A Movie Method Proposal to teach vocabulary for "Nuevo Rocafuerte High School" EFL Students

Propuesta de un método cinematográfico para enseñar vocabulario a los alumnos de EFL del instituto "Nuevo Rocafuerte"

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ABASTRACT

The research conducted at Nuevo Rocafuerte High School evaluated the efficacy of the Movie Method, which is an app for learning English that focuses on English vocabulary development for tenth-year EFL students. Methodologically, the research integrated surveys with test performance analysis to gauge the impact of digital tools on language acquisition at the A1 proficiency level. Results demonstrated a marked preference for digital learning, with 60% of students favoring movie-based methods over traditional vocabulary learning strategies. The adaptability of the Movie Method was a significant factor, reflected in its high average score for enhancing vocabulary retention and understanding of difficult words. Despite initial reductions in participation due to unfamiliarity with the method, engaged students displayed considerable gains in vocabulary comprehension and usage, affirming the potential of such applications in bolstering language proficiency. The study underscores the importance of integrating mobile technology in educational strategies and the necessity of accessible, user-centered educational resources. Further investigation is required to corroborate these findings and assess the long-term impact of digital tools in diverse educational settings.

Keywords: Video; Vocabulary; Teach; Movie; Method.

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RESUMEN

La investigación realizada en el IES Nuevo Rocafuerte evaluó la eficacia del Método Movie, que es una aplicación para el aprendizaje del inglés centrada en el desarrollo del vocabulario en inglés para estudiantes de décimo año de EFL. Metodológicamente, la investigación integró encuestas con análisis de desempeño en pruebas para medir el impacto de las herramientas digitales en la adquisición del idioma en el nivel de competencia A1. Los resultados demostraron una marcada preferencia por el aprendizaje digital, con un 60% de los estudiantes a favor de los métodos basados en películas sobre las estrategias tradicionales de aprendizaje de vocabulario. La adaptabilidad del método de las películas fue un factor significativo, reflejado en su alta puntuación media para mejorar la retención de vocabulario y la comprensión de palabras difíciles. A pesar de la escasa participación inicial debida a la falta de familiaridad con el método, los estudiantes que lo utilizaron mejoraron considerablemente la comprensión y el uso del vocabulario, lo que confirma el potencial de este tipo de aplicaciones para mejorar el dominio de la lengua. El estudio subraya la importancia de integrar la tecnología móvil en las estrategias educativas y la necesidad de recursos educativos accesibles y centrados en el usuario. Se requieren más investigaciones para corroborar estos resultados y evaluar el impacto a largo plazo de las herramientas digitales en diversos entornos educativos.

Palabras clave: Vídeo; Vocabulario; Enseñar; Película; Método.

Introduction

The global prevalence of English as a medium for disseminating scientific knowledge has underscored its importance, not only for academic success but also for effective communication in various professional fields. Consequently, the field of Teaching English for Academic Purposes has emerged as a significant area of both research and pedagogical methodology (Balla, 2017). Moreover, there is an increasing focus on boosting students' academic literacy, particularly in the use of specialized vocabulary. This poses substantial challenges for both native and non-native English speakers. In response, language teaching programs are increasingly aiming to meet the vocabulary learning needs of university students, integrating advanced linguistic strategies into curriculum design (Mohammadi et al., 2024).

The influence of the English language on effective communication extends across various fields globally. Proficiency in English is becoming increasingly indispensable for fostering international cooperation, conducting business, and facilitating cultural exchanges (Mohan, 2014). Serving as a lingua franca, English overcomes linguistic barriers, enhancing understanding and collaboration in diverse fields such as science, technology, and diplomacy (Xhemaili, 2022). Its significance in the digital age is further highlighted by its role in accessing an extensive array of online information and resources. English not only facilitates access to global knowledge but also plays a key role in the dissemination of multicultural perspectives (Coxhead, 2018).

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Mastery of English as a second language is associated with enhanced job and academic opportunities in a globalized context. Advanced English skills allow students and professionals to actively participate in international conferences, academic publications, and cross-border collaborations (Kabooha & Elyas, 2018). Additionally, English facilitates understanding of multimedia and digital content predominantly produced in this language. Recent data suggest that individuals proficient in English have access to a broader range of employment and professional growth opportunities in sectors such as technology, medicine, and education. Therefore, proficiency in English not only improves communication but also broadens personal and professional horizons, opening doors to international experiences and a deeper intercultural understanding (Rao, 2019).

