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ENGLISH LANGUAGE CAREER

TITLE

VIDEOS AS A TEACHING TOOL TO INCREASE THE ENGLISH VOCABULARY AMONG 4TH YEAR STUDENTS OF BASIC EDUCATION, AT "18 DE NOVIEMBRE" SCHOOL IN LOJA CITY, ACADEMIC YEAR 2014-2015.

> Thesis as a previous requirement to obtain the Bachelors' Degree in Sciences of Education, English Language Specialization

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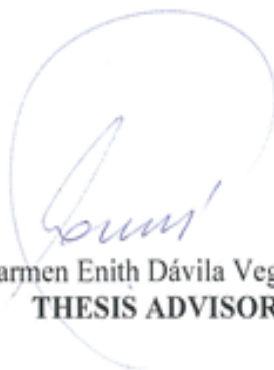DRA. CARMEN ENITH DÁVILA VEGA, MG.SC.

LOJA – ECUADOR

2016

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Loja, February 3rd, 2016

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THE AUTHOR

DEDICATION

I want to dedicate this work to God, who has been present and by my side in all aspects of my life.

My mother Esperanza Acaro who is a good guide in my life, who has been my inspiration, and given me all of her support.

To my brothers, to my sister and to my grandparents for their great support in everything I have ever needed and for being my personal motivation for turning my life around when all seemed lost.

To my family who has been with me in all the moments that I have needed them in order to finish one of the main goals in my life.

KAREN NATALY
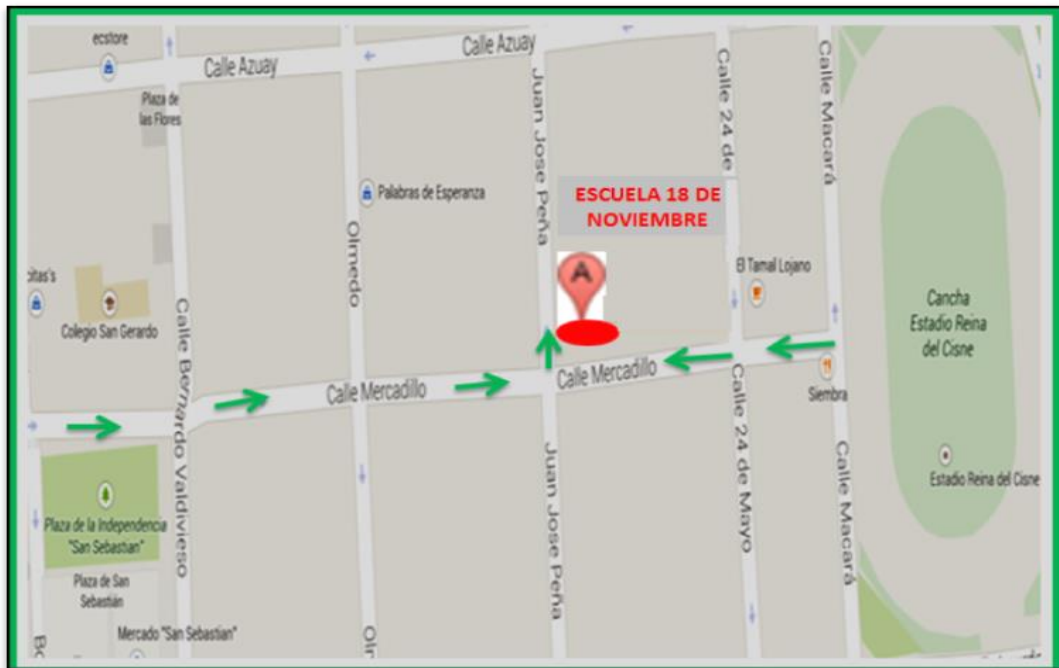
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VIDEOS AS A TEACHING TOOL TO INCREASE THE ENGLISH VOCABULARY AMONG 4TH YEAR STUDENTS OF BASIC EDUCATION, AT "18 DE NOVIEMBRE" SCHOOL IN LOJA CITY, ACADEMIC YEAR 2014-2015.

b. RESUMEN

El objectivo general de esta investigación fue incrementar el vocabulario en Inglés de los estudiantes de cuarto año de educación básica a través del uso de los videos. Los metódos aplicados durante esta investigación fueron el científico, descriptivo, analítico-sintético, y el estadístico los cuales sirvieron para analizar y procesar la informacion. Pruebas y cuestionarios se aplicaron a treinta y cuatro estudiantes antes y despues del plan de intervención para determinar el nivel de conocimiento sobre vocabulario en Inglés. Los resultados mostraron un cambio positivo en los estudiantes, con un gran incremento en los aspectos de vocabulario la forma y el significado. En conclusión, los videos son una buena herramienta para ayudar a los estudiantes a incrementar el vocabulario dentro y fuera del aula.

ABSTRACT

The aim of this research was to increase the English vocabulary of fourth-year students of basic education through the use of videos. The methods applied during this research were the scientific, descriptive, analytic-synthetic, and statistics, which helped to make the analysis and process the information. Tests and questionnaires were applied to thirty-four students at the beginning and at the end of the intervention plan to determine their English vocabulary level. The results showed a positive change in the students, with a high improvement in the form and meaning vocabulary aspects. In conclusion, the videos are a good tool to help students increase vocabulary inside and outside the classroom.

c. INTRODUCTION

Vocabulary knowledge is fundamental to being a successful reader and writer and is the key to communicate successfully with other people and expressing ideas. Students usually have many problems in mastering English words. They have a limited vocabulary to be able to comprehend the meaning of a text; they are not able to understand spoken English; they can not compose their writing tasks successfully; and they feel bored in the class. Those problems cause them difficulty in learning new English vocabulary. For the issues mentioned above the researcher considers important to focus on the main problem: How does the use of videos as a tool increase students' English vocabulary.

This theme was chosen because the videos catch the attention of the students and motivate them to learn. Furthermore, videos convey the meaning directly, without much explanation.

The following specific objectives were determined: To investigate the theoretical references on the learning of English language vocabulary, on the use of videos as a tool for helping students of fourth year of Basic Education increase their English vocabulary; to diagnose the issues that limit vocabulary learning; to elaborate an intervention plan to increase the English vocabulary; to apply videos as a part of the lesson in order to solve the limitations in the learning of English vocabulary; and to reflect upon the effect that the videos had amongst fourth-grade students.

The main methods that helped to carry out this research work were the Scientific Method, which was used in order to obtain and analyze theoretical referents; the Descriptive Method, which was used to describe the current situation of the researched object; the Analytic-Synthetic Method, was used to analyze and interpret the obtained results through the tests. It also helped to draw up the conclusions; the Statistical Method was used to make the quantitative statistical analysis of the data obtained from the pre and post test and the qualitative data from the pre and post questionnaires.

The present Research includes the following parts:

The Abstract, contains a brief summary of the most relevant aspects of the thesis. Then, the Introduction, presents the main problem that motivated the researcher to do this work, the reasons, the specific objectives, the methodology and contents of the research work. After that, the Literature review consists of the main theoretical referents in relation to the two variables. Next, Materials and methods include different techniques, methods, instruments that had been applied during the intervention. Subsequently, the Results, present the description of the information organized in tables and figures. Each table and figure have its respective interpretation and analysis. After that, the Discussion describes the results, considering the ones that are the most representative. Furthermore it presents a set of Conclusions and Recommendations about videos according to the objectives and results. Finally, this research concludes with the Bibliography.

d. LITERATURE REVIEW

English vocabulary

What is vocabulary?

Vocabulary are all the words that exist in a particular language or subject:, or are known and used by a particular person.

According to Stahl (2005), vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world. While, Edge (1993), says vocabulary is not only sign of symbol for ideas but also a part of how to improve language skills in the target language. The more vocabulary students learn the more ideas they should have, so they can communicate by using their ideas more effectively.

The Importance of vocabulary.

Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas, while without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Vocabulary, much more than grammar, is the key to your child understanding what she hears and reads in school; and to communicating successfully with other people. For this reason it is very important for her to quickly build up a large store of words. Research studies have shown the strong links between having an extensive vocabulary and achieving school success. Paul (Shoebottom, 1996-2015). According to Zhihong (2000), says without a sufficient vocabulary, one cannot communicate effectively or express ideas. It means that

having limited vocabulary might cause difficulty for students as foreign language learners to communicate with others and express their ideas. They might be stuck when using the language.

How to teach vocabulary?

Learners acquire vocabulary in various ways. Students are exposed to a lot of new vocabulary during lessons:

- by the teacher,

- by texts or other materials

- They work with a partner in class. A lot of this vocabulary is automatically absorbed. (Harmer, 2011).

According to Thornbury (2004), there are many possibilities how to explain or illustrate the meaning of the words. The three most common techniques in which the meaning of new words is conveyed are the follows:

Visual techniques

In teaching the meaning of words, especially at the elementary stage, we should try to establish a link between the word and the meaning by using one of the following means or techniques depending on the word to be taught:

- Realia, i.e. objects in the class, including:

  the SS themselves,

  pictures,

  photos,

flashcards,

wall charts,

slides, etc.

- Mime, gestures, actions, facial expressions.

Verbal techniques

There are certainly other techniques which can be used to present vocabulary which are as follows:

- By giving examples of the type, e.g. to illustrate the meaning.

- By using illustrative situations, to explain abstract words.

- through definitions

- with synonyms/ antonyms

Translation Technique

Used sensibly, translation can be a useful technique to convey meaning as:

- It saves time

- It allows us to check correct comprehension, if necessary (e.g. in the case of false friends).

So, to teach vocabulary is necessary take into account this techniques in order to increase the vocabulary in a better way but according to the students' ability and level.

Vocabulary aspects

According to Nation (2001), there are some aspects that teachers need to take into account when they teach and evaluate vocabulary.

ASPECTS	COMPONENT	RECEPTIVE KNOWLEDGE	PRODUCTIVE KNOWLEDGE
FORM	**Spoken**	What does the word sound like?	How is the word pronounced?
		How is the word pronounced?	
	Written	What does the word look like?	How is the word written and spelled?
		How is the word written and spelled?	
	word parts	What parts are recognizable in this word?	What word parts are needed to express the meaning?
		What word parts are needed to express the meaning?	
MEANING	**form and meaning**	What meaning does this word form signal?	What word form can be used to express this meaning?
		What word form can be used to express the meaning?	
	concept and referents	What is included in the concept?	What items can the concept refer to?
		What items can the concept refer to?	
	Associations	What other words does this make us think of?	What other words could people use instead of this one?
		What other words could we use instead of this one?	
USE	**grammatical functions**	In what patterns does the word occur?	In what patterns must people use this word?
		In what patterns must we use this word?	
	Collocations	What words or types of words occur with this one?	What words or types of words must people use with this one?
		What words or types of words must we use with this one?	
	constraints on use	Where, when, and how often would we expect to meet this word?	Where, when, how often can people use this word?

Source: Adapted from Nation (2001, p.27).

So, for the development of the thesis the researcher focus on the following aspects form, meaning, and use.

- Form of a word involves its pronunciation (spoken form), spelling (written form).

- Meaning, encompasses the way that form and meaning work together, in other words, the concept and what items it refers to, and the associations that come to mind when people think about a specific word or expression.

- Use, involves the grammatical functions of the word or phrase.

Types of vocabulary.

According to Judy K. Montgomery's book (2007), says that there are four types of vocabulary, listening, speaking, reading, writing.

The first two constitute spoken vocabulary and the last two, written vocabulary. Children begin to acquire listening and speaking vocabularies many years before they start to build reading and writing vocabularies. Spoken language forms the basis for written language.

Each type has a different purpose and, luckily, vocabulary development in one type facilitates growth in another.

