ABSTRACT

Learning a foreign language is very important. English is the language of communication all over the world, and it is considered to be an important language in our country. Unfortunately, most of the students of the sixth “B” of Manuel Muñoz Cueva School don't like English. We believed that this was due to the lack of resources used; they felt unmotivated to learn English.

This work is focused on the use of didactical videos, which motivate the students during the learning of new vocabulary. Through the realization of this project, we proved that didactical videos create a participative environment through the respective research, experimentation and application of certain techniques.

We applied didactical videos to demonstrate that videos reinforce the learning of English vocabulary in the children of the sixth “B” of the previously mentioned school. In addition, we proposed some strategies to teach English, and ultimately created a more entertaining environment. We based our ideas on the Cognitivist Perspective and on the Silent Way method, which focus on listening, and accurately speaking, to teach English vocabulary.

The experimentation gave us very good results, so we created two surveys in order to collect data. Moreover, we gave the students a written test to verify the success of the experiment. We reached our goals successfully through the presentation and the editing of didactical videos. At the conclusion of the application of the project, we were able to confirm that children learn English vocabulary more effectively through the use of videos.

Keywords: Didactical videos, use, design, speaking, listening.
INDEX

ABSTRACT .............................................................................................................. 1

RESPONSIBILITY ............................................................................................... 6

ACKNOWLEDGEMENTS...................................................................................... 7

DEDICATION ......................................................................................................... 8

INTRODUCTION ..................................................................................................... 9

1 PROJECT CHARACTERIZATION

1.1 Problem ........................................................................................................... 10

1.2 Problematization ............................................................................................ 10

1.3 Justification .................................................................................................... 11

2 STRUCTURE OF THE PROJECT

2.1 General Objective .......................................................................................... 12

2.2 Specific Objectives ......................................................................................... 12

2.3 Hypothesis ...................................................................................................... 12

2.4 Methodology .................................................................................................. 12-13

CHAPTER I

3. THEORETICAL FRAMEWORK ......................................................................... 14

3.1 Experimentation of Videos in Learning ......................................................... 14-15

3.2 Why Should We Use Videos in the Classroom? ......................................... 15

3.3 How to Use Video .......................................................................................... 15
3.4 Methodological Contributions of Video ................................. 15-16

3.5 Usability of Videos in the School System ................................. 16-17

CHAPTER II

4. USEFUL TECHNIQUES ............................................................. 18

4.1 Antonyms ............................................................................. 18

4.2 Synonyms ............................................................................. 18

4.3 Mime .................................................................................... 18

4.4 Sound .................................................................................. 19

4.5 Basic Techniques ................................................................. 19

4.5.1 Sound on/Vision on .......................................................... 19

4.5.2 Sound off/ Vision on ......................................................... 19

4.5.3 Sound on/Vision off ....................................................... 19

4.7 Recognizing the Sources ..................................................... 19-20

4.7 Recommendations Before Using Videos ............................... 20

4.8 Practice, Production, and Evaluation ................................. 21

4.8.1 Practice ........................................................................... 21

4.8.2 Production ...................................................................... 21

4.8.3 Evaluation ...................................................................... 21

4.8.3.1 Written Tests ............................................................. 21

4.8.3.2 Oral Test .................................................................... 21
UNIVERSIDAD DE CUENCA

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TEMA:

“USING VIDEOS TO REINFORCE THE LEARNING OF ENGLISH VOCABULARY IN SIXTH GRADE “B” OF MANUEL MUÑOZ CUEVA SCHOOL”

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All the contents of this thesis

is the exclusive responsibility of its authors.

________________                  _______________
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Dedications

This work is dedicated to our family, especially to our parents, who gave us all their unconditional support. In addition, we want to dedicate this work to the children of 6° “B” of Manuel Muñoz Cueva School.

Paul Villa

Freddy Quishpe
INTRODUCTION

English is currently the most important language in the world. It is used everywhere in daily activities such as business, tourism, entertainment, medicine, commerce, technology, education and politics. English must be seen as a natural part of our lives, and not as an obligation. To create this feeling, English teachers need to find a suitable way to teach English, especially to children. We want to create in the students a sense of positive anticipation for learning English. For these reasons, we have considered the following aspects in the development of our project.

