by Dincer et al. (2019).

Triangulation

Figure 8

Trabajo de Integración Curricular   Manuel Martin Campoverde Macancela

                 Renan Emanuel Correa Gavilanez

Triangulation of results

Note. This chart connects observation, FGD, and an analysis of the afore mentioned.

According to Solikhah (2020), "Due to the importance of learning vocabulary, teachers have an essential duty to create and maintain an exciting situation by providing a media that able to increase students' motivation" (p. 74). In agreement with this, the findings from the observation, FGD, and personal reflection indicate that the MC technique positively affects students' engagement and vocabulary growth when combined with the personalization principle. During the observation, students demonstrated enthusiasm, active participation, and exceptional inspiration. This indicates that the MC technique caught their interest and helped to create a lively and engaging learning atmosphere. Based on Rahmawan (2020), "In Autonomous Learning, students are going to have less amount of attendance in a

classroom to have such kind of freedom to decide how, where and when to attain the goals of learning" (p. 6).

The observation indicated numerous effective ways students used for vocabulary expansion. Students used the guidelines actively, underlining new words and proactively recognizing and investigating foreign terminology. Students improved their vocabulary and understanding by inferring word meanings from the context of the chapter. A positive and cooperative learning environment was also generated via peer support and collaboration in explaining word meanings.

According to Bray & McClaskey (2013) "Each learner is unique and learns in different ways. Personalized learning is built on the idea that the learner knows how he or she learns best" (p. 13). The usefulness of the MC technique and the personalization principle was underlined during the FGD. Students reported higher interest levels, perceived efficacy, and enhanced vocabulary and fluency. Audiovisual components were appreciated, in particular for being engaging and pleasant. The MC technique stood out from typical approaches, participants said, adding excitement and enjoyment to the learning process. The author's roles were less effective and more perplexing than the role-specific activities, indicating the need for clear and defined roles in the technique's performance.

Most participants said the difficulty level was appropriate, neither too easy nor too difficult. Some students believed that the extra commitment and support made the experience more accessible, while others saw it as a normal difficulty level. In addition to implementing the personalization principle, the overall positive reception of the technique's difficulty level suggests an appropriate balance in promoting engagement and learning without exhausting the students.

According to participant feedback, the MC technique and personalization promoted a good learning environment, improved vocabulary acquisition, and increased fluency. They suggested creating diversity by incorporating different TV programs, demonstrating the students' willingness to explore diverse content, and arguing that such differences can further boost engagement and motivation.

Conclusion

This AR process began by diagnosing the vocabulary level in Ecuadorian high school students in order to assess its expansion while and after implementing the MC technique. Applying this technique resulted in significant vocabulary expansion, leading to advanced competency levels defined by the holistic rubric used during the tests. These findings emphasize the value of engaging and enjoyable learning experiences in promoting language development.

Using the MC technique has positively engaged and expanded the vocabulary of Ecuadorian high school students. Students' interest and commitment to the technique were highlighted during the observation and FGD, resulting in enhanced vocabulary abilities. While some students struggled with the technique's difficulties, the findings generally support the effectiveness of MC in language learning.

The MC technique and the personalization principle have shown to be beneficial in increasing engagement and vocabulary expansion among Ecuadorian high school students. The observation and FGD noted students' enthusiasm, active involvement, and autonomous vocabulary expansion. The audiovisual components of the method were well-received, and the personalized distinct roles contributed to its efficacy. The difficulty added to a good learning atmosphere in which students felt motivated to develop their language skills. Participants'

feedback confirms the MC technique and personalization ability to improve language acquisition and produce an enjoyable and successful educational experience. Besides, according to the students, it is an achievable technique that is in an intermediate level between easy and hard.

This research shows that the MC technique efficiently engages Ecuadorian high school students in expanding their EFL vocabulary. The dynamic and interacting nature of the technique encourages motivation and active engagement. Students actively want to discover and understand new words, which leads to increased vocabulary comprehension and expression. The versatility and relevance of the technique contribute to a good learning environment, enabling students to become confident and effective language users. In conclusion, The MC technique proved to be successful in increasing vocabulary and engagement in EFL students.

Recommendations

Based on a thorough examination of the research findings, this study provides practical and actionable recommendations for improving the implementation of the MC technique, stimulating the expansion of vocabulary, and increasing engagement levels among Ecuadorian high school students in EFL classrooms.

For teachers, it is essential to adopt a student-centered approach when implementing the MC technique. This requires creating an inclusive classroom environment that values students' diverse interests and backgrounds. Teachers should create role-specific activities that students can achieve, allowing for a more personalized learning experience. Encouraging active involvement, conversation, and cooperation inside the MC technique can improve engagement and vocabulary expansion even further. Furthermore, teachers should be encouraged to use

technology and digital tools to enhance the media circle experience, making it more immersive and participatory.

