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Facultad de Filosofía, Letras y Ciencias de la Educación

**Maestría en Lingüística Aplicada a la Enseñanza del Inglés
como Lengua Extranjera**

**The Effect of Short Historic Documentary Films on Vocabulary Acquisition
during the Oral Production in the CLIL classroom.**

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RESUMEN

El presente estudio cuasi-experimental muestra el efecto que los cortometrajes de documentales históricos tienen en la adquisición de vocabulario durante la producción oral en el aula CLIL en la clase de Estudios Sociales con estudiantes de octavo año de básica del Colegio Técnico Salesiano durante el año escolar 2018-2019. La muestra empleada estaba compuesta por 65 participantes donde el grupo experimental ($n = 32$) recibió la aplicación del tratamiento; mientras que el grupo de control ($n = 33$) no recibió tratamiento. El tratamiento duró 38 sesiones de 1 hora cada una donde se aplicaron documentales cortos para adquirir el vocabulario únicamente en el grupo de tratamiento. Se utilizaron diferentes instrumentos para la recopilación de datos. Para la recolección de datos y la medición de los efectos producidos por la aplicación de documentales históricos cortos, se aplicó una prueba preliminar y posterior al tratamiento. Además, se utilizaron dos encuestas, una preliminar y otra después del tratamiento. El análisis de datos indicó que hubo efectos positivos y significativos en la adquisición de vocabulario en los estudiantes del grupo de tratamiento.

Palabras clave: Documentales históricos. Adquisición de vocabulario. Aula CLIL. Vocabulario receptivo. Vocabulario productivo.



ABSTRACT

The present quasi-experimental study shows the effect that short historic documentary films have on vocabulary acquisition during oral production in the CLIL classroom in the Social Studies class with eighth-graders at Técnico Salesiano High School during the school year of 2018-2019. The sample employed was comprised of 65 participants where the treatment group (n=32) received the application of the treatment, while the control group (n=33) received no treatment.

The treatment lasted 38 sessions of 1 hour each where short documentaries were applied to help acquire the relevant vocabulary in the treatment group. Different instruments were used for data collection. For the collection of data and the measurement of the effects produced by the application of short historical documentaries, a preliminary and a post-treatment test were applied. In addition, two surveys were used, one preliminary and one after the treatment. The data analysis indicated that there were positive and significant effects on the acquisition of vocabulary in students of the treatment group.

Keywords: Historic documentary films. Vocabulary acquisition. CLIL classroom. Receptive vocabulary. Productive vocabulary.



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DEDICATION

I dedicate this thesis to my beloved parents whose affection, love, encouragement, and support made it possible for me to achieve every goal in my life.

Dedico esta tesis a mis queridos padres, cuyo afecto, amor, aliento y apoyo me permitieron alcanzar cada objetivo en mi vida.



1. Chapter I: Introduction

1.1. Introduction

Content and Language Integrated Learning (CLIL) is an innovative approach that, due to its benefits, has been included in the Ecuadorian curriculum. In the publications of the Ecuadorian English curriculum of 2016, CLIL is defined as “a model used to integrate the learning of language with cultural and cognitive aspects of learning such that language acquisition serves as a driver for learners’ development” (p. 345).

Coyle states that CLIL is founded upon four principles: “a) content: progression in knowledge and skills; b) communication: interaction and language used for learning; c) cognition: cognitive engagement, thinking and understanding; and d) culture: self and other awareness/citizenship” (2015, p. 5). However, in order to satisfy these principles, it is necessary to consider the scope of the lexical component. Consequently, in order to foster communicative competence, which is one of the principles of CLIL, some authors such as Schmitt (2000) and Nation (2001) claim that a fair level of vocabulary proficiency is essential. For instance, Schmitt (2000) states how important vocabulary is for the construction of communicative skills. He says that “lexical knowledge is central for communicative competence and to the acquisition of a second language” (as cited in Mofareh, 2015, p. 22). Similarly, Nation (2001) states that “knowledge of vocabulary enables language use and, conversely, language use leads to an increase in vocabulary knowledge” (as cited in Mofareh, 2015, p. 22).

Furthermore, communication is one of the four essential components of the CLIL approach. Communication refers to the use of language in order to learn and mediate ideas, thoughts, and values. According to Coyle (2015), the development of communication in the CLIL classroom represents “the cement of content and cognition components since language is needed by individuals to share and demonstrate understanding and comprehension of the content” (p.3).



Vocabulary and communication are closely related and depend on one another. A lack of vocabulary proficiency might cause problems in the communication of ideas, and lack of communication might be due to poor proficiency in vocabulary.

In the words of Nunan (1991), “the acquisition of an adequate vocabulary is essential for successful second language use because, without an extensive vocabulary, one will be unable to use the structures, and functions we may have learned for comprehensible communication” (as cited in Mofareh, 2015, p. 22). Therefore, Cook (2001) states the importance of producing and remembering new words through oral production. He stresses that:

A speaker of English knows not just what a word means and how it is pronounced but also how it fits into sentences. Teaching cannot ignore that the student has to learn not just the meaning and pronunciation of each word, but how to use it. (p.71)

Consequently, students need to adapt and use their lexical knowledge to bring about a positive impact on their communicative skills. Furthermore, this might require that teachers applying the CLIL approach in their classes develop innovative teaching practices to enhance vocabulary acquisition. Teachers may take advantage of new technologies to integrate Information and Communication Technology (ICT) resources in the language classroom. In the case of CLIL subjects, such as Social Studies, the implementation of short documentaries might have a positive influence on vocabulary acquisition for the oral production stage.

1.2. Purpose of the study

CLIL classrooms represent an important context for vocabulary acquisition and communicative skills given that through this approach, students are, by definition, immersed in learning content and language synchronously. Therefore, exploration and practices within this approach should be considered as opportunities for enhancing vocabulary acquisition. Nation (2001) emphasizes that “comprehension of oral and written discourse takes place most likely when students make meaningful connections between vocabulary and the contexts in



which it is found. CLIL instruction allows learning new vocabulary in the environment of meaningful context” (p. 286).

Some researchers have shown the ways in which using videos in the classroom can improve language proficiency skills in the EFL classroom. For instance, Lin (2011) demonstrated in her study that video resources enhanced L2 students’ comprehension of the concepts that were difficult to explain verbally. Similarly, King (2002) illustrated that “learning English by using films compensates for all the shortcomings in the EFL learning experience by bringing language to life” (p. 238). However, the singular application of videos will not make a difference unless teachers create a context in which students can use their lexical knowledge to communicate their ideas successfully.

As a result, the application of videos in the classroom can create an opportunity to use and build vocabulary in the target language. This might be an appropriate environment to improve not only their lexical knowledge, but also the mastery of the content subject and language learning goals in the CLIL classroom. In line with this idea, Coady (1997) found that exposure to meaningful and comprehensible language enhances vocabulary knowledge. He states that when the language is authentic, rich in content, enjoyable, and, above all, comprehensible, then learning is more successful (as cited in Xanthou, 2010).

Therefore, the purpose of this study is to introduce short historic documentary films in the CLIL classroom in order to investigate whether there is a positive effect on vocabulary acquisition during oral production. In this manner, teachers might find a new way to enhance vocabulary. Siyanova and Schmitt (2008) claim that teachers should make some important changes in teaching pedagogies when trying to enhance vocabulary acquisition by means of concentrating on linguistic elements rather than teaching single words. Thus, the use of short documentaries, which offer a diversity of platforms to create meaningful learning, could be particularly advantageous.



1.3. Significance of the study

There is a variety of previous literature on the use of videos and documentaries for vocabulary acquisition. For instance, Kabooha and Elyas (2018) carried out a study in which the improvement in vocabulary comprehension and retention of English language female students at King Abdul Aziz University was examined after the integration of YouTube videos in their reading classes. One hundred female intermediate level students between 18-20 years old were part of the study. The participants were divided into two groups: a treatment group that watched YouTube videos during the reading activities, and a control group that was not exposed to the videos. After analyzing questionnaires, pre-tests, and post-tests, findings revealed that the group that watched the YouTube clips demonstrated a higher level of vocabulary acquisition than the group that was not exposed to those videos. The results demonstrated that videos had a significant effect on the students' vocabulary acquisition.

Similarly, Yuksel (2009) examined the effects of watching a closed-captioned movie clip for vocabulary learning. 120 students from a preparatory class participated in the study. The participants were randomly assigned to Group “A” (movie clip with captions), and Group “B” (movie clip without captions). After data processing, the results revealed that both groups demonstrated significant achievements based on vocabulary knowledge scales. These groups improved significantly from pre-test to post-test in the self-reported Vocabulary Knowledge Scales. However, the captions helped group “A” to perform slightly better than the group who viewed the movie clip without the captions.

Additionally, Demirdirek et al. (2010) carried out a research study in the English School of Languages at Sabanci University, Istanbul. This school provides three main English levels; basic, intermediate and upper intermediate. The students were expected to read, write, listen, and speak about a number of topics covered in each unit. The aim was to incorporate videos and E-documentaries in Content-Based Instruction (CBI) in an EFL context to enhance



content knowledge. For this study, 41 students from both intermediate and upper intermediate levels and 21 instructors responded to a survey. After analyzing the data, the results showed that 75% of the students like to watch videos and it was one of their favorite spare time activities outside the classroom. Furthermore, 80.6% of the students found watching documentaries and educational videos beneficial and 75% thought documentaries supported course content. As for the instructors, 50% of the teachers indicated that such resources are useful for improving language competence and academic skills. Consequently, results demonstrated that the use of documentary videos is considered beneficial in learning and improving the knowledge related to the content of the units.

Investigating the same topic, Kuchukhidze (2016) carried out research in two high schools in Tbilisi, Georgia with four experimental classes. The purpose of the research was to understand whether documentaries affect the formation of adolescents' values, attitudes and standpoints in the process of teaching and learning Social Studies. The Social Studies units included civic education, history, and geography in 9th and 12th grades. In total, 204 students took part in the survey. The findings demonstrated that the students had the chance to interact with others, share their opinions and form a better understanding of social issues in civic education, history, and geography since they were able to find a meaningful connection between the presentation of the lexicon and the content of the documentaries. In Social Studies, knowing new words helps students to understand the text and makes learning easier, according to Massey (2018): "in the Social Studies subject, there is a strong relationship between knowing more words and academic achievement" (p. 1).

Research has also been carried out at university and high school levels concerning the effectiveness of different video materials for the enhancement of different language skills in EFL classrooms. However, there is not significant evidence of how short documentaries specifically influence vocabulary acquisition during oral production in the CLIL classroom.



Therefore, in consideration of this gap, the contribution of this research is to provide evidence on the effects of short historic documentaries on vocabulary acquisition during oral production in the CLIL classroom.

1.4. Statement of the Problem

In Técnico Salesiano High School, an institution located in the city of Cuenca, Ecuador, the CLIL approach has been implemented through Entrepreneurship and Social Studies subjects with the purpose of enhancing foreign language skills. The implementation of CLIL subjects in this high school started in 2015. Later, during the school year of 2018, evaluations were applied to both students and teachers to measure the students' improvement in their foreign language skills. However, various problems were found through these classroom evaluations. First, it was noticed that Social Studies learners were facing some problems when using language to communicate their ideas in the second language (L2). The most critical issue was that the students' oral interaction using the foreign language was minimal as their vocabulary proficiency was quite limited. Therefore, they had problems expressing ideas about the content they learned through this subject. Additionally, according to classroom evaluation results, it was observed that most teachers did not apply technological resources to enhance new vocabulary in the foreign language. There was a lack of application of audio-visual material, such as films, series, and TV programs related to Social Studies. Instead, teachers used traditional methods to teach vocabulary such as repetition or translation techniques, which in many cases do not allow meaningful learning. In fact, Burke (2011) criticizes these teaching methods by saying "teachers today, as Latin teachers did in Western Europe centuries ago, still reject second language acquisition theory and research that validates that students benefit from a more communicative approach to language teaching"(p.5).



Consequently, due to a lack of application of technological tools to teach a subject in a foreign language and enhance new vocabulary, a valuable opportunity to carry out research on innovative and authentic strategies to apply in the CLIL classroom in order to generate an interactive environment for vocabulary acquisition was identified.

There are various authors that analyze new ways of teaching vocabulary and provide some possible solutions. For instance, King (2002) points out an interesting notion about the use of films in the classroom. She stresses that:

Films are a refreshing learning experience for students who need to take a break from rote learning of endless English vocabulary and drill practices and replace it with something realistic, a dimension that is missing in textbook-oriented teaching. Films are such valuable and rich resources for teaching because they present colloquial English in real life contexts rather than artificial situations; an opportunity of being exposed to different native speaker voices, slang, reduced speeches, stress, accents, and dialects. (p. 2)

Furthermore, Canning-Wilson (2000) reports in her study that “images contextualized in video or on its own can help to reinforce the language, the learner can see immediate meaning in terms of vocabulary recognition in the first language” (p. 40). Pictures in motion can result in positive learning outcomes in the student’s brain when acquiring a language. Additionally, students might connect terms with pictures in a meaningful way, which will lead them to construct their lexical knowledge.

When taught via the CLIL method, Social Studies is a subject based on learning content in a foreign language about historic events, culture, and social issues, among other themes, in order to develop in students a holistic understanding of how different societies have evolved. Additionally, this subject attempts to develop critical thinking and understanding about the learner’s place in the world. For this reason, students need to acquire, manage, and use



content-related vocabulary in order to express their understanding of content during interactions. These interactive contexts allow students not only to acquire a number of words, but also to be able to use them in their oral production. In the words of Hazirlayan, “videos allow the learner to see body and speech rhythm in second language discourse through the use of authentic language and speed of speech in various situations. Videos allow contextual clues to be offered” (2009, p. 41). Furthermore, Talavan (2017) claims that words are acquired better when these are associated with nonverbal referents such as objects, events, emotions, or context; and that this association can only be found in real life or in videos.

Accordingly, based on a lack of application of videos to enhance vocabulary through productive methods and the supporting research carried out concerning the positive effects of the use of videos to acquire vocabulary in the EFL classrooms, the hypothesis emerges that short historic documentary films in the CLIL classroom might bring about a positive effect on vocabulary acquisition. Therefore, the use of short films could be a new alternative for the creation of a positive environment for vocabulary acquisition.

1.5. Objectives:

1.5.1. General Objective

- To analyze the effect of short historic documentary films on vocabulary acquisition in conjunction with oral production in the CLIL classroom.

1.5.2. Specific Objectives

- To examine students’ preferences concerning short historic documentary film material to be applied during a Social Studies class.
- To evaluate students’ vocabulary performance during oral production before and after the application of short historic documentary films.
- To analyze students’ opinions toward the application of short historic documentary films for the acquisition of new vocabulary in the Social Studies class.



2. Chapter II: Theoretical Framework and Literature Review

2.1. Theoretical Framework

Vocabulary acquisition is often considered to be a critical aspect for learners of a foreign language, given that the lack of vocabulary proficiency impedes successful communication. Consequently, teachers, linguists, and researchers recognize the importance of vocabulary. There are a number of theory-based methods that have been explored to promote vocabulary learning more effectively. To start, it is worth looking at two important theories, Connectivism and Sociocultural Theory, and identify ways to relate them to vocabulary acquisition based on related research.

2.1.1. Connectivism Theory

New technologies have created opportunities to integrate Information and Communication Technology (ICT) resources in the classroom. Due to the influence and potential of technology, various theories have emerged. One of the most remarkable theoretical models in technology is Connectivism, which was developed by Siemens and Downes (2005). This theory emerged due to the ways in which technology has changed people's lives and through the positive contributions it has made in different fields.

The development of the Connectivism model is based on learning theory concepts such as constructivism by Jean Piaget, which states that "learning needs to be active, authentic and connected to real life" (as cited in Siemens & Downes, 2005, p. 9).

Therefore, the strategies and methodologies used in teaching should be designed in order to create the conditions for meaningful knowledge acquisition by 21st century learners. Thus, it is important to return to human beings and see how their skills are developed and how the acquisition of knowledge occurs if the purpose is to implement the use of ICT resources in the classroom.



For instance, Ramirez (2013) claims that visual language skills are developed before oral language, and therefore visual aids may facilitate the learning process. This argument might indicate why human beings could prefer the use of audiovisuals when learning something new, given that the development of these visual abilities is the basis for the acquisition of new vocabulary and communicative skills.

2.1.2. Sociocultural Theory

This theory was initially proposed by Vigotsky in 1978. The core of this theory states that learning and cognitive development occurs as a result of social interactions. Lantolf and Thorne (2007) argue that “while human neurobiology is a necessary condition for higher order thinking, the most important forms of human cognitive activity develop through interaction within social and material environments” (p.197). In other words, interactions represent a way to develop human cognition. As a result, language takes on an essential role, given that through communication, people can share their experiences with others.

Additionally, people can learn from one another through their interactions. As a result, they can develop higher order thinking skills, leading to another core concept of the Sociocultural Theory: the Zone of Proximal Development (ZPD). Lightbown and Spada (2006) argue that “people internalize what is being said in the communicative process and through this activity, they gain control over their mental processes, or in other words, speaking mediates thinking” (as cited in Bankovic, 2012, p. 2).

Based on this theory, various authors claim that interaction should be an essential element when learning a language and they highlight the importance of interaction among human beings in order to learn and acquire new knowledge. According to the Sociocultural Theory proposed by Vygotsky, “learning and cognitive development happen as a result of social interactions” (as cited in Topciu, 2015, p. 173). Lantolf and Thorne (2006) state that relevant human cognition processes are settled through interactions and relations in interactive



environments. Swain and Lapkin argue that “the production of language pushes learners to process language more deeply” (2002, p. 3). In this case, students should have the opportunity to be exposed to authentic learning material to use the language in a productive way in order to develop and improve their linguistic competencies.

It can be said that in Sociocultural Theory, learning is mainly developed based on the opportunities that allow each individual to interact in a given context. Therefore, it is beneficial for teachers to motivate students to develop their vocabulary in a productive rather than a receptive environment by applying appropriate strategies, and creating a scenario for language development. Teachers can look for new teaching strategies that go beyond the use of simple texts or pictures to introduce new lexical forms.

2.2. Literature Review

2.2.1. ICT in the Bilingual Classroom

Pennington (1996) states that “technology can boost variety and increase the diversity of learning environments and opportunities where students can have access to an engaging and participative learning” (as cited in Azmi, 2017, p. 111). In short, technology contributes positively to the improvement of language skills if it is properly combined with other learning strategies.

Furthermore, based on research in the field, it could be said that constructivist-related theories such as Connectivism and Sociocultural Theory have often been considered in relation to the application of ICT tools in the classroom. Currently, there is evidence based on the application of these theories. The use of apps, blogs, wikis, podcasting, and videos has replaced the traditional passive ways of teaching and learning with more active ways to boost language skills. As a result, the application of technology has resulted in positive results.

There are various studies in which ICT tools are indicated as being beneficial resources for teaching a foreign language. In a study conducted by Grimaldi and Lengo (2015), investigated



the ways in which traditional practices have been replaced by innovative resources. They state that, as a result of the introduction of ICT resources in the language classroom, “new types of primary sources have been added to or have even substituted traditional primary sources, e.g. diaries have been replaced by blogs, postcards by SMS, and letters by emails, among others” (p. 2). Furthermore, Kassim and Zuraina (2007) carried out research regarding ICT in the EFL classroom; in their article a wealth of research literature produced from 1990 to 2014 was reviewed. The material was taken from several areas such as North America, Europe and Southeast Asia. The goal of this research was to understand the effects of the use of technology combined with pedagogical trends and practices in the classroom. The results demonstrated that the use of ICT in language classes usually develops students’ positive attitudes towards language learning. The authors found that the appropriate application of ICT tools promotes learning, enhances interaction and communication, boosts autonomous learning, maximizes targeted outcomes, motivates learners, and helps learners to improve their performance in the EFL classrooms. In other words, the application of technology has enhanced not only language skills, but the motivation to learn a foreign language as well.

In that same vein, an action research study on the integration of ICT into EFL teaching conducted by Quintero (2017) demonstrated that the implementation of ICT tools in the classroom helped students in terms of independent learning practices. Namely, the experience of the application of ICT resources in the EFL classroom led them to construct their own meanings and made them believe in their own capacities as autonomous learners. Siemens and Downes (2005) stated that through ICT tools, “a student can experience a computer-based environment on Mars, while still being supported by their larger classroom setting” (p. 9).

Therefore, awareness concerning the use of ICT tools in the classroom is not new, and today there are thousands of ICT tools, such as documentaries, which offer a variety of benefits. However, the application of technology in the EFL classroom will always persist as



a challenge, being that acquiring a second/ foreign language requires developing essential competencies and sub-constituents. This is even more the case in finding benefits from the application of ICT tools in the CLIL classroom, where content subjects are commonly learned through a foreign language.

2.2.3. Definition of Vocabulary and Importance

This section contrasts some concepts applied to vocabulary by different authors. For instance, Neuman and Dwyer (2009) state that vocabulary can be defined as “words we must know to communicate effectively; in the case of words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)” (p. 387). Furthermore, Zimmerman (1998) reasons that vocabulary is central to language and is of critical importance to typical language learning, while Ur (1998) states: “Vocabulary can be defined, roughly, as the words we teach in the foreign language” (as cited in Coady & Huckin, 1998, p. 25) Therefore, it can be inferred that vocabulary is the knowledge of words needed to communicate ideas and opinions in both written and spoken language. Consequently, to achieve this goal, there are two ways in which words can be acquired, namely, via receptive and productive methods.

2.2.3.1. Types of Vocabulary

Vocabulary comprehension can be divided into two types: receptive and productive. Thus, Hatch and Brown (1995) refer to receptive vocabulary as the words that students will recognize when they encounter them, but that they will probably not be able to pronounce. As for productive vocabulary, they refer to the words that the students have been taught and that they are expected to be able to use productively. In the words of Laufer and Goldstein (2004), “productive knowledge is usually associated with speaking and writing while receptive knowledge is associated with listening and reading” (as cited in Pignot, 2012. p.38). Therefore, the teaching techniques and methods applied in teaching vocabulary receptively and productively will differ.