In the first chapter, we present facts that demonstrate that videos are important in teaching a foreign language. We reference authors like Baltova, Tomalin, Hero and Cole Hanley, as well as the survey done by Cannig Wilson, who support our work.

In the second chapter, we mention some basic techniques that we can use during the application of didactical videos. In addition, this chapter contains advice how to use the devices that are going to be used in class in a suitable way, advantages of the use of videos in the classroom, and some suggestions about what to do before, during and after the video presentation.

In the third chapter we briefly describe the main features of some software. The most important programs we used to carry out this work were Movie Maker, Photo Story, Paint, and Click to Disk Editor.

Finally, in the concluding chapter, the final results of our research are presented. We did our experimentation during a week in an urban school of Cuenca, Ecuador. To develop this research we made some videos. To prove whether or not our videos were understood, we applied two surveys: one before the video presentation, and a subsequent survey after the video presentation.
We received good results supporting our research, and thus we were able to prove that didactical videos are a good tool for teaching English effectively.

1 PROJECT CHARACTERIZATION

1.1 Problem: Children feel unmotivated to learn English because the limited resources used to reinforce the learning or assimilation of English vocabulary.

1.2 Problematization: For children, English is considered to be a matter of no importance due to limited resources or tools to incite or encourage them to learn English. In Manuel Muñoz Cueva School, the only resource used is the text that is used and transmitted based on a model of traditional teaching.

Tomalin (1991), through his research, quotes that a good way to attract the attention of children is to instill in them the idea that learning English is a happy experience (qtd. in British Council). This idea of a “happy experience” is what is missing at Manuel Muñoz Cueva.
1.3 JUSTIFICATION

Since videos were invented, they have been utilized for many purposes. One of those purposes is related to the educational field. The use of videos within the educational field has enhanced the process of learning.

Videos have simplified the whole explanation that a teacher gives while teaching vocabulary. This is true because videos grab the students’ attention. Videos also increase the students' attention span, and motivate them. While the video is playing the students concentrate on watching it and listening to it. Videos are useful resources for the teacher because they display the image and give the meaning directly, without much explanation.

We chose this theme because we believe it to be important and worthy to introduce technology in the classroom, specifically didactical videos. Nowadays teachers must know how to use and to design videos to ease the students’ learning process, especially with young learners who are absorbing everything they watch and listen to on television. Our proposal in this work is to give some tips about how to use videos in the classroom and how to create our own videos to display in the classroom.

We consider our topic to be truly important, and firmly believe that it will be an important contribution for the students of the University of Cuenca and people who want to use it as a resource of teaching.
2 STRUCTURE OF THE PROJECT

2.1 General Objective: To contribute interactive videos which engage the interest of children during the English learning process.

2.2 Specific Objectives:

- To demonstrate that videos make learning easier.
- To propose strategies to teach English vocabulary through videos.
- To explain how to create a fun environment to introduce new vocabulary in class.

2.3 Hypothesis

Teachers create a participative environment by using videos, and children learn vocabulary more successfully.

2.4 Methodology

The investigation has been conducted by a quasi experimental method focused on a quantitative approach. We explain how videos make it easier to learn new English vocabulary with the help of 30 children of the 6th “B” of Manuel Muñoz Cueva Primary School.

According to Jalil Vargas from the website http://es.scribd.com, the quasi-experimental method deliberately manipulates at least one independent variable to observe its effect and relationship with one or more dependent variables. In the quasi-experimental method groups are already formed before the experiment.

To demonstrate that videos make learning easier, we made a control group by dividing the class into two groups of 15 students each: Group A and group B. Group A was taught vocabulary using the traditional book alone, and
group B was taught new vocabulary with videos. The experimentation was completed in October, beginning on October 3 and ending on October 6.

To propose strategies to teach English vocabulary through videos, we have carefully done the respective bibliographical research. To accomplish our purpose, we base our investigation on the Cognitivist Perspective. Jean Piaget (1946/1951) says that nothing is learned until it is noticed. He also says that people mentally build their own meaning. We chose the Silent Way Method, which is based on listening, reading, and speaking activities; the teacher does not speak too much, and there is no translation. The vocabulary is taught inductively. (Emine Sary)

We created a participatory and motivating environment in the classroom with the development of didactical videos. Moreover, we suggested several activities in order to reach our goal.

