UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

TITLE OF THE PROJECT
Films as a methodological resource to increase vocabulary while learning English as a foreign language

Trabajo de Titulación para optar al título de
Licenciatura en Pedagogía de los Idiomas Nacionales y Extranjeros

Autor:
Delgado Peña Denisse Giselle

Tutor:
MsC. Daysi Fierro

Riobamba, Ecuador, 2024

DECLARATION OF AUTHORSHIP

I, Denisse Giselle Delgado Peña with ID number 1600677759, author of the research work titled **"Films as a methodological resource to increase vocabulary while learning English as a foreign language"**. In the city of Riobamba in Chimborazo province, during the academic period 2024 2S, certify that the production of ideas, opinions, criteria, content, and conclusions exposed are my sole responsibility.

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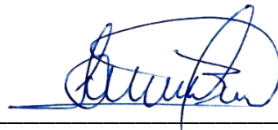
Riobamba, June 11th, 2024

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Denisse Giselle Delgado Peña

ID: 1600677759

FAVORABLE OPINION OF THE TUTOR TEACHER

I, the undersigned, Daysi Fierro, professor in the Faculty of Ciencias de la Educación, Humanas y Tecnologías, hereby certify that I have guided and reviewed the development of the research work entitled **"Films as a methodological resource to increase vocabulary while learning English as a foreign language"** under the authorship of Delgado Peña Denisse Giselle; for which it is authorized to execute the legal procedures for its sustentation.

It is everything to report in honor of the truth. In Riobamba, June 11th, 2024.

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Msc. Daysi Fierro
ID:0604026542

DEDICATORY

I want to thank God, because he gave me the wisdom and filled me with his blessings to complete this major.

Thank you to the person I love most, Mother, Glenda Peña, for being my support, my unconditional help, who never made me lack anything, and always put her trust on me. Thanks to my favorite person Jean Cu who always looks for my happiness and doesn't mind driving miles to visit me.

Thank you Dad, Juan Delgado, for giving me your help, always keeping an eye on me and making me happy with your calls.

Thanks to Manuelito who helped me, supported me, and trusted me even without knowing me.

I want to thank Ashley, Kathy, Karen and Mimi, for making my university life a beautiful time full of unforgettable experiences.

ACKNOWLEDGMENT

I would like to express my gratitude to all of my professors who taught me throughout my time in college: Professor Miguel Paredes for sharing his expertise on solid English language foundations; Professor Mónica Torres for her methodological teachings that have helped me understand how English should be taught; and to all teachers' staff who encouraged me to boost creativity in the classroom.

GENERAL INDEX

RESUMEN

La comprensión del inglés como lengua extranjera ha mejorado enormemente gracias a la incorporación de actividades basadas en películas en la enseñanza del idioma. Al utilizar un método de enseñanza interactivo, los estudiantes están expuestos a la pragmática y el lenguaje coloquial de cortometrajes y películas, lo que les ayuda a comprender el idioma más profundamente. Utilizando un marco de investigación cuasiexperimental, este estudio se centra en un método cuantitativo para evaluar la comprensión de los adolescentes de las expresiones coloquiales en inglés después de un tratamiento de cuatro semanas que incluye actividades de video integradas.

El grupo de control estaba conformado por niños del mismo nivel de grado que el grupo que recibió la intervención, estos estaban formados por cincuenta participantes de séptimo grado de la Unidad Educativa José María Román en Riobamba que experimentaron las sesiones propuestas. Una comparación de los resultados de la prueba previa y posterior de los dos grupos mostró una diferencia significativa. Las principales conclusiones se resumen de la siguiente manera: las puntuaciones de IG en la prueba previa (M=8,94, DE=4,34) muestran una mejora notable en comparación con las puntuaciones de IG en la prueba posterior (M=16,2, DE=2,13). En conclusión, se ha establecido que el uso de películas para mejorar el vocabulario en las aulas de inglés como lengua extranjera (EFL) es una técnica de enseñanza dinámica y atractiva, debido a la disponibilidad de materiales auténticos y la capacidad de mejorar el proceso de aprendizaje con ayudas visuales.

Palabras claves: Actividades basadas en películas, lenguaje coloquial, pragmática, películas, métodos

ABSTRACT

The comprehension of English as a foreign language has been greatly improved by the incorporation of film-based activities into language instruction. By using an interactive teaching method, students are exposed to pragmatics and colloquial language from short films and movies, which helps them understand the language more deeply. Using a quasi-experimental research framework, this study focuses on a quantitative method to assess teens' understanding of colloquial English expressions after a four-week treatment that includes embedded video activities.

The control group consisted of children in the same grade level as the treatment group, which consisted of fifty seventh-grade participants at Unidad Educativa Jose Maria Roman in Riobamba who experienced the proposed sessions. A comparison of the two groups' pretest and posttest results showed a significant difference. The main conclusions are outlined in the brief summary as follows: the pretest of IG scores (M=8.94, SD=4.34) show a notable improvement when compared to the posttest of IG scores (M=16.2, SD=2.13). In conclusion, it has been established that using films to improve vocabulary in English as a Foreign Language (EFL) classrooms is a dynamic and engaging teaching technique, due to the availability of authentic materials and the ability to enhance the learning process with visual aids.

Keywords: Films-based activities, colloquial language, pragmatics, movies, methods

CHAPTER I

1. REFERENTIAL FRAMEWORK

1.1 Introduction

Researchers have focused a great deal of attention on the importance of vocabulary learning in the context of learning English as a foreing language, which has led to a great deal of study into its complex subtleties. One of the most crucial aspects of language is vocabulary, the growth of the four English skills is directly affected by the amount of vocabulary that a person acquire. Numerous educators and instructors have demonstrated that increasing learners` vocabulary helps hasten the advancement of learners English proficiency. The learner's proficiency in reading and listening in English increases with the size of vocabulary. In addition, expanding learners vocabulary is the first step towards improving reading skills, even though background knowledge and reading strategies also play a pivotal role in language comprehension (Lutfiyah et al., 2022).

Basically, in the context of learning vocabulary, learners tend to use methods that suit their own learning styles, such as approaches that are more appealing and require less complex language immersion. Learners immediate environment provides authentic elements that are essential to language acquisition such as the use of films in the EFL classrooms. For instance, academic achievement in both school and university contexts is highly impacted by the comprehension and understanding of these materials. A number of issues, primarily related to students' ability to memorize words, are responsible for their difficulties in acquiring vocabulary. The quality of the resources, the ways in which they are taught, the instructional strategies, and the overall atmosphere of the classroom are all noteworthy influenced. As a result, the learning environment becomes one of the most important factors affecting students' ability to improve their English language skills (Tsuraya et al., 2022).

1.2 Problem Statement

There is a growing need in today's globalized cultures for workers with advanced language skills. In particular, in English as a Foreign Language (EFL) schools across the globe, understanding the English language as it is presented in sitcoms or movies has become a tough obstacle for students hoping to comprehend their favorite episodes. This difficulty arises from the limitations imposed by a small vocabulary and strange national language.

Unfortunately, students have been exposed to inadequate teaching strategies that are typified by an excessive dependence on assignments from course books, which has led to a misapprehension of slang terms that are common in spoken contexts among native speakers. There is a growing body of literature in Metruk (2018) who argues that despite their critical importance in the field of second language (L2) acquisition, both productive and receptive language skills have received little attention. Moreover, the educational methodology associated with English language teaching has not sufficiently tackled the socio-cultural subtleties present in conversation, which has led to a decline in language understanding and competence.

Given the current data, Ecuador is unfortunately in line with this unpleasant reality, in which learning a foreign language does not prioritize the development of good communication skills. Furthermore, the general consensus is that traditional approaches and boring teaching strategies used in English classes have a negative effect on social skills. The circumstances are not in favor at Unidad Educativa Jose Maria Roman in Riobamba where pupils come across severe complications to recognize vocabulary, phrases, jokes, sarcasm, and colloquial expressions conveyed in movies.

