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**“THE USE OF VIDEOS TO PROMOTE VOCABULARY LEARNING IN  
CHILDREN”**

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CHILDREN"**

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## **Dedication**

First of all, I want to thank my children for giving me the courage and strength to culminate my research and for helping me not give up on this project. Also, I want to give my most tremendous thanks to my family, especially to my friend Rubén Sánchez for giving me the opportunity to continue studying, who always is with me, giving me all his support, care, and dedication. Thank you, Dear husband, for believing in me and motivating me to complete my studies, for inspiring me to be a better person. Thank you, dad and mom for your support and siblings for all the advice that never missed. Thank you very much to all of you.

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### **Abstract**

The use of videos offers students of a second language the opportunity to use language in relevant contexts, be creative, make use of the value of teamwork, and improve their skills in relation to oral expressions and fluency and with this gain greater understanding to achieve meaningful learning (Martínez, 2018). The objectives of this study were to determine the importance of use this material on student performance in the classroom and to analyze the progress and learning before working with videos and after use them. The participants were 4 students aged 6 to 10 years old. The results show that videos attract children's attention and as a result, they have better vocabulary comprehension; videos make lessons more interesting, and it is easier for students to learn vocabulary. To have positive results, the videos must be suitable for the age of students that you are working with and no to be too long as not to allow students to get bored.

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## **Introduction**

The purpose of this research is to demonstrate that students learn English better through the use of videos as didactic material. During the study, it was observed that there was more interest when we worked with the video. The following is a summary of what is detailed in each chapter.

The first one is about the cause of the problem and how I pretend to solve this problem, why I decided to study this topic and why focus on children, the purpose of this study is to compare the classroom management with and without videos, general and particular objectives, research, general and specific questions. The rationale of my investigation, my expectations and some terms that may be unfamiliar to readers.

In chapter II I mention all the theories that define the principles of my research based on the opinion of some authors. Some of the most important topics in this chapter are Audio visual material, some practical techniques for audio visual implication classroom, teacher role, role of the learner, external factors in vocabulary learning, cognitive theory of learning and development of language.

The third chapter I presented all the strategies that I used to complete my investigation such as the method, context, and participants, instruments, and data collection procedure. The fourth has the results; here are all the testimonials and records I have obtained from my students. It begins with the objectives of the lesson, students' behavior, and reasons why learners liked the videos seen in classes. Finally, in the fifth chapter I close with the conclusions, implications, limitations of the study and the suggestion for further research.



## **CHAPTER I: Statement of the problem**

### **1.1 Background**

Vocabulary learning through videos is an important topic to research because it is essential for learning to speak and listen in the foreign language and as it is known; very young learners (VYL) are naturally curious and enthusiastic to explore the world around them. According to Vygotsky (1962) children construct their knowledge through social interaction. Most children are eager to gain new experiences including learning a new language, where they build up their new knowledge actively while they explore their contexts (Piaget, 1970).

Considering those proposals, videos are appropriate to increase vocabulary learning, which is very crucial for the development of the foreign language since some researchers show that the lack of vocabulary knowledge is an obstacle to learning a language. Young learners have a lot of energy but minimum concentration, it is better to engage them in physical activities within a concrete environment, which is the reason videos are appropriate.

As Scott and Ytreberg (1990) assert that children learn using their hands, eyes, and ears to understand this world. So that, through visuals material such as videos, students will be interested in the activities and take more responsibilities (Moon, 2000 as cited Uysal & Yavuz, 2015).

Teachers may create a good environment to learn with those materials. First, it can give the opportunity to students to be more exposed to the foreign language. Second, teachers can promote many activities with these materials such as singing, moving,

imitating. Those actions are necessary for young learners, considering their characteristics (active, creative, imaginative, and energetic). Thus, teachers can avoid boredom in their teaching context that occurs when children are in their seats all the time and talking only with the teacher (Halliwell as cited in Uysal and Yavuz, 2015).

Developing vocabulary learning with videos can be challenging, since some teachers cannot choose the correct learning strategies while using the videos. As children are creative and they are active, teachers have to promote activities to keep them interested in the activities and challenge their imagination. It is not correct to provide just some videos that are of great interest to them, but teachers have to make students do some activities before, while and after watching the videos.

Also, according to Uysal and Ytreberg (1990) there should be various activities having a balance among them. It is suggested that each video focuses on different skills while using individual, pair work, group work or whole class activities alternately and this points out the balance between quiet and noisy activities to create both peaceful and dynamic learning environments.

English foreign language teachers can also develop the vocabulary of their learners by creating a language rich environment which supports vocabulary acquisition and what better idea than motivating them through entertaining videos. This can be done by providing a range of quality videos which also sustain English foreign languages learner interests. According to Uysal and Yavuz (2015), citing Piaget, young children are in the stage where they can learn fast when they can focus on objects, pictures, stories, and/or videos.

## **1.2 Rationale**

According to *El Programa Nacional de Inglés en Educación Básica* (PNIEB), it is essential that children in preschool start to be familiar with the foreign language and they have teachers who are expert users of the foreign languages. At present, the teaching of a non-native language, in this case English (as a component of the public education system in Mexico) is compulsory exclusively in secondary school. However, there is a large social demand for children to begin learning English from preschool. The reality is that today we have English in all levels only in private school. Foreign Language is within the range of people who can pay for it while in public schools and English teachers are not exactly expert users in the language (SEP 2011).

To help students get familiar with the language, it has been observed that teachers use different strategies and materials such as flashcards, textbooks, wall charts and videos. The material less appealing for the kids was the textbook. I consider that the method of using videos has benefits in all the educational levels and it can be used if you are an expert or not because children and adults enjoy watching videos as a learning medium.

For this reason, I consider that the method of using videos has some benefits in all the educational levels and it can be used if you are an expert or novice teacher because it is noticed that children and adults enjoy watching videos, so that they might be a learning tool.

## **1.3 Purpose of the study**

First of all, videos are fundamental tools in teaching vocabulary. We noticed that teachers have to provide specific strategies when students can develop their vocabulary

learning. One of the things that children most enjoyed during the class was watching videos. When the teacher said she had prepared videos for the lesson, children were waiting anxiously and completed all the exercises.

In fact, we decided to do this research because in some experiences with children we have observed that they learned more vocabulary through this kind of material. With the utilization of these materials, videos provide information within the overall goal in a class, which is to make video serve a wide range of educational purposes.

We hope that children have better learning and at the same time this can help other practitioners to be better in teaching English. We are anxious to discover what videos and techniques teachers can apply to students to improve vocabulary learning and how to integrate them into the classroom and what to do with them.

### **1.3.1 General Objective**

To identify student's perceptions about working with videos to learn and observe their performance while using them.

### **1.3.2 Specific Objective**

To analyze student perceptions about videos to learn vocabulary.

To explore student performance when using videos to learn English.

## **1.4 Research Questions**

### **1.4.1 General Question**

What are student's perceptions and performance towards learning English vocabulary with videos?

#### **1.4.2 Specific Questions**

What are student perceptions about videos to learn vocabulary?

What does student performance explore while using videos to learn English?

#### **1.5 Methodology**

The investigation follows an Action Research which according to Eileen Ferrance "is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research" (Ferrance, 2000, p.7).

#### **1.6 Definition of Terms**

Vocabulary is a list or collection of words or of words and phrases usually alphabetically arranged and explained or defined (Merriam-Webster, n.d.).