The survey and the written test were used as a resource for data collection. The survey was complete with closed questions in order to facilitate quantification of the data.
CHAPTER I

3 Theoretical Framework

The technological advance has given us many devices and components that have facilitated our lives, such as the invention of video recorders and the creation of the great film companies, which has been a source of entertainment for many years. This has been introduced in the educational context as a useful tool for education. Videos have been inserted since many years ago in the educational field, as an example, in teaching English. The web site http://www.alegsa.com.ar, states that videos are understood as a system of recording and reproduction of images, which can be accompanied by sound. They are made through a magnetic tape. They are also defined as a sequence of messages in an audio visual context.

3.1 Experimentation of Videos in Learning

This audio visual source has given great importance to improve teaching foreign languages. The web page http://iteslj.org states that “Baltova (1994) suggests unlike a student that heard a playback of audio, the use of video and the sound conditions were more consistent in their perception”. study demonstrated that the students had a positive reaction. It was easier for the students to understand. These comments show that videos are important in teaching a foreign language. In addition, his research also shows that students did not feel interested and motivated while they were listening a soundtrack alone.

A large-scale survey done by Canning-Wilson (2000) about the use of videos in teaching English indicated that learners prefer entertaining videos or documentaries in class. Hero and Cole Hanley (1995) state that “an advance organizer would give us a significant impact in comprehension and retention. In the experimentation there were used twelve different videos with foreign
students. As a result, students improved their grades by using an advance organizer, which consists of pictures or visual stimuli used in videos. The findings of these studies can be attributed to the fact that the video provides contextual support and helps students to visualize the words and meaning.” (qtd in Caning Wilson)

3.2 Why Should We Use Videos in the Classroom?

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

3.3 How to Use Video

Yessica Ulloa states that “video in education has been incorporated to encourage participation, interchange of information, socialization, transfer of knowledge and techniques, expression of local identities, and the creation of spaces of coexistence. All of these help to improve peoples’ lifestyle. Video has been integrated in cultural spaces (galleries, museums, etc.) spreading out the artistic expression and other cultural manifestations in an educative conception. In the educative system video is used as support material.” (9)

3.4 Methodological Contributions of Video

Yessica Ulloa also notes that “the methodological contribution of video supports the processes of diffusion and production.”

Diffusion refers to three specific ideas that can be used in educational activities:

- Contents: Information and ideas selected as necessary and useful.
Perception of the video: The video is perceived as attractive and entertaining. It ensures participation. It ensures greater comprehension and retention of messages.

Quality communication: It acts as a motivator in the communicator group, facilitating dialogue and expression of the participants. (Ulloa 9)

3.5 Usability of Videos in the School System

“Videos can be incorporated into the learning system because they promote the development of critical thinking and understanding” (Ulloa 10)

It is a fact, and with a great deal of research to support it, that the use of videos as an educative resource makes the communication and assimilation of the emitted information much easier. The proper selection of audiovisual material facilitates the learning process.

Ten year old children (preteen) are capable of abstract thinking, that is, they can create their own concepts. They are more rational and more reflective. They understand better if the new vocabulary is explained clearly. It is better if the explanation is followed by practice.

The web page www.chicosygrandes.com explains logical thinking in terms of the following aspects:

- “Ability to hypothesize about a problem and test it systematically, with differing points of view and different perspectives; they are not egocentric.
- Ability to develop possible solutions.
- Ability to reflect on their own thinking to criticize or justify it.

With regard to verbal development, enriching their vocabulary is determined by the collection of new words, and beginning to use additional meanings of abstract content words.”
Considering these psychological aspects of children, we can confirm that children enjoy learning languages through didactical videos because videos support their abstract learning style.

Tomalin (1991) says that one of the objects of teaching English to children is to instill in them the idea that learning English is a joyful experience, and videos create an attractive environment.

Videos are an effective way of studying a foreign language. Young language learners are still learning about the world around them. Children gain confidence through repetition. Children love to hear stories again and again, and the same goes for video. When viewing a video several times children can learn by absorption and imitation. The video communicates meaning better than other media.

Video presents language in context that an audio record cannot. Students can see who or what it is, and what they are doing.

Finally, video represents a positive exploitation of technology. Preteens in particular have a positive attitude toward television and video. It looks "modern", compared to books.
CHAPTER II

4 Useful Techniques

The teacher must have a clear understanding of the techniques that are going to be used in the classroom. Therefore, we have chosen some techniques that we consider to be important because they grab students’ attention.