Based on observations made among seventh- grade students at Unidad Educativa Jose Maria Roman, it was observed that students were confused with difficult words presented on texts, announcements, recordings, and instructions, which headed them to ask the teacher several times to clarify the meanings of the terminology that was being assessed. In addition, pupils had trouble differentiating between the literal meaning and the contextual meaning of words showed on videos and spoken for native speakers, which made it difficult for them to recognize, understand, and apply the correct meanings of words.

In order to accomplish this study, qualitative and quantitative methods were applied to comprehend linguistic relativity and its consequences for learning foreign languages from a variety of angles. Furthermore, trustworthy sources were chosen to acquire enough foundations in this theory's nature, enabling the creation of an all-encompassing perspective. Additionally, this study also required an interpretive degree of inquiry through the hermeneutic process. While the research methods to dichotomize the material to be treated were discourse analysis, observation, and bibliographic analysis.

1.3 Formulation of the problem

How does the application of films as a methodological resource enhance the acquisition of English vocabulary among seventh- grade students at Unidad Educativa Jose Maria Roman in Riobamba, province of Chimborazo, throughout the academic year 2023-2024?

1.4 Justification

In a world that is becoming increasingly interconnected, competency in various languages is required for efficient worldwide communication and collaboration. English is becoming the most widely used language for social networking, business, education, sports, and healthcare during the last few decades. Therefore, many colleges and universities have realized the significance of integrating English as a Foreign Language (EFL) into their programs in order to provide students with the ability to communicate efectively in English necessary to participate in meaningful engagement in an international community. Unfortunately, new data show that most Ecuadorian students still struggle to become proficient in the English language, especially when it comes to listening and speaking comprehension (Frumuselu et al., 2015).

This reality is not distant at Unidad Educativa Jose Maria Roman, where students struggle with understanding English. Evidently, responsibility lies not only with teachers, but also with students' motivation and attitudes toward learning. It is also possible to conclude that the didactic materials and classroom management were not properly implemented to meet the learning objectives. To encourage students to develop their speaking abilities to expand vocabulary, a particular obvious example is the use of multimedia tools such as films and video clips. In other words, listening and speaking are skills that requires multimedia interaction among class members because the language is difficult to comprehend at certain levels. Alternatively, movie platforms may provide a wonderful opportunity for learners to explore the language in real-world circumstances (Kumar et al., 2022).

The current proposal seeks to establish a comprehensive variety of teaching resources designed to improve specific vocabulary development, with multimedia films serving as a methodological resource. This project will also provide a methodological framework for interactive instruction that explores understanding of cultural background and colloquial language. Furthermore, it has been discovered that incorporating Content and Language Integrated Learning (CLIL) and Communicative Language Teaching (CLT) principles as the foundational elements might result in even greater improvements.

The main goal is to use creative methods to teach English as a Foreign Language (EFL) to seventh-grade students by performing a thorough examination of vocabulary used by native speakers in films. Through this project, we hope to improve language learning experiences and outcomes for students in a dynamic and technologically driven educational environment.

1.5 Objetives

1.5.1 General Objective

To apply films as a methodological resource to increase English vocabulary among seventh- grade students at Unidad Educativa Jose Maria Roman in Riobamba, province of Chimborazo, throughout the academic year 2023-2024

1.5.2 Specific Objective

1. To assess the current vocabulary proficiency of students through the administration of a pretest.

2. To apply methodological techniques that incorporate films as didactic resources aimed at enhancing students' vocabulary acquisition.

3. To evaluate the efficacy of utilizing films as a didactic resource in enhancing students' vocabulary acquisition.

4. To illustrate the final results of the data analysis with the educational community emphasizing the main conclusions and their significance.

CHAPTER II

2. THEORETHICAL FRAMEWORK

2.1 Research Background

The pedagogical philosophy of constructivism is based on the core that learning, or cognition, is the result of pupils synthesizing new information with their preexisting

knowledge base. Constructivist learning is closely related to multimedia learning facilitation, with a focus on critical components such as research and applications for decision-making, as well as encouraging collaboration and active engagement from students, consequently provinding a significant language learning progress (Sasan & Rabillas, 2022).

In the last four decades, the theory of multimedia learning has been incorporated into English as a Second Language (ESL) courses. This finding emphasizes the importance of using video content as an efficient strategy for improving proficiency in all four language skills in a modern learning environment. (Berk 2009). Employing videos has a multitude of benefits, including allowing students to become immersed in a natural language settings that improves their ability to recognize motion sequences and understand spoken narratives (Nuhidayah 2018).

Video-Based Learning (VBL) is recognized for its many facets that generate a useful teaching approach that accommodates a range of learning styles. Moreover, by describing real-world scenarios in a variety of EFL learning contexts , VBL not only promotes group learning but also heightens cultural understanding (Yousef et al., 2014). Technology has been constantly used in education and entertainment in recent years, which has improved language input through authentic resources. In fact, students who use subtitles for movies can successfully direct themselves to understand meaningful speech stream segments as well as lexical elements and speech units (Hsieh, 2020).

Numerous investigations have examined the integration of pedagogical applications of authentic materials to enhance vocabulary development. In doing so, these studies have demonstrated the efficacy of such approaches in not only stimulating the prior knowledge of students but also in managing the linguistic structures employed in everyday conversational contexts (Rahman et al., 2022).

Krashen's theoretical framework is the result of extensive research on the procedures and techniques related to learning a native language acquisition. One of the main pillars of Krashen's theoretical framework, the understandable input hypothesis, takes on importance because it is the foundation of this investigation. Basically, this theory says that people can learn a second language if they are exposed to input that is more advanced than their current language ability and they give the substance of that input significance. According to the hypothesis, non-linguistic information and contextual meaning can help learners comprehend even when the linguistic complexity of the input exceeds their level of language proficiency. Thus, the essential condition for

successful language learning is that the input be understandable; unintelligible material is considered to be meaningless (Yuan, 2018).

The way foreign language teaching is taught nowadays has seen substantial methodological changes. The pragmatic aspect of language has received significant attention, and cultural training has been incorporated into language courses. Efforts to transcend the conventional paradigm of a teacher-centered, static, closed classroom setting have given rise to innovative language learning environments, such as global simulations, tele collaboration, and virtual spaces facilitated by Web 2.0 tools. These platforms make considerable use of real materials, which are the focus of our research and provide exposure to natural, dynamic, and culturally rich language situations (Tursunboevna, 2023).

2.2 Movies

Scholarly discourse has offered numerous perspectives that outline the multidimensional significance of movies in educational situations. Extensive literature emphasizes the educational value of movies, suggesting that they can be used as instructional tools for teaching both sociocultural and narrative subjects. On the other hand, an alternative discourse argues that movies have an impact that goes beyond traditional educational frameworks, suggesting that movies have the ability to affect how modern society is shaped and how childhood experiences are created (Bocci, 2020).

Cinema is presented as a dynamic force that has the power to reshape society views and mold early years. Furthermore, it is recognized that the language of film serves as a mediator in educational settings, connecting formal and informal learning methods. This framework recognizes movies as psycho-pedagogical phenomena since watching movies activates qualities that support formal and informal teaching approaches (Bona & Wosniak, 2021).

2.3 The role of movies in EFL

Employing movies as a teaching tool is a powerful way to get people interested in their emotional domain, encourage introspective thinking, and make links between what they are learning and what they have experienced. Using movies in the classroom not only encourages students to express their feelings but also questions, expectations, and

problems to arise. This makes for an engaging and dynamic learning environment for both teachers and students. Through a lens of emotions and visual imagery, the cinematic media offers a narrative model that is deftly woven into the familiar fabric of learners' environments, so improving the resonance and relevance of the instructional content (Blasco et al., 2015).

