








# The Impact of Audiovisual Media on English Vocabulary Acquisition in 4-Year-Old Peruvian Preschool Children

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**Abstract**– *This study examines the effectiveness of audiovisual media, including educational videos, songs, and interactive games, in enhancing English vocabulary acquisition in 4-year-old children. A qualitative, non-experimental, descriptive research approach was employed, using observation and audiovisual recordings to analyse children's interactions and responses. The findings indicate that audiovisual resources significantly improve vocabulary retention, word-image association, and listening comprehension. However, limitations were identified in material design and interactivity, suggesting the need for further optimization. These results support the integration of audiovisual media with pedagogical strategies to enhance early language learning in preschool education.*

**Keywords**– *Audiovisual media, vocabulary acquisition, early childhood education, English learning, interactive learning.*

## I. INTRODUCTION

The use of technology as a learning tool has been widely implemented in education. However, the use of audiovisual media for teaching English vocabulary as a foreign language (EFL) to early childhood education students in Peru has not been extensively studied, as it is not included in the current basic education curriculum.

Learning English from an early age has become a priority in modern education. For children under the age of six, it is essential to employ innovative methodologies that not only capture their attention but also enhance their linguistic development. According to [1], various Latin American countries have developed strategies to implement English teaching programs, aiming to ensure equitable access to second language learning.

In Peru, English teaching in early childhood education remains traditional, relying on static methods such as presenting written vocabulary on the board [2]. This approach often leads to boredom and lack of motivation among students, resulting in a negative attitude toward English classes [3]. To make lessons more engaging for young learners, audiovisual techniques have proven to be effective [4]. However, few studies have examined the implementation of audiovisual English teaching as a foreign language at the early childhood education level.

In this context, audiovisual media such as educational videos, animated songs, interactive programs, and digital applications play a crucial role in acquiring new English vocabulary. These resources combine visual and auditory elements, making the learning process more dynamic and enhancing word retention. Therefore, [5] highlights that digital media, such as English songs, not only help learners acquire a broad range of useful vocabulary for the future but also increase their motivation.

According to Gutiérrez [6], Vygotsky's Zone of Proximal Development (ZPD) refers to the gap between what a child can do independently and what they can achieve with the help of an adult or guide. This potential development is reached through social interactions and activities that facilitate the learning process.

This study addresses the challenges faced by early childhood education students in English classes, such as attention difficulties, lack of vocabulary, low retention, and concentration issues. These challenges negatively impact their ability to follow activities and actively participate in the learning process. According to [7] the lack of effective mechanisms to promote communicative language learning, such as English, creates significant obstacles in the educational process.

Limited English Vocabulary, when teaching English in the classroom, teachers often combine English with their first language to form complete sentences due to a limited vocabulary. As observed during the research, many teachers tended to mix their native language with English. In a pre-observation interview, teacher mentioned that when she used full English sentences, the children often became confused and could not understand her. To ensure the children could grasp the content, she mixed English with mother tongue to provide comprehensible input [8].

Early English instruction offers more positive outcomes than drawbacks. Young children are highly motivated to learn the language when engaging media is used to capture their attention. Some examples of such media include videos,

images, games, flashcards, music, TPR (Total Physical Response), picture books, and other resources that make the process of learning English enjoyable and interactive [9].

In relation to the aforementioned and considering the identified problem, the following research question arises: How do audiovisual media contribute to the enhancement of English vocabulary in 4-year-old children?

Learning English from an early age is crucial for children's development, as it opens many opportunities. Audiovisual media are effective tools for teaching vocabulary, capturing children's attention through images and sounds, which facilitates faster learning. [10] mentioned that these resources have a positive impact on the teaching-learning process. This research aims to motivate 4-year-old children to learn English in a fun way, provide information on how these resources support learning, and offer strategies for teachers to use them effectively in the classroom.

The key aspect is that students find enjoyment in every stage of learning, making it an enjoyable experience. This can help them feel more at ease throughout the learning process. Engaging activities will positively influence the development of students' English skills in a natural way. It also helps alleviate the pressure they might feel while learning. Consequently, learning methods must be tailored and adjusted to meet the students' needs [11]. Therefore, it is believed that there was a need to initiate a community service project, such as teaching, that focused more on developing English language skills from an early age in an enjoyable manner. Introducing English in a fun way to young children is expected to boost their motivation to learn the language [12].