2.2.3.2. Receptive Vocabulary

Receptive vocabulary is passive vocabulary; although learners might acquire and understand it, they cannot produce it. Webb (2009) states that this is vocabulary that learners recognize when they encounter it in reading but do not use them in speaking and writing.

2.2.3.3. Productive Vocabulary

As opposed to this, productive vocabulary can be understood as the vocabulary that students can produce accurately. Productive vocabulary is the vocabulary that students can both understand and produce either in writing or speaking. Mofareh mentions that vocabulary is productive when it is used correctly and constructively in speaking and writing (2015, p. 25).

2.2.4. Vocabulary Acquisition

Grabe and Stoller (2009) report that if an unfamiliar passage or text is given to EFL learners, the challenge in retrieving the embedded meaning of the passages is found in the unknown words. Knowledge of a word represents understanding several aspects at different levels. According to Nation (2001), “the word” represents “a range of aspects of sub-knowledge, including spoken and written knowledge, morphological knowledge, word meanings, collocation and grammatical knowledge, and connotative and associational knowledge” (p. 32). Due to these characteristics and for the purpose of understanding of a word completely, linguists and researchers have divided word knowledge into two dimensions: the breadth and the depth of vocabulary.

2.2.4.1. The breadth of the Vocabulary

Nation (2001) explains that the breadth of vocabulary knowledge is regarded as vocabulary size, and is concerned with the number of words that a learner at a certain level knows. The knowledge of words is complex, and words take different forms such as affixes, suffixes, tenses, and singular and plural forms, which should be taken into



consideration. Consequently, EFL learner needs to master a very large amount of vocabulary in order to achieve a high level proficiency in a language.

2.2.4.2. The Depth of the Vocabulary

The earliest concept concerning the depth of the vocabulary is outlined by Richards (1976). He states that “knowing a word means knowing its relative frequency and collocation, limitations on use, syntactic behavior, basic forms and derivations, association with other words, semantic value, and many different meanings associated with a given word”(as cited in Feng, 2016, p.55). Barouni (2017) follows this and explains that the depth of vocabulary knowledge is the measure of how well a learner knows a word. Thus, the depth of vocabulary knowledge is considered to be the level of understanding of various aspects of a given word and how this word is used in different contexts.

As a result, the relative breadth of vocabulary knowledge of a learner has been found to be easier to measure than the depth of vocabulary knowledge, based on the accessibility of the former. The breadth of vocabulary only has to do with the recognition and fractional understanding of a word. However, the depth of vocabulary knowledge ranges from complete unfamiliarity to the recognition of a word, or the partial understanding of a word, to the confident ability to use a word accurately. As a consequence, the threshold level still remains to be a controversial issue in EFL vocabulary research. In other words, there is no evidence concerning how much vocabulary an EFL learner needs in order to understand and use a word properly in context. However, based on empirical evidence, both the breadth and depth dimensions are interconnected, so it is important to consider both dimensions for vocabulary acquisition research.



2.2.4.3. Productive Vocabulary Acquisition

Webb (2009) claims that productive vocabulary can be perceived as an active process, as learners can produce words to express their thoughts to others. For the purposes of this study, the focus will be on productive vocabulary.

However, productive vocabulary acquisition depends on the receptive vocabulary since these two are interrelated. According to Pignot (2012), “receptive knowledge gradually moves towards productive mastery as a result of the learner learning more about the lexical items” (p. 38). Furthermore, it is important to mention that productive vocabulary depends upon efficient contexts that teachers might create through different materials. In this case, this includes appropriate ICT resources as well.

2.2.4.4. Stages of Oral Vocabulary Acquisition

Hem (2012) explains that there are three stages of oral vocabulary acquisition, and teachers should know how to achieve the purposes specific to each stage.



Figure 1. Stages of Oral Vocabulary Acquisition

Hem states that in the first stage, teachers should provide plenty of exposure to the language through activities in context with the help of visual cues. Following this, in the recognition stage, students will improve vocabulary knowledge with the help of the teacher and then on their own. Finally, in the third stage, students have the ability to use the word in appropriate situations independently.



2.2.4.5. Vocabulary Assessment

It is important to mention that in the EFL context, one of the most challenging problems to overcome when teaching vocabulary is the use of traditional methods. Folse (2004) states that “one of the most common strategies for teaching vocabulary in English language classrooms in our context is writing a list of words on the blackboard and then having the students copy them down and provide a translation” (p. 2). Clearly, this type of activity might be later complemented by some exercises in workbooks and the repetition of the same vocabulary related to each topic, but this might not be very challenging and motivating for students. Undoubtedly, these types of methods have been criticized by many researchers, as they are considered old-fashioned forms of teaching. For instance, Burke (2011) criticized these teaching methods by saying “teachers today, as Latin teachers did in Western Europe centuries ago, still reject second language acquisition theory and research that validates that students benefit from a more communicative approach to language teaching”, while in 2004, he stressed that “learners can use target words they need to process the new words as input and these same words ought to be presented frequently and on a regular basis” (p. 5).

Consequently, in CLIL classrooms, it is important to design lessons through which students advance the learning of simple vocabulary through receptive forms.

2.2.4.6. Testing Vocabulary Acquisition

Leong and Ahmadi (2017) state that there are five components that should be evaluated in speech: pronunciation, grammar, vocabulary, fluency, and topic comprehension. Nevertheless, assessment depends on the goal of the test. In the case of lexical progress, there are different methods available to test students’ vocabulary acquisition. However, not all vocabulary tests achieve the same purposes. Consequently, before testing vocabulary it is important to consider findings presented by various authors on this topic.



Dougherty and Bravo (2010) explain that “assessments may emphasize the measurement of vocabulary breadth or vocabulary depth” (p.1). Consequently, it is important to select or create appropriate tests according to the purpose of the research.

For their part, Anderson and Freebody (1983) find that testing requires teachers to select a bank of words that students should have acquired in a content unit, thus measuring the breadth of vocabulary knowledge on a topic. They mention that it would be helpful to use word lists to determine which words are known and unknown. Additionally, they say that “this list should include words that are essential for understanding the conceptual ideas and engaging in disciplinary activities within the unit” (as cited in Dougherty & Bravo, 2010, p.1). In this way, after testing, teachers might focus more intense instruction on less familiar vocabulary.

As a result, it is important to know different strategies meant for testing vocabulary. The chart below was designed based on the research of Rhalmi (2019). It shows some methods of receptive and productive assessment.

Table 1
Types of Receptive and Productive Vocabulary Assessment

RECEPTIVE	PRODUCTIVE
✓ Multiple Choice	✓ Describing pictures
✓ Matching	✓ Interview: Questions and Answers
✓ Sentence Completion	✓ Reading Aloud
✓ Fill the gaps	✓ Conversation-Discussion
✓ Translation	✓ Role Play
✓ Questions /Yes/ No Checklist	✓ Giving Instructions
✓ Word Association	✓ Re-telling a story
✓ Sentence Writing	✓ Descriptions
✓ True and False statements /Statements Correction	✓ Explanations



As can be seen in Table 1, there are several receptive and productive ways to evaluate and strengthen vocabulary depending on the purpose of the research being completed. There are common and effective strategies such as picture descriptions or interviews that can be used strategically to test vocabulary acquisition. For instance, Ahdab suggests that “the teacher can display pictures of various objects/people and ask the students to name them. This method is obviously restricted to concrete nouns that are simple to name” (2012, p.1). Many productive tests contain these strategies and have demonstrated effective results. Therefore, these tests were considered in the design of the present study for the purposes of strengthening and evaluating vocabulary.

2.2.5. The CLIL Approach: Importance and Principles

In order to understand the importance of vocabulary in the CLIL classroom through oral contexts, it is vital to consider the four dimensions of this approach, as they represent the core of this conceptual framework model. According to Coyle (2005), in the CLIL approach, the main principles are content, cognition, communication, and culture. Consequently, teachers need to cope with the necessities that each principle requires in order to teach properly with the CLIL approach. For instance, to enhance content, one must provide learners with relevant learning contexts according to their needs and interests in order for them to acquire new knowledge. Secondly, cognition has to do with developing both language skills and knowledge construction. Third, communication involves learners using language meaningfully to construct new knowledge and skills. Finally, culture involves learners’ understanding of their own and other cultures. This last principle concerns exploring the diversity of language and cultural experiences.

Teaching in a CLIL classroom is not an easy task, given that lesson planning should be based on these four principles. According to Ortega and Cazco (2017), the CLIL approach



consists of main components, its integrative nature and theoretical and methodological foundation for planning a CLIL lesson. A CLIL lesson might be successful if all four principles are combined. Additionally, selecting appropriate activities and materials is an important step that teachers should consider when setting up goals and planning CLIL lessons because teachers should pay special attention to lexical goals as well. As Sepešiová (2015) mentions in her article, “in CLIL contexts, language is approached lexically rather than grammatically” (p. 135).

2.2.6. Importance of Vocabulary in Social Studies

During Social Studies classes, students should manage appropriate terminology of this subject in order to understand the content and share their opinions about what they learn. Davy (2015) states that in history curriculum, students need to:

Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilization’, ‘parliament’ and ‘peasantry’ as well as to understand historical concepts such as continuity and change, cause and consequence, similarity, difference, and significance, and use them to make connections, draw contrasts, analyze trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses. (p. 20)

In this subject, students should have a certain level of vocabulary proficiency to create their own connections to the content in order to understand and analyze ideas related to the topics. Certainly, the achievement of these skills can be proven through language production. In the words of Wilkins (1972), “. . . while without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (as cited in Lessard, 2012, p. 2). Furthermore, academic vocabulary knowledge in Social Studies is vital to understand content. Echevarria, Vogt, and Short (2008) state that:



Key vocabulary, such as continent, democracy, political, land bridge, and Mayan, typically come from history and social studies texts. Obviously, you will need to introduce and teach key content vocabulary when teaching about ancient civilizations, market economies, regions of the United States, the Monroe doctrine, and civic engagement. (p.16)

In other words, to understand historic content, learners need to foster specific vocabulary, which will lead them to master content understanding.

2.2.7. CLIL Material

Based on the definitions of the CLIL approach provided above, and the stages of vocabulary acquisition, the significance of selecting appropriate material that enhances vocabulary acquisition not only in receptive but in productive contexts is necessary to consider. Gondová (2013) specifically states that in order to develop the lexical knowledge of students in the CLIL classroom, teachers should select topics and materials based on communicative competencies.

Therefore, the achievement of CLIL goals based on these principles makes it challenging for students to learn through this approach, as they will first need to acquire content-specific vocabulary in order to understand new content knowledge and culture as well as being able to communicate their comprehension about a topic and give opinions based on critical thinking skills. Consequently, there is an interdependent relationship between vocabulary and communicative skills, and teachers should pay attention to this fact. Pares (2013) says that when we talk about communication, “CLIL lessons differ from EFL lessons because in CLIL lessons pupils need to develop the communicative competence even more. It is crucial for pupils to communicate the content and also the process they have been applying to get a certain result” (p.13). Thus, it is imperative to know the importance of enhancing vocabulary acquisition in productive and meaningful contexts.



2.2.8. Videos and Vocabulary Acquisition

Various research has been carried out on the application of videos in the EFL classroom. There is evidence that the use of videos in the classroom has resulted in positive effects on language skills. For instance, Hanley, Herron, and Cole (1995) compared the effect of the use of video clips and static pictures on the comprehension and retention of a written passage. For this study, 28 college students of French were divided into two groups. The first group was shown a short video clip with French narration. The second group listened to a narrative with the teacher reading it aloud while presenting four pictures with the vocabulary in context. The students in the first group performed better on comprehension and retention tests than those in the second group. It was demonstrated that the video clip was more effective in aiding comprehension and retention because videos help “conceptualizing language”, namely, linking language form to meaning (as cited in Bal-Gezegin, 2014, p. 455).

In a similar vein, Babaie (2010) carried out a comparative study concerning the effects of pictorial and textual glosses on incidental vocabulary growth of foreign language learners. Participants were asked to “read” a passage based on textual gloss alone, pictorial gloss alone, and text combined with pictures. The results demonstrated that performance on both production and recognition tests of 14 words was better for those who were allowed to use a combination of text and picture. The author argues that the two different representations allowed the plotting of the picture into one mental model. Therefore, it provides a “stronger bond” than the plotting of the words (p. 195). Combining words and images in movement clearly brings about not only significant growth in vocabulary acquisition but also in the production of these lexical forms. As Kayaoglu, Akbas, and Ozturk (2011) argue:

Learning vocabulary words from textual definitions alone creates insufficient links for retrieval of meanings whereas learning vocabulary words with textual definitions and some visual aids constructs stronger meaning representations for future retrieval.



Proponents of multimedia-based vocabulary learning, taking advantages of this instructional principle, concentrating their efforts on providing most helpful non-verbal aids so as to enhance vocabulary learning and retention. With the innovative elements multimedia offers, the process of language learning can be more entertaining and supportive by activating students' visual and auditory senses. (p.26)

Similarly, Yuksel and Tanriverdi (2009) underline the usefulness of English captions when watching a movie, as captions facilitate the acquisition of vocabulary by helping the learner to incorporate a word into a context. Apart from that, this type of visual aid might provide a deeper understanding of the topic being explained through images. However, this vocabulary may not be acquired completely if students do not use it in real communication.

Consequently, the authors state that the acquired vocabulary can then be used, for instance, in oral exercises such as discussions, and interviews, or written assignments such as an essay, film review, etc.

As evidenced above, students can acquire vocabulary more easily in productive contexts rather than in receptive contexts. However, although the effectiveness of the use of videos in the language classroom has been supported, there is a lack of the application of this practice in the Social Studies classes. Menegale (2009) states that "there is an absence of the type of activities that can effectively stimulate oral communication and interaction" (as cited in Pares, 2013, p. 13). This is most likely related to the absence of studies on the effectiveness of short videos for vocabulary acquisition during oral production in the Social Studies classroom.

Therefore, teachers need to establish appropriate strategies according to the approach applied in the classroom. Thus, in consideration of everything that the CLIL approach demands, it is worth presenting research on new strategies that might produce a positive impact on productive vocabulary acquisition.



2.2.9. Selection of Short Documentaries

The use of films for teaching English has been increasing due to the benefits of using films in the classroom. However, it should be considered that the application of film requires careful selection and the use of appropriate techniques which can lead to achieving the teaching goals. For instance, Vaughan (2015) emphasizes that selection and application of documentaries need to be planned. He mentions that classroom instructional goals like reasoning, critical thinking, retention and understanding, self-regulation, and reflection of the curriculum should be used to maximize student learning, and those goals can be achieved by using films appropriately in the social studies classroom.

First, in order to select documentaries to be used in the classroom, the authors argue that documentaries need to be linked to the syllabus in different aspects and each one of them must follow an order based on the set goals. Stoller (1988) states that “films can be linked to a syllabus in various ways: by language items, by functions or by thematic units” (as cited in Ruusunen, 2011, p. 36). Following this, the documentary selection should be done according to specific classroom needs. Furthermore, it is important to focus on the different characteristics that a documentary should have. According to Stoller, among the features that researchers should consider when selecting documentaries before applying them in the classroom must be: topic, purpose, visuality, sound effects, and length.

✓ **Topic**

Stoller (1998) mentions that:

Documentaries, for one, include commentary, location inserts and people talking (information). When choosing a documentary it is important to consider whether the topic is of interest to the students. The visual support is also a point to consider, since sometimes the students may concentrate too much on the information given verbally. (as cited in Ruusunen, 2011)



Furthermore, the use of documentaries in the classroom requires special planning that takes into consideration the units and topics stated in the syllabus. Therefore, it is necessary to focus on the students' preferences and interests in order to motivate students to learn.

✓ **Purpose**

Another important characteristic is purpose. Stoller contends that it is important to choose films that are long enough to convey meaningful content, yet short enough to allow classroom time for pre-viewing and post-viewing activities.

✓ **Visuality**

Visual support is very important. The use of images, often appealing in cartoons, may make it possible for students to retell the story and understand content even though they might not have been able to follow all of the speech. The visual material in videos can also be motivational for students, and could make a difference when learning through documentaries.

✓ **Sound effects**

Sound effects can also help students to follow the story. Sound effects could help student focus on the details in a video.

✓ **Length**

Moreover, according to Stoller (1988), the length of the film is a useful aspect to consider. "The ideal length is difficult to specify given that varies depending, for instance, on the film itself, classroom scheduling, equipment availability, course objectives and student proficiency level" (as cited in Ruusunen, 2011).

2.2.10. Vocabulary Lessons based on Documentaries

The previous sections discussed the importance of learning vocabulary receptively and productively. However, productive vocabulary depends on receptive vocabulary, and that is the gap that leads to the question of how students can be helped to enhance vocabulary acquisition in productive contexts. Hogain (2012) mentions that productive knowledge



“embodies understanding of the word’s pronunciation, how to write and spell the word, usage in correct grammatical patterns and familiarity with those words it usually collocates with” (p. 3). Therefore, learning from a meaning-focused output, which implies learning through speaking contexts, is necessary to move receptive knowledge into productive knowledge by applying appropriate materials and activities focused on production.

As mentioned previously, vocabulary acquisition has three stages: noticing, recognition, and production. In order to design lessons, it is important to keep these phases in mind and how they can be accomplished through the application of documentaries in the class. Schmitt (2013) and Talavan (2017) seem to agree on some ideas to construct lessons for the enhancement of vocabulary acquisition through productive means.

- ✓ First, activities can be designed based on annotated pictures or definitions, which encourage the use and production of new vocabulary.
- ✓ Second, speaking activities involving group work can provide opportunities for learners to negotiate the meaning of unknown words with each other.
- ✓ Third, using a partly known word in speaking can help strengthen and enrich the knowledge of a word, because the learning of a particular word is a cumulative process.

Similarly, the material used to enhance vocabulary is important. In the case of the use of short documentaries, there is research on how they should be implemented in classes in order to obtain positive results. Bailey (2005) and Talavan (2007) are in agreement that because documentaries are the input material, an adequate lesson plan based on films should include three important stages as shown in the figure below:

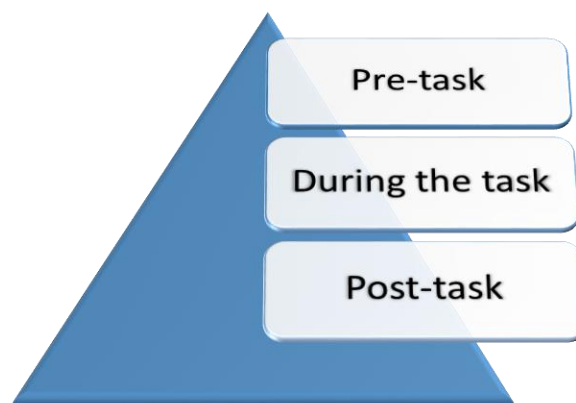


Figure 2. Stages in a lesson plan development

It is important to start with the pre-task stage because this level activates the students' prior knowledge. In this pre-task stage, there is task-based instruction as a brief warm-up followed by pair or group discussion. According to Bailey (2005), the teacher should “provide learners something to talk about” (p. 36). Additionally, this first stage will also prepare learners in terms of ideas, vocabulary, grammar, and pronunciation.

Consequently, Bailey states that “by the time students start watching the documentary, they will be effectively prepared in linguistic terms” (p. 2) Namely, during the presentation of the video students will be prepared to connect their previous vocabulary knowledge to the scenes and speech presented through the documentary. In this way, once the video is over, students can develop different written and communicative activities in groups or pairs.

Finally, in the post-task stage, after watching the video, students should be able to exchange their opinions based on aspects indicated by the instructor by using oral activities for working in pairs or groups.

In short, lessons based on documentaries and aimed at enhancing new vocabulary during oral production have to be focused on the three stages mentioned above. As a result, students will have the opportunity to learn to use new vocabulary and content not only receptively, but productively as well.



3. Chapter III: Methodology

3.1. Overall Research Design and Approach

This research was based on a quasi-experimental design of an exploratory nature. Therefore, the present study utilizes both a control and an experimental group. The research was carried out with two intact groups, meaning that one class was assigned to the specific treatment and the other constituted the control group. Additionally, tools such as surveys, pre-tests, and post-tests were applied to gather information, and the resulting data was analyzed for this study.

This study was designed to investigate the effect of short historic documentary films on vocabulary acquisition during oral production in the Social Studies classroom. For this purpose, two variables were identified in this research. First, an independent variable was identified, which was the use of short historical documentary films in the Social Studies class. Second, there was also one dependent variable, which was the improvement in vocabulary acquisition during oral production, measured by administering pre-tests and post-tests.

Additionally, two surveys were applied. To design the treatment application, it was necessary to collect data on the students' opinions regarding the characteristics they liked the most regarding short historic documentary films so that they could be properly selected based on the students' needs. This information was gathered through the application of a Likert scale survey, which was designed based on Stoller's concepts of the categories and specific characteristics of a video that should be considered in order to select and apply documentaries in the classroom. After the treatment application, opinions on the use of short historic documentary films to acquire new vocabulary in the social studies classroom were gathered through the application of a second Likert scale survey. The application of this second survey was important as it was necessary to measure the degree of acceptance of the study in the



classroom, and whether there was any relation between these results and the treatment application.

3.2. Context

The study was carried out at “Unidad Educativa Tecnico Salesiano” located in the city of Cuenca, Ecuador. The school is a private Catholic institution. It has around 3000 students where classes of different schedules are held on two campuses (Yanuncay and Carlos Crespi). On both campuses, one group of students is taught in a morning schedule and another with an afternoon schedule. Some content subjects taught through the CLIL approach, which is used as a resource to enhance both content knowledge and language skills, have been introduced in the curriculum such as Science, Entrepreneurship, and Social Studies.