According to Uzbekistan & Djumaeva (2022) the integration of video into the curriculum represents a paradigm shift in the way that traditional teaching is done, giving it more life and fascination. This kind of integration not only makes the classroom more dynamic, but it also makes it easier for students to express their opinions more fully, which improves their language skills and increases their comprehension of local situations.

2.4 Movies and language skills improvement

Numerous scholarly investigations have explicated the influence of films on the improvement of English language learners' competence, specifically in the areas of speaking and listening. Park & Jung (2016) claims that the integration of movies into an educational context has the capacity to provide students with a wide range of vocabulary, grammatical structures, and other language abilities, ultimately leading to a thorough improvement in their English language ability.

2.5 Teaching culture through films

Several research works have confirmed the effectiveness of using movies in the classroom as a model pedagogical and cultural learning approach for students learning English as a second language. For instance, considering language culture plays a crucial role in communicating fundamental components like history, customs, and traditions that characterize a particular group or society, it is widely acknowledged as an integral component of culture (LLano et al., 2022).

2.6 Learning idioms in movies

Every language has colloquial idioms or phrases that defy literal interpretation. According to Aljebreen & Alzamil (2022) although understanding the individual words

in a phrase is theoretically possible, it can be confusing and even deceptive to try to interpret the complex meanings that are contained in this natural context. However, Abel (2003) states that movies have particularly the ability to provide actual spoken language with both linguistic and paralinguistic elements, movies and movie snippets, for example, seem to be an open window for acquiring native expressions**.**

2.7 Media for improving vocabulary

Lexical competency is a crucial area in the English language learning program that requires pupils to study it diligently. Gaining expertise in this area is essential for developing a sophisticated command of the language. Proficiency in English requires a thorough understanding and command of vocabulary since it is a fundamental requirement for language learning. Without a strong vocabulary, one's capacity to express ideas clearly and persuasively both verbally and in writing is severely limited (Wennyta, 2023).

2.8 Guidelines for teaching vocabulary

A number of guiding concepts should be taken into account in the effort to promote efficient vocabulary acquisition. First, in order to foster meaningful engagement, the instructional style should involve presenting new words within the framework of a lesson covering a substantial amount of subject matter. In addition, it is recommended to support student conversation that requires the use of recently introduced language (Abdelrahim, 2017).

Even if the overall goal is always to increase students' vocabulary, different learner groups may have different focused objectives. These objectives' level of specificity depends on the learners' prior knowledge, with a focus on high-frequency, academic, technical, or low-frequency vocabulary as needed. An essential precondition to developing these objectives is determining the learners' present level of vocabulary competency. Therefore, a crucial first step is to ascertain the learners' current vocabulary in order to ascertain the exact objectives and identify the particular vocabulary categories that require pedagogical attention (Siyanova-Chanturia & Webb, 2016).

CHAPTER III

3. METHODOLOGY

3.1 Approach

To deeply explore the mechanisms by which students acquire vocabulary, technology integration plays a crucial role. In the context of this study, this is especially true when it comes to the use of video-based exercises. Combining primary and secondary research forms the framework of the research process. In particular, a quasi-experimental methodology utilizing both qualitative and quantitative approaches were employed. Quantitative research is usually referred to as a deductive method to investigation. This approach involves the researcher formulating a theory in the form of a particular hypothesis, testing it via observation and data analysis, and drawing conclusions about it (Almalki, 2016).

It is therefore of paramount importance to conduct a quasi-experimental study due to the fact that the treatment take place in naturalistic environments, which replicates the real-world scenarios which are present in EFL learning settings. The current research also involved collecting data systematically at two different times: before and after an intervention is put into place. This temporal sequence made it easier to analyze the intervention's effects over time in a nuanced manner, which added to a thorough comprehension of the outcomes that have been seen in the educational setting (Simanullang, 2018).

3.2 Research Modality

The basic framework of this research is a field modality, with an emphasis on the examination of behaviors that appear in genuine real-world settings. Field research is a social research method that emerged from fields like sociology and anthropology. In this method, the researcher immerses themselves in a particular place to observe people or a group of interest in their natural, real-world context (Gorman, 2018). This methodology relies heavily on first-hand observations made in the particular setting where study participants take care. Additionally, the study design consists of two consecutive phases: first, a quantitative phase collects data by using pretest and posttest questionnaires to assess the effectiveness of vocabulary acquisition based on films. After that, a qualitative stage started with the intention of obtaining students' perspectives about the use of movies as teaching aids.

3.3 Type of Research

The current study emphasized extensive fieldwork to obtain data directly from the institution and is based on practical research. Through direct participation and firsthand understanding of the fundamental causes of challenges that students might experience during treatment sessions according to this methodological approach. The study intended to explore the lived experiences and contextual intricacies of the educational environment by on-site investigation and observation, consequently offering insightful information for effectively addressing difficulties (Almalki, 2016).

3.4 Study population

A group of (N=50;100%) seventh-year students, with ages ranging from 10 to 12 years took part in the study. The participants were then divided into two groups by the researcher: the experimental group and the control group. The control group received instruction on the target vocabulary using traditional approaches. On the other hand, the experimental group was exposed to the same vocabulary via short films. Throughout the experiment, the number of participants in both groups stayed the same. For two weeks, each group came to a once-weekly, thirty-minute class. Every student in both groups participated in every stage of the sessions; at the of the treatment, a group of (n=10) participants were chosen at random from the experimental group to be interviewed.

Furthermore, parents were explicity informed that every aspect of treatment and evaluation would be conducted discreetly. The principal of the school confirmed the validity of the letter approving the university treatment scheme and certified the institution's privacy policies and legal credibility of the current study.

3.5 Techniques and Instruments

3.5.1 Pre-test and Post-test

An online multiple choice questionnaire was created and put into use by the researcher as the main tool for gathering data. According to Taherdoost (2022) quantitative data is methodically collected during the data gathering process using pre-determined tools. A range of approaches, such as survey administration and experimental procedures were employed during the data collection phase. First, descriptive statistics includes the mean (M) and standard deviation (SD) were calculated by analyzing

statistically the quantitative data employing Jamovi software. The Pair Simple T-test was adopted for evaluating the connections between the variables to compare significant differences. Second, qualitative data was examined in order to determine and comprehend what the participants encountered in the classroom during treatment.

Consequently, in the current research a pretest and posttest was elaborated using Google Forms which consisted of ten closed items. The questions concerned to vocabulary and expressions spoken in movies to potentially reinforce the background of participants. These expressions then alternatively were presented in the intervention stage. Finally, the test results were organized, analyzed, and interpreted utilizing the aid of statistical software Jamovi in order to enhance data processing accuracy.

3.5.2 Observation Sheet

An additional resource utilized in the current study was an attitudinal questionnaire, which was a modified version of the survey implemented by (Sun,2020) . Observation sheets that are used to gather quantitative assessment data should go through extensive testing and initial provisioning before being put into use to make sure they are reliable and effective. In order to enable systematic and standardized data acquisition, these observation sheets should thereafter be used in numerical formats during data collection activities (Sukmawati, 2023).After the treatment sessions finished, the participants in the short film group were asked to complete a questionnaire, which was designed to meet the particular goals of the ongoing study.The main purpose was to ask participants about their opinions about learning idioms through short videos and to measure their responses.

3.5.3 Interview -Question Bank

Follow-up interviews were applied in addition to the questionnaire to get participants more detailed answers and to learn more about their viewpoints on the research problem. Interviews allowed interviewees the freedom to spontaneously express their improvements because of its flexible format. Field interviews are a cooperative effort between researchers and participants who actively contribute to the discourse by understanding, feeling, and being eager to participate (Sukmawati, 2023). By using a group of participants, this method aimed at evaluating the features of a certain target population. It does this by using a standardized instrument called a questionnaire and doing analysis using statistical techniques (Taherdoost, 2022).In the current study, three

participants from the intervention group were chosen via intentional sampling because they had been acknowledged for their linguistic fluency and academic performance.

