



UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE CAREER

TITLE

THE USE OF VIDEOS TO IMPROVE ENGLISH VOCABULARY AMONG 6TH YEAR STUDENTS, IN PARALLEL "A" AT "DR. DANIEL RODAS BUSTAMANTE" SCHOOL, DURING THE ACADEMIC PERIOD 2013 - 2014

Thesis required for obtaining the bachelor's degree in sciences of education, English Language Specialization

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CERTIFICACIÓN

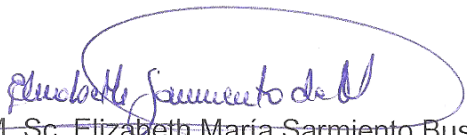
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CERTIFICA:

Que el presente trabajo de investigación titulado **EL USO DE VIDEOS PARA MEJORAR VOCABULARIO DE INGLÉS DE LOS ESTUDIANTES DE 6° AÑO, PARALELO "A" EN LA ESCUELA "DR. DANIEL RODAS BUSTAMANTE", DURANTE EL PERÍODO ACADÉMICO 2013 – 2014** emprendido por **Rodrigo Francisco Vicente Guerrero**, ha sido minuciosamente revisado; por lo tanto, autorizo su presentación para los requerimientos legales correspondientes.

21 de Julio de 2015



Dra. M. Sc. Elizabeth María Sarmiento Bustamante

DIRECTORA DE TESIS

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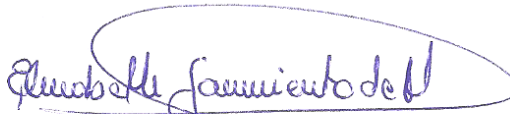
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CERTIFIES:

That the present research work entitled **THE USE OF VIDEOS TO IMPROVE ENGLISH VOCABULARY AMONG 6TH YEAR STUDENTS, IN PARALLEL "A" AT "DR. DANIEL RODAS BUSTAMANTE" SCHOOL, DURING THE ACADEMIC PERIOD 2013 – 2014** undertaken by **Rodrigo Francisco Vicente Guerrero**, has been thoroughly revised; therefore, I authorize its presentation for the corresponding legal requirements.

July 21st, 2015



Dra. M. Sc. Elizabeth María Sarmiento Bustamante

THESIS ADVISOR

AUTHOR

Yo, Rodrigo Francisco Vicente Guerrero declaro ser autor del presente trabajo de tesis y eximo expresamente a la Universidad Nacional de Loja y a sus representantes jurídicos de posibles reclamos o acciones legales, por el contenido de la misma.

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Yo, **Rodrigo Francisco Vicente Guerrero** declaro ser autor de la tesis titulada: **THE USE OF VIDEOS TO IMPROVE ENGLISH VOCABULARY AMONG 6TH YEAR STUDENTS, IN PARALLEL "A" AT "DR. DANIEL RODAS BUSTAMANTE" SCHOOL, DURING THE ACADEMIC PERIOD 2013 – 2014;** como requisito para obtener el grado de: Licenciado en Ciencias de la Educación, mención: Idioma Inglés; autorizo al Sistema Bibliotecario de la Universidad Nacional de Loja para que con fines académicos, muestre al mundo la producción intelectual de la Universidad, a través de la visibilidad de su contenido de la siguiente manera en el Repositorio Digital Institucional (RDI):

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GREATFULNESS

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I wish to acknowledge Mg. Elizabeth Sarmiento, whose contribution with stimulating suggestions and encouragement, helped me complete my research work and especially with the writing of this thesis.

The Author

DEDICATION

To God, who with his infinite goodness and love, allowed me to achieve this goal.

My parents, for being the mainstay in my life, for all their efforts and sacrifices, which made possible the professional triumph achieved, who taught me that even the largest task can be accomplished if it is done one step at a time.

Rodrigo Vicente

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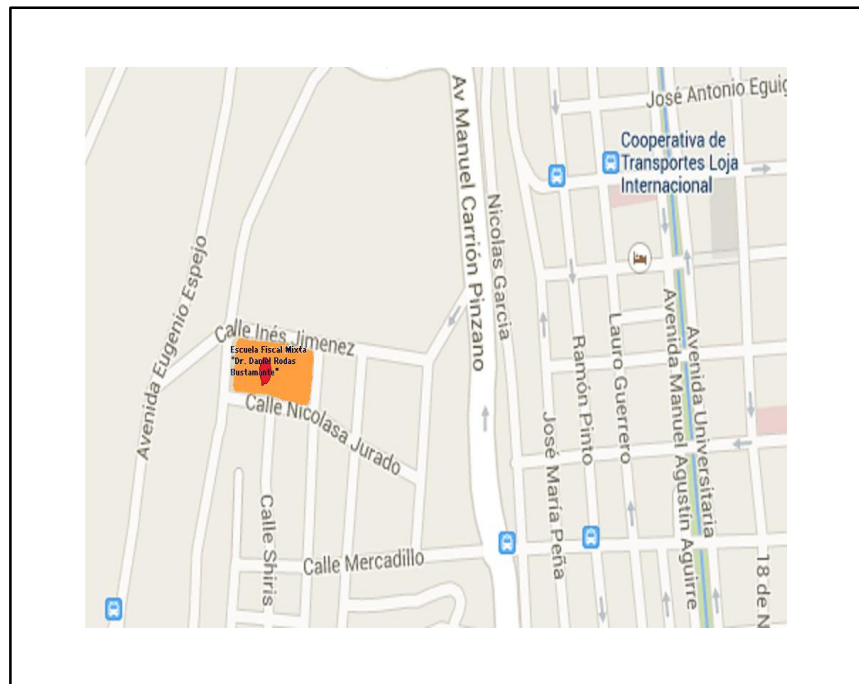
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a. TITLE

THE USE OF VIDEOS TO IMPROVE ENGLISH VOCABULARY AMONG
6TH YEAR STUDENTS, IN PARALLEL "A" AT "DR. DANIEL RODAS
BUSTAMANTE" SCHOOL, DURING THE ACADEMIC PERIOD 2013 – 2014

b. RESUMEN

Este estudio de investigación acción tuvo el propósito de mejorar el dominio del vocabulario de inglés de los estudiantes de 6to paralelo "A" con el uso de videos en la escuela "Dr. Daniel Rodas Bustamante". Un plan de intervención de seis sesiones se llevó a cabo. Dos test y dos cuestionarios hechos por el investigador fueron diseñados y utilizados para medir el progreso y la percepción en los veinte y tres estudiantes con el uso de videos en las clases de inglés. Hojas de observación también se utilizaron en cada sesión para ver el progreso de los estudiantes. Los resultados obtenidos del post-test revelaron progreso de los estudiantes en el vocabulario utilizado. Las respuestas recibidas de los cuestionarios demostraron un cambio notable de percepción hacia el uso de vídeos en la enseñanza de vocabulario. En base a estos resultados, se puede concluir que el cambio en la percepción de los estudiantes fue significativo, y sus puntuaciones en el post-test acerca del uso del vocabulario en contexto aumentaron de una manera considerable.

ABSTRACT

This action research study had the purpose to improve the 6-A year students' English vocabulary master with the use of videos at "Dr Daniel Rodas Bustamante" school. An intervention plan of six sessions was carried out. Two researcher's-made tests and questionnaires were designed and used to measure in the twenty three students' progress and perception with the videos use in the English classes. Observation sheets were also used every session to see the students' progress. The results gathered from the post-test revealed the students' progress in the vocabulary used. The answers received from the questionnaires demonstrated a noticeable change of perception toward the use of videos in teaching vocabulary. Based on these results, it might be concluded that the change in the students' perception was significant, and their punctuations in the post-test about use of vocabulary in context increased in a considerable way.

c. INTRODUCTION

This descriptive study was focused on the use of videos to improve the English vocabulary learning among 6th year students, in parallel “A” at “Dr. Daniel Rodas Bustamante” school. These students received English classes once a week without the support of resources and activities that motivate and facilitate the learning of it. The current study with research and the strategy facilitated the improvement of the vocabulary learning.

This research work ensured relevant significance for the university, the 6th -A year students and the researcher. This kind of research has not been done before in the English Language Department of the Universidad Nacional de Loja. This study is important because the researcher gained experience in teaching English language, through the application of an intervention plan. During this work he learned to use of videos for teaching English vocabulary. Also as it is well-known the researcher acquired theoretical knowledge as much experience too. This action research is relevant since it enabled the researcher to help students to achieve the English vocabulary in a motivated way using videos. The use of this aid in teaching vocabulary reduced students' learning limitations in a good way. It ensured positively students' vocabulary improvement.

The current study worked with a sample of twenty three students (third grade, elementary school) in an urban school. The action research work had an

intervention plan, pre and post-tests, pre and post questionnaires and a check list. This intervention was planned based on the students' cognitive process to build up their knowledge. The lessons were reinforced with activities that enabled students to master new words, remembering and understanding them.

The five sections of this written work present the most relevant information gathered to support the research. The literature review section describes the variables Vocabulary and videos. Most of the vocabulary literature is based on contributions taken from Fauziati (2005), Anh (2010), Arianto (2013) works, and the majority of the videos literature is based on information provided by Lin (2004), Cakir (2006). The materials and methods section describe the design of the investigation, action research, the methods and the five points that were considered in the study. In the results section is detailed what was got from the instruments, pre and post-test and questionnaires. These findings are presented in tables and figures with the corresponding logical analysis.

The discussion is another section done in the study. Here it was developed the triangulation with the results and the literature. The conclusions and the recommendations are the last sections of this report. They describe what was found in the study and what can be done and what should be done in the future in order to improve any situation.

The aim of this study was to improve the use of English vocabulary. To reach this goal the researcher investigated the theoretical references about vocabulary and videos; then, he diagnosed the issues that limited the students' English vocabulary learning, after that he designed an intervention plan for teaching English vocabulary through videos. Then researcher applied the intervention plan as part of the classroom activities in order to solve the limitations in the learning of English vocabulary. And finally the researcher reflected upon the effect that videos had on students' vocabulary learning.

This study was also even more enhanced with the participation of 6-A year students. It was a great group because they were cooperative, enthusiastic, interested and respectful. Another strength was the classroom teacher and the school director who helped with the essential material for the intervention (projector, speakers and accessories), and they also were friendly, communicative and cooperative. However, an obvious limitation to this study was the big sample size 23 students and the limited space in the classroom. This weakness made the study harder for controlling the class, and managing it during the intervention. Another limitation was the weekly class-periods; they only attend at two-class periods per week.

The action research presented dealt with the influence that videos might have on the improvement of the English vocabulary. The findings of the

research showed that the use of videos determined positively the vocabulary improvement. It made students more relaxed, cooperative and motivated, and the students could improve the learning of vocabulary.

Action research is an important necessary work that helps both pre service and service teacher should be done not only undergraduate but also professional teachers. It helps both gaining experience as trainee and proving the effectiveness and weaknesses of certain resources used in the teaching-learning process. Besides it, it aids to discover the students' capabilities toward learning through determined resources.

d. LITERATURE REVIEW

VIDEOS

Concept of video

There are many experts who contribute with concepts about videos, that is the case in 2004 Lin in his work research states that video is a kind of multimedia material, consists of verbal and nonverbal presentations displaying simultaneous images, narration and, on-screen text. Comparing video with traditional English teaching materials such as paper-printed textbooks and listening dominant materials, it can be found that animation and picture-like dynamic images represent the essential difference between video and traditional English materials. From a learning perspective, video so far has been examined to see whether it can improve learning.

Equally important, in his study Lin (2004) cites to Canning-Wilson and Wallace (2000) who claims that video can be a communicative media contributing to the understanding of the target language culture by providing authentic language input and increasing contact in various ways with native speakers of the target language through video viewing. Native speakers' oral communication in authentic target language contexts can be introduced into the classroom.

This point is also sustained by the work of, Irawati (2012) who affirms that video is considered to be one of media that can be utilized in English teaching and learning process. She cites some authors who give concepts related to it: As expressed by Rammal, (2006) “It has been proven to be an effective tool in teaching English as a foreign/second language (EFL/ESL) for both young and adult learners”. To take another example, “Providing students with sound, image, and text, video becomes one of media providing “lively situation” which can evoke students’ motivation to learn” (Maggi, 1988, cited in Cahyono, 1997:129).

Each of these theoretical positions make an important contribution to our understanding of the use of video materials that is considered to be relevant with communicative approach in terms of “the use of authentic materials, the importance of topical and relevant input, the presentation of language in context, and the significance of non-verbal aspect of communication” (Kelly, 1985, cited in Prijana, 2010).

Types of videos

Animation video

Kayaoğlu, Akbaş, & Öztürkin in 2011 in their work explains that animation is a multimedia tool provides students with learning via multi-sensory channels,

it is thought that language learning process can be more meaningful and encouraging for students.

Furthermore they cite to Collin and Rayen (2009, p. 396) who affirm that the advent of the high-powered multimedia kept the learner close to authentic situations where learning simultaneously involved listening, seeing, reflecting, doing and participating. Unlike the traditional method of teaching, employing animations in classrooms aids students in understanding since they appeal to both visual and audial memory. Learning with animation is theoretically based on dual-coding theory. Also they cite to Pavio (2006) who described the dual-coding states that processing language knowledge in both verbal and visual channels make learning effective. Animation functions by addressing all 5 senses and its interactivity can contribute to students' autonomous learning. These features mentioned above results in permanent learning as well.

Music video

A significant implication of Irawati's work in 2012 is that he affirms music video is one of the videos which is popular and may interest students. It is a short film that usually provides images to interpret the meaning of a popular song. She cites some experts who deal with meanings about it: As expressed by Stockbridge (1987). "Music videos might include live performance, narrative, and other visual imagery including computer graphics and

animation”. To take another example “Music has potential to change the atmosphere in the classroom, one of which is sparking off images when students complain of having nothing to write about since it is the stuff dreams grow on” (Murphey 1992:37).

Reasons for video implication in classroom

At this point, thinking about motives to use videos in the classroom, authors are interested in providing these ideas, which is the case of Çakir (2006) who remarks that a great advantage of video is that it provides authentic language input. In his work research, he cites Katchen (2002) who argues that Movies and videos are made by native speakers, so in that sense video provides authentic language input.

Another, significant reason for implications of video in any classroom environment is that it can easily be used; teacher can step in the process whenever he wishes; he can stop, start and rewind to repeat it for several times where necessary. Any selected short sequence from the video can be utilized for intensive study. To pay special attention to a particular point in the video it is possible to run in slow motion or at half speed or without sound.

Besides, the learner can concentrate on the language in detail and interpret what has been said, repeat it, predict the reply and so on. The learner can also concentrate in detail on visual clues to meaning such as facial

expression, dress, gesture, posture and on details of the environment. Even without hearing the language spoken clues to meaning can be picked up from the vision alone. Using visual clues to meaning in order to enhance learning is an important part of video methodology.

In short, video gives the students practice in concluding attitudes. The rhythmic hand and arm movements, head nods, head gestures are related to the structure of the message. Moreover, the students have a general idea of the culture of the target language. It may be enjoyable for the learners to have something different for language learning apart from the course books and cassettes for listening.

Teacher's role in using videos

In many English teaching situations, the teacher plays a key role in using the video as an aid for language teaching for she/he has the prime responsibility for creating a successful language learning environment. In 2006Çakir in his study stands that: The teacher should get use of the power of video films. At his point, video should never be considered as a medium which rivals or overshadows the teacher, but it is a useful aid for him. That is, it cannot replace the teacher because it can only teach things which are recorded on, and this makes the learning foreign language attractive.

