



UNIVERSIDAD NACIONAL DE CHIMBORAZO

**FACULTAD DE CIENCIAS DE LA EDUCACIÓN HUMANAS Y
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ESCUELA DE IDIOMAS

Work presented as requirement to obtaining the Bachelor's degree of "Licenciatura en Ciencias de la Educación, profesor de Idiomas Inglés"

THESIS TITTLE:

“OBSERVATION OF THE USE OF VIDEOS AS TEACHING STRATEGY FOR THE PRESENTATION OF NEW VOCABULARY IN THE STUDENTS OF SÉPTIMO AÑO DE EDUCACIÓN BÁSICA, CLASS “C” AT UNIDAD EDUCATIVA JOSÉ MARÍA ROMÁN FREILE DURING THE ACADEMIC YEAR 2016-2017.”

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COMMITTEE MEMBERS CERTIFICATED



UNIVERSIDAD NACIONAL DE CHIMBORAZO

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LANGUAGE CAREER**

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Work presented as requirement to obtaining the Bachelor’s Degree of “Licenciatura en Ciencias de la Educación, profesor de Idiomas Inglés”. It has been approved by the following committee members at Universidad Nacional de Chimborazo, as it is confirmed by their signatures.

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CERTIFICO:

Que el presente trabajo: **“OBSERVATION OF THE USE OF VIDEOS AS TEACHING STRATEGY FOR THE PRESENTATION OF NEW VOCABULARY IN THE STUDENTS OF SÉPTIMO AÑO DE EDUCACIÓN BÁSICA, CLASS “C” AT UNIDAD EDUCATIVA JOSÉ MARÍA ROMÁN FREILE DURING THE ACADEMIC YEAR 2016-2017.”** De autoría de la señorita Myrian Patricia Quigla Lara, ha sido dirigido y revisado durante todo el proceso de investigación. El citado trabajo cumple el 100% con los requisitos metodológicos y requerimientos esenciales exigidos por las normas generales para la graduación en tal virtud autoriza la presentación del mismo para su calificación correspondiente.



Ing. Luis Alberto Machado

AUTORSHIP

I, Myrian Patricia Quigla Lara, student of language career, declare I am the only author of the research named "OBSERVATION OF THE USE OF VIDEOS AS TEACHING STRATEGY FOR THE PRESENTATION OF NEW VOCABULARY IN THE STUDENTS OF SÉPTIMO AÑO DE EDUCACIÓN BÁSICA, CLASS "C" AT UNIDAD EDUCATIVA JOSÉ MARÍA ROMÁN FREILE DURING THE ACADEMIC YEAR 2016-2017", ideas, opinions and commentaries specified in this document are responsibility of the author.

Riobamba, 21 de Junio del 2017



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DEDICATORY

To my parents María and Segundo who are my example of effort and have been my guide for all my life, to my sisters Veronica and Teresa for being my unconditional support during these years and for giving me advices to overcome the obstacles and finish the career, and I thank to my best friends Diana Mendoza and Diana Chavez because they were with me at all times. Also, this thesis is dedicated to my teachers for sharing with me their knowledge.

Myrian

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RESUMEN

Mediante una observación previa realizada en la escuela José María Román con los estudiantes de Séptimo Año de Educación Básica paralelo “C”, se determinó como problema la falta de vocabulario para una buena práctica de la habilidad del habla. Este estudio describe cómo el docente de inglés usa videos para enseñar vocabulario a sus estudiantes. La investigación se realizó durante el periodo lectivo 2016 – 2017, con los estudiantes de Séptimo Año de Educación Básica paralelo “C”. El propósito general de esta investigación es observar el uso de videos como estrategia de enseñanza de vocabulario a fin de mejorar la práctica de la habilidad del habla del idioma Inglés. El tipo de estudio empleado es cualitativo de nivel exploratorio. La población con la cual se realizó esta investigación fue de 27 estudiantes y 1 profesor. El método cualitativo empleado es etnográfico, la técnica empleada es la observación no participativa debido a que los investigadores desarrollan un rol pasivo; para la recolección de datos el instrumento utilizado es una hoja de cotejo diseñada por los ejecutores de la investigación. Luego del análisis de los datos se concluyó que mediante el uso de videos auténticos e instruccionales los estudiantes aprenden nuevas palabras que les permite practicar la habilidad del habla con sus compañeros y profesor debido a que los estudiantes se sienten motivados e interesados en aprender el idioma Inglés para una comunicación fluida.