The present study was carried out at the Yanuncay Campus during the afternoon schedule with the timetable including two hours per week for social studies classes. This research took place over 38 hours, and involved one-hour-long sessions during the fourth and fifth blocks for 8th graders between March and June 2019. Additionally, it is important to mention that the measured vocabulary for this research was based on the topics previously established in the Social Studies book and the syllabus within the academic period of September 2018 – July 2019.

3.3. Participants

The study was conducted in the Social Studies class with 8th graders, who had classes for four hours per week in the afternoon on Wednesdays and Fridays. It should be mentioned that in the 8th grade, students’ productive vocabulary is not evaluated. Rather, their vocabulary acquisition is evaluated through written tests. Assessments emphasize the measurement of vocabulary breadth rather than depth. Consequently, students receive their vocabulary lessons mainly based on receptive methods.



For the intervention and application of this treatment, a formal request was presented to the director of this institution (see Appendix A: Authorization document issued to the Director). Once the request was approved, a consent form was sent to the parents of the students involved in the treatment and the control groups in order to obtain the respective permissions to carry out the intervention, as well as collect and use the information for the purposes of this research. However, not all students registered in the classes were part of the study, as not all parents accepted and signed the consent forms (see Appendix B). Initially, 80 students were asked to obtain signatures for the consent form. However, in the treatment group, five (5) students did not obtain signatures for the consent form, and three (3) students dropped the class within the second and third week of treatment. On the other hand, in the control group, six (6) students did not obtain signatures for the consent form, and one (1) student dropped the class within the first week of treatment. As a result, altogether a total of 65 students in the control and the experimental group participated in the study. Both groups were mixed gender and included both male and female participants, who were between 11 and 12 years old.

These groups were selected because the English vocabulary proficiency of most of these participants was quite poor and, therefore, they were similar in having a fairly low level of vocabulary knowledge. This lack of vocabulary proficiency in oral communication has been demonstrated through the foreign language placement tests applied each year. Before starting regular classes, 8th graders are evaluated through a standardized placement test based on the A2 level of the Common European Framework of Reference which, in the last application, showed that most of the students were below this level.

3.4. Data Collection Instruments

This study required the adaptation of materials to collect students' information through surveys and measure students' vocabulary level through the pre-tests and post-tests. Additionally, it is important to mention that in each instrument there were clear instructions to



be followed in order to avoid misunderstandings. Furthermore, verbal explanations were included during the application of these tools.

3.4.1. Survey 1: Design

Stoller (1988) claims that “films can be linked into syllabus in various ways: by language items, by functions or by thematic units” (as cited in Ruusunen, 2011, p. 36). As a result, documentary selection needed to be done according to classroom needs and the purposes of the study. In this latter case, Stoller (1998) and Vaughan (2015) are in agreement that there are some principal categories to consider when selecting and applying documentaries in the classroom, such as length, information, image, and sound. Therefore, the design of the first survey was based on those suggestions and the empirical evidence as reported by these previously mentioned authors.

The survey of the respondents based on the questionnaire was carried out with a Likert scale. This survey covered a total of fifteen (15) items grouped for analysis purposes in five (5) main categories. The first category called “platforms” and composed of three (3) items was stated as an introductory category to collect information related to the context in which and frequency with which students watched documentaries, while the other four (4) categories were labeled as length, narration, information, pictures and graphics, and music herein each category included 2 to 3 items. These four (4) categories were specifically established to collect and measure the students’ preferences related to the documentary characteristics. In the Likert scale, students had to indicate to what level they agreed or disagreed, and had to provide their evaluation according to a 5-point scale: “strongly agree”, “agree”, “neither agree nor disagree”, “disagree”, and “strongly disagree”. Each answer was assigned a specific point score: 5 points to “strongly agree” and 1 point to “strongly disagree”. The students’ data on preferences helped to select videos based on the topics that students had to cover according to the school’s syllabus (see Appendix C).



3.4.2. Pretest and Post-test Design

The oral pre-test and post-test were designed in order to measure the students' vocabulary proficiency level during oral production. As mentioned above, vocabulary has two dimensions known as "breadth" and "depth", which are both important and intertwined in the measurement of tested vocabulary. According to Feng (2014), the breadth of vocabulary knowledge is regarded as vocabulary size, which has to do with the number of words that a learner at a certain level knows. On the other hand, the depth of vocabulary knowledge has to do with the level of understanding of the various aspects of a given word. In other words, it gives an idea of how well students know a word. Hence, the challenge was to design an oral test in which both the breadth and the depth of vocabulary can be properly measured.

After research, the A2 KET Speaking test was taken as a model, as this type of exam met the requirement of measuring both breadth and depth of vocabulary. This type of exam contains two sections. In the first section, students are given some cards with images/ideas to describe or give information about, so that the students' vocabulary level and the number of words they know can be tested. In the second section, questions related to the pictures are asked, making it possible to measure how students use those words based on the relevant context. Feng (2014) claims that this type of speaking test model divided in two-parts is important and justified since it allows one to examine whether the students understand and use basic phrases and expressions, introduce and answer basic questions, and interact at a basic level.

Based on the above-mentioned model, the vocabulary test designed consisted of thirty (30) content words which were retrieved from the Social Studies book published by the Ministry of Education for the 8th level. The test was based on the vocabulary included in the book from the fourth and fifth units and consisted of two sections. In section A, students had to describe what they see in a picture using the given words in a chart, and in section B, students



had to answer open questions related to the pictures. The possible answers required them to use the given words in their speech. Thus, students had to describe and answer questions using the given vocabulary in both sections (see Appendix F and G).

Accordingly, in order to measure each student's productive vocabulary proficiency, two instruments were used during the application of the pre-test and post-test. The first tool was a standardized rubric from the Common European Framework of Reference (CEFR), which measures vocabulary level during oral production for the A2 level (see Appendix H). It was a test to measure the vocabulary knowledge of a subject, the rubric was divided into four categories: vocabulary, grammar, pronunciation, and topic knowledge. The first category allowed measurement of the breadth of the vocabulary, and the remaining three categories allowed to measure the depth of vocabulary. Each of these categories was graded over 2.5 points.

The second tool was a checklist which included the 30 content words that were previously selected (see Appendix I). This tool checked the number of words the students recognized and produced during the application of the test.

Finally, after designing the tests, two Social Studies and EFL teachers, whose names were kept in total anonymity and confidentiality, reviewed these instruments in terms of format and content based on their expertise in this area and at this level. They reviewed the number and type of pictures used, connotative meaning of the vocabulary and questions, number and appropriateness of words and questions, agreement in the set of criteria to judge the students' productive vocabulary, namely, rubric and words checklist, and testing time.

3.4.3. Piloting the Tests

The pilot test was conducted in a group of 20 anonymous students randomly selected from the 8th level at Unidad Educativa Tecnico Salesiano. This group was selected as they had similar characteristics to the treatment group in terms of age, gender, knowledge level, and



context. Based on the pilot test, some changes in the format in both the pre-test and post-test were applied in order to implement reliable instruments in the treatment group.

3.4.4. Survey 2: Design

A second survey was designed to assess student acceptance level for the application of short documentaries as media to acquire new vocabulary in the Social Studies classes. Furthermore, after the participants had experienced vocabulary practice by using short historic documentaries and the post-test was administered, the participants were asked to read 5-point Likert-type scale statements and check the box that most closely represented their opinions, from 5 (strongly agree), 4 (agree), 3 (neutral), 2 (disagree), or 1 (strongly disagree). This survey was adapted from the model proposed by Reza (2017) and was aimed at looking for opinions based on the use of films in the classroom (see Appendix J).

3.5. Consent form

For the purposes of the study, students' parents were asked to sign a consent form in Spanish that stated the main goal of the research, type of intervention, procedure, tools, type and form of evaluation, and use of the participants' information. Furthermore, the document clearly indicated that any participant was free to stop being part of the study before or at any time during the intervention, and such absence would not cause any issue in their academic grades. Additionally, the participants were informed that their identities would not be revealed at any time; neither during the study nor during the dissemination of the results.

Finally, the document stated that the information and results obtained in this research will be absolutely and solely used for the purposes of the current research.

3.6. Class Structure per Unit

For the purpose of the present study, a class plan was created in order to organize topics into different sessions. As mentioned before, this research took place with 8th graders during



the fourth and fifth blocks between March and June 2019. Students participated in two-hour vocabulary sessions each week. The total instruction consisted of 38 one-hour sessions.

Units four (4) and five (5) were covered in class through the use of documentaries and a certain number of hours were assigned according to the subtopics' level of complexity. Unit 4 included the topics "The first settlers in America" (8 hours), and "The Emergence of Agriculture" (8 hours). Unit 5 included the topics "The Mesoamerican Cultures" (14 hours) and "The Andean Cultures" (8 hours).

3.7. Documentary Sources

The selection of the documentary sources had two main phases. The first phase was analyzing the students' preferences regarding documentaries through Survey 1, and the second phase was searching for and identifying various internet sources from which to download the appropriate short documentary films based on the survey results.

Nowadays, there are numerous sources where documentaries can be freely obtained. As suggested by Mullen and Wedwick (2008) and Trier (2007), "quick access to the vast quantity of video databases provides great opportunities for enhancing learning" (as cited in Muniandy & Veloo, 2011, p. 175). However, not all of the sites are the best sources for information. Teachers should consider content, pedagogies, and the students' needs. YouTube is one of the largest platforms to find good video resources.

For this reason, 18 suitable short documentaries were selected from YouTube for the treatment. Short documentaries were obtained from Educative Social Studies and History sites such as TED-Ed, Crash Course, Kings and Generals, Epic History TV, Simple History, Overly Sarcastic Productions, Epimetheus, Kurzgesagt – In a Nutshell, Origin of Everything, Khan Academy and 23andMe (see Appendix E). These videos were reviewed, evaluated, and selected from in terms of length, narrators, information, images, and soundtracks.



Finally, as a result of this process, one, two or three lesson plans were designed based on each of those documentaries, and, following that, vocabulary activities were created.

3.8. Lesson Planning and Activities Design

Sepešiová (2015) states: “to be a witness of such communication in the CLIL lesson, the teacher has to offer appropriate scaffolding in the form of academic vocabulary, language structures, and activities practicing interaction” (p. 9). Thus, CLIL lesson plans accompanied by activities based on the documentaries were designed to improve vocabulary acquisition in the treatment group. Each lesson plan was designed to create an oral interactive environment according to the four CLIL principles: content, culture, cognition, and communication (see Appendix D).

Beyond scaffolding, Stoller (1998) stresses “the importance of planning on short films to allow time for pre-task and post-task activities” (as cited in Ruusunen, 2011. p. 36). Similarly, there are various authors who agree on the importance of planning on short films to allow time for pre-task and post-task activities (Bailey, 2015; Talavan, 2007; Berk, 2009). The Social Studies textbook used does not include vocabulary activities with this procedure, so for the purpose of this treatment, activities were created and adapted from the video lesson models in the Skillful book for A2 level, being that they were based on video lesson techniques and divided into pre-tasks, during, and post-tasks activities, so students could interact repeatedly with their teacher and classmates in the CLIL class (see Appendix E).

3.9. Treatment Procedure

Following the steps of the lesson plan, activities based on the documentaries were applied in each session (see Appendix E). As a result, the application of each short documentary meant to teach vocabulary followed this procedure:

1. Each session began with a brief oral vocabulary pre-task where students worked in pairs to build upon their previous knowledge. The lexical terminology of the Social



Studies topic that they would develop during that class was then presented. As a result, by the time the video started, they were already connected to the topic and prepared for relevant linguistic and lexical terms.

2. During the viewing of the video, students were asked to watch the videos silently in order to build upon their previous vocabulary knowledge of the images and situations presented in each short historic documentary film to expand their knowledge and gain a better understanding of the subject. Then, students completed a vocabulary activity in pairs.
3. After the video was over, students worked in pairs on an oral task which allowed them to interact with their classmates by answering questions and discussing themes related to the video they had observed. The students' oral responses were based on predictions, content understanding, and discourse comprehension.

Due to the measures adopted above, the content, cultural, cognitive, and communicative principles of a CLIL class were activated through all the three stages of the lesson. The content and cultural principles were introduced and conducted in each lesson and activity, as students watched documentaries based on Social Studies topics to develop personal ways of interpreting facts and events. Furthermore, the cognitive and communicative principles were present in each lesson, as students had to watch the documentaries and analyze some new pieces of information. This process allowed them to develop higher order thinking skills, and later permitted them to communicate and interact with others. In this way, students were able to maintain an active vocabulary learning experience in a productive environment. The participants constantly had opportunities to exchange opinions using their previously acquired vocabulary in connection to what they had watched in the documentary during the complete process.



4. Chapter IV: Data Analysis and Discussion

4.1. Data Processing: Survey 1

After receiving the consent form signed by the parents and students, the next step was administering the first survey to the treatment group. The survey consisted of fifteen (15) multiple-choice items. These items determined the preferences of each student and the video characteristics that they enjoyed the most. This survey was administered on the first day of classes. Then, the results were tabulated in order to determine which short documentaries to apply in the classrooms.

4.1.1. Preferences of students for documentaries

On the Likert scale, students had to indicate to what level they agreed or disagreed, and had to provide their evaluation according to a 5-point scale: “strongly agree”, “agree”, “neither agree nor disagree”, “disagree”, and “strongly disagree”. Each answer was assigned specific points: 5 points to “strongly agree” and 1 point to “strongly disagree”. Perceptions and preferences were measured on a scale from 1 to 5, with 5 being the highest rating for agreement to the statements in each category. Once results were tabulated, an analysis of the results was conducted by comparing the most and least frequent responses. The highest-rated responses in each category helped to determine the appropriate short historic documentary film material to be applied during the treatment period.

In Survey 1, answers were processed using the SPSS software (Version 25.0) to tabulate and interpret the data. Graphs were used and the results were expressed through percentages.

4.1.1.1. Category 1: Platform

Through the Platform introductory category, the goal was to investigate how often students watched documentaries, where they did it, and whether they preferred to watch historic documentaries in their classes or to read their class material. This first survey category was



comprised of three statements. S1) I usually watch historic documentaries in my Social Studies class. S2) I usually watch historic documentaries online or on TV at home. S3) I would prefer to watch historic documentaries in my classroom than just reading books.

The results revealed that 18% of the respondents strongly agreed, 5% agreed, and 77% strongly disagreed with statement 1. These data show that most of the students do not usually watch historic documentaries in their Social Studies classes, implying that the Social Studies teachers do not commonly apply this type of material to teach the subject (see Figure 3).

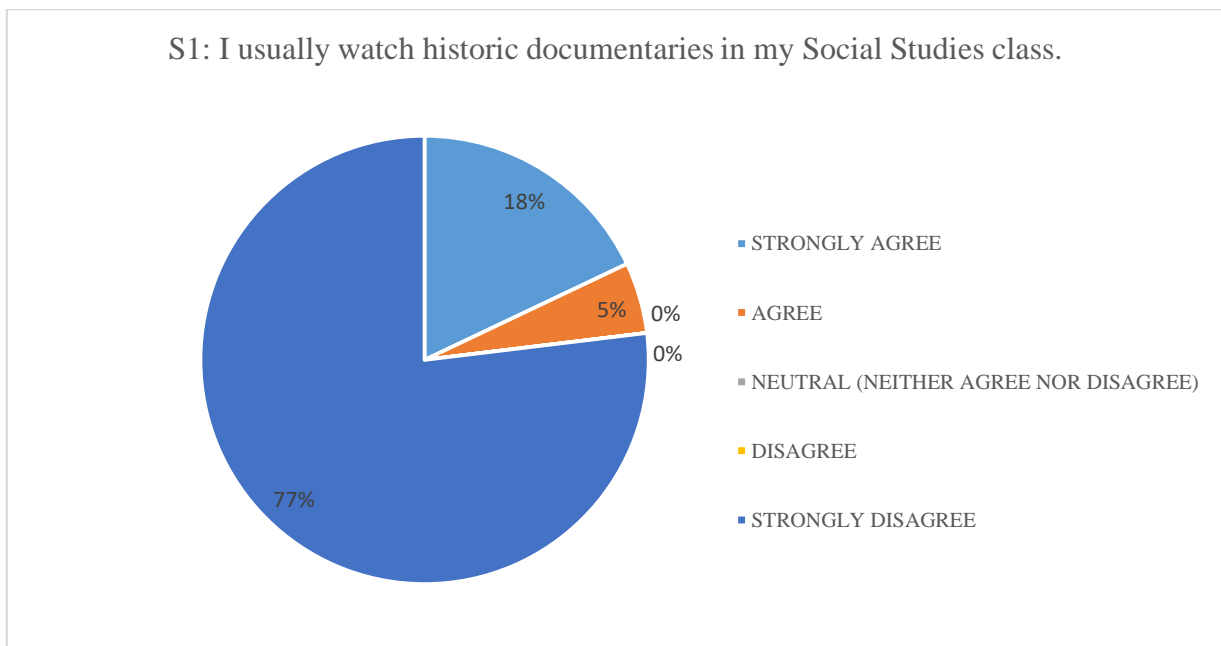


Figure 3. Results regarding platform: statement 1

Regarding statement 2, 13% of the respondents strongly agreed, 10% agreed, 15% disagreed, and 62% strongly disagreed. These results demonstrated that students rarely watched documentaries in their Social Studies classes or at home, so they are not familiar with this type of material (see Figure 4).

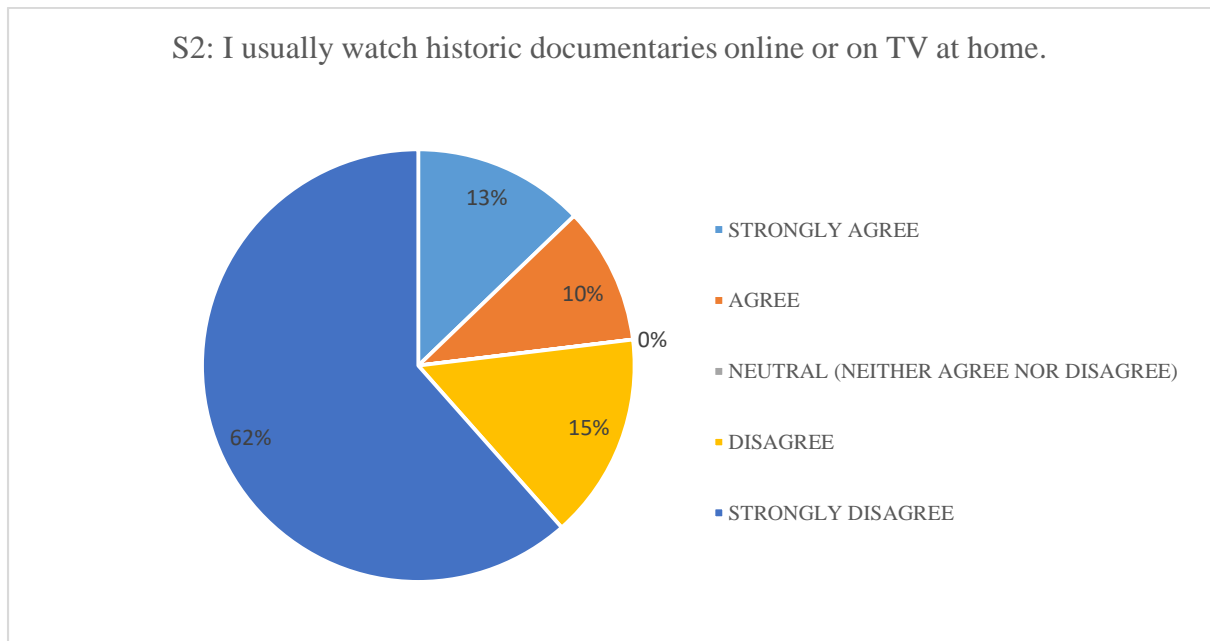


Figure 4. Results regarding platform: statement 2

Then, the results regarding statement 3 can be seen. They show that 26% of the respondents strongly agreed with this statement, 38% agreed, 15% neither agreed nor disagreed, 15% disagreed, and just 5% of them strongly disagreed, illustrating that most of the respondents would prefer to watch historic documentaries to learn Social Studies as opposed to learning by reading their class material (see Figure 5).