It is certain that the teacher is as effective as the video film in teaching through video, because he is the only person who enables the learners to comprehend what they watch and hear by using some of the communicative techniques. The teacher can be a controller, an assessor or organizer, a prompter and a participant as well.

In this way, the teacher is a controller because he or she is the only person who controls not only what the learners do but when they speak as well while they are watching the video film. The teacher is also an assessor because he or she assesses the learner's work in order to see how well they are performing. The teacher should wait until the end of the activity and then he must evaluate the learner's outputs. Furthermore, the teacher is an organizer because he needs to be so. He should be a good organizer in teaching the foreign language through video, and should know exactly what to lead to success. He should not give useless information or confusing instructions to the learners in order not to waste a lot of time. He should clearly explain what they are going to watch and what their task is.

The other role that the teacher carries is being a prompter because he acts as a prompter. When there is a silence viewing or what the learners are confused about what to do next, he is expected to encourage learners participate. The teacher is a participant because he participates in the activities while teaching a foreign language through video. He knows the materials and all the details about them, which help the learners, feel comfort

and facilitate learning. Considering these factors in mind, the teacher should prepare to promote active viewing and facilitate successful language learning. This requires being familiar with the video materials before they are used in class.

In brief, the teacher should develop a plan for each video unit and encourage active viewing. To aid comprehension, he should prepare viewing guides which are easy and related to the language level of the students.

Some practical techniques for video implication

Çakir in 2006 in his work states that there are many accounts where interesting video lessons are reported in the literature. He cites Canning-Wilson (2000) who suggests that as F/SL educators we must not lose sight of the educational purpose it has in the language classroom although it may be a popular tool to use with students. To get a successful result in language teaching using the video as an aid there are some techniques that should be benefited by both teacher and learner. Here there are some practical techniques for video implication in classroom.

Active viewing: Active viewing increases the students' enjoyment and satisfaction and focuses their attention on the main idea of the video presentation. So, it is necessary for students to take an active part in video teaching presentations.

Silent viewing: The sound and the vision are separate components. Silent viewing arouses student interests, stimulates thought, and develops skills of anticipation. In silent viewing, the video segment is played with the sound off using only the picture. This activity can also be a prediction technique when students are watching video for the first time.

One way of doing this is to play the video segment without the sound and tell students to observe the behavior of the characters and to use their power of deduction. Then press the pause button at intervals to stop the picture on the screen and get students to guess what is happening and what the characters might be saying or ask students what has happened up to that point. Finally, video segment is replayed with the sound on so that learners can compare their impressions with what actually happens in the video (Canning-Wilson 2000).

Sound on and vision off activity: This activity can be interesting and useful to play a section of a video unit and remove the visual element from the presentation by obscuring the picture so that students can hear only the dialogue but unable to see the action. Through this activity the students predict or reconstruct what has happened visually depending only what they hear (Canning-Wilson 2000).

Repetition activity: When there are some difficult language points in the video unit, closely repetition can be a necessary step to communicative production

exercises. A scene on video is replayed with certain pauses for repetition either individually or in chorus. (Canning - Wilson 2000).

Dubbing activity: In this activity, students are asked to fill in the missing dialogues after watching a sound-off video episode. It is interesting and enjoyable for the students to complete a scene from the video by dubbing (Canning-Wilson 2000).

Selecting videos

It is very important factor to take into account some instructions for selecting videos for implication in the classroom, specialists in the subject have always been giving advices related to it, that is the case of Burt (2000) who sustains that whether using authentic or instructional videos, there are criteria to be followed in their selection. She cites to Arcario (1992), Johnston (1999), and Stempleski (1992) who suggest that teachers ask themselves the following questions before choosing a video or video series:

Inspiration/Motivation/Interest: will the video appeal to my students? Will it make them want to learn? For example, a scene from "Joy Luck Club", a movie about conflicts between first- and second-generation Chinese American women, may be of limited interest to a class of construction workers from El Salvador.

Content: does the content match my instructional goals? Is it culturally appropriate for my learners? On the other hand, "My Family/MiFamilia", a film about a Hispanic family in East Los Angeles, may be of great interest to the class of construction workers as they live and raise families in the United States.

Clarity of message: is the instructional message clear to my students? Here the teacher is vital. Preparing the learners to understand what they are going to watch makes the difference between time wasted and time well spent.

Pacing: is the rate of the language or instruction too fast for my students? Many authentic videos move at a pace difficult for a nonnative speaker to follow. Even an instructional video may be too fast paced and dense for adults new to English.

Graphics: what graphics are used to explain a concept? Do they clarify it? Do they appear on screen long enough to be understood by the learners? In some instructional videos, graphics, charts, and even language patterns may be on the screen too briefly to be fully comprehended.

Length of sequence: Is the sequence to be shown short enough? With second language learners, segments that are less than five minutes are often sufficient.

Independence of sequence: Can this segment be understood without lengthy explanations of the plot, setting, and character motivation preceding and following it? Teachers need to decide whether it's worth investing the time and effort to prepare learners to understand the context of certain language and cultural nuances, or distinctions.

Availability and quality of related materials: What print materials accompany the video? With videos designed to be used for English language instruction, the accompanying textbooks, resource books, and workbooks need to be examined carefully to see if they meet the instructional needs of the learners. With authentic videos, transcripts may be available. If a movie has been adapted from a short story or novel, the text can be read before or after viewing the video.

Use of videos: How will I use the video? In the classroom, a teacher can help students tackle video presentations that are linguistically more complex and in which the story line and characters are more ambiguous.

Using videos

When English teachers have decided to apply a video in the class as a tool for teaching vocabulary, there he/she must think what is going to be done, before, during and after present it to his/her students. So in this connection, is being considered Burt (2000) ideas who cites to Milli Fazey of Kentucky

Educational Television (KET) (1999) who suggests that teachers should think of using a video as a three-part lesson, including pre-viewing, viewing, and post-viewing activities.

Firstly, “before presenting the video”, the teacher must engage the learners' interest in what they will be doing and prepare them to do it successfully. The teacher tells the students or leads them to discover for themselves why they are viewing the video (e.g., to understand work expectations in the United States, to learn ways of meeting and greeting people, to learn ways that parents can help their children at school). Preparation may include a pre-viewing reading activity or a discussion of new vocabulary from the video. It may involve looking at still pictures from the video and predicting language and content to be covered. Finally, pre-viewing preparation means ensuring that an operating VCR and monitor is available and that the screen is large enough for all students to easily view the film.

Secondly, "while learners view the video", the teacher should remain in the classroom with the learners to observe their reactions and see what they do not understand, what they are intrigued by, and what bothers them. The teacher is there also to press the pause, rewind, and play buttons as needed. Sometimes it is best to leave the lights on. This facilitates the teacher's observations and enables learners to take notes and to complete worksheets prepared by the teacher.

And finally, "after the viewing", the teacher should review and clarify complex points, encourage discussion, and explain and assign follow-up activities whether they are included in the student texts and materials that accompany the instructional videos or they are developed for authentic videos.

Advantages of using videos in teaching vocabulary

Naturally, there must be benefits of applying videos in teaching vocabulary; subsequently Burt (2000) argues that there are a number of good reasons to use video in adult classrooms. She cites some authors who deal with some ideas about it: For instance, Fazey, (1999) and Johnston, (1999) states that "video combines visual and audio stimuli, is accessible to those who have not yet learned to read and write well, and provides context for learning"; To take another example, "for English language learners, video has the added benefit of providing real language and cultural information"(Bello, 1999; Stempleski, 1992); And as expressed by Bello(1999) "Video can be controlled (stopped, paused, repeated), and it can be presented to a group of students, to individuals, or for self-study. It allows learners to see facial expressions and body language at the same time as they hear the stress, intonation, and rhythm of the language".

An equally significant aspect of apply videos in teaching vocabulary is described by Hyun-suk & Jin-il (2000) who states that video can present a communicative transaction in its totality. The learners can see the people and

the situation (the setting where the interaction is occurring). They can see and hear the attitude of the persons involved (the interlocutors). They can hear the linguistic registers and the appropriateness of the language within the situation. They will become aware of other cultural aspects, such as the gestures used and the distance maintained between the people involved. He cites to Stempleski & Tomalin (1990, p. 3) who affirms in their work that Children and adults feel their interest quickly when language is experienced in a lively way through television and video. This combination of moving pictures and sound can present language more comprehensively than any other teaching medium and more realistically too.

Finally, this point is also sustained by the work of, Gallacher (2003) who says that there are many benefits in teaching English by using videos, he includes the following:

- Children enjoy language learning with video.
- Children gain confidence through repetition.
- By watching a video several times children can learn by absorption and imitation.
- Video communicates meaning better than other media.
- Learners can see who's (or what's!) speaking, where the speakers are, what they're doing, etc. All these visual clues can help comprehension.

VOCABULARY

Concept of vocabulary

There are many authors who define about vocabulary, for instance: Graves, (2005) defines vocabulary as the entire stock of words belonging to a branch of knowledge or known by an individual. However, Hornby, (2007) states that vocabulary is list of words used in a book with definition or translation.

Harmer J. in 2002 in his book affirms that vocabulary is a powerful carrier of meaning. He also sustains that vocabulary is one of the most obvious components of language and one of first things applied linguists turned their attention.

Importance of teaching vocabulary

When it is talked about vocabulary some experts contribute with ideas related to it, for example, Fauziati, (2005) affirms that vocabulary is central to language. Without a sufficient vocabulary, one cannot communicate or express his idea both oral and written form. In the same way, Finochiaro, (1974) sustains that teaching vocabulary plays an important role in language acquisition because the mastery of vocabulary will help students to master all the language skills; speaking; listening; writing; and reading.

Another author, Arianto, (2003) affirms that vocabulary is one of the most important parts of a language, because if someone speaks a language, he needs several words to convey ideas. So people can understand what we mean. Widyasary Y., (2010) says that vocabulary is one aspect of language in which is important in learning language because vocabulary carries meaning which is used in communication.

Factors should be taken into account in teaching vocabulary

Wallace, in 1982 in his book about Vocabulary Building and Word Study states that teaching vocabulary should consider these following factors:

Aims: The aim of teaching vocabulary is to facilitate to the teacher the elaboration of materials that will be applied to the students.

Quantity: The teacher has to decide the number of vocabulary items to be learned. The learners will get confuse or discouraged if they get many new words. Therefore, the teacher should select new words, which can be understand in an easy way by the learners.

Need: In teaching vocabulary, the teacher has to choose the words really needed by the students in communication.

Frequent exposure and repetition: Frequent exposure and repetition here means that the teacher should give much practice on repetition so that the students master the target words well. They also give opportunity to the students to use words in writing or speaking.

Meaningful presentation: In teaching vocabulary the teacher should present target words in such a way that the meaning of the target words are perfectly clear and unambiguous.

Situation and presentation: The teachers tell the students that they have to use the words appropriately. The use of words depends on the situation in which they are used and depends on the person to whom they are speaking.

The role of vocabulary in language

At this point, Arianto in 2013 states principally that, the aim of teaching vocabulary is in order to make students are able to speech, listen, read and write. He cites to Tarigan (1984) who states many of roles of vocabulary in language, they are: First Quantity and quality of someone vocabulary that is a better individual index for his/her mental development in which, the quality of someone language ability depends on quantity and quality of vocabulary that she/he has. And on the other hand development of vocabulary is the conceptual development, which is one of the educational goals for everyone in order to mastery they language competence.

In addition to it, Anh's (2010) in his study argues that it is undeniable that vocabulary, like grammar and phonetics, plays an important role in mastering a foreign language. She cites in her work some experts who deal with ideas about vocabulary such as: "Without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed" (Wilkins 1972); "If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh. An ability to manipulate grammatical structures does not have any potential for expressing meaning unless words are used" (Harmer 1992).

Thus Anh (2010) notes that vocabulary is the decisive component of all users of a language. Therefore, if the learners have a wide range of vocabulary, they will have more confidence to communicate with others and vice versa. They can meet many difficulties to express themselves and communicate with others. In short, vocabulary as a means of communication, without words or vocabulary, how we can think and communicate with others. Vocabulary makes much effect on other English skills: writing, speaking, listening and reading.

Classification of vocabulary

According to Anh (2010) there are various ways to classify the kinds of vocabulary. In the first place, in terms of semantics (meaning of the words), it

is classified into Notional words and functional words. The former, whose meanings are lexical, has certain terminal meaning and server as members of the sentence such as subjects, attributes, adverbials.

Notional words are nouns, pronouns, adjectives, numerals, verbs, adverbs; they name objects, actions, quality and so on. Whereas, functional words have grammatical meaning, they only have meanings in relation to other words. They play structural roles and show the relationship between words or between other parts of the sentences, or help to build various tenses, voices and moods, etc.

Functional words are articles, prepositions, conjunctions, interjections, and so forth. Anh (2010) in his work cites to Doff (1988), who states that vocabulary can be classified into active vocabulary and passive vocabulary in terms of methodology. The active vocabulary mentions words, which learners can understand, pronounce correctly without context and use effectively in speaking and writing. On the other hand, the passive vocabulary is the words that are encountered or understood in context such as in reading or listening but they are not used in speaking or writing.

Another category to classify vocabulary is in terms of communicative language teaching. Anh (2010) cites to Nguyen Bang and Nguyen Ba Ngoc (2002, p. 36) who argue that learner's vocabulary is divided into receptive and productive vocabulary. The receptive vocabulary refers to learner's

understanding of vocabulary when he hears or reads it. In other words, it is words learners achieve while hearing, listening or reading. Productive vocabulary denotes the understanding of words or phrases in verbal or written scenarios. It means that productive vocabulary is what learners can use effectively in communication to express their idea.

How are words remembered?

It is a question that can only be answered by making an analysis of authors works in which they deal with ideas about it, for instance Turnbury (2002) who in his workings of memory customarily distinguish between the following systems: the short term store, working memory, and long -term memory.

Thus, the short-term store is the brain's capacity to hold a limited number of items of information for periods of time up to a few seconds. This kind of memory is involved in holding in your head a telephone number for as long as it takes to be able to dial it. Or to repeat a word you've just heard to the teacher. Successful vocabulary learning clearly involves more than simply holding words in your mind for a few seconds.

While working memory is in charge of many cognitive tasks such as reasoning, learning and understanding. It is like a work bench, where information first is placed, studied and moved about before being filed away

for later retrieval. The information can come from external sources or it can be downloaded from the long term memory or both.

But, the long term-memory has an enormous capacity, and its contents are durable over time. However, the fact that learners can retain new vocabulary items the length of the lesson but have forgotten them by the next lesson suggest that long-term memory is not always as long-term as we would wish.

Factors that make words more difficult than others

Evidently there are many aspects that make words more hard than others, so in this perspective Turnbury, (2002) in his book affirms that there are factors that make words more difficult than others to learn. The factors are the following:

First, pronunciation: the words that are difficult to pronounce are difficult to learn. The learners can find many difficult words during the process of leaning of second language which means for them a big challenge to deal with.

Second, spelling: sound-spelling mismatches are likely to be the cause of errors, either of pronunciation or of spelling, and can contribute to a word's difficulty. While most English spelling is fairly law-abiding, there are also some glaring irregularities. Words that contain silent letters are particularly

problematic: foreign, listen, headache, climbing, bored, and honest, cupboard, muscle, etc.

Third, length and complexity: long words seem to be no more difficult to learn than short ones. Also, variable stress in polysyllabic words-such as in word families like necessary, necessity and necessarily- can add to their difficulty.

Then, grammar: it is also problematic factor for learners of second language. Spanish learners of English tend to assume that explain follows the same pattern as both Spanish explain and English tell.