SUMMARY

Through a previous observation made at José Maria Román School with the students of Seventh Year of Basic Education parallel "C", it determined as a problem the lack of vocabulary for a good practice of speaking skill. This study describes how the teacher uses videos in order to teach vocabulary to the students. The research was conducted during the academic period 2016 - 2017, with the students of Seventh Year of Basic Education parallel "C". The general purpose of this research was to observe the use of videos as teaching strategy to teach vocabulary in order to improve the practice the speaking skill of English language. The type of study used is qualitative at the exploratory level. The population with which this research was carried out was 27 students and 1 teacher. The qualitative method employed is ethnographic; the technique used is non-participatory observation because researchers develop a passive role; for data collection the instrument used is a checklist designed by the research executors. After the analysis of the data, it was concluded that through the use of authentic and instructional videos students learn new words that allow them to practice speaking skills with their classmates and teachers due to students feel motivated and interested in learning the English language to communicate fluently.



Reviewed by: Chávez, Maritza
Language Center Teacher



INTRODUCTION

The learning of English language in our country is essential in the educational development of students. Nowadays all students need to learn English due to it is a global language. Over the years the teaching of this language has been changing with appearance of new methods and strategies used by teachers to achieve a good teaching - learning process, in this way videos are used as new strategy to teach vocabulary.

Videos help to learn new vocabulary in order to expose the students to a visual learning in which they can understand the meaning of words through the movements, gestures and response that help them to have a clear meaning of words. Therefore a good practice of Speaking skill due to this ability is practiced daily in English classes. With a wide range of vocabulary students will be able to transmit ideas to establish a good communication between teacher-students and students-students.

This research was performed in Séptimo Año de Educación Básica “C” at Unidad Educativa “José María Román Freile” in which there are 27 students. The school is located in the Chimborazo province, city of Riobamba, on Brasil and Nueva York Street. Nowadays, this public institution has about 61 teachers and 1148 students.

The problem is that students do not practice the speaking skill because they do not know enough vocabulary to communicate fluently. Also the strategies applied to introduce vocabulary are traditional and do not catch students’ attention and hence them to lose interest in learning English language.

In the research some videos were studied as teaching strategy for teaching vocabulary and how its content engages students in learning the English language. In addition, the research permitted to clarify the problems that students have to communicate in English as well solutions to promote the use of videos to teach vocabulary.

This study provides experience for the researcher in order to use videos correctly as strategy to teach vocabulary hence to reach good results and apply in my professional field.

This research will help to know how to use videos as new strategy to teach vocabulary in order to change the traditional strategies used over the years and encourage the students to learn the English language.

The purpose of this research is to observe how videos help in the learning of vocabulary in the

students of Séptimo Año de Educación Básica “C” at Unidad Educativa “José María Román Freile”. Moreover, this research helps the teacher to improve the strategies and activities used to involve students in order to use the language to communicate in English.

The present research has been organized in five chapters, of which:

Chapter I.- The referential framework, problem statement, the general and specific objectives, justification and importance of the problem are presented here.

Chapter II.- the use of videos as teaching strategy for teaching new vocabulary, which is the scientific support of this research is presented here.

Chapter III.- The methodological framework includes design and type of research, the population and sample, techniques and collecting instruments of data and techniques of procedure for the analysis are presented here.

Chapter IV. - Analysis and interpretation of results are presented here.

CHAPTER I

1. REFERENTIAL FRAMEWORK

1.1. The problem research

The lack of vocabulary to practice the speaking skill in order to communicate to each other in English classes.

1.2. Problem Definition

The Unidad Educaiva “José María Román Freile” is a public institution located in Riobamba city in Chimborazo province on Brasil and New York Street. The students population during this academic year 2016-2017 is 1148, 52% of the students are from Riobamba, 34% come from the rural areas and the 14% come from other cities. In the school there are 61 teachers in different areas and four of them are English teachers, at the school there are 27 classrooms two sport fields and a computer laboratory, the school works in two shifts one in the morning and one in afternoon. At José María Román Freile school the teaching of English language was not in force the last years reason why for the students is difficult to develop appropriately the four macro skills (speaking, reading, writing and listening) so that students lose interest in learning the English language.