Listening Vocabulary

The words we hear and understand. Starting in the womb, fetuses can detect sounds as early as 16 weeks. Furthermore, babies are listening during all their waking hours–and we continue to learn new words this way all of our lives. By the time we reach adulthood, most of us will recognize and understand close to 50,000 words. (Stahl, 1999; Tompkins, 2005) Children who are completely deaf

do not get exposed to a listening vocabulary. Instead, if they have signing models at home or school, they will be exposed to a "visual" listening vocabulary. The amount of words modeled is much less than a hearing child's incidental listening vocabulary.

Speaking Vocabulary

The words we use when we speak. Our speaking vocabulary is relatively limited: Most adults use a mere 5,000 to 10,000 words for all their conversations and instructions. This number is much less than our listening vocabulary most likely due to ease of use.

Reading Vocabulary

The words we understand when we read text. We can read and understand many words that we do not use in our speaking vocabulary. This is the 2nd largest vocabulary IF you are a reader. If you are not a reader, you cannot "grow" your vocabulary

Writing Vocabulary

The words we can retrieve when we write to express ourselves. We generally find it easier to explain ourselves orally, using facial expression and intonation to help get our ideas across, then to find just the right words to communicate the same ideas in writing. Our writing vocabulary is strongly influenced by the words we can spell.

What words and how many words to teach?

According to Marzano (2010), there are collections of important words to learn, but teachers may also choose to select useful and interesting words. On the other

hand, Paul Shoebottom (1996-2015), states that is necessary to concentrate on, learn the words that are important to the subjects you are studying, words that you read or hear again and again, and words that you know you will often want to use yourself, and do not learn words that are rare or not useful.

It is recommended that five to seven words a week are enough to learn at any one time (perhaps less for some students) and if these words are engaged with in a range of meaningful activities embedded across a week, they are more likely to be remembered and put into service (Lawrence, White, & Snow, 2010,24).

How to make vocabulary teaching and learning effective?

According to Thornbury (2004), to teach and learn in an effective way, it is important to know, how words are remembered and stored in students' minds and how long term memory is organized. Several authors agree that vocabulary is stored in the mind in a highly organized and complex web-like system, the so-called 'mental lexicon'. In the mental lexicon, words are stored, categorized and interconnected in many ways, according to their features such as meaning, form, collocation, syntactic properties, cultural background etc. Consequently, a word being retrieved is looked up through several pathways at once, which is extremely economical in terms of time needed.

Here some tips to make the vocabulary learning effective:

- Read good books.

- Use a good dictionary

- Look up words you don't know.

- Using realia.

- Images drawn by students themselves with the name written

- Meaningful activities in the classroom.

- Encouraging "word of the day"

- Play with words.

- Playing word games to extend and challenge understanding of vocabulary,

How to Assess Vocabulary?

Having a strong vocabulary allows you to communicate well with others and to succeed on standardized tests. Teachers teach vocabulary to students in their first language as well as to students who learn a foreign language. Methods of assessing vocabulary differ depending on your aim in testing the vocabulary knowledge.

Define the Word

One way to assess vocabulary is to ask a person the definition of the word. This means that if a teacher assigns students a list of vocabulary words to learn, the easiest way to assess whether a student has mastered these new vocabulary words is to give them a closed book test in which they must provide the definitions.

However, this type of formal test is an incomplete method of assessing vocabulary because:

- It is incomplete because it is artificial. It is rare for a person to encounter a word in an isolated setting and be asked to define it.

- The true value of knowing a word is to be able to use it; and knowledge of a word is often easiest to obtain if the word is used in context.

Use in Context

A more complete method of assessing vocabulary is to decide whether a student can use a word properly in context, or recognize and discern the definition in context.

Common Mechanisms Used in Schools

These mechanisms include:

- Observational data (What can you determine about the person´s vocabulary from having a conversation with them)

- Teacher created tests

- Word journals (journals where students keep track of the words they have learned and definitions)

- Standardized tests (The website mentions the Peabody Picture Vocabulary test, but other more advanced standardized tests such as the SAT, GRE and GMAT all encompass a vocabulary portion as well) (Your dictionary, 2015)

Videos

What are videos?

Smaldino (2002), defines it as electronic storage of moving images. He adds that any electronic media format that employs "motion pictures" to present a message can be referred to as video, and explains that video is audio visual medium that can be used to distribute message from sender to receiver so that it can facilitate learners to study about certain material. Besides, video as a tool can

enhance students listening experience. Visual information in video is important in teaching and learning process especially in teaching second-language vocabulary. Whereas, Kemmis (2000), states that videos are a combination of sequences of images, which are an effective way to studying a foreign language because the videos encourage and catch the attention of the learners.

Importance of the video.

Gonzales Moncada (2004), says that videos are meaningful tools designed to teach English in order to master the English language, which can be applied for ESL, and EFL learners depending on the lesson and orientation of the course. 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. Use of video materials is an exceptional learning tool, since learners are provided with a lot of advantages when they are used in combination with an active learning strategy. According to Jisc TechDis (2002 .89), video is important it gives us an additional dimension of information about characters' body language, facial expressions, gesture, stance, reaction and response. This information can be exploited in the classroom. Using video as a teaching tool can help to engage students, in order to be an effective tool, particularly in the attention of students. The use of video materials is an exceptional learning tool, since learners are provided with a lot of advantages.

Why should we use videos in the classroom?

Rammal (2006), in his article Using Videos in the EFL Classroom, claims that "video has been proved to be an effective method in teaching English as a foreign

language/second language" because video can be adapted to any kind of educational situation. Also has the ability to communicate the culture related to the English language, and maintains the correct pronunciation, both of which are very helpful in learning another language. In addition, video provide real situations, intonation, and real pronunciation and allow students to be exposed to a real context.

How to apply videos in class to increase vocabulary?

For the application of videos in class, Deubelbeiss (2011), provides the following teaching tips:

- First check the video.

- Relate the video with a didactical aim.

- Show the video segment by segment to present or reinforce the new vocabulary taught.

- Before to begin the video set up task to keep children's attention.

- To do pauses to check comprehension and attention.

Rammal (2002), states that the teacher must prepare activities to present before, during and after the videos presentation to keep children's attention.

Before the video presentation

- The teacher must engage the learners' interest

- Select the proper audiovisual material.

- Teacher must give specific tasks.

- Create interest.

- Give specific tasks.

During the video presentation

- Stop the video to check understanding.

- Pause after each segment, to check comprehension.

After the video presentation

- Clarify doubts about the new words learned.

- Ask students to answer questions about the new vocabulary.

Characteristics of video to apply in class

According to Canning (2011), videos have a lot off characteristics and are a good tool to learners can learn vocabulary in a funny way. Here some characteristics:

- Provide evaluation instruments.

- Catches the attention of the student.

- The videos are motivators.

- Helps students better understand a topic.

- Encourage participation; either through the interest to research a topic or choosing to establish discussions.

Advantages of using videos inside classrooms.

Shuraiq (2011), claims that videos are a great tool and have a positive effect on learners, also the videos have a lot of advantages that can facilitate students to improve the vocabulary. Here some advantages:

- Grab students' attention;

- Focus students' concentration;

- Generate interest in class;

- Create a sense of anticipation;

- Energize or relax students for learning exercise;

- Inspire and motivate students;

- Draw on students' imagination;

- Make learning fun;

- They can be served with comprehensible explanations;

- They can be played or paused as many times as needed;

- Students can both watch the video and take notes;

- Create memorable visual images;

- Increase understanding;

Relationship of the videos with vocabulary.

According to Thornbury (2004), videos can be a learning alternative because they contain dialogues from highly proficient English speakers, which could contribute to an easier understanding of their pronunciation. The video is, the easier to understand - as long as the pictures illustrate what is being said the students listen to relevant and interesting things and facilitate their learning. The use of video to teach vocabulary can facilitate students to improve the vocabulary skill. Visual information such as settings, actions, emotions, and

gestures can help the listener to catch the whole message of the story. Visual information also provides listeners with focus for their attention as they are listening. In this case, by listening to the auditory stimulus and paying attention to the visual stimulus, students will be able to catch the meaning of spoken narrative text better. On the other hand. Canning (2000), states that videos motivate the students, they grab the students' attention, and they increase student learning, they provide the meaning immediately and inductively. Moreover, they contain sound, and the viewer can hear how the word is pronounced, which is especially important in the case of teaching vocabulary.

e. MATERIALS AND METHODS

Materials

In this research work three kinds of resources were used: the human resources who participated were thirty four students of fourth year of Basic Education parallel "B", the researcher who applied the intervention plan, the teacher who helped to monitor students' work, the thesis advisor who facilitated to carry out the intervention plan giving suitable suggestions. The material resources used were office supplies, and cardboard that was useful to make the flashcards and posters. The technical resources were a computer to type all the information and projector to present the videos, internet to search for useful information and the speakers to produce the sounds of the videos.

Design of the research

The present research work was elaborated based on the Action Research proposed by Kemmis and McTaggart (2000). It involves a self-reflective cycle where it is needed to recognize a problem, plan a possible solution, act and observe the process and consequences. Based on this design the researcher was able to act on the problems that the students face in a certain period of time.

Methods

The data collected resulting from the application of the intervention plan was analyzed, through the following methods:

The Scientific method facilitated the study of the use of videos in the development of the   English vocabulary. It helped before and during the

intervention. This one also made it possible to support the analysis of the gathering data with the theory in order to formulate significant predictions.

The Descriptive method enabled the researcher to describe the different stages of the intervention plan and how the use of videos help to increase the English vocabulary. It served to describe the information that are into tables and figures and explain the object of investigation.

The Analytic-Synthetic method was useful to analyze and interpret the obtained results through the tests and questionnaires. It also was helpful at time to draw up the conclusions.

The Statistics method allowed to make the quantitative statistical analysis of the data received from the tests and the qualitative analysis of the data received from the questionnaires. Furthermore, it facilitated the tabulation of the information into tables and graphs and to obtained the media was applied the formula $x=\frac{x}{n}$

Techniques and instruments

In order to gather the necessary information to carry out this research work, the researcher applied tests, questionnaires, observation sheets and a field diary at the beginning, during and after the application of the intervention plan.

Tests

A pre-test which contained five questions was applied to students in order to diagnose their level of English vocabulary at the beginning of the intervention plan. The same pre-test was used a post test at the end to verify if the students had an improvement on English learning vocabulary through videos.

Observation sheet

Through the observation sheet the researcher observed the students' performance during the lesson. It also was used to determine what had happened in the class and then analyze and reflect upon the finding when the plan ends.

Questionnaire

A questionnaire of 3 closed and 4 multiple choice questions was used to obtain information about the use of videos as a tool to increase the English vocabulary at the beginning of the intervention plan. The same pre-questionnaire was used as a post-questionnaire and applied at the end of the intervention plan to obtain information about students perception and attitude about videos used in the classroom.

Field dairy

The researcher used a dairy to record what happened in each lesson. It helped to write the findings during the intervention, relevant events during the observation or particular situation that happened.

Population

The students of Fourth Year of Basic Education were who participated in the development of this research. The participants were thirty-four students between boys and girls. They were between eight and ten years old. The students received two hours of English per week with a certified teacher.

f. RESULTS

This section details how the specific objectives of the present research work were accomplished.

The first objective was proved with the theoretical references about videos and English vocabulary learning; this objective was achieved with the appropriate theoretical references that supported the two variables of this research.

The second objective of the research work was accomplished with the pre test results that are shown below in table 1 and allowed to diagnose the students' limitations in English vocabulary.

The third objective was achieved with the design of the intervention plan, which included nine lessons that were developed during two months with fourth year of Basic Education. Each lesson contained activities that were: presentation of videos and completion of worksheet according to the topic.

The fourth objective was verified with the pre- post questionnaires results presented in the tables from 2 to 8.

The fifth objective was verified with the post test findings shown in table 9; which helped to verify the intervention plan proposed.