And the last, meaning: when two words overlap in meaning, learners are likely to confuse them. For example: Make and Do are a case in point; both of them are verbs.

e. MATERIALS AND METHODS

In this section by methods and materials it is meant the methodology of this research work. The section is developed considering: design, context, participants, methods, techniques and instruments, materials and procedure.

DESIGN

The spiral model of action research proposed by Kemmis and McTaggart (2000) was followed in this study. Action research is a general name for research done by undergraduate and postgraduate students. Action research has the potential to make a substantial impact on the process of teaching and learning. Thus, it is a methodological technique that connects research to practice. It involves a self-reflective cycle of identifying a situation or problem, planning a change, acting and observing the processes and consequences, and then re-planning, and so forth; that is why action research was applied to this study. It has assisted the researcher of this thesis to follow the first cycle of the Kemmis and McTaggart's spiral. This process facilitated his reflections of his teaching and improved his students' situation.

CONTEXT

"Dr. Daniel Rodas Bustamante" public school was selected as the place for the present research work, and it is the school where the researcher is

currently teaching and observing as a part of his teaching practicum; therefore, he has insight into the spectrum of English teaching within the school. “Dr. Daniel Rodas Bustamante” public school is located in Miraflores neighborhood and it is organized according to Ecuadorian School System requirements for a basic education school. Students attending this urban public school live in a social environment that characterizes developing communities in Latin American countries such as Ecuador.

Having English as a subject within the curriculum in Ecuadorian public elementary schools is compulsory as it is for middle and high schools. In the case of “Dr. Daniel Rodas Bustamante” school, the treatment of English as a subject within the curriculum of the school is compulsory, but the periods of class devoted to teach are limited to two classes weekly.

PARTICIPANTS

The 6th-A year students at Dr. Daniel Rodas Bustamante” public school participated in this study. This group is made up of 23 children, 10 boys and 13 girls. They are among 10 to 11 years old. Students have English classes once a week. They attend to a two-period class of forty minutes each one with a certified English teacher. My favorite book is the resource they have to learn English and they do not use any other didactic material that helps them to learn in a meaningful way the English vocabulary language.

Permission to conduct the study was obtained from the principal through written format, and from the teacher through oral authorization. Confidentiality was maintained through password-protected data banks, with only the researcher having access to the data.

METHODS, TECHNIQUES, INSTRUMENTS AND MATERIALS

This general denomination includes description of research design, methods and techniques used along the research stages as well as the data collection instruments and resources. The procedure followed in conducting the study is also described in this section.

METHODS

Action Research was adopted as the research design of the study and was integrated within the development of the academic course. This study aimed to describe the data resulting from the application of an intervention plan. The following general methods were applied along the descriptive research:

The Scientific method assisted the study of the videos applied in the development of English vocabulary. It helped in the observations done before and during the intervention, and it also assisted during the anticipation of the possible solution. This particular method helped support data collection in order to make relevant predictions and further analysis.

The Descriptive method enabled the researcher to describe the different stages of the study and the kind of resources used. It served to explain and analyze the object of the investigation.

The analytic-synthetic method was used to analyze the obtained results through two questionnaires of seven questions, two tests of four questions and checklist. It was adopted also to interpret the data, develop the logical analysis and draw conclusions.

The statistic method made possible the quantitative statistical analysis of data derived from the two tests and two questionnaires as well as the qualitative text analysis of the data received from the observations recorded in checklists.

TECHNIQUES

Specific techniques were adopted along each stage of the research process, from the formation of the theoretical framework to the discussion of results. In forming the Theoretical Framework and Literature Review, extensive reading was conducted and the use of outlines and index cards helped facilitate learning and focus the information. Technology offered valuable help in the process of creating bibliographical sources and citations. APA style was assumed as the formal system for format organization and citation.

DATA COLLECTION INSTRUMENTS

Two choice questionnaires of 7 questions (Annex, page 104) about the didactic material used in the English vocabulary classes were applied. Two researcher's-made tests about colors and fruits vocabulary of 4 mix questions (Annex, page 106) were applied. Systematic observations through the checklists (Annex, page 110), and an observation sheet (Annex, page 111) applied before and during the intervention were used to gather the information.

MATERIALS

This research work was accomplished with the help of three main resources. The Human resources that participated during the different stages were the target population, the cooperating English school teacher, the thesis advisor and the researcher. In this research the target population was the sixth-A year students of "Dr. Daniel Rodas Bustamante" public school. The cooperating teacher helped provide general information about these target students and the thesis advisor supervised the development of the stages of the study. The researcher worked enthusiastically in order to learn from the various human resources and also played an active role in this research work.

A personal computer, internet, removable memory stick, and multimedia were some of the technological resources used. Office supplies such as handouts, videos, textbooks and bibliography were important material components as well.

PROCEDURE

The study started with some observations of the English classes of the sixth-year students in order to identify the issues the students were facing. The analysis of observations helped to form the problem statement and created a possible solution, in order to support the questions raised during the observations a theoretical framework was developed.

An intervention plan (Annex, page 94), organized in 6 lessons, was designed with the help of the literature framework. Then, the intervention plan was applied from April 3rd to May 22nd. During this stage quantitative and qualitative data was collected using the instruments mentioned above. The questions of the test were grouped according to the Blooms cognitive approach to assessments. It means that it was considered what students need to perform in order to answer the questions correctly.

After collecting the data it was tabulated and represented into tables. Means for each test section were calculated to have a better overall view of performance of the class in each test.

The Pearson Correlation coefficient $r = \frac{n(\Sigma xy) - (\Sigma x)(\Sigma y)}{\sqrt{[n(\Sigma x^2) - (\Sigma x)^2][n(\Sigma y^2) - (\Sigma y)^2]}}$ was used to find out the relationship between the learning outcomes before and after the intervention plan. It is one of the best means for evaluating the strength of a relationship between pre and posttests (x and y). Both variables were expressed in terms of quantitative scores and the statistical analysis was used to determine whether there was a significant change in achievement from the base line data to the posttest results.

Observation data was also obtained by periodical monitoring of the evaluation of the language skill by means of a researcher-designed checklist.

The discussion of the outcomes was completed with the triangulation of the findings and the literature that supports this study. The conclusions were drawn considering the initial inquiries. Finally, the thesis was written and published.

f. RESULTS

In this section the data received from questionnaires and tests are presented in tables and graphics. A logical analysis is done after each table or graphic.

QUANTITATIVE DATA

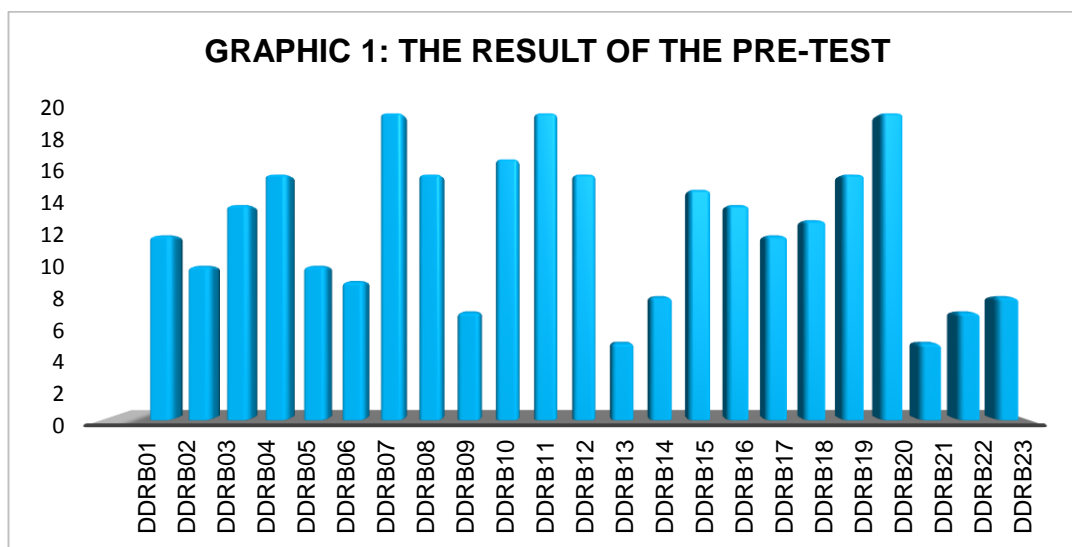
TESTS RESULTS

CHART 2

TITLE: The Result of the Pre-test

Student's code	R		U		Total /20
	Q 1 /5	Q 2 /5	Q 3 /5	Q 4 /5	
DDRB01	0	5	5	2	12
DDRB02	1	5	3	1	10
DDRB03	3	5	5	1	14
DDRB04	5	5	5	1	16
DDRB05	2	5	3	0	10
DDRB06	2	1	5	1	9
DDRB07	5	5	5	5	20
DDRB08	4	5	5	2	16
DDRB09	0	5	2	0	7
DDRB10	2	5	5	5	17
DDRB11	5	5	5	5	20
DDRB12	5	5	5	1	16
DDRB13	0	5	0	0	5
DDRB14	1	2	5	0	8
DDRB15	5	3	5	2	15
DDRB16	2	5	5	2	14
DDRB17	2	6	4	0	12
DDRB18	5	3	5	0	13
DDRB19	5	5	5	1	16
DDRB20	5	5	5	5	20
DDRB21	0	1	4	0	5
DDRB22	2	5	0	0	7
DDRB23	1	3	4	0	8
Mean	2,69	4,30	4,13	1,47	12,60

Note: R = remembering; U = understanding; Q = question; questions are grouped according to the cognitive process, the ability to apply knowledge (Bloom's cognitive behavior theory); DDRB01 = Dr. Daniel Rodas Bustamante N° 1 (school name)



Based on the information above it can be seen that more than half students had a little knowledge about the vocabulary evaluated. Fourteen students got a lower score than 14 points, and only three of them got the maximum score 20 points. It also shows that students could answer the second question that was about identify the fruits, its names and match them, and the third question that was about color the fruits using the color requested. But most of them had difficulties in the first question where they recognized the colors and wrote their names. It also happened with the last question that was about the use of vocabulary colors and fruits in sentences.

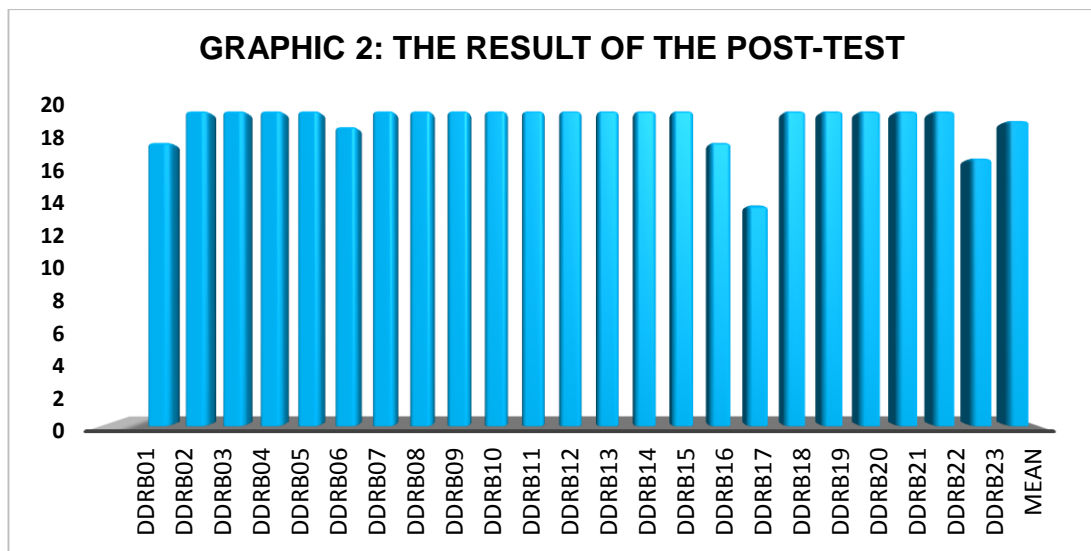
Bearing this in mind, the researcher concludes that although most of students can remember the colors vocabulary for coloring objects, and recognize fruits vocabulary (fruits-meaning) for matching them, they have problems in writing, understanding and with the use of the colors and fruits vocabulary in a sentence.

CHART 3

TITLE: The Result of the Post-test

Student's code	R		U		Total /20
	Q1 /5	Q2 /5	Q 3 /5	Q 4 /5	
DDRB01	4	5	5	4	18
DDRB02	5	5	5	5	20
DDRB03	5	5	5	5	20
DDRB04	5	5	5	5	20
DDRB05	5	5	5	5	20
DDRB06	5	5	5	4	19
DDRB07	5	5	5	5	20
DDRB08	5	5	5	5	20
DDRB09	5	5	5	5	20
DDRB10	5	5	5	5	20
DDRB11	5	5	5	5	20
DDRB12	5	5	5	5	20
DDRB13	5	5	5	5	20
DDRB14	5	5	5	5	20
DDRB15	5	5	5	5	20
DDRB16	3	5	5	5	18
DDRB17	3	5	5	1	14
DDRB18	5	5	5	5	20
DDRB19	5	5	5	5	20
DDRB20	5	5	5	5	20
DDRB21	5	5	5	5	20
DDRB22	5	5	5	5	20
DDRB23	4	4	4	5	17
Mean	4,73	4,95	4,95	4,80	19,39

Note: R = remembering; U = understanding; Q = question; questions are grouped according to the cognitive process, the ability to apply knowledge (Bloom's cognitive behavior theory); DDRB01 = Dr. Daniel Rodas Bustamante N° 1 (school name)



The data received from these tables clearly states that there was a remarkable change on the student's performance. According to the information above it can be seen that most of students got the highest score that is 20 points. The lowest score got was 14. Almost all students got more than 4.70 above 5 in the first question that was about recognizing colors and write their names, and in the last question that was about the use of vocabulary colors and fruits in sentence. It seems the intervention had a positive effect, since all students improved in all questions even in the first and the fourth that were where they had problems in the pre-test.

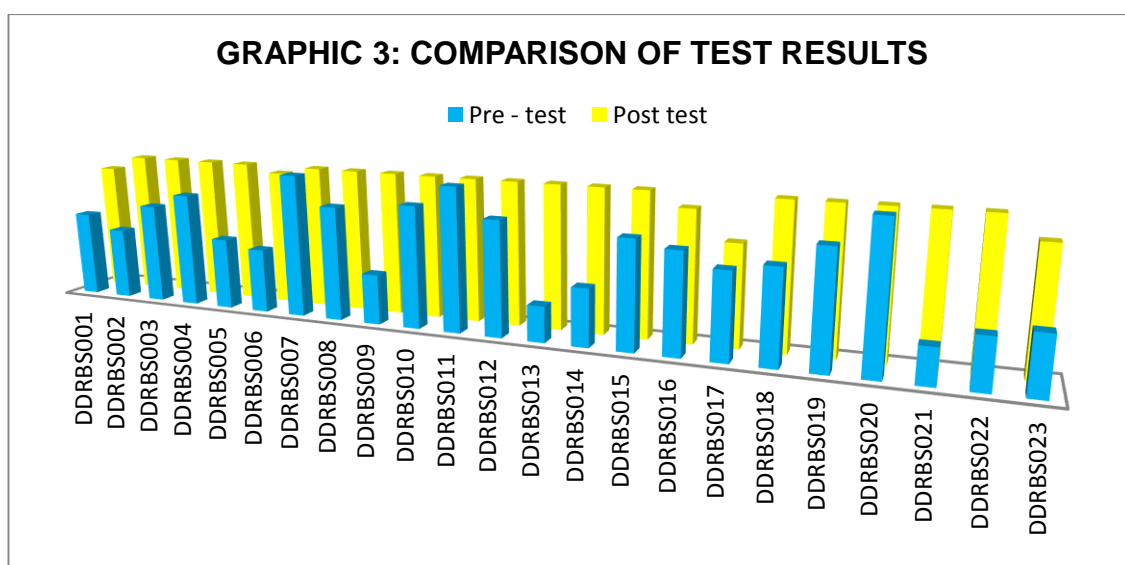
The data received from these tables clearly states that after intervention, the test shows the change on the student's performance. It is reflected by the mean obtained from the whole group that was 19.39. It seems that the strategy proposed in this work have worked well since it played an important role for involving student in the learning English vocabulary.