Audiovisual media are effective tools for promoting English vocabulary in 4-year-old children, as they combine images, sounds, and words, making it easier for them to understand and retain new terms in a playful way. [13] points that the Cognitive Theory of Multimedia Learning (CTML) suggests that combining audio and visual elements supports deeper learning compared to presenting them separately. This approach helps students visualize contexts that reinforce the meaning of words, especially when the content is tailored to the children's interests.

## II. METHODOLOGY

The research is applied, as it aims to improve teaching strategies for young children through the use of audiovisual media. Based on [14] the goal is to identify, through scientific knowledge, the tools and strategies that effectively address a practical and concrete need.

The research adopts a qualitative approach, focusing on identifying, through scientific analysis, the audiovisual media and pedagogical strategies that contribute to improving 4-year-old children's English vocabulary.

The research design is non-experimental and descriptive, as the variables will not be manipulated. Instead, they will be observed and analyzed in their natural context. This approach seeks to describe the impact of audiovisual media on the development of children's English vocabulary without introducing controlled changes or interventions in the environment.

The population of this study consists of all 4-year-old children attending the preschool level at the Educational Institution. The inclusion criteria are children who attend the morning shift and have explicit authorization from their parents or guardians.

The sample consists of 25 four-year-old children from a preschool section of the same educational institution. A non-probabilistic convenience sampling method is used, as participants were selected based on their accessibility and availability within the institution.

The choice of a small sample responds to the qualitative nature of the study. As [15] indicates, in qualitative research that seeks to understand educational processes—such as the impact of audiovisual media on vocabulary learning—it is more effective to focus on a specific group. This allows for a richer and more detailed understanding of the children's experiences and reactions to the proposed stimuli.

It is important to note that, since this is a small and non-probabilistic sample, the results cannot be generalized to the entire child population. However, they do offer significant trends and relevant observations that can be useful for similar educational contexts. As [16] points out, in studies that do not aim to generalize results, non-probabilistic samples allow the selection of cases that offer great richness for data collection and analysis, providing valuable and pertinent information for the purpose of the study. Thus, the research does not seek to generalize conclusions, but rather to better understand how the use of certain audiovisual strategies may influence vocabulary learning in real classroom settings.

The technique used will be observation, which allows for the systematic recording of children's behavior and interactions during sessions where audiovisual media are implemented for learning English vocabulary.

For data collection, audiovisual records will be used, consisting of photos and videos taken during sessions in which these resources are employed to teach vocabulary. These images and videos will serve as the primary source of information, capturing the children's interactions, behaviors, and responses objectively. Subsequently, these records will be analyzed through a coding process with the support of the ATLAS.ti software, which allows for the segmentation, coding, and visualization of qualitative data to identify patterns, themes, and evidence related to the increase in English vocabulary. [16] This software enables the researcher to organize data, establish coding rules, generate relationships between categories, and visualize the results from different analytical perspectives.

## III. RESULTS

TABLE I

CODE EMBEDDING

Vocabulary acquisition	5
Word-image association	3
Listening comprehension	5
Didactic	2
Material design	2
Entertaining	3
Interactive	2
Lexicon	3
Active participation	4

Note: Table 1 shows the embedding of the codes from the first session conducted, based on the studied variables.

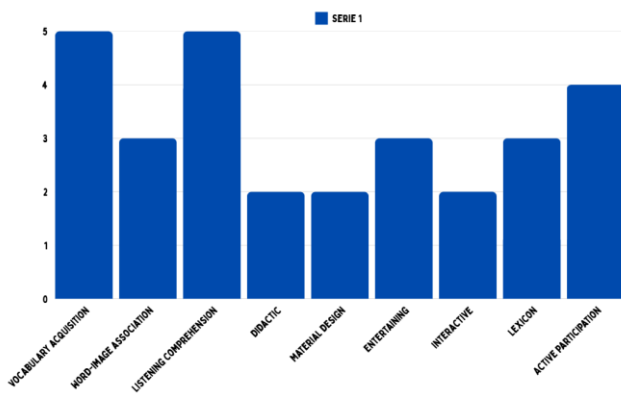


Fig. 1 Code embedding first lesson plan.