Regular formative assessments can provide vital feedback on students' development and assist in adapting the MC technique to their changing needs. Teachers should actively engage in reflective practices to continuously develop and enhance their technique implementation. UNAE may help teachers share best practices by forming a community of educators to share ideas and techniques for successful MC implementation.

Exploring the broader influence of the MC technique on multiple language abilities other than vocabulary expansion and engagement could represent a good path for future research. While this study concentrated on these characteristics, more research on the technique's impact on other language skills, such as writing, is potential. The observed improvement in writing skills among students during this study justifies a closer look at this association. Researchers can measure how much the MC technique improves writing abilities by methodically analyzing students' written work before and after adopting the technique.

Furthermore, studying the interaction between the MC technique and skills such as listening and speaking could provide a thorough knowledge of the technique's overall impact on language acquisition. Examining how MC technique influences listening comprehension, for example, by assessing audiovisual information addressed during sessions, could reveal unexpected benefits. It would also be interesting to investigate how the approach improves oral communication abilities, given its emphasis on active involvement and conversations.

In addition, investigating the ability of the MC technique to encourage critical thinking and analytical skills may provide insights into its larger cognitive benefits. Researchers can learn more about the technique's impact on developing higher-order thinking skills by examining the

quality of students' contributions, their ability to create cogent arguments, and their participation in evaluating other perspectives. To ensure the legitimacy of these findings, future research should use a mixed-methods approach, incorporating quantitative and qualitative methods. Surveys, assessments, and evaluations of students' work could provide quantitative data, and interviews and focus group discussions could provide significant qualitative insights.

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Appendixes

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Appendix 1
Informed consent from the high school's director

CONSENTIMIENTO INFORMADO PARA LA REALIZACIÓN DE

ESTUDIO EDUCATIVO PARA PROYECTO DE TITULACIÓN

EN LAS MODALIDADES PRESENCIAL, SEMIPRESENCIAL E HÍBRIDA

Azogues, 02 de marzo del 2023

</div>

1. **DATOS INFORMATIVOS:**

1.1. Apellidos y nombres: Campoverde Macancela Manuel Martin Correa Gavilanez Renan Emanuel	
1.2. Carrera: Pedagogía de los Idiomas Nacionales y extranjeros	**1.3. Itinerario:** Horas de Inglés de los estudiantes de Segundo BGU K
1.4. Ciclo: Octavo y Noveno Ciclo	**1.5. Paralelo:** Dos

Ing. Jaime Saquicuya A.

Rector de la institución Educativa Luis Rogerio González

_____

Trabajo de Integración Curricular   Manuel Martin Campoverde Macancela

                                                                          Renan Emanuel Correa Gavilanez

Nosotros, **Manuel Martin Campoverde Macancela** con **C.I. 0302412937 & Renan Emanuel Correa Gavilánez** con **C.I. 0302798046,** nos dirigimos a usted muy respetuosamente para solicitar la autorización de ingreso a la Unidad Educativa Luis Rogerio González, con el objetivo de la ejecución de un estudio educativo como parte de nuestro proyecto de titulación, el cual se podrá dar en la modalidad que cuente su institución.

De igual manera se les hará llegar a los representantes una carta de consentimiento para que puedan informarse sobre este estudio y puedan estar al tanto del proceso de aprendizaje de su representado/a.

A continuación, detallamos nuestro estudio educativo:

Nosotros desarrollamos nuestro proyecto enfocado en una técnica llamada "media circles" que se relaciona con la expansión del vocabulario a través de material multimedia como videos y de esa forma los estudiantes puedan aprender de una manera diferente. El propósito de nuestro estudio es determinar como el uso de "media circles" puede facilitar la motivación y la antes mencionada expansión de vocabulario en estudiantes ecuatorianos de bachillerato de la materia de inglés como Lengua Extranjera. Por otro lado, nuestra metodología consiste en recolectar información con herramientas cualitativas como la observación y diarios de campo, además, nosotros enfocamos nuestro proyecto en una investigación-acción haciendo intervenciones en dos ciclos.

Luego de lo antes declarado, en pleno uso de mis condiciones mentales, siendo total y enteramente responsable, manifiesto mi disposición para realizar este estudio educativo en la modalidad establecida por la institución educativa.

Esperando su favorable acogida y autorización.

Atentamente,

Autorizado.

Firma: _____

Nombres y apellidos: _____

Rector

C.I.: _____

Sello de la institución: _____

Trabajo de Integración Curricular   Manuel Martin Campoverde Macancela

                  Renan Emanuel Correa Gavilanez

Appendix 2
Informed consent from the students' parents

Carta de autorización para publicación de trabajos, videos o fotografías del estudiante de la Unidad Educativa LUIS ROGERIO GONZALEZ

Estimado padre/madre o representante legal:

Me dirijo a usted para solicitar su autorización para que los practicantes de la Universidad Nacional de Educación (UNAE), de la carrera **Pedagogía de los Idiomas Extranjeros y Nacionales**, **8vo & 9no ciclo**, paralelo **2** que realizan sus prácticas pre profesionales en la institución **Unidad Educativa Luis Rogerio González** tomen fotografías, videos y entrevistas de su representado/a dentro del aula, así como también durante las actividades escolares, únicamente con fines educativos y de investigación.