In the Séptimo Año de Educación Básica, class “C” where the investigation took place there are 27 students 17 of them are female and 10 are male and the 87% of the students come from the same city and the 13% comes and from the rural area and all the students attend the afternoon session. Students are interested in activities such as reading, sports and chatting in social networks, they said that English language is difficult to learn, and of the four macro skills speaking is the least practiced.

During the observational practices was evidenced students did not participate actively and do not practice the speaking skill because they do not know enough vocabulary to allow them to communicate with their teacher and classmates.

The strategies used to teach vocabulary was grammar translation and the activities presented did not improve speaking skill because they were very traditional such as crosswords or matching activities.

As a consequence there are students who cannot comprehend the meaning of words and most of time they do not participate actively interacting with their classmates and teacher.

It is going to be observed how videos are presented to teach vocabulary and discover why the students have difficulties to practice the speaking skill of English language in spite teacher uses videos in his classes they cannot communicate fluently.

1.3 Guiding questions

- a) What types of videos are used to teach new vocabulary?
- b) How students react during the presentation of videos to learn vocabulary?

1.4. Objectives

1.4.1. General objective:

To observe the use of videos as teaching strategy in the learning of new vocabulary in the students of Séptimo Año de Educación Básica, class “C” at Unidad Educativa José María Román during the academic year 2016-2017.

1.4.2. Specific objectives:

- a) To describe the types of videos used to teach new vocabulary.
- b) To recognize if the videos used catch students’ attention in learning of vocabulary.

1.5. Justification

The present research work is important because it helps to know how videos are used to teach English vocabulary at students of Séptimo Año de Educación Básica.

Language is a tool for communication and with the appropriate knowledge of vocabulary students will be able to express their ideas, opinions, and establish a good communication.

Thought the Observation we found how videos help students developing the speaking skill. For this analysis a checklist was created in which it was determined two fundamental axes of the present research: Types of videos that teacher uses to introduce new vocabulary, and recognize if the videos used catch students' attention in learning of vocabulary.

The present project has the feasibility in the different aspect: first, the academic feasibility at Universidad Nacional de Chimborazo due to the researchers were trained with the subject of English methodology in which they received the correct academic preparation. Second , the human feasibility because Unidad Educativa "José María Román" allowed the access to the necessary information and resources for the research developing, also it is necessary mention that the researcher did her pre-professional training in this institution. Moreover, the economic feasibility because it is self-financed by the researcher.

The direct beneficiaries of the research were the teacher and the students of Séptimo Año de Educación Básica and the indirect beneficiaries were the whole institution, the university, and the readers to improve their knowledge about videos to teach vocabulary.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1. PRECEDENTS OF INVESTIGATIONS REALIZED WITH REGARD TO THE PROBLEM

At Ciencias de la Educación Humanas y Tecnologías faculty of Universidad Nacional de Chimborazo THERE ARE NOT previous investigations about OBSERVATION OF THE USE OF VIDEOS AS TEACHING STRATEGY FOR THE PRESENTATION OF NEW VOCABULARY, but there is a research, which is similar:

“THE ANALISIS OF STRATEGIES FOR TEACHING VOCABULARY IN THE LEARNING-TEACHING PROCESS OF ENGLISH WITH THE STUDENTS AT PRIMER AÑO DE BACHILLERATO “D” AT UNIDAD EDUCATIVA “COMBATIENTES DE TAPI” IN THE CITY OF RIOBAMBA CHIMBORAZO PROVINCE DURING THE SCHOOL TERM FEBRUARY-JULY 2016”

Author: Kerly Yesenia Cabezas Llerena

2.2. THEORETICAL FOUNDATION

2.2.1.1 Videos in an EFL classroom

In second language education, video materials have proved especially useful for a number of reasons. Primarily, these materials provide students with the opportunity to experience the target language in a more natural context. Language is presented in apparently less structure way through the use of videos materials. English as second language students are afforded the opportunity to observe and participate in a more active learning experience, while maximizing the use of several cognitive skills. (Lutes, 2007)

Videos provide a ready – made context for the presenting of new vocabulary, structures and functions as well as stimulus for speaking getting students to use the English they have learned in talking about it. Videos help comprehension because of the visuals students are exposed to, the speakers can be seen, so that their movements, gestures and responses give clues to make the

meaning clear, they also illustrate relationship in a way that is not possible with words only. (Torres, pág. 108)

2.2.1.2. Why are videos used in ESL classes?

The use of videos to teach English is important do to it is powerful tool to stimulate second language acquisition because the quality of being able to see and hear real communication, the gestures, facial expressions and lip movements are very important so the use of videos are important for the following reasons:

To increase vocabulary

To improve speaking and pronunciation.