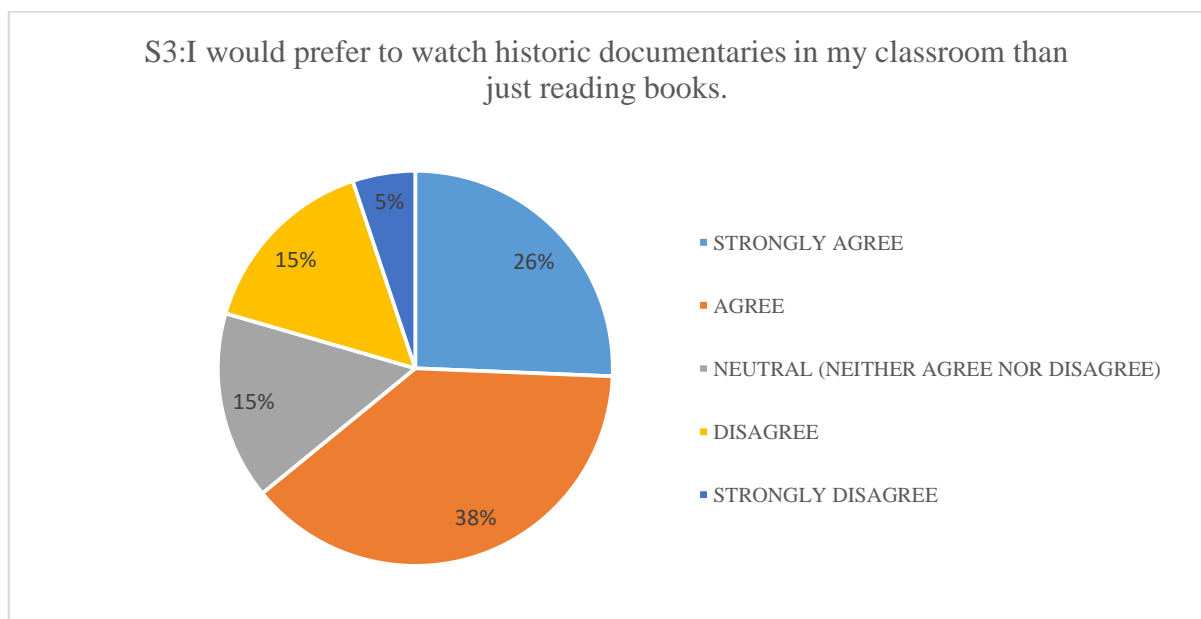


Figure 5. Results regarding platform: statement 3



4.1.1.2. Category 2: Length

The length of the film is a useful feature to consider when selecting documentaries to be applied in the classroom. The classroom schedule, the course objectives, and the students' attention span should all be taken into consideration. Hence, this category was comprised of three statements S4) If I have the opportunity to watch historic documentaries in my Social Studies class, I would prefer documentaries that last between seven (7) to ten (10) minutes. S5) If I have the opportunity to watch historic documentaries in my Social Studies class, I would prefer documentaries that last between fifteen (15) to thirty (30) minutes. S6) If I have the opportunity to watch historic documentaries in my Social Studies class, I would prefer documentaries that last thirty (30) minutes or more. The results were analyzed and some interesting findings were obtained.

To start, the results regarding statement 4 show that 44% of the respondents strongly agreed with this statement, 18% agreed, 0% neither agreed nor disagreed, 23% disagreed, and just 15% of them strongly disagreed (see Figure 6).

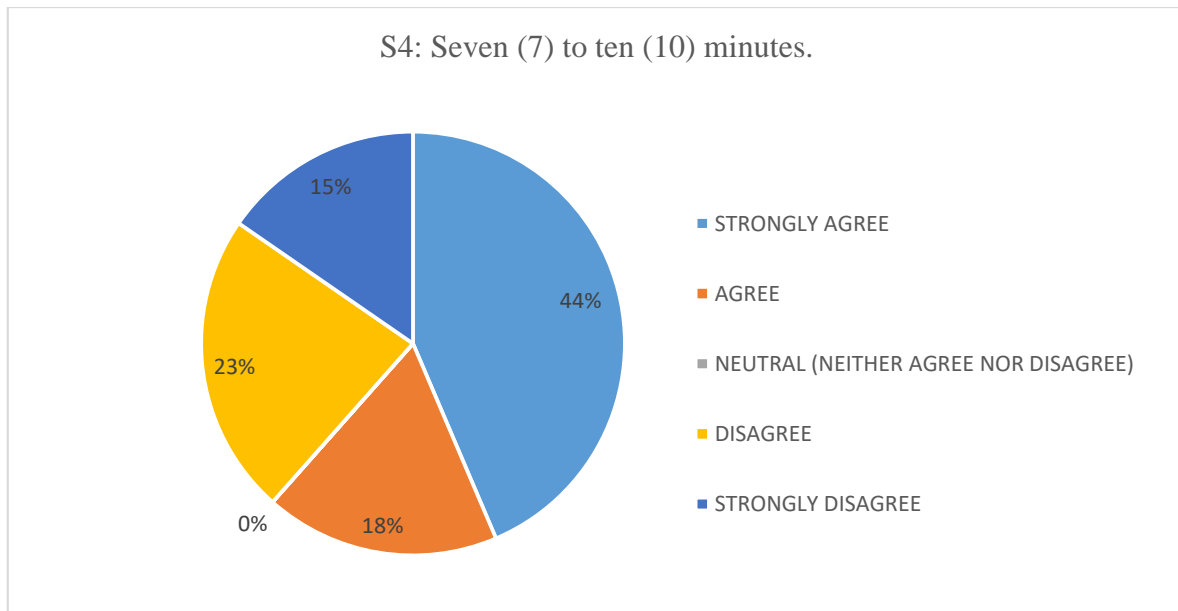


Figure 6. Results regarding length: statement 4

Regarding statement 5, 31% of the respondents strongly agreed with this statement, 18% agreed, 8% neither agreed nor disagreed, 18% disagreed, and 26% of them strongly disagreed (see Figure 7).

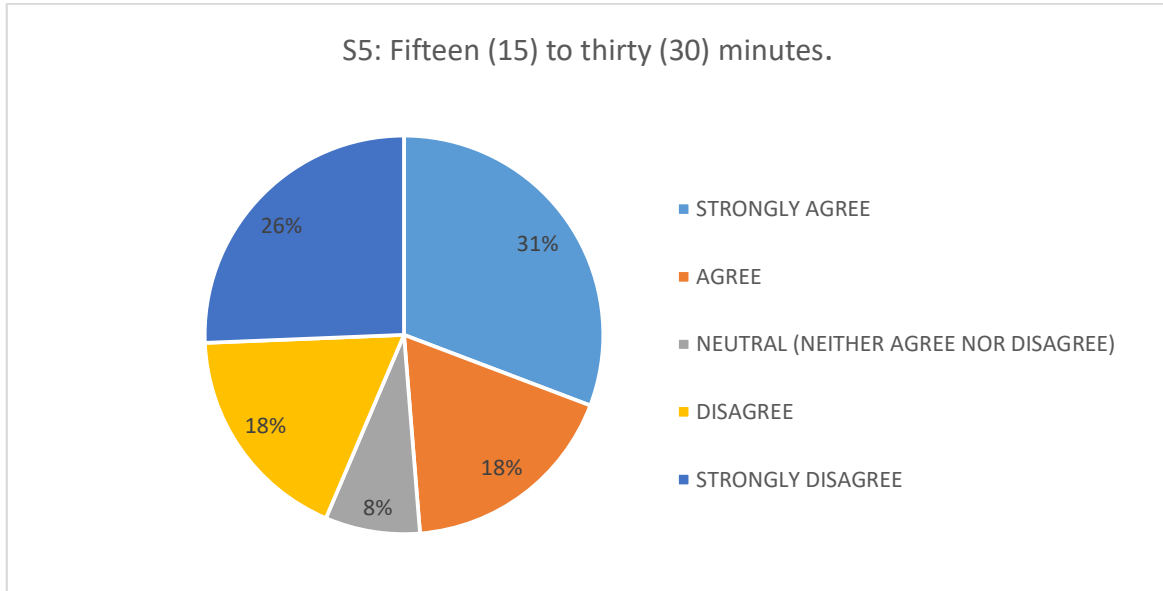


Figure 7. Results regarding length: statement 5

The results show that 0% of the respondents strongly agreed with statement 6, 0% agreed, 8% neither agreed nor disagreed, 38% disagreed, and 54% of them strongly disagreed (see Figure 8).

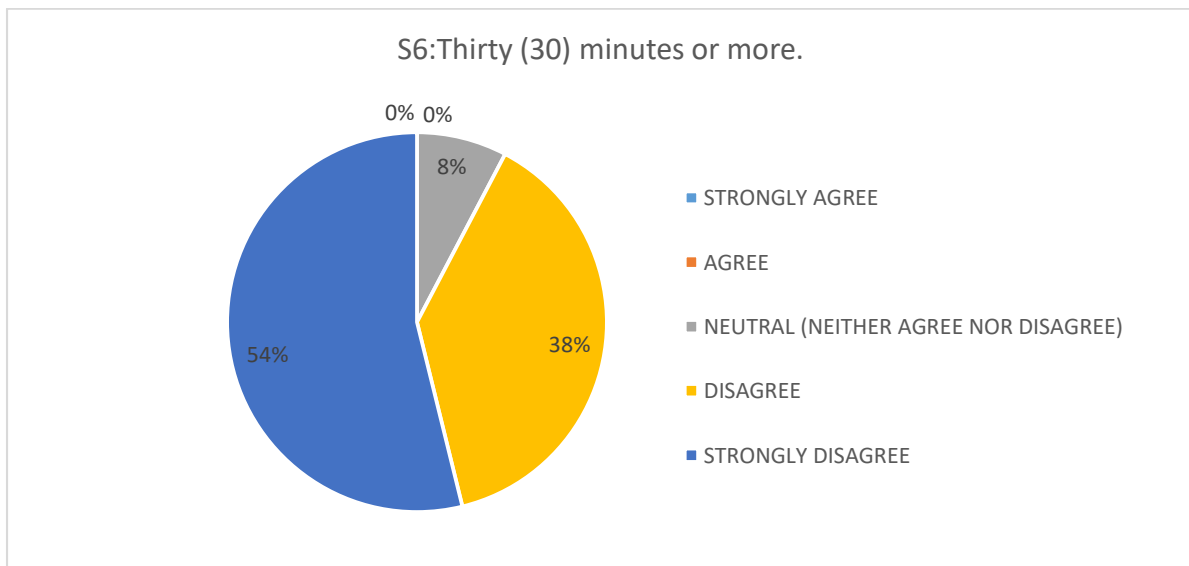


Figure 8. Results regarding length: statement 6



Therefore, it can be observed that regarding length, most of the students preferred to watch documentaries with lengths between seven (7) and ten (10) minutes, as 44% of the respondents strongly agreed with statement 4. At a lower level, 31% of the respondents strongly agreed with statement 5, and there were no respondents agreeing with statement 6. Even so, the results indicated that there was low acceptance of statement 6, as 54% of the participants strongly disagreed with the idea of watching documentaries that last 30 minutes or more. Thus, it can be observed that the most valued statement among respondents was statement 4, which demonstrates that students would prefer to watch documentaries with a length between seven (7) and ten (10) minutes.

4.1.1.3. Category 3: Narration

Stoller (1998) mentions that “documentaries, for one, include commentary, location inserts and people talking” (as cited in Ruusunen, 2011. p. 37). Therefore, this information must be clearly reported. Thus, the application of documentaries requires special selection regarding who and how the information is presented.

Three statements were composed with respect to the narration category. S7) I would prefer to watch historic documentaries where there is a single narrator. S8) I would prefer to watch historic documentaries where there are many narrators. S9) I would prefer to watch historic documentaries where there are at least one narrator and an interview.

Regarding statement 7, it can be observed that 41% of the respondents strongly agreed with this statement, 23% agreed, 18% neither agreed nor disagreed, 10% disagreed, and just 8% of them strongly disagreed (see Figure 9).

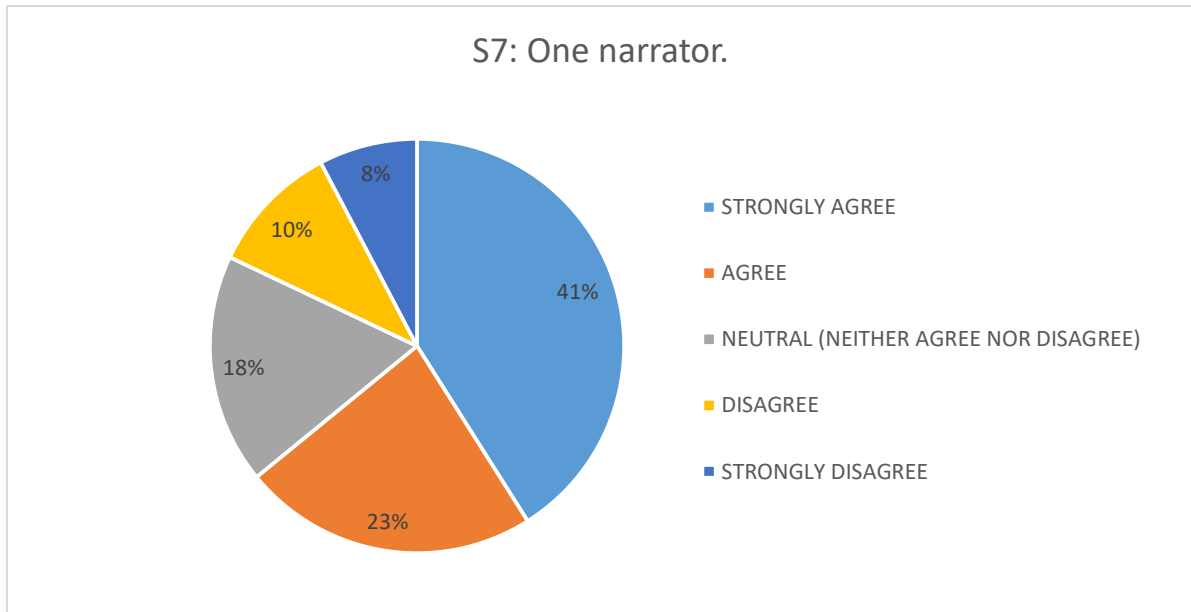


Figure 9. Results regarding narration: statement 7

Regarding statement 8, it can be seen that 28% of the respondents strongly agreed with this statement, 18% agreed, 13% neither agreed nor disagreed, 26% disagreed, and 15% of them strongly disagreed (see Figure 10).

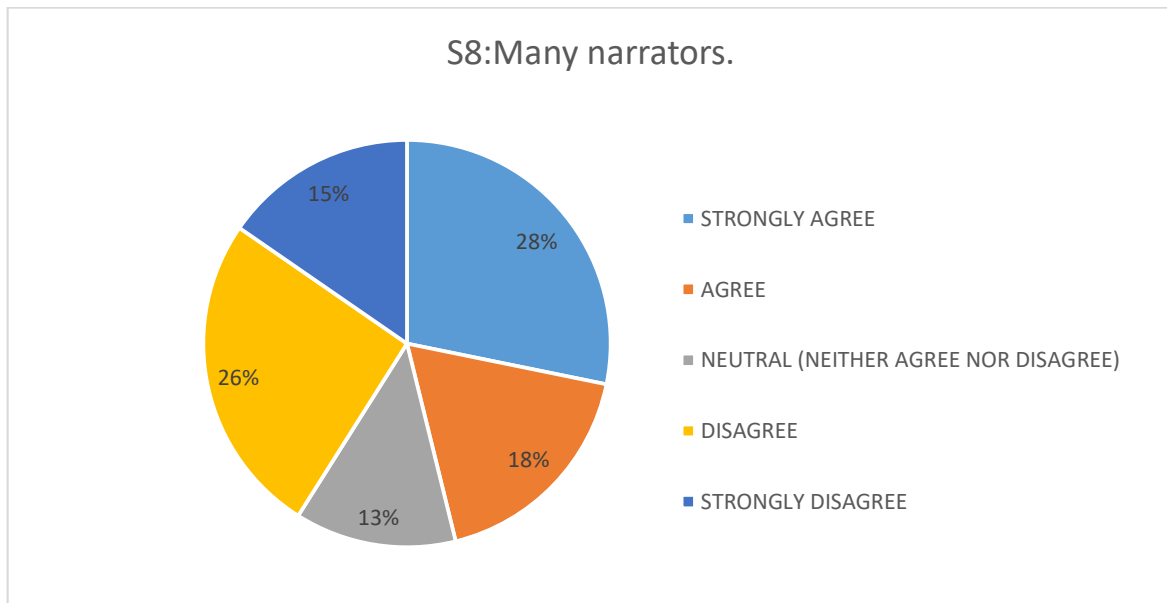


Figure 10. Results regarding narration: statement 8

Similarly, 21% of the respondents strongly agreed with statement 9, 15% agreed, 18% neither agreed nor disagreed, 21% disagreed, and 26% of them strongly disagreed (see Figure 11).

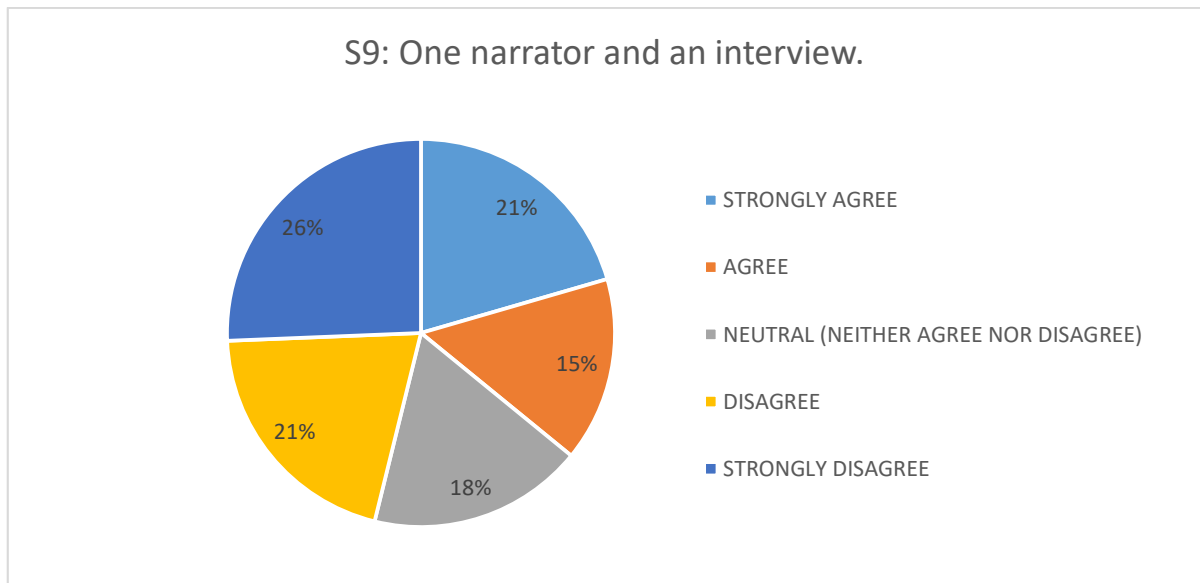


Figure 11. Results regarding narration: statement 9

As per the category of narration, it can be summarized that 41% of the respondents strongly agreed with statement 7, 28% with statement 8, and 21% with statement 9. Thus, comparing statement 7 with the other items within this category, it can be observed that the most valued statement among respondents was statement 7 which demonstrates that most of the students prefer to watch documentaries where there is just a single narrator.

4.1.1.4. Category 4: Information

As is generally known, a documentary is a type of video characterized by the exposition of showing facts. Therefore, it was important to analyze the students' opinions regarding how information should be presented. This category consisted of two statements. S10) I would prefer to watch historic documentaries where facts are presented by experts who have had a first-hand experience. S11) I would prefer to watch historic documentaries where facts are presented through role-plays and dramatizations (animated cartoons).

Regarding statement 10, it can be observed that 18% of the respondents strongly agreed with this statement, 21% agreed, 5% neither agreed nor disagreed, 26% disagreed, and 31% of them strongly disagreed (see Figure 12).

S10: By experts who have had first-hand experience.

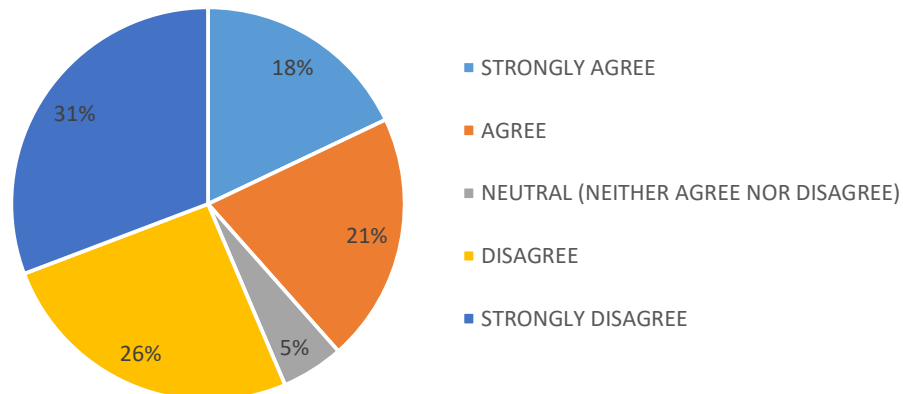


Figure 12. Results regarding information: statement 10

Regarding statement 11, it can be observed that 44% of the respondents strongly agreed with this statement, 33% agreed, 13% neither agreed nor disagreed, 5% disagreed, and 5% of them strongly disagreed (see Figure 13).

S11: Through role plays and dramatizations (animated cartoons).

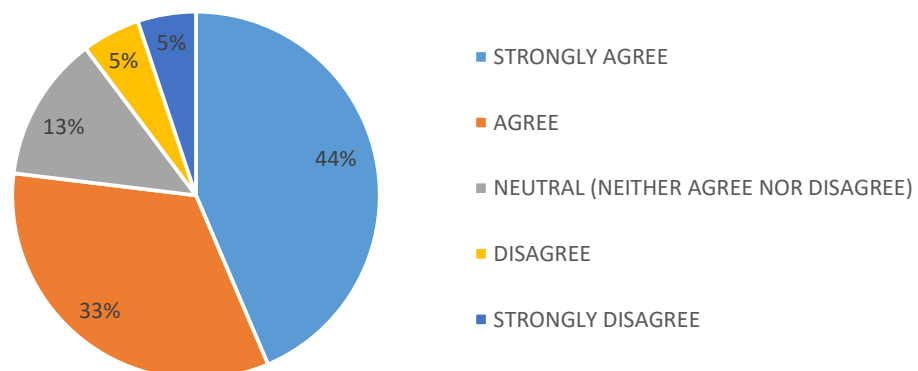


Figure 13. Results regarding information: statement 11

Regarding this category, it can be observed that 18% of the respondents strongly agreed with statement 10, and 44% of them strongly agreed with statement 11. Thus, it can be observed that the most valued statement among respondents was statement 11, which

demonstrates that students prefer to watch historic documentaries where facts are presented either via role playing and dramatizations.