CHART 4

TITLE: Comparison of test results

Student's code	Pre-t x	Post-t y	XY	x ²	y ²
DDRB01	12	18	216	144	324
DDRB02	10	20	200	100	400
DDRB03	14	20	280	196	400
DDRB04	16	20	320	256	400
DDRB05	10	20	200	100	400
DDRB06	9	19	171	81	361
DDRB07	20	20	400	400	400
DDRB08	16	20	320	256	400
DDRB09	7	20	140	49	400
DDRB10	17	20	340	289	400
DDRB11	20	20	400	400	400
DDRB12	16	20	320	256	400
DDRB13	5	20	100	25	400
DDRB14	8	20	160	64	400
DDRB15	15	20	300	225	400
DDRB16	14	18	252	196	324
DDRB17	12	14	168	144	196
DDRB18	13	20	260	169	400
DDRB19	16	20	320	256	400
DDRB20	20	20	400	400	400
DDRB21	5	20	100	25	400
DDRB22	7	20	140	49	400
DDRB23	8	17	136	64	289
Σ	$\Sigma x = 290,00$	$\Sigma y = 446,00$	$\Sigma XY = 5643$	$\Sigma X^2 = 4144$	$\Sigma Y^2 = 8694$

Note: Q = question; Pre-t = pre-test; Post-t = post-test; DDRB01 = Dr. Daniel Rodas Bustamante N° 1 (school name)



$$r = \frac{n(\Sigma xy) - (\Sigma x)(\Sigma y)}{\sqrt{[n(\Sigma x^2) - (\Sigma x)^2][n(\Sigma y^2) - (\Sigma y)^2]}}$$

$$r = \frac{23(5643) - (290)(446)}{\sqrt{[23(4144) - (290)^2][23(8694) - (446)^2]}}$$

$$r = \frac{129789 - 129340}{\sqrt{[95312 - 84100][199962 - 198916]}}$$

$$r = \frac{449}{\sqrt{[11212][1046]}}$$

$$r = \frac{449}{\sqrt{11727752}}$$

$$r = \frac{449}{3424,74}$$

$$r = 0.13$$

According to the information showed in the table above, it can be seen that there is a reasonable difference between the pre-test and the post-test in scores. While in the post-test most of students got the highest score (20), in the pre-test just three students got (20). The Pearson correlation coefficient used to find out the relationship between the learning outcomes before (x) and after (y) the intervention plan showed a positive result 0.1. The researcher concluded that the use of videos helped to improve the English vocabulary among students.

QUALITATIVE DATA
QUESTIONNAIRE RESULTS

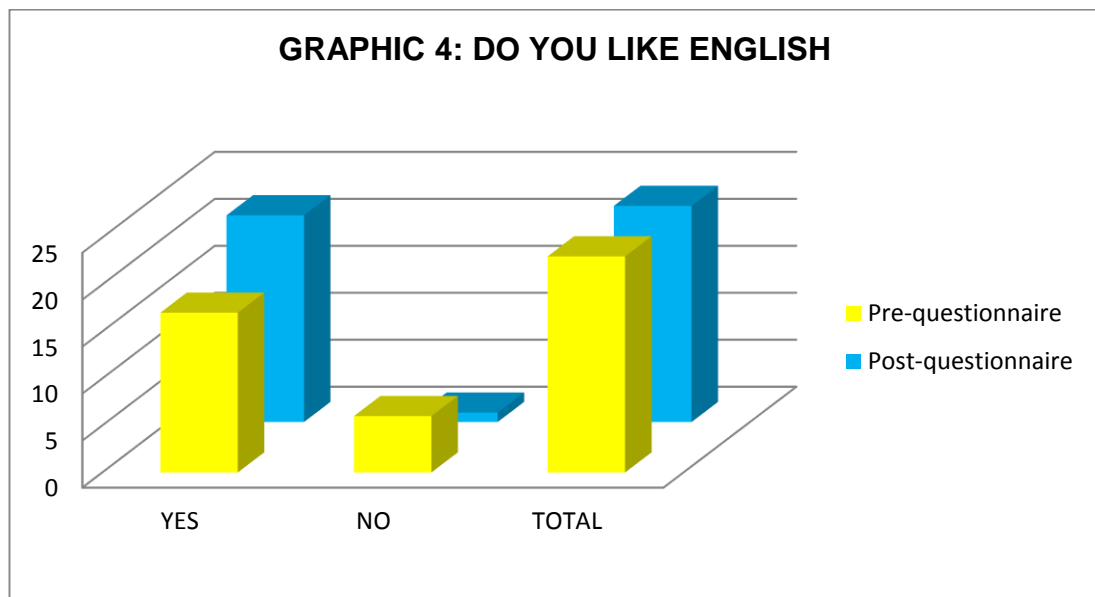
1. Do you like English?

CHART 5

TITLE: 1. Do you like English?

CRITERIA	Pre-q		Pos-q	
	f	%	f	%
YES	17	74	22	96
NO	6	26	1	4
TOTAL	23	100	23	100

Note: Pre-q = pre questionnaire; Post-q = post questionnaire



As it can be seen that in both pre and post-questionnaires most of students answered they like English language, but with a little more percentage (22%) in the second one. It seems during the intervention students learned English vocabulary, also their attitude toward English language improved.

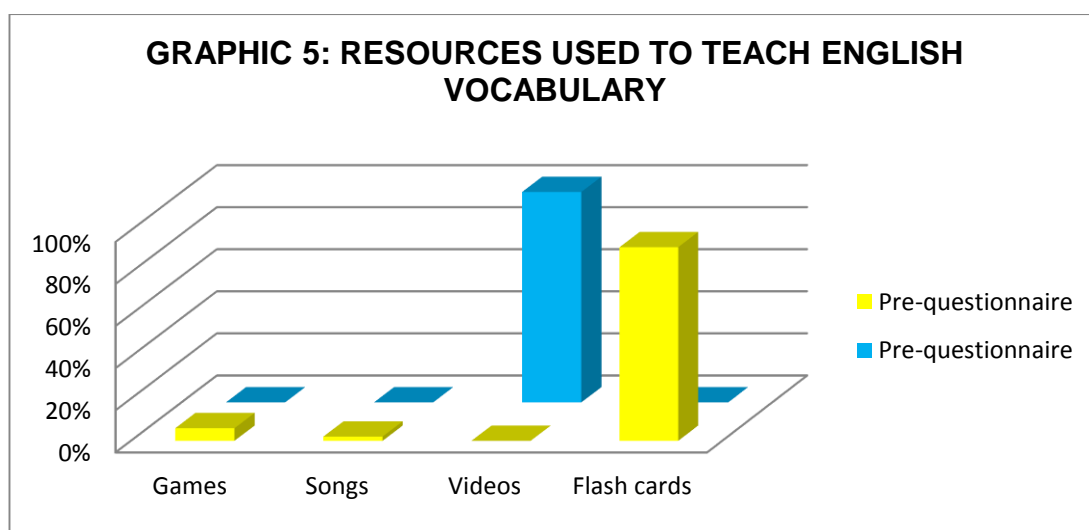
2. Which resources are used in the English classes to teach vocabulary?

CHART 6

TITLE: Resources used to teach English vocabulary

RESOURCES	Pre-q				Post-q			
	YES		NO		YES		NO	
	f	%	f	%	f	%	f	%
Games	2	4	21	96	0	0	0	0
Songs	1	2	22	98	0	0	0	0
Videos	0	0	23	100	23	100	0	0
Flash cards	20	94	3	6	0	0	0	0

Note: Pre-q = pre questionnaire; Post-q = post questionnaire



Regarding to information above it can be seen that most of students agreed the resource more used to teach English vocabulary before was flash cards. However the resource more used during the intervention was videos. It seems that students recognize the resource (videos) used during the intervention. Katchen (2002) comments that videos help learners to learn vocabulary in a meaningful way, thus learner concentrate on the language in detail and interpret what has been said, repeat it, predict the reply and so on.

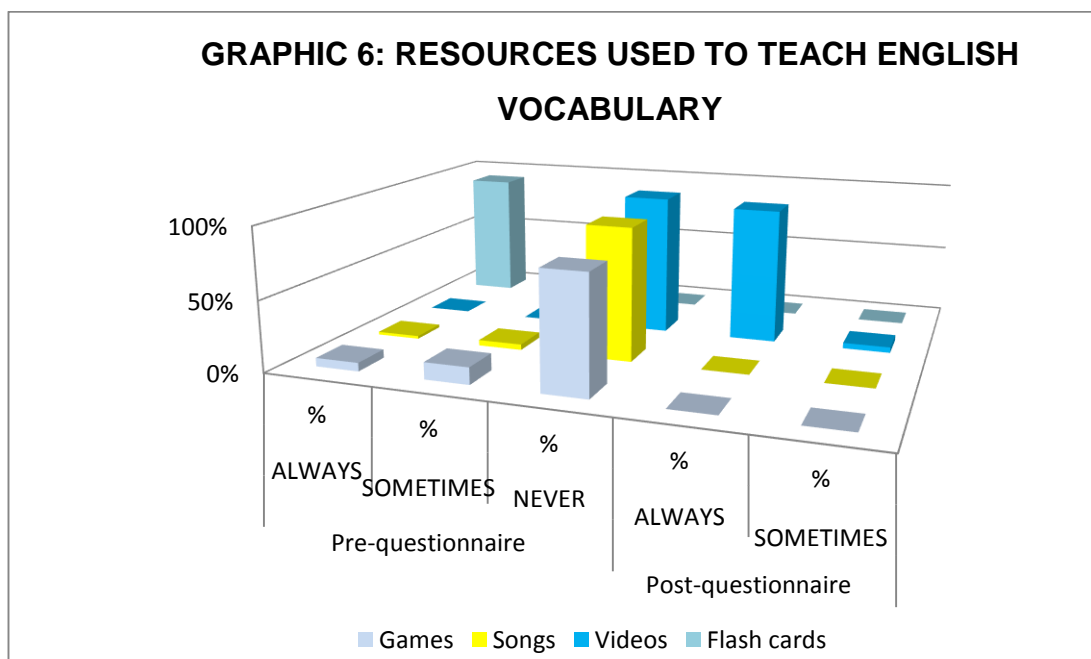
3. How often are used the following resources in the English classes to teach vocabulary?

CHART 7

TITLE: Resources used to teach English vocabulary

RESOURCES	Pre-q						Post-q					
	ALWAYS		SOMETIMES		NEVER		ALWAYS		SOMETIMES		NEVER	
	f	%	f	%	f	%	f	%	f	%	f	%
Games	2	4	6	12	15	82	0	0	0	0	23	100
Songs	1	2	2	4	20	94	0	0	0	0	23	100
Videos	0	0	0	0	23	100	22	98	1	2	0	0
Flash cards	19	94	3	6	0	0	0	0	0	0	23	100

Note: Pre-q = pre questionnaire; Post-q = post questionnaire



According to the information above it can be observed that before the intervention was used frequently flash cards to teach English vocabulary. Nevertheless after the intervention it was applied almost always the videos.

It seems students were conscious about the resources used in the English language vocabulary classroom. One of the most helpful resources for teaching English vocabulary is through videos because according to Stempleski & Tomalin (1990, p. 3) Children and adults feel their interest quickly when language is experienced in a lively way through video. In addition Gallacher (2003) says that learners gain confidence through repetition, learn by absorption and imitation, enjoy language learning seeing who's (or what's!) speaking, where the speakers are, what they're doing, etc.

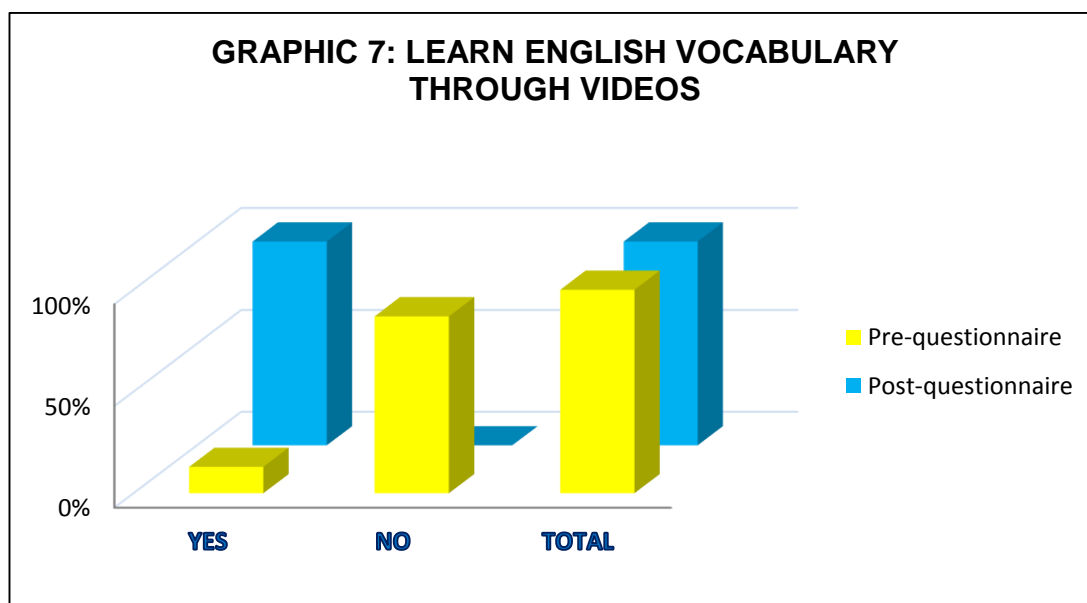
4. Do you like to learn English vocabulary through videos?

CHART 8

TITLE: Learn English vocabulary through videos

CRITERIA	Pre-q		Post-q	
	f	%	f	%
YES	3	13	23	100
NO	20	87	0	0
TOTAL	23	100	23	100

Note: Pre-q = pre questionnaire; Post-q = post questionnaire



According to the information showed above it can be seen that in the pre-questionnaire most of students did not like to learn English vocabulary through videos, however in the post-questionnaire students' attitude toward videos changed.

It seems students were not exposed to videos in the English vocabulary classes before the intervention, nevertheless in the post-questionnaire they were. It means intervention applied with videos had a positive effect on students' perception to videos.