To improve writing skill

To motivate and create a relax environment

2.2.1.3. Benefits to use videos

Students of all levels can benefit from the use of video, since there are always easier video sequences, spoken at a slower rate that can match lower level students' needs. Besides, authentic video has an obvious advantage over conventional audio tapes (that are typically very demanding and may damage the students' confidence): the visual dimension, that makes understanding easier through gestures and context.

2.2.1.4. Types of videos used in ESL

Traditionally, two main uses of video have been distinguished: instructional video, specifically created to teach foreign languages, and authentic video materials, such as films, TV series, commercials, etc., originally created for native speakers of the language. Even if it can sometimes be more difficult to handle, it is in fact very functional to use authentic video in the foreign language class, since students can profit more efficiently from this type of input, given its presentation of real (not manipulated) and complete communicative situations, that is what learners really need in real life. (Tesol Spain)

Videos types:

Animation/cartoons

Spider, Spot, Pingu, Mr Ben, Eric Carlyle stories, Wallace and Gromit series

Educational programs

TV documentaries made for children about science/nature etc, Dinosaurs series, The Blue Planet

TV advertisements

Music

Programmes about musicians, video clips

Drama

TV series (Gallachar, 2012)

2.2.1.5. How to select and use videos

Adequate preparation of videos is necessary to promote and active viewing and facilitates successful language acquisition.

- Be familiar with the video materials before they are used in class.
- Have a clear aim in mind so that students are told what is to be learned and what will be expected of them.
- Design task to get students involved in a meaningful way.
- Be sure that that the video get your students interest in the language and culture and make them want to learn.
- Analyze if the content is age – appropriate.
- Prepare the students beforehand to understand what they are going to watch.
- Set what parts of the video will be used.
- At least one follow – up activity should be designed for each lesson to develop creativity and self-expression.
- Show short segments each time. (Torres, págs. 108-109)

2.2.1.6. The advantages of use of videos in ESL

Video materials have an advantage because of the innovative features that can be used to make instruction more appealing to learners.

A major advantage is that video materials can focus on information that cannot be readily presented in a traditional classroom because of constraints such as size, location, costs, etc. In the ESL classroom, this can be something as simple as access to NS language in a natural context. However, because watching video is a passive activity, it needs to be used as part of an active learning strategy in order to be an effective tool, particularly in holding the attention of students. Video materials are an effective delivery system because they contain a combination of visual and aural information.

If video materials are used as a part of an active learning strategy, they can have a major impact by presenting the same target structures and vocabulary in a new medium that allows for more repetition of the target language before learner attention is diverted or lost. It is incumbent on the learning process that repetition be conducted and video materials offer another avenue of options.

Video materials are an excellent method of exposing language learners to language used in a wide variety of contexts because of the variety of selections available. They offer a chance for language learners to test their comprehension in situations that they might encounter that cannot be otherwise realistically recreated in the classroom. Furthermore, video materials can be used to give learners a chance to demonstrate their comprehension. Video materials in the ESL classroom have the potential to maximize students' natural abilities to acquire, process, and otherwise utilize their knowledge. Moreover, they can be used to actively engage students in the learning process. Students can be encouraged to take on the role of the educator through active learning techniques utilizing video materials.

Active learning is a cognitive approach to learning that allows students to play an active role in their education. Students not only learn through observation, but also through participation in the process of learning. Instructional media technologies have enhanced the educational process by allowing students to access information, develop and apply this information, and communicate more with other students, thereby making the whole process more active.