Pre-Test Results

Objective two: To diagnose the issues that limit vocabulary learning of students of fourth year Basic Education.

a. Table 1

Pre-Test Scores of the Fourth Year Students in English Vocabulary

Students' code	F	M	TOTAL
	/6	/4	/10
E.D.N 001	3	2	5
E.D.N 002	3	2	5
E.D.N 003	3	2	5
E.D.N 004	3	2	5
E.D.N 005	3	2	5
E.D.N 006	4	2	6
E.D.N 007	3	4	7
E.D.N 008	3	2	5
E.D.N 009	3	2	5
E.D.N 010	3	2	5
E.D.N 011	4	1	5
E.D.N 012	4	1	5
E.D.N 013	4	1	5
E.D.N 014	4	2	6
E.D.N 015	2	3	5
E.D.N 016	3	2	5
E.D.N 017	3	2	5
E.D.N 018	3	2	5
E.D.N 019	3	2	5
E.D.N 020	3	1	4
E.D.N 021	3	2	5
E.D.N 022	3	2	5
E.D.N 023	3	2	5
E.D.N 024	3	2	5
E.D.N 025	3	2	5
E.D.N 026	3	2	5
E.D.N 027	3	2	5
E.D.N 028	3	2	5
E.D.N 029	3	3	6
E.D.N 030	4	4	8
E.D.N 031	5	2	7
E.D.N 032	4	4	8
E.D.N 033	5	2	7
E.D.N 034	4	4	8
MEAN	3.3	2.2	5.5

Note. **E.D.N** = Escuela "18 de Noviembre"; **001**= Students' Code; **F**= form; **M**= meaning

24

b. Interpretation and Analysis

Based on the results presented in table 1, the total score mean gathered by students in vocabulary was 5.5 out of ten, which was below the expected level 8/10. Analyzing the findings, the highest score mean was for the aspect of form shown by the score mean of 3.3/6, which reflects that the students could spell with few mistakes and pronounce some words correctly. However, the lowest score mean was for the aspect of meaning which was 2.2/4. This indicates that the students were in low level (see grading scale p.103) and demonstrated that they were not able to associate and identify the meaning of each word.

It means students have not been exposed to make activities that can help to increase their English vocabulary, and that they do not know how to communicate using the language correctly which cause problems such as; the students can not identify and associate the meaning of the words, they are unable to pronounce the words correctly.

Based on what has been said above, Nation (2001), states that there are some aspects that teachers need to take into account when they teach and evaluate vocabulary they are: form, meaning and use.

Comparison of the pre and post questionnaire results

Objective four: To apply videos as a part of the lesson to solve the limitations in the learning of English vocabulary.
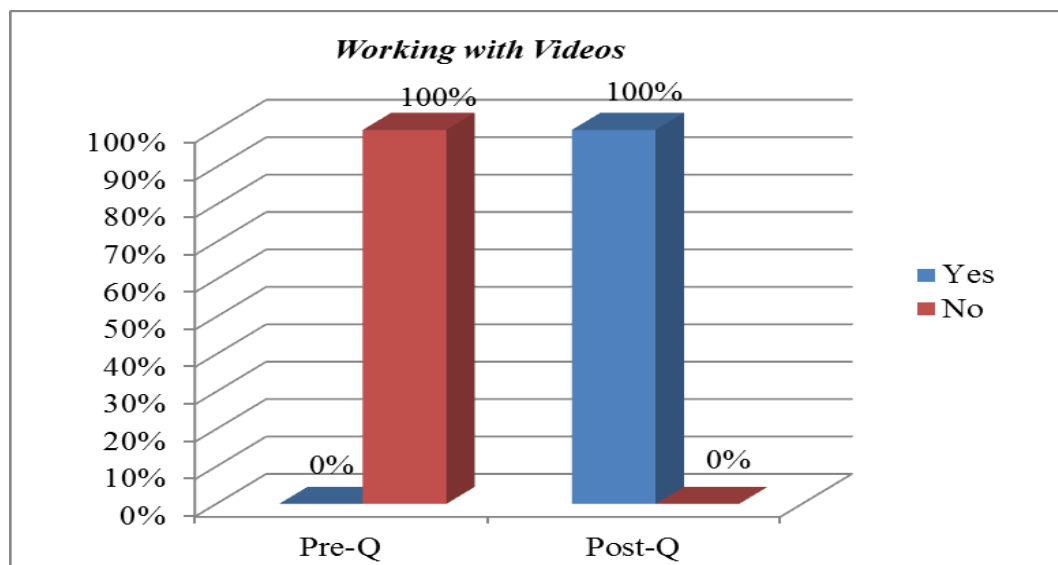
Question 1. Have you ever worked with videos?

a. Table 2

Working with Videos

	Post-Questionnaire		Post-Questionnaire	
	f	**%**	**f**	**%**
Yes	0	0	34	100
No	34	100	0	0
Total	**34**	**100**	**34**	**100**

b. Figure 1

c. Interpretation and Analysis

The data collected from this question stated that all students answered they did not work with videos, which indicates students were not practicing with suitable materials in order to increase their vocabulary knowledge. However, after

the application of the intervention plan the students' situation changed, all the students worked enthusiastically and think that using videos is a good strategy that helps them in the English learning process in an enjoyable way as Thornbury (2004), states that videos can be used as a learning alternative because they contain dialogues from highly proficient English speakers.
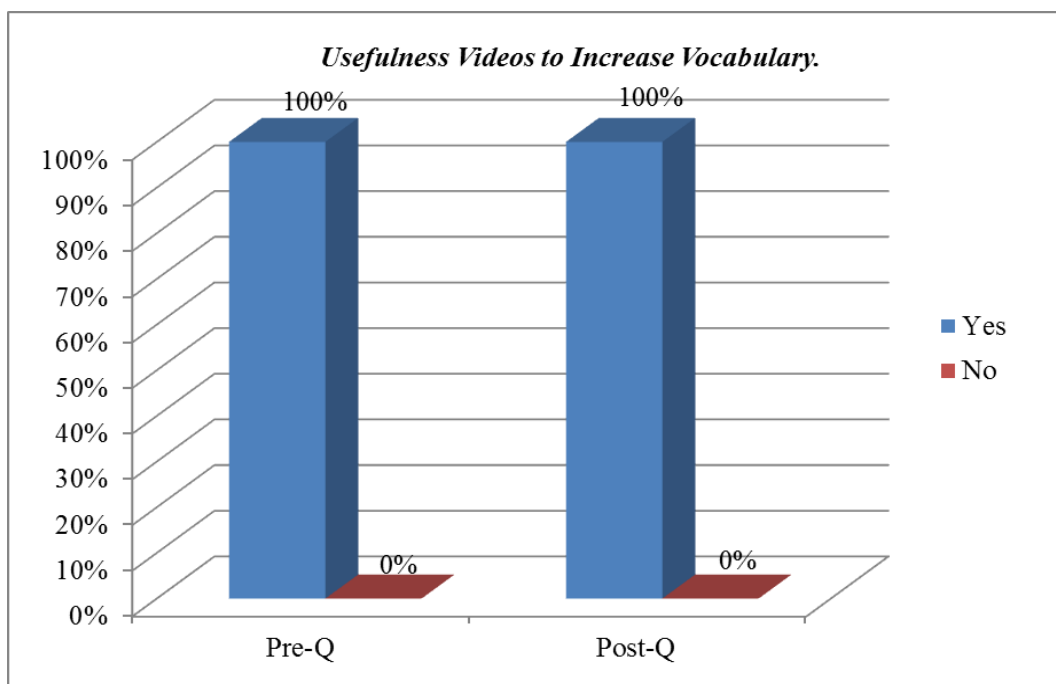
Question 2. Do you think that videos help you to increase vocabulary?

a. Table 3

Usefulness Videos to Increase Vocabulary.

	Pre-Questionnaire		Post-Questionnaire	
	f	**%**	**f**	**%**
Yes	34	100	34	100
No	0	0	0	0
Total	**34**	**100**	**34**	**100**

b. Figure 2

c. Interpretation and Analysis

Based on the data collected in the table above, it is evident that all the students considered that videos help them to develop their vocabulary because this kind of material grabs the students' attention. Nevertheless, after the application of the intervention plan, the outcomes were the same. All students agreed that videos helped to increase the English vocabulary, they had the opportunity to learn and use new words while they were watching the video, getting excellent results in the increment of vocabulary. According to Rammal (2006), claims that video has been proved to be an effective method in teaching English as a foreign language/second language.
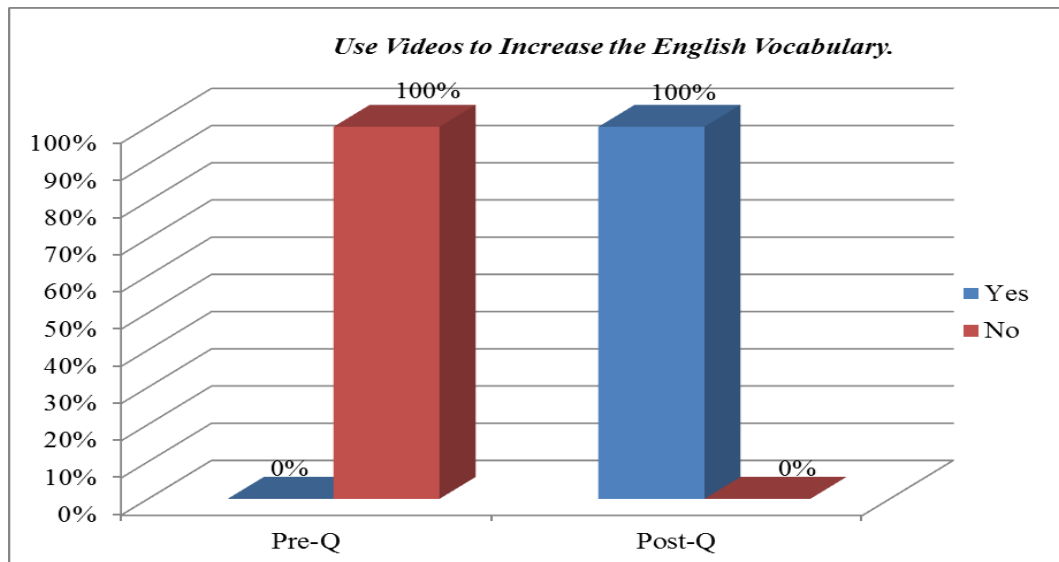
Question 3. Does the teacher use videos to increase vocabulary in the English class?

a. Table 4

Using Videos to Increase the English Vocabulary.

	Pre-Questionnaire		Post-Questionnaire	
	f	**%**	**f**	**%**
Yes	0	0	34	100
No	34	100	0	0
Total	**34**	**100**	**34**	**100**

b. Figure 3

Use Videos to Increase the English Vocabulary.

c. Interpretation and Analysis

    The information gathered in the table 4, reflected that all students answered that videos are not taking into account during the classes. It indicated that the teacher did not use this kind of activity in order to practice the English vocabulary. However, after the application of the intervention plan, the outcomes were fully invested all the students answered that the teacher used videos in order to make the students participate in class and increase the vocabulary. According to Canning (2000), claims that videos motivate the students, they grab the students' attention, and they increase student's learning, they provide the meaning immediately and inductively.
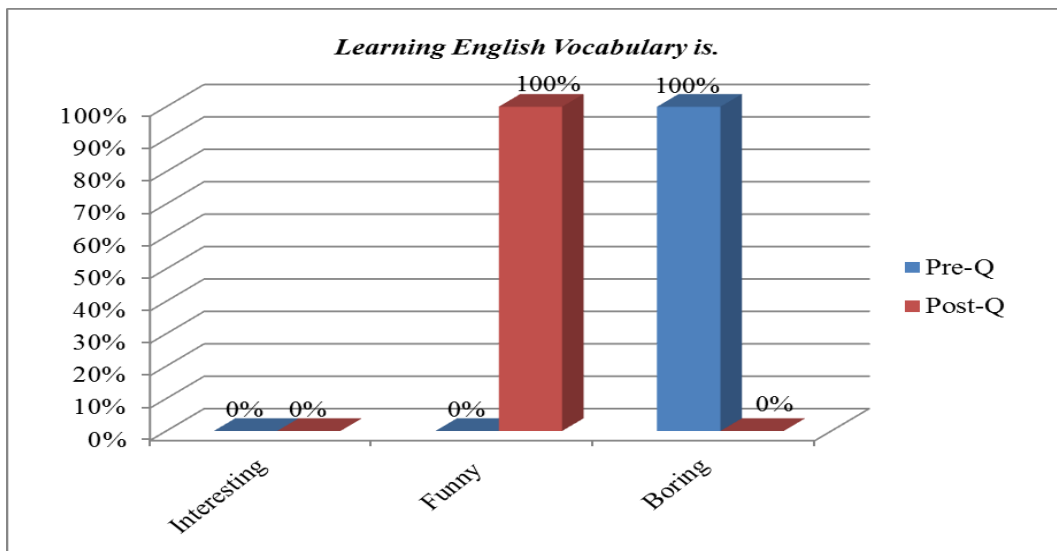
Question 4. In the English class vocabulary learning is ?

a. Table 5

Learning English Vocabulary is.