4.1.1.5. Category 5: Pictures and Graphics

It was also important to analyze preferences regarding pictures and graphics, as these are one of the most important elements when presenting facts in documentaries. Therefore, this category was comprised of two statements. S12) I would prefer to watch in a documentary pictures/images showing facts. S13) I would prefer to watch in a documentary animated pictures/images showing facts.

Regarding statement 12, it can be seen that 21% of the respondents strongly agreed with this statement, 18% agreed, 5% neither agreed nor disagreed, 23% disagreed, and 33% of them strongly disagreed (see Figure 14).

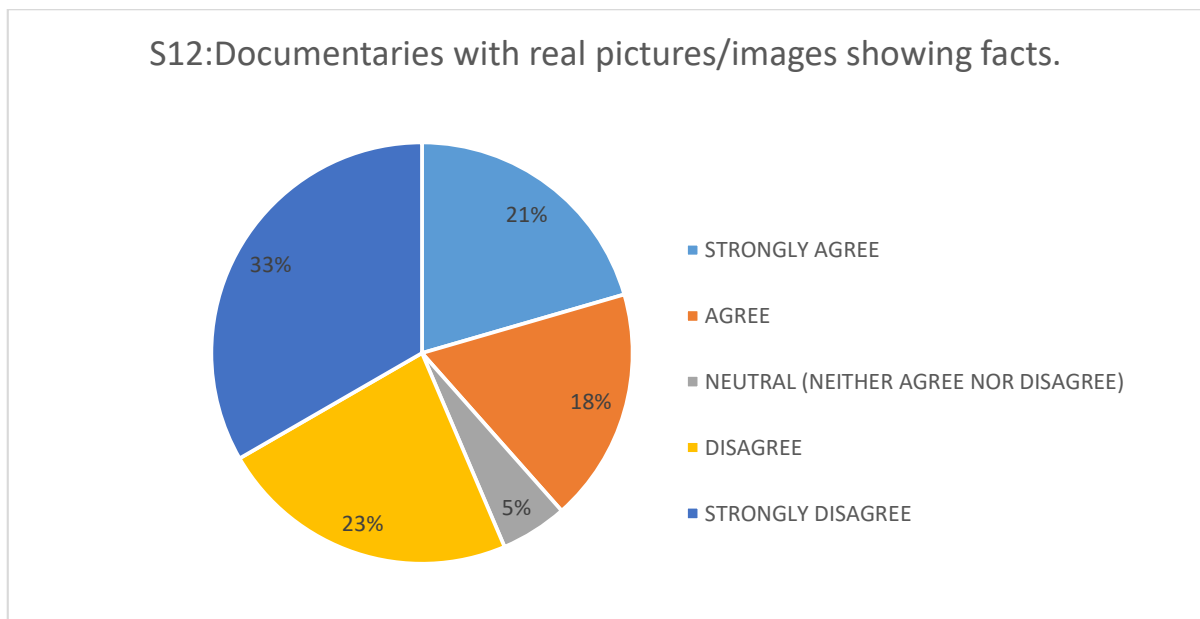


Figure 14. Results regarding pictures and graphics: statement 12

Regarding statement 13, it can be observed that 74% of the respondents strongly agreed with this statement, 21% agreed, 0% neither agreed nor disagreed, 3% disagreed, and 3% of them strongly disagreed (see Figure 15).

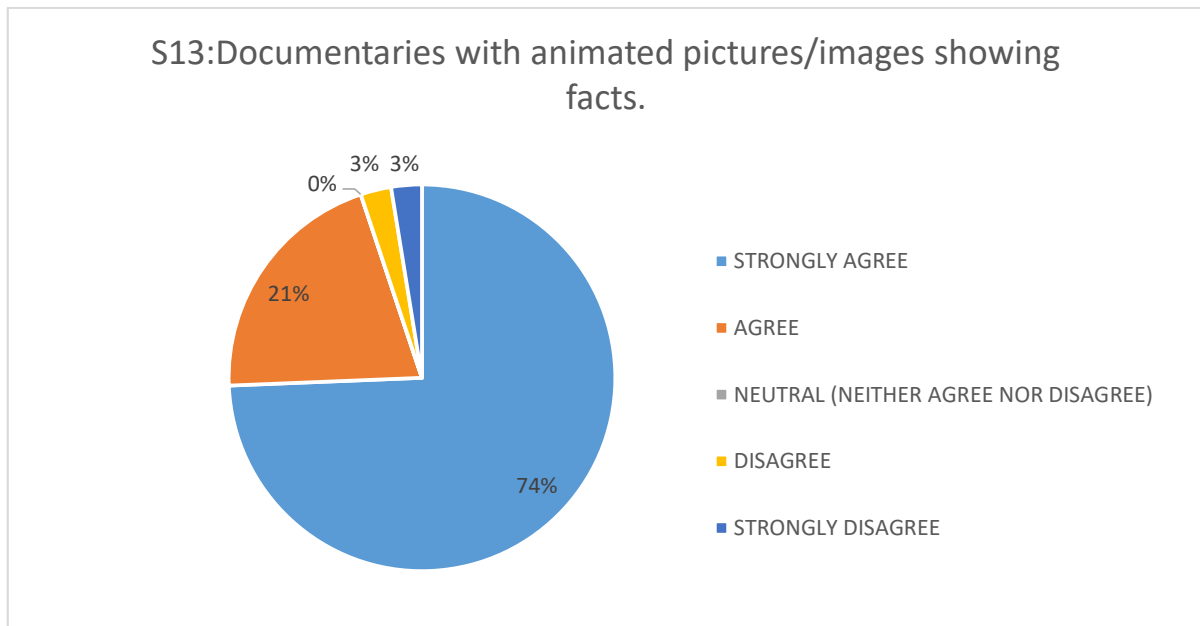


Figure 15. Results regarding pictures and graphics: statement 13

In this category, statement 13 was the most valued by participants. In figure 14, it can be observed that 21% of the students strongly agreed with statement 12, while 74% of the students strongly agreed with statement 13 as observed in Figure 15. Regarding this category, the most valued statement among respondents was statement 13, which demonstrates that students prefer to watch a documentary with animated pictures and images showing facts instead of real pictures.

4.1.1.6. Category 6: Music

Music can also help the students to follow the story, and might also help the students pay better attention to the details explained in the video, so it was important to analyze the respondents' preferences regarding this feature in a documentary.

This last category was comprised of two statements for respondents. S14) I would prefer that in the documentary be included songs with lyrics. S15) I would prefer that in the documentary be included soundtracks.

Regarding this statement, it can be observed that 46% of the respondents strongly agreed with this statement, 33% agreed, 3% neither agreed nor disagreed, 8% disagreed, and 10% of them strongly disagreed (see Figure 16).

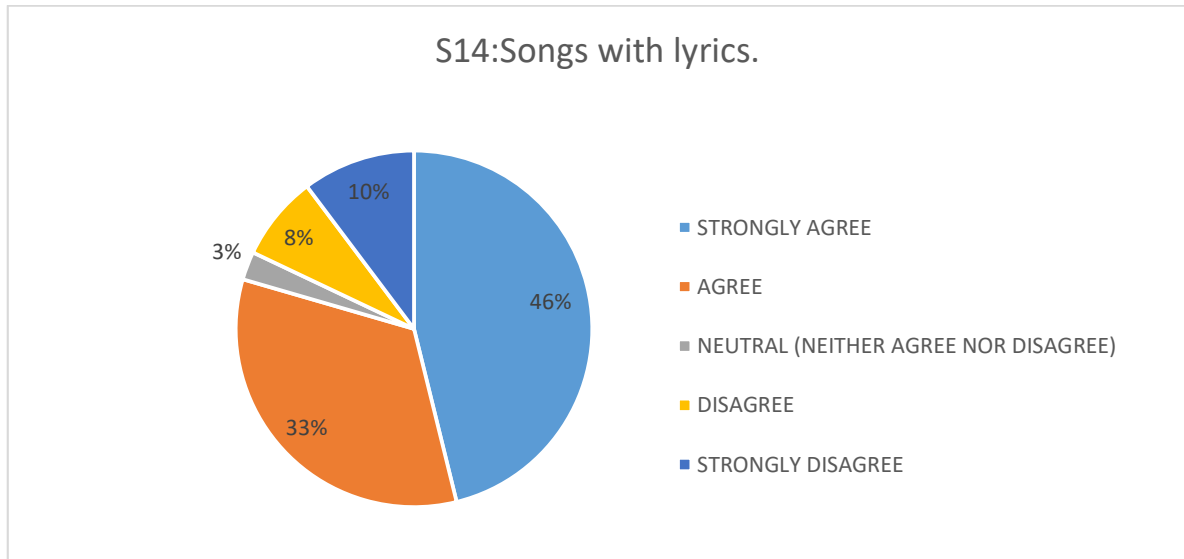


Figure 16. Results regarding music: statement 14

Then, it can be seen that 51% of the respondents strongly agreed with statement 15, 36% agreed, 3% neither agreed nor disagreed, 5% disagreed, and 5% of them strongly disagreed (see Figure 17).

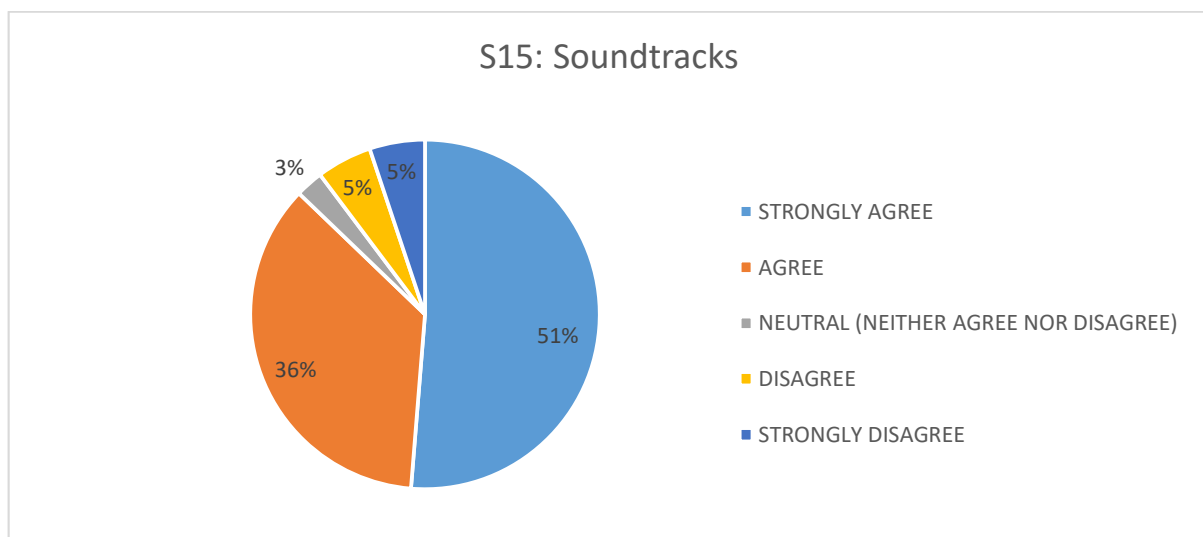


Figure 17. Results regarding music: statement 15

Finally, Figure 16 and 17 show that statements 14 and 15 received a high acceptance level from students. 46% of the respondents strongly agreed with statement 14, while 51% of the



students strongly agreed with statement 15. As can be observed, documentaries with soundtracks as described in statement 15 were slightly more appreciated by students.

In summary, based on these results, it was found that:

- ✓ The majority of the students do not watch documentaries frequently either at home or at school.
- ✓ Regarding the Social Studies subject, the majority of the students would prefer watching documentaries than reviewing a book.
- ✓ The majority of the students preferred watching videos between 7 and 10 minutes in length.
- ✓ In the case of narration, most of them preferred documentaries with a single narrator.
- ✓ Regarding the information contained, most of the students preferred documentaries showing true facts presented through role-playing and dramatizations with animated cartoons.
- ✓ The majority of the students preferred documentaries with animated pictures and images showing facts instead of real pictures.
- ✓ The majority of the students preferred documentaries accompanied by soundtracks.

These findings were used to select the appropriate short historic documentaries to be presented in the social studies classroom.

4.2. Data Processing: Pre-test and Post-test Results

Information was processed using the statistical program SPSS 25.0 software to obtain the statistical descriptors and measures of dispersion, and Excel 2016 to create tables and graphs. The Kolmogorov-Smirnov test was used to analyze the behavior of the data, which showed that results were not normal ($p < .05$), and McNemar's Chi-square test was applied for the verification of the amount of words the students acquired. Moreover, two non-parametric tests were used. The U-Mann Whitney test was used to compare the means between the two



groups, and the Wilcoxon test was applied to compare the means before and after intragroup.

Decisions were made with a significance level of 5% ($p < .05$).

4.2.1. Productive Vocabulary

4.2.1.1. Pre-test Results: Treatment and Control Group

As was mentioned before, a rubric to measure the speech vocabulary competence was used (see Appendix H). Before the intervention, it was found that the students of both study groups performed poorly in their speech vocabulary competence measured through the rubric based on these four categories: vocabulary (words), grammar, pronunciation, and knowledge of the subject. Their total scores ranged from 2 to 7 with averages of 3.34 ($SD = 1.33$) in the treatment group and 3.44 ($SD = 1.56$) in the control group. Also, it can be observed that the general proficiency in each category was around 0.8 out of 2.5 and that both study groups were at the same level of knowledge. For this purpose, the U-Mann Whitney test was used for the comparison of means between the two groups. Additionally, decisions were made applying a significance level of 0.05 (see table 2).

Table 2

Pre-test: Treatment and Control group: U-Mann Whitney test

	Treatment				Control				P
	Min	Max	Mean	SD	Min	Max	Mean	SD	
Vocabulary (Words) /2.5	0.50	1.50	0.80	0.31	0.50	1.50	0.83	0.41	0.954
Grammar /2.5	0.50	1.50	0.81	0.33	0.50	1.50	0.86	0.40	0.715
Pronunciation /2.5	0.50	2.00	0.84	0.39	0.50	1.50	0.88	0.40	0.695
Topic Knowledge /2.5	0.50	2.00	0.89	0.42	0.50	1.50	0.86	0.38	0.865
Total /10	2.00	7.00	3.34	1.33	2.00	6.00	3.44	1.56	0.929

Note: * significant difference ($p < .05$)



4.2.1.2. Post-test Results - Treatment and Control Group

Table 3 shows that, on average, each speech competence or category evaluated in the treatment group was around 1.6 out of 2.5 and the group average score in the oral production ranged from 4 to 9 with a mean of 6.44 (SD = 1.44). On the other hand, in the control group, the performance in each category was around 1.1 out of 2.5, and the range was between 2 and 8 with a mean of 4.62 (SD = 1.76). The U-Mann Whitney test showed a significant difference between the means of the treatment and the control group ($p < .05$) (see Table 3).

Table 3

Post-test: Treatment and Control Group: U-Mann Whitney test

	Treatment				Control				P
	Min	Max	Mean	SD	Min	Max	Mean	SD	
Vocabulary /2.5	1.00	2.00	1.66	0.30	0.50	2.00	1.24	0.52	.001**
Grammar /2.5	1.00	2.50	1.61	0.42	0.50	2.00	1.12	0.50	.000**
Pronunciation /2.5	1.00	2.50	1.56	0.42	0.50	2.00	1.03	0.41	.000**
Topic Knowledge /2.5	1.00	2.50	1.61	0.42	0.50	2.00	1.23	0.53	.004**
Total /10	4.00	9.00	6.44	1.44	2.00	8.00	4.62	1.76	.000**

Note: * significant difference ($p < .05$)

In table 3 can be observed that after the oral post-test application, the speech competencies and the vocabulary scores of both the treatment and the control group improved. Nevertheless, the oral competencies and vocabulary scores of the treatment group greatly differed from the scores of the students in the control group. This increase is the result of a frequent exposure of the treatment group to productive vocabulary activities based on the short documentaries.

4.2.2. Word knowledge

4.2.2.1. Pre-test and Post-test: Treatment and Control Group

The number of words known by students from a vocabulary list of 30 content words was assessed. Data was collected on a checklist with the words selected from units 4 and 5 (see Appendix G). After that, the data were processed applying McNemar's Chi-square test. As a



result, in the group of words belonging to the topics “First settlers of America” and “Emergence of culture” in unit 4, some interesting results were discovered.

After the application of the pre-test, it was found that the words “agriculture” and “ancient” were the best known by students of the treatment and control group; and the less familiar words were: “hunter”, “settler”, “nomad”, “extinction”, “gatherer”, “irrigation system”, and “sedentarism”. In the post-test, it was discovered that in the treatment group (n=32), the most well-known words were: “stone utensil”, “primitive”, “tribe”, “glaciation”, and “agriculture”, and in the control group (n=33) these were “stone utensil”, “tribe”, and “agriculture”. More than 20 students in each group were familiar with the above-mentioned words. On the other hand, the words with less familiarization were: “settler” and “irrigation system” in both groups (see Table 4).

Table 4

Word knowledge (First settlers of America-Emergence of Agriculture) – McNemar's Chi-square test

Word	Treatment n=32				P	Control n=33				P
	Pre-test		Post-test			Pre-test		Post-test		
	N	%	N	%		N	%	N	%	
Stone utensil	18	56.3	27	84.4	0.049*	18	54.5	23	69.7	0.332
Hunter	0	0.0	17	53.1	0.000*	2	6.1	13	39.4	0.003*
Primitive	15	46.9	21	65.6	0.286	16	48.5	17	51.5	1.000
Settler	2	6.3	5	15.6	0.375	4	12.1	4	12.1	1.000
Ancient	26	81.3	19	59.4	0.118	24	72.7	17	51.5	0.143
Nomad	0	0.0	15	46.9	0.000*	2	6.1	13	39.4	0.007*
Migration	21	65.6	16	50.0	0.332	20	60.6	16	48.5	0.454
Domestication	13	40.6	17	53.1	0.388	12	36.4	15	45.5	0.549
Extinction	1	3.1	13	40.6	0.002*	2	6.1	11	33.3	0.012*
Gatherer	1	3.1	14	43.8	0.001*	1	3.0	11	33.3	0.006*
Irrigation system	2	6.3	11	34.4	0.022*	2	6.1	7	21.2	0.18
Tribe	20	62.5	30	93.8	0.006*	16	48.5	23	69.7	0.143
Sedentarism	1	3.1	12	37.5	0.003*	1	3.0	11	33.3	0.006*
Glaciation	17	53.1	24	75.0	0.143	14	42.4	19	57.6	0.359
Agriculture	28	87.5	31	96.9	0.375	25	75.8	23	69.7	0.774

Note: * significant difference (p<.05)



Table 4 shows the absolute and frequency percentage of students who recognized each of the words. It can also be observed that in the treatment group (n=32) the students had significantly improved knowledge in 8 of the 15 words presented while the control group (n=33) had significantly improved knowledge in 5 words ($p < .05$) which coincided with the treatment group (n=32), who had improved in the recognition of the words “stone utensil”, “irrigation system”, and “tribe”.

Also, in table 4, some interesting results can be observed. For example, in the treatment group (n = 32) it can be seen that in the pretest, 18 students knew the word “stone utensil”; however, after the application of the post-test, the number of students who knew the same word increased to 27. In the case of the control group (n = 33), it can be observed that 18 students knew the word “stone utensil” and that after the post- test, the number of students who knew the same word increased but only to 23 participants. This improvement pattern can be consistently observed between groups in both the treatment and the control group for almost all words. Therefore, these results indicate that the participants of the treatment group (n=32) acquired more words than those of the control group.

In the group of words corresponding to the topics “Great Cultures of Mesoamerica” and “The Andean America” in unit 5, it was found that practically all of the participants in both the treatment and the control group, at first, were familiar with the word "continent" and to a large extent with the words: “ritual”, “civilization”, and “pyramid”. The analysis of the post-test revealed that the most recognized words by the students were the same as in the pre-test and that the words with the greatest difficulty for recognition were: “deity”, “slave”, “war”, and “monarch”.

It was also found that in the control group (n=33) there was a significant improvement in knowledge ($p < .05$) in 8 words, which coincided with those of the treatment group (n=32). However, apart from those 8 words, the treatment group (n=32) had acquired significantly



more knowledge of three new words: “ritual”, “god”, “prisoner”, representing a total improvement regarding 11 of the 15 words in this section (see table 5).

Table 5

Word knowledge (Great Cultures of Mesoamerica-The Andean America) McNemar's Chi-square test

Word	Treatment n=32				P	Control n=33				P
	Pre-test		Post-test			Pre-test		Post-test		
	N	%	N	%		N	%	n	%	
Ritual	22	68.8	31	93.9	0.012*	20	60.6	27	81.8	0.092
Deity	0	0.0	4	12.1	0.125	3	9.1	4	12.1	1.000
Human sacrifice	9	28.1	22	66.7	0.007*	9	27.3	18	54.5	0.049*
God	2	6.3	23	69.7	0.000*	9	27.3	16	48.5	0.092
Monarch	1	3.1	16	48.5	0.000*	3	9.1	14	42.4	0.003*
Civilization	19	59.4	31	93.9	0.000*	20	60.6	30	90.9	0.006*
Gold	1	3.1	24	72.7	0.000*	5	15.2	19	57.6	0.001*
Shaman	17	53.1	30	90.9	0.001*	17	51.5	26	78.8	0.035*
Ruler	15	46.9	26	78.8	0.013*	15	45.5	24	72.7	0.049*
Slave	0	0.0	10	30.3	0.002*	2	6.1	11	33.3	0.012*
Pyramid	25	78.1	24	72.7	1.000	22	66.7	22	66.7	1.000
Prisoner	15	46.9	25	75.8	0.021*	18	54.5	21	63.6	0.648
Conquest	2	6.3	24	72.7	0.000*	4	12.1	19	57.6	0.000*
Continent	31	96.9	31	93.9	1.000	27	81.8	28	84.8	1.000
War	8	25.0	8	24.2	1.000	7	21.2	9	27.3	0.791

Note: * significant difference ($p < .05$)

Interestingly, when the intragroup results in table 5 are compared, similar results can be observed in regards to the words of unit 4. For example, in the treatment group ($n=32$) it can be seen that in the pretest, 22 students knew the word “ritual”. Nevertheless, after the application of the post-test, the number of students who knew the same word increased to 31. In the case of the control group ($n=33$), it can be observed that 20 students knew the word “ritual” and that after the post test, the number of students who knew the same word increased, but just to 27 participants. Once again, this improvement pattern can be constantly observed intragroup in both the treatment and the control group for almost all of the words in unit 5. Although the participants of both groups show progress in the number of words



acquired, results indicate that the participants of the treatment group (n=32) acquired more words than those participants part of the control group.