3.5.4 Intervention proposal

In this section, an intervention plan has been methodically designed to provide useful resources that engage students and provide ease, flexibility, and a natural desire in interaction. Additionally, this study supported the use of films and video clips clips with daily expresiones spoken by American people in order to improve speaking skill. In addition, seventh- grade students at Unidad Educativa Jose Maria Roman are the main beneficiaries of this project who received a two-week treatment to determine the efficacy of films as methodological resource to increase vocabulary.

In the coming section, the intervention proposal could be presented as follows: Educational context and total of treatment sessions, content, methodology, timing, planning, and assessment.

Table 1 Pedagogical proposal for treatment intervention

Sessions	Activities	Description
Pretest *Time: 30 minutes*	Vocabulary based questionnaire	Expressions spoken in movies
Week 1		
1 Learn English with Tv series and movies **When pigs fly** *Time: 30 minutes*	a) Pre-video exercises b) Idioms explanation c) Watch the video (3 times) d) Post-video exercises	Show a picture of a situation and describe it in short answers Vocabulary practice Write illustrative sentences
2 Idioms in movies **Under the weather** *Time: 30 minutes*	a) Pre- video exercises b) Vocabulary review c) Watch the video (3 times) d) Post-listening activities	Watch a video about the main topic Vocabulary game (Tic-tac.toe) Vocabulary practice Write illustrative sentences
3 Learn English conversation **Call it a day** *Time: 30 minutes*	a) Pre- video exercises b) Vocabulary review c) Watch the video (3 times) d) Post- video activities	Analyzing illustrative sentences Vocabulary matching Picture description and using the new expression in context
4 Learn advanced phrases with movies **Go the extra mile** *Time: 30 minutes*	a) Pre- video exercises b) Vocabulary review c) Watch the video (3 times) d) Post- video activities	Check list of the main topic Mixed-up sentence Use the expression in educational context

5 Learn English with TV series and movies	a) Pre-video exercises	Brainstorming
	b) Vocabulary review	Look up for the meaning
	c) Watch the video (3 times)	Oral presentation
Raining cats and dogs *Time: 30 minutes*	d) Post- video activities	

Week 2		
6 Idioms in movies	a) Pre-video exercises	Idioms review
	b) Vocabulary review	Cultural background
Hit the sack	c) Watch the video (3 times)	Mixed-up sentences
Time: 30 minutes	d) Post-video activities	
7 Idioms in movies	a) Pre-video exercises	Picture description
	b) Vocabulary review	Picture labeling
Piece of cake	c) Watch the video (3 times)	Trivia– quiz
Time: 30 minutes	d) Post-video activities	Expressing illustrative examples
8 Learn advanced phrases with movies	a) Pre-video exercises	Describing pictures
	b) Vocabulary review	gap-fill exercise
Once in a blue moon	c) Watch the video (3 times)	Vocabulary game (Plop ballons)
Time: 30 minutes	d) Post-listening activities	Writing a paragraph
9 Learn English with TV series and movies	a) Pre-video exercises	Brainstorming
	b) Vocabulary review	Sentence and vocabulary matching
	c) Watch the video (3 times)	Vocabulary game (Ordering sentences)
Give it a shot *Time: 30 minutes*	d) Post-video activities	
10 Idioms in English	a) Pre-video exercises	Short story
	b) Vocabulary review	Put the sentences in order
Have a blast	c) Watch the video (3 times)	Gap-filling task
Time: 30 minutes	d) Post-video activities	Final Idioms quiz practice
Posttest *Time: 30 minutes*	Vocabulary based questionnaire	Expressions spoken in movies
Interview *Time: 30 minutes*	a) Guided conversation	Participants will answer some questions based on their understanding and satisfaction of the methodological resources employed during the treatment sessions

CHAPTER IV

4. RESULTS AND DISCUSSION

4.1 Results

4.1.1 The effects of films to increase vocabulary

To answer the research question: "How does the application of films as a methodological resource enhance the acquisition of English vocabulary among seventh-grade students at Unidad Educativa Jose Maria Roman in Riobamba, province of Chimborazo, throughout the academic year 2023-2024?", the posttest results showed that students who received films as treatment intervention experienced an improvement in their scores. The incorporation of a variety of film-based activities in the intervention process demonstrated a noteworthy improvement in students' understanding of informal vocabulary. Table 1, indicates the difference between the pretest scores of intervention group (IG) and control group (CG), as well as the posttest scores after treatment application. The results clearly show that when students are exposed to interactive video-based exercises, their vocabulary understanding significantly improves. Considering a statistically significant p-value of < 0.001, the pretest of IG scores (M=8.94, SD=4.34) show a notable improvement when compared to the posttest of IG scores (M=16.2, SD=2.13). Figure 1, demonstrates how successful it is to use interactive video presentations as an educational approach.

DESCRIPTIVES

	POSTEST IG	POSTTEST CG	PRETEST IG	PRETEST CG
N	50	50	50	50
Mean	16.2	7.58	8.94	3.98
Std. error mean	0.301	0.239	0.614	0.310
Median	16.0	8.00	8.00	4.00
Mode	16.0	7.00	7.00	2.00
Standard deviation	2.13	1.69	4.34	2.19
Variance	4.54	2.86	18.8	4.80
Range	9.00	7.00	18.0	8.00
Minimum	11.0	4.00	2.00	1.00
Maximum	20.0	11.0	20.0	9.00
Kurtosis	-0.354	-0.598	0.436	-1.00
Std. error kurtosis	0.662	0.662	0.662	0.662

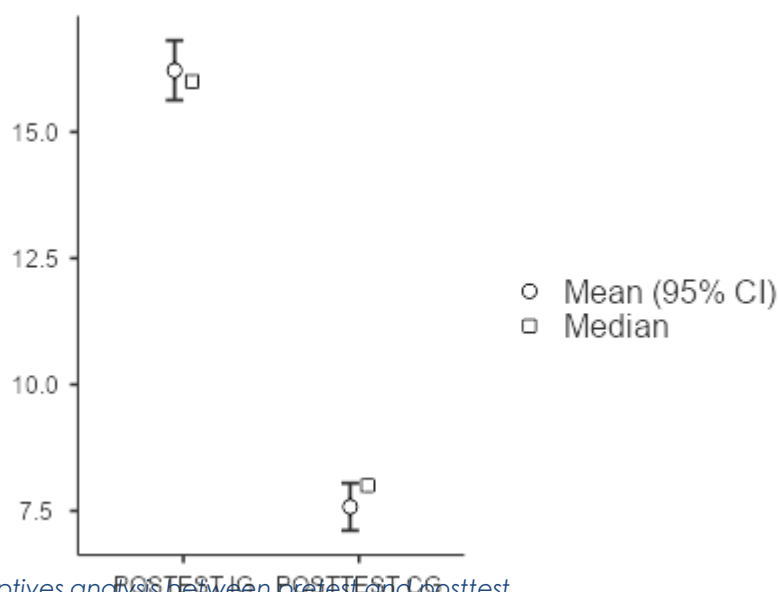|			
Shapiro-Wilk W	0.971	0.960	0.927	0.918
Shapiro-Wilk p	0.251	0.090	0.004	0.002

Table 1 Descriptives analysis between pretest and posttest

Figure 1 Mean diference between IG and CG

It is important to underline the statistical importance of the discrepancies noticed in the data. Paired samples T-tests were used to evaluate this by examining the differences between the control and interventionist groups' pretest and posttest results as shown in Table 2. The primary findings are listed below. First, the scores from both groups showed the following values in the absence of any intervention (M= 4.96, SE=0.582, p-value= < 0.01). On the other hand, following a two-week treatment, there was a discernible difference in the posttest results between the two groups, as indicated by the accompanying figures (M= 8.64, SE= 0.373, p-value = <0.01). As a consequence, employing film-based lessons to understand vocabulary produces significant evidence of successful growth in teens' comprehension and assimilation of informal language.