	Pre-Questionnaire		Post-Questionnaire	
	f	**%**	**F**	**%**
Interesting	0	0	0	0
Funny	0	0	34	100
Boring	34	100	0	0
Total	34	100	34	100

b. Figure 4

c. Interpretation and Analysis

The findings of the table 5 shows that all students said that the English class is boring. It demonstrates that the teacher did not give importance to the new resources that help to motivate them to get attention of the students to practice the language. However, after the application of the   intervention plan, the outcomes were   fully   invested   because   the   students   considered   that   the implementation of videos was an interesting activity to learn vocabulary in a

funny way. Therefore, videos are a good strategy to teach English vocabulary as Shuraiqi (2011), claims that videos are a great tool and have a positive effect on learners, also the videos have a lot of advantages that can facilitate students to improve the vocabulary for example: grab students' attention; generate interest in class; create a sense of participation; inspire and motivate students; make learning fun.
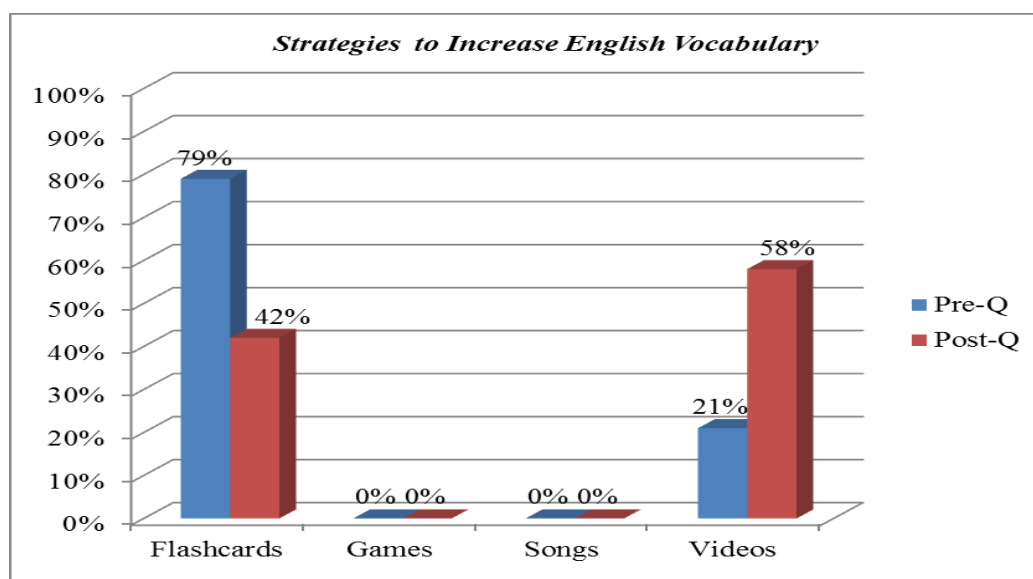
Question 5. Which strategies help you to increase English vocabulary?

a. Table 6

Strategies to Increase English Vocabulary

	Pre-Questionnaire		Post-Questionnaire	
	f	**%**	**f**	**%**
Flashcards	27	79	4	42
Games	0	0	0	0
Songs	0	0	0	0
Videos	7	21	30	58
Total	**34**	**100**	**34**	**100**

b. Figure 5

c. Interpretation and Analysis

As we can appreciate in this graph, the pre- questionnaire 79% of students said that the teacher uses flashcards during the class. It shows that they did not know that videos are useful learning activity that allow them to improve their vocabulary. However, after applying the same pre-questionnaire, more than half of students 58% answered that videos are a great strategy to increase the English vocabulary. According to Canning (2011), says that videos have a lot off characteristics and are a good tool to learners can learn vocabulary in a funny way, due to they provide teaching correct spelling; correct pronunciation of words, catches the student's attention, they are motivators; and help the students to a better understanding.
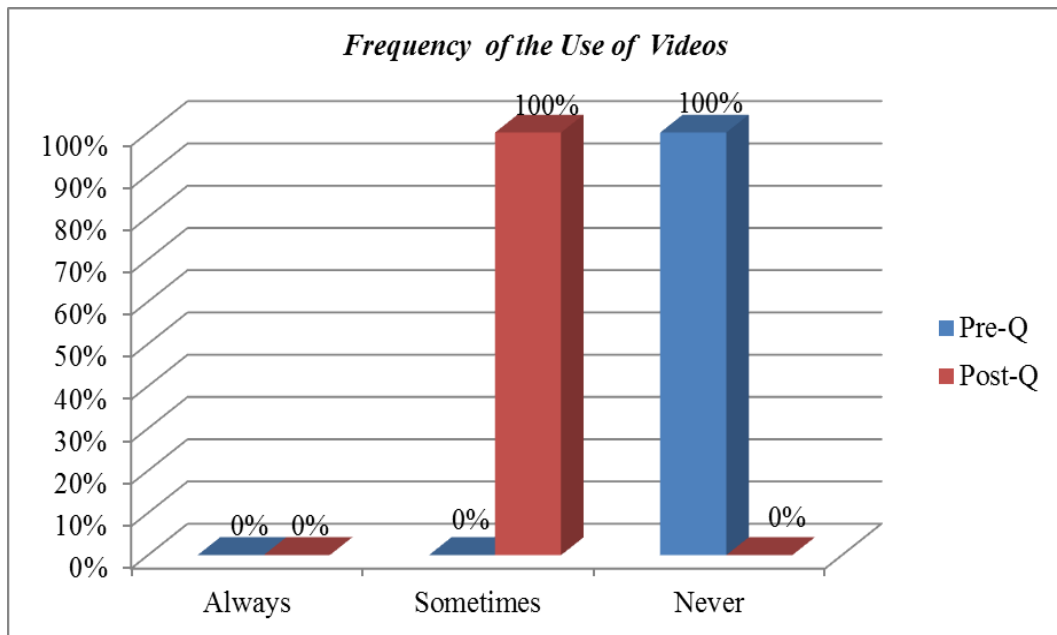
Question 6. How often does the teacher use videos to teach English vocabulary?

a. Table 7

Frequency of the Use of Videos.

	Pre-Questionnaire		Post-Questionnaire	
	F	**%**	**f**	**%**
Always	0	0	0	0
Sometimes	0	0	34	100
Never	34	100	0	0
Total	**34**	**100**	**34**	**100**

b. Figure 6

Frequency of the Use of Videos

c. Interpretation and Analysis

The data displayed from this question stated that all the students said that the teacher never used videos. However after applying the intervention plan, the outcomes changed, it demonstrated that the teacher used videos in order to improve the vocabulary. It is evident that the videos are a good streategy to teach because they catch the students' attention and increase the vocabulary knowledge. According to Gonzales Moncada (2004), videos are a meaningful tool designed to teach English in order to master the English language, which can be applied for ESL, and EFL learners depending on the lesson and orientation of the course.

Post- test Results

Objective five: To reflect upon the effects that the videos as a teaching tool had

amongst fourth-grade students.

a. Table 9

Post-Test Scores of the Fourth Year Students in English Vocabulary

Students Code	F	M	TOTAL
	/6	**/4**	**/10**
E.D.N 001	6	4	10
E.D.N 002	5	4	9
E.D.N 003	5	3.75	8.75
E.D.N 004	5	4	9
E.D.N 005	5	4	9
E.D.N 006	5	4	9
E.D.N 007	5	4	9
E.D.N 008	5	4	9
E.D.N 009	5	4	9
E.D.N 010	6	4	10
E.D.N 011	6	4	10
E.D.N 012	5	4	9
E.D.N 013	4	3	7
E.D.N 014	4	4	8
E.D.N 015	5	3.75	8.75
E.D.N 016	5	3.75	8.75
E.D.N 017	4	3	7
E.D.N 018	4	4	8
E.D.N 019	4.5	3.75	8.25
E.D.N 020	5	4	9
E.D.N 021	4	4	8
E.D.N 022	5	4	9
E.D.N 023	5	4	9
E.D.N 024	5	4	9
E.D.N 025	6	4	10
E.D.N 026	5	4	9
E.D.N 027	5	4	9
E.D.N 028	5	4	9
E.D.N 029	5	4	9
E.D.N 030	4	3	7
E.D.N 031	5	4	9
E.D.N 032	5	4	9
E.D.N 033	2.5	4	6.5
E.D.N 034	5	4	9
MEAN	**4.9**	**3.9**	**8.7**

Note. E.D.N= Escuela "18 de Noviembre"; **001**= Students Code; **F**= form ; **M**= meaning

c. Interpretation and Analysis

As it can be seen the results in table 9 showed that students obtained the total score mean of 8.7 out of 10, which was over the expected level 8/10. The highest score mean 3.9/4 for the meaning aspect which indicates that students are in an excellent level they recognize the meaning of each word. The lowest score mean was for the form aspect with 4.9/6. Thus, it is demonstrated that the progress of the students was acceptable because the students could spell and pronounce the word correctly (see grading scale, p.103).

According to Zhihong (2000), without enough vocabulary, one can not communicate effectively or express ideas. It means that having limited vocabulary might cause difficulty for students as foreign language learners to communicate with others and express their ideas. They might be stuck when using the language.