Strategy procedures used in learning, thinking, etc., which serve as a way of reaching a goal. In language learning, learning strategies and communication strategies are those conscious or unconscious processes which language learners make use of in learning and using a language (Richards, & Schmidt, 1992).

Research is the study of an event, problem or phenomenon using systematic methods, in order to understand it better and to develop principles and theories about it (Richards, & Schmidt et al., 1992).

Learning is the process by which change in behavior, knowledge, skills, etc., comes about through practice, instruction or experience and the result of such a process (Richards, & Schmidt et al., 1992).

Acquisition refers to a non-conscious process of rule internalization resulting from exposure to comprehensible input when the learner's attention is on meaning rather than form, as is more common in a second language context (Richards, & Schmidt et al., 1992).

Knowledge is the information, understanding or skill that you get from experience or education (Richards, & Schmidt et al., 1992).

Cognitive Development is the construction of thought processes, including remembering, problem solving, and decision-making, from childhood through adolescence to adulthood (Swam, 2017).

Realia refers to actual objects and items which are brought into a classroom as examples or as aids to be talked about or written about and used in teaching. Realia may include such things as photographs, articles of clothing, and kitchen objects (Richards, & Schmidt et al., 1992).

Skills are abilities to perform activities well, usually one that is made up of a number of balanced processes and actions. Many aspects of language learning are traditionally regarded as the learning of skills, such as learning to speak, or read fluently (Richards, & Schmidt et al., 1992).

Language skills are the mode or manner in which language is used in listening; speaking, reading, and writing are called the four language skills. Sometimes speaking and writing are called the active-productive skills and reading and listening, the passive-receptive skill (Richards, & Schmidt et al., 1992).

## CHAPTER II: LITERATURE REVIEW

This chapter explains the concepts related with the use of videos to promote vocabulary learning in children. I analyze in detail every strategy that enables us to increase our vocabulary, in the same way the learning process in very young learners.

### 2.1 Audio Visual Material

In recent years, the use of audio-visual material has gained a great importance because it is a good tool in the process of learning a foreign language. Audio-visual material cannot be far away from technology and at the same time technology is related to society, for this reason teachers have to consider these two concepts in the teaching-learning situation. Vision and audition provide useful information for material awareness, using these two skills we can give us an idea what an object is from (Cakir, 2006).

Currently, vision and audition skills can be improved through a list of activities such as: sketches, plays (filmed or on live), recordings and videos of some platform. In each activity, the cooperation of the teacher and students are crucial. Here is what we can take advantage of each of the technological tools we have at hand. Besides, technology is changing day to day, and it has evolved thanks to people's needs. In the field of work, students must be technologically equipped. Language learning is highly successfully learnt when language teachers are accompanied by technology and adapt the teaching practice with a scientific knowledge with practical activities that involve people and machines (Cakir, 2006).

Technology can become a double-edged sword. As teachers, we need to know to what extent they can utilize technology in the classroom. There is evidence that to make classes more entertaining, technology is an excellent tool while the conventional classes are

usually quite monotonous, and students can easily get bored and lose interest in learning a new language (Funiblogs, 2019).

In the same manner, audio-visual material is an important tool for the teaching-knowledge operation, when students learn through these tools; they develop the sense of ear and sight. According to Wright “all audio-visual materials have positive contributions to language learning as long as they are used at the right time in the right place”. (Wright, 1976, as cited in Cakir, 2006, p.67). Therefore, teachers must learn how to manage these tools in the way possible.

In fact, one of the most favorite instruments for learning and teaching a second language are videos, this is because it manifests itself as a new way of schooling. For example, teachers can review the details repeatedly unlike normal classes where teachers in traditional settings can so that sometimes students can have doubts at the time of learning. Many teachers may believe that the notes in the notebook can work in the same way, but if we put it on a scale, most may prefer to observe than duplicate notes from the blackboard. Consequently, teachers often assess their English classes through the grammatical structure, but videos help us to observe only informative reactions in the construction and demonstration of language teaching materials, teachers must take into consideration student performance in terms of those reactions (Cakir, 2006).

In recent years the use communicative techniques in English classes are well-liked by both students and teachers, this is because replaying television programs on a video recorder for viewing are interesting and they show us in a couple of minutes different cultures about the language, which is learnt unlike an hour of classroom work, this is as stated by to their attention span. Video creates direct and clearer words by demonstrating through vision in some way that is not possible with words, as people say a picture is worth

a thousand words. Language teachers like videos to motivate learners, present the real world into the classroom, contextualize language, and promote a genuine language environment, which is control (Cakir, 2006).

### **2.1.2 Some practical techniques for audio-visual implication classroom**

Cakir (2006) provides some usual practical techniques for audio-visual material; they are listed below.

*Active viewing*: this technique assists to enlarge students' amusement, fulfillment, and concentration. Teachers write some key interrogation on the board about the presentation, but they have to contemplate the student language level to adjust the technique according to them. Regarding students, they can get an overview of the content, reply to quiz orally, take notes, and watch and listen for specific details.

*Stop framing and prediction*, it is an excellent activity to capture the students' attention and motivate the imagination through stopping the picture on the screen and students must predict what will happen in the next picture.

*Silent viewing* helps to motivate student interest, develop skills and prediction. In this strategy, teachers play the video without the sound and students observe the behavior of the characters and make some conclusions. Once it finishes, the video is replayed with the sound on, and they can compare their impressions.

*Sound on and vision off* activity, where students must predict or to fix up what has happened visually depending only on what students must listen; so that teachers play a section of a video unit and remove the visual element from the presentation by obscuring the picture so that students can hear only the dialogue but are unable to see the action.

*Repetition and role-play*, a scene on video is replayed with certain pauses for repetition either individually or in chorus. When students have a clear understanding of the presentation, they are asked to act out the stage using as much of the original version as they can remember.

*Reproduction activity*, this activity inspires students to try out their comprehension. After students have seen a section of the video, students are asked to reproduce either what is being said, to describe what is happening, or to write what has happened. Students will benefit from experimenting in English. As it seems a bit difficult to perform, guidance and help may be needed.

*Dubbing activity* is an activity that can be done when students have the necessary language competence. Students are interrogated to charge in the lost dialogues after observing a video without sound episode. It is fascinating and entertaining for the students to finish a scene from the video by dubbing.

*Follow-up activity*, in this activity students have an opportunity to develop, sharing and co-operative abilities. It is crucial that a video show should lead to looking into an activity as the basis for added oral practice. Discussion stimulates communication among students, and it helps to achieve interface implementation.