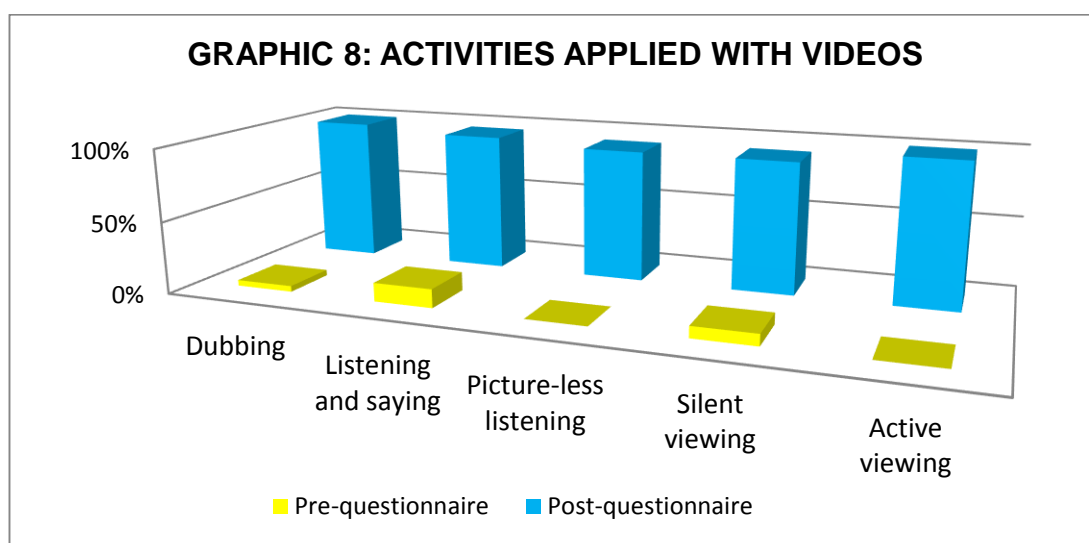
5. Do you enjoy performing the following activities with videos in the English vocabulary classes?

CHART 9

TITLE: Activities applied with videos

ACTIVITIES	Pre-q				Post-q			
	YES		NO		YES		NO	
	f	%	f	%	f	%	f	%
Dubbing	1	4	22	96	23	100	0	0
Listening and saying	3	13	20	87	22	96	1	4
Picture-less listening	0	0	23	100	22	96	1	4
Silent viewing	2	8	21	92	21	92	2	8
Active viewing	0	0	23	100	23	100	0	0

Note: Pre-q = pre questionnaire; Post-q = post questionnaire



According on the information gathered, it can be noted that in the pre-questionnaire most of students did not enjoy performing dibbing, listening and saying, picture-less listening and active viewing activities with videos in the English vocabulary classes. Nonetheless in the post-questionnaire most of students did.

It seems before intervention even if students had watched a video in the classroom; they did not perform any activity with it. In the intervention they worked performing all these activities. It means intervention was good because according to Canning-Wilson (2000) activities are beneficial to get a successful result in teaching vocabulary due to students feel motivate to perform them.

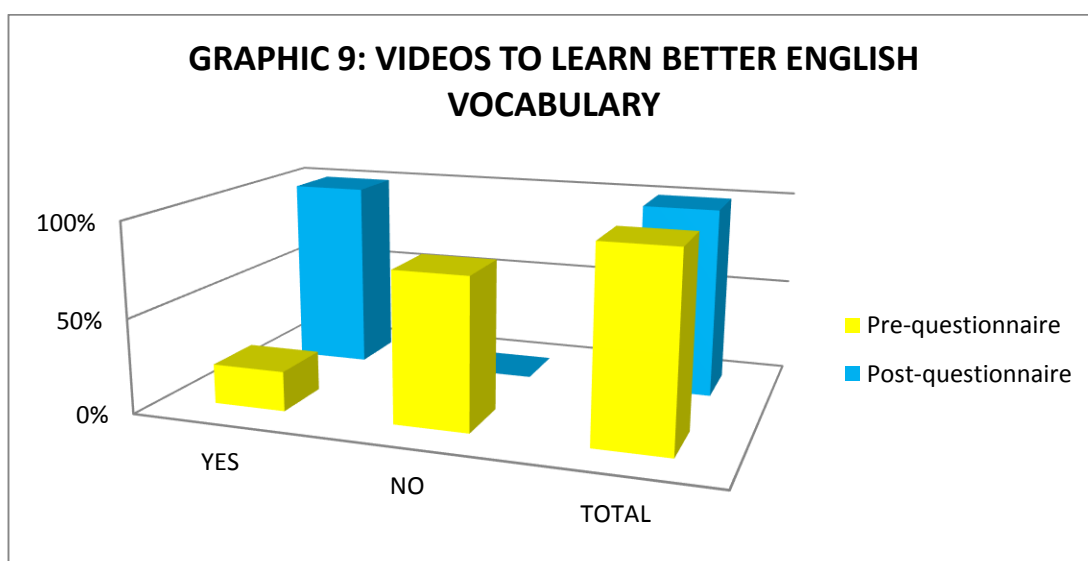
6. Do the videos help you to learn better the English vocabulary?

CHART 10

TITLE: Videos to learn better English vocabulary

CRITERIA	Pre-q		Post-q	
	f	%	f	%
YES	9	39	23	100
NO	14	61	0	0
TOTAL	23	100	23	100

Note: Pre-q = pre questionnaire; Post-q = post questionnaire



As it can be seen, in the pre-questionnaire more than half of students stated that videos did not help them to learn English vocabulary, whereas in the post-questionnaire, all students pointed out that videos really aided them in the English language vocabulary improvement. It seems that the intervention is positive. It seems throughout the applying of this resource (videos) students enjoyed it and therefore they learned from it.

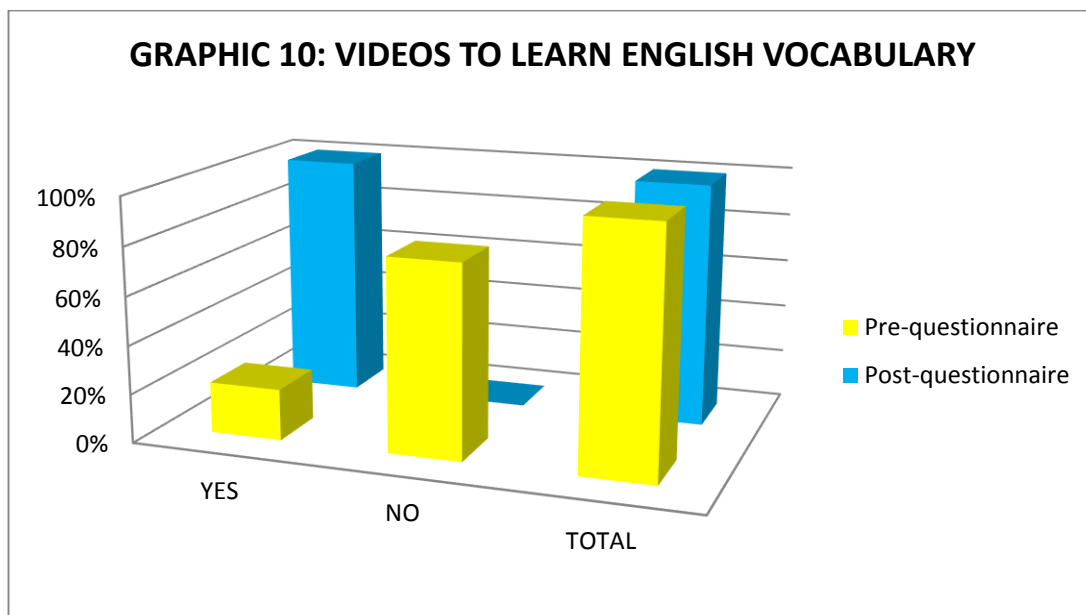
7. Do you feel motivated by learning English vocabulary through Videos?

CHART 11

TITLE: Videos to learn English vocabulary

CRITERIA	Pre-q		Post-q	
	f	%	f	%
YES	5	21	23	100
NO	18	79	0	0
TOTAL	23	100	23	100

Note: Pre-q = pre questionnaire; Post-q = post questionnaire



According to the information showed, in the pre-questionnaire many students answered videos did not motivate them to learn English vocabulary. On the other hand in the post-test they all responded that they feel motivate by learning vocabulary through videos.

It seems that before the intervention students were not taught English vocabulary through videos. However after the intervention they were. And learners' perception to videos changed. It means they felt comfortable, happy, encouraged and relaxed learning English vocabulary with videos.

g. DISCUSSION

This study related to the use of videos to teach and learn vocabulary helped 6-A students to improve the English vocabulary use. The outcomes gathered from the tests indicated that the change of the students' performance was remarkable positive. The findings from the questionnaires were that the attitude toward the learning vocabulary through videos improved. The results were consistent with the literature, video is considered to be one of media that can be used in English teaching and learning process. Also it has been proven to be an effective tool in teaching English vocabulary for both young and adult learners (Rammal, 2006). Based on the quantitative and qualitative data gathered from the two-tests and questionnaires it can be concluded that videos is an effective resource for teaching English vocabulary.

The effectiveness of the strategy can be seen from the differences between pre and post-test in score. The pre-test showed that although most of them could remember the colors vocabulary for coloring objects, and identify fruits vocabulary (fruits-meaning) for matching them. However students had problems in spelling and using the vocabulary about colors and fruits in context. In the post test, after the intervention, the results indicated that difficulties students dealt in identifying and using the vocabulary in context changed like it is showed in the mean (12,6) from the pre-test and the post-test (19,39). It seems videos got attention from students by providing them image, sound, animate and captions at the same time for a better

understanding from the meaning, spelling, listening vocabulary, and the use of it in a sentence.

The findings in the pre and post-questionnaire reveal a significant change on the students' perception toward the use of videos to learn vocabulary. The pre-questionnaire revealed that most of students did not like to learn English vocabulary with videos. However, the results in the post-questionnaire showed that students' attitude toward learning vocabulary through videos changed.

The students' check list was another instrument used in the intervention process. It helped the researcher to observe the students' progress during the intervention. At the beginning of the intervention students were worried about what they were going to do. Nevertheless in the middle and at the end they felt enthusiastic and interested in learning vocabulary through videos. It seems they feel motivated and enjoyed performing the activities with the strategy.

This study was enhanced by the researcher who developed the intervention plan process. He experienced the different students attitudes toward the resource used for teaching vocabulary. At the beginning some students looked worried and some were excited. When researcher mentioned the strategy will be applied were videos they got enthusiastic. During the teaching-learning process, most of the students were motivated to learn

vocabulary performing different activities with videos. However, the researcher sometimes asked students who did not pay attention to repeat what was said in the video in order to catch their interest. They were motivated with the animated and music videos. They also enjoyed in cooperating performing the tasks assigned. Researcher also emphasized on the students' pronunciation. At the end of the intervention students were enthusiastic having a new experience with another strategy for learning vocabulary.

This study was also even more enhanced with the participation of 6-A year students. It was a great group because they were cooperative, enthusiastic, interested and respectful. Another strength was the classroom teacher and the school director who helped with the essential material for the intervention (projector, speakers and accessories), and they also were friendly, communicative and collaborative. However, an obvious limitation to this study was the big sample size 23 students and the reduced space in the classroom. This weakness makes the study harder for controlling the class, and managing of it during the intervention. Another limitation was the weekly class-periods; they only attend at two-class periods per week.

This action research was a great practice not only for doing this study but also for gaining experience as future teacher. During the intervention was experienced how the videos can help students to learn English vocabulary. It also enhanced researcher's ability to teach English vocabulary effectively.

This work done make reflect to me and others toward the importance of making practice as teacher using a specific resource before starting as a professional.

Questionnaires and the tests were the methods of data collection used in the intervention. They were essential for getting the quantitative and qualitative data. Although they are good instruments for getting information, it could be added any other instrument like an interview about students' attitude toward the resource used to teach vocabulary.

Videos resource should be applied to help the students' vocabulary improvement. The results gotten from the study point videos are effective in helping students to learn vocabulary in a better way as it is showed in the mean of the results obtained from the tests in the previous paragraph.

Action research is an important necessary work that helps both pre service and service teacher should be done not only undergraduate but also professional teachers. It helps both gaining experience as trainee and proving the effectiveness of certain resources used in the teaching-learning process. Besides it, it aids to discover the students' capabilities toward learning through a determined resource.

Based on the results of this study, it is suggested that teachers use videos to teach English vocabulary. Videos improve learners' ability to memorize the

words effectively. They provide comprehensible input while learners watch a video, the students clarify meanings of words in such contexts. The use of videos also enhances students' motivation to learn vocabulary.

h. CONCLUSIONS

One issue limited the students' learning was the lack exposures that students had to learn vocabulary with an appropriate strategy.

The students had difficulties on spelling and using the vocabulary words evaluated in context.

Teachers use few videos as a resource to teach vocabulary to the students.

Students felt motivated and enthusiastic performing silent viewing, picture-less listening, listening and saying and active viewing activities with videos.

The results of the study showed that the use of videos determined positively the vocabulary improvement, the change of the scores from the pretest (12,6) and posttest (19,39) is a relevant evidence that demonstrates the positive impact that videos had in this intervention.

i. RECOMMENDATIONS

- Researcher suggests that teachers should use videos as a resource to teach vocabulary and to improve the learning of English language.
- Teachers should apply videos in order to improve the spelling and the use of vocabulary in context.
- Students should be exposed more frequently to activities with videos in teaching English vocabulary.
- Teachers should use animated and music videos focused on developing active viewing, silent viewing, picture-less listening, listening and saying and dubbing activities in order to improve the English vocabulary. Students take an active part in video teaching presentations; Silent viewing arouses student interests, stimulates thought, and develops skills of anticipation; students predict or reconstruct what has happened visually depending only what they hear; closely repetition is a necessary step to communicative production exercises; It is interesting and enjoyable for the students to complete a scene from the video by dubbing, Canning-Wilson (2000).
- Teachers should grade the activities with the use of videos in order to students feel motivated and encouraged to improve their English language learning.

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k. ANNEX



**UNIVERSIDAD NACIONAL
DE LOJA**

**ÁREA DE LA EDUCACIÓN, EL ARTE Y LA
COMUNICACIÓN**

ENGLISH LANGUAGE CAREER

THEME

**THE USE OF VIDEOS TO IMPROVE ENGLISH
VOCABULARY AMONG 6TH YEAR STUDENTS, IN
PARALLEL "A" AT "DR. DANIEL RODAS
BUSTAMANTE" SCHOOL, DURING THE
ACADEMIC PERIOD 2013 – 2014**

Thesis Project required for
obtaining the Bachelor's Degree in
Sciences of Education, English
Language Major

1859

AUTHOR:

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LOJA – ECUADOR

2015



a. THEME

**THE USE OF VIDEOS TO IMPROVE ENGLISH VOCABULARY AMONG
6TH YEAR STUDENTS, IN PARALLEL "A" AT "DR. DANIEL RODAS
BUSTAMANTE" SCHOOL, DURING THE ACADEMIC PERIOD 2013 –
2014**

b. PROBLEM STATEMENT

2.1. BACKGROUND

This project is going to be carried out at “Dr. Daniel Rodas Bustamante” school. This educational center was created on October 25, in 1962. It is located in the Miraflores neighborhood of the city of Loja. The students that attend to this school come from middle class of the city.

The school began with 40 students and one teacher in 1962. Today the school counts with 456 students and a staff of 22 teachers. The school is organized in eight grades (1st to 8th grades) and each grade has two parallels except grade eighth.

The purpose of this institution is to involve students and parents in the learning-teaching processes, where the interaction among all the education community actors be sustained in a system of values, ethical and social coexistence that allows to work in a family and social environment.

2.2. CURRENT SITUATION OF THE RESEARCH PROBLEM

English is important because it is the official language in the majority of fields and countries around the world, for that reason this language must be taught in the best way that enable students to increase their knowledge of vocabulary.

At “Dr. Daniel Rodas Bustamante” school in grade 6th parallel “A”, 23 children, boys and girls, have English classes once a week. They attend to a two-period class of eighty minutes with a certified English teacher.