Comparison of the Pre and Post- Tests Means of Fourth Year Students in English Vocabulary.

a. Table 10

Aspects	Pre test	Post test
Form	3.3	4.9
Meaning	2.2	3.9
Mean	**5.5**	**8.8**

b. Figure 10
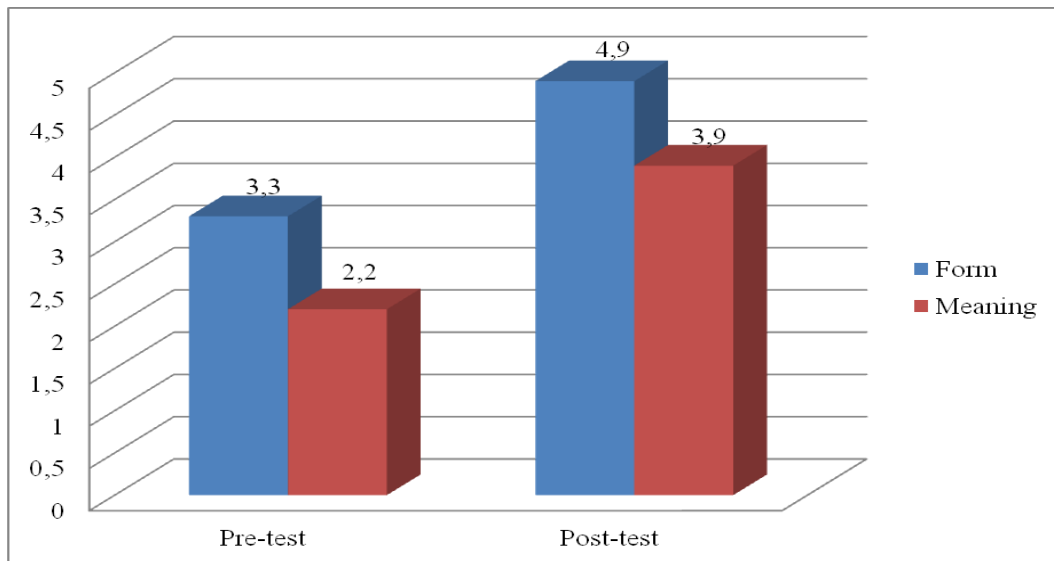
b. Interpretation and Analysis

The findings demonstrated that the strategy applied during the development of this research work had positive impact in each aspect of the English vocabulary. As it is noticed both aspects were improved, in form they changed the mean score from 3.3/6 to 4.9/6, in meaning from 2.2/4 to 3.9/4. So, the implementation of videos as a part of lesson was successful, because the students can pronounce, spell, and identify the words learned. The improvement was really significant having a progress of the mean from 5.5/10 to 8.7/10. It could be reflected that the videos implemented during the development of this work had a great impact in the students' vocabulary knowledge.

g. DISCUSSION

The results of the research work, revealed that the application of videos as a tool, had a positive impact on the English vocabulary. This impact is shown in the results in the pre-post tests, which were applied at the beginning and the end of the intervention plan to 34 students of fourth year of Basic Education at "18 de Noviembre" School, which indicated a noticeable change those students got in vocabulary knowledge after the intervention. The results in the pre-post tests, pre-post questionnaires, revealed the significant impact of this tool on students vocabulary. These results were consistent with Rammal (2006) ,who states that videos have been proved to be an effective method in teaching English as a foreign language/second language.

The intervention plan based on videos achieved acceptable changes on students. This change could be seen in the significant increment of the student score mean from the pre test that was 5.5/10 and in the post test mean which was 8.7/10. Thus, the pre-test showed that most of the students had problems in the two aspects of vocabulary. In form, students faced some problems in spelling and pronunciation. In meaning, the students had problems to identify and associate the meaning of each word. In the post-test the findings indicated that students improved in all aspects of vocabulary. This is, students achieved appropriate spelling and pronunciation and identified and made correct associations of the words. In conclusion through the use of videos, students were able to increase their English vocabulary. These findings were consistent with

Mayer & Johnson (2008), who say that videos are a great tool and have a positive effect on learners, that can facilitate students to improve the vocabulary.

Through the application of the intervention plan, the student's attitude in front of the use of videos as a tool improved in a positive way, it enhanced little by little, having considered the problems that students faced at the beginning in all aspects of vocabulary. The improvement of the students was slow and difficult, but in the process, they started to produce single words, short sentences, spell the words, identify and associated adequately the words. Consequently, at the end of the process the results were acceptable because this strategy helped to improve each aspect of vocabulary and made that the students feel self-assured to express their ideas in a free way.

In addition, this research work had some strengths and limitation during the intervention that enriched and affected the development of the videos as a tool. Some strengths in the application were that learners felt motivated to use videos that permitted them to increase their vocabulary. The students paid attention all the time, were willing to participate, they wanted to continue practicing more, and they were not afraid to practice the English vocabulary. However, there were limitations to be considered, one of them was the time two hours to work was not enough to practice new words, and the large number of the students.

Furthermore, it is necessary take into account the improvement in English vocabulary that students had before and after the implementation of videos as a tool. Students felt motivated and happy to improve their vocabulary and they spent more time practicing new words in the classroom. For that reason, they

increase their English vocabulary that are shown in the last results obtained in the post-test and questionnaires.

h. CONCLUSIONS

- The issues that limited the improvement of English vocabulary of fourth year of basic school were the students had difficulty in the two aspects: in form, their communication in English was not clear, they could not recognize the sounds, and were confused with the spelling of words. In meaning, they could not associate and identify the meaning of words.

- The use of videos as a tool in the classroom activities reduced the students' limitations in English vocabulary meaningfully. Their pronunciation and spelling improved significantly, they identified and associated the words in a correct way. Students participated actively while the activities were carried out; they increased their knowledge in the English vocabulary.

- The use of videos in the classroom was successful; this is due to students at the end of the intervention plan were more comfortable to use new words and demonstrated they felt more confident to participate in classes. Their motivation to learn English vocabulary increased inside and outside the classroom.

i. RECOMMENDATIONS

- Teachers should identify the weaknesses that students present in the English vocabulary learning in order to plan activities based on students' interest and needs using update techniques that facilitate students to learn the English language in an enjoyable way . In addition, the teachers should monitor students' work in order to determine if learners are improving in the English vocabulary.

- The teachers should implement activities using new strategies as part of their lesson plans in order to get students' attention while they are learning new vocabulary in a fun way. In addition, the material implemented should be attractive and interesting.

- Teachers should try to work most of the time with videos in order to make students interact each other and increase English vocabulary properly. These materials are easy to find on the Internet, the content is interesting and colorful. This way, students practice the language and communicate with other.

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k. ANNEXES

UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE CAREER

THEME

VIDEOS AS A TEACHING TOOL TO INCREASE THE ENGLISH VOCABULARY AMONG 4TH YEAR STUDENTS OF BASIC EDUCATION, AT "18 DE NOVIEMBRE" SCHOOL IN LOJA CITY, ACADEMIC YEAR 2014-2015.

Thesis project as a previous requirement to obtain the Bachelors' Degree in Sciences of Education, English Language Specialization

AUTHOR

KAREN NATALY ORDOÑEZ ACARO

LOJA- ECUADOR

2015

a. THEME

VIDEOS AS A TEACHING TOOL TO INCREASE THE ENGLISH VOCABULARY AMONG 4TH YEAR STUDENTS OF BASIC EDUCATION, AT "18 DE NOVIEMBRE" SCHOOL IN LOJA CITY, ACADEMIC YEAR 2014-2015.

b. PROBLEM STATEMENT

Background

This research will be developed at "18 de Noviembre" school. This institution was created on January 1904, with the participation of Dr. Lauro Vicente Loiza, who was worried about women education in Loja, with the name of "Sociedad Religiosa Industrial de Señoritas".

In 1909, it was renamed "Protectorado Industrial Artístico", being its first principal Mercedes Hidalgo de Guerrero, with the participation of numerous students.

In 1924 the professor Virginia Duarte de Guerrero principal of this school , and with the support of Dr. Clodoveo Jaramillo Alvarado, Principal of Education of that time, this school become a Public School and was named as, "Escuela Superior 18 de Noviembre".

In 1962, the professor Lasso Rosario Ruiz school principal, started the construction of the actual building, located on the Mercadillo and Juan José Peña streets.

In 2004, this school had a selected group of teachers with extensive experience and pedagogical preparation: Dra.Grimaneza Ordóñez Godoy, the principal and 23 female teachers and 2 male teachers. All of them work healthy in the "18 de Noviembre" school.

In 2013 by decree of the Ministry of education the "18 de Noviembre" school became a school of Basic Education, being the school principal Dra. Maria Elena Loaiza. In December of the same year "18 de Noviembre" school is directed by Dra. María Eufracia Jimenez. Now it works with two sections, the morning section has 25 classrooms and 1 computer center, and 30 teachers in the teaching staff with approximately 732 students. The afternoon section has 8 parallels, 8 teachers and approximately 180 students.

Description of the current situation of the research problem

Vocabulary is a basic component of language proficiency which provides the basis for learners' performance in other skills, such as speaking, reading, listening and writing. Vocabulary in English language learning is a very important part, because it helps students understand and communicate with others in any meaningful way. Also it is an intrinsic part of language teaching, without an extensive knowledge of vocabulary and strategies for learning new words, learners may feel disappointed and lose their confidence Schmitt, N. (2000).

Students usually have many problems in English vocabulary for example, they have limited vocabulary to comprehend the meaning of a text; how the word is used in the text; they cannot recognize the meaning of each word; they are not able to hear English words from the speakers; they cannot compose their writing task successfully; and they feel bored in the class.

According to the observations done in the 4th year of basic education at "18 de Noviembre" school, it was noticed that students' English vocabulary knowledge is low in all aspects, in form they are not able to pronounce and spell the words in a correct way; in meaning they do not recognize and associate the word, so is important to implement a new tool in order to help students increase their English vocabulary and this way motivate students to learn English. For these reasons, presented above, the researcher considers that the use of videos to develop the lessons will contribute to increase and learn student's vocabulary in a dynamic and enjoyable way.

Research problem

How does the use of videos as a tool increase the English vocabulary among 4th year students of basic education , at "18 de Noviembre" school in Loja city, academic year 2014-2015?.

Delimitation of the research

Temporal

This project will be carried out to during the academic year 2014-2015

Spatial

This project will be carried out at "18 de Noviembre" school.

Observation units

Teacher and students of the 4th year of basic education.

Subproblems

- What kind of theoretical references about English vocabulary and videos are effective to help the fourth year students, at "18 de Noviembre" school during the year 2014-2015?

- What are the issues and concerns that limit vocabulary learning of the fourth year students ?

- What are the important phases of the intervention plan that address the current issues of the vocabulary learning with the use of videos of the fourth year students?

- How do videos as a part of the classroom activities solve the limitations of the learning English vocabulary?

- What is the effect that the videos have on fourth year students?

c. **JUSTIFICATION**

The researcher has selected videos as a tool to increase English vocabulary among 4th year students of Basic Education, at "18 de Noviembre" school. This is because, videos are audio visual mediums that contains a sequence of messages and they are a great help to motivate students, to achieve students attention and acquire a significant vocabulary.

 This research work is important because it might provide to students an interactive way for learning English vocabulary didactically. Videos are the best tools to get students' attention immediately, promoting a real impact on learners and thus students are more motivated for learning the language.

The present work will be useful because it is going to help the researcher to obtain much experience into the educational field and to have professional experience as a English teacher, which is of the great importance for her.

It is elemental to perform this research work because it is a vital requisite that will permit the researcher to get the bachelor's degree in Sciences of Education, English language specialization and also the accreditation of the subject.

d. OBJECTIVES

General objective

- To increase the English vocabulary through videos among 4th year students of basic education, at "18 de Noviembre" school in Loja city, academic year 2014-2015.

Specific objectives

- To investigate the theoretical references on the learning of English language vocabulary, on the use of videos as a tool for helping students of fourth year of Basic Education increase their English vocabulary.
- To diagnose the issues that limit vocabulary learning of students of fourth year of basic education.
- To elaborate an intervention plan to increase the English vocabulary with fourth year students of basic education.
- To apply videos as a part of the lesson to solve the limitation in the learning of English vocabulary.
- To reflect upon the effect that the videos as a teaching tool had amongst fourth-grade students.

e. THEORETICAL FRAMEWORK

English vocabulary

What is vocabulary?

Vocabulary are all the words that exist in a particular language or subject:, or are known and used by a particular person.

As Stahl (2005) defined vocabulary as it, "Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world".

Vocabulary is not only sign of symbol for ideas but also a part of how to improve language skills in the target language. The more vocabulary students learn the more ideas they should have, so they can communicate by using their ideas more effectively. Edge (1993, 27)

The Importance of vocabulary

Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas, while without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Vocabulary, much more than grammar, is the key to your child

understanding what she hears and reads in school; and to communicating successfully with other people. For this reason it is very important for her to quickly build up a large store of words. Research studies have shown the strong links between having an extensive vocabulary and achieving school success. Paul Shoebottom (1996-2015). Otherwise, Zhihong (2000), said "Without a sufficient vocabulary, one cannot communicate effectively or express ideas." It means that having limited vocabulary might cause difficulty for students as foreign language learners to communicate with others and express their ideas. They might be stuck when using the language.