*Table 1*

**Some practical techniques for video implication in classroom**

<b>Technique</b>	<b>Technique advantage</b>	<b>Teachers</b>	<b>Students</b>
Active Viewing	Increases amusement, fulfillment, and concentration.	Write key questions on the board about the presentation; adapt the technique according to the language levels.	Get a content overview, answer questions, take notes, watch and

Freeze Framing and Prediction	Conjectures, students' attention and motivate the imagination.	Freeze the picture to teach words and expressions regarding mood and emotions	listen. Speculate on what will happen in the next act.
Silent Viewing	Motivate student interests, develop skills, and prediction techniques.	Play a section of a video without sound and ask for deduction, stop at intervals, and ask for guessing.	Compare impressions.
Sound on and Vision off Activity	Interesting and useful to play a section of a video unit.	Remove the visual element from the presentation by obscuring the picture, students can hear only the dialogue but are unable to see the action.	Predict or reconstruct what has happened visually depending only on what they hear.
Repetition and Role-play	Repetition, communicative production exercises.	A scene on video is replayed with certain pauses for repetition.	Have a clear understanding of the presentation, asked to act out the scene using as much of the original version as they can remember.
Reproduction Activity	Benefit from experimenting in English, perform, guidance, help and reassurance.	Encourages them to try out their knowledge.	Ask to reproduce either what is being said, to describe and write what is happening.
Dubbing Activity	Increases the language competence	Ask to fill in the missing dialogues after watching a sound-off video episode.	Complete a scene from the video by dubbing.
Follow-up activity	Opportunity to develop, sharing and co-operative skills.	Lead to follow-up activity as the basis for further extended oral practice.	Discussion, stimulates communication, and achieves communicative practice.

Source: (Cakir, 2006, p.69)

## **2.2 Video**

Theoretically, video is an electromagnetic recording technology of the visual figure and dates to the years between 1996 and 1978. The idea of videos started thanks to purposes, but the realia and the relevance bring the same benefits. Nonetheless, in many countries, recording material off-air from broadcasts, or re-copying recordings, infringes copyright.

### **2.2.1 Specialist films (documentaries and educational programmers).**

To educate in a new way we need to change our didactic assets to attract the students. Documentaries provide an attractive way to show static information in an engaging, simple, and understandable format. Nowadays, Youtube, Netflix and Amazon Prime are the most popular platforms for obtaining information and learning new skills. Films are usually readily available on video cassette, and many times have no restrictions than television scatter. Some educational channels are normally accessible to the public. A problem is the original soundtrack is disregarded, and the visual information is used for language work (Strategic finance, 2022).

### **2.2.2 Self-made video films**

The source of data is based on teaching through videos. As Hea-Suk Kim says, videos introduce learners to a wide array of real-life language experiences that enhances their learning environment, and contextualizes their learning process (Kim, 2015). The videos consider the discovery of preceding motivational research studies in different contexts that were already stated in the literature review. To be more accurate, the videos

will be selected according to the topic to be learned, videos specifically made for children of that age, and they will be presented in English.

This type of video involves teachers and learners because it is very exciting to work with a camera. The major contrast is that in those videos students can see their advances. Listening to yourself can help to enhance your pronunciation, your gestures, etc.

### **2.3 Teacher Role**

Vocabulary learning strategies are a principal part in vocabulary learning. Their significance in language learning is undeniable. So that teachers can facilitate some strategies for students to learn it. Vocabulary learning strategies activate explicit learning that entails many aspects, such as making aware efforts to notice new lexical items, selective attending, differencing, and storing new words into long-term memory (Ellis, 1997 as cited in Hashemi 2010).

The influence of individual factors as incentive, attitudes, fear of failure or the language learning aptitude towards vocabulary learning must not be considered as well. Practices in the past suggest that vocabulary teaching has always been influenced by movements in linguistic and psycholinguistic investigation. The emphasis was on estimating the meaning and using dictionaries for defining and translating lexical items were to be avoided. Nevertheless, if we have little variety of contexts, it is possible that we infer word meanings that may still be incorrect guessing, and such errors may be difficult to rectify. Deduction skills could give vocabulary growth. Vocabulary acquisition cannot rely on incidental learning but needs to be controlled. Explicit vocabulary in teaching ensures a

successful lexical development by following a systematic and logical path (Takac, 2008, as cited in Sadeghi, Khezrlou, Modirhameneh, 2017).

The contribution and the result of explicit vocabulary teaching on vocabulary acquisition are still under dispute. Learners do not learn everything that teachers teach.

Teaching strategies also depend on factors influencing vocabulary acquisition such as, teachers' spontaneous reactions or teachers extemporizing to help learners when they need to arise. Using videos as a material to teach does not mean the teachers are replaced, the teacher is the first responsible to generate a successful learning environment. They should be helped by various techniques that modern technology makes available for facilitating successful language acquisition. The victory of using any resources as black boards, flashcards, overhead projectors, and so on, assumes success to request pedagogical principles to teaching (Loneragan, 1998).

There are some variants why teachers do not feel safe to work with technology; some of these are: it is a new experience, not knowing how to use a DVD, which cable to use, which button performs, which function, even when the internet fails, they prefer turning it off. The rest of the lesson then proceeds as though there has been no use of the technology at all. The success of a good English language learning does not depend only on the teacher; on them depend on the conditions for language learning, but the learners must respond to these situations (Loneragan, 1998).

#### **2.4. Role of the Learner**

It is difficult to find the correct age for children to learn something, for example I cannot say at the age of five all children can do specific actions, at the age of 7 they can all

do some other new actions. But as teachers, it is possible to demonstrate some characteristics in children which you should be aware of in your teaching. Different variants can occur in the videos managed for language-learning, supplied daily material as books or take notes. Learners must participate through the interest and the active process in the same context. In some cases there exists a mess between videos as a valuable teaching aid and domestic television, because students expect the same entertainment they get from television but the nature of the entertainment is of course quite different. It is important to guide them to understand how valuable the medium can be (Lonergan, 1984).

## **2.5 Teaching Very Young Learners**

The studies of Long, believes that phonology begins to be perfected after the age of six and some problems also arise in morphology and syntax after 12 years old. There are some periods when get to complete proficiency in language acquisition is a complicated achievement. This author mentions the gradual lessen in language learning, but that reduction does not happen in a single critical age so that six-year-old children develop language acquisition successfully after puberty and that a similar acquisition course happens in a second or foreign language (Pinker, 1994, as cited in Uysal & Yavuz, 2015).

According to Piaget's theory of cognitive development, preschoolers are in the preoperational stage of intelligence, so learning can be boosted by helping them experience concrete materials such as: objects pictures, stories, and videos. Those implications need to be overseen by professionals to promote learning.

Table 2 develops what we can and cannot expect from children from three to six years old and how you can teach them in ways that are appropriate for their stage of

development. The child development stages designates that at the age of 3 years old, children’s muscles are still developing, so a great need for physical exercise is required but we have to remember that physical changes can generate insecurity. Around 4-5 years old, their emotions will be extreme; these emotions will cause frustration. They begin to cooperate with others, but teacher should be warm and restore the child's equilibrium and should offer constant encouragement with short activities. They become more objective by discovering consciousness and opening up to the outside world at the age of 6 to 9. Many times, children confuse fantasy and reality as a result of this they increase their creativity and imagination developing reasoning and logic. About the language area they can be aggressive and friendly to the same person and starts to be aware of his potential (both abilities and limitations); Teacher should be concerned with their scale of values. The child will be keen to read and write, often admires teachers, and thinks they know everything, interrupts activities to gain attention, and is physically aggressive, without a motive. Persuade the child to do the required activity, monitor aggressive behavior, without over-reacting and try to be good role models for older children.

**Table 2**

*Child development*

Child development			
<b>Areas of development</b>	<b>Ages</b>	<b>Characteristics</b>	<b>Educational implications</b>
Control of muscular movement	3 years old	Children are stronger and more resistant	Insecurity.