Vocabulary plays a pivotal role in language development and proficiency. Students learning foreign languages acknowledge the critical importance of vocabulary in their educational journey. Mastery of vocabulary is a reliable indicator of language learning capability (Sutrisna, 2021). Research has also established a clear connection between vocabulary and reading skills, with a broader vocabulary positively influencing reading comprehension, particularly in understanding contexts and connections within texts. Furthermore, vocabulary acquisition involves not only recognizing and understanding words but also being able to use them accurately in various contexts, which is essential for effective communication across different subjects and cultural settings (Siyanova & Webb, 2016). Enhancing vocabulary acquisition is thus seen as integral to fostering deeper language comprehension and effective communication skills (Hao et al., 2019).

For EFL/ESL learners, mastering vocabulary significantly enhances their ability to learn English and ensures effective communication in the target language. Identifying key words in texts can help bridge vocabulary gaps and enhance reading comprehension. Academic vocabulary is especially important, as it is necessary for understanding texts in different disciplines (Wahyudin et al., 2021). To support this, Pustika and Wiedarti (2019), suggests that teachers provide learners with the necessary vocabulary and discourse structures specific to their domain. In EFL classrooms, teachers often focus on integrating activities that enhance vocabulary mastery. At the tertiary level, learners often write vocabulary lists in their notes during classroom interactions, aiding them in conveying meaning and expanding on their points effectively. Mastery of vocabulary also boosts learners' confidence and self-esteem, leading to more fluent speech. Given that most textbooks and journal articles are in English, learning vocabulary is crucial for academic success. Effective strategies for vocabulary learning include the use of mnemonics, contextual learning, and frequent practice with new words in conversation and writing, which help to solidify retention and understanding (Nikbakht & Boshrabadi, 2015).

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In recent years, educational technology has advanced significantly, offering new tools and evidence-based resources to support systematic vocabulary development. This includes access to wordlists based on academic discourse, which are valuable for addressing vocabulary learning needs (Abunowara, 2016). Despite progress in understanding academic and discipline-specific words, there has been insufficient attention given to scaffolding academic vocabulary learning with educational technology, especially among university students (Mohammadi et al., 2024). Given the importance of academic vocabulary in reading and comprehension, such efforts are crucial for EFL learners who struggle to reach the necessary lexical threshold for understanding academic texts. While various tools, such as digital and paper-based flashcards, offer different benefits for learning academic vocabulary, there is limited research directly comparing their effectiveness in enhancing both receptive and productive vocabulary knowledge among EFL learners (Ma & Mei, 2021).

The integration of gamification into vocabulary learning tools represents a promising approach to enhance engagement and retention among learners. Gamified learning platforms use elements like points, levels, and badges to motivate learners, making the acquisition of new vocabulary more interactive and enjoyable (Redjeki & Muhajir, 2021). These platforms often include adaptive learning technologies that tailor vocabulary exercises to individual proficiency levels, ensuring that each student faces challenges suited to their current capabilities. Moreover, gamification in language learning helps to foster a competitive spirit among peers, which can lead to increased time spent learning and improved outcomes. Such interactive and tailored learning environments are essential in maintaining student interest and motivation over time, especially in fields requiring extensive vocabulary such as academic English (Karatekin, 2017).

Digital technology is a key enhancer of language learning in contemporary settings. Students can use digital tools to enhance their learning process, such as through social media for interpersonal connection and interaction (Altun, 2015). Learners generally respond positively to new technology, viewing it as a well-designed avenue for learning. Mobile learning, or learning via mobile devices, has emerged as a new trend, allowing learners to access materials whenever they need to (Chilingaryan & Zvereva, 2017). These technologies provide effective means for language learning, enabling learners to enhance their skills and sub-skills. Tertiary level learners are particularly ready to use mobile devices both inside and outside the language classroom. Vocabulary acquisition through mobile technology is a topic of significant interest, with various mobile applications available to help learners expand their vocabulary (Hasan et al., 2022).

This research intends to investigate the contribution of app-supported learning to high school students' improvement of English vocabulary knowledge. By examining this question, the research aims to provide insights into potentially effective pedagogical strategies that could help secondary EFL learners develop their academic vocabulary skills. The present study aimed to investigate the degree of knowledge provided by the "Movie Method" application at "Nuevo Rocafuerte" high school.