The English classes at this parallel are developed with the following routine:

- Most of the time the classes do not start with a warm up activity, that allow students to motivate them with the new topic they will learn. The few cases when teacher performs any activity to motivate students; she keeps doing the same activity.
- Teacher reviews the students' homework with a check, but there is no any feedback.
- Teacher presents the new vocabulary by writing it on the board without any didactic material. Then teacher tells students the pronunciation of the new words and the meaning of them in Spanish.
- Students repeat the pronunciation, and then try to memorize the meaning of each new word in a mechanic way, but after each class they do not remember well the vocabulary.
- Students work on the book by developing some activities like repeating written words, painting, completing sentences that do not have meaning to them.
- During the class teacher supports students work only on the written form of the word.

Considering the different problems that this class has, it is developed an action plan to face the lack of use of audio visual media to teach English vocabulary among the 6th year students in parallel "A".

2.3. RESEARCH PROBLEM

How does the use of videos improve the English Vocabulary among 6th year students, in parallel “A” at “Dr. Daniel Rodas Bustamante” school, during the academic period 2013 – 2014?

2.4. DELIMITATION OF THE RESEARCH

a) Temporal

This action research work is going to be carried out in the school year 2013-2014.

b) Spatial

The place where the research will be carried out is at “Dr. Daniel Rodas Bustamante” school, located in “Miraflores” neighborhood in the city of Loja.

c) Observation units

- The researcher
- The 6th year students in parallel “A”.

d) Sub problems

- What kind of theoretical references about videos and vocabulary are effective to help 6th year students, in parallel “A” at “Dr. Daniel Rodas Bustamante” school, during the academic period 2013 – 2014?

- What are the issues that limit the vocabulary learning among 6th year students, in parallel “A” at “Dr. Daniel Rodas Bustamante” school, during the academic period 2013 – 2014?
- What are the important phases of the intervention plan that address the current issues of the vocabulary learning using videos among 6th year students, in parallel “A” at “Dr. Daniel Rodas Bustamante” school, during the academic period 2013 – 2014?
- Which videos are implementing to improve the vocabulary learning among 6th year students in parallel “A” at “Dr. Daniel Rodas Bustamante” school, during the academic period 2013 – 2014?
- How do the videos presented as part of the classroom activities reduce the limitation of the vocabulary learning among 6th year students, in parallel “A” at “Dr. Daniel Rodas Bustamante” school, during the academic period 2013 – 2014?

c. JUSTIFICATION

Nilawati (2009) affirms that the vocabulary will make the students practice life and will strengthen belief that English can be used to express the same ideas or feeling they express in their native language. This action research about the use of videos will improve the English Vocabulary among 6th year students, in parallel “A” at “Dr. Rodas Bustamante” school. With this study the researcher will gain experience in teaching English language, and get the bachelor’s degree in science of education, English language specialization.

This action research is relevant since it will help students to achieve the English vocabulary in a motivated way using videos. By using this aid the students can watch the video that represents the vocabulary and also to

listen its pronunciation. It will make them feel interested in learning it. In fact, the students' interest will influence their capability in mastering the vocabulary.

The application of this project will provide the researcher improve the professional profile and get experience in teaching English language. During this work he will learned to use of videos for teaching English vocabulary. Also as it is well-known the researcher will acquire theoretical knowledge as much experience too.

Due to the researcher is an undergraduate student at the Universidad Nacional de Loja (UNL) this one will benefit him with the accreditation of the career. This work will help the investigator to get the accreditation of social research design subject. Moreover it is done as a previous requirement to develop the thesis. The researcher would like to become a certified teacher since he has been studied almost four years.

Finally it can be said that this action research will be of vital importance for students and researcher too, because students could have a better knowledge about vocabulary for using in real world, and the researcher as a future teacher will learn more about how to teach English vocabulary by using videos, getting experience and theoretic knowledge. Also he will accomplish a purpose planted at the beginning of his studies that is to be an English teacher.

d. OBJECTIVES

4.1 GENERAL

- ❖ To improve the English Vocabulary using videos among 6th year students, in parallel “A” at “Dr. Daniel Rodas Bustamante” school, during the academic period 2013 – 2014.

4.2 SPECIFICS

- ❖ To investigate theoretical references about vocabulary and videos at “Dr. Daniel Rodas Bustamante” school, during the academic period 2013 – 2014.
- ❖ To diagnose the issues that limit the English vocabulary learning among 6th year students in parallel “A” at “Dr. Daniel Rodas Bustamante” school, during the academic period 2013 – 2014.
- ❖ To design an intervention plan based on the use of videos (animated and musical) to teach English vocabulary among 6th year students in parallel “A” at “Dr. Daniel Rodas Bustamante” school, during the academic period 2013 – 2014.
- ❖ To apply the intervention plan as part of the classroom activities in order to solve the limitations in the learning of English vocabulary among 6th year students in parallel “A” at “Dr. Daniel Rodas Bustamante” school, during the academic period 2013 – 2014.
- ❖ To reflect upon the effect that the videos had on 6th grade students’ vocabulary in parallel “A” at “Dr. Daniel Rodas Bustamante” school, during the academic period 2013 – 2014.

e. LITERATURE REVIEW

VOCABULARY

5.1.1 CONCEPT OF VOCABULARY

There are many authors who deal with the concept of vocabulary, they are:

Graves, (2005) defines vocabulary as the entire stock of words belonging to a branch of knowledge or known by an individual. Hornby, (2007) states that vocabulary is list of words used in a book with definition or translation. Harmer J., (2002) affirms that vocabulary is a powerful carrier of meaning. He also sustains that vocabulary is one of the most obvious components of language and one of first things applied linguists turned their attention. Widyasary Y., (2010) says that vocabulary is one aspect of language in which is important in learning language because vocabularies carry meaning which is used in communication. Fauziati, (2005) argues that vocabulary is central to language and of critical importance to typical language learner.

5.1.2 IMPORTANCE OF TEACHING VOCABULARY

Fauziati, (2005) affirms that vocabulary is central to language. Without a sufficient vocabulary, one cannot communicate or express his idea both oral and written form.

Finochiaro, (1974) sustains that teaching vocabulary plays an important role in language acquisition because the mastery of vocabulary will help students to master all the language skills; speaking; listening; writing; and reading. The vocabulary will make the students practice life and will

strengthen belief that English can be used to express the same ideas or feeling they express in their native language.

Arianto, (2003) notes that vocabulary is one of the most important parts of a language, because if someone speaks a language, he needs several words to convey ideas. So people can understand what we mean.

5.1.3 FACTORS SHOULD BE TAKEN INTO ACCOUNT IN TEACHING VOCABULARY

Wallace, (1982) states that teaching vocabulary should consider these following factors:

- 1) Aims.** The aim of teaching vocabulary is to make easier for the teacher to formulate the materials, which will be taught to the students.
- 2) Quantity.** The teacher has to decide the number of vocabulary items to be learned. The learners will get confuse or discouraged if they get many new words. Therefore, the teacher should select new words, which can be easy understood by the learners.
- 3) Need.** In teaching vocabulary, the teacher has to choose the words really needed by the students in communication.
- 4) Frequent exposure and repetition.** Frequent exposure and repetition here means that the teacher should give much practice on repetition so that the students master the target words well. They also give opportunity to the students to use words in writing or speaking.

5) Meaningful presentation. In teaching vocabulary the teacher should present target words in such a way that the meaning of the target words are perfectly clear and unambiguous.

6) Situation and presentation. The teachers tell the students that they have to use the words appropriately. The use of words depends on the situation in which they are used and depends on the person to whom they are speaking.

5.1.4 THE ROLE OF VOCABULARY IN LANGUAGE

Arianto (2013) states principally that, the aim of teaching language is in order to make students are able to speech, listen, read and write. He cites to Tarigan (1984) who states many of roles of vocabulary in language, they are:

1. Quantity and quality of someone vocabulary is a better individual index for his/her mental development in which, the quality of someone language ability depends on quantity and quality of vocabulary that she/he has.
2. Development of vocabulary is the conceptual development, which is one of the educational goals for everyone in order to mastery they language competence.

In Anh's (2010) study argues that it is undeniable that vocabulary, like grammar and phonetics, plays an important role in mastering a foreign language. She cites in her work some experts who deal with ideas about vocabulary:

Without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed (Wilkins 1972).

If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh. An ability to manipulate grammatical structures does not have any potential for expressing meaning unless words are used (Harmer 1992).

Anh (2010) notes that vocabulary is the decisive component of all uses of language. Therefore, if the learners have a wide range of vocabulary, they will have more confidence to communicate with others and vice versa. They can meet many difficulties to express themselves and communicate with others.

Additionally, vocabulary as a means of communication, without words or vocabulary, how we can think and communicate with others. Vocabulary makes much effect on other English skills: writing, speaking, listening and reading.

5.1.5 CLASSIFICATION OF VOCABULARY

According to Anh (2010) there are various ways to classify the kinds of vocabulary. In the first place, in terms of semantics (meaning of the words), it is classified into Notional words and functional words. The former, whose meanings are lexical, has certain terminal meaning and server as members of the sentence such as subjects, attributes, adverbials.

Notional words are nouns, pronouns, adjectives, numerals, verbs, adverbs; they name objects, actions, quality and so on. Whereas, functional words have grammatical meaning, they only have meanings in relation to other words. They play structural roles and show the

relationship between words or between other parts of the sentences, or help to build various tenses, voices and moods, etc.

Functional words are articles, prepositions, conjunctions, interjections, and so forth. Anh (2010) in his work cites to Doff (1988), who states that vocabulary can be classified into active vocabulary and passive vocabulary in terms of methodology. The active vocabulary mentions words, which learners can understand, pronounce correctly without context and use effectively in speaking and writing. On the other hand, the passive vocabulary is the words that are encountered or understood in context such as in reading or listening but they are not used in speaking or writing.

Another category to classify vocabulary is in terms of communicative language teaching. Anh (2010) cites to Nguyen Bang and Nguyen Ba Ngoc (2002, p. 36) who argue that learner's vocabulary is divided into receptive and productive vocabulary. The receptive vocabulary refers to learner's understanding of vocabulary when he hears or reads it. In other words, it is words learners achieve while hearing, listening or reading. Productive vocabulary denotes the understanding of words or phrases in verbal or written scenarios. It means that productive vocabulary is what learners can use effectively in communication to express their idea.

5.1.6 HOW ARE WORDS REMEMBERED?

Turnbury (2002) in his workings of memory customarily distinguish between the following systems: the short term store, working memory, and long -term memory.

The short-term store is the brain's capacity to hold a limited number of items of information for periods of time up to a few seconds. This kind of memory is involved in holding in your head a telephone number for as long as it takes to be able to dial it. Or to repeat a word you've just heard to the teacher. Successful vocabulary learning clearly involves more than simply holding words in your mind for a few seconds.

Working memory is in charge of many cognitive tasks such as reasoning, learning and understanding. It is like a work bench, where information first is placed, studied and moved about before being filed away for later retrieval. The information can come from external sources or it can be downloaded from the long term memory or both.

The long term-memory has an enormous capacity, and its contents are durable over time. However, the fact that learners can retain new vocabulary items the length of the lesson but have forgotten them by the next lesson suggest that long-term memory is not always as long-term as we would wish.

5.1.7 FACTORS THAT MAKE WORDS MORE DIFFICULT THAN OTHERS.

Turnbury, (2002) affirms that there are factors that make words more difficult than others to learn. The factors are the following:

Pronunciation: the words that are difficult to pronounce are difficult to learn. The learners can find many difficult words during the process of leaning of second language which means for them a big challenge to deal with.

Spelling: Sound-spelling mismatches are likely to be the cause of errors, either of pronunciation or of spelling, and can contribute to a word's difficulty. While most English spelling is fairly law-abiding, there

are also some glaring irregularities. Words that contain silent letters are particularly problematic: foreign, listen, headache, climbing, bored, and honest, cupboard, muscle, etc.

Length and complexity: long words seem to be no more difficult to learn than short ones. Also, variable stress in polysyllabic words-such as in word families like necessary, necessity and necessarily- can add to their difficulty.

Grammar: it is also problematic factor for learners of second language. Spanish learners of English tend to assume that explain follows the same pattern as both Spanish explain and English tell.

Meaning: when two words overlap in meaning, learners are likely to confuse them. For example: Make and Do are a case in point; both of them are verbs.

VIDEOS

5.2.1 CONCEPT OF VIDEO

Lin (2004) states that video is a kind of multimedia material, consists of verbal and nonverbal presentations displaying simultaneous images, narration and, on-screen text. Comparing video with traditional English teaching materials such as paper-printed textbooks and listening dominant materials, it can be found that animation and picture-like dynamic images represent the essential difference between video and traditional English materials. From a learning perspective, video so far has been examined to see whether it can improve learning. The research on video yields mixed and contradictory results, with actual effects of video ranking from highly beneficial to detrimental to learning.

In his study Lin (2004) cites to Canning-Wilson and Wallace (2000) who claims that video can be a communicative media contributing to the understanding of the target language culture by providing authentic language input and increasing contact in various ways with native speakers of the target language through video viewing. Native speakers' oral communication in authentic target language contexts can be introduced into the classroom.

Irawati (2012) affirms that video is considered to be one of media that can be utilized in English teaching and learning process. She cites some authors who give concepts related to it:

It has been proven to be an effective tool in teaching English as a foreign/second language (EFL/ESL) for both young and adult learners (Rammal, 2006).

Providing students with sound, image, and text, video becomes one of media providing "lively situation" which can evoke students' motivation to learn (Maggi, 1988, cited in Cahyono, 1997:129).

In addition, the use of video materials is considered to be relevant with communicative approach in terms of "the use of authentic materials, the importance of topical and relevant input, the presentation of language in context, and the significance of non-verbal aspect of communication" (Kelly, 1985, cited in Prijana, 2010).

5.2.2 TYPES OF VIDEOS

Animation video

Kayaoğlu, Akbaş, & Öztürk (2011) explains that animation is a multimedia tool provides students with learning via multi-sensory

channels, it is thought that language learning process can be more fruitful and encouraging for students.

They cite to Collin and Rayen (2009, p. 396) who affirm that the advent of the high-powered multimedia kept the learner close to authentic situations where learning simultaneously involved listening, seeing, reflecting, doing and participating. Unlike the traditional method of teaching, employing animations in classrooms aids students in understanding since they appeal to both visual and audial memory. Learning with animation is theoretically based on dual-coding theory. Also they cite to Pavio (2006) who described the dual-coding states that processing language knowledge in both verbal and visual channels make learning effective. Animation functions by addressing all 5 senses and its interactivity can contribute to students' autonomous learning. These features mentioned above results in permanent learning as well.

Music video

Irawati, (2012) affirms that music video is one of the videos which is popular and may interest students. It is a short film that usually provides images to interpret the meaning of a popular song. She cites some experts who deal with meanings about it:

Music videos might include live performance, narrative, and other visual imagery including computer graphics and animation (Stockbridge 1987).

Music has potential to change the atmosphere in the classroom, one of which is sparking off images when students complain of having nothing to write about since it is the stuff dreams grow on (Murphey 1992:37).

5.2.3 REASONS FOR VIDEO IMPLICATION IN CLASSROOM.

Çakir (2006) remarks that a great advantage of video is that it provides authentic language input. In his work research, he cites to Katchen (2002) who argues that Movies and TV programs are made for native speakers, so in that sense video provides authentic language input. Implications of video in any classroom environment it can easily be used; teacher can step in the process whenever he wishes; he can stop, start and rewind to repeat it for several times where necessary. Any selected short sequence from the video can be utilized for intensive study. To pay special attention to a particular point in the video it is possible to run in slow motion or at half speed or without sound.