Emotions	4-5 years old	Children often show tantrums and whims.	Activities should be short.
Intelligence	6-9 years old	The child's thought is subjective and egocentric.	Use toys that imitate real life, widen their minds.
Language	6-9 years old	Child can express himself clearly.	Activities should develop oral and writing skills.
Sociability	7-8 years old	Children learn moral values from adults.	Teachers should favor group work to encourage sociability, sharing and concentration.
Behavior	9 years old	A very active child starts to become calmer.	Teacher should encourage communication.

*Source:* Taken from (Roth, as cited in Campos et al., 2008).

## **2.6. External factors in vocabulary learning**

Vocabulary learning is an essential part to having a good English domain. It is difficult to find the best way to achieve good vocabulary learning, it depends on a wide variety of factors. There is now a very substantial research literature available on vocabulary learning, although much of it has been slow to filter into mainstream pedagogy. Schmitt, (2008), suggests that to increase your vocabulary is necessary an explicit teaching

part and some parts as extensive reading, this increases exposures to lexical items, such as large reading.

According to Laufer (1997 as cited in Boonkongsaeen, 2012. p.45), The factors that affect the learnability of lexical items, include pronounce-ability (phonological features) and orthography. Morphology, including both inflectional and derivational complexity that increase the vocabulary learning load, similarity of lexical forms (e.g., synforms, homonyms), grammar, part of speech, and semantic features (e.g., abstractness, specificity and register restriction and multiple meaning).

### **2.6.1 Influence of First Language**

There is much dissimilarity in L2 from L1 vocabulary acquisition such as L2 learners develop conceptual and semantic systems linked to the L1. L2 acquisition involves the new lexical form because there is a translational equivalent in L1.

This procedure depends on the degree of equivalency between languages; sometimes it will generate an obstacle. This may occur when we use previously learned lexical items. Cross-linguistic comparisons can show difficulties caused by interference of the L1 when someone is learning the target language. “The learner tends to assume that the system of L2 is more or less the same as in his L1 until he has discovered that it is not” (Ringbom, 1987, as cited in Swan, 2017, p.8).

- Lexical units in two languages are not exact equivalents (there is more than one translation).
- Equal lexical units in related languages have different permissible grammatical contexts.

- Equivalents belong to different word classes.
- Equivalents are false friends.
- There are no equivalents at all.

The revelation to L2 input is often limited to the classroom context. The input may be increased by reading or listening in the target language. But these activities, although undoubtedly useful, do not guarantee the evolution of rich vocabulary. Similarly, formal teaching of vocabulary has its limitations. Ellis (1997) & Rivers (1983), as cited in Hashemi, (2010).

## **2.7 Cognitive Theory of Learning**

Cognitive development involves many theories, but it is important to identify two important aspects to understand a little more of this. The difference between development and learning is a clear example about what this issue is about. Development is a spontaneous process involving the development of the body or nervous system. “In other words, development is a process which concerns the totality of the structures of knowledge” (Piaget, 1964, p.176). The opposite occurs with learning procedure because it is provoked by situations or by a teacher depending on the context in contrast to development with spontaneous situations. In addition, learning is a restricted process. The fundamental relation between development and learning is the stimulus-response schema by comprehending that this is in turn dissimilar in association. Assimilation is the integration of reality into a structure.

The constructive theory of child intelligence development was thought that a child must understand a concept before he can verbalize it. He thought that language was a way

of reflecting a child's thought process by means of interaction with other people and these schemes are gradually growing until they are more complex as the child is growing. As the Foundation of Educational Technology (n.d.) says, Piaget was the first to introduce four stages of cognitive development. The four stages of development Piaget proposed are sensorimotor stage, preoperational stage, concrete operations stage, and formal operations stage.

### **2.7.1 Sensorimotor stage**

Beginning at birth, children learn about motor skills. This means the need to touch things or evaluate them to know about them. At this stage (around age 1) children do not manage any linguistic development, but they remember objects even if it is out of their sight.

### **2.7.2 Preoperational stage**

This stage is around 2 and goes up to age 6 or 7. Children develop language acquisition and the ability to think also they begin to understand about time and space, but they have difficulties in handling abstract concepts because their language is less at this age.

### **2.7.3 Concrete operations stage**

At the age of 6 or 7 and goes up to 11 or 12, this stage develops a reasonable language system; they convey their own ideas and views.

### **2.7.4 Formal operations stage**

Around age 11 or 12 and goes up to age 15. Children can speak fully, and they are able to provide reasons logically in a more adult manner. This stage can be referred to as the linguistic maturation stage. See Table 3.

**Table 3***Cognitive Theory of Learning*

Stage	Age	What children learn	Linguistic development
<b>Sensory motor</b>	at birth	motor skills	<b>No</b>
<b>Preoperational</b>	2-7	Language Acquisitions	<b>No</b>
<b>Concrete operations</b>	6-12	Language System	<b>No</b>
<b>Formal operations</b>	11-15	Speak Fully	<b>Yes</b>

*Source:* taken from (Piaget, 1997, p.185).

**2.8 Development of language**

Cognitive development has been studied most extensively for the acquisition of the lexicon not only with encoded semantics but also with grammatical and logical relationships. This has been seen as an ideal testing ground because there are clearly a number of cognitive prerequisites for encoding temporary remote events most saliently, the ability to remember them (Bowerman, 1978, as cited in Navarro, 1998).

**2.8.1 Development of time concepts and verb tense**

Lenneberg (1967) as cited in Navarro (1998) argued that at age 2 languages could no longer be completely successfully acquired after the close of that period. He predicted that learners who start to learn a second language later than around age 12 will never be able to pass themselves of native speakers of that language. Such arguments and predictions hinge on the assumption that basic neurologically based abilities are irreversibly lost around the onset of puberty. In the table below those stages are summarized.

When children are in the process of learning a language; first they go learning based on what they see; what they already know in their first living months through the sight. Seeing things helps children to relate objects or events they are confronted every day until they start making the linguistic representation when they are 12 months old. Thus it can be determined that children first relate things to concepts and then to linguistic representations (Clark, 2004). The approach to language known as Cognitive Linguistic belongs to the functionalist linguistic tradition in that linguistic functions are conceived as fundamental to the description of linguist form. However, within functionalism, constitutes a framework which focuses on the semi logical functions of language and stresses the important role of conceptualization in social communication, the term conceptualization is used in a broad sense including not only abstract concepts but also sensory, motor and emotive experience and full apprehension of the physical, social, cultural and linguistic context (Langacker, 1982, as cited in Navarro, 1998).

## **CHAPTER III**

### **3.1 Method**

In this chapter, we take out the methodological design and procedures used in this study. Same way we develop the description of the study in a specific context with the participants, instruments, and procedures.

The purpose of this chapter is to introduce the research methodology for this action research theory regarding the use of videos to promote vocabulary learning in children.

The development of this theory and a constructivist approach for this study are exposed in this chapter. The research plan includes an analysis method, approach, the participants, techniques, instrument, and procedure.

### **3.2 Methodology Selected**

The action research design was selected to answer the four research questions of this research project, which are: What are the effects of the use of videos in very young learners? How do children learn through videos? How are the advances that students present at the end of the course? And how are the results at the beginning and the end of the period?

It was chosen because “Action research is a collaborative activity among colleagues searching for solutions to everyday, real problems experienced in schools, or looking for ways to improve instruction and increase student achievement” (Ferrance, 2000, p.6). This research can be conducted quantitatively. As Daniel Muijs says the quantitative view is described as being realist or sometimes positivist (Muijs, 2010). This means that we have to find the truth in an objective research method; we have to prove an existing reality.