The advantage of using video in the classroom is that students have the opportunity to observe more authentic materials. Most ESL textbooks are based on learning certain principles of grammar, structure, and patterns, with an application exercise at each level, and are often filled

with sample conversations that allow L2 learners to practice the important points practiced in previous drills. By using video, especially in the form of episodic television, commercials, or movie scenes, a level of authenticity can be added to what the students are learning. This is accomplished by allowing students to see aspects of communication such as body language, gestures, context clues, cultural symbols, etc. Moreover, especially when used in conjunction with or supplemental to the standard ESL textbooks and materials, a deeper understanding of the target language can be reinforced. (Lutes, 2007)

2.2.2.1. Teaching strategy

Teaching strategy refers to the structure, system, methods, techniques, procedures and process that the teachers use during instruction. In other word is a strategy that teacher employs to assist students learning. (North West Missouri State University, 2013)

2.2.2.2. Videos as teaching strategy

Videos capture attention from students easily. Use of videos resources adds zing to your classroom sessions. Students enjoy distinctive resource and variety of these resources keeps students engaged and interested in the classrooms throughout. Videos can stimulate more than one sense at a time, and in doing so, educators reach all different types of learners and hold student's attention longer. Giving students the ability to create and utilize different types of videos creates a more collaborative classroom and allows students communicate and actually apply what they are learning, enhancing the overall educational experience. (Gupta)

2.2.3.1. What is vocabulary?

Jack C. Richard says that vocabulary is one of the most obvious components of language and one of the first thing applied linguistic turned their attention to. Vocabulary can be classified into passive vocabulary and active vocabulary. A passive vocabulary is used receptively in listening and reading. Meanwhile, an active vocabulary is utilized productively in speaking and writing

2.2.3.2. The Importance of Vocabulary

Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. Wilkins (1972) wrote that "... while without

grammar very little can be conveyed, without vocabulary nothing can be conveyed” (pp. 111–112). (Yazlina, 2015)

Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. Underscoring the importance of vocabulary acquisition, Schmitt (2000) emphasizes that “lexical knowledge is central to communicative competence and to the acquisition of a second language” p. 55). (ALQAHTANI, 2015)

2.2.3.3. How vocabulary is learned?

To learn a second language requires learning a new conceptual system, and constructing a new vocabulary network. When they learn a second language there are difficulties, especially in areas of words because there are similarities with the first language. So this is a barrier that must be overcome by teacher and students of language.

- **Indirectly.** Children learn the meanings of most words indirectly, through everyday experiences with oral and written language--e.g., through conversations with others, it includes watching TV, videos and also through reading extensively on their own.
- **Directly.** Children learn vocabulary directly when they are explicitly taught both individual words and word-learning strategies. It means the teacher is the one who guides children to read and learn new vocabulary. Children are exposed to the teacher’s teaching. (Medina, 2016)

2.3. DEFINITION OF BASIC TERMS

Authentic video: materials, such as films, TV series, commercials, etc., originally created for native speakers of the language.

Instructional video: It is specifically created to teach foreign languages.

Strategy: Is defined as a plan intended to achieve a particular purpose

Teaching: Is an interactive process, primarily involving class room talk which takes place between teacher and pupil and occurs during certain definable activity.

Video: Visual multimedia source that combines a sequence of images to form a moving picture.

Vocabulary: Can be defined as the words of a language, including single items and phrases or chunks of several words which convey a particular meaning, the way individual words do.

CHAPTER III

3. METHODOLOGICAL FRAMEWORK

3.1. TYPE OF RESEARCH

The type of research in this investigation project is qualitative because in this kind of research the investigator wants to know the natural environment of the phenomenon studied, and the researcher is the main instrument for the generation and collection of the data. The theory was deduced to the essential parts of the investigation about the use of videos as teaching strategy for learning new vocabulary. First, the research started with the analysis, explanation of the observation and abstraction using different strategies, with the techniques of the observation in order to establish how videos help Students in the acquisition of new vocabulary.

3.2. LEVEL OF RESEARCH

Exploratory: Because this research design provides greater understanding of the problem, the researcher whose primary objective is examine an unknown subject, little studied, or interesting. It provides the basis for further studies. The process is flexible; the sample is small and unrepresentative and also analyzes qualitative data, so this research had an exploratory level, it was consisted in analyze the developing of videos as teaching strategy to students learn new vocabulary and do a good performance of speaking skill, into the class at Séptimo Año de Educación Básica, class “C” at Unidad Educativa José María Román Freile.

In addition, all of this information was interpreted to define problems and potentials solutions to get a good use of videos teaching strategy for the presentation of new vocabulary.

3.3. RESEARCH METHOD

Ethnographic because it is well suited for the educational field. This qualitative research method was chosen to describe learning and classroom practice and what specifically do teacher and students in the classroom context regarding the use of videos for presenting new vocabulary.