Si da su autorización, la UNAE podría publicar con fines académicos y de investigación en diversos formatos las fotografías, videos, muestras del trabajo que haya realizado su representado/a. Las publicaciones podrían ser: boletines (en línea y forma impresa), Internet, sitios web intranet, revistas, periódicos locales y en el Repositorio de la Biblioteca de la UNAE

A continuación, detallamos nuestro estudio educativo:

Este estudio está enfocado en el área de inglés, con el fin de que los estudiantes mejoren y expandan su vocabulario, mediante la implementación de la técnica "media circles". Durante este tiempo, este tiempo, los estudiantes de segundo de bachillerato K deberán colaborar con ciertas actividades como pruebas, entrevistas y tareas extras con la finalidad de que los estudiantes puedan practicar y mejorar el inglés de manera efectiva. Cabe recalcar que después de los resultados obtenidos en las primeras pruebas, se seleccionará a un grupo de estudiantes, quienes serán los que participen activamente en el proceso. El estudio se realizará durante las horas de inglés, por lo cual ya nos hemos comunicado con el docente de inglés de este curso para pedir su debida autorización.
De igual manera se dará a conocer a los representantes de cada estudiante acerca de las actividades que se van a realizar con ellos por medio de una corta reunión por zoom.

Al firmar el presente consentimiento usted estaría de acuerdo con lo siguiente:

 Se puede reproducir la fotografía de su representado/a ya sea en color o en blanco y negro.
   1. La UNAE no usará los videos o fotografías para ningún fin que no sea la educación de los

      practicantes, la promoción general de la educación pública o de la UNAE, en los trabajos realizados

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Trabajo de Integración Curricular   Manuel Martin Campoverde Macancela

                                                      Renan Emanuel Correa Gavilanez

en las prácticas preprofesionales y de investigación, es decir, no lo utilizará con fines comerciales y publicitarios.

2. Todas las fotografías tomadas se conservarán sólo por el tiempo que sea necesario para los fines anteriormente mencionados y serán guardadas y desechadas en forma segura.

3. La UNAE actuará con la normativa ecuatoriana vigente relacionada a protección de derechos de niños, niñas y adolescentes.

4. La UNAE puede garantizar que no se le podrá identificar por su fotografía o trabajo al representado/a.

5. Aún en los casos permitidos por la ley, no se podrá utilizar públicamente la imagen de un adolescente mayor de quince años, ¡sin su autorización expresa; ni la de un niño/a o adolescente menor de dicha edad, sin la autorización de su representante legal, quien sólo la dará si no lesiona los derechos de su representado.

Si está de acuerdo en permitir que los estudiantes de la UNAE tomen fotografías - videos de su representado/a y las publique de la manera detallada anteriormente, sírvase completar el formulario de consentimiento y devuélvalo a la escuela.

Este consentimiento, si está firmado, estará vigente hasta el momento que usted informe a la escuela de lo contrario.

Formulario de Consentimiento para Publicación de Trabajos o Fotografías del Alumno

De conformidad a lo dispuesto en el inciso final del articulado 52 del Código de la Niñez y Adolescencia, estoy de acuerdo, sujeto a las condiciones establecidas antes expuestas, en que se tomen fotografías o videos de mi representado durante actividades escolares, para ser usadas por la UNAE en la educación de los

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Trabajo de Integración Curricular   Manuel Martin Campoverde Macancela

                                                     Renan Emanuel Correa Gavilanez

alumnos y promoción de la UNAE y educación pública. Así mismo estoy de acuerdo en la publicación de fotografías y muestras de trabajos de mi representado/a. Por lo que no exigiré retribución alguna por su uso.

Comunicaré a la UNAE si decido retirar esta autorización:

Nombre del/la estudiante:

…………………………………………………………………..…………………

Nombre completo padre/madre/representante legal:

…………………………………………………………………………………......

Cédula de ciudadanía: ………………………….

Firma del padre/madre/representante legal: ………………………….

Fecha: …………………

Appendix 3
Diagnostic test and its holistic rubric
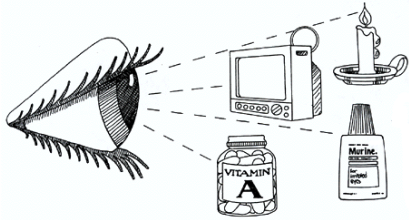
Diagnostic Test

Prepared by: Martin Campoverde and Emanuel Correa.