How to teach vocabulary

Learners acquire vocabulary in various ways. Students are exposed to a lot of new vocabulary during lessons: by the teacher, by texts or other materials they work with a partner in class.   A lot of this vocabulary is automatically absorbed. (Harmer, 2011).

Thombury (2004), there are many possibilities how to explain or illustrate the meaning of the words. The three most common techniques in which the meaning of new words is conveyed are the follows:

Visual techniques

In teaching the meaning of words, especially at the elementary stage, we should try to establish a link between the word and the meaning by using one of the following means or techniques depending on the word to be taught:

- Realia, i.e. objects in the class, including:

    the SS themselves,

    pictures,

    photos,

    flashcards,

    wall charts,

    slides, etc.

- Mime, gestures, actions, facial expressions.

Verbal techniques

There are certainly other techniques which can be used to present vocabulary which are as follows:

- By giving examples of the type, e.g. to illustrate the meaning

- By using illustrative situations, to explain abstract words.

- through definitions

- with synonyms/ antonyms

Translation

Used sensibly, translation can be a useful technique to convey meaning as:

- It saves time

- It allows us to check correct comprehension, if necessary (e.g. in the case of false friends)

However, translation of vocabulary into the mother tongue should be kept under tight control. From the lower intermediate stages onwards it is better to resort to the other techniques (e.g. a simple explanation in the target language). Apart from giving the students extra exposure to the target language (as students rarely listen so intently as when they are learning new words), this technique has another benefit: if on a future occasion he cannot remember the target item, he can always give an explanation or a synonym, a technique that is in fact often used by native speakers of the language.

Vocabulary aspects

According to Nation (2001), there are some aspects that teachers need to take into account when they teach and evaluate vocabulary.

ASPECTS	COMPONENT	RECEPTIVE KNOWLEDGE	PRODUCTIVE KNOWLEDGE
FORM	**Spoken**	What does the word sound like?	How is the word pronounced?
		How is the word pronounced?	
	Written	What does the word look like?	How is the word written and spelled?
		How is the word written and spelled?	
	word parts	What parts are recognizable in this word?	What word parts are needed to express the meaning?
		What word parts are needed to express the meaning?	
MEANING	**form and meaning**	What meaning does this word form signal?	What word form can be used to express this meaning?
		What word form can be used to express the meaning?	
	concept and referents	What is included in the concept?	What items can the concept refer to?
		What items can the concept refer to?	
	Associations	What other words does this make us think of?	What other words could people use instead of this one?
		What other words could we use instead of this one?	
USE	**grammatical functions**	In what patterns does the word occur?	In what patterns must people use this word?
		In what patterns must we use this word?	
	Collocations	What words or types of words occur with this one?	What words or types of words must people use with this one?
		What words or types of words must we use with this one?	
	constraints on use	Where, when, and how often would we expect to meet this word?	Where, when, how often can people use this word?

Source: Adapted from Nation (2001, p.27).

Types of vocabulary.

According Judy K. Montgomery's book (2007) says that there are four types of vocabulary, listening, speaking, reading, writing.

The first two constitute spoken vocabulary and the last two, written vocabulary. Children begin to acquire listening and speaking vocabularies many years before they start to build reading and writing vocabularies. Spoken language forms the basis for written language.

Each type has a different purpose and, luckily, vocabulary development in one type facilitates growth in another.

Listening Vocabulary

The words we hear and understand. Starting in the womb, fetuses can detect sounds as early as 16 weeks. Furthermore, babies are listening during all their waking hours–and we continue to learn new words this way all of our lives. By the time we reach adulthood, most of us will recognize and understand close to 50,000 words. (Stahl, 1999; Tompkins, 2005) Children who are completely deaf do not get exposed to a listening vocabulary. Instead, if they have signing models at home or school, they will be exposed to a "visual" listening vocabulary. The amount of words modeled is much less than a hearing child's incidental listening vocabulary.

Speaking Vocabulary

The words we use when we speak. Our speaking vocabulary is relatively limited: Most adults use a mere 5,000 to 10,000 words for all their conversations and instructions. This number is much less than our listening vocabulary most likely due to ease of use.

Reading Vocabulary

The words we understand when we read text. We can read and understand many words that we do not use in our speaking vocabulary. This is the 2nd largest vocabulary IF you are a reader. If you are not a reader, you cannot "grow" your vocabulary.

Writing Vocabulary

The words we can retrieve when we write to express ourselves. We generally find it easier to explain ourselves orally, using facial expression and intonation to help get our ideas across, then to find just the right words to communicate the same ideas in writing. Our writing vocabulary is strongly influenced by the words we can spell.

What words and how many words to teach

According to Marzano (2010), "There are collections of important words to learn but teachers may also choose to select useful and interesting words."

Paul Shoebottom (1996-2015),states that is necessary to concentrate on, learn the words that are important to the subjects you are studying, words that you read or hear again and again, words that you know you will often want to use yourself, and do not learn words that are rare or not useful.

It is recommended that five to seven words a week are enough to learn at any one time (perhaps less for some students) and if these words are engaged with in a range of meaningful activities embedded across a week, they are more likely to be remembered and put into service (Lawrence, White, & Snow, 2010, p. 24).

How to make vocabulary teaching and learning effective?

According to Thornbury (2004), to teach and learn in an effective way, it is important to know, how many words can remember and learn/memorize students. Here some tips.

- Read good books.

- Use a good dictionary

- Look up words you don't know.

- Using realia.

- Images drawn by students themselves with the name written

- Meaningful activities in the classroom.

- Encouraging "word of the day"

- Playing word games to extend and challenge understanding of vocabulary.

How to Assess Vocabulary

Having a strong vocabulary allows you to communicate well with others and to succeed on standardized tests. Teachers teach vocabulary to students in their first language as well as to students who learn a foreign language. Methods of assessing vocabulary differ depending on your aim in testing the vocabulary knowledge.

Define the Word

One way to assess vocabulary is to ask a person the definition of the word. This means that if a teacher assigns students a list of vocabulary words to learn, the easiest way to assess whether a student has mastered these new vocabulary words is to give them a closed book test in which they must provide the definitions.

However, this type of formal test is an incomplete method of assessing vocabulary because:

- It is incomplete because it is artificial. It is rare for a person to encounter a word in an isolated setting and be asked to define it.

- The true value of knowing a word is to be able to use it; and knowledge of a word is often easiest to obtain if the word is used in context.

Use in Context

A more complete method of assessing vocabulary is to decide whether a student can use a word properly in context, or recognize and discern the definition in context.

Common Mechanisms Used in Schools

These mechanisms include:

- Observational data (What can you determine about the person´s vocabulary from having a conversation with them)

- Vocabulary games

- Teacher created tests

- Word journals (journals where students keep track of the words they have learned and definitions)

- Standardized tests (The website mentions the Peabody Picture Vocabulary test, but other more advanced standardized tests such as the SAT, GRE and GMAT all encompass a vocabulary portion as well) (Your dictionary, 2007).

Videos

What are videos?

Smaldino (2002) defines it as "electronic storage of moving images. He adds that any electronic media format that employs "motion pictures" to present a message can be referred to as video, and explains that video is audio visual medium that can be used to distribute message from sender to receiver so that it can facilitate learners to study about certain material". Besides, video as a listening tool can enhance students" listening experience.

Kemmis (2000) "videos are a combination of sequences of images , which are an effective way to studying a foreign language because the videos encourage and catch the attention of the learners". Also the videos are an effective way of studying a foreign language. Young language learners are still learning about the world around them, children gain confidence through repetition, love to hear stories again and again, and the same goes for video. When viewing a video several times children can learn by absorption and imitation. The video communicates meaning better than other media.

Importance of the video

Gonzales Moncada (2004), says that videos are meaningful tools designed to teach English in order to master the English language, which can be applied for ESL, and EFL learners depending on the lesson and orientation of the course. 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. Use of video materials is an exceptional learning tool, since learners are provided with a lot of advantages when they are used in combination with an active learning strategy.

Video is important it gives us an additional dimension of information about characters' body language, facial expressions, gesture, stance, reaction and response. This information can be exploited in the classroom. Using video as a teaching tool can help to engage students, in order to be an effective tool, particularly in the attention of students. The use of video materials is an exceptional learning tool, since learners are provided with a lot of advantages. (Jisc TechDis, 2002).89

Why should we use videos in the classroom

According to, Dr. Samir M. Rammal (2006), in his article Using Videos in the EFL Classroom, claims that "video has been proved to be an effective method in teaching English as a foreign language/second language" because video can be adapted to any kind of educational situation. In addition, video has the ability to communicate the culture related to the English language, and maintains the correct pronunciation, both of which are very helpful in learning another language.

How to apply videos in class to increase vocabulary

For the application of videos in class, Deubelbeiss (2011), provides the following teaching tips:

- First check the video.

- Relate the video with a didactical aim.

- Show the video segment by segment to present or reinforce the new vocabulary taught.

- Before to begin the video set up task to keep children's attention.

- To do pauses to check comprehension and attention.

However, Rammal (2002), states that the teacher must prepare activities to present before, during and after the presentation to keep children's attention.

Before the video presentation

- The teacher must engage the learners' interest

- Select the proper audiovisual material.

- Teacher must give specific tasks.

- Create interest.

- Give specific tasks.

During the video presentation

- Stop the video to check understanding.

- Pause after each segment, to check comprehension.

After the video presentation

- Clarify doubts about the new words learned.

- Ask students to answer questions about the new vocabulary.

Characteristics of video to apply in class

According to Canning (2011), says that videos have a lot off characteristics and are a good tool to learners can learn vocabulary in a funny way. Here some characteristics:

- Provide evaluation instruments.

- Catches the attention of the student.

- The videos are motivators.

- Helps students better understand a topic.

- Encourage participation; either through the interest to research a topic or choosing to establish discussions.

Advantages of using videos to apply in class

Shuraiqi (2011), videos are a great tool and have a positive effect on learners; also the videos have a lot of advantages that can facilitate students to improve the vocabulary. Here some advantages:

- Grab students' attention;

- Focus students' concentration;

- Generate interest in class;

- Create a sense of anticipation;

- Energize or relax students for learning exercise;

- Inspire and motivate students;

- Draw on students' imagination;

- Make learning fun;

- They can be served with comprehensible explanations;

- They can be played or paused as many times as needed;

- Students can both watch the video and take notes;

- Create memorable visual images;

- Increase understanding;

Disadvantages of videos

- TV screens may be small, so they must be carefully placed so that the whole class can see and hear.

- There may be some difficulties related to availability, so it is advisable to plan in advance when they will be needed

- Video materials are predetermined, so there are few chances for making adaptations. A good idea could be using video cameras in order to make our own videos.

- Some technical skills are needed especially when connecting TV and the video player or searching for the right channel. Things get more difficult when using cameras because they demand a great deal of technical skills by the user.

- It may be difficult for students assuming that video recordings are not just for fun. Teaching with video is not just watching TV. It is essential they are introduced gradually and to make them understand how valuable this teaching aid can be.

- One of the most important aspects we have to bear in mind before using the video is deciding on the type of materials we want to show.

- Video recordings must be suitable for the students' age, level and interests.

- Teachers must be familiar to the use of these appliances: TV, video player and video camera. It would be advisable to check if the equipment is available for the time it is needed, if it works properly and if all connections have been arranged so that it is ready to be used when needed.

- As for the audio player, the length of the section should not be longer, eight or ten minutes on average, depending on the students' level or the contents of the section. Using different buttons (pause, freeze frame...) can be very helpful to carry out certain tasks (miming, guessing, descriptions...)

- Short and clear instructions must be given to students so that they are carried out and aims achieved. (Shuraiqi, 2001)

Relationship of the videos with vocabulary

The use of video to teach vocabulary can facilitate students to improve the vocabulary skill. Visual information such as settings, actions, emotions, and gestures can help the listener to catch the whole message of the story. Visual information also provides listeners with focus for their attention as they are listening. In this case, by listening to the auditory stimulus and paying attention to the visual stimulus, students will be able to catch the meaning of spoken narrative text better.