4.1 Antonyms are useful to teach new vocabulary because antonyms show the opposite meaning of a word (The American Heritage Dictionary 38). For example, the words clean and dirty are opposite. Antonyms are even easier to understand when shown in a video. It is obvious that not all vocabulary can be taught through antonyms; however, antonyms are often appropriate, especially when teaching adjectives.

4.2 Synonyms are as useful in the classroom as antonyms. Synonyms show the equivalent of a word; in other words, according to the American Heritage Dictionary, “synonyms are words which have the same meaning or nearly the same meaning as another word in the same language” (832). For instance, the words buy and purchase are synonyms. Words like synonyms in a video facilitate the understanding of the students because the video shows if there is a difference in meaning of each word taught. This technique is useful to teach verbs.

4.3 Mime shows immediately the meaning of the words being taught. Through mime the students make movements according to the word that is taught. For example, with the word jump the students watch the video and then they perform the action. Mime helps the teacher to teach action verbs, particularly. Mime is entertaining for children as well. It also keeps them busy, and holds their attention.
4.4 Sound is another helpful technique which can convey meaning. It is important that a video come with sound, especially to teach vocabulary. In regard to sound, it is divided into two categories: the pronunciation of the displayed word, and the sound which belongs to the object. For example, with the sound of an animal like a cow, the sound would be “muu” or with the sound of a train, the sound would be like “choo choo”. Sound is very important, in particular with children. The image of the object, presented along with the sound, is doubly important.

4.5 Basic Techniques

The use of videos in class encourages students to communicate. Moreover, videos help the students to develop skills like listening, reading and speaking. Tomalin and Stempleski suggest some essential and useful basic techniques like “Sound on/ Vision on,” “Sound off/ Vision on,” and “Sound on/ Vision off.”

4.5.1 Sound on/ Vision on makes the students recognize the given words. They listen to and watch the image and the writing of the words.

4.5.2 Sound off/ Vision on (silent viewing) stimulates language activity, to make the students predict or guess what is said.

4.5.3 Sound on/ Vision off develops listening skills. The TV could be backwards or covered so that the students cannot watch the screen. They only listen to the soundtrack of the video. “(15)

4.6 Recognizing the Resources

It is necessary to become familiarized with the resources that are going to be used in the class. The most important resources we can suggest are the TV, DVD player, computer, projector, and software like Windows Movie Maker,
or Memories on TV. The teacher has to know how to use these resources in order to design the videos, to perform well in class and to reach his/her goals.

According to Louie James the use of a TV and a DVD in the classroom creates a motivating and entertaining environment. However, we must be aware of two things:

- The audio must be good enough. If the class is large the volume has to be adequate so the students at the back can hear.
- The size of the screen has to be big enough, if it is a large class. (4)

Considering that there are some schools which don’t have an English lab, the use of a projector and a computer is an option. It is better to work with a projector because the screen is big enough, so the students can watch the video easily.

The audio is important too, when using a projector and a computer. The audio equipment must be appropriate to reach the whole class.

There is software which can help in developing our own videos, such as Windows Movie Maker, and Memories on TV. Both are pretty useful for a teacher when he or she wants to create his or her own videos to use in the class. The two programs are similar, and enable the user to insert images, videos, music, titles, or subtitles, as well as his or her own recorded voice.

### 4.7 Recommendations Before Using Videos

Louise James presents the following suggestions:

- “Familiarize yourself with the equipment. Make sure you know how to operate the controls of each device, to avoid wasting time.
- Set up each device: the volume and the brightness.
- Check if each device is working well.
- Go back to the classroom and check if the sound is clearly audible. “(4)
4.8 Practice, Production, and Evaluation

4.8.1 Practice

Practice is essential while learning a new language. It reinforces the explanation given by the teacher. Focusing on practice we can mention that it is the most important stage in the teaching-learning process because it intensifies student learning. Practice makes the learning process significant.

4.8.2 Production

At this stage the students are able to understand and to use the vocabulary taught. Moreover, they are able to recognize the images while the teacher shows them the video with no sound.

4.8.3 Evaluation

Evaluation is necessary to check the results of the teaching process. Evaluation gives a feedback to the teacher about the students’ performance and gives information if the goals or objectives have been reached. The most common and helpful techniques of evaluation are written tests, oral tests, and rubrics.