Interpretation: Table I and Figure I illustrate that the most frequent codes during the first session were vocabulary acquisition and listening comprehension (scoring 5), highlighting their importance in children's learning. These were followed by active participation (4), which also had a positive impact. Moderate codes, such as word-image association, entertainment value, and lexicon (scoring 3), reflect a smaller but still significant contribution. In contrast, the less frequent codes—material design, interactivity, and didactic elements (scoring 2)—suggest that these aspects need to be strengthened to enhance the effectiveness of audiovisual media in improving English vocabulary learning.

In the first session, themed “The Animals,” an audiovisual medium was used—a bib featuring images of animals and their English names, accompanied by a background song to capture the children’s attention. During the activity, the children were asked, “*What animal is it?*” They responded correctly by pointing to the bib and saying “*rabbit*” and “*pig*,” respectively.

This suggests that the children are acquiring English vocabulary using audiovisual media, in this case, the animal-themed bib.

TABLE II  
CODE EMBEDDING

Vocabulary acquisition	13
Word-image association	9
Listening comprehension	8
Didactic	5
Entertaining	6
Interactive	4
Lexicon	6
Active participation	9

Note: Table 2 shows the embedding of the codes from the first session conducted, based on the studied variables.

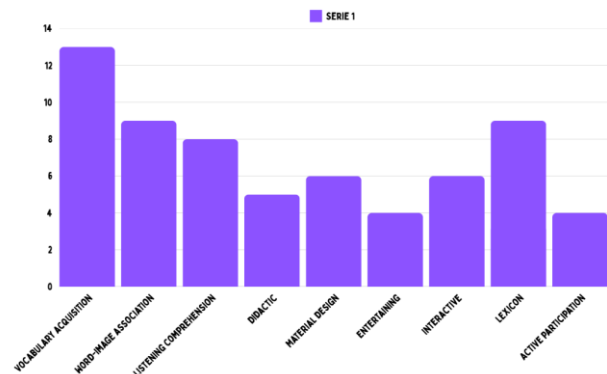


Fig. 2 Code embedding second lesson plan.

Interpretation: Table II and Figure II reveal that, during the second session, active participation was the most prominent category, indicating a high level of interaction from the children with the activities. This was followed by vocabulary acquisition and the association between words and images, reflecting significant progress in learning English through audiovisual media. While variables such as interactivity and lexicon had a moderate impact, aspects like listening comprehension and entertainment were less frequently recorded, suggesting areas for improvement in the methodology to balance the results.

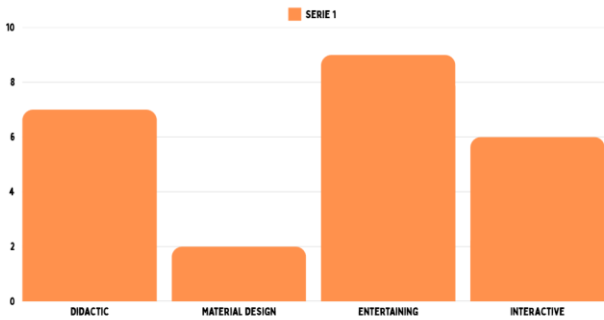
In the second session, themed “Big and Small” the children’s bodies were used as a teaching resource to simulate the words “big” and “small.” When the word “small” was said, the children crouched to make themselves smaller, and when “big” was spoken, they stretched to represent something large. This dynamic served as an introduction to the activity, which included a video as the audiovisual medium and the use of various objects. Through this combination of resources, the

children were able to independently identify which objects were big or small, also using their body movements to reinforce the learning.

TABLE III  
CODE EMBEDDING

CODES	
Didactic	7
Material design	2
Entertaining	9
Interactive	6

Note: Table 3 shows the embedding of the codes for the first variable, audiovisual media.



Note: Figure 3 shows the embedding of the codes for the first variable, audiovisual media

Interpretation: Table III and Figure III reveal that the "entertaining" code stands out with the highest recorded frequency, indicating that the audiovisual media used in the first variable had a significant impact on the children's interest and motivation. Following this, the "didactic" and "interactive" codes show considerable frequencies, suggesting that these resources also contributed to the learning process, being perceived as useful and engaging tools. In contrast, the "material design" code had a lower frequency, indicating that this aspect may require improvement to optimize the impact of audiovisual media on vocabulary acquisition in English.