Name:

Date:

1. **Look at the picture and choose the correct option according to the picture.**

a. Writer b. Speaker **c.** Reader	a. Skirt b. Dress c. Shirt	a. Yard b. Street c. Trip
  a. Run b. See	 a. Hunt b. Date	 a. Dig up d. Mine

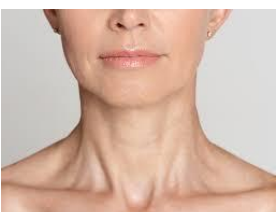|		
c. Take	c. Get married	e. Dust
 a. Work b. Run **c.** Ready	 **a.** Born b. Begin c. Die	 **a.** Born b. Begin **c.** Die

2. Match with lines the definition of each word.

a. Divorce
b. Myth
c. Meet
d. Life
e. Garden
f. Book

1. To see and talk to someone for the first time.
2. An ancient story or set of stories, especially explaining the early history of a group of people or about natural events and facts.
3. A piece of land next to and belonging to a house, where flowers and other plants are grown, and often containing an area of grass.
4. The period between birth and death, or the experience or state of being alive.
5. An official or legal process to end a marriage.
6. A written text that can be published in printed or electronic form.

3. Look at the pictures and choose the words in the chart to complete under each picture.

Gold	Neck	Bag
Sunshine	Tiny	Shoes
Laugh	Cry	Warning

Trabajo de Integración Curricular   Manuel Martin Campoverde Macancela

Renan Emanuel Correa Gavilanez

Criteria	Low	Intermediate	Advanced
Right answers	The student has a grade of 0,41 to 5 (1 to 12 right answers are obtained)	The student has a grade of 5,41 to 7 (13 to 17 right answers are obtained)	The student has a grade of 7.5 to 10 (18 to 24 right answers are obtained)

Appendix 4
Summative test and its holistic rubric. Cycle one of research

Summative Test

Prepared by: Martin Campoverde and Emanuel Correa.

Name:

Date:

4. **Look at the picture and choose the correct option according to the picture.**

d. Bear e. Beard **f.** Bare	d. Party e. Plug f. Place	d. Shout e. Loud f. Quiet
f. Head g. Helmet h. Hair	d. Horn e. Horse f. Bullet	b. Hat c. Hug d. Hit

_____

Trabajo de Integración Curricular   Manuel Martin Campoverde Macancela

                                                                              Renan Emanuel Correa Gavilanez

d. Concrete

e. Stone

f. Soap

d. Shack

e. Food

f. Dish

d. Silence

e. Peace

f. Kind

5. Match with lines the definition of each word.

g. Boring
h. Quiet
i. Dumb
j. Slowpoke
k. Stinky
l. Tired

7. Making very little noise.
8. In need of rest or sleep.
9. A rude insult which is equal to stupid.
10. Not interesting or exciting.
11. Someone who is walking or doing something too slowly.
12. Having or producing an unpleasant smell.
13. A very small person.

6. Look at the pictures and choose the words in the chart to complete under each picture.

Fly	Laugh	Distinguished
Grow up	Box	Hungry
Worm	Cry	Weak

Criteria	Low	Intermediate	Advanced
Right answers	The student has a grade of 0,41 to 5 (1 to 12 right answers are obtained)	The student has a grade of 5,41 to 7 (13 to 17 right answers are obtained)	The student has a grade of 7.5 to 10 (18 to 24 right answers are obtained)

Appendix 5
Summative test and its holistic rubric. Cycle two of research

Summative Test – Cycle 2
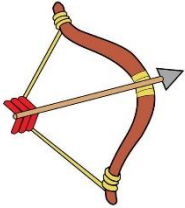
Prepared by: Martin Campoverde and Emanuel Correa.

Name:

Date:

7. **Look at the picture and choose the correct option.**

g. Heaven h. Hell **i.** Earth	g. Shirt h. Socks i. Feet	g. Shout h. Loud i. Quiet
i. Adress j. Letter k. Sign	g. Balloon h. Ball i. Airship	e. Hat f. Hug g. Hit

_____

Trabajo de Integración Curricular   Manuel Martin Campoverde Macancela

                                            Renan Emanuel Correa Gavilanez

g. Concrete h. Stone **i.** Soap	g. Sword h. Bow i. Axe	g. Drive h. Peace i. Ride

8. Match each word with its correspondent definition.

m. Boring
n. Smile
o. Drive
p. Forget
q. Crash

14. To move or travel on land in a motor vehicle, especially as the person controlling the vehicle's movement.
15. Involved in an accident in which the vehicle is damaged and someone is hurt.
16. To be unable to remember a fact, something that happened, or how to do something.
17. Not interesting or exciting.
18. An expression on the face. Expresses happiness, pleasure, amusement, or a friendly feeling.
19. A very small person

9. Look at the pictures and choose the words in the chart to complete under each picture. Use the word bank to write the correct word under each picture.