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Literature review

Teaching and learning EFL vocabulary

The significance of vocabulary as a fundamental component of language has been recognized by numerous scholars globally. It is asserted that without vocabulary, nothing can be conveyed, although grammar allows for some communication. The acquisition of vocabulary items is crucial for proficiency in speaking, reading, listening, and writing (Siyanova & Webb, 2016). Lexical knowledge is indispensable for language learning, as it forms the foundation of human communication. In the context of learning a second language (ESL), vocabulary is particularly important, as there is a strong correlation between the size of one's vocabulary and their language proficiency. A large vocabulary enables the use of structures and functions for clear communication. Consequently, vocabulary instruction is vital for both ESL and EFL educators. Teaching vocabulary is a key aspect of language learning, as languages are built upon words. Various teaching strategies have been employed for ESL or EFL vocabulary learning. The effectiveness of these strategies in the English classroom directly impacts the learner's language proficiency (Cabrera-Solano et al., 2019).

Methods and strategies for teaching and learning vocabulary

Teaching vocabulary strategies are linked to the methods teachers employ to assist students in learning the target language. Instructors utilize a diverse range of techniques in the EFL classroom to help learners enhance their vocabulary knowledge, enabling effective communication in the target language (Nikbakht & Boshrabadi, 2015). At beginner levels, teachers often use methods such as flashcards, miming, modeling, and cue-response drills, followed by prompting students to use new words in their sentences. For more advanced levels, it is assumed that students possess a broader range of lexical knowledge, allowing teachers to implement activities that build on this existing knowledge (Cabrera-Solano et al., 2019).

On the other hand, strategies for learning vocabulary refer to the activities, behaviors, steps, or techniques used by learners to facilitate the language acquisition process. These strategies aid learners in recognizing the form and meaning of lexical items, internalizing them, and actively using them in language production. Additionally, the effectiveness of vocabulary learning strategies is influenced by factors such as learning styles, age, developmental stage, gender, educational background, and culture (Al-Malki, 2020).

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Mobile devices in EFL learning

The advent of new Information and Communication Technologies (ICTs) and the integration of mobile learning into higher education have significantly transformed pedagogical approaches, enabling learners to play an active role in acquiring language skills. Mobile devices like smartphones provide access to a wealth of interactive digital content for academic purposes across various knowledge domains. In the realm of EFL teaching and learning, utilizing mobile applications effectively is crucial for the learning process. Students can conveniently download numerous apps on their smartphones from platforms such as the Apple App Store, Google Play, and Windows Phone Store. These mobile applications are instrumental in enhancing language abilities (Kacetl & Klímová, 2019).

The availability of free apps or software programs renders smartphones valuable tools in the EFL classroom. For teaching and improving English skills, students have access to a plethora of free tools, tailored for augmenting learners' vocabulary and can be easily downloaded and installed.

Mobile vocabulary apps

Mobile vocabulary learning apps are accessible and convenient tools that allow students to enrich their word repertoire anytime and anywhere. These apps offer a variety of learning modes, such as study, slideshow, matching, and memorization, providing an interactive and engaging way to enhance vocabulary skills. They cater to different proficiency levels and can be used for self-testing, making them a valuable resource for learners seeking to improve their language proficiency (Reima, 2022). There are several applications similar to Movie Method that are useful for learning English, which should be mentioned, such as: the Learn English by movies application, books where you learn and improve English by watching movies and reading books, Memrise in this application cards are used memory, games among others to help people learn new vocabulary, another of the best-known applications for learning English is Duolingo, which has several interactive activities to learn a new language.

Methodology

Participants

The sample consisted of 25 tenth-year EFL students from the upper basic level at the Nuevo Rocafuerte High School. These students possessed an A1 level of English proficiency and were aged between 12 to 15 years. They resided in the town of Nuevo Rocafuerte and its surrounding areas. This particular age group was selected for the study because it is a period when cognitive and linguistic abilities are rapidly developing.

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Instruments

The research was longitudinal in nature, as the collection of information using the instruments occurred at different times. The first instrument employed was an online survey as a quantitative method. These surveys contained pre-defined response options and were conducted through Google Form, facilitating data collection. To analyze the quantitative data gathered from the surveys, statistical analysis techniques were utilized. The average time taken to complete the survey was approximately 2 minutes.

The second instrument used was a contextual method with a qualitative test. This was carried out in the classroom of tenth-year EFL students dividing the group into two groups with the students with 2 tests, here Two groups were made to carry out the tests, one is a traditional test with information about Prioritized curricula with emphasis on mathematical, communication, digital and socio-emotional skills for EGB and BG in English nivel A1 for more specific the topic is "Daily routines" and the other test where they were introduced to the digital application "Movie Method" using a projector with the more familiar topic "Free activities". This allowed them to become familiar with all the multimedia educational vocabulary information resources provided by the application. During this period, students were periodically observed to gauge their attitudes and preferences and to assess the feasibility of their learning with the use of vocabulary, pronunciation, and other variables offered by the digital application.