TABLE IV  
CODE EMBEDDING

CODES	
Vocabulary acquisition	18
Word-image association	12
Listening comprehension	13
Lexicon	9
Active participation	13

Note: Table 4 shows the embedding of the codes for the second variable, vocabulary.

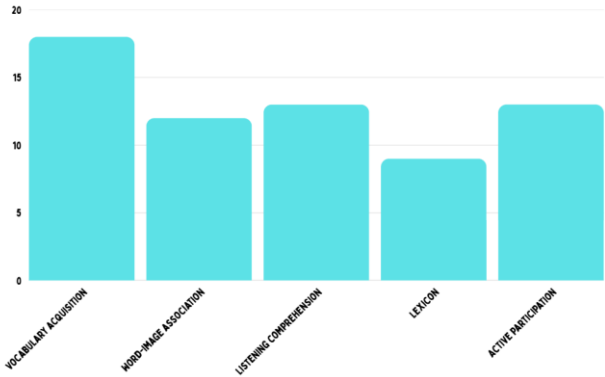


Figure 4 shows the embedding of the codes for the second variable, vocabulary.

Interpretation: Table 4 and Figure 4, which correspond to the second variable, vocabulary, show that vocabulary acquisition was the most prominent aspect, with 18 records, highlighting the positive impact of audiovisual media. Active participation and listening comprehension also yielded significant results, with 13 records each, while the association between words and images reached 12 records. However, the lexicon was the least developed area, with only 9 records, suggesting an opportunity for improvement by incorporating more resources to expand specific vocabulary. These findings emphasize the effectiveness of audiovisual media, although there is room for optimizing certain aspects.

DISCUSSION

The results of this study confirm the positive influence of audiovisual media on the acquisition of English vocabulary by 4-year-old children at the Los Olivos Educational Institution. Several studies have highlighted the effectiveness of resources such as videos, songs, and interactive games in second language learning at early ages. For example, a 2018 study emphasizes that audiovisual resources facilitate attention and language acquisition, proposing a didactic unit for teaching animal-related vocabulary in English to young students [17].

This suggests that audiovisual media function as a cognitive bridge that enables children to grasp new English words and also understand their meanings. In other words, the impact of audiovisual media goes beyond the mere presentation of information; it creates a learning environment that stimulates the child's overall development. These contexts not only capture attention but also promote meaningful learning, as they actively involve the child in the learning process. Through the use of songs, videos, and visual materials, a more comprehensive and memorable understanding of vocabulary is facilitated, which in turn supports its retention in long-term memory.

In the first variable, audiovisual media, the most frequent codes were "entertaining" (8) and "didactic" (4), reflecting that these resources not only capture the children's attention but also help create a participatory and motivating environment. However, codes such as "material design" (2) were less frequent, suggesting that the design and selection of these resources could be improved to maximize their effectiveness. This finding aligns with the recommendation by [18] multimedia enhances students' understanding of concepts, critical literacy, and specific numerical and language-related ideas. It plays a crucial role in supporting students' learning processes. By utilizing computers, multimedia presents a mix of text, audio, video, animation, interactive elements, and still images, offering various combinations made possible by technological advancements.

Additionally, [19] explore how audiovisual tools impact engagement and comprehension in language learning, which can support the effectiveness of videos and interactive materials noted in your study. Moreover, [20] highlights that audiovisual media are recognized as social communication tools that directly engage with images, photography, and audio, allowing for the communication of specific messages. In the educational realm, they foster new pedagogical, didactic, and methodological strategies, enhance interaction among students, and stimulate reasoning about the study material. These findings underscore the effectiveness of audiovisual media in English vocabulary learning, while also suggesting areas for improvement in the design and selection of materials to optimize their educational impact.

Regarding the second variable, vocabulary, the results highlight vocabulary acquisition as the most prominent aspect in both sessions, with 12 instances recorded in the second session. This was followed by the association between words and images, and auditory comprehension, each with 8 instances. These findings strengthen the notion that strategies involving visual and auditory tools are essential for comprehensive language learning. This aligns with the Cognitive Theory of Multimedia Learning (CTML) proposed by [13], which emphasizes the importance of integrating visual and auditory elements for

deeper learning by activating dual channels of cognitive processing. Therefore, it is not only about presenting engaging content, but about leveraging the didactic potential of multisensory integration to promote lasting learning.