Distinguished	Dream	Spine
Fly	Scary	Roller Coaster
Wheel	Tools	Weak

_____

Trabajo de Integración Curricular   Manuel Martin Campoverde Macancela

                                                                    Renan Emanuel Correa Gavilanez

_____	_____	_____
_____	_____	_____
_____	_____	_____

Criteria	Low	Intermediate	Advanced
Right answers	The student has a grade of 0,41 to 5 (1 to 12 right answers are obtained)	The student has a grade of 5,41 to 7 (13 to 17 right answers are obtained)	The student has a grade of 7.5 to 10 (18 to 24 right answers are obtained)

Trabajo de Integración Curricular   Manuel Martin Campoverde Macancela

Renan Emanuel Correa Gavilanez

Focus Group Discussion

Objective: To determine how the media circle technique facilitates Ecuadorian high school students' engagement and vocabulary expansion.

The questions are asked in Spanish because the students do not have enough English level to understand them.

1. **¿Te resultó interesante la técnica de los media circles? ¿Por qué?**	
2. **¿Cree que ustedes como estudiantes deberían expandir su vocabulario de esta forma? ¿Por qué?**	
3. **¿Cree que el uso de técnicas innovadoras le involucra para ampliar su vocabulario?**	
4. **¿Qué cree sobre el uso de videos animados para ampliar su vocabulario?**	

---

5. ¿Cómo considera que fue su desempeño durante la aplicación de los media circles?	
6. ¿Considera que la técnica que usamos fue difícil? ¿Por qué?	
7. ¿Considera que la aplicación de esta técnica ayudó a sus compañeros y a usted en la ampliación de su vocabulario de inglés?	
8. ¿Cómo se sintió usted al ver los videos antes de la clase al hacer el trabajo en grupo?	
9. Recomendaciones	

Appendix 7
Focus group discussion (FGD) cycle two of the research

Focus Group Discussion

Objective: To determine how the media circle technique facilitates Ecuadorian high school students' engagement and vocabulary expansion.

The questions are asked in Spanish because the students do not have enough English level to understand them.

1. **¿Cómo describirías tu compromiso en la expansión de vocabulario en inglés antes de utilizar la técnica de media circles?**	
2. **¿Cómo describirías tu compromiso en la expansión de vocabulario en inglés después de utilizar la técnica de media circles?**	
3. **¿Cómo ha influido la utilización de medios audiovisuales, como los episodios de "SpongeBob SquarePants", en la expansión de tu vocabulario?**	

4. **¿Consideras que la técnica de media circles ha sido más efectiva que otros métodos tradicionales de enseñanza? ¿Por qué?**	
5. **¿Considera que la técnica que usamos fue difícil? ¿Por qué?**	
6. **¿Crees que la técnica de media circles ha mejorado tu capacidad para recordar, retener nuevas palabras y expresiones? ¿Por qué?**	
7. **¿Has experimentado un aumento en tu confianza para utilizar el nuevo vocabulario en situaciones de comunicación oral o escrita gracias al uso de los media circles?**	

8. Recomendaciones	

Appendix 8
Observation sheet

Observation Template

OBSERVATION TEMPLATE #

CLASS Nº:

DATE:

HOUR:

Research Objective: To determine how the media circle technique facilitates Ecuadorian high school students' engagement and vocabulary expansion during the "practice stage" of the lessons.

OBSERVATION:

- **Students improvement in vocabulary**
- **Students' behavior and engagement in the practice stage.**
- **Students' reactions to the application to the media circles technique**

Vocabulary expansion	Engagement

_____

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                                    Renan Emanuel Correa Gavilanez

Appendix 9
Link to the Chapters and Guidelines

Note. In the following link, chapters and guidelines are organized by lesson. First there is the chapter in video format with the number of the lesson and the name of the chapter. Then, there is the guideline in document format with the number of lesson and the name of the chapter.

Link: https://unaeedu-my.sharepoint.com/:f:/g/personal/recorrea_unae_edu_ec/EiD5HNhi1j5LnwcKvG429dcBeHAJNRI5RBVwYlRcObk1uA?e=bp9GyV

Appendix 10
English module from Ministry of Education of Ecuador for Second Baccalaureate

Note. Below you will find a link that will take you to the English module of the second year of high school of the Ministry of Education of Ecuador. The pages are ordered numerically at the bottom right of each page, so the reader must look for the page number according to the lesson number.

Link: https://unaeedu-my.sharepoint.com/:f:/g/personal/recorrea_unae_edu_ec/EpwllL1WlmFMtJb__ODYWaIBs40p2ccpQ-0WwZNSKHWnOQ?e=ruw8BS

Appendix 11
Worksheet about past perfect.

PAST PERFECT

had not = hadn't

I You He She It We They	had	eaten	(before the taxi arrived).

I You He She It We They	had	not	eaten	(before the taxi arrived).

Had	I you he she it we they	eaten	(before the taxi arrived)?

Yes,		No,		
I you he she it we they	had.	I you he she it we they	had	not.

Complete the following sentences using the past perfect correctly.