Paired Samples T-Test

			Statistic	df	p	Mean difference	SE difference
POSTEST IG	POSTTEST CG	Student's t	23.14	49.0	< .001	8.64	0.373
PRETEST IG	PRETEST CG	Student's t	8.52	49.0	< .001	4.96	0.582

Table 2 T-test comparisson between IG and CG

Further investigation revealed that the question What does go the extra mile mean? revealed the greatest correct responses rate, with 70,00 % of participants who answered correctly as it is presented in Table 3; Figure 2. This outstanding result is especially relevant because the question was provided within a video clip from an animated film. These results highlight how effective it is to match instructional materials to students' interests through the use of animated films in order to improve focus and participation in EFL lessons.

What does go the extra mile mean?		
Choose the correct answer	N	% Total
a) To feel very nervous	10	20,00%
b) To make an extra effort	35	70,00%
c) To go to bed	5	10,00%
Total	50	100,00%

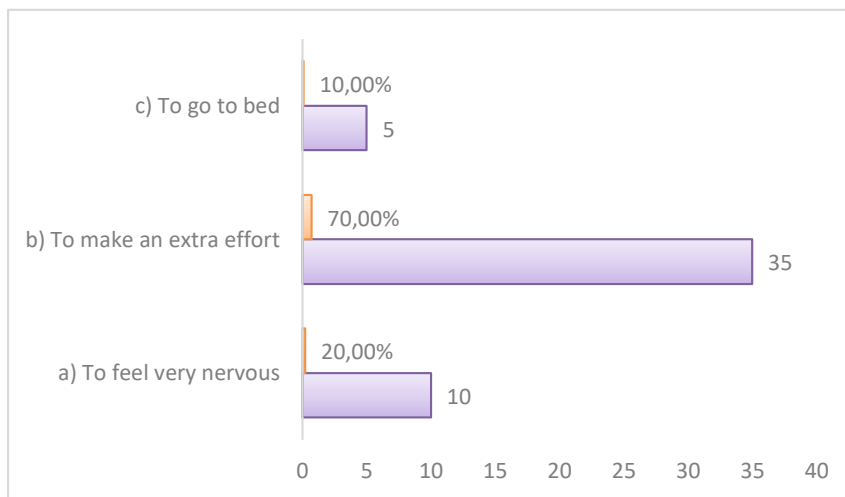*Table 3 Statistical Analysis of idioms*

Figure 2 Graphical representation of participants' responses

The question What does call it a day mean? had the lowest score, indicating that the complexity of the information made it difficult for participants to fully comprehend and apply properly in everyday situations. There was a noticeable disparity in the scores, with only 36.0 % of participants who answered correctly as displayed in Table 4; Figure 3. As a result of their insufficient knowledge on pragmatics emphasizes the difficulties that students have for producing coloquial language in conversations and written examples.

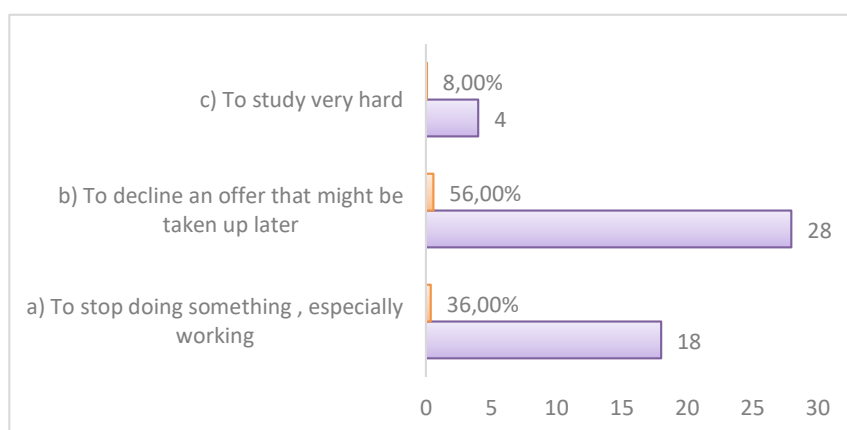| What does call it a day mean?		
Choose the correct answer	**N**	**% Total**
a) To stop doing something , especially working	18	**36,00%**
b) To decline an offer that might be taken up later	28	**56,00%**
c) To study very hard	4	**8,00%**
Total	50	**100,00%**

Table 4 Statistical analysis of idioms

Figure 3 Graphical representation of participants' responses

The question What does under the weather mean? received a high grade, demonstrating the students' extensive comprehension of its context relies on movie chapters where people use this phrase to excuse absences from work or school. The importance of carrying out the aforementioned argument in practical situations was also discussed by the students. The findings showed that 56,0% of participants were able to correctly define it as presented in Table 5; Figure 4. This emphasizes how important it is to learn these types of helpful expressions in order to incorporate these kinds of phrases for common talks while making sure informal language might be helpful in the future. Regarding production, there was a significant difference in the scores posttest since the students' level of comprehension was determined by incorporating to the intervention sessions certain board games to help them to promote interaction and at the same time guide students' to boost pragmatic competence.

What does under the weather mean?		
Choose the correct answer	**N**	**% Total**
a) To be ill or feel ill	28	**56,00%**
b) To stop working	12	**24,00%**
c) To much heavy rain	10	**20,00%**
Total	50	**100,00%**

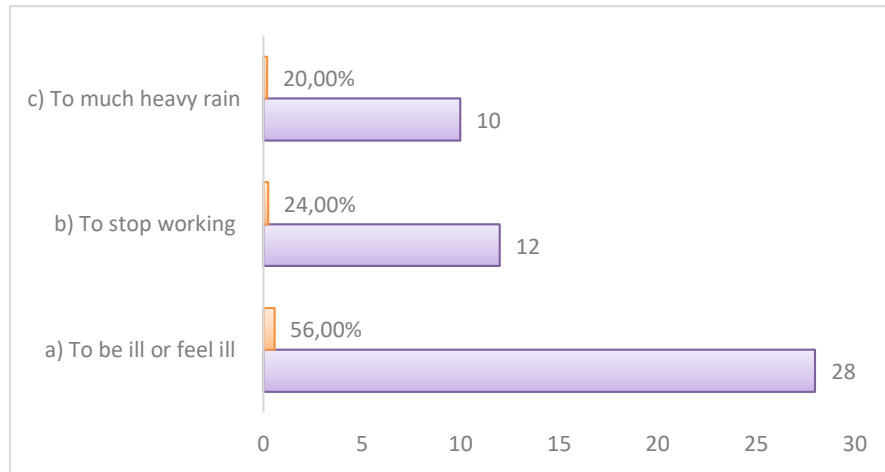*Table 5 Statistical analysis of idioms*

Figure 4 Graphical representation of participants' responses

In the question What does when pigs fly mean? there was a significant difference in the total scores posttest, 54,0 % of participants defined it correctly as detailed in Table 6; Figure 5. These results suggested that the students' attitude towards learning with The Simpsons episodes increase after being taught expressions spoken in everyday speech. Specifically, the results indicated that when students were taught pragmatics through comedy, their pragmatic competence remarkably improved. To say it in other words, the posttest demonstrates a very higher improvement in their pragmatic level. From this, it is stated that teaching colloquial language through sitcoms contributes to boost concentration and awareness. To sum up, students are better able to acquire the language effectively when watching funny episodes.