The investigator researched at Unidad Educativa “José María Román Freile” because at this school exists a phenomenon at the moment learning English because students did not practice

speaking skill due to the lack of vocabulary. The present research was developed into the academic term October 2016 - March 2017 in which he collected information through an observation.

For the present study, researcher had been working during six months which were distributed for the following faces: the field work place, the analytical phase and the informative phase.

3.4. POPULATION AND SAMPLE

The institution selected to develop this research was José María Román Freile school, this educative institution has approximately 1148 students some of them assist in the morning and others in the afternoon; as the institution is big the researcher selected one class to work, this class was selected because is the class with lower level in the performance of speaking skill

The class has only 27 students and the observation was no difficult to do; the students of seventh year of basic education has problems to do a fluency communication due to they do not have enough vocabulary knowledge in English, for this reason the researcher selected this class to develop the present investigation.

3.5. PROCEDURE

The activity of this research project has been divided into: preparatory, field work, analytical and informative. First, the researcher elaborated a tally sheet to know how the videos work in order to students acquires vocabulary. To this, the researcher chose Methodology as the area of study because it talks about the method. The researcher select this institution with the purpose of observes the use of videos for the presentation of new vocabulary because students cannot do a good performance of speaking skill due to the lack of vocabulary.

3.6. WORK FIELD

To begin into the preparatory part of the project, the investigators determined in his practices that the students of this institution did not practice the speaking skill. For then, the researcher developed the respective documents to the Rector of the Institution Lic. Giovanni Borja to inform about the problem and how it was detected. The teacher of Séptimo Año de Eucación Básica and the Rector facilitated information and results of the survey which have been applied for detecting which are the factors for students cannot do a good performance of speaking skill to communicate in the English classes. There was no problem to apply the instrument. Also the

researcher had access to all the required documentation because he developed his practices in the educational institution therefore had access to academic records of students.

The researcher was involved into the class like observers to analyze if the videos as teaching strategy helps to the students in the acquisition of vocabulary and she took passive role because she did not participate in the activities and she just was observing and collecting information. The students were active because the class was useful with activities in which all of them had to participate and communicate between them. Some of them had problem because they did not understand the videos.

The information was collected from the facts that she observed and documented in a tally sheet that was developed for two reasons; the first to describe types of videos that teacher uses to introduce new vocabulary. Second, to recognize if the videos used by the teacher catch students' attention in acquisition of vocabulary. Participants for this investigation had been the authorities since they have provided the opening for development, concluded with the collection of data the first week of April. A participatory observation had developed in which information had collected through a tally sheet which concluded despite students can understand the meaning of words practice the speaking skill, they prefer taking a passive role into classes. Within the analytical phase it was detailed that the data were taken through the not participatory observation and was applied from the instrument of the tally sheet the data were registered through descriptive records by the researcher. Finally the researcher with all the information collected in the analytical phase, she finished the final report the fourth week of April and with this he concluded the research.

CHAPTER IV

4. ANALYSIS AND INTERPRETATION OF RESULTS

The research work was developed at Séptimo Año de Educación Básica of Unidad Educativa “José María Román Freile”, in order to observe how videos help students in the acquisition of new vocabulary.

With the data obtained, applied observation guide. It was applied on May 2nd and 3rd for 2 hours every day in Séptimo Año de Educación Básica “C” of Unidad Educativa “José María Román Freile”. The observation helped to analyze how videos help students in the learning of new vocabulary.

4.1. ANALYSIS AND DESCRIPTION OF TALLY SHEET AT SÉPTIMO AÑO DE EDUCACIÓN BÁSICA

SPECIFIC OBJECTIVES	COLLECTED INFORMATION	ANALYSIS	THEORY CONTRAST
TO DESCRIBE THE TYPES OF VIDEOS USED TO TEACH NEW VOCABULARY	The teacher has the necessary resources (TV, Computer, Speakers, and DVD.)	The resources used to present the class were a laptop and speakers although in the class there are a television and DVD was impossible used them because did not work so videos were presented in the laptop nevertheless it was noticed that students felt cheerful due to the use of videos in English classes is new for them but there were students angry because it was difficult for the them to watch the videos due to they sit down at the back.	Technician resources are any instrument that helps us to achieve any goal that is auxiliary material with which students develop learning process. They enrich the sensorial experience, facilitate the acquisition and the setting of the learning and motivate the learning. Into the technician resources are computer, televisions, cd players, projectors etc. (Gavilánez, 2011)
	What types of videos were used to teach vocabulary? Movies Cartoons	Videos used to teach vocabulary are instructional and authentic. Teacher used instructional video of the prepositions of place to relate	Traditionally, two main uses of video have been distinguished: instructional video, specifically created to teach foreign languages, and authentic video materials,