Quantitative means to collect numerical data to explain phenomena-based methods in particular study. It means quantitative research denotes amounting something. The results must be linked with the research questions and must answer the purpose of the investigation. And it can be done qualitatively, where participants express meanings of experiences. This study is based on the research qualitative aspect of the phenomenon of study to identify student perceptions about videos to learn vocabulary perceptions about videos to learn vocabulary and performance when using videos to learn English.

### **3.3 Context**

This section offers a brief description of video influence. In order to get into the topic, some information about kindergarten children is provided. The information is summarized below.

Antonio Casso's Kindergarten was created in 1982. It is one of the first preschools that take part in Tehuizingo town. It is a public institution recognized by the Secretaría de Educación Pública (SEP). This preschool offered three grades divided in first, second and third grade distributed in one group of first, one group of second and two groups for third grade located in Tehuizingo, Puebla.

### **3.4 Participants**

The sample is drawn from a population of children who study in the Antonio Casso Kindergarten, the majority of these students do not have any English knowledge, and they are children around five and six years old. Exclusively select students who are in third grade. This selection was based on students' ability at this age to develop all their skills, as

well as being able to follow instructions and focus on the activities they need to do, for this reason all the participants will be selected.

The grade of 3° “A” was selected because they show responsibility and dedication throughout the class, most students remain calm and pay attention to activities, only two students have conflicts to keep calm in the classroom and they are distracted. Unlike the group of 3° “B” and most of the students are more participative. See Table 4.

**Table 4**

*Participants*

<b>Participants</b>	<b>Number of students</b>	<b>Boys</b>	<b>Girls</b>	<b>Age</b>
<b>3° “A”</b>	22	11	11	5-6 years old

*Source:* Own Elaboration

**3.5 Techniques**

To analyze the reality of this research, it is necessary to intervene in it, to study and improve it, what it means is to plan certain strategies that will aim at obtaining knowledge. As a technique I use an observation method because it is useful to researchers in a variety of ways. This information provides that researchers can develop ways to determine how participants communicate with each other and check for how much time is spent on various activities (Kawulich, 2005).

The researchers suggest that participant observation can be used as a way to increase the validity of the study, as observations may help the researcher have a better understanding of the context and phenomenon under study. Validity is stronger with the use

of additional strategies used with observation, such as interviewing, document analysis or surveys, questionnaires, or other more quantitative methods. Participant observation can be used to help answer descriptive research questions, to build theory, or to generate or assess hypotheses.

When designing a research study and determining whether to use observation as a data collection method, one must consider the types of questions guiding the study, the site under study, what opportunities are available at the site for observation, the representativeness of the participants of the population at that site, and the strategies to be used to record and analyze the data (Kawulich, 2005).

Same way, Kawulich (2019) uses the term “Qualitative social research” to enlist the following reasons for using participant observation in research:

1. It allows collecting different types of information. Being in the site for a period of time familiarizes the analyst to the community, thereby overseeing investments that would not normally be made.
2. It lessens the occurrence of "reactivity" or people doing actions in a certain way when they notice that they are being watched.
3. It helps the researcher develop culturally relevant questions in the native language.
4. It gives a better comprehension of what is happening in the culture and lends credence to what is being interpreted. Also allow the researcher to accumulate both quantitative and qualitative data through surveys and interviews.

### 3.5.1 Instruments

To collect evidence of the results of the videos on the increase in vocabulary, it was necessary to use some rubrics. The focus here is to know how much students know at the beginning and how much they learn when they finish watching a video. I am going to observe the behavior and the attention the students give to these videos.

This rubric has five sections about what the student can do before and what they managed to do at the end of the video:

- Section 1 aims to know the management of greeting and farewell, introduce themselves, numbers, their names, classroom instructions, feelings, etc.,
- Section 2 aims to listening skills.
- Section 3 aims to viewing skills.
- Section 4 aims to speaking skills.
- Section 5 aims to indicate the results about their learning if there was or not.

The material used was selected to make participants feel more excited, comfortable, thinking that in this way participants would be able to retain more information. According to the objectives of this study, activities are implemented to impact the child from the emotional side (affective), using technology, in this case, “educational videos” (taken from different online sources), to create new perspectives in the acquisition of a foreign language (Celis, Onatra, Zubieta. 2017).

The videos being worked with were selected depending on the English level and the age of each student. Videos must be short and lively, so the students do not get bored; some of them are music videos. According to the objectives and the subject of the class, some of

the following videos are shown. These videos helped me answer my heading and have good results. The videos selected for this study are the following:

### **3.6 Videos list**

*Hello song for kids.*

The video “canciones inglesas para niños” lasts 2 minutes 10 seconds. The content of the video is related to common greetings such as Hello, how are you and their common answers. I am good, I’m great.

*Bye bye goodbye.*

This video lasts two minutes and explains how to say goodbye properly, also describes words like clap, stamp, and some parts of the body.

*Greeting good morning and goodbye*

The video is diving into examples of songs and conversations about greetings, school vocabulary, and animals and so on for seven minutes and fourteen seconds.

*Please and thank you song.*

In this example video we learn about when we have to say please and thank you in a respectful way, also some school material vocabulary. The video lasts two minutes and thirty-two seconds.

*Self-introduction*

This interesting video shows us self-introductions from kids around the world. The students realize how complicated it is for other children to learn English but with dedication and study they can be accomplished, and they can do it too.

*Hello, what's your name?*

This video is very complete. It lasts eleven and thirty minutes with an evaluation at the end. Learn to say hello and goodbye and what's your name? Watch funny cartoons, learn new vocabulary, alphabet, and do animated exercises, all in one. Structure English course for little kids.

### *Numbers 1-20*

Learn to count from one to twenty with this funny song; this video is ideal for young learners. For two minutes and eleven seconds this song becomes a challenge for children while they count faster and faster.

### *My house*

In this video explain the parts of the house in an easy way because first the cartoon says the name of each part of the house and then says a sentence with an example of all of this in two minutes with thirty-three seconds.

### *Parts of the house*

It is a second video with house vocabulary; this is for the purpose of increasing vocabulary learning. The video lasts just forty and five seconds and describes the parts of the house.

### *Courteous Expressions*

Students can learn how to be courteous when they talk to people and leave a good impression, showing good manners and being polite using phrases such as good morning, good afternoon, good evening, thank you and so on. At the end we have a quiz about the topic and the video lasts four minutes.

### *Classroom commands*

This video describes some classroom commands as sit down, stand up, clap, sing, read and write. It lasts one minute and fifty seconds. It is ideal as a class introduction.

### *In the classroom*

It is a classroom language video, in this video the cartoon is asking for permission, making simple inquiries and simple instructions. With animated videos and animated presentations, you can develop language skills for two minutes and twenty-six seconds.

### *ABC song*

The basic ABC song, you can learn the English language in a fun way. This fun interactive song will teach your children their ABCs effortlessly. The video lasts one and twenty minutes.

### *The short vowel song*

The video will help students build essential phonics skills in a fun way and enter the world of reading with confidence within two minutes and seven seconds. It is useful for beginning learners of English. Table 5 contains the video list and links.