1. When I turned on the radio, the news _____. **(finish)**
2. When we got home, we saw that somebody _____ **(break)** the kitchen window.
3. By the time we arrived, the store _____. **(close)**
4. My friend called to tell me that I _____ **(forget)** my wallet in his car.
5. When we left home, it _____ **(stop)** snowing!
6. They recognized me because I _____ **(not change)** at all.
7. We didn't get a table in the restaurant because we _____ **(not make)** a reservation.
8. When Janet went back to the hotel, she _____ **(buy)** some souvenirs.
9. By the time I gave you back the book, I _____ **(read)** it carefully.
10. Tina felt nervous during her flight because she _____ **(not fly)** before.
11. The movie _____ **(not start)** when we got to the theater.
12. _____ your brother _____ **(eat)** breakfast when he left?

- Write 5 sentences combining past perfect tense and past simple tense. Make use of the following time expressions: When, while, after, before, and until.

   Ex. I had lost my bus while I went to the bus station.

_____

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Appendix 22
Results of diagnostic test

Criteria	Low level The student has a grade of 0,41 to 5 (1 to 12 right answers are obtained)	Intermediate level The student has a grade of 5,41 to 7 (13 to 17 right answers are obtained)	Advanced level The student has a grade of 7.5 to 10 (18 to 24 right answers are obtained)
Student 1	12		
Student 2	11		
Student 3	**8**		
Student 4	10		
Student 5	11		
Student 6		15	
Student 7		7	
Student 8		16	
Student 9		9	
Student 10		13	
Student 11			24
Student 12			23
Student 13			18
Student 14			22
Student 15			23
			Total: 24

Appendix 13
Results on summative test of cycle one of research

Criteria	Low level The student has a grade of 0,41 to 5 (1 to 12 right answers are obtained)	Intermediate level The student has a grade of 5,41 to 7 (13 to 17 right answers are obtained)	Advanced level The student has a grade of 7.5 to 10 (18 to 24 right answers are obtained)
Student 1		15	
Student 2		17	
Student 3			22
Student 4			19
Student 5			19
Student 6			23
Student 7			23
Student 8			23
Student 9			23
Student 10			23
Student 11			23
Student 12			23
Student 13			21
Student 14			21
Student 15			24
			Total: 24

Appendix 14
Results on summative test of cycle two of research

Criteria	Low level The student has a grade of 0,41 to 5 (1 to 12 right answers are obtained)	Intermediate level The student has a grade of 5,41 to 7 (17 to 13 right answers are obtained)	Advanced level The student has a grade of 7.5 to 10 (18 to 24 right answers are obtained)
Student 1			22
Student 2			21
Student 3			22
Student 4			23
Student 5			24
Student 6			22
Student 7			24
Student 8			24
Student 9			24
Student 10			23
Student 11			21
Student 12			23
Student 13			24
Student 14			23
Student 15			24
			Total: 24

Appendix 15
Observations on cycle one of research

Observation Template

OBSERVATION TEMPLATE #1

CLASS Nº: One

DATE: March 14th, 2023

HOUR: 12:10 – 13:30

Research Objective: To determine how the media circle technique facilitates Ecuadorian high school students' engagement and vocabulary expansion during the "practice stage" of the lessons.

OBSERVATION:

- **Students improvement in vocabulary**
- **Students' behavior and engagement in the practice stage.**
- **Students' reactions to the application to the media circles technique**

Vocabulary expansion	Engagement
Nobody researches words at home. Students started to underline unknown words in class. Some of the students research the words by themselves, and some ask us about the meaning. At the end of the class one, they used a good variety of words.	Students laugh at the hilarious situations in Chapter One. Students follow the guidelines while they watch the chapter. They debate about situations to write about in each role's section.

_____

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Observation Template

OBSERVATION TEMPLATE #2

CLASS Nº:2

DATE: March 21st, 2023

HOUR: 12:10 – 13:30

Research Objective: To determine how the media circle technique facilitates Ecuadorian high school students' engagement and vocabulary expansion during the "practice stage" of the lessons.

OBSERVATION:

- **Students improvement in vocabulary**
- **Students' behavior and engagement in the practice stage.**
- **Students' reactions to the application to the media circles technique**

Vocabulary expansion	Engagement
Students have a noticeable improvement in their vocabulary. Students feel curious about some words. Instead of asking, they underline and search for the meaning by themselves.	The engagement is noticeable because they pay attention and try to participate. Students comment on the chapter and what they say about the chapter situation. Some students lose the focus to talk about other things.

_____

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Observation Template

OBSERVATION TEMPLATE #3

CLASS Nº:3

DATE: March 28th, 2023

HOUR: 12:10 – 13:30

Research Objective: To determine how the media circle technique facilitates Ecuadorian high school students' engagement and vocabulary expansion during the "practice stage" of the lessons.

OBSERVATION:

- **Students improvement in vocabulary**
- **Students' behavior and engagement in the practice stage.**
- **Students' reactions to the application to the media circles technique**

Vocabulary expansion	Engagement
Due to the delegated person sending the wrong chapter, students didn't watch the chapter. So, students start to analyze only the guidelines, searching for the meaning of words and making sense of what could treat Chapter 3	Students talk about their roles; it seems that when they assume the new world, they need to understand what they have to do. They don't remember the role of the last class The delegated person sent a wrong chapter Students analyze the guidelines and discuss what they think is happening in Chapter 3. They find some funny situations in the chapter loud.