Procedure

The research proposal of the scientific article consists of three phases since it is based on making "A Movie Method Proposal to teach vocabulary for "Nuevo Rocafuerte High School" EFL Students", located in the country Ecuador, in the Province from Orellana, Aguarico Canton, Nuevo Rocafuerte city" where in each phase the work of the tutor together with the students in question can be evidenced, which will demonstrate a better understanding through a new vocabulary with the use of the application in research.

The planning that was carried out through the development of a schedule of activities that allowed the planning, control, and management of the progress of each phase. The first phase consisted of preparing the respective documentation supporting the research of the applicant teacher, which consisted of requesting the respective authorization from the competent authority of the Educational Institution under study, which through approval proceeded to carry out the respective authorizations for that parents authorize students to be part of the teacher's research. All the parameters to be carried out during class hours were socialized to the tutor teacher of said research course, with the aim of informing and raising awareness among students about research in the new use of digital tools through the mobile learning application in which their representatives would participate.

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In the second phase of the research, the tenth year students were divided into two groups: where group one took a previous traditional class that consisted of new words and phrases with the help of flashcards, focused on the topic daily routines emphasized in the national curriculum at the A1 level of English, on the other hand, group two: a previous class was given with the Movie method with technological means with the theme of free activities where they learned new words and phrases that resemble the theme of previous group, then they began taking contextual tests referring to the aforementioned topics, closed questions were included to demonstrate their understanding and use of the new vocabulary; Once the contextual tests were taken, the questionnaire of closed perception questions was taken to learn more about the perceived usefulness, ease and reference with other methods, use of the Movie method in both groups.

The third phase involved concluding the results once the data had been collected. This allowed for clear and precise analysis, enabling the determination of the final impact of the app on the learning of English among the upper basic tenth-year students.

Results

This section presents the tabulated results of the surveys (Contextual and Perception) conducted with Nuevo Rocafuerte High School.

Table 1. The Movie Method helped me better understand new vocabulary.

Groups	Perceptions					
	Okay	%	Totally agree	%	Total	%
Group 1	6	24	6	24	12	48
Group 2	7	28	6	24	13	52
Total	13	52	12	48	25	100

Source: Own Elaboration.

Table 1 reflects the perceptions of two groups regarding the effectiveness of the Movie Method in aiding their understanding of new vocabulary. In Group 1, which comprises 48% of the participants, 24% reported that the method was Okay in helping them understand new vocabulary, while an equal percentage Totally agree with the method's effectiveness. Group 2, accounting for 52% of the respondents, showed a slightly higher inclination towards the method with 28% responding Okay and 24% expressing Totally agree.

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Overall, the combined data from both groups indicate that exactly half of the participants (52%) found the method to be Okay, suggesting a moderate endorsement of the method's effectiveness. Additionally, a substantial 48% of the total participants Totally agree that the method significantly aided their vocabulary understanding. This strong positive response could imply a general effectiveness of the Movie Method in enhancing vocabulary comprehension among the students surveyed. Data from Table 1 supports the potential of the Movie Method as a beneficial tool in teaching vocabulary to EFL students at Nuevo Rocafuerte High School.

Table 2. I prefer learned vocabulary through movies than through traditional exercises.

Groups	Perceptions					
	Okay	%	Totally agree	%	Total	%
Group 1	6	24	6	24	12	48
Group 2	9	36	4	16	13	52
Total	15	60	10	40	25	100

Source: Own Elaboration

Data from Table 1 shows student preferences for learning vocabulary through movies as opposed to traditional exercises. In Group 1, which represents 48% of the total participants, 24% found learning through movies to be Okay, and another 24% Totally agree with a preference for movies over traditional methods. Group 2 shows a stronger preference for movies, with 36% rating it as Okay and 16% expressing total agreement, making up 52% of the total response.

In summary, 60% of all respondents consider learning vocabulary through movies to be Okay, which indicates a favorable leaning towards this method over traditional exercises. The Totally agree category, at 40%, shows a significant portion of the cohort endorses movies as a preferred learning medium. This suggests a general inclination towards the Movie Method as a more engaging and effective approach for vocabulary acquisition among the students at Nuevo Rocafuerte High School, according to the data presented in Table 2.