	Songs	<p>with what it is being taught.</p> <p>The authentic video used was a scene of the movie Alice in Wonderland to teach in order to learn new vocabulary.</p>	<p>such as films, TV series, commercials, etc., originally created for native speakers of the language. Even if it can sometimes be more difficult to handle, it is in fact very functional to use authentic video in the foreign language class, since students can profit more efficiently from this type of input, given its presentation of real (not manipulated) and complete communicative situations, that is what learners really need in real life. (Tesol</p>
	The videos presented were according to the students' level.	<p>The first class was presented a short part of the movie Alice in Wonderland, it was not according to the students' level due the dialogues were very fast and difficult to hold and understand the words.</p> <p>In the second class was used an instructive video related with the</p>	<p>Spain)</p> <p>The success of using a video depends on methods and techniques and on the kinds of activities the teacher offers the class. We have to choose material according to the level and interest of our students so that they feel engaged in it. To select videos there are important features that teachers must to have into account:</p> <p>Analyze if the content of the video is age –</p>

		<p>topic of the book Where is the bedroom? in this case the video content was about prepositions of place, the videos scenes were very visual and the clarity, rate and accents of the speech made them appropriate to their level nevertheless I could realize that some students did not understand and they asked to their classmate</p>	<p>appropriate. Be sure that that the video get your students interest in the language and culture and make them want to learn. (Torres, págs. 108-109)</p>
	<p>The videos presented were related with the topic that is being taught.</p>	<p>the meaning of some words. In the first class the teacher introduced completely new vocabulary and used a video unfamiliar for them presenting a scene of movie that most of the students never have watched and was not related with any topic of the book. In the second class the topic of the class was Where is the bedroom?</p>	<p>Adequate preparation of videos is necessary to promote and active viewing and facilitates successful language acquisition and to select videos is necessary to have into account the following features: Be familiar with the video materials before they are used in class. Have a clear aim in mind so that students are told what is to be learned and what will be expected of them. Design task to get students involved in a</p>

		<p>and was presented a video about preposition of place because this vocabulary was important to students make a description of their houses using preposition of place, so that the video was related with the topic of the class presented, and in this way students were more confident and they showed a fast comprehension of words.</p>	<p>meaningful way. Prepare the students beforehand to understand what they are going to watch. (Torres, págs. 108-109)</p>
	<p>The teacher presents interactive videos with which students participate actively.</p>	<p>The videos presented in both classes were not interactive because they did not allow the students to interact with a video, almost as if they were having a simple conversation with the characters in the video and in this way improve speaking skill. Students just watched the videos and did not participate and they felt a little bored.</p>	<p>Active learning is a cognitive approach to learning that allows students to play an active role in their education. Students not only learn through observation, but also through participation in the process of learning. Instructional media technologies have enhanced the educational process by allowing students to access information develop and apply this information, and communicate more with other students, thereby making the whole process more active. (Lutes, 2007)</p>

<p>TO RECOGNIZE IF THE VIDEOS USED</p>	<p>The students' attention was focused in the videos presented.</p>	<p>Students felt motivated and comfortable due to it is a new experience for them, and was noticed that all their attention was focused in the videos and they were engaged not just in watching the videos also in taking notes because teacher told them after to watch the videos they had to develop an activity using vocabulary learnt from the videos.</p>	<p>Videos can stimulate more than one sense at a time, and in doing so, educators reach all different types of learners and hold student's attention longer. Giving students the ability to create and utilize different types of videos creates a more collaborative classroom and allows students communicate and actually apply what they are learning, enhancing the overall educational experience. (Gupta)</p>
<p>CATCH STUDENTS' ATTENTION IN THE LEARNING OF VOCABULARY</p>	<p>Students took notes from the videos presented.</p>	<p>Students took notes from the two videos from the movie because most of words were unknown for them and when the movie finished they asked to the teacher to explained them the meaning of the words and the teacher explained them using others techniques such body technique and synonyms,</p>	<p>Taking notes is a great way to help students identify the importance of concepts covered in class. Even if you have a great memory, you simply won't be able to remember everything the teacher says. A permanent written record that you can refer to later can prove indispensable when it's time to write an essay or take a test on the materials discussed in class. (Lombardi, 2017)</p>