What does when pigs fly mean?		
Choose the correct answer	**N**	**% Total**
a) something that will never happen	27	**54,00%**
b) When someone comes in unexpectedly	11	**22,00%**
c) To stop doing something , especially working	12	**24,00%**
Total	50	**100,00%**

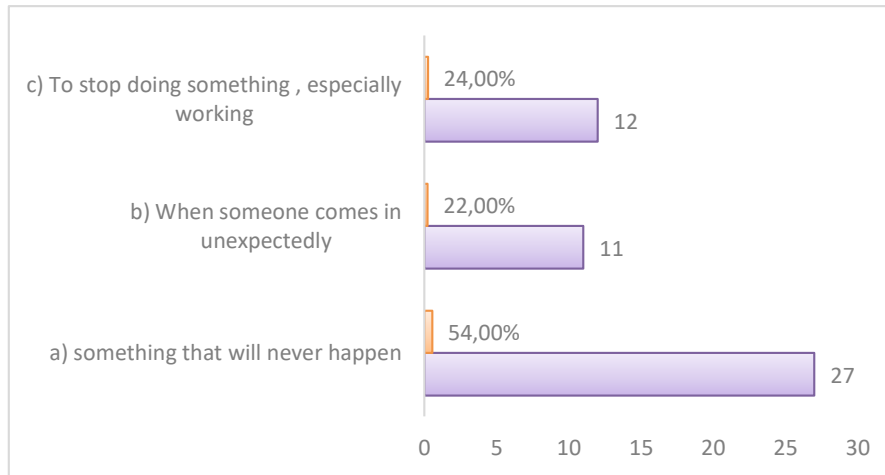*Table 6 Statistic Analysis of Idioms*

Figure 5 Graphical representation of participants' responses

The question about the meaning of the expression What does once in a blue moon mean? elicited strong responses which can be credited in large part to the participants' proficiency with everyday vocabulary. A clear difference in the response rates was observed with exactly 50,0% of the participants offering correct interpretations as shown in Table 7; Figure 6. This results emphasizes how much the group understands and uses the expression. Participants showed extensive knowledge by using the phrase in situations that involve how frequently they spend time doing leisure activities.

What does once in a blue moon mean?		
Choose the correct answer	**N**	**% Total**
a) to make and extra effort	15	**30,00%**
b) very happy	10	**20,00%**
c) very rarely	25	**50,00%**
Total	50	**100,00%**

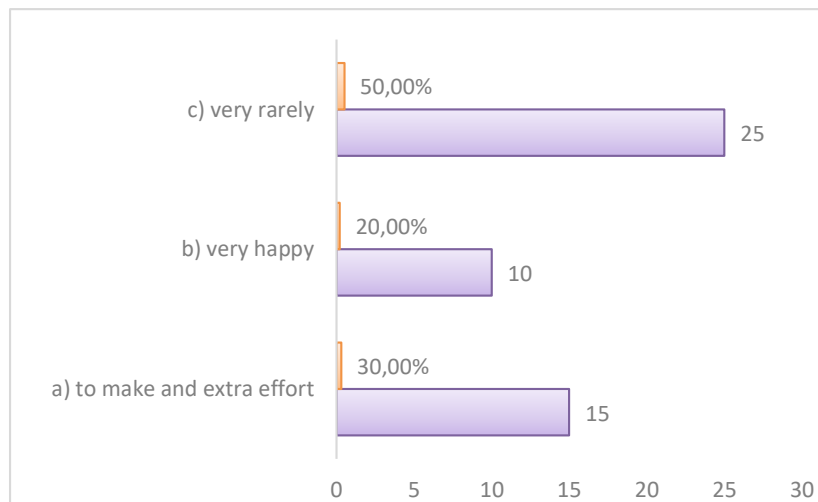*Table 7 Statistic analysis of idioms*

Figure 6 Graphical representation of participants' responses

The question of how to define the expression "a piece of cake" initially came up in an animated movie, where the main characters employed it to refer to effortless chores. After the intervention sessions, the participants were able to effectively incorporate this expression into their vocabulary for applying it to indicate how simple it is to do other types of academic duties, such as homework, classwork, and other similar assignments. Responses analyses showed that 40,0% of participants submitted valid interpretations as presented in Table 8; Figure 7. This result suggests that the participants showed an average degree of understanding and application of the colloquial term in the setting of academic tasks.

What does piece of cake mean?		
Choose the correct answer	**N**	**% Total**
a) very easy task	20	**40,00%**
b) to make or do something that makes people feel confortable	15	**30,00%**
c) highly inlikely to happen	15	**30,00%**
Total	50	**100,00%**

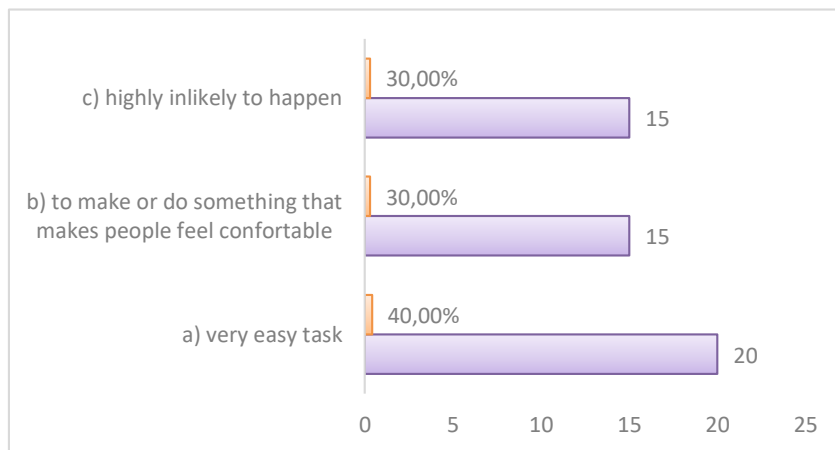*Table 8 Statistic analysis of idioms*

Figure 7 Graphic representation of participants' responses

The question, What does raining cats and dogs mean? was integrated into various situations during the treatment sessions in order to help participants' comprehension of its meaning. Results showed 46.0% of the responses properly conveying the meaning of the expression, the results also suggested a significant knowledge of the content as shown in Table 9; Figure 8. Furthermore, participants demonstrated a tendency for utilizing this expression in their everyday speech demonstrating their capacity to employ it in real-world contexts. In addition, participants used drawings as an instrument to internalize the expression, while reinforcing their understanding of the idiom through visual examples.

What does raining cats and dogs mean?		
Choose the correct answer	N	% Total
a) ood luck	13	26,00%
b) curiosity leads to dangerous situations	14	28,00%
c) heavy rain	23	46,00%
Total	50	100,00%

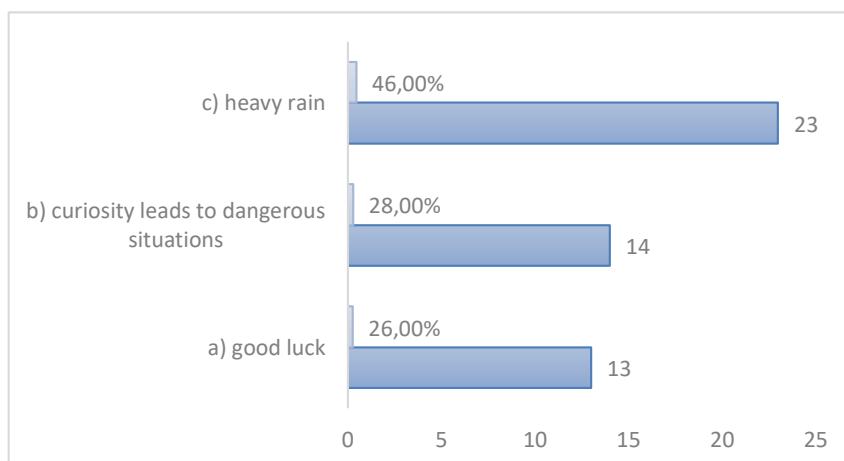Table 9 Statistic Analysis of Idioms

Figure 8 Graphical representation of participants' responses

The question What does hit the sack mean? displayed 42,0% of the replies properly expressed the essence of the statement. The findings also revealed an adequate level of topic comprehension as seen in Table 10 and Figure 9. Participants additionally demonstrated several difficulties to interpret its message since scenes from the films do not provide viewers enough understandable context to help them internalize it. In order to point out meaning and uses, matching and memory tasks were strategically introduced.