4.8.3.1 Written tests are necessary to check whether the students have grasped the content taught. It is important that the teacher designs the tests clearly.

4.8.3.2 Oral tests, on the other hand, help the teacher to check speaking and pronunciation. Here rubrics could help the teacher to grade the students’ performance. Rubrics also help the teacher to give the student a fair grade.
Example of Rubric

1 Not applicable, 2 weak, 3 above average, 4 excellent

<table>
<thead>
<tr>
<th>Pronunciation</th>
<th>1 2 3 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Image recognition</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Confidence</td>
<td>1 2 3 4</td>
</tr>
</tbody>
</table>

4.9 Advantages of the Use of Videos

As Lucila Mendoza Reyes points out that “many educators have chosen to use videos solely for viewing comprehension that is the process of comprehending visual and verbal messages”. According to Reyes, children feel more willing to learn a foreign language with videos instead of the use the traditional book for the following reasons:

- Video is used to show the meaning directly.
- Video increases participation in class.
- Video uses real situations.
- Video is attractive for children.
- Video develops the four skills.

4.10 Procedures

For the use of video in class, Pearson’s ELT website provides the following Teaching Tips:

- First check the video.
- Relate the video with a didactical aim.
Show the video segment by segment to present or reinforce the new vocabulary taught.

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

To do pauses to check comprehension and attention.

In addition, the website www.slideshare.net states that the teacher must prepare activities to present before, during and after the presentation to keep children’s attention.

4.10.1. Before the video presentation

- Select the proper audiovisual material.
- Familiarize with the different audio visual devices.
- Teacher must give specific tasks.
- Create interest.
- Give specific tasks.

4.10.2. During the video presentation

- Stop the video to check understanding.
- Pause after each segment, to check comprehension.

4.10.3. After the video presentation

- Clarify doubts about the new words learned.
- Ask students to answer questions about the new vocabulary.
CHAPTER III

5. Useful Software

In this chapter we will talk about software that will help us design our own videos. In addition, we will give some tips and highlight some important tools related to the software mentioned.

5.1 Windows Movie Maker

This is a video editor by Microsoft. It contains transitions and effects. We can also use it to add audio tracks, titles, credits, pictures, and videos.

For a teacher it can be a very helpful resource to enhance teaching. A teacher can develop his/her own videos by using all the mentioned features. In addition, he or she can edit existing videos. Windows Movie Maker allows writing on the video. For example, we can add titles at the beginning, credits at the end of the movie, and write subtitles or comments on the video. Windows Movie Maker allows us to save the project on a CD, to send the movie by email, to send the video to a web site, and to save the movie on your PC.

5.2 Paint

This is another program by Microsoft. It contains useful tools which help us to edit a picture or to make a drawing. One of the main tools that is useful to us in Paint is the select tool, which can be used to create a box inside the picture you select. With this tool you can drag the image to any place on the window. You can also crop the picture, and use the brushes, the spray, and the pen. You can also add text to the image and insert shapes. Paint saves your pictures in the JPEG format. The web site http://cplus.about.com stands that JPG stands for “Joint Photographic Experts Group”. It is compatible with software like Windows Movie Maker, Memories on TV, Photo Story etc. Paint is very useful when you want to edit a picture to use it on a video.
5.3 Click to Disk Editor

This is software by Sony Corporation which allows you to create a DVD with a menu and chapters. It gives you a variety of menu themes, like summer, spring, family, autumn, winter, party, etc. This software is very easy to handle; you just insert the files, put them in order, select the menu theme, and burn the DVD.

5.4 Photo Story 3

Dr. Patricia Pecoy, writing for the Furman University website, states that Photo Story 3 is a program created by Windows which permits us to make short videos with educational proposes. Photo story combines images, sound, music, transitions, and offers the option of adding titles and other effects, such as our own voices. This program is very useful for teachers in developing their own videos, especially to teach vocabulary.

Pecoy suggests some steps of how to use the different tools of Photo Story.

Step 1

- Open Photo Story
- Choose the option begin a new story.
- Then click next.

Step 2

Import and Arrange your Images.

- Here you can insert images. Click on import pictures. Select the pictures you decide to use and click on Ok button. See Fig. 1.
You can drag the pictures to arrange them in the order you want to see. (Fig. 2)

Click on the Next button.