As a result, pre-test results showed that the knowledge of these words in both groups ranged between 5 and 17 words, with an average of 11 words showing similar knowledge conditions ($p > .05$). After the intervention and the application of the post-test, some differences between both groups can be seen. For instance, the students of the treatment group (n=32) were familiar with at least 11 to 24 words with a total average of 19 words; while in the control group (n=33), the students knew between 8 and 24 words with a total average of 16. Consequently, students in the treatment group (n=32) knew on average three more words than the control group ($p < .05$) (see Figure 18).

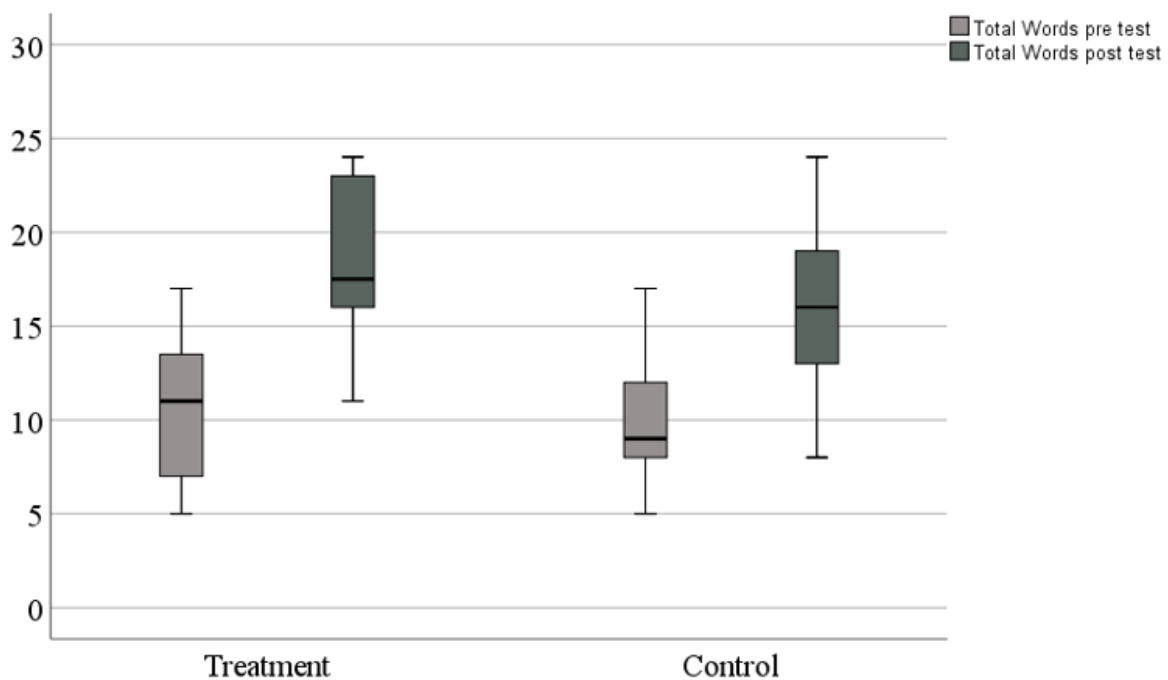


Figure 18. Box and Whisker plot

4.2.2.2. Main Differences

In order to compare the pre-test and post-test differences intragroup, the Wilcoxon test was applied. Results indicated that in the treatment group, there were increases between 0.5 and 1.5 points in the qualification rubric with an average increase of 0.78 points out of 2.5 in each



evaluated category. On the final grade, an average increase of 3.10 points was observed.

Finally, in this group it was found that the students increased their vocabulary by a minimum of 3 words; this is considered as evidence of a significant increase in each of the indicators of oral production.

In contrast, in the control group, there were decreases of 0.5 points in each category and improvements up to 1.5 points; with an average increase of 0.30 points. In total, the students gained 1.18 points out of 2.5 in the total of oral production. Although improvement was observed in both study groups compared to the pre-test results, in the case of the control group, there were setbacks of up to 7 words. Decisions were made with a significance level of ($p < .05$) (see table 6).

Table 6

Pre-test and post-test differences intragroup: Wilcoxon Test

Difference	Treatment n=32					Control n=33				
	Min	Max	Mean	SD	P	Min	Max	Mean	SD	P
Vocabulary /2.5	0.50	1.50	0.86	0.32	0.000	-0.50	1.50	0.41	0.51	0.000
Grammar /2.5	0.00	1.50	0.80	0.31	0.000	-0.50	1.50	0.26	0.42	0.002
Pronunciation /2.5	0.00	1.00	0.72	0.28	0.000	-0.50	1.00	0.15	0.36	0.026
Topic Knowledge /2.5	0.00	1.50	0.72	0.31	0.000	-0.50	1.50	0.36	0.50	0.001
Total /10	0.50	4.50	3.10	0.97	0.000	-2.00	5.50	1.18	1.60	0.001
Known words /30	3.00	19.00	8.41	3.92	0.000	-7.00	16.00	5.18	4.78	0.000

Note: * significant difference ($p < .05$)

Therefore, it is important to highlight that regarding word use, participants from the treatment group displayed a higher proficiency level than those in the control group.



4.2.2.3. Treatment group: Main Changes

In the treatment group, it was found that practically all of the students had positive changes in their oral vocabulary production, except for one student who did not demonstrate changes in their grammar, pronunciation, and the topic knowledge (see Figure 19).

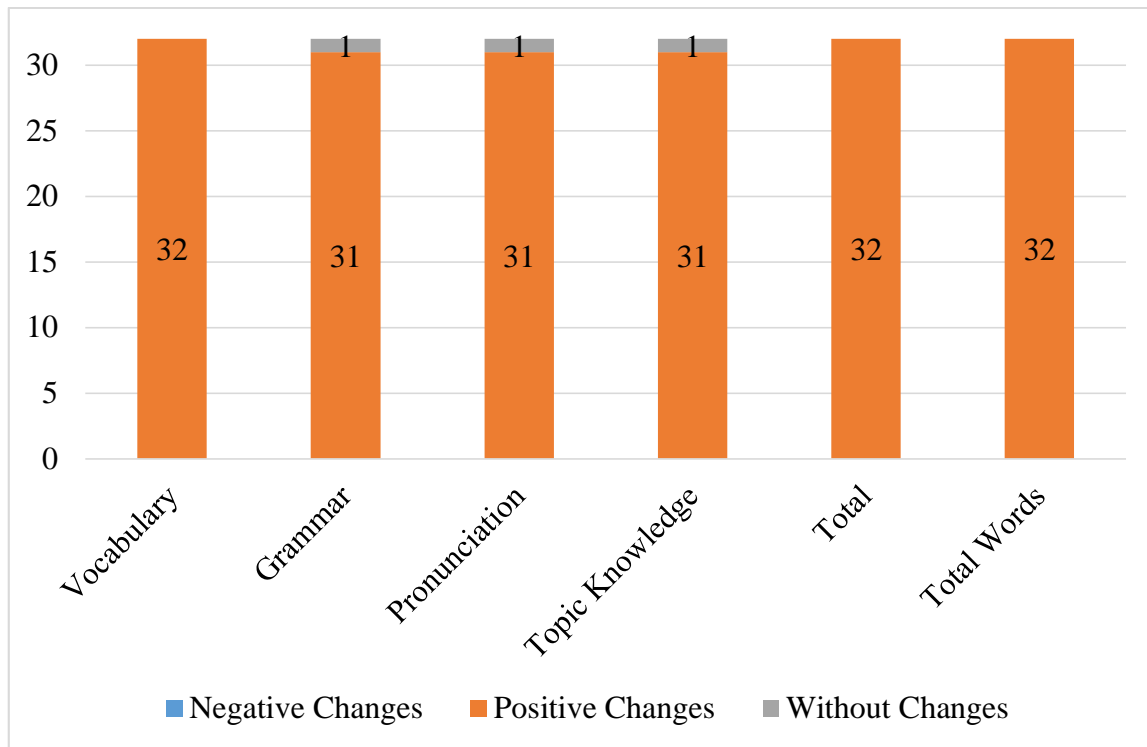


Figure 19. Treatment group: Main changes

4.2.2.4. Control Group: Main Changes

In the control group, there was one case with negative changes in all evaluated speech competences, and another case with a negative change in pronunciation only. On the other hand, 17 cases were found with positive changes in the total oral production, and 29 students with at least one word acquired. Finally, between 15 and 22 students did not demonstrate changes in any of the evaluated competences (see Figure 20).

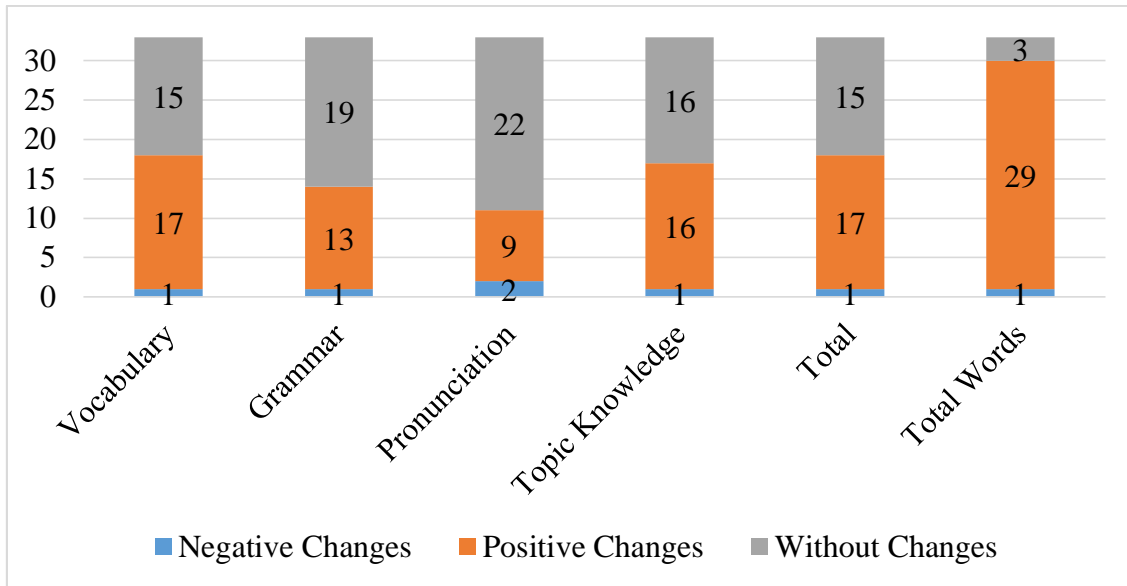


Figure 20. Control group: Main changes

4.2.2.5. Main differences between the Treatment and Control Group

Although significant improvements were evident in the groups of study, the treatment group increased its performance in the use of vocabulary in production to a significantly greater extent compared to the control group ($p < .05$); not only in the number of words known but also in regards to pronunciation and grammar because the difference in increase exceeded 0.5 points and just to a lesser extent with respect to the topic knowledge of the subject, with an increase of 0.36 points on average (see table 7).

Table 7

Comparison of differences between groups: U-Mann Whitney test

Difference of	Treatment		Control		Difference Treatment – control	P
	Mean	SD	Mean	SD		
Vocabulary	0.86	0.32	0.41	0.51	0.45	0.000
Grammar	0.80	0.31	0.26	0.42	0.54	0.000
Pronunciation	0.72	0.28	0.15	0.36	0.57	0.000
Topic Knowledge	0.72	0.31	0.36	0.50	0.36	0.000
Total	3.10	0.97	1.18	1.60	1.9	0.000
Known words	9	-	6	-	3	0.003

Note: * significant difference ($p < .05$)



4.3. Data Processing: Survey 2

At the end of the research phase, the students who took part in the treatment group were asked to complete a survey to assess their opinions regarding the application of the documentaries in learning new vocabulary. Therefore, in Survey 2, the Likert-scale information was processed using SPSS software version 25.0 to tabulate and interpret the data. Following this, an analysis of the results was conducted by comparing the most and least frequent responses. This information led to an understanding of the students' level of acceptance towards the application of short historic documentaries in the social studies class. The results are expressed through percentages in bar charts.

4.3.1. Students' opinions on the application of Short Documentaries

In the Likert scale, students had to indicate to what level they agreed or disagreed with some statements regarding the application of the documentaries to learn new vocabulary. They had to provide their evaluation according to a 5-point scale: “strongly agree”, “agree”, “neither disagree nor disagree”, “disagree”, and “strongly disagree”. Each answer was assigned specific points: 5 points to “strongly agree” and 1 point to “strongly disagree”. The acceptance level was measured on a scale from 1 to 5 with 5 being the highest rating for agreement with the statements. This survey was comprised of seven statements, which are represented graphically below in percentages.

The results of statement 1 show that a high percentage of students enjoyed vocabulary sessions due to watching short historic documentaries in the Social Studies subject since 6% of the respondents strongly agreed and 72% agreed with this statement (see Figure 21).

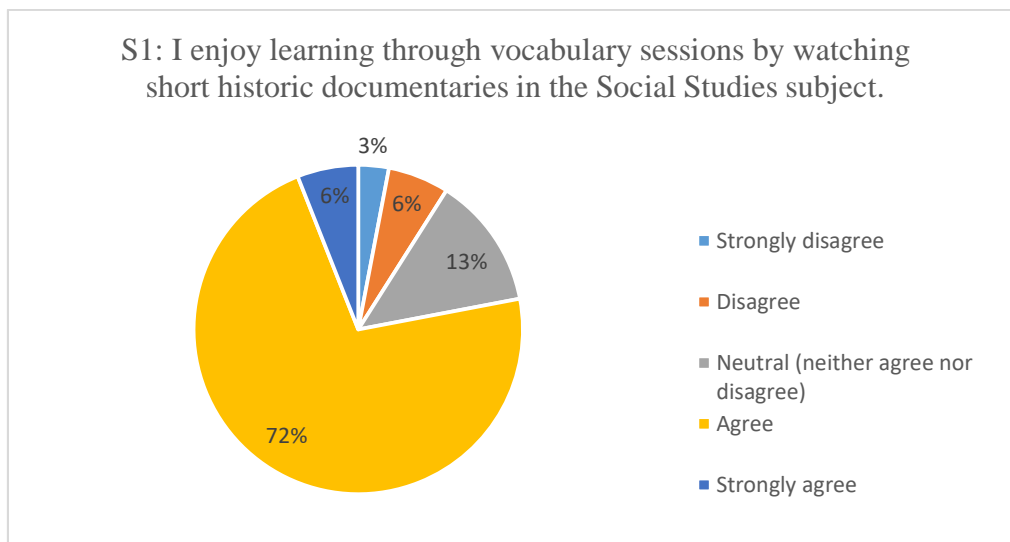


Figure 21. Results based on statement 1

Then, it can be observed that 6% of the respondents strongly agreed and 75% agreed that short historic documentaries make it easier to understand the content of the Social Studies lesson (see Figure 22).

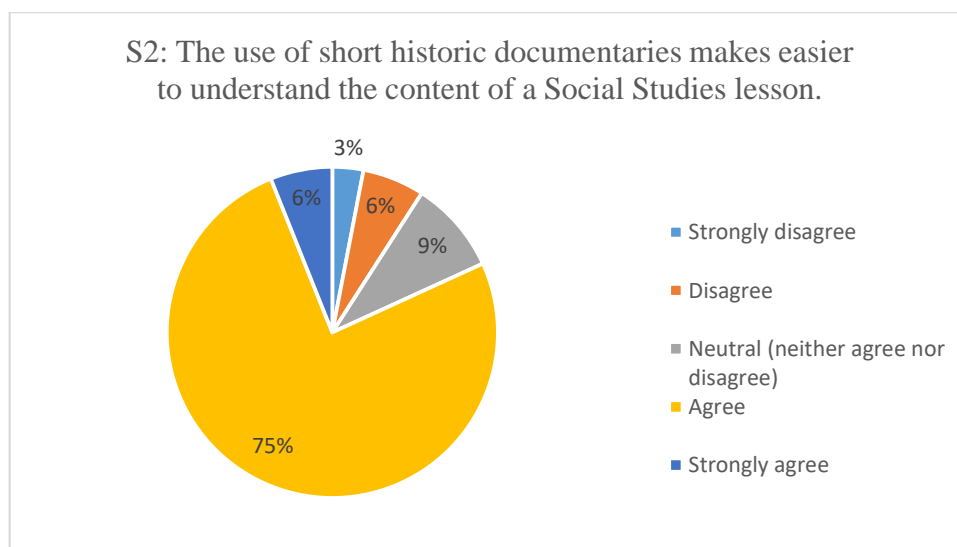


Figure 22. Results based on statement 2

Similarly, 6% of the respondents strongly agreed and 75% agreed with statement 3. According to these results, it can be observed that watching short historic documentaries was

very interesting for the respondents because of the audio and the visual material presented through this type of film (see Figure 23).

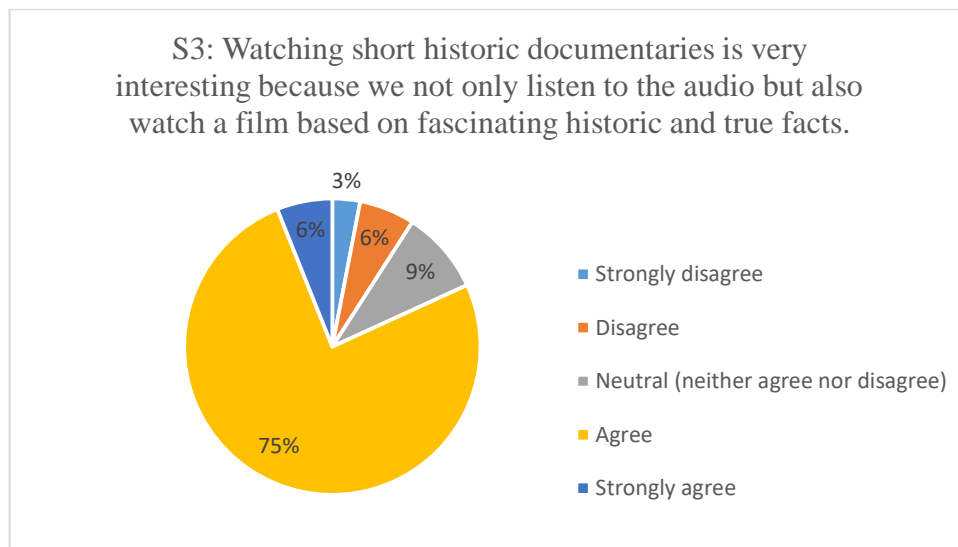


Figure 23. Results based on statement 3

Regarding statement 4, 6% of the respondents strongly agreed and 72% agreed. Based on this statement, it can be seen that most of the respondents think that listening to dialogues in short historic documentaries and watching pictures in motion at the same time produce improvement in their vocabulary and speaking skills (see Figure 24).

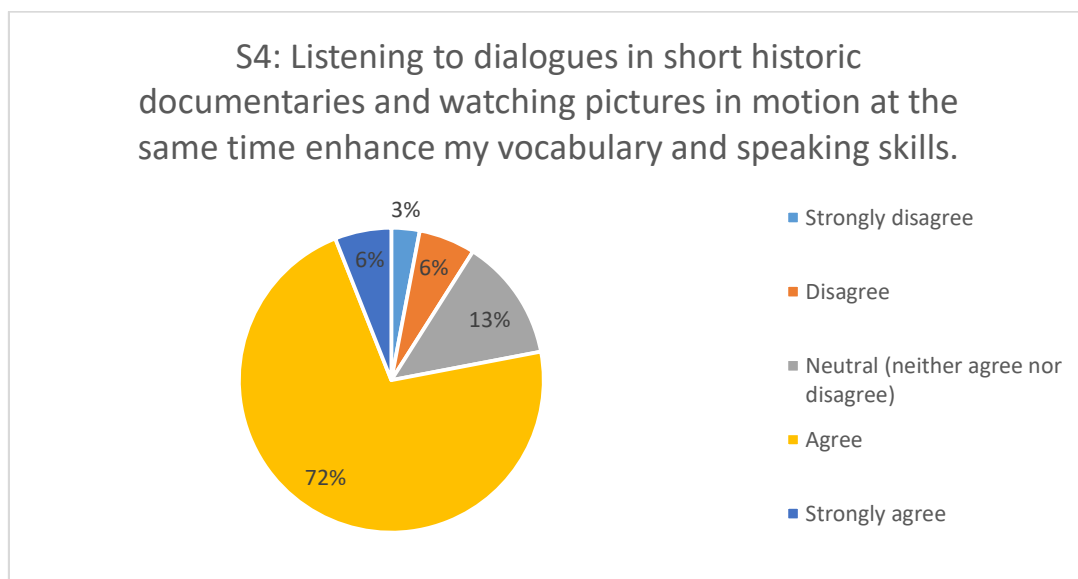


Figure 24. Results based on statement 4



Results indicate that 13% of the respondents strongly agreed and 50% agreed with statement 5. Based on this information, it is apparent that the respondents often use words learned from the short documentaries in their new Social Studies topics and conversations (see Figure 25).