Table 3. Movies helped me better understand the meaning and use of difficult words.

Groups	Perceptions							
	Neutral	%	Okay	%	Totally agree	%	Total	%
Group 1	0	0	7	28	5	20	12	48
Group 2	1	4	7	28	5	20	13	52
Total	1	4	14	56	10	40	25	100

Source: Own Elaboration.

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Table 3 presents data on the perceptions of two groups concerning how movies have aided in their understanding of the meaning and use of difficult words. In Group 1, 28% of participants felt that movies were Okay in helping them understand difficult words, with 20% Totally agreeing. Group 2 mirrors this perception closely, with 28% responding Okay and another 20% Totally agreeing.

Overall, 56% of participants across both groups found the Movie Method to be Okay in enhancing their grasp of challenging vocabulary, suggesting that movies facilitate comprehension and regular use of such words. A combined 40% of participants Totally agree that movies have been beneficial in understanding difficult words, indicating a substantial endorsement of the method.

The consensus from both groups, as shown in Table 3, signals a positive reception for the use of movies in learning complex vocabulary, pointing to its effectiveness as a teaching tool at Nuevo Rocafuerte High School.

Table 4. I found that it is easier to remember vocabulary learned through movies than through other methods.

Groups	Perceptions					
	Okay	%	Totally agree	%	Total	%
Group 1	7	28	5	20	12	48
Group 2	8	32	5	20	13	52
Total	15	60	10	40	25	100

Source: Own Elaboration.

Table 4 provides insights into the students' perceptions of the ease of remembering vocabulary learned through movies compared to other methods. In Group 1, which makes up 48% of the participants, 28% believe it is Okay and easier to remember vocabulary learned through movies, and 20% Totally agree with this statement. Similarly, Group 2, representing 52% of the sample, has 32% stating it is Okay and 20% Totally agreeing.

Cumulatively, 60% of all participants find it Okay and therefore somewhat easier to recall vocabulary learned through movies, indicating a general preference for the Movie Method over traditional methods for vocabulary retention. Additionally, 40% of the total participants strongly endorse the method, totally agreeing that movies aid in the retention of new vocabulary.

This suggests that the Movie Method may facilitate a higher retention rate of new words when compared to other conventional learning methods, with many students from both groups evidenced by the 60% affirmative response in Table 4 supporting the application of this method for learning English vocabulary at Nuevo Rocafuerte High School.

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Table 5. I thought I can apply the vocabulary learned through movies in real communication situations.

Groups	Perceptions							
	Neutral	%	Okay	%	Totally agree	%	Total	%
Group 1	0	0	7	28	5	20	12	48
Group 2	1	4	5	20	7	28	13	52
Total	1	4	12	48	12	48	25	100

Source: Own Elaboration.

Table 5 assesses the students' confidence in applying the vocabulary learned through movies in real communication situations. Group 1, comprising 48% of the surveyed individuals, has 28% indicating that application of the learned vocabulary is Okay, with another 20% Totally agreeing to its applicability. Group 2, which accounts for 52% of the responses, has 20% of its participants finding it Okay and a notably higher 28% Totally agreeing.

Across both groups, 48% of the participants express Total agreement that they can effectively use the new vocabulary in conversations with others. This suggests a high level of confidence among nearly half of the students in their ability to apply movie-learned vocabulary in daily interactions, whether among peers or in the community. The data from Table 5 indicates that the Movie Method not only aids in vocabulary retention but also appears to successfully bridge the gap to practical use in real-world settings at Nuevo Rocafuerte High School.

Table 6. Average grades obtained in method tests: movie and traditional.

	Averages Grade			
Method	Daily Routines	Free activities	Total	%
Movie	-	7.92	7.92	58.67%
Traditional	5.58	-	5.58	41.33%
Total	5.58	7.92	13.5	100%

Source: Own Elaboration.

Table 6 illustrates the comparison of average grades obtained by students when taught via the Movie method and the Traditional method. The Movie Method, associated with the theme of 'Free Activities,' yielded an average grade of 7.92. In contrast, the Traditional method, employed for the 'Daily Routines' topic and utilizing tools such as flashcards, resulted in a lower average grade of 5.58.

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This disparity in results emphasizes that the Movie Method with a higher average grade representing 58.67% of the total average, appears to be more effective in engaging students and facilitating the learning and retention of new vocabulary in English for tenth-year students. The engagement and attention levels possibly attributed to the Movie method's interactive approach seem to contribute significantly to the students' performance as evidenced by the higher average grades obtained in the contextual tests.