What does hit the sack mean?		
Choose the correct answer	N	% Total
a) to go to bed	21	42,00%
b) when someone comes unexpectely	12	24,00%
c) to feel sad or depressed	17	34,00%
Total	50	100,00%

Table 10 Statistic Analysis of Idioms
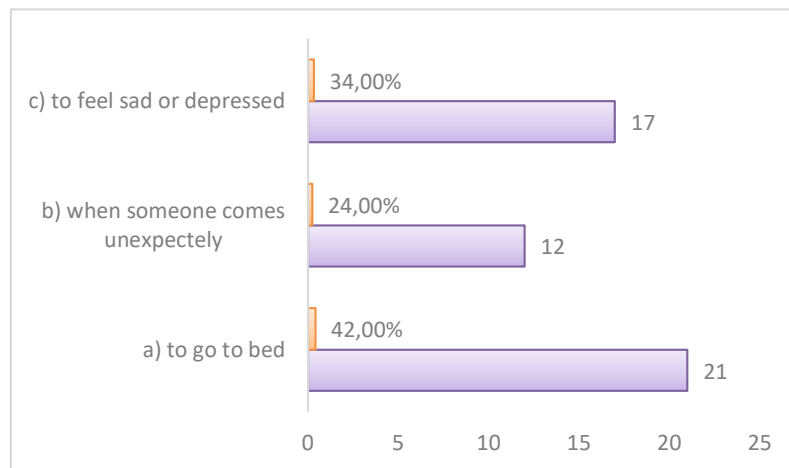
Figure 9 Graphical representation of participants' responses

The question What does give it a shot mean? proved that 50% of the answers precisely expressed the meaning of the expression. The outcomes also reflected an acceptable level of topic comprehension as seen in Table 11 and Figure 10. Additionally, the participants showed excellent awareness of the context, although they experienced a lot of difficulties pronouncing it correctly. As a result, some classes were needed to strengthen pronunciation.

What does give it a shot mean?		
Choose the correct answer	N	% Total
a) to try or attempt something	25	50,00%
b) the act of shoplifting	19	38,00%
c) to quit or give up	6	12,00%
Total	50	100,00%
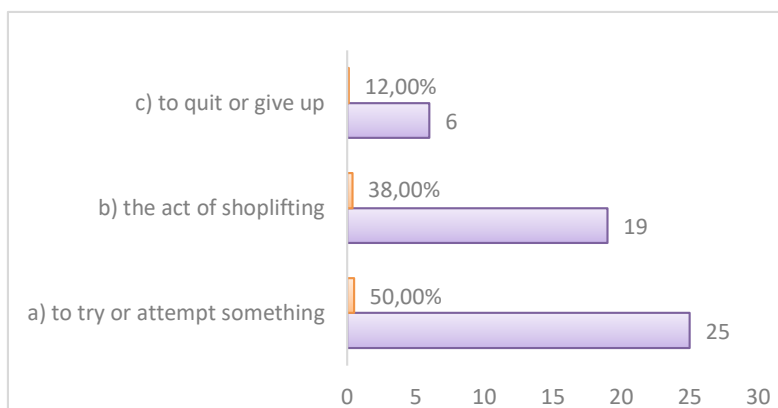
The question about the meaning of "have a blast" revealed that 40,0% of the responses captured the essence of the phrase. The results, as shown in Table 12 and Figure 11, demonstrated an extensive comprehension of the expression. In addition, despite their challenges with spelling and pronunciation, participants evidenced a clear understanding of movies scenes where the expression was presented.

What does to have a blast mean?		
Choose the correct answer	N	% Total
a) to have a good time, to really enjoy a moment	21	42,00%
b) It is not difficult to understand	17	34,00%
c) to study , espceally with particular intensity	12	24,00%
Total	50	100,00%

Table 12 Statistic Analysis od Iidioms

Figure 11 Graphical representation of participants' responses

The interviews, which were done as a research instrument to assess students' perspectives of learning English through films provided useful insights into essential components of teaching p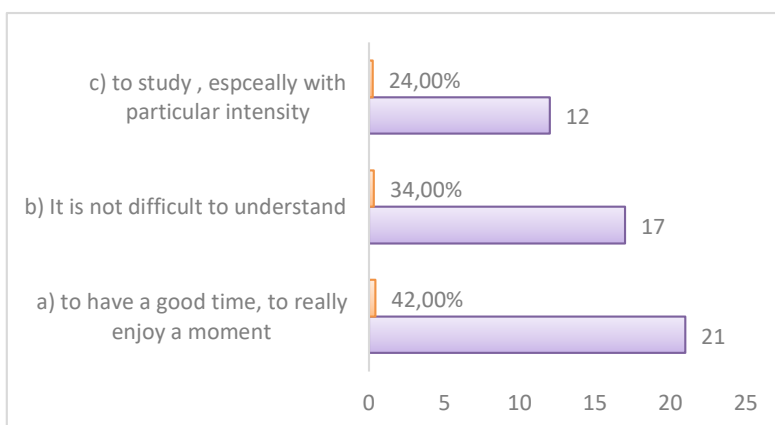rocess. Students also emphasized the significance of integrating entertainment into language while developing language. The principal outcomes are summarized in Table 13.

Question	Participant 1	Participant 2	Participant 3
1.**Do you enjoy watching films?**	*Learning english with movies is not easy. Subtitles are helpful*	*During classes was not difficult to understand movie scenes because the teacher helped us*	*Sometimes , I found difficult when the characters speaks faster, I understand nothing*
2.**Which movie genre or genres do you usually prefer?**	*Animated and horror*	*Cartoons and Disney*	*Horror and Cartoons*
3.**Do you think that watching movies is a good way to learn a language?**	*Excellent*	*Good*	*Excellent*
4.**What useful phrases/ words do you remember from movies?**	*Have a blast*	*Raining cats and dogs*	*piece of cake*
5.**Do you think that movies have helped you become more fluent in English?**	*I need to practice more*	*It helped me with new phrases and expressions*	*It is important teachers include movies for learning vocabulary*

Table 12 Analysis of the interview responses

Additionally, the interview results showed that introducing films into teaching methods promotes critical thinking and generates a more engaging learning environment

in the classroom. Moreover, teachers may disconnect from boring, traditional learning environments by using movies efficiently. Using this method helped students become more proficient speakers and comprehend language expressions on a deeper level, especially when learning is successful and pleasant. Furthermore, the study emphasized the importance of animated scenes with subtitles, emphasizing their relevance when directly associated with course content.

4.2 Discussion

The pretest and posttest results demonstrated a significant improvement in participant scores, indicating that the intervention had a favorable influence. Furthermore, participants demonstrated a positive mindset on learning colloquial English using film-based exercises. The historical background of colloquial English was clarified briefly as an overview before films or video clips were shown. The teacher also provided straightforward instructions on the tasks that must be performed both during and after watching the assigned film. In order to enhance their comprehension of the topics that were taught in class, students in the control and intervention groups, respectively received feedback on their understanding of the topic. Results of a study conducted by Aljebreen & Alzamil (2022) suggest that a significant variation in the impact of teaching idioms to EFL learners depends on the success of how higly effective was the the style of instruction, motivation , level of proficiency and class atmosphere.

The effectiveness of the intervention was highlighted by statistical analysis developed on Jamovi software, which revealed a significant difference in the posttest IG (M=16.2, SD=2.13) at the end of the treatment sessions. Based on the outcomes of this research, it can be stated that watching films increased seventh-grade students comprehension of vocabulary and expressions spoken by natives as well as improved their attitudes about learning informal language.Similarly, in a study conducted by Bahrani & Sim (2012) state that ESL participants improved their speaking skills by engaging in social conversations in everyday settings, thus Being exposed to real language input in an informal context through a variety of audiovisual media technologies can enhance language development remarkably.