Besides, the learner can concentrate on the language in detail and interpret what has been said, repeat it, predict the reply and so on. The learner can also concentrate in detail on visual clues to meaning such as facial expression, dress, gesture, posture and on details of the environment. Even without hearing the language spoken clues to meaning can be picked up from the vision alone. Using visual clues to meaning in order to enhance learning is an important part of video methodology.

The other point that should be focused is that in foreign language to interpret attitude is very difficult owing to the fact that the listener concentrates himself on the verbal message, not the visual clues to meaning. Video gives the students practice in concluding attitudes. The rhythmic hand and arm movements, head nods, head gestures are related to the structure of the message. Moreover, the students have a general idea of the culture of the target language. It may be enjoyable

for the learners to have something different for language learning apart from the course books and cassettes for listening.

5.2.4 TEACHER'S ROLE IN USING VIDEOS

Çakir (2006) in his study stands that: Just as in many English teaching situations, the teacher plays a key role in using the video as an aid for language teaching for s/he has the prime responsibility for creating a successful language learning environment. The teacher should get use of the power of video films. At his point, video should never be considered as a medium which rivals or overshadows the teacher, but it is a useful aid for him. That is, it cannot replace the teacher because it can only teach things which are recorded on, and this makes the learning foreign language attractive.

It is certain that the teacher is as effective as the video film in teaching through video, because he is the only person who enables the learners to comprehend what they watch and hear by using some of the communicative techniques. The teacher can be a controller, an assessor on organizer, a prompter and a participant as well.

The teacher is a controller because he or she is the only person who controls not only what the learners do but when they speak as well while they are watching the video film. The teacher is also an assessor because he or she assesses the learner's work in order to see how well they are performing. The teacher should wait until the end of the activity and then he must evaluate the learner's outputs. Furthermore, the teacher is an organizer because he needs to be so. He should be a good organizer in teaching the foreign language through video, and should know exactly what to lead to success. He should not give

useless information or confusing instructions to the learners in order not to waste a lot of time. He should clearly explain what they are going to watch and what their task is.

The other role that the teacher carries is being a prompter because he acts as a prompter. When there is a silence viewing or what the learners are confused about what to do next, he is expected to encourage learners participate. The teacher is a participant because he participates in the activities while teaching a foreign language through video. He knows the materials and all the details about them, which help the learners, feel comfort and facilitate learning. Considering these factors in mind, the teacher should prepare to promote active viewing and facilitate successful language learning. This requires being familiar with the video materials before they are used in class.

The teacher should develop a plan for each video unit and encourage active viewing. To aid comprehension, he should prepare viewing guides which are easy and related to the language level of the students.

5.2.5 SOME PRACTICAL TECHNIQUES FOR VIDEO IMPLICATION

Çakir (2006) confirms that there are many accounts where interesting video lessons are reported in the literature. He cites Canning-Wilson (2000) who suggests that as F/SL educators we must not lose sight of the educational purpose it has in the language classroom although it may be a popular tool to use with students. To get a successful result in language teaching using the video as an aid there are some techniques that should be benefited by both teacher and learner. Here there are some practical techniques for video implication in classroom.

Active viewing: Active viewing increases the students' enjoyment and satisfaction and focuses their attention on the main idea of the video presentation. So, it is necessary for students to take an active part in video teaching presentations.

Silent viewing: As video is an audiovisual medium, the sound and the vision are separate components. Silent viewing arouses student interests, stimulates thought, and develops skills of anticipation. In silent viewing, the video segment is played with the sound off using only the picture. This activity can also be a prediction technique when students are watching video for the first time. One way of doing this is to play the video segment without the sound and tell students to observe the behavior of the characters and to use their power of deduction. Then press the pause button at intervals to stop the picture on the screen and get students to guess what is happening and what the characters might be saying or ask students what has happened up to that point.

Finally, video segment is replayed with the sound on so that learners can compare their impressions with what actually happens in the video (Canning-Wilson 2000).

Sound on and vision off activity: This activity can be interesting and useful to play a section of a video unit and remove the visual element from the presentation by obscuring the picture so that students can hear only the dialogue but unable to see the action. Through this activity the students predict or reconstruct what has happened visually depending only what they hear (Canning-Wilson 2000).

Repetition activity: When there are some difficult language points in the video unit, closely repetition can be a necessary step to communicative production exercises. A scene on video is replayed with

certain pauses for repetition either individually or in chorus. (Canning - Wilson 2000).

Dubbing activity: In this activity, students are asked to fill in the missing dialogues after watching a sound-off video episode. It is interesting and enjoyable for the students to complete a scene from the video by dubbing (Canning-Wilson 2000).

5.2.6 SELECTING VIDEOS

Burt (2000) sustains that whether using authentic or instructional videos, there are criteria to be followed in their selection. She cites to Arcario (1992), Johnston (1999), and Stempleski (1992) who suggest that teachers ask themselves the following questions before choosing a video or video series:

Inspiration/Motivation/Interest: Will the video appeal to my students? Will it make them want to learn? For example, a scene from "Joy Luck Club", a movie about conflicts between first- and second-generation Chinese American women, may be of limited interest to a class of construction workers from El Salvador.

Content: Does the content match my instructional goals? Is it culturally appropriate for my learners? On the other hand, "My Family/Mi Familia", a film about a Hispanic family in East Los Angeles, may be of great interest to the class of construction workers as they live and raise families in the United States.

Clarity of message: Is the instructional message clear to my students? Here the teacher is vital. Preparing the learners to understand what they are going to watch makes the difference between time wasted and time well spent.

Pacing: Is the rate of the language or instruction too fast for my students? Many authentic videos move at a pace difficult for a nonnative speaker to follow. Even an instructional video may be too fast paced and dense for adults new to English.

Graphics: What graphics are used to explain a concept? Do they clarify it? Do they appear on screen long enough to be understood by the learners? In some instructional videos, graphics, charts, and even language patterns may be on the screen too briefly to be fully comprehended.

Length of sequence: Is the sequence to be shown short enough? With second language learners, segments that are less than five minutes are often sufficient.

Independence of sequence: Can this segment be understood without lengthy explanations of the plot, setting, and character motivation preceding and following it? Teachers need to decide whether it's worth investing the time and effort to prepare learners to understand the context of certain language and cultural nuances, or distinctions.

Availability and quality of related materials: What print materials accompany the video? With videos designed to be used for English language instruction, the accompanying textbooks, resource books, and workbooks need to be examined carefully to see if they meet the instructional needs of the learners. With authentic videos, transcripts may be available. If a movie has been adapted from a short story or novel, the text can be read before or after viewing the video.

Use of videos: How will I use the video? In the classroom, a teacher can help students tackle video presentations that are linguistically more

complex and in which the story line and characters are more ambiguous.

5.2.7 USING VIDEOS

Burt (2000) cites to Milli Fazey of Kentucky Educational Television (KET) (1999) who suggests that teachers think of using a video as a three-part lesson, including pre-viewing, viewing, and post-viewing activities.

“Before presenting the video”, the teacher must engage the learners' interest in what they will be doing and prepare them to do it successfully. The teacher tells the students or leads them to discover for themselves why they are viewing the video (e.g., to understand work expectations in the United States, to learn ways of meeting and greeting people, to learn ways that parents can help their children at school). Preparation may include a pre-viewing reading activity or a discussion of new vocabulary from the video. It may involve looking at still pictures from the video and predicting language and content to be covered. Finally, pre-viewing preparation means ensuring that an operating VCR and monitor is available and that the screen is large enough for all students to easily view the film.

"While learners view the video", the teacher should remain in the classroom with the learners to observe their reactions and see what they do not understand, what they are intrigued by, and what bothers them. The teacher is there also to press the pause, rewind, and play buttons as needed. Sometimes it is best to leave the lights on. This facilitates the teacher's observations and enables learners to take notes and to complete worksheets prepared by the teacher.

"After the viewing", the teacher should review and clarify complex points, encourage discussion, and explain and assign follow-up activities whether they are included in the student texts and materials that accompany the instructional videos or they are developed for authentic videos.

5.2.8 ADVANTAGES OF USING VIDEOS IN TEACHING VOCABULARY

Burt (2000) argues that there are a number of good reasons to use video in adult classrooms. She cites some experts who deal with some ideas about it:

Video combines visual and audio stimuli, is accessible to those who have not yet learned to read and write well, and provides context for learning (Fazey, 1999; Johnston, 1999).

For English language learners, video has the added benefit of providing real language and cultural information (Bello, 1999; Stempleski, 1992).

Video can be controlled (stopped, paused, repeated), and it can be presented to a group of students, to individuals, or for self-study. It allows learners to see facial expressions and body language at the same time as they hear the stress, intonation, and rhythm of the language (Bello, 1999).

Hyun-suk & Jin-il (2000) state that video can present a communicative transaction in its totality. The learners can see the people and the situation (the setting where the interaction is occurring). They can see and hear the attitude of the persons involved (the interlocutors). They can hear the linguistic registers and the appropriateness of the

language within the situation. They will become aware of other cultural aspects, such as the gestures used and the distance maintained between the people involved.

Hyun-suk & Jin-il (2000) cite to Stempleski & Tomalin (1990, p. 3) who say Children and adults feel their interest quicken when language is experienced in a lively way through television and video. This combination of moving pictures and sound can present language more comprehensively than any other teaching medium and more realistically too.

Gallacher (2003) affirms that there are many benefits in teaching English by using videos, he includes the following:

- Children enjoy language learning with video.
- Children gain confidence through repetition.
- By watching a video several times children can learn by absorption and imitation.
- Video communicates meaning better than other media.
- Learners can see who's (or what's!) speaking, where the speakers are, what they're doing, etc. All these visual clues can help comprehension.

f. METHODOLOGY AND WORK PLAN

6.1 DESIGN OF THE RESEARCH

Action research has become more popular as a mode of research among practitioners. It includes the process of actively participating in a change situation at the same time as conducting research. Action research can be undertaken by undergraduate and postgraduate students, assisted or guided by professional researchers, with the aim of improving their strategies, practices and knowledge of the surroundings within which they practice.

This study is an applied educational research work since it is a practical action research that will allow the practitioner to study aspects of practice with the introduction of videos (animated, musical) which will be presented through active viewing, repetition and role-play and sound on and vision off techniques to improve the students' English vocabulary and see the reflections of his intervention.

6.2 METHODS, TECHNIQUES AND INSTRUMENTS

6.2.1 METHODS

This study will make a description of the data resulting from the application of an intervention plan. The following general methods will be applied along the descriptive research:

The Scientific method will facilitate the study of the videos applied in the developing of English vocabulary. It will help in the observations done before and during the intervention. This one will also assist

during the prediction of the possible solution; it will assist with gathering data to make relevant predictions and the analysis of it.

The Descriptive method will enable to describe the different stages of the study and the kind of resources used by the researcher. It will serve to explain and analyze the object of the investigation.

The analytic-synthetic method will be used to analyze the obtained results through the questioners and the observation with the researcher's check list. It will be used also to make the interpretation of the data, the logical analysis and draw up the conclusions.

The statistic method will be used to make the quantitative statistical analysis of the data received from the questionnaires and pre and post-test, and the qualitative text analysis of the data received from the observations through the researcher's check list.

This work will use the research spiral cycles proposed by Kemmis and McTaggart (2000) since the process is likely to be more fluid, open and responsive. It includes planning, acting and observing, and reflecting suggests.

Action research is an inquiry, undertaken with rigor and understanding in order to constantly refine practice; the emerging evidence-based outcomes will then contribute to the researching practitioner's continuing professional development (Koshy, 2005;

p.2). Action research is a process of study done by systematically collecting data on one's everyday practice and analyzing it in order to draw conclusions about how future practice should be.

It involves a self-reflective cycle of identifying a situation or problem, planning a change, acting and observing the processes and consequences, and then re-planning, and so forth. It offers a valuable opportunity for teachers or practitioners to be involved in the research to collect first-hand information McNiff (1993); Atweb, Kemmis & Weeks (1998). Action research will be applied in this study because it will enable the practitioner or researcher of this project to follow the steps in the spiral that helped him/her reflect upon her teaching and improve his/her students' situation. The researcher intends to see if the plan would work well or if any necessary modification or amendment would be needed to improve his/her students' language learning.

6.2.2 TECHNIQUES AND INSTRUMENTS

6.2.2.1. Data Collection

Researcher's close observation of students' performance during class through the researcher's check list, two sets of structured questionnaires and two tests will be used to collect data in this study. Quantitative data will come from the questionnaires and tests, and qualitative data will come from the observations through the researcher's check list. All the data will be triangulated to confirm validity.

6.2.2.2. Questionnaires

Two sets of questionnaires will be used. A questionnaire of choice questions will be used to collect students' answers about the vocabulary at the beginning and at the end of the intervention. This will allow the students to provide a wide range of responses.

All questionnaires will be conducted in class so that researcher give a clear explanation to students and clarify all queries raised. In addition, one hundred percent return rate should be ensured.

6.2.2.3. Observation

The researcher will carefully observe students' performance during lessons. He will use an observation checklist to record what has happened in class that helps them investigate, analyze and reflect upon their findings when the project comes to an end.

6.2.2.4. Tests

Two sets of tests will be used. A test of mix questions will be used to collect students' answers about the vocabulary at the beginning and at the end of the intervention. This will allow the students to provide a wide range of responses. All tests will be conducted in class so that researcher give a clear explanation to students and clarify all queries raised. In addition, one hundred percent return rate should be ensured.

6.3 PROCEDURES

The action research work process will include the following stages:

The intervention plan will start and end with questionnaires and tests. Two questionnaires and two tests will be applied; one of each at the beginning of the study to collect data on students'. A variety of activities will be introduced to improve students' vocabulary such as presenting the new vocabulary class by using videos (animated, musical); monitoring and supporting students work progress and evaluating students' reached knowledge. A check list will be used as instrument to help the researcher to observe students' performance during class.

Finally, the second questionnaire and test will be applied to check the overall students' progress and criteria after the intervention plan. The Students' progress and criteria before and after the intervention will be compared and analyze to draw the conclusions about the action research work.

After the intervention the researcher will analyze the data collected. Then, he will draw the conclusions of the intervention. Finally, the report of his intervention will be disseminated among the teachers, the partners and the school.

6.3.1 Tabulation

The tabulation of data will be done with the data collected in the two questionnaires conducted. A logical analysis will be done with the information received.

6.3.2 Organization

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

6.3.3 Description

The description of the data collected and graphics will be described considering the information pre and post intervention. The description of each questionnaire's data will be completed to facilitate the interpretation of the information shown; and also do the logical analysis of the data received.

6.4 POPULATION SAMPLE

At "Dr. Daniel Rodas Bustamante" school in grade 6th parallel "A", 23 children, 10 boys and 13 girls, have English classes once a week. They are among 10 to 11 years old. They attend to a two-period class of eighty minutes with a certified English teacher.

All students are beginners; they do not have enough vocabulary for expressing complete ideas in English. Most of students have problems with English vocabulary learning, they have difficulties to identify the most known vocabulary used in real life, including vocabulary implications such as spelling, meaning and pronunciation.

6.5 INTERVENTION AND OBSERVATION

This intervention plan comprises 6 lessons in periods of 80 minutes once a week.

General Project Objective: To improve the English Vocabulary using videos among 6th year students in parallel “A” at “Dr. Daniel Rodas Bustamante” school, during the academic period 2013 – 2014.