However, it is important to note that codes such as "interactive" and "auditory comprehension" did not show consistent impact, with moderate frequencies recorded in both sessions. This could be attributed to limitations in the implementation of tools that encourage direct interaction or in the selection of activities aimed at enhancing listening skills, highlighting the need to adjust pedagogical strategies. These results suggest the need to optimize the employed strategies, particularly in the design of materials and the integration of interactive activities, to balance outcomes and maximize learning potential.

These findings align with previous studies, such as [5], who emphasizes the role of songs in vocabulary acquisition as a natural means of introduction, and [17], who highlights the potential of audiovisual media to enhance visual and auditory skills. Additionally, the study reaffirms the importance of considering the sociocultural context of children and their preferences when selecting the most suitable resources. For learning to be truly effective and enduring, educational resources must be connected to children's everyday experiences, adapted to their developmental level, and capable of capturing their interest. Only then can knowledge be not only understood but also meaningfully integrated into their lives.

To overcome the limitations identified in the design of materials and the level of interactivity, an improvement in pedagogical planning is proposed. This includes the use of audiovisual resources that are better adapted to children's interests and appropriate to their linguistic and cognitive level. In addition, it is essential to incorporate more complementary activities with dynamic elements—such as interactive games, active participation in songs, or integrating vocabulary into daily routines—that stimulate verbal responses and the use of newly learned vocabulary. These strategies not only enhance the learning experience but also optimize vocabulary retention through meaningful and multisensory language use.

## IV CONCLUSIONS

In conclusion, the results of this research highlight the effectiveness of audiovisual media, such as educational videos, songs, and interactive games, in promoting English vocabulary acquisition in 4-year-old children. The combination of visual and auditory stimuli has proven crucial for enhancing the understanding and retention of new words. The children showed a significant increase in their vocabulary and actively participated in the activities. However, areas for improvement were identified, particularly in material design and interactivity, which could further optimize the impact of these resources. These findings suggest that by integrating audiovisual media with appropriate pedagogical approaches, the English learning process in young children can be enriched, providing a valuable

tool for linguistic development in preschool education. Furthermore, audiovisual media, such as educational videos, songs, and interactive games, demonstrated their effectiveness in capturing children's attention and motivation, making it easier for them to acquire English vocabulary.

While the use of visual and auditory stimuli significantly improved comprehension and word retention, there is room for improvement in the interactivity and design of materials, which could further enhance their impact. Regarding vocabulary acquisition, this variable was the most prominent, with significant progress noted through the association of words with images, songs, and stories used during the sessions. Although auditory comprehension was also an important aspect, vocabulary development presented the greatest opportunity for improvement, suggesting that more visual resources could be beneficial in facilitating this part of the learning process.

In conclusion, audiovisual tools contribute to the holistic learning of English, with a positive impact on vocabulary development. However, there is still room for optimization in terms of material design and interactivity during the pedagogical sessions.

#### IV SUGGESTIONS

In conclusion, audiovisual tools contribute to the holistic learning of English, as they not only facilitate vocabulary acquisition but also strengthen affective, sensory, and social aspects of the educational process. Based on the results obtained, it is suggested to incorporate audiovisual resources into learning sessions in a planned manner, selecting materials that align with the children's cognitive and linguistic development levels. It is important to prioritize those that encourage interaction, such as songs with movements, visual games, and videos with active participation. Additionally, it is recommended to accompany the use of these resources with pedagogical strategies that promote repetition, word-image association, and oral participation to support better vocabulary retention.

Furthermore, it is considered essential for teachers to receive ongoing training in the pedagogical use of audiovisual tools so they can effectively select, adapt, and implement materials that align with learning objectives and the specific characteristics of the group.

For future research, it is recommended to expand the sample size to obtain more representative results that can be generalized to similar contexts. It would also be beneficial to diversify the types of audiovisual materials used and evaluate their comparative impact on learning different content areas. Long-term follow-up is suggested to observe the retention of the learned vocabulary. Finally, continued investigation is important to understand how the design and interactivity of materials influence the language acquisition process in early childhood.

#### ACKNOWLEDGMENT

We would like to express my deepest gratitude to the children and teachers at *school Los Olivos* for their participation and enthusiasm, to my academic advisor and professor for their invaluable guidance, and to the faculty for providing the necessary resources. Our sincere thanks also go to Academic Department for their influential research, as well as to our family and friends for their unwavering support and encouragement throughout this journey.

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