**Step 3**

Add titles to your images.

- Click on the image you want to write. You can also select the position of the written word or sentence on the image.
- When you finish it click on the Next button.

**Step 4**

Adding your voice and customizing motion

- You can add narration to each image and customize motion by adding transitions among each image.
Adding your voice

In Photo Story, you can record your voice on each picture.

- Write what you are going to record in the space provided.
- Select the image in which you will record your voice.
- Start your narration using the control buttons.
- Check your recording using the preview button.

Customizing Motion

- First, select the image to customize.
- Press the customize button below the picture. (Fig. 3)

(Fig. 3)

- Select the correct start and position of motion.
- Save the effects applied in each image.
- Again, it is advisable to check the modifications using the preview button.

Adding Transitions

- First select the transition option.
Select the transition you want.

Save it. (Fig. 4)

Step 5

Adding background sound

Here you can add sound or music to your video.

Click on select music.

Then choose the song or sound, which has to be saved on your computer, you want to insert in your movie. (Fig. 5)
Step 6

Save your story

- Click on Next.

Select the location where the video will be saved.
- Press next and Photo Story will build up your story. (Fig. 6)
- Finally, watch your video.

It is best that you check your video after each change by clicking on the Preview button.

5.5 Youtube

This is a well-known website where people watch, download, and upload videos. There are many types of videos uploaded there, but we want to focus on didactical videos. On YouTube, there are many useful videos which can help us in the classroom, especially, in our case, to teach vocabulary.

Previously special software was necessary in order to download videos from YouTube, such as any Video Converter, YouTube Downloader, Real Player, and so forth. Now it is fairly easy to download videos from YouTube without any special software. Just add the word “kiss” before YouTube on the URL. For example, www.kissyoutube.com/watch?v=hx8i-Wq_jtc
Click on the URL, and other window will open. It is important that you install Java. When you do this the first time it will ask you if you want to install it. Click on Install and continue to the next part.

When this window appears, it asks you to run Java. Click on Run and choose the format you want. This is all you have to do to download a video from Youtube.
CHAPTER IV

6 FINAL REPORTS

In this chapter we will explain the results of our experiment, which will prove the hypothesis we formulated. In the first chapter we mentioned some techniques that we were going to use to evaluate the children’s understanding, specifically the written test, the oral test, and rubrics.

6.1 Survey Report

We applied two different surveys, one before the video presentation and another one after the video presentation. We based our research on a group of 36 students. The first survey contained questions about the current English classes and the subsequent survey had questions about the English class with videos. We obtained the following results.

Before the video presentation survey

1. **Do you like English?**
   
   Yes                No

   Our results indicated that 75% of the students didn’t like English.

2. **How would you like to learn English?**
   
   Books                 audio Cd                           videos

   In this question, three options were presented. Ten percent of the students chose books, 15% of the students chose audio CDs, and 75% of the students chose videos.

3. **What kind of materials does the teacher use?**
   
   Book                     Cd audio                    Videos

   100% of the students responded that the teachers use a book.
4. What do you think about books?
   fun       boring

Similarly, 100% of the students said books are boring.

5. Did you have English classes with videos?
   Yes       No

50% of the students answered no, and the other 50% of the students said yes.

6. Would you like the English teacher to use videos in his or her classes?
   Yes       No

100% of the students said yes.

In conclusion, most of students don’t like English. This result is because of a lack of motivation. Also, they feel frightened of English. Our principle goal through this work was to raise the students’ motivation through didactical videos.

After the video presentation survey

1. What do you think about English classes now?
   Fun       Boring       Good Try

100% of the students said that English is fun.

2. Were the videos clear?
   Yes       No

According to the results 100% of the students answered yes.
3. **How much did you learn?**
   - A lot
   - a little
   - nothing

   Again, all of the students answered a lot.

4. **Would you like the teacher to use videos all the time?**
   - Yes
   - No

   100% of the students said yes.

5. **After this experience what do you think about English?**

   The answer was positive; 100% of the students said that English was more attractive and motivating to them.

   In summary, after the video presentation, we can say that the results were positive. This demonstrates that our objectives were successfully reached.

6.2 **Written Test Report**

   We designed a written test with three main questions. Each question is about a group like prepositions, animals, and action verbs.