### **Table 5**

#### *Videos for the implementation*

<b>Name of the video</b>	<b>Link</b>
Hello song for kids	<a href="https://www.youtube.com/watch?v=gghDRJVxFxU">https://www.youtube.com/watch?v=gghDRJVxFxU</a>
Bye bye goodbye	<a href="https://youtu.be/PraN5ZoSjiY">https://youtu.be/PraN5ZoSjiY</a>
Greeting-Good morning. Goodbye	<a href="https://youtu.be/Fw0rdSHzWFY">https://youtu.be/Fw0rdSHzWFY</a>
Please and thank you song	<a href="https://youtu.be/zXIxD0CRc84">https://youtu.be/zXIxD0CRc84</a>
Self-introduction	<a href="https://youtu.be/KCZAAtgacc7I">https://youtu.be/KCZAAtgacc7I</a>
Hello what's your name?	<a href="https://youtu.be/7k4uBAiJsMM">https://youtu.be/7k4uBAiJsMM</a>

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Numbers 1-20	<a href="https://youtu.be/D0Ajq682yrA">https://youtu.be/D0Ajq682yrA</a>
My house	<a href="https://youtu.be/nfBsIA5Lr0U">https://youtu.be/nfBsIA5Lr0U</a>
Parts of the house	<a href="https://youtu.be/R9intHqlzhc">https://youtu.be/R9intHqlzhc</a>
Classroom commands	<a href="https://youtu.be/fuZktwZKYNE">https://youtu.be/fuZktwZKYNE</a>
Courteous Expressions	<a href="https://youtu.be/GQBM5s_XzPE">https://youtu.be/GQBM5s_XzPE</a>
In the classroom	<a href="https://youtu.be/5yBONeZ48H0">https://youtu.be/5yBONeZ48H0</a>
ABC song	<a href="https://youtu.be/JztA7jArqiM">https://youtu.be/JztA7jArqiM</a>
The short vowel song	<a href="https://youtu.be/RUSCz41aDug">https://youtu.be/RUSCz41aDug</a>

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*Source:* own elaboration.

### **3.7 Data collection procedure**

In every qualitative research, data analysis needs to follow the sequence about the general objective and the purpose of answering the research questions. In this section we detail all the information gathered and how the instruments were administered and provided.

To collect data information, I decided to record all the activities and tasks. The method was chosen because we had to protect the students' integrity. In each activity, one of the students was recorded while they answered the exercises.

At the beginning of the class, I performed a review about the last class, then we continued with the next topic and at the end we went over everything we had seen in the class. Regarding this, sometimes I made two recordings in each class.

First, before seeing the videos, the teacher will explain the class. During the class, as a pre-test, the teacher will ask if they know anything about the subject, if students know something the teacher will write down in the rubric the corresponding data.

This rubric is detailed with the name of Rubric for Video Learning. See the Appendix section. This material was the first tool to collect information, the second was to prepare my classes, which were held three times a week and lasted about an hour or an hour and a half. They were face to face classes and lasted about a month, making a total of twelve classes. At the beginning I envisaged a total of six students, but eventually two students dropped out of the course by their own choice, leaving only four students to complete the course.

The classes started with an introduction, then we did an exercise and to end the class I presented the video so that the students fully understood the subject. In the second class we started with the video of the previous class as an introduction, so the students learned the topics and understood them much faster.

The videos were presented via a laptop via the YouTube website. They had already been selected in advance considering the level of English of my students and their age so that they could understand them very well. When the videos were playing, I just observed the behavior of the students and when I had to make a clarification, I stopped the video, and I explained the questions. Students had a vocabulary list, if they did not know some words, they wrote it there.

Normally, videos lasted two or three minutes, only one video lasted around 10 minutes, but I had to cut it because if the video lasted more than three minutes, students were beginning to lose interest. My sessions were divided into 5 or 10 minutes in review, 20 minutes for the new topic and 10 or 15 minutes for questions, tasks, or reviews. I would

just make notes on my rubric about what I observed in my students and in this way, I collected my information.

Planning school days and schedules was no easy task. During this research period, we had a worldwide inconvenience, which was the covid-19 pandemic. This totally affected the environment in which the research was to be conducted. Initially, this research was intended for third grade pre-school students. The classes were intended to be given to a particular group that would be 3° "A" because they show responsibility and dedication throughout the class, most students remain calm and pay attention to activities, only two students have conflicts to keep calm in the classroom and they are distracted. Unlike the group of 3° "B" most students are more imperative. However, due to the pandemic problem, personal classes were suspended. This put the research on hold and as time went on, I had to change the target audience for my research. For this reason, we tried to gather a group of children who met the characteristics that the teaching method and the videos required, and so this is how it turned out: See Table 6.

**Table 6**

*Final Participants*

<b>Participants</b>	<b>Number of students</b>	<b>Boys</b>	<b>Girls</b>	<b>Age</b>
<b>Sol</b>	6	3	3	6
<b>Yoli</b>				
<b>Andrés</b>				
<b>Sahily</b>				

---

**Frank**

**Itzaé**

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*Source:* Own Elaboration

The classes had to be held at my home and only these children were able to attend as the other parents were still taking sanitary measures to prevent Covid-19.

Since all the children were taking online classes, we were able to implement a timetable that did not affect their classes and homework with their parents, it will be as in

Table 7:

**Table 7**

*Timetable*

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<b>DAYS</b>	<b>TIME</b>
<b>SUNDAY</b>	<b>5:00 p.m - 6:30 p.m.</b>
<b>MONDAY</b>	<b>6:00 p.m - 7:30 p.m.</b>
<b>TUESDAY</b>	<b>6:00 p.m - 7:30 p.m.</b>

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*Source:* Own Elaboration

We managed to create a classroom that we conditioned in the living room of a house that is currently uninhabited. I managed to get a blackboard and a large table together with some individual chairs for the students to take their distance. Luckily, I was also able to connect to a neighbor's Wi-Fi network and with the help of my laptop we were able to watch all the videos of each class.

In the new ways to work in the classroom, antibacterial gel was available, each student was sanitized before entering, including me, and the use of facemasks was mandatory throughout the class. Evidence was taken solely from audio recordings which were recorded from a mobile phone. In this way we managed to turn the working

environment into a more professional atmosphere and the children felt comfortable and safe to learn.

## **Chapter IV Findings**

### **4.1 Introduction**

The initiation of this research occurred since the beginning of professional practice. In the spring period, during the dates of January 8th of 2020 and March 20th of 2020, I completed my professional practice with a total of 54 hours in front of the groups of 1°, 2° and 3° at the Antonio Casso Kindergarten in Tehuizingo, Puebla. It was here that I began to look at how to work with children of this age. Working with very young children was a challenge for me and I had to search for a strategy to achieve learning in them. As the children had no previous knowledge of the language, I had to find some strategies to get the children to memorize the language. A further obstacle was that they still cannot write at this age. So, I decided to implement this method, using videos and children's songs to start or finish my lessons. This was the purpose of this investigation, to demonstrate that very young children can learn English better with the help of videos.

### **4.2 Objectives of the lesson**

My specific objectives of the research were to analyze student perceptions about videos to learn vocabulary and to explore student perceptions about practicing listening in English through videos. Therefore, the results show the positive and negative participant perceptions in the following lines. All the tools developed in this research achieve its purpose with positive results in the students.