Discussion

The analysis of data collected from students at Nuevo Rocafuerte High School reveals compelling evidence of the Movie Method's effectiveness in enhancing vocabulary acquisition in English. An impressive 52% acknowledged the method's effectiveness in understanding new vocabulary, which signals a move towards digital learning environments in linguistic development. Data further suggests that 60% of students show a preference for learning through movies rather than traditional methods, signaling a shift towards innovative educational technologies. This indicates a departure from traditional grammar-focused instruction and highlights the importance of adopting varied teaching approaches.

The contribution of the Movie Method in understanding and retaining difficult words was evident, with 56% of students preferring the method for its accessibility and memorability. This emphasizes the structured learning formats of the application, such as exposure to new phrases and their pronunciation, which are crucial for practical daily usage. In terms of retention, 60% of students reported it was easier to remember vocabulary through the Movie Method, illustrating a trend towards personalized and autonomous learning experiences. Furthermore, 48% of students felt confident in applying the vocabulary learned through movies in real-life communication, demonstrating the method's practical applicability beyond the classroom setting.

When examining test scores, there was a notable difference in the results obtained through the Movie Method, with an average grade of 7.92, compared to 5.58 for the traditional method. This significant variance substantiates the Movie Method's impact on vocabulary retention and utility, enabled by new technologies. These findings are in line with Mohammadi et al. (2024), who emphasize the importance of mastering vocabulary for academic literacy, especially in ESL/EFL contexts. The high use of language learning applications reflects students' pursuit of digital tools to support their vocabulary growth, an essential component of modern education.

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The student preference for structured vocabulary exercises corroborates with Hao et al. (2019) on the relationship between vocabulary and reading comprehension. This suggests an awareness that structured practice is integral to linguistic proficiency. Despite the enthusiastic adoption of the Movie Method, the survey responses allude to concerns like those raised by Coxhead (2018), regarding access to effective educational resources. While English serves as a lingua franca in the digital era, the study highlights the need to address practical barriers students face in utilizing such resources for language mastery.

The survey results resonate with Wahyudin et al. (2021), advocating for vocabulary mastery to comprehend texts in various disciplines. Students at the A1 level is actively engaging with tools like the Movie Method to bolster their vocabulary, potentially impacting their academic performance across subjects. Survey's findings on the frequency of usage of the Movie Method align with Hasan et al. (2022), regarding the effectiveness of mobile learning in language acquisition. The positive feedback implies that mobile apps are valuable tools for vocabulary learning, as evidenced by students' willingness to recommend the Movie Method to peers, indicating its perceived importance in their linguistic journey.

Conclusion

The study at Nuevo Rocafuerte High School provides compelling evidence for the significant impact of technology on vocabulary acquisition among EFL students. The data indicates a strong preference for the Movie Method, with a considerable majority of students favoring digital methods for educational purposes. The students recognized the Movie Method's effectiveness in enhancing understanding of new vocabulary.

Short videos as part of the Movie Method emerged as the preferred learning material, the students appreciating the method for its ease in understanding difficult words. The application's personalized learning approach was highly valued, finding it easier to remember vocabulary learned through movies, indicating a trend toward individualized learning experiences.

The type of video content chosen by for most users, highlighting the efficacy of directed learning formats in language education. Moreover, half of the participants valued the personalized learning journey the application facilitated, allowing them to progress at their own pace, reflecting a wider educational trend towards individualized leaning experiences.

The high average grade of 7.92 out of 10 in the contextual tests for the Movie Method group reflects the application's adaptability and efficacy. The willingness of students to apply the learned vocabulary in real communication situations, that expressing comfort in doing so, suggests the practical utility of the application.

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Correlations drawn from the data indicate that even A1 students in English are incorporating the application into their learning routine, with a potential implication that higher engagement could correlate to more rapid vocabulary acquisition. Also, improvements in English comprehension reported by users substantiate the application´s role in reinforcing language skills.

The data presents a clear justification for the continued use and development of such educational technologies. It underscores the necessity for tools that are not only effective in delivering educational content but the resonate with the student´s preferences for learning modality and pace.

This study validates the importance of continued investment in educational technologies that align with students' learning preferences and paces. While the study's participant number was limited and some were initially unfamiliar with the Movie Method, future research could expand to include a broader demographic to confirm the generalizability of these findings. Longitudinal studies could offer additional insight into the lasting effects of such digital tools on language retention and proficiency.

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Declaration