		<p>Also they took notes from the instructional video because after video finished they had to develop an activity using preposition of place to do a description of their house.</p>	
	<p>The students stayed passive while they were watching videos.</p>	<p>While they were watching videos they focus all their attention in the videos to understand and learn the vocabulary also they were passive because the videos used were not interactive that did not permit them to participate as they were part of the video after the video they take an active role performing the activities presented which permitted to know if they are able to practice speaking skill using the vocabulary learned.</p>	<p>A major advantage is that video materials can focus on information that cannot be readily presented in a traditional classroom because of constraints such as size, location, costs, etc. In the ESL classroom, this can be something as simple as access to NS language in a natural context. However, because watching video is a passive activity, it needs to be used as part of an active learning strategy in order to be an effective tool, particularly in holding the attention of students. Video materials are an effective delivery system because they contain a combination of visual and aural information. (Lutes, 2007)</p>

	<p>Students participated and showed a good comprehension.</p>	<p>After the class most of students participated and showed a good level of comprehension developing easily the activity presented by the teacher that was about matching but there were 4 students who did not finish the activity at the same time to the others and was because they did not understand the meaning of some words, so was necessary that teacher explained them using others techniques and in this case teacher used the body technique and explained them through gestures and movements and also used synonyms and after the teacher joined the four students in one group and asked them to made sentences using the words learned they finished in almost ten minutes and read the sentences in front of the class and was right.</p>	<p>Video materials are an excellent method of exposing language learners to language used in a wide variety of contexts because of the variety of selections available. They offer a chance for language learners to test their comprehension in situations that they might encounter that cannot be otherwise realistically recreated in the classroom. Furthermore, video materials can be used to give learners a chance to demonstrate their comprehension. Video materials in the ESL classroom have the potential to maximize students' natural abilities to acquire, process, and otherwise utilize their knowledge. Moreover, they can be used to actively engage students in the learning process. Students can be encouraged to take on the role of the educator through active learning techniques utilizing video materials. (Lutes, 2007)</p>
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CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

- Through the use of instructional and authentic videos the students learned new words to allow them to practice the speaking skill and communicate with their classmates and teacher.
- The students' learnt new vocabulary after watching the videos and doing the activities presented, it permitted to motivate the class to learn English.

5.2. Recommendations

- Resources must be renovated to improve students' learning.
- Interactive videos must be found to help students to participate actively and to communicate to each other.

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7. ATTACHMENTS

7.1. CHEKLIST

UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN HUMANAS Y TECNOLOGÍAS

ESCUELA DE IDIOMAS

INSTRUMENTO DE RECOLECCIÓN DE DATOS #1

OBSERVATION DURING CLASSES AT SEPTIMO AÑO DE BÁSICA “C”

OBJECTIVE To describe the types of videos used to teach new vocabulary.

Instruction: Tick **YES** or **NO** according what you observe during the whole class

No.	STATEMENT	YES	NO
1	The teacher has the necessary resources (TV, Computer, Speakers, DVD.)		
2	What kind of videos were used to teach vocabulary?		
	Songs		
	Movies		
	Cartoons		
3	The videos used are according to the students' level.		
4	The videos presented are related with the topic that is being taught.		
5	The teacher presents interactive videos with which students participate actively?		

Done by: Myrian Quigla

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ESCUELA DE IDIOMAS

INSTRUMENTO DE RECOLECCIÓN DE DATOS #2

OBSERVATION DURING CLASSES AT SEPTIMO AÑO DE BÁSICA “C”

OBJECTIVE: To recognize if the videos used catch students’ attention in learning of vocabulary.

Instruction: Tick **YES** or **NO** according what you observe during the whole class

No.	STATEMENT	YES	NO
1	The students’ attention was focused in the videos presented.		
2	Students took notes from the videos presented.		
3	The students stayed passive while they were watching videos.		
4	Students participated and showed a good comprehension.		

Done by: Myrian Quigla