Participants in the control group, on the other hand, showed no statistically significant benefit in their vocabulary comprehension. In addition, the control group showed low level of interest in the subject, considering that they might have struggled to be fully engaged by the traditional teaching strategies. Several difficulties arose throughout the video-based activities used in the intervention process which was designed to teach vocabulary commonly encountered in films. These challenges included the

difficulty of lexical comprehension and the institution's lack of internet connectivity, which restricted access to platforms for creating videos.

To summarize, combining authentic videos with embedded exercises is a significant and effective teaching technique for EFL classes due to its ability to permit monitoring of students' individual rates of improvement. Notably, the study's execution was greatly aided by platforms like PlayPosit and Educaplay by demonstrating the potential of these tools to improve educational outcomes. Clearly, more research in this area will provide valuable knowledge about the most effective ways to employ these resources to promote dynamic and active student engagement in the learning process.

CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

The use of films to improve vocabulary has proven to be successful. In fact, integrating embedded activities with movies and movie clips has demonstrated a wide variety of characteristics in the English language that go beyond the conventional way of speaking. This method emphasizes speech differences and offers a wide range of language experiences. As a consequence, variations in language are associated with internal factors such as language proficiency as well as interpersonal relationships. To successfully employ language in a variety of situations, people must have an in-depth knowledge of grammar, vocabulary, and cultural backgrounds in order to participate in conversations that are meaningful in typical social situations. Educational institutions require to be aware and integrate this viewpoint immediately.

It is important that the research question and previously defined objectives must be examined with the objective of promote better performance in English as a foreign language education. In regards of the research question, it is imperative to introduce students to realistic language through real-life materials like films or comedies, and at the same time it is advisable to provide the language guidelines for educators in Ecuador in order to support the integration of Content and Language Integrated Learning (CLIL) within foreign language teaching practices. Film-based exercises were created to teach informal aspects of English and improve language awareness through various movie genres.

The primary objective was to identify innovative methods for assisting students to figured out vocabulary in movies, which could potentially be employed in the classroom or as an introduction to help educators for creating their own teaching strategies. The study's primary 36ord36nte was integrating 36ord36n the linguistic elements commonly encountered in movies with the most recent advancements in teaching English as a foreign language (EFL). It is necessary to take into account that the 36ord36nte36a research, the didactic proposal, and the evaluation that contrasted the interventionist group to the control group remained the advantages of applying current trends in education. Therefore, after concluding this study was 36ord36nte that students were not exposed to colloquialisms and authentic language, which ended up resulting in an extensive number of misunderstandings about cultural background, idioms and slang translation errors, and a lack of proficiency in language production.

5.2 Recommendations

First of all, movies provide learners contextualized linguistic information that enables them to comprehend unfamiliar words in appropriate situations. This context diversity fosters language retention as well as application apart from memorization. Furthermore, films convey extra information by means of a combination of nonverbal and visual signals that enhance 36ord learning and understanding.

Secondly, teachers are able to adapt vocabulary lessons according to students' interests and preferences thanks to the variety of movie genres and themes, which enhances the fun and efficiency of learning. Students' cultural understanding and cross-cultural competence may additionally be developed by using films in language instruction.According to the participants' perspective, incorporating films into vocabulary acquisition is critical for developing fluency, especially at a young age. When exploring English speaking countries or talking with native in touristic places, fluency not only improves the quality of interactions but also makes meaningful talks easier. However, being fluent necessitates a solid motivational base and a sincere desire to interact with the language. There are several websites and channels available nowadays that promote subtitled movies. This resource makes English more accessible and relevant by providing a wide range of real-life scenarios. Furthermore, it can be easily incorporated into real-world situations, depending on the situation and practical challenges.

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ANNEXES

Instruments

- **Instrument 1:** Observation matrix

- **Instrument 2:** Interview questionnaire

- **Instrument 3:** Pretest and posttest questionnaire

- **Instrument 4:** Photographs of intervention

UNIVERSIDAD NACIONAL DE CHIMBORAZO

Facultad de Ciencias de la Educación Humanas y Tecnologías
Pedagogía de los Idiomas Nacionales y Extranjeros

Films as a methodological resource to increase English vocabulary

Date:
Class: Seventh A, B and C
Topic:

EVALUATION CRITERIA	SCORES			
	Ineffective	Partially effective	Effective	Highly effective
Essential, scientific , organized				
Designed according to students `level				
Activities foster the students` interest				
Video based activities helps to increase vocabulary				
Students understand the vocabulary showed in short movies				
Students express their ideas clearly				
Students pronounce the vocabulary correctly				
Appropriate use of new vocabulary in context				
Use of relevant short movies				
Positive Languaje Transfer				
Facilitates the teaching learning process				
The material is creative and innnovative				

UNIVERSIDAD NACIONAL DE CHIMBORAZO

Facultad de Ciencias de la Educación Humanas y Tecnologías
Pedagogía de los Idiomas Nacionales y Extranjeros

Films as a methodological resource to increase English vocabulary

Date:
Class: Seventh A, B and C
Topic:

This interview is addressed to seventh grade students at Unidad Educativa Jose Maria Roman aimed at gathering information about their understanding of vocabuary presented in short movies.

1. **Do you enjoy watching films?**

   ----

2. **Which movie genre or genres do you usually prefer?**

   ----

3. **Do you think that watching movies is a good way to learn a language?**

   ----

4. **What useful phrases/ words do you remember from movies?**

   ----

5. **Do you think that movies have helped you become more fluent in English?**

Facultad de Ciencias de la Educación Humanas y Tecnologías
Pedagogía de los Idiomas Nacionales y Extranjeros

Films as a methodological resource to increase English vocabulary

Date:
Class: Seventh A, B and C
Topic:

PRETEST – POSTEST ON VOCABULARY BASED ON MOVIES

1. **What does " when pigs fly" mean?**
   Something that will never happen _____
   When someone comes in unexpectedly while being talked about _____
   To stop doing something, especially working _____

2. **What does " under the weather" mean?**
   To be ill or feel ill _____
   A cup of coffee _____
   Too much heavy rain _____

3. **What does " call it a day" mean?**
   To stop doing something, especially working _____
   To decline an offer that might be taken up later _____
   To study very hard _____

4. **What does " go the extra mile " mean?**
   To feel very nervous _____
   To make an extra effort _____
   To go to bed _____

5. **What does " raining cats and dogs " mean?**
   Good luck _____
   Too much curiosity can lead to dangerous situations _____
   Too much heavy rain _____

6. **What does " hit the sack " mean?**
   To go to bed _____
   When someone comes in unexpectedly while being talked about _____
   To feel sad or depressed _____

7. **What does " a piece of cake " mean?**
   Very easy task _____
   To do or say something that makes people feel more comfortable _____
   Highly unlikely to happen _____

8. What does " once in a blue moon " mean?
To make an extra effort _____
Very happy _____
Very rarely _____

9. What does " give it a shot " mean?
To try or attempt something _____
The act of shoplifting _____
To quit or give up _____

10. What does " have a blast " mean?
To have a good time, to really enjoy a moment _____
It is not difficult to understand _____
To study, especially with particular intensity _____

UNIVERSIDAD NACIONAL DE CHIMBORAZO

Facultad de Ciencias de la Educación Humanas y Tecnologías
Pedagogía de los Idiomas Nacionales y Extranjeros

Films as a methodological resource to increase English vocabulary

Photo 1 Presenting useful phrases using movies

Photo 2 Students are performing a group activity based on colloquial language

Photo 3 Satisfaction Interview with an IG participant

Photo 4 Student is taking down notes on Idioms