_____

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Observation Template

OBSERVATION TEMPLATE #4

CLASS Nº:4

DATE: April 4th, 2023

HOUR: 12:10 – 13:30

Research Objective: To determine how the media circle technique facilitates Ecuadorian high school students' engagement and vocabulary expansion during the "practice stage" of the lessons.

OBSERVATION:

- **Students improvement in vocabulary**
- **Students' behavior and engagement in the practice stage.**
- **Students' reactions to the application to the media circles technique**

Vocabulary expansion	Engagement
Students searched for the meaning of the words by themselves. Students shared the meaning of words with classmates while they talked about the chapter.	Some students were easily distracted by talking about other things. Students watched the chapter again on their cell phones. Some of the students didn't watch the chapters at home.

_____

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Appendix 16
Results on focus group discussion (FGD) of cycle one of research

Number of group	Answers
Question 1: Did you find the media circles technique interesting? why?	
1	Yes, because it is entertaining and innovative; moreover, it is fun to watch videos of cartoons and series because it makes us interested in learning the language.
2	Yes, because we use a more fun and interactive learning medium.
3	Yes, because we liked the SpongeBob SquarePants episodes, and we learned new vocabulary.
Question 2: Do you think you, as students should expand your vocabulary in this way? Why?	
1	Yes, because the vocabulary is easy to learn, because thanks to the fact that we have the script and the audiovisual tool we also learn writing and pronunciation.
2	Yes, because it is an easier and more didactic way to learn.
3	We think not, as we found it difficult to learn and understand the chapters.
Question 3: Do you feel that using innovative techniques engages you to expand your vocabulary?	
1	Yes, because it is interesting and innovative realizing our interest in English since the techniques we were taught are not interesting.
2	Yes, because it gets us more involved in learning in different ways.
3	Yes, because the techniques make the classes more entertaining, and we learn better.
Question 4: What do you think about using animated videos to expand your vocabulary?	
1	Yes, it is good as it boosts interest.
2	We think that it is a more entertaining way to learn.
3	Yes, on the one hand, it is good because through animated videos we are entertained, and on the other hand we don't understand English very well.
Question 5: How do you consider your performance was during the application of the media circles?	
1	It was very good because we were interested in the method.
2	More or less because there were some colleagues who were not very interested in the topic.
3	We think that the whole group's performance was not the best since many of us did not attend classes.
Question 6: Do you consider that the technique we used was difficult? Why?	

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1	Yes and no because sometimes the dialogue is very fast, but sometimes it is very well understood.
2	Yes, because it was difficult for us to understand the content of the videos.
3	We think so because it was difficult to understand the content of the videos.

Question 7: Do you think applying this technique helped you and your classmates expand your English vocabulary?	
1	No, because it was not that interesting for some people in the group.
2	Yes, because it was difficult to understand, we had to research and improve our vocabulary.
3	No, because it made it more difficult for us to learn the vocabulary.

Question 8: How did you feel when you watched the videos before the class when doing the group work?	
1	Very good because we were able to share opinions.
2	It felt nice and different because it was different from the routine.
3	We felt anxious to watch the chapters because we were entertained by them.

Recommendations	
1	Use the cartoons "The Simpsons"; "Doraemon."
2	None
3	Look for another easier way for students to learn better.

Appendix 17
Observations on cycle two of research

OBSERVATION TEMPLATE #5

CLASS Nº: 5

DATE: May 9th, 2023

HOUR: 12:10 – 13:30

Research Objective: To determine how the media circle technique facilitates Ecuadorian high school students' engagement and vocabulary expansion during the "practice stage" of the lessons.

OBSERVATION:

- **Students improvement in vocabulary**
- **Students' behavior and engagement in the practice stage.**
- **Students' reactions to the application to the media circles technique**

Vocabulary expansion	Engagement
Most students saw the chapter at home, and three or four students only saw it in class while reviewing new words. Students ask teachers some questions to ensure the use of words and phrasal verbs. Students write in guidelines the words they don't understand. Some students brought underlined words from home.	Students seem more enthusiastic about media circles session. Students laugh at the chapter and even make comments about it (make us think they understand better the context of the chapter). Students seem more comfortable with new roles because they work directly without asking about parts.

_____

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OBSERVATION TEMPLATE #6

CLASS Nº: 6

DATE: May 16th, 2023

HOUR: 12:10 – 13:30

Research Objective: To determine how the media circle technique facilitates Ecuadorian high school students' engagement and vocabulary expansion during the "practice stage" of the lessons.