Thornbury (2004), "videos can be a learning alternative because they contain dialogues from highly proficient English speakers, which could contribute to an easier understanding of their pronunciation. The video is, the easier to understand - as long as the pictures illustrate what is being said the students listen to relevant and interesting things and facilitate their learning.".

"Videos motivate the students, they grab the students' attention, and they increase student learning. To teach vocabulary, they provide the meaning immediately and inductively. Moving pictures (videos) are retained instantly by the viewer. Moreover, they contain sound, and the viewer can hear how the word is pronounced, which is especially important in the case of teaching vocabulary". (Canning, 2000)

In summary, they are exposed to audio visual material which attracts their attention and simultaneously improves their learning. Videos use real language, this is a positive factor which has a positive effect on learners' motivation to learn the language".

Model to teach the second foreign language.

Jeremy Harmer, in his book How to Teach English (2011), summarizes the three elements of ESA as follows:

Engage

In order to teach students English, the teacher must have the attention of students and involve them emotionally. Students who are involved often perform better and are better behaved. Some activities that engage students include games, stories, music, and pictures. These activities can be used to lead into the language content targeted for that lesson.

Study

During this part of the lesson, the focus is on language and how it is constructed. New information or a revision of previously learned information can be included during this time. The teacher can use a variety of styles to present the information, focusing on grammar, vocabulary or pronunciation. Styles include the teacher presenting the material and students learning by working in groups.

Activate

Now students are meant to use the language as freely and communicatively as possible. Exercises and activities are designed for students to use English in communication, rehearsing what they have learned. Without the activate element, students will have trouble taking their classroom experience into real-world communication. Some Activate activities include role-playing, debating, story or poem writing, and discussions.

f. METHODOLOGY

Design of the research

The present Research work is based on the Action Research as a constructive inquire , which is carry out in order to understand , to evaluate and then to change a situation, at the time Research is conducting in improve educational practice.

This study is an educational research that will allow the practitioner to study and practice a variety of aspects making use of videos , with the purpose to increase the English vocabulary.

Methods, techniques and instruments

Methods

The following general methods will be applied along the Research:

The specific method: will facilitate the study of appropriate resources to improve the English vocabulary. Also, it will help in the observation don't before and during the intervention. This one will support with gathering data to make relevant predictions about the possible solutions.

The descriptive method: will be useful to describe the different stages of the study and the kind of the resources used by the researcher. It will serve to explain and analyze the object of the investigation.

The analytic- synthetic method: will be use to analyze and interpret the obtained results through the tests. It also will help to draw up the conclusions.

The Statistics Method: will be used to make the quantitative statistical analysis of the data obtained from the test and the qualitative data from observation and teacher's dairy.

This research work also will follow the process of and action research which includes planning, acting, observing and reflective suggests, proposed by (Kemmis, 2000).

This process will help the researcher to see if any necessary modification of amendment would be necessary to increase the English vocabulary.

The process of the research will be carried out systematically by collecting data on one's every day practice, analyzing it in order to draw conclusions about how future practice should be.

Techniques and instruments

Data collections

To collect the data, test, observations and a dairy will be designed and applied at the beginning, during and after the application of the intervention plan.

Test

Two kinds of tests will be used. A pre-test will be use to collect student's answers, in order to diagnose the level of the students' knowledge about English vocabulary, at the beginning of the intervention plan. The same pre-test will be use as a post-test and applied at the end of the intervention plan, to obtaining formation about students' progress on English vocabulary learned during the intervention.

The test will be conducted in class and the researcher will give students a clear explanation and clarify all queries raised.

Observation

Through the observation sheet the researcher will observe the students' performance during the lesson. It also will be used to determine what has happened in the class and then analyze and reflect upon the finding when the plan ends.

File dairy

The researcher will use a dairy to record what happens in each lesson. It will help to write the findings during the intervention, relevant events during the observation or particular situation that happen.

Questionnaire

A questionnaire of 3 closed and 4 multiple choice questions will be used to obtain information about videos as a tool to increase the English vocabulary at the

beginning of the intervention plan. The same pre-questionnaire will be used as a post-questionnaire and applied at the end of the intervention plan to obtain information about students perception and attitude about videos used in the classroom.

Procedures

The action research work process will involve the following stages:

The intervention plan will start and end with the application of two tests. The first one will be applied at the begging of the research to collect data from the students. And the other one will be applied at the end to verify if students improve or not their vocabulary.

During the development of the lessons a variety of activities will be introduced to practice and increase students' vocabulary. Likewise, the observation checklist and a dairy will be used to record particular situations and to observe students' performance.

The finding before and after the intervention plan will be compared and analyzed to drown up about the research work.

Tabulation

The tabulation of data will be done with the results obtained in the tests. A logical analyzes will be done with the information received.

Organization

The researcher will organize the work based on the information observed in all the strategies applied to compare and analyze the impact of intervention plan. A report of the intervention will be disseminated with the findings and ideas among the teachers, partner and the school.

Description

The obtained data will be described and represented in graphics considering the information pre and post intervention. The description of each question will be completed to facilitate the interpretation of the information shown, and also do a logical analysis of the data received.

Population

The students of 4th year of Basic Education, will be who participate in the development of this action research. The participants of the research are 34 students between boys and girls. They are between eight and ten years old. The students receive two hours of English per week with a certificate teacher.

Intervention and observation plan

Alternative

Videos as a teaching tool to increase the English vocabulary among 4th year students of basic education, at "18 de Noviembre" school in Loja city, academic year 2014-2015.

Objective

To increase the English vocabulary through videos among 4th year students of basic education, at "18 de Noviembre" school in Loja city, academic year 2014-2015.

Introduction

The intervention plan is a two month program that will prepare students of 4th year of basic education, to read in a comprehensive manner through videos.

The goal of the intervention plan is to offer students a fun way of learning the English vocabulary through:

- The presentation of videos according to the students interest and needs.
- Completion of worksheets.

Also, it includes eight lessons with a set of interesting activities and short videos, which are based on the topic students are studying. Each activity is developed presenting a short video and completing a worksheet that will reflect the student's knowledge.

Each lesson is developed considering three steps: Engage, Study and Activate phases (ESA). *Engage:* This is the point in a teaching sequence where teachers try to arouse the students interest, thus involve their emotions. Study: activities are those where the students are asked to focus in on language (or information) and how it is constructed. They range from the study and practice of a single sound to an investigation of how a writer achieves a particular effect in a long text.

Activate: this element describes exercises and activities which are designed to get the students using language as freely and communicatively as they can. Taken from Jeremy Harmer book, (2007) How to Teach English.(7th ed.) England, Edinburg.

These steps will be developed in the following way:

Engage: This step will be developed:

Presents a variety of didactical materials as realia, games, music, flashcards and posters and asking questions about the topic.

Study: It will be developed:

Watching the video

Working on pronunciation of words.

Working on spelling and meaning of the words

Activate: It will be done

Filling a worksheet about the new vocabulary according with the video.

This intervention plan will be implemented during the months of April and May during the academic period 2014 – 2015, two hours a week.

RESEARCH PROBLEM: How does the use of videos as a tool increase the English vocabulary among 4th year students of basic education,   at "18 de Noviembre" school in Loja city, academic year 2014-2015?.

DATA COLLECTION INSTRUMENTS: field dairy, pre-test and questionnaire.

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	RESOURCES
WEEK ONE (2 hours)	- To answer the pre-test. - To answer the questionnaire.	- Application of the pre-test. - Pre-Questionnaire	- Researcher explains the questions of the pre-test to the students. - Researcher gives the pre-test to students. - Students do the pre-test about animals, objects of the classroom, daily routines, adjectives, clothes. - Researcher explains about the questionnaire. - Students answer the questionnaire. - Researcher helps and monitors to students during the development of the pre-test and questionnaire.	- Pre- Test - Pre-Questionnaire

SUPPORT: Coaching and guidance from the University professor.

OBSERVATION NOTES: …………………………………………………………………………………….

RESEARCH PROBLEM: How does the use of videos as a tool increase the English vocabulary among 4th year students of basic education , at "18 de Noviembre" school in Loja city, academic year 2014-2015?.

DATA COLLECTION INSTRUMENTS: Field diary, observation sheet.

	LEARNING OUTCOMES	**TOPIC**	**INSTRUCTIONAL FOCUS**	**RESOURCES**
WEEK TWO (2 hours)	• Students will be able to pronounce, identify the meaning of word and spell the daily routines correctly.	• Daily routines	**Video :** daily routines **Engage** • Researcher shows some flashcards and asks students to look at the pictures and predict what the topic is about • Researcher asks students questions about their daily routines. E.g.: What do you do in the morning?. • Students say what they do. **Study** • Researcher shows the video to students about daily routines. • Students practice the pronunciation of the vocabulary about daily routines with the help of the teacher. • Researcher shows the meaning of the new vocabulary and makes the students spell the word according to the picture of the video in the notebook. **Activate** • Students fill the exercises of the worksheet associating and unscrambling the picture with the words.	• Flashcards • Video • Computer • Speakers • Projector • Worksheet

SUPPORT: Coaching and guidance from the University professor

OBSERVATION NOTES: …………………………………………………………………………………….

RESEARCH PROBLEM: How does the use of videos as a tool increase the English vocabulary among   4th year students of basic education , at "18 de Noviembre" school in Loja city, academic year 2014-2015?.

DATA COLLECTION INSTRUMENTS: Field diary, observation sheets.

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	RESOURCES
WEEK THREE (2 hours)	• Students will be able to pronounce, identify the meaning of word and spell the adjectives correctly.	• Adjectives .	**Video:** adjectives **Engage** • Researcher shows a poster and asks students to look at the images and predict what the topic is about • Researcher asks students questions about adjectives. • Students answer the question. **Study** • Researcher shows the video to students about adjectives. • Students practice the pronunciation of the vocabulary about adjectives with the help of the teacher. • Researcher shows the meaning of the new vocabulary and makes the students spell the word according to the picture of the video in the notebook. **Activate** • Students fill the exercises of the worksheet matching the picture with the words.	• Poster • Video • Computer • Speakers • Projector • Worksheet

SUPPORT: Coaching and guidance from the University professor.

OBSERVATION NOTES: ………………………………………………………………………………….

RESEARCH PROBLEM: How does the use of videos as a tool increase the English vocabulary among 4th year students of basic education , at "18 de Noviembre" school in Loja city, academic year 2014-2015?.

DATA COLLECTION INSTRUMENTS: Field diary, observation sheets.

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	RESOURCES
WEEK FOUR (2 hours)	• Students will be able to pronounce, identify the meaning of word and spell the clothes correctly.	• Clothes	**Video:** Clothes **Engage** • Researcher will encourage students by a song • Researcher makes questions to students about what they listened the song. • Students answer the question. **Study** • Researcher shows the video to students about clothes. • Students practice the pronunciation of the vocabulary about clothes with the help of the teacher. • Researcher shows the meaning of the new vocabulary and makes the students spell the word according to the picture of the video in the notebook. **Activate** • Students fill the exercises of the worksheet associating the picture with the words.	• Song • Video • Computer • Speakers • Projector • Worksheet

SUPPORT: Coaching and guidance from the University professor

OBSERVATION NOTES: …………………………………………………………………………………..

RESEARCH PROBLEM: How does the use of videos as a tool increase the English vocabulary among 4th year students of basic education, at "18 de Noviembre" school in Loja city, academic year 2014-2015?.

DATA COLLECTION INSTRUMENTS: Field diary, observation sheet.