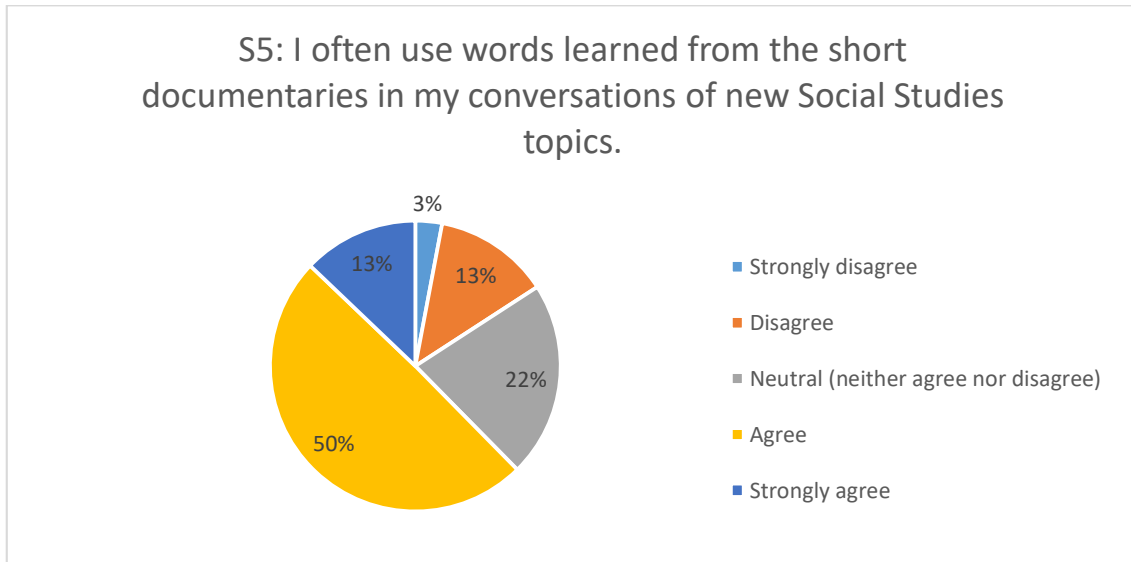


Figure 25. Results based on statement 5

A high level of respondents agreed with statement 6 since 69% of them thought that learning through lessons and activities based on short historic documentaries in the Social Studies class encouraged them to improve their vocabulary and speaking skills (see Figure 26).

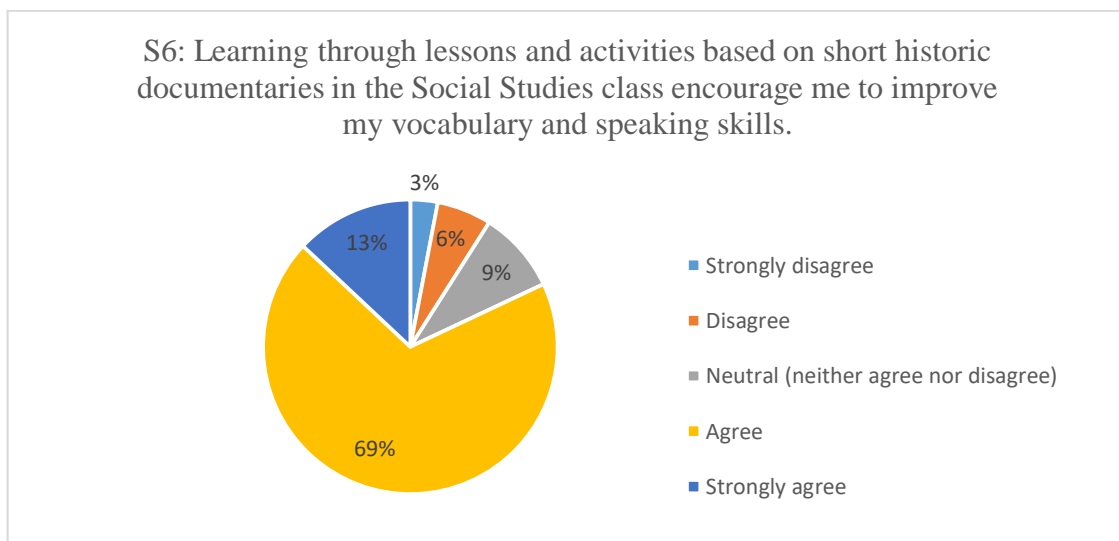


Figure 26. Results based on statement 6

In this last statement, 16% of the respondents strongly agreed and 66% agreed that watching short historic documentaries helped them to acquire new vocabulary, and learn how to pronounce new words, and this motivated them to participate in class (see Figure 27).

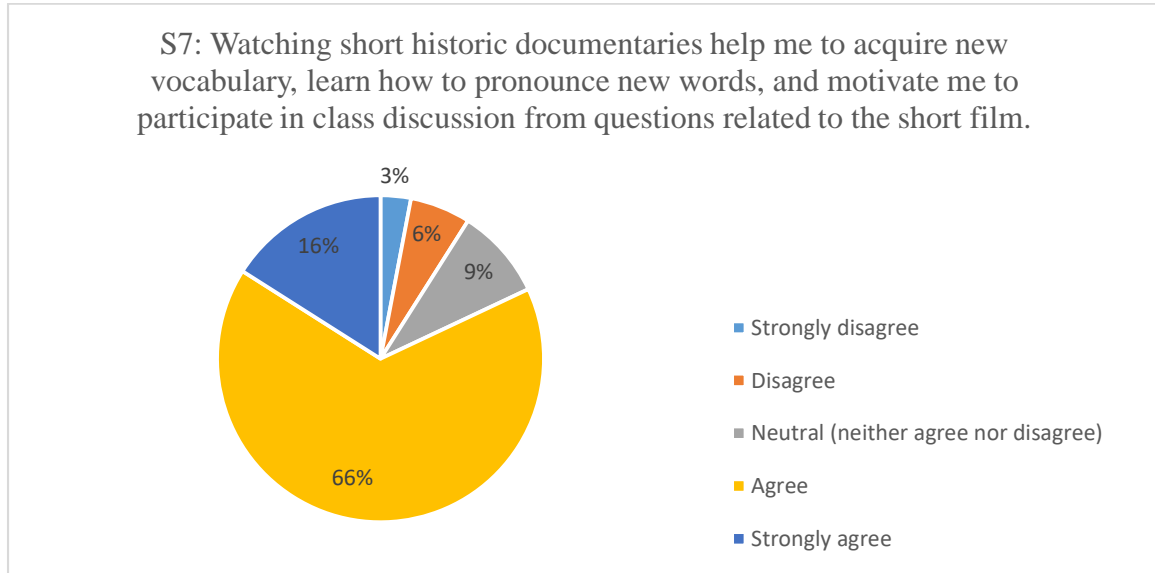


Figure 27. Results based on statement 7

To summarize, the degree of satisfaction with the use of short documentaries for the acquisition of vocabulary measured on a scale of 1-5 reflected a high degree of acceptance of the use of short documentaries, especially in regard to the acquisition of new vocabulary, pronunciation improvement for new words, and motivation in class participation. Furthermore, there were positive results with regards to the acceptance of short documentary-based lessons and activities since students participated collaboratively and actively in each class. In general, students improved their vocabulary and oral communication skills. However, there was also a somewhat lower acceptance of the statement regarding the frequency with which they use the acquired words learned in conversations in new Social Studies topics.

In general terms, it was found that students had a positive acceptance tendency in terms of enjoying the learning of the vocabulary, the ease of acquiring knowledge, and the appreciation of the interactivity generated by the use of short documentaries in Social Studies classes.



In relation to the data from survey 2, it has been shown that most students agreed that short documentaries are a useful tool to teach vocabulary in conjunction with oral production in the CLIL classroom. In short, based on the data, it is clear that the application of short historic documentaries can be an alternative for vocabulary acquisition during oral production in the CLIL classroom.

4.4. Discussion

The main objective of this study was to analyze the effect of short historic documentary films on vocabulary acquisition in conjunction with oral production in the CLIL classroom at Tecnico Salesiano High School. Therefore, the aims of the study, as stated in the first chapter, were:

- To examine students' preferences concerning short historic documentary film material to be applied during the Social Studies class.
- To evaluate students' vocabulary performance during oral production before and after the application of short historic documentary films.
- To analyze students' opinions toward the application of short historic documentary films for the acquisition of new vocabulary in the Social Studies class.

Consequently, some data collection instruments such as surveys, and tests were applied. After the application of the treatment, results were evaluated and significant differences were found between the treatment and control group.

4.4.1. Productive Vocabulary

Pre-test results showed that both groups obtained similar scores in the speech competencies evaluated, such as the vocabulary (words), grammar, pronunciation, and knowledge of the subject, which meant that both groups had similar knowledge conditions, thus allowing these two groups to be compared.



Before the intervention, it was found that the students of both study groups had a low level of performance in the speech vocabulary competence measured through the rubric based on these four categories: vocabulary (words), grammar, pronunciation, and knowledge of the subject since their total scores ranged from 2 to 7 with averages of 3.34 (SD = 1.33) in the treatment group and 3.44 (SD = 1.56) in the control group. Furthermore, before the intervention, it was found that the students of both study groups had a low level of productive vocabulary. In the case of the treatment group, their total scores had an average of 3.34 out of 10, and in the case of the control group, total scores had an average of 3.44 out of 10. Therefore, based on the learning standards set by the Ecuadorian Ministry of Education (2016), it can be stated that students with these scores belong to the category of “students do not reach the required learning”. These results clearly indicated that the students’ vocabulary needed treatment to enhance their vocabulary acquisition.

Following the treatment and the subsequent post-test, there were some interesting findings regarding the speech competences evaluated: vocabulary (words), grammar, pronunciation, and knowledge of the subject. For instance, in the treatment group, it was found that nearly all of the students had positive vocabulary changes in their oral production, except for one student who did not demonstrate changes or improvement in their grammar, pronunciation and knowledge of the topic. In contrast, in the case of the control group there was an improvement, but at a lower level. In this group, some students even showed negative changes in all the evaluated speech competencies. As can be seen in both groups, an improvement was evident. However, the post-test results demonstrated that in the treatment group, there was an increase not only in word recognition (vocabulary), but also in the ability to use those words productively. Treatment group participants also demonstrated significant changes regarding the way they pronounced those words (pronunciation), how they placed those words in a sentence (grammar), and how they used the words according to the context



(topic knowledge), which means that in this group, there was improvement in both the breadth and the depth of vocabulary. As can be seen, the treatment group had increased its performance in the use of vocabulary in production to a significantly greater extent compared to the control group in all the evaluated productive vocabulary competencies.

These findings concur with previous studies that found that documentaries are an adequate resource for enhancing new vocabulary. In his comparative study, Babaie (2010) demonstrated the positive effects of pictorial and textual glosses on incidental vocabulary growth for foreign language learners. It was shown that performance on both production and recognition tests of 14 words was better for those who were allowed to use a combination of text and picture. Also, after the oral post-test application, the speech competencies and the vocabulary scores of both the treatment and the control group improved. Nevertheless, the oral competencies and vocabulary scores of the treatment group greatly differed from the scores of the students in the control group.

In general, after the oral post-test application, the average of the productive competencies in the treatment group was 1.6 out of 2.5, and that of the control group was 1.1 out of 2.5. This increase is the result of a frequent exposure of the treatment group to productive vocabulary activities based on the short documentaries. In contrast, students of the control group were only exposed to the traditional receptive forms of learning new vocabulary, which has been highly criticized by researchers and linguists. Burke (2011) states that “teachers today, as Latin teachers did in Western Europe centuries ago, still reject second language acquisition theory and research that validates that students benefit from a more communicative approach to language teaching” (p.5).

As can be seen, students acquire new vocabulary more significantly in oral or productive contexts when they can actually use the vocabulary learned. Undoubtedly, the selection and design of appropriate materials to enhance vocabulary acquisition in productive contexts is



essential. Gondová (2013) claims that selection and planning topics for a CLIL classroom require careful attention as these topics should be based on communicative competencies, so students can develop their lexical knowledge.

Additionally, in the case of the control group, most of the students were able to recognize words just at a very basic level. When they had to use those words to answer the questions, they did so incorrectly. In this specific case, this problem might have been the result of the lack of the students' exposure to using the relevant vocabulary in productive ways, limiting them to just learning new vocabulary in receptive forms. Therefore, it is important to evaluate the students' vocabulary not just through receptive but through productive ways. As Pignot (2012) said, "receptive knowledge gradually moves towards productive mastery as a result of the learner learning more about the lexical items in a productive context" (p. 38). Beyond this, the post-test results showed the effectiveness of exposing students to a productive context in which they can use the words productively and meaningfully. In the treatment group, there was evidence that students could not only recognize those words, but that they were also able to pronounce those words more accurately, use the vocabulary correctly in sentences, and provide correct answers to given questions. As a result, it can be said that the inclusion of documentaries in forms of animated pictures, rather than presenting static ones facilitated the vocabulary acquisition because this provided a dynamic stimulus to build mental images of the target words, so it became easier to remember, as well as use, later, in context.

4.4.2. Word Knowledge

Regarding the number of words known, the pre-test showed that the students' knowledge of these words before the intervention in the two study groups ranged between 5 and 17 words with an average of 11 words showing similarity in knowledge levels. After the post-test, the students of the control group knew a mean of 16 words and in the treatment group students knew a mean of 19 words. Ultimately, if participants of the treatment and the control group



are compared, it can be said that there was improvement regarding word recognition in these two groups, as there was progress in both of them. In spite of this fact, it is important to highlight that regarding word recognition, participants from the treatment group displayed a higher level of word knowledge than those in the control group. Results indicated that participants of the treatment group knew three more words than participants of the control group.

These results show that the use of short documentaries in the Social Studies classroom influenced vocabulary acquisition positively, as students of the treatment group had the opportunity to relate the new words to the images in motion presented in the documentaries and, subsequently, they could use those new words in a productive context. Yuksel and Tanriverdi (2009) emphasize the usefulness of English captions when watching a movie since they facilitate acquiring vocabulary and they help the learner to incorporate a word into a context.

Regarding the group of words belonging to the Units “First settlers of America” – “Emergence of Culture”, it was found that through the application of the pre-test that the words “agriculture” and “ancient” were the best known by students in both the treatment and the control group; and the less familiar words were: “hunter” “settler”, “nomad”, “extinction”, “gatherer”, “irrigation system”, and “sedentarism”.

In the post test, it was found that the most well-known words were: “stone utensil”, “primitive”, “tribe”, “glaciation”, and “agriculture” in the treatment group, and in the control group these were: “stone utensil”, “tribe”, and “agriculture” since more than 20 students in each group were familiar with them. Conversely, the words with least familiarization were: “settler” and “irrigation system” in both groups.

In the group of words corresponding to the units “Great Cultures of Mesoamerica” and “The Andean America”, it was found that practically all the participants in both the treatment



and the control group, at first, were familiar with the word “continent” and to a large extent with the words: “ritual”, “civilization”, and “pyramid”. The analysis of the post-test revealed that the most recognized words by the students were the same as in the pre-test and that the words with the greatest difficulty for recognition were: “deity”, “slave”, “war”, and “monarch”.

Based on these results, it can be said that most of the students recognize English words that have a similar meaning, spelling, and pronunciation as in Spanish with less difficulty than those different from their native language, namely, students learn cognates faster than other types of words categories. For instance, pre-test and post-test results showed that most of the students in both groups were able to recognize and produce more accurately the words “civilization”, “migration”, “tribe”, “agriculture”, “continent”, “pyramid”, and “ritual” more accurately. Not surprisingly, students can benefit from cognate awareness, which is a bridge to acquiring and enhancing a second language since it facilitates word recognition. In the case of cognates such as those mentioned above, where a large number of words in each language are Latin-based and thus a large number of cognate pairs are shared, English language learners can use their Spanish vocabulary knowledge to identify, interpret, and use English vocabulary (August, Carlo, Dressler, & Snow, 2005; Hancin-Bhatt & Nagy, 1994).

Weiss et al. (2002) discovered that videos also provide “rich contexts and cultural authenticity embedded in the target words..... because videos are made of a series of images, participants pay attention to and stay focused on changes of images illustrating the meanings of the target words” (p. 466). All the provided reasons of cultural authenticity, form-meaning connections, contextual richness, and dynamic stimuli help learners acquire the target words more effectively and these are good reasons to use short documentaries in the CLIL classroom.



To conclude, through the second survey, the results indicated that the students had a positive acceptance tendency in terms of enjoying the learning of vocabulary, the ease of acquiring knowledge, and appreciated the interactivity generated by the use of short documentaries in their Social Studies classes. It means that the use of documentaries in a CLIL classroom helps students acquire new vocabulary and subject understanding and the application of this type of material might motivate the learning of a subject. Findings indicate that students could enhance vocabulary acquisition more easily in productive contexts rather than in receptive contexts. In other words, “videos allow the learner to see body and speech rhythm in second language discourse through the use of authentic language and speed of speech in various situations. Videos allow contextual clues to be offered” (Hazirlayan, 2009, p. 41). Undoubtedly, short documentaries are useful resources to apply in the CLIL classroom. Kayaoglu, Akbas, and Ozturk (2011) remark that the use of innovative tools in language classrooms is beneficial because vocabulary acquisition can be learned meaningfully and language learners can activate all their cognitive and emotional senses in learning a language.



5. Chapter V: Conclusions and Recommendations

5.1. Conclusions

First, based on the research question of this study: “what is the effect of short historic documentary films on vocabulary acquisition in conjunction with oral production in the CLIL classroom”, it can be affirmed that it had a positive impact concerning the students’ vocabulary.

The application of short historic documentary films for vocabulary acquisition during oral production in the CLIL classroom showed unambiguous and positive differences in the speech competences of the treatment group. The data interpretation revealed some differences between the control and the treatment group. Using short documentaries is an efficient approach for teaching new vocabulary in the CLIL classroom since it is a dynamic and meaningful way of connecting form and meaning when learning new words. Additionally, it is a useful way to avoid traditional teaching forms and go a step further in learning new words not only in receptive but also in productive ways.

Another positive effect found was that students under the treatment showed improvement in their ability to use the required vocabulary. Students were able not only to recognize words, but they were also able to use them when an appropriate context was given and motivating material was provided in the class.

5.2. Recommendations

To conclude, the application of short documentaries offers rich and dynamic contexts in which to learn vocabulary, allowing teachers to avoid using solely traditional teaching methods. It is recommended that teachers take advantage of this type of material, which provides learners with a great opportunity to use and improve their vocabulary not just in a receptive but in a productive way. Teachers should take advantage of access to free online video resources and introduce them to their daily English vocabulary lessons as vocabulary is one of the most important elements for acquiring and expanding to the knowledge of a new



language. Wilkins (1972) said “. . . while without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (as cited in Lessard, 2012, p. 2).

5.3. Suggestions for further research

As per the limitations of the study, the present research focused on the acquisition of content words in young teenage participants in a Social Studies class. However, in further research, the use of such audio-visual materials should not be used only to learn nouns, but also adjectives because it is also important vocabulary that needs to be explored and researched. In the case of adults or advanced learners, teaching with documentaries should be focused on more difficult vocabulary and chosen in accordance with the subject matter. Undoubtedly, as there are different teaching contexts, the use of documentaries in the classrooms may vary according to the students' learning needs. Similarly, advanced learners, who have acquired the most basic vocabulary and have developed their own habits of learning vocabulary, may require different combinations in the use of these types of videos. The situations mentioned above are worthy of further research.



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APPENDIXES

APPENDIX A: Permission from Tecnico Salesiano High School

Autenticado
26/11/2018

Cuenca, 26 de Noviembre del 2018

Ing. Omar Álvarez
RECTOR DE LA UNIDAD EDUCATIVA TECNICO SALESIANO

Su despacho.-

De mi consideración:

Con un cordial y atento saludo me dirijo a usted para desearle éxitos en sus labores diarias y a la vez mediante la presente solicitarle muy comedidamente me autorice un permiso para poder aplicar mi trabajo de investigación titulada "The effect of Short Historic Documentary Films on Vocabulary Acquisition during the oral production in the CLIL classroom." en uno de los cursos de los octavos años durante las clases del tercer parcial, mismo que tiene como finalidad el analizar el efecto de la aplicación de documentales históricos cortos para mejorar la adquisición del vocabulario del idioma Ingles en las clases de Social Studies para conseguir un impacto positivo en el aprendizaje del idioma y contenidos en la lengua extranjera.

Cabe recalcar que la información que se recoja de este estudio será completamente confidencial y no se usará para ningún otro propósito fuera de los de esta investigación. De la misma manera, la identidad de los participantes será anónima durante y después de la divulgación de resultados. Esta aplicación beneficiara al mejoramiento de esta destreza en los estudiantes además que es un requisito previo a la obtención de mi título a Magister en Lingüística Aplicada a la Enseñanza del Idioma Inglés como Lengua Extranjera.

Por la gentil atención que le brinde a la presente anticipo mis agradecimientos.

Atentamente,

Mayra Elizabeth Avila Ortiz

Mayra Elizabeth Avila Ortiz. 0983342055
Estudiante de Maestría

UNIDAD EDUCATIVA
"TECNICO SALESIANO"
SECRETARIA DE TITULADO
FECHA: 2018.11.26
FIRMA: *[Signature]*



APPENDIX B: Consent form

Consentimiento Informado para Investigación

La presente investigación será conducida por la Lic. Mayra Elizabeth Ávila Ortiz, estudiante del Programa de Maestría en Lingüística Aplicada a la Enseñanza del Idioma Inglés como Lengua Extranjera dictada en la Universidad de Cuenca. La meta de este estudio es medir el efecto del uso de documentales históricos cortos en la adquisición del vocabulario durante la producción oral en la lengua extranjera a través de la producción oral.