Throughout this chapter, it is detailed what students did in each class as well as their interview responses. Students are addressed by nickname only for their personal safety. Their performance is described based on the check lists. On the notes registered in the

checklist, it can be concluded that students were able to identify pronunciation and vocabulary while listening. It was observed that students could remember how to pronounce the words and the way they were pronouncing improved during the sessions. Regarding vocabulary learning, it could be observed that students were using vocabulary introduced with the videos, however, they did not learn all the vocabulary that was expected, the main reason that was identified was lack of attention, at some point students lost interest in the videos.

### **4.3 Student Performance**

Before using the videos, I observed that students were shy, and they felt uncomfortable using English to communicate.

My youngest student did not write them down; he just wrote words like good morning, bye, hello, classroom, etc. He still tried to memorize phrases such as "my name is Itzaé".

For 10-year-old students the way of working was simpler for them. The Students Sol and Yoli always showed faster learning. This is because the videos were for a smaller audience, even so, at the beginning of the classes it was explained to them that the material we were going to work with was for younger children and in spite of this they really enjoyed the videos and the dynamics of each class. At the end, the children were very excited and from my first classes I had very positive results. It immediately captured their attention and the children showed interest in every new topic we saw on a daily basis.

In the 8 year olds the learning was normal, in some subjects they had difficulties while in other subjects they found it very difficult, however they were the most distracted

students and several times they did not pay attention but at the end of the classes they always participated although it was more difficult for them to learn the vocabulary due to their lack of attention.

Unfortunately, not all the students finished the course. Two students, Itzaé, 6 years old and Andres, 8 years old, decided to drop out a few days after the course had started.

The reasons were, in the case of Itzaé that he felt intimidated by his classmates because he could not read or write and in the case of Andrés, he simply had no interest in attending classes, in both cases it was not necessary to talk to their parents, only the decision of the children was respected.

Due to the external factors that were present throughout the course of this research, the age of the students varied, covering a range of 6 to 10 years old. All of them had one common factor, which was that none of them had any previous knowledge of English.

In the end, this research was conducted with a total of 6 students and only one of them could not write yet. For the 6-year-old student who did not know how to write, another teaching method was used, which consisted of writing only one-word vocabulary.

#### **4.4 Perceptions about videos**

At the end of the course, I had to conduct an interview with each student in order to find out their personal opinion about the videos that were shown in the classes, and these were their answers. Since they could do things, they had to learn such as greeting others. After the videos, students felt motivated to speak in English because with the video they could identify the pronunciation.

One participant was pronouncing incorrectly and with the video she realized the way she had to pronounce correctly. The participant excerpt is shown:

Before the video he said: “ten, eleven, twelve” (Frank) He pronounced the number 12 incorrectly.

After the video he commented: “Oh! This is not how to pronounce that number” (Frank) and he corrected his pronunciation.

The results show that the videos help students reach the objectives and for the explanations.

The participants commented:

“What I liked is that the explanations came in handy in the videos. I like all the videos a lot” (Frank).

Another reason was that they contain simple exercises and allow working respecting students' learning pace.

“The exercises were very easy, we always had to answer slowly because we were waiting for the other classmates who did not understand the subject well, this helped us to understand the subject” (Sol).

For most of the students the classes were interesting because the content of the videos was easy to understand, some of them asked to answer doubts or comments after finishing watching the videos as the following student comments:

“I really enjoyed my English classes because I never found them boring, when we had a doubt, we solved at the end of the class” (Sahily).

In the same way there are opinions in most of the students where they report that the videos were mostly intended for younger students. But thanks to this they were able to understand the content perfectly.

“I liked some videos... The others were like younger children. I learned a little more about greetings, how you can make a talk.” (Yoli).

Below the students explain why on some occasions they got bored with the videos or comment on a situation that prevented the classes from being taught in the best possible way.

“Most of the videos were very childish.” (Sol)

“Sometimes I got bored when we had to write in the notebook.” (Frank)

“The other videos were for younger children.” (Yoli)

Because the classes were held in the afternoon, the children had to go home to do the tasks left to them by their other teachers. For this reason, on some occasions, we had to finish the session quickly.

“The classes sometimes lasted a short time because the other classmates had other pending tasks of school” (Sahily).

This is how the learning of each of them was assessed, the point of view of each student, the way they think and see their own challenges reflected in this research.

## Chapter V

### 5.1 Conclusions

The conclusions of the study are presented in the answer to the research questions. Firstly, what are student perceptions about videos to learn vocabulary? and what is student performance when using videos to learn English?

During this investigation it was observed that students learn with videos according to the appropriate age and videos that are not too long so that they do not lose interest. However, despite the duration of the videos, students sometimes got distracted while seeing the videos. Secondly, the perceptions about videos were positive and negative. It was observed that students were more self-confident, they lost their fear of learning English, and they wanted to participate in class because they learn how to pronounce the words. Students activate the sense of sight and hearing. On the other hand, some students considered the videos not appropriate for their age.

Their performance in classes changed. At the beginning, my students did not want to participate in class because they said they did not know English. The videos helped to modify their attitudes and performance in the classroom. At the end of the period, they corrected their mistakes on their own. They gained confidence and interest in the English language. Also, their comments were positive about the videos to learn English. The participants' considered videos were easy to understand and helpful to learn.

### 5.2 Implications

This study could identify how videos work on students' performance and participation So that it can be convenient for teachers to use videos to enhance vocabulary with the use of videos as a didactic material. However, they must be used carefully since not everything was perfectly well all the time. Since some students may lose interest while watching the videos. On the other hand, videos can be a good alternative in learning a language since in a traditional context working only with the notebook and books may affect students' motivation to learn. As seen in the chapter II, children's senses play an important role in learning so that videos are highly suggested to involve students in situations that activate student interest to learn through the screen. This experience illustrates how audiovisual material can be employed to teach English with young learners. Some important issues must be dealt with, such as the personal opinions of each student about how the videos identify any pitfalls while using videos as a teaching strategy.

Finally, there are positive and negative results during the use of strategies that helped to evaluate the students' performance, so teachers could use different strategies to present the videos or find more effective ones. In conclusion, the strategies provided by Cakir (2006) were efficient in this study. Therefore, it is essential to know that videos can be helpful to getting out of the classroom routine, have an excellent interaction with them, and for students to learn as much as possible without boredom.

According to the interview results, it is vital that teachers should know what type of videos to show their students depending on their age and English level, students also have different capacity to learn, different style of learning, different personalities, different points of view, and this can change learning results, for example, most of the student got bored sometimes because the videos were not for their age range and we need to take into account some

aspects to prevent poor results in their teaching-learning method, teachers need to comprehend students interests, age and how well do they know the English language so that they understand perfectly what they are about to see. Although they found it easy to understand the content of the videos, we need to be more patient and reasonable. The other aspect that they should consider is the importance of using different strategies to evaluate what you are going to present in the videos. According to The University of Cambridge, you can try some tips such as read the title of the video and what do you think will happen? Then watch the video to see if their predictions are correct. Before the video started you might have asked your students: what do you think will happen? Now pause the video and ask if they were you right. After watching the video, we will be able to have a discussion, ask your students about their favorite part and encourage them to tell you in English.

### **5.3 Limitations**

There are some limitations to this study. For example, according to the interview, there are some students, mostly, who agreed that the videos were for younger children because they were between 8 and 10 years, this meant that for some students the videos were very good and for others not too much. This meant that all students understood the content, but depending on the student's interest, the result was not the same. Another limitation was that classes were held outside school hours, which meant that some activities had to be interrupted because students had to conduct their school activities.