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	RESOURCES
WEEK FIVE (2 hours)	• Students will be able to pronounce, identify the meaning of word and spell the holidays correctly.	• Holidays	**Video:** Holidays **Engage** • Researcher shows a poster and asks students to look at the images and predict what the topic is about • Researcher asks students questions about holidays. • Students answer the question. **Study** • Researcher shows the video to students about holidays. • Students practice the pronunciation of the vocabulary about holidays with the help of the teacher. • Researcher shows the meaning of the new vocabulary and makes the students spell the word according to the picture of the video in the notebook. **Activate** • Students fill the exercises of the worksheet putting the name according to the picture.	• Poster • Video • Computer • Speakers • Projector • Worksheet

SUPPORT: Coaching and guidance from the University professor.

OBSERVATION NOTES: ………………………………………………………………………………….

RESEARCH PROBLEM: How does the use of videos as a tool increase the English vocabulary among   4th year students of basic education , at "18 de Noviembre" school in Loja city, academic year 2014-2015?.

DATA COLLECTION INSTRUMENTS: Field diary, observation sheets.

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	RESOURCES
WEEK SIX (2 hours)	• Students will be able to identify the meaning, spell and pronounce the new vocabulary about food.	• Food.	**Video :** Food **Engage** • Researcher will encourage students by a song • Researcher makes questions to students about what they listened the song. • Students answer the question. **Study** • Researcher shows the video to students about food. • Students practice the pronunciation of the vocabulary about food with the help of the teacher. • Researcher shows the meaning of the new vocabulary and makes the students spell the word according to the picture of the video in the notebook. **Activate** • Students fill the exercises of the worksheet associating and unscrambling the picture with the words.	• Song • Video • Computer • Speakers • Projector • Worksheet

SUPPORT: Coaching and guidance from the University professor

OBSERVATION NOTES: …………………………………………………………………………………….

RESEARCH PROBLEM: How does the use of videos as a tool increase the English vocabulary among 4th year students of basic education , at "18 de Noviembre" school in Loja city, academic year 2014-2015?.

DATA COLLECTION INSTRUMENTS: Field diary, observation sheet.

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	RESOURCES
WEEK SEVEN (2 hours)	• Students will be able to identify the meaning, spell and pronounce the new vocabulary about neighborhood.	• Neighborhood	**Video:** Neighborhood **Engage** • Researcher shows a poster and asks students to look at the images and predict what the topic is about • Researcher asks students questions about neighborhood. • Students answer the question. **Study** • Researcher shows the video to students about neighborhood • Students practice the pronunciation of the vocabulary about neighborhood with the help of the teacher. • Researcher shows the meaning of the new vocabulary and makes the students spell the word according to the picture of the video in the notebook. **Activate** • Students fill the exercises of the worksheet matching and unscrambling the name according to the picture.	• Poster • Video • Computer • Speakers • Projector • Worksheet

SUPPORT: Coaching and guidance from the University professor.

OBSERVATION NOTES: ………………………………………………………………………………….

RESEARCH PROBLEM: How does the use of videos as a tool increase the English vocabulary among 4th year students of basic education , at "18 de Noviembre" school in Loja city, academic year 2014-2015?.

DATA COLLECTION INSTRUMENTS: Field diary, observation sheet.

	LEARNING OUTCOMES	**TOPIC**	**INSTRUCTIONAL FOCUS**	**RESOURCES**
WEEK EIGHT (2 hours)	• Students will be able to identify the meaning, spell and pronounce the new vocabulary about verbs.	• Verbs	**Video:** Verbs **Engage** • Researcher shows some flashcards and asks students to look at the pictures and predict what the topic is about • Researcher asks students questions about verbs. • Students say what they do. **Study** • Researcher shows the video to students about verbs. • Students practice the pronunciation of the vocabulary about verbs with the help of the teacher. • Researcher shows the meaning of the new vocabulary and makes the students spell the word according to the picture of the video in the notebook. **Activate** • Students fill the exercises of the worksheet associating the picture with the words.	• Flashcards • Video • Computer • Speakers • Projector • worksheet

SUPPORT: Coaching and guidance from the University professor

OBSERVATION NOTES: ………………………………………………………………………………………….

RESEARCH PROBLEM: How does the use of videos as a tool increase the English vocabulary among   4th year students of basic education , at "18 de Noviembre" school in Loja city, academic year 2014-2015?.

DATA COLLECTION INSTRUMENTS: Field diary, observation sheet, post-test.

	LEARNING OUTCOMES	**TOPIC**	**INSTRUCTIONAL FOCUS**	**RESOURCES**
WEEK NINE (2 hours)	• To take the post- test and post-questionnaire	• Application of the pos-test and post-questionnaire	• Researcher gives the post-test to students. • Researcher explains the instructions of the post-test to the students • Students do the post-test about animals, objects of the classroom, daily routines, adjectives, clothes. • Researcher helps and monitors to students during the development of the post-test.	• Post- Test • Post-questionnaire

SUPPORT: Coaching and guidance from the University professor.

 OBSERVATION NOTES: ………………………………………………………………………………

g. TIME LINE

PHASES	ACTIVITIES	2015											2016		
		Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar
PROJECT	Project presentation	x													
	Appointment of the teacher advisor		x												
	Project approval		x												
	Appointment of thesis advisor		x												
INTERVENTION/ ACTION	Application of the instruments		x												
	Act-observe			xxxx	xxxx										
THESIS PROCESS	data organization and tabulation					xx									
	Interpreting and reflecting					xx									
	Writing up and reporting						xx								
	Presenting the thesis report						x								
	Thesis revision						x								
	Submission of the folder								xxxx	xxxx	xxxx				
	Thesis presentation											xxxx			
	Private review and thesis approval												xxxx		
	Corrections													xxxx	
	Public presentation and incorporation														xxxx

h. BUDGET AND FINANCING

RESOURCES

Human

- The researcher ,

- The 4th year students of Basic Education.

- The teacher

- The thesis advisor

Material

- Paper

- Cardboard

Technical

- Computer

- Videos

- Projector

- Speakers

- Internet

BUDGET

RESOURCES	COST
Internet	$ 80.00
Print of reports	$ 100.00
Print of the project	$ 80.00
Print of the final report and thesis	$300.00
Unexpected expenses	$80.00
TOTAL	$640.00

The financing of the expenses derived from the present research work will be assumed by the research author.

All expenses related to the present work will be assumed entirely by the researcher conducting the investigation.

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ANNEXES

Name…………………….   **Date**…………………………….

1. **Look at the picture and write the correct name of the animal on the box. (2p)**

   cat   pig   dolphin   monkey   cow   dog   rabbit mouse
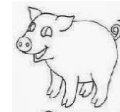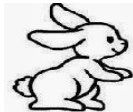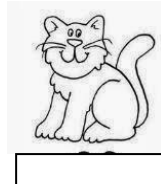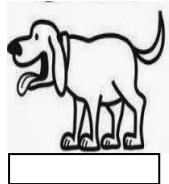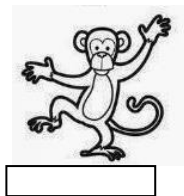
2. **Match the picture with the correct word. (2p)**

   book

   sharpener

   pencil

   scissors

3. **Look at the picture and write the correct name of the daily routine of each one . (2p).**

   take a shower - watch TV - read   - have breakfast

   ……………..   ……………..   ……………..   ……………..

4. **Circle the adjectives that describes the pictures below. (2p)**

   busy mom   red apple   shiny penny   fun park

   smelly garbage   thirsty camel   quiet library   old man

5. **Pronounce the following words . (2p)**

   - Pants
   - Shoes
   - Hat
   - blouse

UNIVERSIDAD NACIONAL DE LOJA
ÁREA DE LA EDUCACIÓN EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE CAREER

Name………………………………………………
Date………………………………………….

QUESTIONNAIRE

As an undergraduate of the English language career the research is doing an action research work about the videos to increase the English vocabulary. This study will help you to increase vocabulary at the English language learning. For that reason I ask you politely answer the question in real and responsible way.

1) **Have you ever worked with videos?**

   Yes ( )   No ( )

2) **Do you think that videos help you to learn vocabulary ?**

   Yes( )   No ( )

3) **Does the teacher use videos to work with vocabulary English class?**

   Yes( )   No ( )

4) **In the English class the vocabulary learning is ?**

   Interesting ( )   funny ( )   boring ( )

5) **Which strategies help you to learn vocabulary?**

   flashcards ( )   games ( ) Songs ( ) Videos ( )

6) **How often does the teacher use videos to teach vocabulary?**

   Always( )   Sometimes( )   Never( )

7) **In what way do you learn vocabulary ?**

   Memorizing ( )   Singing ( )   Playing ( )

Researcher Field diary

Lesson					
Activity					
Objective:					
Materials:					
Timing:					
Procedure:					
Grouping:					
Do students like it?	**Yes**		**For a while**		**Not really**
Are they bored?	**Yes**		**No**		
Do they make an effort?					
Comments					

Observation Sheet

OBSERVATION SHEET				
Observer:			**Dare:**	
Things to be observed	**ACTIVITIES**	**YES**	**NO**	**SOMETIMES REMARKS**
Have all the students participated during class?				
Was the activity appropriated for the class?				
Were the objectives for the activities accomplished?				
Suggestions to the activities done				

MATRIX

THEME: VIDEOS AS A TEACHING TOOL TO INCREASE THE ENGLISH VOCABULARY AMONG 4TH YEAR STUDENTS OF BASIC EDUCATION, AT "18 DE NOVIEMBRE" SCHOOL IN LOJA CITY, ACADEMIC YEAR 2014-2015.

PROBLEM	OBJECTIVES	THEORETICAL FRAME	METHODOLOGICAL DESIGN (ACTION RESEARCH)	INSTRUMENTS
Main **Research Problem** How does videos as a tool increase the English vocabulary among 4th year students of basic education, at "18 de Noviembre" school in Loja city, academic year 2014-2015?.	**General** To increase the English vocabulary through videos among 4th year students of basic education, at "18 de Noviembre" school in Loja city, academic year 2014-2015.	**English vocabulary** What is vocabulary? The importance of vocabulary. How to teach vocabulary? Vocabulary Aspects.	**Preliminary investigation** Observation of the English classes. Stating the background of problem. Describing the current situation	Questionnaire Test Diary
Sub-problems What kind of theoretical references about English vocabulary and videos are effective to help the fourth year students, at "18 de Noviembre" school during the year	**Specific** To investigate the theoretical references about the learning of vocabulary in the English language and the videos as a tool to help students of fourth year of Basic	Types of vocabulary. What words and how many words to teach? How to make vocabulary teaching and learning effective.	Locating and reviewing the literature. Creating a methodological framework for the research. Preparing an	

2014-2015?	Education increase their English vocabulary.	How to assess vocabulary? **Videos**	intervention plan **Presentation of Research findings**	
What are the issues and concerns that limit the vocabulary learning of the fourth year students ?	To diagnose the issues that limit the vocabulary learning of students of fourth year of basic education.	What are videos? Importance of video. Why should we use videos in the classroom?	Reflecting, analyzing and answering the proposed inquiries.	
What are the important phases of the intervention plan that address the current issues of the vocabulary learning with the use of videos of the fourth year students?	To elaborate an intervention plan with videos, to increase the English vocabulary with fourth year students of basic education.	How to apply videos in class to increase vocabulary? Characteristics of videos to apply in class.	Organizing the final report.	
How do videos as a part of the classroom activities solve the limitations of the learning English vocabulary?	To apply videos as a part of the lesson to solve the limitation in the learning of English vocabulary.	Advantages of using videos to apply in class. Disadvantages of videos. Relationship of videos with vocabulary.		
What is the effect that the videos have on fourth year students?	To reflect upon the effect that the videos had amongst fourth-grade students.	Method to teach the second language.		

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Grading Scale for Vocabulary

ASPECTS	SCALE			
	Excellent	**Acceptable**	**Low**	**Unacceptable**
Form /6	5.1 - 6	4.1 - 5	2.1 - 4	0.5 - 2
Meaning /4	3.1 - 4	2.1 - 3	1.1 - 2	0.5 - 1

Elaboration: *The Researcher*

* (8/10) Expected level before and after the intervention plan.

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