   In the first question, “Match the words with the correct images. Draw a line to your answer”, 93.3% of the children answered this question correctly, and only 2.7% got confused among the images. The results showed us that it was overall a successful project.

   In the second question, “Write the correct preposition under each picture,” 65. 5% of the children answered this question correctly, and 38.4% of the students got confused with a few prepositions. This was mostly due to spelling confusion; as an example, they frequently confused the words behind and between.
In the third question, circle the correct name, the students had a printed picture (an animal) on the sheet and a group of animal names. They had to choose the correct answer and circle it. All of them did a good job. We believe that the success on this question was due to the use of the Sound on/ Vision off technique and the Sound off/ Vision on technique, which made them focus on the screen in order to learn how the animal’s name is written.

The oral test is another technique we used to evaluate. We showed the pictures to the students, and they had to say the name. We used this technique to evaluate their ability to name fruits. Most of them answered correctly.

Rubrics helped us to evaluate the students’ pronunciation, confidence, and understanding. All of them were interested. For example, when they were watching the video about prepositions they were singing along, following the song.

In conclusion, all of these results gave us positive feedback about the importance of videos in the class to teach vocabulary. With the correct application of each technique, we were able to obtain positive results.
CONCLUSION

Since the invention of the video, they have been present within the educational field. Videos are useful resources for teachers, because there is no doubt that videos enhance the teaching-learning process.

Videos motivate the students, they grab the students’ attention, and they increase student learning. To teach vocabulary, they provide the meaning immediately and inductively. Moving pictures (videos) are retained instantly by the viewer. Moreover, they contain sound, and the viewer can hear how the word is pronounced, which is especially important in the case of teaching vocabulary. In summary, they are exposed to audio visual material which attracts their attention and simultaneously improves their learning.

The teacher must first be familiar with certain techniques to apply videos in the classroom. As was quoted in chapter II, it could be much less effective if the teacher does not follow a process while he/she uses videos to teach vocabulary, because there must be a structure to follow in order to keep students on task. Of course, there are a lot of useful techniques in use in the field of education; in this work, we refer to certain techniques which were put into practice and gave us successful results.

There are also hundreds of software programs available to us if we wish to design our own videos. We selected the most appropriate for us; the ones which satisfied our goals were mentioned in the third chapter.

In conclusion, we would like to point out that a new era in education is coming, and that multimedia is a big part of it. As such, teachers must constantly update their knowledge of the new technologies. It is important that a teacher use technology in the class, because classes in the future will most likely be guided by a teacher who will use and manipulate sophisticated software and
machines. Learning to use videos and video editing software in the classroom is an important, and effective, step.
ANNEXES

Test

Match the words with the correct images. Draw a line to your answer.

- come
- go
- sing
- play video games
- watch TV
2. Write the correct preposition under each picture. Use on, in, under, in front of, behind, between, or next to.

________  ____________  ____________  ____________  ____________

3. Circle the correct name.

duck  hen  lion  sheep  bear

lion  duck  bear  duck  sheep

bear  sheep  hen  hen  lion
Rubrics

1 Not applicable, 2 weak, 3 above average, 4 excellent

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<thead>
<tr>
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<th>1</th>
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<th>3</th>
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<td>Confidence</td>
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Cuestionarios

Cuestionario 1

1. ¿ Le gusta el Inglés?
   Si                          No

2. ¿Como le gustaría aprender Inglés?
   Libros                             Cd de audio              Videos

3. ¿Qué materiales utiliza el profesor en el aula?
   Libro                      Flashcards                          Videos

4. ¿Que opina de los libros?
   Son:  aburridos                   entretenidos

5.¿ Ha tenido clases de Inglés con videos anteriormente?
   Si                          No
Cuestionario 2

1. ¿Qué opina de las clases de Inglés?
   Divertido  aburrido  buen intento

2. ¿Estaban claros los videos?
   Si  No

3. ¿Qué tanto aprendió?
   Bastante  poco  nada

4. ¿A partir de esta experiencia le gustaría que en las clases de Inglés se continúe utilizando videos?
   Si  No

5. ¿Luego de esta experiencia que opina del Inglés?
   Es:  aburrido  interesante  divertido
Pictures
REFERENCES


Reyes Mendoza, Lucila. www.relinguistica.azc.uam.mx