	Objectives	Activities	Procedures	Resources, Instruments	Observation note
week One	1st hour To answer the pre-test based on the vocabulary studied before.	Applying the pre-test.	Researcher gives the test to students. Explains each question to students in order to they understand what they have to do. Students take the test.	- Pen-test - copies - markers - pencil	It will be filled in the researcher's check list.
	2nd hour To take the questionnaire related to the vocabulary studied before.	Applying the questionnaire.	Researcher gives the questionnaires to students. Explains each question to students in order to they understand what they have to do. Students take the questionnaires.	- Pen-choice questionnaire - copies - markers - pencil	It will be filled in the researcher's check list.

Week Two	To identify the colors through a music video - the colors song (video)	Singing the colors song	<p>Teacher presents the new vocabulary by using an animated video (the colors song). (Jenkins, 2011), in the following way: http://www.youtube.com/watch?v=xPWZu4LDmQM</p> <ul style="list-style-type: none"> - Picture-less listening activity, students only listen to the sound of the video without any image - Silent viewing activity, students see the video without any sound but seeing the subtitles of it. - Active viewing activity, students watch the video with sound, picture and subtitles. <p>Teacher explains the meaning of the new vocabulary.</p> <p>Students practice the pronunciation by doing the listen and say activity. Students listen to and repeat what they hear. Then students sing the colors song.</p>	<ul style="list-style-type: none"> - Music video - the colors song (video) - Computer - Projector - Speakers 	It will be filled in the researcher's check list.
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Week Three	<p>To complete sentences using the colors through applying an animated video (subtitled) the colors video.</p>	<p>Completing the gaps with the new vocabulary</p>	<p>Teacher presents the new vocabulary by using an animated video (subtitled) the colors video. (Youtube, 2013) , in the following way: http://www.youtube.com/watch?v=BGa3AqeqRy0&hd=1</p> <ul style="list-style-type: none"> - Active viewing activity; students watch the video without any interruption. - Listen and say activity, students listen to and repeat what they listen to. - Silent viewing activity, students watch the video without any sound. Teacher pause the video and students are asked about the colors they see with the question What color is this? <p>Teacher plays the music video but without subtitles and students develop a dubbing activity. Students are asked to complete the gaps in the sentences using the colors they hear.</p>	<ul style="list-style-type: none"> - Animated video (subtitled) the colors video. - Computer - Projector - Speakers - Handouts 	<p>It will be filled in the researcher's check list.</p>
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Week Four	<p>To recognize the fruits through a music video - fruits song (video)</p>	<p>Singing the song.</p> <p>Writing the names of the fruits.</p>	<p>Teacher presents the new vocabulary by using a music video (fruits song video). (Rambabu, 2013), in the following way. http://www.youtube.com/watch?v=lC9ddA0LJ6s&hd=1</p> <ul style="list-style-type: none"> - Picture-less listening activity, students only listen to the sound of the video without any image. - Silent viewing activity, students see the video without any sound. - Active viewing activity, students watch the video with both sound and picture. <p>Teacher explains the meaning of the new vocabulary.</p> <p>Students practice the pronunciation by singing the song.</p> <p>Teacher plays the music video once again and students perform a writing activity. Students are asked to write the names of the fruits.</p>	<ul style="list-style-type: none"> - Music video - Fruits song (video) - Computer - Projector - Speakers - Handouts 	<p>It will be filled in the researcher's check list.</p>
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Week five	<p>To complete sentences using fruits vocabulary according what students hear through an animated video (subtitled) fruits and colors video.</p>	<p>Identifying the most known fruits.</p> <p>Coloring the fruits.</p>	<p>Teacher presents the new vocabulary by using an animated video (subtitled) fruits video (Hashima, 2011) in the following way. http://www.youtube.com/watch?v=gcUuvzzW4po&hd=1</p> <ul style="list-style-type: none"> - Active viewing activity students watch the video without any interruption. - Listen and say activity, students listen to and repeat the name of the fruits they listen to. - Silent viewing activity, students watch the video without any sound. Teacher pause the video and students are asked about the fruits they see with questions (what fruit is it? What color is it?). <p>Teacher plays the animated video without any image and subtitles, students color the fruits according what they hear.</p>	<ul style="list-style-type: none"> - Animated video (subtitled) fruits and colors video. - Computer - Projector - Speakers - Handouts 	<p>It will be filled in the researcher's check list.</p>
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Week six	<p>1st hour</p> <p>To answer the post-test based on the vocabulary studied before.</p>	<p>Applying the post-test.</p>	<p>Researcher gives the test to students.</p> <p>Explains each question to students in order to they understand what they have to do.</p> <p>Students take the test.</p>	<ul style="list-style-type: none"> - Pen test - copies - markers - pencil 	<p>It will be filled in the researcher's check list.</p>
	<p>2nd hour</p> <p>To take the questionnaire related to the vocabulary studied before.</p>	<p>Applying the questionnaire.</p>	<p>Researcher gives the questionnaires to students.</p> <p>Explains each question to students in order to they understand what they have to do.</p> <p>Students take the questionnaire.</p>	<ul style="list-style-type: none"> - Pen choice questionnaire - copies - markers - pencil 	<p>It will be filled in the researcher's check list.</p>

h. BUDGET AND FINANCING

7.1. RESOURCES

Human

- The researcher
- The 6th students in parallel "B"

Material

- Printed materials
- Books
- Handouts

Technical

- Computer
- Internet
- Projector
- Speakers

7.2. BUDGET

Resources	Cost
Internet	\$85.00
Printed of the project	\$50.00
Print of reports	\$150.00
Printed of final report and thesis	\$300.00
Others	\$150.00
Total	\$735.00

7.3. FINANCING

All expenses related to the present research will be assumed entirely by the researcher that is conducting the investigation.

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Instruments



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

Questionnaire

The following questionnaire has the purpose to collect information related with the use videos to improve English vocabulary among 6th "A", the data will help to develop this research project. I need your collaboration answering the following questions with all honesty.

1. Do you like English?

Yes
No

2. Which resources are used in the English classes to teach vocabulary?

	Yes	No
- Games	<input type="checkbox"/>	<input type="checkbox"/>
- Songs	<input type="checkbox"/>	<input type="checkbox"/>
- Videos	<input type="checkbox"/>	<input type="checkbox"/>
- Flash cards	<input type="checkbox"/>	<input type="checkbox"/>

3. How often are used the following resource in the English classes to teach vocabulary?

	Always	Sometimes	Never
- Games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Songs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Videos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Flash car	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Do you like to learn English vocabulary through videos?

Yes
No

5. Do you enjoy performing the following activities with videos in the English vocabulary classes?

	Yes	No
- Dubbing	<input type="checkbox"/>	<input type="checkbox"/>
- Listening and saying	<input type="checkbox"/>	<input type="checkbox"/>
- Picture-less listening	<input type="checkbox"/>	<input type="checkbox"/>
- Silent viewing	<input type="checkbox"/>	<input type="checkbox"/>
- Active viewing	<input type="checkbox"/>	<input type="checkbox"/>

6. Do the videos help you to learn better the English vocabulary?

Yes
No

7. Do you feel motivated by learning English vocabulary through Videos?

Yes
No

Thanks for your collaboration



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

Pre - Test

Escuela Fiscal Mixta "Dr. Daniel Rodas Bustamante"
Class: 6th "A"

1. Write the following colors in English using the words from the box (Escriba los siguientes colores en Inglés usando las palabras del cuadro)





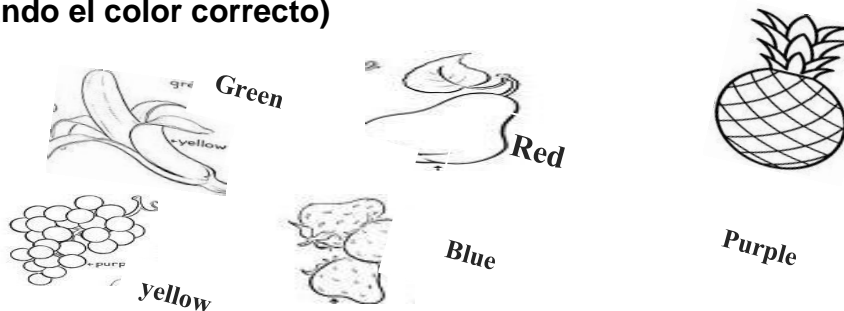
Yellow	blue
Green	black
White	pink
Red	brown

2. Match the fruits with the correct name. (Una las frutas con nombre correcto).



- Grapes
- Pineapple
- Bananas
- Apple
- Strawberries
- Pear

3. Color the objects using the correct color(coloree los objetos usando el color correcto)



4. Complete the sentences using the words from the box (Complete las oraciones usando las palabras del cuadro).



1. The banana is _____.
2. The _____ are red.
3. The pineapple is _____.
4. The _____ are yellow.
5. The pear is _____.
6. The _____ is white.

Yellow	pear	
Pineapple	Grapes	
Blue	strawberries	
Apple	Green	Black
Banana	white	red



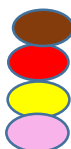
UNIVERSIDAD NACIONAL DE LOJA
ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE CAREER

Post-Test

Escuela Fiscal Mixta "Dr. Daniel Rodas Bustamante"
 Class: 6th "A"

1. Write the following colors in English using the words from the box
 (Escriba los siguientes colores en Inglés usando las palabras del cuadro)





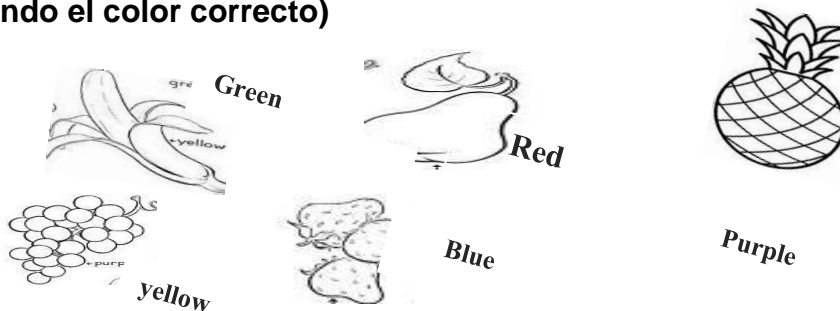
Yellow	blue
Green	black
White	pink
Red	brown

2. Match the fruits with the correct name. (Una las frutas con nombre correcto).



- Bananas
- Pineapple
- Grapes
- Pear
- Strawberries
- Apple

3. Color the objects using the correct color(coloree los objetos usando el color correcto)



4. Complete the sentences using the words from the box (Complete las oraciones usando las palabras del cuadro).



1. The pineapple is _____.
2. The _____ are red.
3. The banana is _____.
4. The _____ is white.
5. The pear is _____.
6. The _____ are yellow.

Yellow		pear
Pineapple		
Grapes		blue
strawberries		
Apple	Green	Black
Banana	white	red

Observation tracking progress through a checklist

Date: _____

Theme: _____

Objective: _____

Key Elements	Degree of Completion or Development				Notes
	Poorly	Fairly	Well	Very Well	

New vocabulary understanding					_____
Classroom students' work					_____
Students' participation					_____
Vocabulary spelling					_____
Use of vocabulary in a sentence					_____
Vocabulary listening					_____
Vocabulary pronunciation					_____
Other elements:					_____

Observation Sheet

Observer: **date:**

Things to be observed	Activities	Yes	No	Sometimes
Have all the students participated during class?	ACTIVITY 1			
	ACTIVITY 2			
	ACTIVITY 3			
	ACTIVITY 4			
Was the activity appropriated for the class?	ACTIVITY 1			
	ACTIVITY 2			
	ACTIVITY 3			
	ACTIVITY 4			
Were the objectives of the activities accomplished?	ACTIVITY 1			
	ACTIVITY 2			
	ACTIVITY 3			
	ACTIVITY 3 ACTIVITY 4			
	ACTIVITY 1			
	ACTIVITY 2			
Suggestions to the activities done	ACTI			

Matrix

THEME: The use of videos to improve English vocabulary among 6 th year students, in parallel “A” at “Dr. Daniel Rodas Bustamante” school, during the academic period 2013 – 2014.				
Problem	Objectives	Theoretical frame	Methodological design (action research)	Instruments
<p>Main Problem</p> <ul style="list-style-type: none"> - How does the use of videos improve the English Vocabulary among 6th year students, in parallel “A” at “Dr. Daniel Rodas Bustamante” school, during the academic period 2013 – 2014? <p>Sub- problems</p> <ul style="list-style-type: none"> - What kind of theoretical references about videos and vocabulary are effective to help 6th year students, in parallel “A” at “Dr. Daniel Rodas Bustamante” school, during the academic period 2013 – 2014? - What are the issues that limit the vocabulary learning among 6th year students in parallel “A” at “Dr. Daniel Rodas Bustamante” school, during the academic period 2013 – 2014? 	<p>General</p> <ul style="list-style-type: none"> ❖ To improve the English Vocabulary using videos among 6th year students, in parallel “A” at “Dr. Daniel Rodas Bustamante” school, during the academic period 2013 – 2014. <p>Specifics</p> <ul style="list-style-type: none"> ❖ To investigate theoretical references about vocabulary and videos at “Dr. Daniel Rodas Bustamante” school, during the academic period 2013 – 2014. ❖ To diagnose the issues that limit the English vocabulary learning among 6th year students in parallel “A” at “Dr. Daniel Rodas Bustamante” school, during the academic period 2013 – 2014. 	<p>Vocabulary</p> <ul style="list-style-type: none"> - Concept of vocabulary - Importance of teaching vocabulary - Factors should be taken into account in teaching vocabulary. - The role of vocabulary in language. - Classification of vocabulary. - How are words remembered? - Factors that make words more difficult than others. <p>Videos</p> <ul style="list-style-type: none"> - Concept of video. - Types of videos. - Reasons for video implication in classroom. - Teacher’s role in using videos. - Some practical techniques for video implication. - Selecting videos. - Using videos. - Advantages of using videos in teaching. 	<p>Preliminary investigation</p> <ul style="list-style-type: none"> - Observing the English classes - Stating the background of problem. - Describing current situation. - Locating and reviewing the literature. - Creating a methodological framework for research. - Preparing an intervention plan. 	<ul style="list-style-type: none"> - Questionnaires. - Tests. - Observation Checklists.

<ul style="list-style-type: none"> - What are the important phases of the intervention plan that address the current issues of the vocabulary learning using videos among 6th year students in parallel “A” at “Dr. Daniel Rodas Bustamante” school, during the academic period 2013 – 2014?? - Which videos are implementing to improve the vocabulary learning among 6th year students in parallel “A” at “Dr. Daniel Rodas Bustamante” school, during the academic period 2013 – 2014? - How do the videos presented as part of the classroom activities reduce the limitation of the vocabulary learning among 6th year students, in parallel “A” at “Dr. Daniel Rodas Bustamante” school, during the academic period 2013 – 2014? 	<ul style="list-style-type: none"> ❖ To design an intervention plan based on the use of videos (animated and musical) to teach English vocabulary among 6th year students in parallel “A” at “Dr. Daniel Rodas Bustamante” school, during the academic period 2013 – 2014. ❖ To apply the intervention plan as part of the classroom activities in order to solve the limitations in the learning of English vocabulary among 6th year students in parallel “A” at “Dr. Daniel Rodas Bustamante” school, during the academic period 2013 – 2014. ❖ To reflect upon the effect that the videos had on 6th grade students’ vocabulary in parallel “A” at “Dr. Daniel Rodas Bustamante” school, during the academic period 2013 – 2014. 		<p>Intervention and observation Applying, observing and monitoring students’ performance according to the intervention plan.</p> <p>Presentation of research findings</p> <ul style="list-style-type: none"> - Reflecting, analyzing and answering the proposed inquiries - Organizing the final report. 	
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