Si el estudiante accede a participar en este estudio, para el inicio del mismo se le pedirá responder preguntas de un cuestionario en español. Lo que permitirá que el investigador pueda obtener información acerca de las opiniones de los estudiantes en cuanto al uso de documentales. Además de ello, a los participantes del grupo experimental como del grupo de control se les aplicara un test de evaluación antes y después del tratamiento. Esta evaluación no afectara de ninguna manera el rendimiento académico del estudiante ya que los resultados obtenidos serán usados únicamente para el propósito de la investigación.

Finalmente, la información que se recoja será confidencial y no se usará para ningún otro propósito fuera de los de esta investigación. Sus respuestas al cuestionario y la presentación de resultados de las evaluaciones serán codificadas usando un número de identificación y por lo tanto, serán anónimas.

Desde ya le agradezco su participación.

Acepto participar voluntariamente en esta investigación, conducida por_____ . He sido informado (a) de que la meta de este estudio es _____



Reconozco que la información que yo provea en el curso de esta investigación es estrictamente confidencial y no será usada para ningún otro propósito fuera de los de este estudio sin mi consentimiento.

Entiendo que una copia de esta ficha de consentimiento me será entregada, y que puedo pedir información sobre los resultados de este estudio cuando éste haya concluido.

Nombre del Participante Firma del Representante Fecha:_____



APPENDIX C: Likert-type survey 1

ListNumber: _____
 Male: _____

Course: _____
 Female: _____

LIKERT SCALE

Instruction: Please indicate how much you agree or disagree with each of the following statements.

DOCUMENTARY CHARACTERISTICS	STATEMENTS	Strongly agree 5	Agree 4	Neither disagree or agree 3	Disagree 2	Strongly disagree 1
PLATFORMS	1. I usually watch historic documentaries in my Social Studies class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	2. I usually watch historic documentaries online or on TV at home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	3. I would prefer to watch historic documentaries in my classroom than just reading books.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
LEGHT If I have the opportunity to watch historic documentaries in my Social Studies class, I would prefer documentaries that last...	4. Between seven (7) to ten (10) minutes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	5. Between fifteen (15) to thirty (30) minutes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	6. Thirty (30) minutes or more.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NARRATION I would prefer to watch historic documentaries where	7. There is a single narrator.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	8. There are many narrators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	9. There is at least a narrator and an interview.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
INFORMATION I would prefer to watch historic documentaries where facts are presented through	10. Experts who have had first-hand experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	11. Role plays and dramatizations (animated cartoons).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
IMAGES/GRAPHICS I would prefer to watch in a documentary	12. Real pictures/images showing true facts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	13. Animated pictures/images showing true facts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MUSIC AND SOUND I would prefer that in the documentary be included.....	14. Songs with lyrics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	15. Soundtracks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**APPENDIX D: Lesson Model****LESSON PLAN MODEL****UNIT:** ABORIGIN TIME IN AMERICA**TOPIC:** MESOAMERICAN CULTURES**VOCABULARY:**

Gods, rituals, civilizations, Mesoamerica, ancient, irrigation system, and pyramids.

OBJECTIVE: Analyze the origin of the first settlers of America and its forms of survival based on the material evidence that has been discovered.**MATERIAL:**

- Documentary about the Mesoamerican Cultures.(
<https://www.youtube.com/watch?v=sK9yv5wAoY0>)
- Worksheet based on the documentary.

PROCEDURE:

STAGES	VOCABULARY ACTIVITY BASED ON THE DOCUMENTARY	CLIL PRINCIPLES
FIRST STAGE	<ul style="list-style-type: none"> ➤ The students work on a brief oral vocabulary pre-task in pairs to build upon their previous knowledge. They answer short questions related to the Mesoamerican Culture. ➤ Through this activity, the topic and new vocabulary are introduced. 	Content Cognition Communication Culture
SECOND STAGE	<ul style="list-style-type: none"> ➤ The students are let to watch the documentary silently. ➤ This encourages students to develop personal ways of interpreting facts and events they watched in each documentary applying high order thinking skills. Knowledge and new vocabulary are constructed through the development of higher-order thinking skills. 	Content Cognition Communication Culture
THIRD STAGE	<ul style="list-style-type: none"> ➤ The students are asked to complete an oral vocabulary post-task. The students build upon their previous vocabulary knowledge of the images and situations presented in each short historic documentary film. ➤ They expand their knowledge and gain a better understanding of the subject. 	Content Cognition Communication Culture



APPENDIX E: Activity Model and Video Sources

SOCIAL STUDIES

Name: _____ **Course:** _____ **Date:** _____

BLOCK 3: HISTORY AND IDENTITY

UNIT 3: ABORIGIN TIME IN AMERICA

TOPIC 14: MESOAMERICAN CULTURES

VOCABULARY: Gods rituals civilizations Mesoamerica Ancient
irrigation system pyramids

GOALS: Analyze the origin of the first settlers of America and its forms of survival based on the material evidence that has been discovered.

PART A: BEFORE YOU WATCH



Discuss with your classmate:

- ✓ What do you know about the Mesoamerican cultures?
- ✓ What were the most important ancient cultures?
- ✓ What were their contributions?

PART B: WHILE YOU WATCH

Watch the film called Mayas <https://www.youtube.com/watch?v=sK9yv5wAoY0> and complete the sentences with the missing words from the box:

Gods civilizations Mesoamerica ancient irrigation system rituals pyramids

1. Deep in the Yucatan Peninsula lie _____ stones cities reclaimed by the jungle.
2. Kings ruled like _____, and tall stone _____ soared above the treetops.
3. The Mayas' history was one of the most fascinating and dynamic _____
4. The Maya emerged as a distinct and unique group in _____
5. During the Classic period, Mayas created massive _____ projects
6. From the top of these pyramids, _____ and ceremonies were carried out.
7. When a _____ was offered it was almost always a noble of king enemy captured.

Check the information with your teacher and classmates.

PART C: AFTER YOU WATCH

**Discuss the following questions.**

- ✓ 1 What are some NEW things that you have learned from this documentary?
- ✓ 2 Why were the Mayas considered as a Civilization?
- ✓ 3 In your opinion, what was the best contribution of the Mayan Culture?

Share your answers**VIDEO SOURCES**

NAMES	HOURS ACT.	SITE	SOURCES
1. Why Human Ancestry matters?	2	CrashCourse 2017	https://www.youtube.com/watch?v=atDL_KDHJ-c&list=PL8dPuuaLjXtMczXZUmjb3mZSU1Roxnrey&index=15
2. ¿Qué paso con la historia? ¿Orígenes Humanos?	3	Kurzgesagt – In a Nutshell 2016	https://www.youtube.com/watch?v=dGiQaabX3_o
3. Human Prehistory 101 (Part 3 of 3): Agriculture Rocks Our World	3	23andMe&Khan Academy	https://www.youtube.com/watch?v=IVHD9wGIbho
4. Human Prehistory 101: Weathering the storm rivers, and oceans	3	23andMe	https://www.youtube.com/watch?v=T9Nw66RCMhg
5. Human Evolution: Crash Course Big History #6	3	CrashCourse 2014	https://www.youtube.com/watch?v=UPggkvB9_dc&list=PL8dPuuaLjXtMczXZUmjb3mZSU1Roxnrey&index=6
6. Ferdinand Magellan - First Circumnavigation of the Earth	2	Epic History TV & Simple History 2018	https://www.youtube.com/watch?v=ylwiOLab5AA
7. Mesoamerican Cultures	2	Kings and Generals 2018	https://www.youtube.com/watch?v=sK9yv5wAoY0
8. History of Ancient Mexico, Aztecs, Maya and more Explained in ten minutes	3	Epimetheus 2018	https://www.youtube.com/watch?v=UfSTd6FRrVM&t=38s
9. Historia resumida: Mayas,	3	Over Sarcastic productions 2017	https://www.youtube.com/watch?v=uC0PggqB-XuE



Aztecas e Incas			
10.El ascenso de los Mayas	3	Kings and Genrals 2018	https://www.youtube.com/watch?v=sK9yv5wAoY0&list=PLaBYW76inbX5xFVjwMXSPd-UFSa3LQ_mq&index=5
11.Why did the Maya civilization collapse?	3	Kings and Genrals 2018	https://www.youtube.com/watch?v=SxwxTgFVUDE&list=PLaBYW76inbX5xFVjwMXSPd-UFSa3LQ_mq&index=7
12.Surgimiento del Imperio Inca	2	Kings and Genrals 2018	https://www.youtube.com/watch?v=gfDdeNmZJY4
13.Apogeo del imperio Inca	1	Kings and Genrals 2018	https://www.youtube.com/watch?v=3aYeUOVgbck
14.The rise and fall of the Inca Empire	1	TED-Ed	https://www.youtube.com/watch?v=UO5ktwPXsyM
15.Spanish Conquest of the Incan Empire	1	Kings and Genrals 2018	https://www.youtube.com/watch?v=xPm8E-zWwsQ
16.Great Inca Rebellion	1	Kings and Generals 2018	https://www.youtube.com/watch?v=813PIMo0-54
17.Los Aztecas: La llegada de Cortés y los Conquistadores	1	Kings and Generals 2018	https://www.youtube.com/watch?v=suRAVIndO4Y&list=PLaBYW76inbX5xFVjwMXSPd-UFSa3LQ_mq&index=9
18. Why did the Europeans enslave Africans?	1	Origin of Everything 2018	https://www.youtube.com/watch?v=opUDFaqNgXc



APPENDIX F: Pre-test

ORAL TEST

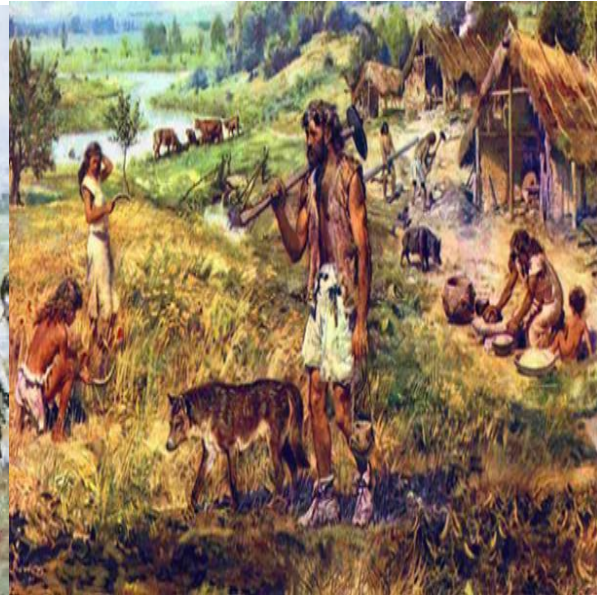
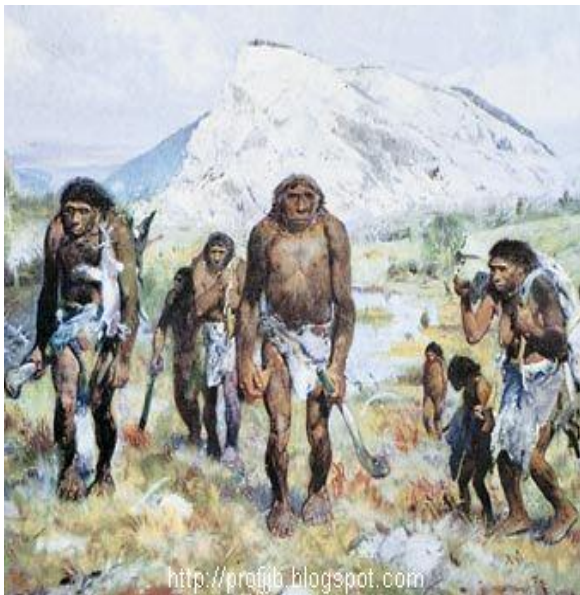
SUBJECT: SOCIAL STUDIES

TOPIC: THE FIRST SETTLERS OF AMERICA/ EMERGENCE OF AGRICULTURE

PART A: DESCRIBE THE PICTURE

stone utensil	hunter	primitive	settler	ancient	nomad
migration	domestication	extinction	gatherer	irrigation system	
tribe	sedentary	glaciation	agriculture		

What can you see in the pictures?



PART B: USE THE ABOVE WORDS TO ANSWER THE FOLLOWING QUESTIONS:

stone utensil	hunter	primitive	settler	ancient	nomad
migration	domestication	extinction	gatherer	irrigation system	
tribe	sedentary	glaciation	agriculture		

- a) What were the primitive people's occupations?
- b) What tools did they invent to survive?
- c) What allowed the emergence or origin of agriculture?

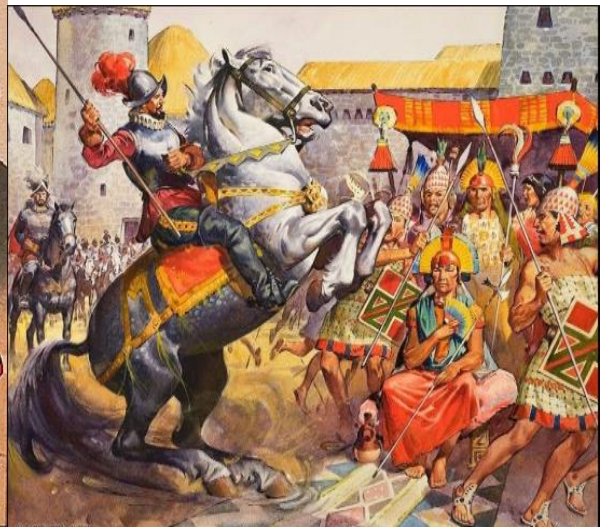


TOPIC: GREAT CULTURES OF MESOAMERICA/ANDEAN AMERICA

PART A: DESCRIBE THE PICTURE

Ritual	deity	human sacrifice	god	monarch
civilization	gold	shaman	ruler	slave
	prisoner	conquest	continent	war

What can you see in the pictures?



PART B: USE THE ABOVE WORDS TO ANSWER THE FOLLOWING QUESTIONS:

Ritual	deity	human sacrifice	god	monarch
civilization	gold	shaman	ruler	slave
	prisoner	conquest	continent	war

- a) What were the common traits between the Mesoamerican and Andean American cultures?
- b) How were their empires?
- c) What activities did they use to do?
- d) How were the Spanish and American cultures social classes divided? Differences?



APPENDIX G: Post-test

ORAL TEST

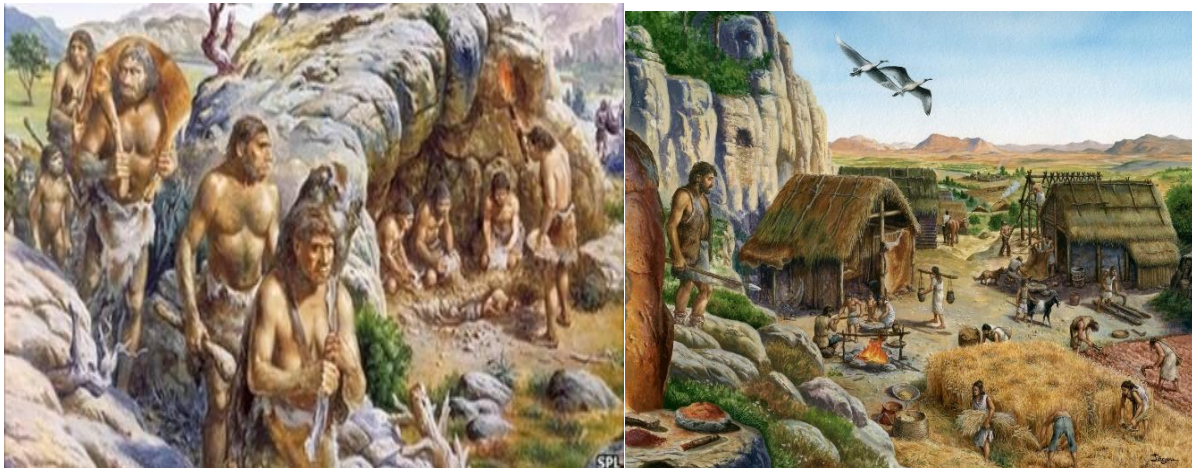
SUBJECT: SOCIAL STUDIES

TOPIC: THE FIRST SETTLERS OF AMERICA/ EMERGENCE OF AGRICULTURE

PART A: DESCRIBE THE PICTURE

Stone utensil	hunter	primitive	settler	ancient	nomad
migration	domesticate	Extinction	Gatherer	Irrigation system	
	tribe	sedentary	glaciation	agriculture	

What can you see in the pictures?



Stone utensil	hunter	primitive	settler	ancient	nomad
migration	domesticate	Extinction	Gatherer	Irrigation system	tribe
	sedentarism	glaciation	agriculture		

- d) What were the primitive people's occupations?
- e) What tools did they invent to survive?
- f) What allowed the emergence or origin of agriculture?



TOPIC: GREAT CULTURES OF MESOAMERICA/ANDEAN AMERICA

PART A: DESCRIBE THE PICTURE

Ritual	deity	human sacrifice	god	monarch
civilization	gold	shaman	ruler	slave
	prisoner	conquest	continent	war

What can you see in the pictures?



PART B: USE THE ABOVE WORDS TO ANSWER THE FOLLOWING QUESTIONS:

Ritual	deity	human sacrifice	god	monarch
civilization	gold	shaman	ruler	slave
	prisoner	conquest	continent	war

- e) What were the common traits between the Mesoamerican and Andean American cultures?
- f) How were their empires?
- g) What activities did they use to do?
- h) How were the Spanish and American cultures social classes divided? Differences?



APPENDIX H: Rubric

T R A I T S	GRA DE	NO PRODUCTION 0	POOR 0.5	FAIR 1	GOOD 1.5	VERY GOOD 2	EXCELLENT 2.5
V O C A B U L A R Y	—	No production	Student misuses vocabulary in speech and ignores unfamiliar words. The vocabulary is inadequate; there is no idiomatic feel Uses less than 9 terms	Student uses new vocabulary minimally when describing the pictures or answering the given questions. Uses a limited range of vocabulary; there are very few idiomatic expressions. Uses between 10 to 14 terms	Student understands the general context, but is not consistently able to use vocabulary when describing the pictures or answering the given questions. There are some misuses of words and vocabulary mistakes. Uses between 15 to 19 terms.	Student employs the vocabulary appropriately and accurately when describing the pictures or answering the given questions. Uses a range of vocabulary appropriate to the theme under discussion; uses some idiomatic expressions. Uses between 20 to 24 terms	Student understands the context perfectly and employs the vocabulary organically and masterfully when describing the pictures or answering the given questions. Uses between 25 to 30 terms
G R A M M A R	—	No production	Errors in basic structures and misuses the vocabulary. Errors impede communication. Most structures are incorrect.	Many errors (subject - verb forms). Nouns and adjectives are misused.	Some errors (subj- verb agreement). There is some confusion in the use of nouns and adjectives. Errors at times interfere with message.	Few syntax errors. Minor errors in the use of nouns, adjectives, verbs, that do not impede communication	No grammatical errors. Student's speech is clear and free from grammatical mistakes.
P R O N U N C I A T I O N	—	No production	Student makes no effort to enunciate and articulate the target vocabulary. Lots of stress and intonation difficulties	Student makes little effort to enunciate and articulate the target vocabulary. Stress and intonation difficulties.	The student has some errors in pronunciation, some effort in articulation of the target vocabulary.	The student makes minor errors in pronunciation, good articulation of the target vocabulary.	The student makes no errors in pronunciation, great articulation in the target vocabulary.
T O P I C K N O W L E D G E	—	No production	Lack of content and coherence when presenting the ideas. Confusion and hesitation. Makes no attempt, or response is totally irrelevant or inappropriate. Errors in vocabulary often interfere with the message.	Limited relevant content is expressed. The response generally lacks substance beyond expression of very basic ideas. Errors in vocabulary use at times interfere with message	The response is connected to the task, though the number of ideas presented or the development of ideas is limited. Errors in vocabulary use at times interfere with message.	Response is mostly coherent and sustained and conveys relevant ideas/information. Minor errors in vocabulary use seldom interfere with the message.	Response is sustained and sufficient to the task. It is generally well developed and coherent; relationships between ideas are clear (or clear progression of ideas). Vocabulary use helps understand the message.
T O T A L							



APPENDIX I: Checklist

**CHECKLIST
Word Knowledge**

The examiner checks the words produced by the students during the oral interview.

1. stone utensil _____
2. hunter _____
3. primitive _____
4. settler _____
5. ancient _____
6. nomad _____
7. migration _____
8. domestication _____
9. extinction _____
10. gatherer _____
11. irrigation system _____
12. tribe _____
13. sedentary _____
14. glaciation _____
15. agriculture _____
16. Ritual _____
17. deity _____
18. human sacrifice _____
19. god _____
20. monarch _____
21. civilization _____
22. gold _____
23. shaman _____
24. ruler _____
25. slave _____
26. pyramid _____
27. prisoner _____
28. conquest _____
29. continent _____
30. war _____

**APPENDIX J: Survey 2**

Name: _____ Course: _____

LIKERT SCALE**Instruction:** Please indicate how much you agree or disagree with each of the following statements.

NO.	STATEMENTS	ANSWERS				
		Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
1	I enjoy learning through vocabulary sessions by watching short historic documentaries					
2	The use of short historic documentaries makes easier to understand the content of lesson of Social Studies.					
3	Watching short historic documentaries is very interesting because we not only listen the audio but also watch the film based on interesting historic and true facts.					
4	Listening to dialogues in short historic documentaries and watching pictures in motion at the same time enhance my vocabulary and speaking skills.					
5	I often use words learned from the short documentaries to refer in my conversations about new Social Studies topics.					
6	Learning through lessons and activities based on short historic documentaries in the Social Studies class encourage me improve my vocabulary and speaking skills.					
7	Watching short historic documentaries in the Social Studies subject help me to learn new vocabulary, learn how to pronounce new words, and motivates me to participate in class discussions.					