### **5.4 Further Research**

This research study has discovered that videos are a fundamental tool in English language learning. Students present in class motivation, enthusiasm and, most importantly, they present excellent learning results, and these results determine the cognitive effects that students present in each session. Also, in this study we analyze the strategies that the teachers use to attract the students' attention. So, this is a quantitative study, which means that it is not related to numbers or statistics, this kind of study is based on the process of collecting and analyzing numerical data and making predictions from a deductive approach.

This research is helpful to teachers who do not know how to transmit confidence, performance, interest, or knowledge during the classes even when they have enough experience. For further research, the students can now present these videos themselves, they could re-create the characters and the scenography, in this way, and they will lose the fear of learning a new language and will build self-confidence. In addition, to understand as teachers that there is a world of learning in the new digital tools that facilitates the student-teacher relationship to break the monotony and make the classroom an entertaining environment.

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### Appendix

<b>LEVEL 1</b>	<b>Achievement Objective</b>	<b>Before the</b>	<b>after the</b>	<b>Comments:</b>
<b>Assessment</b>		<b>video</b>	<b>video</b>	<b>say more about what the learner can or cannot do</b>
<b>1.1 greet, farewell, and respond to greetings.</b>	<p>Learner can greet one person.</p> <p>Learner can greet two people.</p> <p>Learner can respond to greetings from one person.</p> <p>Learner can respond to greetings from two people.</p> <p>Learner can thank one person.</p> <p>Learner can thank two people.</p> <p>Learner can respond to being thanked</p>	<p>students are shy and they feel uncomfortable to speak English</p>	<p>students feel motivated to speak in English after the video because they listened the pronunciation</p>	<b>The first class was very difficult, students did not want to participate, they did not want to speak in English but then they could say greetings</b>

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				<b>with their classmates.</b>
<b>1.2 introduce themselves</b>	Learner can introduce his/her name.  Learner can introduce his/her age	They have  dudes about  how they can  pronounce  their names in  English	After the  video they  could  understand  that their  names do not  have a  different  pronunciation  in English.	<b>Each of them was able to learn his or her age in writing and pronunciati on</b>
<b>1.3 communicate about numbers.</b>	Learner can understand the numbers 1 to 20 when listening.  Learner can say numbers 1 to 20.  Learner can write the numbers 1 to 10 in words	Most of them  knew some  numbers but  pronunciation  was very bad.	They can  remember the  correct way of  pronunciation  .	<b>During the video they enjoyed learning the numbers because they had to pronounce the numbers</b>

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				<b>faster and faster.</b>
<b>1.4</b>	Learner can understand his or	All the	They were	<b>They just</b>
<b>communicate</b>	her own name when listening.	students could	able to write	<b>practice the</b>
<b>about personal</b>	Learner can understand other	write their full	“my name	<b>pronunciati</b>
<b>information,</b>	names when listening.	names.	is...” and my	<b>on about</b>
<b>such as name</b>	Learner can read his or her own	However,	last name	<b>“his/her</b>
<b>and last name</b>	name when it is written.	they did not	is...”	<b>name is...”</b>
	Learner can say his or her own	know the		<b>and his/her</b>
	name.	meaning of		<b>last name</b>
	Learner can say the names of	name and age		<b>is...” with</b>
	people he or she knows.			<b>their other</b>
	Learner can write his or her own			<b>classmates.</b>
	name.			
	Learner can understand age			
	information when listening.			
	Learner can tell others their own			
	age.			
	Learner can write down his or			
	her age in words.			
	Learner can understand			
	information about where people			

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are from when listening

<b>1.5 vocabulary about their houses</b>	Learners can understand basic information on their houses when listening.  Learners can pronounce the part of their houses when speaking	None of the students knew vocabulary of the parts of a house	thanks to the test contained in the video, students could learn the vocabulary	<b>This topic was very easy for them, they could easily remember every part of the house.</b>
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<b>1.6 understand and use simple politeness conventions (for example, ways of acknowledging people, expressing regret, and complimenting people);</b>	Learner can understand simple politeness conventions when listening.  Learner can use simple politeness conventions when speaking.  Learner can thank people at a basic level.  Learner knows how to apologize at a basic level
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<b>1.7 use and respond to simple classroom language (including asking for the word to express something).</b>	Learner can understand simple classroom instructions when listening. Learner can express simple classroom instructions when speaking. Learner can understand simple requests for information in the classroom. Learner can respond to requests for basic information in the classroom context
Listening <b>By the end of level 1, learners can:</b>	Learner can identify the sounds of the consonants and vowels when listening. Learner can recognize the difference between short and long vowels when listening.
<b>identify the sounds of letters, alphabet, letter combinations</b>	Learner can recognize consonant and single vowel sequences when listening. Learner can identify sound

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<b>and</b>	combinations when listening
<b>intonation.</b>	(e.g., syllables, vowel
<b>recognize</b>	combinations)
<b>and</b>	Learner can recognize word
<b>understand</b>	stress when listening.
<b>simple,</b>	Learner can recognize phrase
<b>familiar</b>	and utterance or sentence stress
<b>spoken</b>	when listening.
<b>words,</b>	Learner can recognize and
<b>phrases, and</b>	understand simple, familiar
<b>sentences.</b>	spoken words.
	Learner can recognize and
	understand simple, familiar
	phrases
 Viewing	 Learner can recognize the
<b>By the end of</b>	communicative significance of
<b>level 1,</b>	particular facial expressions and
<b>learners can:</b>	other body language.
• <b>recogni</b>	Facial expressions and body
<b>ze the</b>	language introduced:
<b>communicati</b>	Learner can interpret meanings

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ve that are conveyed in  
significance combinations of words and  
of particular images or symbols.  
facial  
expressions  
and other  
body  
language.

- interpret meanings that are conveyed in combinations of words and images or symbols

Speaking Learner can produce the sounds  
By the end of of individual consonants and  
level 1, vowels when speaking.  
learners can: Learner can produce the  
● imitate difference between short and  
the long vowels when speaking.

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<b>pronunciation, intonation, stress, phrases, and sentences.</b>	Learner can produce consonant and single vowel sequences when speaking.
<b>respond appropriately to simple, familiar instructions, and simple questions.</b>	Learner can produce sound combinations when speaking (e.g., syllables, vowel combinations)
<b>initiate spoken using simple greetings, questions, and statements.</b>	Learner can produce different intonation patterns at a basic level when speaking. Learner can produce simple, familiar spoken words. Learner can produce simple, familiar spoken words, with appropriate word stress. Learner can produce familiar phrases. Learner can produce familiar phrases and utterances with appropriate stress when speaking. Learner can produce simple

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greetings.

Learner can produce simple statements.

Learner can issue simple instructions.

Learner can respond to simple, familiar instructions.

Learner can respond to simple, familiar questions

Presenting

**By the end of level 1, learners can:**

- **use appropriate body language and images to convey messages.**

Learner can use appropriate facial expressions, body language and images to convey messages (with and without accompanying verbal language)

Learner can use selected features of visual language to add meaning to simple spoken text

- **use**

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**selected  
features of  
visual  
language to  
add meaning  
to simple  
oral text.**

During the  
video

**During the  
video  
students  
were**

Interested

Bored

Distracted

**Students'  
behavior**

Behave well

Misbehave

**Information of  
the video**

was used the information in that

class

can be used the information

since then