OBSERVATION:

- **Students improvement in vocabulary**
- **Students' behavior and engagement in the practice stage.**
- **Students' reactions to the application to the media circles technique**

Vocabulary expansion	Engagement
Students sometimes do not understand a word well, but they can assimilate the meaning of it by themselves. Sometimes, students can not understand words in the dictionary, so we try to guide them as much as possible. Sometimes, the same classmates explain the meaning of words to others.	Students watch the chapter and are motivated while they follow the guidelines. Some students do not use it. Some students do not watch the chapter. They talk with classmates about other things or do other activities. Students are easily distracted while they talk in media circles.

_____

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OBSERVATION TEMPLATE #7

CLASS Nº: 7

DATE: May 23rd, 2023

HOUR: 12:10 – 13:30

Research Objective: To determine how the media circle technique facilitates Ecuadorian high school students' engagement and vocabulary expansion during the "practice stage" of the lessons.

OBSERVATION:

- **Students improvement in vocabulary**
- **Students' behavior and engagement in the practice stage.**
- **Students' reactions to the application to the media circles technique**

Vocabulary expansion	Engagement
Students watch the chapter while they take notes in the guidelines. Students use some of the words researched in their role activities.	Three students talk about other things, but they notice about it and try to pay attention. Students talk with classmates to ask for information to achieve their role tasks. Sometimes, students related their roles to help others with their roles.

_____

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OBSERVATION TEMPLATE #8

CLASS Nº: 8

DATE: May 30ᵗʰ, 2023

HOUR: 12:10 – 13:30

Research Objective: To determine how the media circle technique facilitates Ecuadorian high school students' engagement and vocabulary expansion during the "practice stage" of the lessons.

OBSERVATION:

- **Students improvement in vocabulary**
- **Students' behavior and engagement in the practice stage.**
- **Students' reactions to the application to the media circles technique**

Vocabulary expansion	Engagement
Students take notes about the words that they do not understand.

Students compared what they understood to the chapter.

Students share their unknown words to get a unique meaning while they do it, and everyone takes notes.

Students did not understand all the words in the chapter, but thanks to the context of the chapter, they could understand. | Students seem to be engaged while they watch the chapter.

This students did not pay attention.

Students give ideas to work together.

Students seem to work actively. |

_____

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Appendix 18

Results on focus group discussion (FGD) of cycle two of research

Number of group	Answers
Question 1: How would you describe your engagement in English vocabulary expansion before using the media circles technique?	
1	It was boring as we were memorizing huge lists of words.
2	It was not very good.
3	It was not good, especially our pronunciation.
Question 2: How would you describe your engagement in English vocabulary expansion after using the media circles technique?	
1	We had more interest in learning because your technique was very effective, we learned quite a lot of vocabulary, and the teachers were quite concrete with the use of the technique.
2	It was very good because we expanded our vocabulary.
3	We can say that our English vocabulary is better and fluent.
Question 3: How has the use of audiovisual media, such as the "SpongeBob SquarePants" episodes, influenced your commitment to expanding your vocabulary?	
1	It caught our attention as it was fun to learn vocabulary while enjoying a beautiful cartoon.
2	It was very good.
3	It was fun to learn through cartoons.
Question 4: Do you think the media circles technique has been more effective than traditional teaching methods? Why?	
1	Yes, for the same reason that it was different from the way we are taught.
2	Yes, it helped a lot because, with the TV programs, it was fun.
3	Yes, because it helped us with the pronunciation of words.
Question 5: Do you think the technique we used was difficult? Why?	
1	It was not difficult because we put a lot of effort into it and received help from the teachers.
2	It wasn't very easy, but it wasn't that difficult either, since in the end we relied on the videos.
3	No, it was easier.
Question 6: Do you think that the use of personalization (modification of roles) made it easier to carry out the activities and your commitment to the activity? Why?	
1	Yes, because the first roles we were given were a bit confusing and, at the same time, difficult. But changing the roles and the guiding questions the teachers gave us helped us a lot.

2	Yes, changing the roles helped us to learn in a better way.
3	Yes, because it helped us practice English more and the new roles were more specific.
Question 7: Recommendations	
1	Use different TV series.
2	No, everything was very good
3	No, everything was very good and fun.

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Carrera de: Pedagogía de los Idiomas Nacionales y Extranjeros

Yo, UVALDO RECINO PINEDA, tutor del Trabajo de Integración Curricular de Carreras de Grado de Modalidad Presencial denominado "Use of media circles to engage Ecuadorian high school students in expanding their vocabulary in English as a Foreign Language" perteneciente a los estudiantes: Manuel Martin Campoverde Macancela con C.I. 0302412937, Renan Emanuel Correa Gavilanez con C.I. 0302798046. Doy fe de haber guiado y aprobado el Trabajo de Integración Curricular. También informo que el trabajo fue revisado con la herramienta de prevención de plagio donde reportó el 8 % de coincidencia en fuentes de internet, apegándose a la normativa académica vigente de la Universidad.

Azogues, 24 de agosto 2023

Firmado electrónicamente por:
UVALDO RECINO PINEDA

(firma del tutor)
UVALDO RECINO PINEDA

C.I: 1756655393

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